Learning to Teach

Success Case Studies of Teacher Induction in Aotearoa New Zealand

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New Zealand
Teachers Council
Te Pouherenga Kaiako o Aotearoa

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

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

Foreword

The aim of the New Zealand Teachers Council *Learning to Teach* research programme was to review and evaluate the nature and quality of advice provided for provisionally registered teachers. With thousands of provisionally registered teachers participating in induction programmes each year in New Zealand, the Council recognised the importance of ensuring that this was a positive learning experience for them.

Publication of this report brings to a close the *Learning to Teach* research programme. The first two stages of the research were carried out by the New Zealand Council for Educational Research. The first, *Learning to Teach: A Literature Review of Induction,* was conducted by Marie Cameron and published in 2007, and involved a critical review of the New Zealand and international literature on approaches to induction. The literature review informed the second stage of the *Learning to Teach* research programme, an investigation of teachers' experiences of induction. This second study, also published in 2007—*Learning to Teach: A Survey of Provisionally Registered Teachers in Aotearoa New Zealand,* conducted by Marie Cameron, Rachel Dingle, and Keren Brooking—employed a national survey followed by a selection of focus groups with teachers who had recently finished their induction programme. The literature review highlighted best practice for effective induction and indicated where gaps existed in New Zealand. The survey and focus groups confirmed the areas where more support was needed and showed inconsistencies in the New Zealand system. Both reports also emphasised how important good induction is for provisionally registered teachers.

The third and final stage of the *Learning to Teach* research programme aimed to identify exemplary induction practices within early childhood education services, Māori medium settings, and in other primary and secondary schools in Aotearoa New Zealand. The contract for this phase of the research was awarded to the New Zealand Action Research and Review Centre in the School of Education at Unitec. A team comprising Helen Aitken, Pip Bruce Ferguson, Fiona McGrath, Eileen Piggot-Irvine, and Jenny Ritchie carried out this considerable task, which has resulted in useful insights into what our leading education organisations are doing well in their induction programmes and where gaps exist. The findings of the research highlighted exemplary induction practices across the sector. Provisionally registered teachers had access to a community

of support during their induction and the guidance from an experienced mentor teacher. The report also identifies important issues for organisations such as a lack of time for discussions and observations of the provisionally registered teacher's practice and limited access to mentor teachers for some.

Once again, the Council thanks members of the Reference Group which guided and supported this phase of research.

In summary, all phases of this research programme have enabled a more complete picture of induction—the theory, experiences, and best practices. The Council is grateful to all those who took part in this research and provided comment. The Council is committed to building on the findings.

Dr Peter Lind

Director

March 2008

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Executive summary

Background and methodology

In this research commissioned by the New Zealand Teachers Council, the quality of induction of Provisionally Registered Teachers was examined in a series of qualitative "success case studies" in early childhood, primary, secondary, and Māori-medium settings. The establishment of criteria for effective induction (from the literature and previous research) guided the identification of 20 sites across the sectors that were considered to demonstrate effectiveness. Following identification of the "success" sites, in-depth data collection of each case was conducted via a mixed method approach with focus groups, one-to-one interviews, observations, and documentary analysis. The data were subsequently analysed and reported upon thematically based on the following three key research questions:

1. What examples are there, in a range of settings in New Zealand, of exemplary practices and of ways of dealing with problematic situations when supporting Provisionally Registered Teachers through effective advice and guidance programmes?
2. What contextual supports are needed when supporting Provisionally Registered Teachers through effective advice and guidance programmes?
3. What are effective practices and systems for the assessment and moderation of assessments of Provisionally Registered Teachers as they move towards full registration?

The findings summarised

Exemplary practice

Examples of exemplary practice were evident across all of the four sectors examined and these are summarised briefly in this section. Overall, in sites that conduct effective induction, there was strong evidence that wider support than just that of the mentor teacher alone was provided. Time was allocated for the Provisionally Registered Teacher and mentor teacher to meet (both informally through ongoing collegial support, and formally in the registration process). Participation in internal and external professional development for both mentor teachers and

Provisionally Registered Teachers was a strong feature in all schools, as was openness to receiving feedback about progress and teaching. Good ratios of Fully Registered Teachers to Provisionally Registered Teachers existed in the each setting.

In all case study sites, the perennial issue of lack of time for mentoring was acknowledged but also constructively attended to via approaches involving collaboration and sharing of resources, expertise, and support. An additional distinguishing feature in the success case studies was that of shared understandings among staff about good teaching and learning. Significantly, in almost all sites, there was appreciation of the need for the reviewing, checking, and reporting associated with induction: accountability was perceived to be an attendant component of the process. Also, particular care was often taken to ensure that the appropriate allocation of the mentor teacher to ensure a good "match" with the Provisionally Registered Teacher.

Ways of dealing with problematic situations

The predominant problematic situation that existed for all sectors was that of time pressure and the most effective ways of dealing with this were noted as being associated with:

- collaboration amongst colleagues
- sharing of resources with Provisionally Registered Teachers
- reduction in extra-curricula commitments
- increasing the "family of support" when problems arose.

Contextual support

The findings of the 20 case studies also revealed a range of contextual supports that helped Provisionally Registered Teachers through effective advice and guidance programmes. Contextual support indicated in the success cases was wide and varied and overlaps exist with features noted in the previous two sections. Contextual support occurred via:

- support and training of mentor teachers
- limiting extra roles and responsibilities placed on Provisionally Registered Teachers
- reassurance of security for Provisionally Registered Teachers through limited contractual employment arrangements.

Learning, development and accountability

The findings of the 20 case studies revealed shared understandings about good teaching and learning and that the sites had clear general accountability practices for reviewing, checking, and reporting the progress of the Provisionally Registered Teacher as they moved towards full registration. These included:

- a shared commitment to ongoing professional learning and development in teachers
- gathering 'everyday' evidence in relation to the Satisfactory Teacher Dimensions
- making the links with other documents/processes such as teacher appraisal.

The Māori-medium context

The five Māori-medium case studies showed that there were several overlaps in the features of effective induction in Māori-medium settings with that of non-Māori. Overlaps included:

- support for and valuing the Provisionally Registered Teacher
- having a close proximity of Provisionally Registered Teachers and mentor teachers in terms of office space, teaching rooms, and so on
- reinforcement of the kura or setting's learning culture via the induction process
- the provision of constructive feedback to Provisionally Registered Teachers
- the regular checking of documentation.

There were also induction features that were distinctive in the Māori settings. The predominant feature was associated with the definition and practice of mentoring itself. In the Māori settings, "mentoring" does not centre on individuals or a dual relationship between mentor and provisionally registered teacher, but on the much wider concept of whānau.

Recommendations

An extensive list of recommendations has been provided in the final section of this report. The most important of these recommend that:

- mentor education and professional development programmes be provided at a regional level
- mentor education and development be tailored and delivered with each sector in mind. This would include an interpretation of meeting the Satisfactory Teacher Dimensions in relation to each sector (and the differences in services within some sectors)
- release time for mentor teachers is provided for and that this is a requirement of the funding
- external mentoring models (particular to early childhood education currently) are further examined
- more time and funding are allocated to induction
- more observation of others' practice is included as a facet of induction
- clarity is provided about expectations regarding the amount of documentary evidence needed to meet the requirements for full registration
- networks are established for mentor teachers and Provisionally Registered Teachers

- consideration is given to having a designated position (e.g. induction coordinator) rather than mentor teachers holding sole responsibility, as was evident in some early childhood and secondary settings
- some form of manual or guidelines for induction is provided to Provisionally Registered Teachers (and preferably before the start of the school year or when they commence employment)
- mentor teachers and Provisionally Registered Teachers working in close proximity is a priority for internal mentoring models (most commonly represented)
- scheduled formal times for Provisionally Registered Teachers to meet and share experiences are made
- processes for sharing schemes of work with Provisionally Registered Teachers are established
- reduction of extra responsibilities and roles of Provisionally Registered Teachers occurs
- individual/external professional development is more strongly promoted for Provisionally Registered Teachers and such professional development is linked to goals for induction and appraisal
- cross-curricular and/or additional responsibilities of Provisionally Registered Teachers are reduced
- time is organised to ensure that common meeting times are available between mentor teachers and Provisionally Registered Teachers (including adequate timetabling in secondary sector)
- further consultation and clarification of what constitutes "success" or "best practice" in the Māori medium is needed with Māori defining and designing improvements to support processes for Provisionally Registered Teachers
- that professional development is conducted within the Māori medium context for Māori
- that written resources are linked with kaupapa Māori and written in te reo Māori
- that alignment of registration processes occurs with kaupapa Māori curriculum documents.

1. Introduction and background

The research was designed as the third and final stage of a three-phased design to investigate the nature and quality of advice and guidance (induction) provided for Provisionally Registered Teachers in Aotearoa New Zealand. Provisionally Registered Teachers in early childhood education services, Māori-medium settings and in other primary and secondary schools were the focus of the case studies.

This third stage was preceded by a literature review (Cameron, 2007) and a national survey and focus groups (Cameron, Dingle, & Brooking, 2007). The New Zealand Teachers Council called for registrations of interest for the third and final stage of the *Learning to Teach* induction research programme in August 2006 and formal proposals were sought for qualitative case studies in a range of settings that examined practices and issues for induction processes, mentoring, and assessment of provisionally registered teachers.

As noted in the Registration of Interest document, upon graduation from an approved initial teacher education programme, and subsequent granting of provisional registration status by the Teachers Council, a teacher undergoes a two-to-five year period of advice and guidance before applying for fully registered teacher status. In this period, a Provisionally Registered Teacher is entitled to a structured programme of mentoring, professional development, observation, targeted feedback on their teaching, and regular assessments based on the standards for full registration (the Satisfactory Teacher Dimensions established by the Teachers Council). At the end of this period, the professional leader uses information gathered to attest if the teacher meets the Council's's Satisfactory Teacher Dimensions. On the basis of this attestation, and satisfied that the teacher has met all conditions, the Teachers Council grants full registration to the teacher.

The Registration of Interest document circulated by the Teachers Council also noted that this "induction period" of provisional registration is increasingly viewed as the "final practicum" of initial teacher education. It noted research indicating that the nature of induction plays a significant role in the future success and retention of newly qualified teachers (Cameron, Baker, & Lovett, 2006; Education Review Office, 2004, 2005; OECD, 2005; Renwick, 2001).

The Teachers Council stated that it had a number of concerns in this policy area arising from recent research reports. These included four key concerns. Firstly, that the quality of advice and guidance being accessed by Provisionally Registered Teachers is variable (e.g. Cameron et al., 2006; Education Review Office, 2004, 2005; Kane, 2005; Kane & Mallon, 2006).

Secondly, there are particular issues and barriers to establishing good advice and guidance programmes. Some of these are highlighted in settings such as isolated rural schools, small

primary schools, early childhood settings and Māori medium settings. There is some evidence that Provisionally Registered Teachers who do not have adequate mentoring and structural support may fail to develop into competent teachers (Education Review Office, 2004; OECD, 2005).

Thirdly, there are concerns that those responsible for supporting the Provisionally Registered Teachers, particularly the tutor teacher (subsequently called mentors in this report) and others charged with providing advice and feedback such as heads of department, are not themselves trained or qualified as adult educators.

Fourthly, there are policy issues to work through in respect of the assessments and moderation of assessments of Provisionally Registered Teachers as they move to full registration as a teacher. The Teachers Council noted that these issues relate to both internal processes in each school or learning centre and externally, through the processes of the Council. They stated that there are complex issues specific to different settings.

The Teachers Council reported that it had undertaken considerable policy analysis in the areas of teacher development and requirements for registration. Of the three points of entry to the profession (selection into, and graduation from, initial teacher education programmes and graduation from provisional to full registration), the last of these had been identified as critical for influencing teacher quality (OECD, 2005). The Council offered that supporting the professional learning of Provisionally Registered Teachers and clarifying responsibilities for their formative and final assessment and related issues were seen as the priority area where the Council could strengthen the profession.

The Teachers Council concluded by stating that their awareness of the need to establish a broader and more in-depth evidence base on which to formulate future policy and advice to the profession led to the decision to engage in a research project (the *Learning to Teach* induction research programme). To support and guide this project, the Council, in 2006, established a reference group.

2. Aims, objectives, and outcomes sought

The Teachers Council's stated longer term aims of the *Learning to Teach* induction research programme (as stated in the Request for Proposal document) were to influence the quality and retention of Provisionally Registered Teachers in early childhood, primary and secondary, and English and Māori medium settings. The Council articulated that the research would lead to policy development that seeks to influence quality teaching throughout the profession through the flow on effects of this work with Provisionally Registered Teachers in each of these settings. The Council argued that in the medium term it was expected that the research would raise awareness of the issues canvassed and would support and facilitate good practice throughout the sector.

The Council's goal was to develop a research programme that would provide an evidence base for the development of policies and advice to schools, kura, and early childhood centres, and to initial teacher education providers, Provisionally Registered Teachers themselves, and others in the education community who have a role in the support and professional education of newly qualified teachers. It felt that exemplars of good practice should eventuate from the research project.

The Council's policy goal is to develop practices that will give the Council, the profession, and the public confidence that Provisionally Registered Teachers have developed their professional learning to a level where they can be awarded full registration. They considered that the research would also contribute to policy development that would give similar levels of confidence in the assessment processes that lead to Provisionally Registered Teachers being granted full registration.

With these aims, goals and background in mind, the following three main questions guided this third phase of the investigation of the induction of Provisionally Registered Teachers:

1. What examples are there, in a range of settings in New Zealand, of exemplary practices and of ways of dealing with problematic situations when supporting Provisionally Registered Teachers through effective advice and guidance programmes?
2. What contextual supports are needed when supporting Provisionally Registered Teachers through effective advice and guidance programmes?
3. What are effective practices and systems for the assessment and moderation of assessments of Provisionally Registered Teachers as they move towards full registration?

More detailed research questions included:

- What examples are there, in a range of settings, of exemplary practices and constraints in supporting Provisionally Registered Teachers through effective advice and guidance programmes? What contextual supports are needed?
- What are effective practices where there are a number of Provisionally Registered Teachers but only one or very few fully registered teachers available to support them? How can isolated mentors be supported?
- Amongst the case studies of advice and guidance programmes, what appear to be the enabling conditions that impact on the professional learning of these teachers?
- What other sources or models do mentors draw on to guide the professional learning of the Provisionally Registered Teacher?
- What are effective practices in "unpacking" the Council's Satisfactory Teacher Dimensions that can be used as a guide for professional learning as well as for assessment purposes?
- What impact do the mentor's formal mentoring education/qualifications have on the quality of mentoring support experienced by Provisionally Registered Teachers?
- What training and/or support do mentor teachers gain in order to carry out their role effectively?
- What are the benefits and constraints of offsite/external mentoring services where they exist?
- What, if any, are the shared understandings about good teaching and learning to teach within schools and early childhood settings that inform advice and guidance programmes and practices?
- What are the constraints/benefits of Provisionally Registered Teachers' various contractual employment arrangements, such as fixed term or permanent tenure, on the quality of mentoring support they experience?
- What issues and best practices emerge when gathering evidence both for formative professional learning, and also for making judgements for summative assessment processes for Provisionally Registered Teachers?

The information gathered in the first two phases of the research (the literature review and the national survey and focus groups), along with indicators from additional research, were used to inform the establishment of criteria for effective/exemplary induction (practices, systems, and contexts). These criteria, in turn, were used to conduct "success case studies" as described in the following section of this report.

3. Research methodology

A predominantly qualitative set of "success case studies" (Brinkerhoff, 2003) were utilised as an appropriate means to gather the required empirical data on induction. Success case studies are a subset of the more traditional case study method where a single unit analysis is based upon depth that is both holistic and exhaustive (Bassey, 2007) but which also retains the meaningful characteristics of realistic events. A case study investigates a contemporary phenomenon within its real-life context (Wetherell, 2003) and is especially powerful when the boundaries between phenomenon and context are not clearly evident (Yin, 1994).

The Success Case Method is described by Brinkerhoff (2005) as combining the ancient craft of storytelling with more current evaluation approaches of naturalistic inquiry, case study, and narrative research methodologies. They employ a mixed method approach to data collection to exhaustively examine a specific context (the data collection methods recommended for the success case studies in the induction research are outlined later in this section). Prior to this examination, survey methods are often used to locate suitable "cases" for analysis. Following this, literature review and focus groups are then employed to identify criteria for success that are collated into a matrix (or matrices) outlining the criteria for investigation. In the current induction project, the survey (which helped to identify potential "cases"), literature review and focus groups had already been conducted in the first two phases of the *Learning to Teach* induction research programme.

Despite the fact that a previous literature review had been conducted in the first phase of the research, the first step for this third phase case study research was the updating of the literature review so that sample matrices outlining success case criteria could be developed. Matrix 1 (Table 1) shows the key factors arising from this updated literature review (that is, Cameron's (2007) initial review and other relevant literature published since). In Matrix 2 (Table 2) we identified an approach for the research focus, framing this around procedural and contextual indicators of successful processes. These matrices guided the success case study in-depth data collection, using focus groups, one-to-one interviews, observation, and documentary analysis.

Table 1   **Matrix one—key factors arising from recent relevant literature**

	Contextual factors	Supportive and systemic induction practices
Assigned mentor teacher (MT)	Evidence of stability of staff Availability of suitable MTs to guide and support PRT Willingness of more experienced teacher/s to support PRT Consideration of a suitable "match'" between PRT and MT MT has time to fulfil the responsibility of advice, guidance, and support Availability of ongoing professional development and support for MT Clear understanding by MT and PRT of expectations of advice and guidance MT demonstrate commitment to developing and studying their own practice Well trained administration staff Knowledge of tikanga Māori/te reo Māori	Advice and guidance programme is built around the identified needs and interests of the PRT The nature of advice and guidance is planned together by PRT and MT Guidance contains structure for particular "events" (e.g. liaison with/reporting to parents). MT has the mix of personal and pedagogical skills to provide balance of support and challenge for PRT Feedback from MT to PRT is formative and grounded in evidence/observation MT assists with documenting professional growth of PRT over time PRT is aware of the entitlements and requirements of teacher registration Tuakana –teina is evident in the mentoring relationship Valuing of whanaungatanga, manaakitanga, ako, and wairua
Support networks and resources	PRT is welcomed and valued into the school/centre School/centre provides a strong induction and support programme Evidence of leadership, experience, capability in other staff (appropriate role models) Evidence of ongoing contact and communication with initial teacher education provider Induction programme builds on the knowledge and skills of PRT developed in initial teacher education provider PRT demonstrates knowledge and involvement in wider sector networks and/or organisations PRT/MT have access to, and knowledge and use of, technology There are incentives for greater mobility and removal of barriers particular to setting/sector Evidence of transparency and understanding by MT/PRT of how entitlements/funding is spent (e.g. release, funding, professional development, support, feedback)	There is evidence of effective leadership in the setting (school or centre) The school principal/centre manager show interest in the progress of PRT Support is wider than the allocation of a MT or supervisor Support tailors the matching of resources to the needs of the PRT The learning culture already established in the schools/centre is reinforced through the induction process PRT is encouraged to participate in professional learning and networks outside the school/centre. Technology is used as a networking tool Formal and informal support processes are used Opportunities are created for PRT and other experienced teachers to develop collective understandings of effective teaching There is strong emphasis given to teacher evaluation for improvement

Time and space	Teacher registration is regarded as a support process rather than a compliance exercise	Relief staff provide release for PRT and/or MT to allow induction support
	Allocation, frequency, and duration of release time is planned for	Proximity of PRT to others encourages opportunities for sharing ideas and resources, for frequent informal feedback on their work, and for them to observe the teaching of their colleagues.
	Contact and time between MT & PRT is prioritised	
	Location/proximity of PRT and MT within setting	Māori PRT encouraged to draw on support networks (whānau, hapū, iwi) wider than school/centre
	Availability of relief teachers to release PRT and/or MT	Attention is paid to class composition, timetable, and mix of subjects for PRT (secondary sector)
	Availability of teacher aides to assist PRT/MT	School/centre leadership protects the PRT from additional responsibilities/roles
	Frequency of opportunities for PRT to observe other teachers	
	Māori PRT (in mainstream school/centre) has support which is reflective of tikanga Māori and Māori aspirations/domains of knowledge	
	PRTS (secondary) are teaching subjects for which they are trained/qualified.	

Note: The term mentor teacher (MT) has been used to represent the person assigned to support the provisionally registered teacher. Alternative terms used in the literature include supervisor, mentor, support teacher, tutor teacher, associate teacher. PRT stands for Provisionally Registered Teacher.

The key literature referred to was: Aitken (2005, 2006); Cameron (2007); Cameron et al. (2006); Cameron, Dingle, et al. (2007); Darling-Hammond (2003); Education Review Office (2004, 2005); Kane (2005); Kane and Mallon (2006); OECD (2005); Renwick (2001); Stucki, Kahu, Jenkins, Bruce-Ferguson, and Kane (2006).

In Table 2, the survey of the literature identified complexities and divergence amongst the range of practices across settings.

Particular emphasis was given to innovations and success strategies within each sector or setting. Evidence of "success" occurred across components, however consideration was also given to each.

In addition to the key factors in Table 2, emphasis was also given to explanations of how schools/centres have attempted to overcome barriers or challenges in the support and induction of Provisionally Registered Teachers. We believe that this information was relevant and useful for understanding the nature and quality of advice and guidance for Provisionally Registered Teachers.

Table 2 **Matrix two—success case study exemplar focus**

Evidence	Key indicator	Procedural indicators	Contextual indicators
Effective support for PRT	**The induction process supports PRTs to cope with their roles and responsibilities as teachers**	• student/children's learning is enhanced as a result of PRT • the support and guidance process is adapted to support the needs and learning of the PRT • the PRT has knowledge of the requirements and entitlements in relation to their induction	• there are systems within the school/centre to recognise and support the individual needs of the PRT • release time is regularly scheduled and available to the PRT • school policies and practices link with and facilitate effective professional development opportunities for the PRT
		Overcoming barriers	
		Innovations in inducting and supporting PRT teachers particular to the setting	
Effective mentor teacher	**Mentor teachers provide intensive and sustained support to PRTs**	• documentation is regularly checked and feedback about progress is provided • the goals, content and mentoring approaches used by the mentor teacher can be articulated • the relationship with the PRT provides a balance of mentoring, encouragement and challenge	• Professional leaders ensure that regular opportunities exist for PRT and MT to meet • there is clear evidence of assessment, feedback and discussion • there are systems and processes that promote learning and development of staff • the setting promotes excellence in teaching and learning of staff and students/children
		Overcoming barriers	
		Innovations in inducting and supporting PRT teachers particular to the setting	
Effective contextual support	**The context recognises and supports induction of PRT**	• school practices have clear links to effective development opportunities for the PRT • the experiences of PRT and MT are positive and enhance learning • professional relationships within the setting are promoted	• there are clear policy and guidelines to support induction within the setting • there are procedures for providing for the professional development needs of both PRT and MT • there is evidence of professional leadership which instils professional attitudes and ongoing improvement in staff

Note: MT = mentor teacher; PRT = Provisionally Registered Teacher.

The success case study method allowed the researchers to explore participant experiences and understandings as an experiential whole rather than the component parts (Hannabuss, 2000). Overall, the exploration was designed to identify: (a) issues that support good practice (including contextual supports); (b) exemplars of good practices and ways of dealing with problematic situations; (c) indicators of how Provisionally Registered Teachers have developed their professional learning to a level where they can be awarded Fully Registered Teacher status; and

(d) assessment and moderation processes that validly lead to Provisionally Registered Teachers being granted full registration.

Figure 1 summarises the success case method, showing the connections between results, data, outcomes, applications, and goals.

Figure 1   **Summary of success case method**
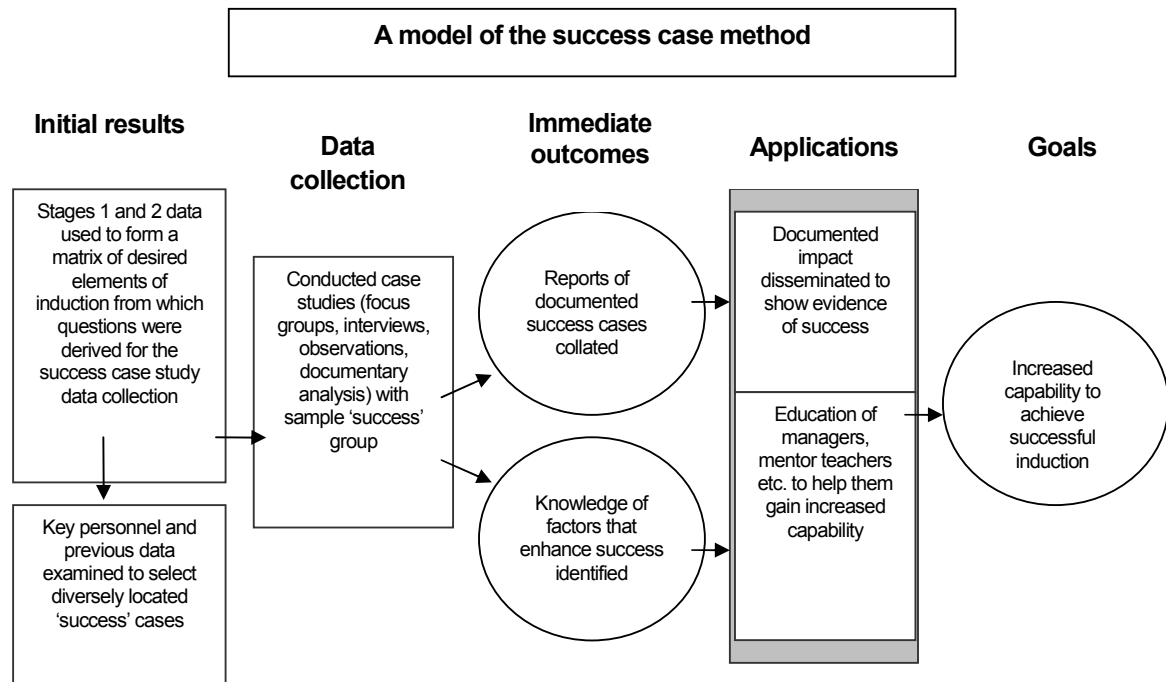
Note: Adapted from Brinkerhoff & Dressler (2003).

Data collection

Multiple perspectives of induction were gathered from the data sources. In this situation they included a range of successful skills, knowledge, and abilities employed by the participants and "success" sites. The multiple perspectives create triangulation of the data which is designed to enhance credibility of the findings in terms of validity and reliability (Denzin, 1997).

Organisations identified as "success" sites were initially contacted by telephone and email, with a follow-up letter. Carefully constructed informed consent processes were enacted. An outline of the nature of the project, the contribution that the individual and organisation might make to the research, and the nature and extent of their involvement were provided as well as assurance that participants and their organisation would only be identified by pseudonym in the report.

Careful attention was paid to checking participant responses and quotations. Each researcher sent the case study reports back to participants for checking and approval.

Data collection tools

The success case study methodology used four main data collection tools:

1. Focus group interviews were held with key stakeholders (Provisionally Registered Teachers, organisation managers, mentor teachers, heads of department, and fully registered teachers). A list of relevant attributes of successful induction were presented in the matrix and the group asked to comment on these, followed by a ranking to achieve some consensus on the attributes of successful induction that are exhibited in their organisation. The schedule for focus groups is provided in Appendix A.

2. One-to-one semi-structured interviews were conducted to probe in depth the attributes of successful induction. The semi-structured format of interviewing was used where the researcher guided the direction of the interview using primarily open-ended questions to encourage participants to discuss their experiences (Cohen, Manion, & Morrison, 2000), as opposed to a more structured interview format that might have constrained responses (Opie, 2003). The interview schedule is attached as Appendix B. Interviews were conducted over a period of approximately one hour.

3. Analysis of existing documentation was undertaken. A raft of documentation associated with induction was examined. The following list is not exhaustive but includes some categories of documentation that were utilised:
   • Provisionally Registered Teacher and mentor teacher plans for induction
   • induction policies and documents
   • minutes from induction meetings
   • planning documents
   • action plans
   • schemes
   • teaching materials
   • observation notes/feedback
   • plans and reports on professional development
   • reflections on practice
   • departmental/team reports
   • external review reports
   • records of achievement.

4. Observations of Provisionally Registered Teacher and mentor interactions/meetings were also planned, but were achieved in very few situations. Despite multiple efforts to arrange times to coincide researcher visits with Provisionally Registered Teacher/mentor meetings, the combination of frantic schedules and the "on the hoof" nature of many Provisionally

Registered Teacher/mentor meetings made it exceptionally difficult to plan concrete times for such observations in advance.

Analysis

Data analysis requires active comprehension, synthesising, theorising, and recontextualising (Irvine & Gaffikin, 2006). In order for this to occur, all focus groups and interviews were taped and transcribed for analysis. A case study report was then written for each case (as collated in separate *Case Study Reports*[1] document) and these were verified by the participants and then thematically coded in a way which derived increasingly specific categories within and across each sector.

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[1] The *Case Study Reports* document is available on request from the Teachers Council.

4. Sample

The information gathered in the first two phases of the research (the literature review and the national survey and focus groups), along with indicators from additional research, were used to inform the establishment of criteria for effective or exemplary induction (practices, systems, and contexts). These criteria, in turn, were used to identify "success" case studies as described in the following section of this report.

There are difficulties in deciding on the type of sampling to select in educational research contingent upon various factors including "time, resources and access—but most importantly it depends on the purpose of the research" (Wellington, 2000, p. 61). Given the time available to carry out this research, the accessibility of educational organisations, and the nature of the methods (focus groups, interviews, observation, and documentary analysis) a purposive approach to sampling was employed (Denzin & Lincoln, 2000) for the intensive success case study approach. As noted previously, the first and second phases of the research on induction were examined to indicate success cases. Additionally, the Teachers Council reference group for the contract was asked for recommendations, as were local advisors working with educational organisations. A relatively small number of cases were chosen because, as Denzin and Lincoln (2000) argue, qualitative researchers may feel confident that they will "learn some important things from almost any case" and that it is appropriate to "choose one or a small number of exemplars" (p. 446). Five sites for each of the following sectors were chosen:

* early childhood education
* primary
* secondary
* Māori medium.

Within each sector, sites of variable size, location (urban, rural), and decile were selected.

As the research progressed, development and refinement to the selected sample occurred, with the final sample and details recorded in the following sections. These details include: the centre or school type; decile (where applicable); the number of Provisionally Registered Teachers involved; the total number of participants involved; (including mentor teachers and further participants/roles where applicable); the presence and participation of Māori and/or Pasifika participants; and a brief outline of the distinguishing features of induction at the site.

Early childhood education sector

Our access to centres or services in the early childhood education sector was complex at times due to the multiple sites and the complexities of many early childhood education organisations. Consent needed to be gained at an organisational level in a number of cases. Although a case study approach generally focuses on *one* site, a number of early childhood education organisations and services contained relevant people and positions that operated externally to the site, making this much more difficult. Therefore although the majority of early childhood education cases are located in a particular site, some contain a wider focus on a "success" relationship. For example, sites such as the home-based care organisation have multi-layered level of support and roles so further time and organisation needed to be given to allow all participants to meet together. In some instances multiple interviews and focus groups were conducted in order to accommodate the organisation's particular structure and preferences.

The early childhood education sites reflected a range of variables relevant to the induction and support of Provisionally Registered Teachers in the early childhood sector (see Table 3) in relation to: early childhood service type (privately owned, community-based, state kindergarten, home-based care, and so on); number of Provisionally Registered Teachers; the total number of participants involved (including mentor teachers and further participants/roles where applicable); and the presence and participation of Māori and/or Pasifika participants. Table 3 also gives a brief outline of the distinguishing features of induction at the site.

Table 3   **Early childhood education sector sample**

Code	School details	No. of PRTs (participants only)	Features of success site
EC-A	**Education and care centre** Urban Total number of participants: 1	1 PRT	• One-to-one support is a feature of the mentoring relationship • MT has offered both internal and external support to PRTs • Very multicultural centre and community
EC-B	**Home-based care provider** Urban and rural Total number of participants: 10	2 PRTs 4 FRTs	• PRTs are in roles of Visiting Teachers and are required to provide education (adult) and training for the home-based caregivers as well as support and guide children's early childhood education experiences • Team leaders are usually the assigned MTs for the PRTs (who are visiting teachers) • Additional organisational support is offered to MTs/PRTs from regional manager & specialist advisor
EC-C	**State kindergarten** Urban Total number of participants: 5	1 PRT 1 FRT	• MT was internal support/MT to the FRT and now PRT • The Kindergarten Association provides wider support to PRTs and MTs in the form of workshops • Professional services managers also involved in feedback and review of PRT
EC-D	**Education and care centre (community based)** Urban Total number of participants: 3	1 PRT 1 FRT	• MT is external to the centre • One-to-one support is a feature of the mentoring relationship • Centre supervisor and centre colleagues provide further support to PRTs
EC-E	**Education and care centre (privately owned —large franchise, large centre)** Urban Total number of participants: 7* *Māori and Pacific Island participant teachers included*	4 PRTs x 2 in year 2 of registration and near completion x 2 began registration in 2007	• PRT has choice of supervisor/MT(internal or external to organisation): • x 3 PRT's have an MT in the centre • x 1 PRT (also in position of leadership) has external MT • Company created position of teacher registration coordinator whose role is to support PRTs and monitor teacher registration across all centres • Comprehensive information folder and guidelines given to all PRTs

Note: FRT = Fully Registered Teacher; MT = mentor teacher; PRT = Provisionally Registered Teacher.

Primary school sector

The primary school sector sample had considerable changes in comparison to the other sectors. Initial delays in starting data collection were partially due to flooding in the Northland area; however, the research team also experienced further unforeseen issues such as unexpected withdrawals from school principals just prior to data collection. High teacher workload and teacher sabbatical leave were some of the reasons given for this withdrawal.

The primary school sector sites reflected a range of variables (see Table 4). These variables included: the type of school; decile rating (ranging from three to eight and including one intermediate school); numbers of Provisionally Registered Teachers; the total number of participants involved (including mentor teachers and further participants/roles where applicable); the presence and participation of Māori and/or Pasifika participants. A brief outline of the distinguishing features of induction at each site is given in Table 4.

Table 4 **Primary school sector sample**

Code	School details	No. of PRTs (participants only)	Features of success site
PR-A	**Primary** Decile: 3 Total number of participants: 5	1 PRT 1 FRT	• The school's appraisal system relates strongly to provisional teacher registration process and record keeping expectations • Strong support from principal and other teachers within school
PR-B	**Full primary (religious)** Decile: 8 Total number of participants: 7* *Māori mentor teacher included*	3 PRTs	• School practices have clear links to effective development opportunities for the PRT • Professional development is available for MTs
PR-C	**Primary (Year 1-6 contributing)** Decile: 6 Total number of participants: 10	5 PRTs	• Highly structured process of initial induction for PRTs • Time given and prioritised for PRTs • Principal committed to sound PRT support
PR-D	**Primary** Decile: 8 Total number of participants: 13	6 PRTs	• The school principal plays an active part in the provisional registration process for PRTs • Coordinator in the school who also oversees induction processes • PRTs attend external workshops for PRTs as well as "in-house" professional development
PR-E	**Intermediate** Decile: 3 Roll: 800 Total number of participants: 15	6 PRTs	• Multicultural school which actively seeks PRTs for fresh input

Note: MT = mentor teacher; PRT = Provisionally Registered Teacher.

Secondary school sector

Although we made very good data collection progress in the secondary sector a reasonably high number of schools from our original (preferred) sample declined to participate in the research and this meant that the spread of decile ratings was somewhat reduced. However, we do not believe that the quantity and quality of the secondary sample was compromised. Some of the reasons given by principals for declining to be involved in this research included: high teacher workload in the school; a lack of time; and in some cases a desire to be reimbursed for their involvement.

The five secondary school sector sites also reflected a range of variables (see Table 5). These variables included: type of school (co-educational and one single sex boys school); decile rating (ranging from decile four to nine); numbers of Provisionally Registered Teachers; the total number of participants involved (including mentor teachers and further participants/roles where applicable); and the presence and participation of Māori and/or Pasifika participants. A brief outline of the distinguishing features of induction at the site is also included in Table 5.

Table 5 **Secondary school sector sample**

Code	School details	No. of PRTs (participants only)	Features of success site
S-A	**Co-educational secondary (rural)** Decile: 6 Total number of participants: 10	4 PRTs	• Co-educational school with whānau unit • Deputy principal in charge and regularly reviews suitability of induction programme
S-B	**Co-educational secondary** Decile: 10 Total number of participants: 11	5 PRTs	• School practices have clear links to effective development opportunities for the PRT • Highly systematic process
S-C	**Co-educational secondary** Decile: 4-5 Total number of participants: 9	4 PRTs	• Induction process is systematic and organised • Documentation is regularly checked and feedback about progress is provided to PRT • Te Kotahitanga commenced in school in 2007; involving ¾ of staff including some PRTs
S-D	**Single sex (boys) secondary** Decile: 8 Total number of Participants:12* *Māori participant teacher included*	6 PRTs	• Strong emphasis on appropriate professional development for all staff • Induction process is structured and formal as well as informally supportive
S-E	**Co-educational secondary** Decile: 9 Total number of participants:6	3 PRTs	• School policies link with effective professional development opportunities for PRTs • Wide support for the PRTs beyond the MTs • Strong emphasis on teacher improvement

Note: MT = mentor teacher; PRT = Provisionally Registered Teacher.

Māori-medium settings

The five Māori-medium sites reflect a range of variables (see Table 6). These variables included: type of Māori-medium setting; decile rating (where applicable ranging from decile one to 2b); numbers of Provisionally Registered Teachers; the total number of participants involved (including mentor teachers and further participants/roles where applicable); and a brief outline of the distinguishing features of induction at the site. Unfortunately our sample did not include representation from whare kura, therefore secondary Māori-medium education has not been represented within the five cases.

We did not experience any concern from Māori-medium teachers or participants questioning the benefits of the research for Māori. Both the mentor teacher and one of the Provisionally Registered Teachers in the kōhanga reo have been involved in national policy arenas and were very committed to supporting the research. Similarly, the Māori sites in Northland were happy to have their voice heard and their success stories relayed. It is our belief that for these participants, the success case study focus of the research has meant that the schools and centres see that their success stories are finally being recognised by others outside of their communities.

The majority of interviews were conducted in English and one interview was conducted in te reo Māori.

Table 6   **Māori-medium settings sample**

Code	School details	No. of PRTs (participants only)	Features of success site
MM-A	**Kura kaupapa Māori** Decile: 2 Years 1-15 Composite co-ed (1-13) Total number of participants: 2	1 PRT	• The management of PRT induction is school wide, holistic and fully supported by the whānau of the school. Te Aho Matua is interwoven throughout the process • The tumuaki and whole school provide awhi to their PRTs
MM-B	**Full primary (state)** Decile: 1 (Te Pūawaitanga o Te Reo Māori 4 classes, and 8 Te Ao Nui ma Ngā Ngaru o te Moana classes of bilingual) Total number of participants: 2	1 PRT	• Guided by Māori values such as whanaunatanga, kotahitanga • Induction process is linked to other professional processes and documents such as the professional standards and staff appraisal policy • Child-centred approach to teaching and learning
MM-C	**Kura kaupapa Māori** Decile: 1 Total number of participants: 2	1 PRT	• Te Aho Matua is the foundation of all induction and support processes • Whānau and staff are active participants within their whānau, hapū, and iwi
MM-D	**Kōhanga reo** Decile: n/a Urban Total number of participants: 4	3 PRTs	• Weekly hui with mentor (if staffing permits) • Management is supportive, informing and updating whānau on current PRT mahi and needs
MM-E	**Whānau rūmaki (within mainstream primary school)*** Decile: 2b **Roll of 100 in the rōpu rūmaki (500 total in the school)* Total number of participants: 2	1 PRT	• The focus of the induction process is one of constant ongoing support • MT sees role as a "kaitautoko" • Tino rangatiratanga/mana motuhake

Note: MT = mentor teacher; PRT = Provisionally Registered Teacher.

5. Results

Each researcher developed one case study report per case, following data collection and the analysis of the data. These reports can be found in the separate *Case Study Reports* document.

Each site and participants in the case studies have been coded to ensure anonymity. S-A, for example, refers to Secondary School case study A. A key is located at the top of each case study report showing the participant codes for each site.

The case study reports are based on the research aims and questions outlined in the previous section and also refer to the induction matrices to identify links with the existing literature. Each case study report shows evidence relating to the effective contextual support and induction practices for Provisionally Registered Teachers and mentor teachers (as shown in Tables 1 and 2). Further issues that the researchers considered to be of interest and relevance to the research were also recorded.[2]

An analysis has been conducted across the sectors, which is the focus of this section. The analysis is designed to draw conclusions and identify future implications in this report for each sector. The key areas that we have analysed using the matrices are:

- the exemplary practices and the enabling conditions that impact on induction of Provisionally Registered Teachers—*presented both within each sector and across the four sectors*
- the challenges and constraints in supporting Provisionally Registered Teachers—*presented both within each sector and across the four sectors*
- support and professional development for mentor teachers—*presented across the four sectors*
- issues particular to Māori-medium settings.

As the existing literature and research on Provisionally Registered Teachers has included only a *very* limited consideration of Māori Provisionally Registered Teachers and Māori-medium settings, many of the issues and themes presented in our current matrices do not apply to Māori-medium settings and appear to override Te Aho Matua[3] guidelines used by these settings. This

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[2]   For example, issues particular to a Pasifika Provisionally Registered Teacher working in a mainstream early childhood service can be seen in the case study report EC-E.

[3]   *Te Aho Matua o ngā Kura Kaupapa Māori* is the foundation document for kura kaupapa Māori. It identifies principles and provides a philosophical and values base identifying the special character of kura kaupapa Māori. *Te Aho Matua* is intended for inclusion in the charters of kura and it is the first point of reference for creating and reviewing charters. The *Te Aho Matua* document: identifies the special character of kura kaupapa Māori; is the principal point of reference for charter development; and places emphasis on the whānau (all those associated with the kura and its children) as the social context for decision making processes to which it is primarily responsible.

was confirmed in our data collection. For example, the consideration of a suitable "match" between Provisionally Registered Teacher and mentor teacher (as shown in Matrix One, Table 1) can be seen to discount the inherence of whānau relationships. Te Aho Matua recognises the staff, students, and community as whānau and takes ownership of all things at the kura, including the support of Provisionally Registered Teachers. Extensive discussion was held amongst the researchers of the Māori medium sector on this subject, and the *Te Aho Matua* (as outlined in the kura kaupapa Māori section of *Towards Full Registration: A Support Kit* (New Zealand Teachers Council & Ministry of Education, 2006)) provided a framework for our analysis and reporting.

Early childhood education sector

Overview

This section of the research covered five early childhood education case studies all recommended by a range of relevant sources as examples of success in the induction or support of Provisionally Registered Teachers. Due to the existence of external mentoring in some of the sites, three of the case studies (EC-A, EC-B, EC-D) did not focus on one physical early childhood site or centre, but instead focused on the key stakeholders within and across sites. This incidence of external mentoring, alongside the only very recent access to funding entitlements for Provisionally Registered Teachers in the early childhood education sector, made it more difficult for particular sites to be identified as having a "history" of supporting and inducting Provisionally Registered Teachers successfully (with the exception of the kindergarten sector which has always employed qualified and registered teachers).

The five early childhood education case studies also included key stakeholders in the induction and support process who work outside of the site or centre. These included people in positions such as organisational or area managers, team leaders, registration coordinators, and Fully Registered Teachers.

Demographic information

The early childhood services captured in the sample varied in size, type, and structure. The sample included three education and care services (two of which were non-profit community-based and one which was a large privately owned franchise). The sample also included one state kindergarten, and one home-based service. Some of the services had sessional hours (e.g. EC-C and EC-D) and some were day-long services (EC-E). The roll and licensing details of the five case studies also varied. The smallest centre is licensed for 25 casual children and the largest is licensed for 97 children. All of the centres had a majority of Pākehā/European children as well as children of Māori, Asian, and other ethnic groups (see case study reports for details).

The number of teaching staff in the early childhood education centres or services varied from three staff to 26 staff. The number of Provisionally Registered Teachers in each case study varied from one to four (with some Provisionally Registered Teachers in centres choosing not to participate). One of the Provisionally Registered Teachers was Tongan (EC-E) and two were Māori (EC-B and EC-E). Some of the Provisionally Registered Teachers also held positions of responsibility and leadership of Provisionally Registered Teachers in their centres or organisations. These responsibilities included being the Supervisor of their room or age group, the Area Manager (EC-E), and Visiting Teacher (EC-B).

Organisations' and centres' willingness to participate

The response and willingness of early childhood education teachers and organisational stakeholders to be involved in the research was overwhelmingly positive. Funding and support for Provisionally Registered Teachers is relatively new to the early childhood education sector and there was a general sense of interest and enthusiasm in the research being conducted and its potential impact on Provisionally Registered Teachers and the early childhood education sector in general.

Due to the diversity of early childhood education services and organisations in Aotearoa New Zealand, a number of initial contacts needed to be made at an organisational level rather than at a centre level. In these types of instances, key people (with responsibilities or oversight of teacher registration) were contacted in order to seek general permission before interest and consent was gained from specific centres and teachers recommended to us. In two of the case studies, the key organisational stakeholders were involved in qualifying our recommendations or referring alternative "success" sites and teachers to us (EC-B and EC-C). A separate and additional ethical approval process was required for the Kindergarten Association and this meant that further time was needed before data collection could start. In cases where the mentor teacher was external to the Provisionally Registered Teacher's centre, further telephone contact and permission needed to be sought in order to ensure that all relevant people were able to participate.

The researcher received two "refusals" to participate during the early stages of the research and one in the later stages of the research. These were given with some reluctance and were due to the circumstances of the teachers and the requirements of the research rather than a lack of interest or concern by the potential participants. In the first two refusals, it was the mentor teachers who were unable to be involved, which meant that the case studies would not have been viable. One Provisionally Registered Teacher who was unable to participate (due to the mentor teacher leaving to go overseas for an extended period of time) expressed great disappointment at not being able to be involved. A further case study (EC-A) was affected at the later stages of the research as the Provisionally Registered Teacher was unable to participate. This meant that only the perspective and voice of the mentor teacher in relation to the induction experience was captured.

The response from participants on being told they were recommended to us because of their "success" was often one of surprise. Organisational stakeholders and leaders within organisations were particularly delighted to hear this and were positive about using the research experience as a tool for further reflection and improvement. The Provisionally Registered Teachers responded with both surprise and uncertainty to their role and value in the research process; however, all were willing to be involved alongside their colleagues. It is possible that the Provisionally Registered Teachers may have felt some reluctance or fear about their own teacher registration experience being scrutinised by the researcher, or were reluctant to say something critical about the support they received from their mentor teacher or centre. This was not an ongoing obstacle or concern in the research process as Provisionally Registered Teachers became familiar with the researcher and the questions and focus of the data collection.

Most of the data collection took place outside of the centre's hours with the exception of the home-based setting, where teachers and staff were able to meet during working hours. In all settings, the researcher was made to feel welcome. The focus group experiences were seen to be a positive experience for Provisionally Registered Teachers, mentor teachers, and others in the organisation (where relevant). Many of the staff with some responsibility for induction and registration had already undertaken their own assessment of the strengths and areas for improvement of their programmes and processes and the focus group gave them an additional opportunity to reflect collaboratively on what they had been doing. Another benefit of involvement in the research for the early childhood education participants was hearing that what they do is recognised by others in the sector and is valued by their colleagues and Provisionally Registered Teachers.

In the spirit of manaakitanga and reciprocity, the researcher always brought food to share with the teachers during the focus group and interview. Some of the participants also provided their own food to share as a part of their own kaupapa in meeting together. This helped to keep the conversation as informal and relaxed as possible. The participants were invited to begin and conduct each meeting in their preferred and usual manner.

For the remainder of this analysis, headings will replicate the issues explored with teachers and stakeholders in the five early childhood case studies.

Approaches to induction in the success case studies

A fascinating range of induction processes was described across the five case studies and any universal or standardised approach to supporting registration was *not* revealed. What was evident is that the induction and registration support processes are shaped by the structure of each organisation, its organisational culture, and the aspirations of the teachers within it. Thus the induction processes ranged from larger, more formalised structures of support for Provisionally Registered Teachers and mentor teachers with assigned people to oversee them, to very small, informal and localised methods of support and guidance developed and monitored by the participants themselves.

In the larger organisations, it was more likely that a formal system and approach existed and that there were people within the organisation who were allocated responsibility for overseeing the support of Provisionally Registered Teachers. For example, in the kindergarten setting the Provisionally Registered Teacher induction portfolio was the responsibility of the two professional services manager participants involved. Similarly, in the large corporate education and care franchise, the registration coordinator had this organisational responsibility within the North Island. Having a designated person responsible for induction was seen to ensure that an oversight was kept and that Provisionally Registered Teachers received consistent information and a high standard of support. The Provisionally Registered Teachers in these two settings (EC-E and EC-C) knew the registration coordinator and professional services managers were there to oversee the registration process and support the mentor teachers, and that this demonstrated the importance that the organisation placed on induction. For example, one of the mentor teachers in the large education and care centre (EC-E) remarked: "She [the registration coordinator] is there if I need her so that is great" (mentor teacher 1 in EC-E).

The availability of additional printed resources and guidelines (beyond those published by the Teachers Council and the Ministry of Education) were also found in the two organisations that had these formal roles and processes (EC-C and EC-E).

In the remaining three cases, the mentor teachers and Provisionally Registered Teachers mentioned referring directly to the *Satisfactory Teacher Dimensions* (first published by the Teacher Registration Board in 1996 and available on the Teachers Council website), the *Towards Full Registration: A Support Kit* (New Zealand Teachers Council & Ministry of Education, 2006), or the *Teacher Registration Assessment Booklet* produced by the Early Childhood Council (2004), commonly referred to as the "blue book", which, prior to the *Towards Full Registration* folder, was the only guideline available to early childhood education teachers.

All of the Provisionally Registered Teachers and Fully Registered Teachers in the research had an allocated mentor teacher who was (or had been) supporting them in their provisional registration. In addition to this assigned mentor teacher, a number of the Provisionally Registered Teachers made use of informal (and in some cases formal) contact and discussion with other leaders and colleagues in their organisation or setting. In this sense, the support offered to the Provisionally Registered Teacher was much wider than the allocation of a mentor teacher. This feature of contextual support is recognised in the existing literature on induction and registration support of Provisionally Registered Teachers. Some organisations worked very hard to ensure that the Provisionally Registered Teachers had a choice about who their mentor teacher would be, and offered suggestions or guidance to the Provisionally Registered Teacher if needed:

> We check to make sure they have done it [sent info off to the Teachers Council] … after that we pretty much take care of them. It's up to them to choose a tutor [mentor teacher], we have given them the agreement to sign … [and] after that it really is their responsibility to drive it. (Teacher Registration Coordinator in EC-E)

As outlined in the introductory overview, the proximity of the mentor teachers to the Provisionally Registered Teachers in the five case studies varied. Although some of the Provisionally Registered Teachers worked directly with their mentor teacher (such as in the kindergarten) most of the participants worked together in an indirect way. For example, the mentor teachers in the home-based setting were frequently the team leaders, whose role it is to visit, support, and educate the home-based caregivers providing care and educational experiences for young children. Similarly one of the mentor teachers in the large education and care centre (EC-E) was also the Centre Manager. Although most of the Provisionally Registered Teachers in this centre had a mentor teacher within the setting, one of the Provisionally Registered Teachers (who is employed as the company's Area Manager) elected to have a mentor within the company but in a different region, thus external to the case study centre. Three participants in two of the case studies (EC-A and EC-D) also had a mentor teacher who was off-site or external to the centre.

As some of the Provisionally Registered Teachers in the research were not beginning teachers or "new" to working in the early childhood centre or organisation, they did not experience a formal induction into the setting. For instance, some of the Provisionally Registered Teachers had been working in the early childhood sector for some time as unqualified teachers or while undertaking their initial teacher education. The different forms of initial teacher education experienced by the Provisionally Registered Teachers included pre-service, distance education, and field-based teacher education. Furthermore, some of the Provisionally Registered Teachers had been employed in another early childhood education service or centre as a Provisionally Registered Teacher before coming to their current centre or service. This is also an indication of the current movement and retention issues in the early childhood education sector. In some cases, the Provisionally Registered Teachers change in employment was a direct result of the poor support and guidance received in other services (see PRT1J in EC-B and PRTK in EC-E for further details).

Exemplary practices evident in the induction process

As might be expected in research of this nature, a wide range of exemplary practices used in the induction of Provisionally Registered Teachers were identified through the participants' stories. A number of these practices also reflect the features of positive induction examined in the literature as outlined later in the discussion section of this report.

Support given to the Provisionally Registered Teacher is wider than the allocation of a mentor teacher

In no case was there a restriction of support to just the allocation of a mentor teacher. On the contrary, a wide variety of strategies were in place to support the Provisionally Registered Teacher. In some organisations where there are a number of Provisionally Registered Teachers within the setting (EC-B and EC-E), a climate of supporting each other and sharing ideas

developed. Comments such as "we work as a team so the support is there by default" (mentor teacher 1K in EC-B) were commonly expressed.

Due to the diversity in early childhood education services across the sample, how this wider support looked in practice was varied. In the home-based organisation, for example, there was a growing capacity of Provisionally Registered Teachers and Fully Registered Teachers in roles of Visiting Teachers and this meant that they were working from the same office and could meet and share ideas regularly. One of the participants in that setting remarked: "It is useful sitting down talking to others who are going through it" (Fully Registered Teacher 2 in EC-B). Another setting (EC-E) was also large enough to contain more than one or two Provisionally Registered Teachers undertaking provisional registration and this naturally led to group or peer support. One of the Provisionally Registered Teachers described the way the centre staff functioned and supported each other as "a kind of family" (Provisionally Registered Teacher J in EC-E).

Within the kindergarten case study (EC-C) the Association's Professional Services Managers were also actively involved in contributing to feedback and observation of the Provisionally Registered Teacher and tried to ensure that their Provisionally Registered Teachers knew they were valued and supported. Comments from Provisionally Registered Teachers and Fully Registered Teachers acknowledged this wider support:

> Whenever X [PSM1] came to visit us at the kindergarten, I would always have my folder there and she would go through it so she was an amazing support. And she would say "Oh this is coming through from the Teachers Council, they are wanting this sort of input so you need to tweak this, or make sure you show growth across [the Dimensions]". (Fully Registered Teacher in EC-C)

Similarly, the team leaders in the home-based setting (EC-B) provided overarching support and guidance to Provisionally Registered Teachers and their mentor teachers (if different): "It is their [the team leaders] responsibility to make sure that the process works but not necessarily their responsibility to do it" (Specialist Advisor in EC-B).

Even for those Provisionally Registered Teachers whose mentor teacher was external to the centre, the support from their colleagues within the centre was vital and what was identified as the greatest support: "What helped me the most is the support that my centre gave me" (Fully Registered Teacher in EC-D).

Support, guidance and feedback from mentor teachers

Although the support and guidance of the Provisionally Registered Teachers was much wider than the allocation of a mentor teacher in all cases (as described above), all of the Provisionally Registered Teachers interviewed described the individual support and guidance given to them by their mentor teacher as *vital* to their progression and to the eventual completion of their teacher registration. The key practices referred to could be summarised as follows: the provision of emotional support and encouragement; giving general guidance and suggestions; providing summative feedback; promoting reflective questioning and conversation; supporting goal setting;

and generally advocating for the Provisionally Registered Teacher and her progress. The descriptions or references to feedback given during mentor teacher/Provisionally Registered Teacher meetings were frequently strength-based and informal (rather than predominantly constructive or formal) in nature:

> We just start talking really … often we would go out for lunch. (Mentor teacher in EC-D)

> Our dialogue when we spoke was very open and honest and I really appreciated being able to share things really openly with her. (Fully Registered Teacher in EC-D)

One of the Fully Registered Teachers described what she valued most about her mentor teacher:

> Really just having the opportunity to have somebody to talk to about the successes and my practice. It was really that professional dialogue that we had [together]. (Fully Registered Teacher in EC-D)

It is more difficult for the researcher to reveal detailed and specific examples of the types of feedback that Provisionally Registered Teachers received from their mentor teachers and how this in turn affected their practice and thinking as teachers. The inability to use observation as a means of gathering data may have been a limitation that contributed to this. Some of the more general comments made by the participants are listed below:

> She [the mentor teacher] had some set reflective questions which really prompted me to a go a little deeper, and to explore my practice and the thinking behind it. (Fully Registered Teacher in EC-D)

> I do get feedback. D [her mentor teacher] goes over my evaluations and gives me feedback on those. She often gives me verbal [feedback], if I have any doubts she's very helpful in that way, points me in the right direction. (Provisionally Registered Teacher in EC-E)

> Getting them [her Provisionally Registered Teachers] to explain to me what they've been doing and giving them the feedback that supports them, but I'd also throw questions about it too. Like I'd say, "how do you think this [is] going to … affect the children's learning?", "why are you doing these things?". (Mentor teacher in EC-B)

The frequency, duration, and nature of the meetings and discussions between Provisionally Registered Teachers and mentor teachers varied greatly across the sample. At a minimum, meetings were held about once a term, but this was typically in cases where the mentor was off-site and alternative methods of communication were often used between face-to-face meetings. Some of the meetings were planned and booked ahead (again sometimes out of necessity and as a means of minimising the potential limitations of the arrangement) and others were more flexible and "needs based"—depending on where the Provisionally Registered Teacher was at in their registration process and what support they felt that they needed form their mentor teacher.

> At the beginning the meetings were longer, they weren't more frequent but they were longer to make sure that I was doing the right thing … they would have been about every two months … As it got towards the end I had more and more regular meetings

with her to say "this is where I'm at, let's sign this one off" [or], "this is what I'd like you to look at". (Fully Registered Teacher in EC-C)

She tries to draw out what it is that I want to work on … where I've been. She likes to get set dates so I have a timeframe … this is really useful to know "oh gosh I have to get that finished by that date". (Provisionally Registered Teacher 2K in EC-B)

Initially I got the person [PRT] to look at where they thought they were at, and through that criteria think about what they do really well, and then to go through again and look at areas where they would love to have some professional development … once it was all set up we would set some goals for the next meeting. (Mentor teacher in EC-A)

The registration process is largely self-driven

Coupled with the support given from their colleagues, managers, and leaders, many of the Provisionally Registered Teachers across the five case studies were also given a message of needing to take responsibility to drive the process themselves. This message did not seem to negate the necessity or desire of the organisation or centre to support the Provisionally Registered Teacher, but reflected a wider belief held by the teachers that ownership and self reflection were necessary to maximise the benefits of the induction experience. A "one size fits all" approach was avoided in all of the five case studies. The following four comments made by a Provisionally Registered Teacher, mentor teacher, and Fully Registered Teacher reflect this attitude:

I drive the agenda. I'll just say I want to talk about this and this. (Provisionally Registered Teacher in EC-C)

People are different so we draw on their experience. (Mentor teacher/Professional development leader in EC-B)

In a sense I did drive it, so if I needed help or saw gaps I'd say "X" [name of mentor teacher], we need to do this, this, and this. (Fully Registered Teacher in EC-C)

I have an idea that X [Provisionally Registered Teacher] needs to drive the process, not me. I'm not actually going to do it, so don't wait for me to do it, because I'm not … new graduates can be hesitant about the process. (Mentor teacher in EC-A)

When asked what advice she would give to other Provisionally Registered Teachers based on her own experience, the same Fully Registered Teacher replied, "We [Provisionally Registered Teachers] really do need to drive it ourselves".

Evidence is informed by the teachers' everyday practice—keeping it "real"

In making suggestions to future Provisionally Registered Teachers and mentor teachers based on their own experiences, a large majority of the teachers reinforced the notion that registration evidence should be largely about a teacher's everyday practice and not something special or "added on". This view, when passed on by mentor teachers, seemed to help the Provisionally Registered Teachers feel reassured that the majority of the Satisfactory Teacher Dimensions could

relate to what they already did in their capacity as teachers and that a strategy was just to remember (and be reminded) to document this evidence and then reflect on it.

> Try not to think that everything had to be a huge event to actually tick a box. That something as simple as keeping the minutes or … doing all of the art orders—that is still helping and supporting your team and you can still use that as documentation evidence … it doesn't have to be massive things. You have to regularly look at your own practice and say "this is actually what I do". You don't have to build a mountain to tick the box, you can actually just open a door [to your practice]. (Fully Registered Teacher in EC-C)

> It's about what am I doing? How does this relate? So making it a part of what they do rather than an extra task. (Mentor teacher 1K in EC-B)

There were, however, different opinions and practices expressed by the Provisionally Registered Teachers and the mentor teachers about how evidence towards the Satisfactory Teacher Dimensions should be considered and how important it was to show evidence of practice and progression over the two-year period of advice and guidance. For instance, some of the Provisionally Registered Teachers ensured that multiple examples or evidence for each of the dimensions was documented. This practice was often reinforced by formative feedback from the mentor teachers who expected sufficient or substantial evidence before being willing to "sign off" a dimension as completed.

Extensive evidence of documentary records

The practice of documenting and presenting detailed evidence was observed by the researcher in examining the documentary evidence of the Provisionally Registered Teachers and Fully Registered Teachers. There was strong evidence of a portfolio approach to documentation—a combination of reflections, teaching and learning artefacts, and narratives as well as digital photos as visual evidence—similar to the style employed by early childhood education teachers in documenting young children's learning. The Provisionally Registered Teachers' evidence cited by the researcher was often extensive, ranging from one folder to two or more folders. In comparison to the documentary evidence cited by the researcher in primary school settings, the evidence of early childhood education teachers was considerable and mentor teachers were careful to make sure that all of the dimensions had related examples and supporting evidence (often before being signed off by the mentor teacher or Professional Services Manager, Induction Coordinator or similar). Materials related directly to the mentor teacher/Provisionally Registered Teacher relationship were also typically included, such as meeting agendas and meeting minutes and observation notes and feedback.

> I ask for three bits of evidence for each one [of the Dimensions], and they don't all come at once … I'm interested in some depth. (Mentor teacher in EC-A)

Reflection and goal setting

Reference to reflective practice was frequently mentioned as a desired practice and characteristic of Provisionally Registered Teachers, and an important ongoing practice for all teachers, including mentor teachers. In EC-C this was a particularly strong feature of the successful relationship between a provisionally registered teacher and a mentor.

> It's been a good process for questioning yourself and saying, "Well do I actually do that?" And then asking the others, "Have you seen me do this?" Because half the time you're unaware, it's just something you do everyday without thinking about the theory behind it … It makes you think about yourself in a whole new light, because you're actually asking do I actually fulfil those roles, achieve these things? (Provisionally Registered Teacher in EC-C)

> She [mentor teacher] was big on journaling which was necessary anyway, [but] not just journaling, but going back to it and going back to it, and keeping a separate little column for something that may have been noted and she would always remind us to go back and have a look and see if they'd been any growth from that reflection. (Fully Registered Teacher in EC-C)

Considered "match" of Provisionally Registered Teacher and mentor teacher

There was mixed response on how the Provisionally Registered Teacher/mentor teacher match is accomplished. In some centres, it was suggested or allocated by the Professional Services Managers or employers (EC-B, EC-C) although there was some flexibility available. Personality compatibility, proximity, and experience and workload of the mentor teacher were taken into consideration in some contexts. In case study EC-E, the Provisionally Registered Teacher was given written and verbal information to assist them, such as material about what to look for in a mentor and general expectations, so that they can then go and approach someone to be their mentor—either internally or external to the centre. The growing capacity of Fully Registered Teachers in the home-based setting also offered Provisionally Registered Teachers more choice. Talking to Provisionally Registered Teachers at the job interview about their options for mentor teacher support and the type of support they would expect to receive was commonly expressed. Case studies EC-B, EC-C and EC-E directly referred to this and gave time to consider what mentoring arrangement might be the best for each applicant and context.

> In X [name of organisation] we have a process to provide good advice and guidance to the Provisionally Registered Teacher and they can choose someone in the organisation, or a group thing, or stay with someone outside of the organisation if they've started but we still have responsibility to monitor that we are providing the opportunities, we are resourcing them—as their employer. A team leader can be an advice and guidance person, as can any Fully Registered Teacher. (Mentor teacher 2A in EC-B).

For the mentor teacher in EC-A, being a mentor teacher was not a role that she had necessarily sought for herself, yet she has been approached by a number of Provisionally Registered Teachers over the years (known acquaintances and colleagues external to her own centre) and asked if she

would be willing to support them through the registration process. Consequently, suitability and "match" are always considered and determined between herself and the Provisionally Registered Teacher. However references to her experiences of being a mentor teacher internal to her centre were not always her choice, but arose from necessity. She commented: "I am the only fully registered teacher in this centre so it has always fallen to me" (mentor teacher in EC-A). The five case studies reveal that due to the lack of Fully Registered Teachers available in many contexts, finding a mentor teacher was a challenge and therefore a real sense of choice was lacking. Provisionally Registered Teachers seemed to be grateful to have someone, and in some cases, *anyone* to support them. Thus, where a choice existed, this was regarded as a bonus.

> X [her mentor at the time she was a provisionally registered teacher] was the only one who was fully registered [in the centre] so the choices were zip really … [and] all the [other] qualified people that I knew didn't really understand registration. (Mentor teacher/centre manager in EC-E)

Due to this teacher's position of manager in the centre (and position of room supervisor, which she had held as a Provisionally Registered Teacher), she believed it would have been preferable to have a mentor teacher who was "above her" (in terms of position and responsibility). This was also reflected by the other Provisionally Registered Teachers who held positions of leadership and responsibility (PRT1J, Provisionally Registered Teacher/centre manager in EC-E and Fully Registered Teacher in EC-B) and raises an issue for those Provisionally Registered Teachers who are also in positions of leadership about how the allocation of a mentor affects their experience. For the teachers in the case studies, the allocation and match of mentor teacher had been, by and large, mutually beneficial.

The contextual supports required for (more) effective induction

The contextual support, tools, information, and approaches that were identified by teachers and which were seen to support the induction of Provisionally Registered Teachers varied across a number of areas. Some of the supports were approaches that were used in the setting already, and others were identified because they were seen as gaps in the current practice or support structure.

Clear information and guidelines

A number of the mentor teachers had developed or used a contract with their Provisionally Registered Teachers and strongly endorsed discussing this with the Provisionally Registered Teacher at the beginning of the supervision process. This was seen to promote clear expectations and guidelines for both parties and a mutual commitment.

Both Provisionally Registered Teachers and mentor teachers wanted more information from the Teachers Council about what constitutes appropriate evidence and reflection. It was thought that this would help to alleviate large discrepancies within and across early childhood education services and would lessen the anxiety in Provisionally Registered Teachers and mentor teachers about their evidence being audited (there were a number of stories and anecdotes regarding people

who had been audited by the Teachers Council and who had been asked to provide or add further evidence). The participants within settings who had designated roles, responsibilities, and guidelines in relation to registration were less concerned about this issue. One registration coordinator made the following remark about the strength of the company's written guidelines produced for Provisionally Registered Teachers:

> It is easy to use, [and] it's connected to the company so it is not like a separate thing that they have to be doing on top of working for X … it's covering the dimensions and criteria of the Teachers Council at the same time. (Registration coordinator in EC-E)

> Our Provisionally Registered Teachers should feel valued and supported, and should know what the expectations are. (Professional services manager 2 in EC-C)

Provisionally Registered Teacher knowledge of registration process and funding allocation

Three of the participants had begun their registration in other centres and organisations where they had not received good support, as noted in the following two comments:

> My [previous] supervisor (mentor teacher in early childhood education centre), she had never done it. I felt like I was on my own. She had no idea, there was no support. I was the one who got hold of the Teachers Council and got the blue book [*Teacher Registration Assessment Booklet* published by the Early Childhood Council, 2004], and started laying it out, following the folder. (Fully Registered Teacher in EC-C)

> No one was informed about funding. Half of them [her past colleagues] went through their whole registration and no one told them [about the funding grant]. It was all kept hush, hush and put into the centre's bank account. (Provisionally Registered Teacher 1J in EC-B)

The same two teachers were quick to point out the positive difference in their current jobs. One of the positive issues also referred to by Provisionally Registered Teachers was the level of transparency regarding the funding entitlement, and how this was being spent to enhance their own experience and learning. The Provisionally Registered Teachers and Fully Registered Teachers in one setting (EC-B) said they had been encouraged to spend their funding entitlements and stated that there is a real willingness by the organisation's managers to update them and fund and approve professional development requests.

> Coming into the X [name of] Association was wonderful. Being able to have a manual on it, being able to be told "This is what you need to do" ... it was really nice to actually know how to do it. (Fully Registered Teacher in EC-C)

> I was made really aware [of the entitlements] when I came on board at X's [name of organisation]—what funding there was, what I was entitled to, that it was there and I was encouraged to be using it—not just to let it sit there. So for me, I've been kept well in the picture. (Provisionally Registered Teacher 1J in EC-B)

I'm aware of what the funding allocation is and in this organisation they are very upfront in saying "you've got this amount to spend, please decide on what you would like to spend it on". (Provisionally Registered Teacher 2K in EC-B)

This was similarly reflected in other case studies.

In addition to attending professional development courses, the Provisionally Registered Teachers in some cases also described using the funding to purchase resources and equipment (which enabled them to better support the learning of caregivers and children). This was endorsed by others in the setting also:

It is really important that they have access to that grant so that they can go on those courses that are specific to them or get resources if there are particular things [they want] … it's also a great motivation tool. So you can say, "hey there is support grant money there, so write yourself an action plan and let's use that support grant". (Registration coordinator in EC-E)

It seemed to be easier for the smaller centres to manage this transparency and convey clear details to Provisionally Registered Teachers. For individuals within very large organisations, it was more difficult for those in positions of responsibility to know where and how the money was spent as the funding was typically pooled in a larger budget and was used to support the formal induction and support processes, such as workshops or events. In some of these settings, the Provisionally Registered Teachers and Fully Registered Teachers expressed a desire for more transparency from the organisation including encouragement to maximise the funding and opportunities for professional development.

None of the mentor teacher participants referred to payment or release as a reason for being a mentor teacher or a driver in agreeing to take on such a role; however the use of the funding grant also affected mentor teachers in relation to payment. One mentor teacher had not been paid for her role in supporting a Provisionally Registered Teacher. She advocated for her Provisionally Registered Teachers to be proactive in using and keeping track of the spending of the grant so that they would not "miss out". In this instance, "success" had occurred despite a need for contextual and financial support:

Here [at her centre], the only reason actually I did get paid once was because they were audited. So they had to account for the money that had come in for teacher registration. It's not so bad the other way, for the teacher [PRT], because I recommend professional development and for them to go and visit other centres every term … spending money that way, going to conferences. (Mentor teacher in EC-A)

Flexible approach—finding time, making time

There was very mixed feedback regarding time allocation and release for mentor teachers and Provisionally Registered Teachers, with only two settings (EC-C and EC-E) having formal guidelines about this. In comparison to the release grant for secondary and primary school

teachers (of often at least one hour a week), all of the early childhood education cases reflect little mention of release allocation. This may be partly influenced by the fact that the early childhood education funding entitlement does not stipulate compulsory release for Provisionally Registered Teachers or mentor teachers.

Across the five case studies, most paper work and record keeping was done by the Provisionally Registered Teachers in the evenings or outside centre or work hours. When release time did occur in the three centres or settings without formal release guidelines, it was principally used for meetings between Provisionally Registered Teachers and their mentors or observation of the Provisionally Registered Teacher by the mentor teacher. Few centres required any specification by Provisionally Registered Teachers of how release time was spent. The one exception was the kindergarten, EC-C, which did place expectations on mentor teachers and Provisionally Registered Teachers relating to release. In the kindergarten sector, both the mentor teacher and Provisionally Registered Teacher were entitled to take one day a term (or part thereof) to undertake roles and practices in relation to their role. The mentor teacher in the kindergarten described using half a day to observe the Provisionally Registered Teacher, while the Provisionally Registered Teacher commonly described using the time to complete written evidence or visit other centres.

It was the general feeling of the researcher that the teachers interviewed were still experiencing a feeling of gratitude for the relatively new introduction of the funding grant within the early childhood education sector. The teachers appear to see a considerable improvement on some of the past practices (including the recalling of their own initial experiences as newly qualified teachers) and so were perhaps reluctant or unaware of discrepancies amongst teachers in other sectors when it came to funding.

Notwithstanding the positive nature of this research, there were some overall suggestions raised for the improvement of induction programmes. Many of these issues relate to themes already detailed within this analysis and within individual case study reports. Suggestions for improvement of induction in the early childhood education were:

- clear guidelines and expectations for registration—relating to all early childhood education sectors
- increased education, support, and training for mentor teachers (including opportunities to meet together and develop networks)
- increased opportunities for Provisionally Registered Teachers to meet with each other— formal workshops and support groups
- increased expectations around the clarity and use of funding entitlement
- inclusion in the guidelines of how the Satisfactory Teacher Dimensions relate to different early childhood education settings, such as home-based care settings.

The enabling conditions that affect the professional learning of Provisionally Registered Teachers

The participants were asked to comment on what conditions "enabled" their professional learning within their particular contexts. Their responses identified a range of general themes within their diverse contexts.

Willingness of mentor teachers to support Provisionally Registered Teachers

The experience and commitment of mentor teachers was mentioned as an enabling feature for all of the Provisionally Registered Teachers. An example of this is reflected in the following comment from the Registration Coordinator about one of the mentor teachers in the case study:

> Another reason why [the] centre is successful [is that] we have a lot of people who were happy to be mentor teachers and take on extra responsibility, we had people who were motivated. R [mentor teacher 1] who is there now, she is really motivated, and she is committed to the profession … and that helps hugely. (Registration coordinator in EC-E)

As already mentioned, there was a much wider sense of care and support for the Provisionally Registered Teachers and taking on a formal mentoring teacher role was an extension of this collective willingness.

Regular contact with mentor teachers and others

Despite the challenges in finding time and formalising meetings, a general theme in the early childhood education case studies was the willingness and ability of the participants to "find time and make time". If teachers worked in the same setting, they described trying to connect with each other regularly, even if over the usual demands or schedules of the day (such as lunchtimes), while those not in the same centre described using other forms of communication to stay in contact with each other such as emails, telephone conversations, or text messages.

> It is fairly casual in a way, we just talk. Usually what I've done is … an observation first and I've written up the ob [observation] first for her to read through … to give her feedback … so I'll do that before the meeting, and then at the meeting we might talk about what came out of the observations, what I think she might need improvement on, what's she's doing well. Just general support. (Mentor teacher 1 in EC-E)

> I like to make regular phone calls to her throughout the week. Just making contact with her, and reassuring her with where I'm at, and she's reassuring [about] what I'm doing and whether that's correct … We do see each other about once every three weeks so we still do that physical contact as well. (Provisionally Registered Teacher/centre manager in EC-E)

The constraints and challenges in supporting Provisionally Registered Teachers

Despite the various centres and settings reflecting a number of successful practices and traits in relation to induction and support of Provisionally Registered Teachers, the participants also experienced a number of challenges and constraints. Many of the issues identified across the five case studies reflect constraints facing the early childhood education sector as a whole (such as lack of time and release), whilst others were heightened because of the nature of the setting and its specific capacity in supporting Provisionally Registered Teachers.

Lack of time and release

The most common constraint identified was lack of time. This was mentioned universally, across all coordinators, professional service managers, team leaders, visiting teachers, mentor teachers and Provisionally Registered Teachers.

The current demand for qualified staff in the early childhood education sector (and the relationship with funding) placed additional pressure on many of the Provisionally Registered Teachers and mentor teachers, as a reliever typically has to be brought in to cover then both. Finding qualified relievers was described as being very difficult and, at times, impossible. Release time off "the floor" therefore has to be arranged in advance, making the opportunities for *both* Provisionally Registered Teacher and mentor teacher being released together even more unlikely. More time was wanted for observation, meetings, professional development, and visiting other centres and teachers. Synchronised time between mentor teachers and Provisionally Registered Teachers was particularly needed.

When the Provisionally Registered Teachers in one centre (EC-E) were asked about the challenges and constraints they faced, they all expressed a desire for further release time:

> Non contact time off the floor for both of us. I know it's available but you have to get the relievers. (Mentor teacher/centre manager in EC-E)

> [In order for mentor teacher 1] to come and watch me and to get off the floor I need someone else to come in. (Provisionally Registered Teacher J in EC-E)

Increased pressure on qualified staff and mentor teachers

The issues and challenges surrounding release time described above, in turn exacerbated the pressure placed on existing qualified staff within the centre. In contrast, longevity of teams and relationships was a feature of the five case studies and remarks often centred on monitoring levels of responsibility and stress to ensure that staff workload and harmony in the setting be maintained.

Lack of wider recognition, guidelines and funding within some early childhood education organisations

The issue of recognition was not widely described but is particularly relevant for two of the case study organisations: the home-based care organisation and the Kindergarten Association. The participants interviewed from the home-based care organisation made many remarks in relation to the added challenge for home-based teachers to interpret the Satisfactory Teacher Dimensions and to provide adequate evidence of work with young children:

> We are not on the floor all day with the children, which is very much what the booklet [*Teacher Registration Assessment Booklet*] presumes. (Provisionally Registered Teacher 1J in EC-B)

> We found it hard to interpret the Dimensions because we mainly work with the caregivers … a lot of the Dimensions for us slotted into how we support caregivers to achieve those and also at the playgroups that we run. (Fully Registered Teacher 1S in EC-B)

Because the language of the Satisfactory Teaching Dimensions is directed at teachers working in early childhood education centres, it does not currently translate into home-based settings. As a consequence, the dimensions needed to be re-worded in order to encapsulate the differing role of the visiting teacher. This is a job that all mentor teachers had undertaken and discussed with their Provisionally Registered Teachers.

The participants within the Kindergarten Association raised a different constraint that they see as significantly affecting the experiences and levels of support that some of their Provisionally Registered Teachers receive; that is, the discrepancy in the early childhood education sector in relation to the funding entitlements of teachers in long-term relieving positions.

Sector-wide constraints and challenges

Under this heading, participants were asked to comment on sector-wide issues that they felt were particularly relevant. These issues identified are briefly summarised below.

- lack of knowledge and understanding of the funding entitlement by many Provisionally Registered Teachers
- lack of knowledge and understanding of the funding entitlement by employers
- poor use of entitlement, and lack of support, for Provisionally Registered Teachers in many centres—particularly education and care services
- pressures on qualified staff—release time, leadership responsibility
- staff turnover and retention of teachers
- lack of available Fully Registered Teachers (potential mentor teachers) to support Provisionally Registered Teachers in some centres
- growing the capacity of Fully Registered Teachers and potential mentor teachers in some centres

- need or desire for early childhood education teachers to upgrade qualifications—to Diploma, or from Diploma to Bachelor's degree (creating more pressure)
- lack of clarity of registration requirements—particularly for some services
- lack of clarity regarding extent of evidence required to be awarded full registration
- difficulties in accessing release time
- lack of support and professional development in some regions
- self-management and motivation problems for some Provisionally Registered Teachers.

Other sources or models that mentor teachers draw on to guide the professional learning of the Provisionally Registered Teachers

The mentor teachers and organisational leaders who were interviewed mentioned a range of sources and documents that they used to guide the teaching and learning of their Provisionally Registered Teachers. These included:

- *Te Whāriki: He Whāriki Mātauranga mō ngā Mokopuna o Aotearoa: Early Childhood Curriculum* (Ministry of Education, 1996)
- material from the Teachers Council—the Satisfactory Teacher Dimensions in particular
- *Towards Full Registration: A Support Kit* folder (New Zealand Teachers Council & Ministry of Education, 2006)
- the *Teacher Registration Assessment Booklet* (Early Childhood Council, 2004)
- the organisation's own induction booklet or manual (where one existed)
- models of reflection
- the Professional Standards (kindergartens)
- appraisal documents
- notes, books, and readings from initial teacher education institutions
- material from professional development, including current study at initial teacher education institutions
- action plans.

Formal qualifications and experience of the mentor teachers

The background and education of each of the mentor teachers revealed a range of qualifications and length of experience in the teaching sector. The qualification level evident in the mentor teachers ranged from the diplomas in teaching (early childhood education) to bachelors and masters degrees (in progress). The length of experience in the sector was often considerable yet the year of qualification more recent. This reflects the growing qualification levels of many teachers in the early childhood education profession. Some mentor teachers referred to prior experience in the role of associate teacher and supporting student teachers as a useful experience that also helped to inform their role of mentor teacher. However it was largely unclear how such prior roles and educational background affected the type (and related quality) of support they provided to the Provisionally Registered Teachers.

There was no single factor which seemed to determine the quality of support experienced by the Provisionally Registered Teachers; however, ongoing professional development and support was regarded by the mentor teachers and Provisionally Registered Teachers to be an important catalyst in creating a "successful" mentor teacher.

Training and support of the mentor teachers

Very few of the mentor teachers described receiving targeted formal support in relation to their roles as mentor teachers. Training and support could best be described as informal and varied as even mentor teachers within the same organisation reported different experiences and levels of support. The exception to this experience of informal support was the Kindergarten Association, which provided registration workshops for both Provisionally Registered Teachers and their mentor teachers to attend.

The main benefit of the specially targeted registration workshops for Provisionally Registered Teachers and mentor teachers seemed to be the opportunity to share exemplars and provide opportunities for teachers to meet and share ideas, issues, and information. Recent workshops organised for Provisionally Registered Teachers and mentor teachers by the Kindergarten Association included exemplars of mentor teacher feedback, which both the Professional Services Managers and the mentor teachers felt was very useful.

> A lot of them [mentor teachers] are intimidated and a bit overwhelmed by needing to write, having to do observations, they are not quite sure about what the requirements are, and it is a big benefit to us that we have so many mentor teachers that we can take really exemplar feedback from and show it to others. (Professional services manager 1 in EC-C)

The mentor teachers within the five case studies described a range of informal support provisions, ranging from individual meetings and advice to occasional informal encouragement and support given by other mentor teacher colleagues. The nature of this support seemed to be a result of positive relationships, willingness, and collegiality among the teachers and staff, rather than a requirement or formal structure.

In general, provision of appropriate professional development for mentor teachers was neither widespread nor easy to access, and was general in nature rather than specifically targeted to the mentor teacher role. A professional development focus in areas such as reflection (EC-C) and leadership (EC-B) had been useful for some mentor teachers to adapt to their role and responsibilities as a mentor teacher.

> I'm going to a leadership course next Thursday that will hopefully help me in this role [as a mentor teacher] as well as just general Supervisor [role], and so I am looking for more workshops and courses that can help me with both of those roles. (Mentor teacher 1 in EC-E)

Professional development and support was also reliant on teacher release time and this created further challenges for mentor teachers. For those mentor teachers in external mentoring positions, it was often very difficult to be supported as the role was additional to and separate from the responsibilities in their centre. The mentor teacher in case study EC-D relied solely on written guidelines and incidental conversations with other colleagues in the profession as a means of support and guidance. Organising release from her centre was difficult.

There was a common desire among the mentor teachers for further support and guidance for mentor teachers both from within their organisations or services and from wider government agencies such as the Ministry of Education and the New Zealand Teachers Council. Some of the mentor teachers requested input on issues such as their responsibilities as mentor teachers, the Satisfactory Teacher Dimensions, giving formative and summative feedback, and observation strategies. Some of the mentor teachers also mentioned external workshops and support offered by the New Zealand Education Institute, although none had attended them.

> There hasn't been any support from the Teachers Council; [this] is something that is sadly lacking. They are suddenly expecting all of these people to become mentor teachers but not actually giving the mentor teacher advice and direction as to how to be a mentor teacher … so I've developed what I've done in consultation with my manager. (Mentor teacher 1K in EC-B)

The Provisionally Registered Teachers were also aware of the lack of formal support and guidance available to their mentor teachers, especially if they had started their provisional registration prior to the publication of the revised document *Towards Full Registration: A Support Kit* (New Zealand Teachers Council & Ministry of Education, 2006). In such instances the mentor teachers and Provisionally Registered Teachers recalled how they had tried to make sense of the requirements together.

> In a sense we were muddling through it together. Hey, what does this dimension mean for home-based care? Nobody was the expert. (Mentor teacher 2A in EC-B)

> That was why we floundered at the beginning. There was nobody to go to and say 'hey is this right? ... You would really go on your own instincts about what it [registration requirements] was all about. (Mentor teacher in EC-D)

Based on the comments and stories of the mentor teacher participants regarding the general lack of specific training and education they received related to their role as mentor teachers, one can only conclude that "successful" mentoring occurred in spite of these factors and that the future resourcing and education of mentor teachers would help to improve this further.

The benefits and constraints of off-site mentors

Participants from across the five early childhood education sites who had off-site mentors had different reasons for doing so. For some, the reason was due to a lack of available mentor teachers in their own centres (EC-A, EC-B); for others, it related to their own position within the centre or

setting and a desire for a mentor external to the centre (EC-B, EC-E). The kindergarten setting was the only case study where none of the participants had an external mentor, although reference was made to other Provisionally Registered Teachers within the association who have had a mentor external to their kindergarten due to the circumstances. As previously mentioned in this analysis, those Provisionally Registered Teachers who held positions of leadership and responsibility often elected to have a mentor off-site and felt that this was preferable and more appropriate:

> It would have been very hard say for A [hypothetically] to come to our centre … to be my mentor teacher would have been very uncomfortable for her … because of my position [as centre Supervisor]. (Fully Registered Teacher in EC-D)

The Provisionally Registered Teachers and mentor teachers who were involved in an external mentoring relationship could also see the benefits and advantages of such a model. The key advantages articulated included that it:

- provided a fresh perspective of practice—an outsider's view of the Provisionally Registered Teachers teaching and the learning context can assist learning more effectively
- ensured that the Provisionally Registered Teachers' working relationship with centre colleagues was not complicated or compromised
- ensured that the mentor teacher was a senior, veteran teacher.

One registration coordinator (EC-E) remarked that because her centre was one that had positive staff relationships and a collaborative culture, internal mentoring did not present a challenge; however, she questioned the suitability of internal mentoring when centre relationships were not harmonious:

> It depends on the PRT. It depends on what's going on in the centre. It might be better having someone outside. You know, some teams that just don't get on that well, it's better for them, especially if there are issues with staff hours or routines and things that [can] impact on their advice and guidance. (Registration coordinator in EC-E)

Having a mentor teacher who is external to the Provisionally Registered Teacher's centre also raised some challenges for the participants in the case studies. In some cases it meant less time was available for observations and discussion due to the constraints of external mentor relationship (including lack of release time and finding relievers to cover). When things become busy in either or both settings, this became more difficult. Current staffing pressures in one mentor teacher's centre meant that being able to release her to visit the Provisionally Registered Teachers in her centre was further challenged.

> I haven't got a heck of a lot of time to go racing off and do extra observations and stuff, and I feel a bit responsible about that, a bit pressured about that. I don't want to let them [the Provisionally Registered Teachers] down. (Mentor teacher in EC-D)

Shared understandings about "good" teaching and learning

While most responses about what constituted effective teaching and learning were included throughout the case studies, some overall themes emerged. These are identified briefly below.

Provisional registration is only the beginning of learning and reflection

Most mentor teachers, Provisionally Registered Teachers, coordinators, and organisational leaders within the early childhood education organisations reflected an overwhelmingly positive attitude about the registration process and its ongoing significance in a teacher's career—even if a teacher has experience in the sector prior to qualification. Practices such as reflection (including critical reflection), goal setting, pedagogical documentation, and organisational record keeping were mentioned as components of teacher registration that are beneficial to teachers' ongoing learning. Many of the mentor teachers in the research hoped that these practices would assist in establishing an ongoing disposition to such practices and learning.

> The … team here have just done a reflective practice professional development … so there is that ongoing expectation that they will have some personal reflections and that they'll keep those personal reflections going. Getting your registration isn't the end of reflecting, it's only the beginning and for their own personal and professional development [we encourage them] to keep it going. (Mentor teacher 1K in EC-B)

> It's about being able to offer support not only as a registering teacher but as a member of the staff, and once registration is over the process doesn't finish. (Mentor teacher 1K in EC-B)

One mentor teacher also spoke of the positive spin-off that being a mentor teacher had had on her own learning and teaching:

> Just the way that I look back at how I laid out my own registration and I keep wanting to add to my own folder, my own professional development. It certainly makes me reflect on what I do as well, and some ideas that J [PRT] comes out with, I think "Oh that's a cool idea, I might try that out in my room!" In the back of my mind I'm thinking, "am I doing that effectively myself?" (Mentor teacher 1 in EC-E)

Evidence is about everyday practice

Many of the participants, particularly the mentor teachers and Fully Registered Teachers who had successfully completed their provisional registration, referred to the importance of Provisionally Registered Teachers keeping the registration process "real" and about their everyday practice. Firstly, this view was seen to help the Provisionally Registered Teacher keep the dimensions and related registration requirements at a manageable and achievable level, and secondly, to ensure that the process promotes teachers to reflect on their practice and teaching:

> We don't just work through one section and then another. We look at their practice, what they are doing normally. We validate what they are doing but with evidence. (Mentor teacher/professional development leader in EC-B)

> Once we had the realisation that it was about what we did everyday, you're aware …
> it's an ongoing process, it's not just thinking at the end of the week. (Provisionally
> Registered Teacher in EC-D)

The constraints and benefits of different contractual employment arrangements

The principal issue which emerged in relation to contractual employment arrangements was related to the (then) discrepancy in the funding entitlement for Provisionally Registered Teachers in long-term relieving positions. (In 2008, the eligibility of long-term relievers will be rectified and Provisionally Registered Teachers in these positions will be eligible to receive the funding grant as long as they are employed in a teacher-led service for at least 10 consecutive weeks).

According to both of the professional service managers, it is common for Provisionally Registered Teachers in the kindergarten service to be employed in long-term relieving positions because gaining such a position is often the "way in". The issue of funding eligibility was referred to at length by the two professional services managers and one Provisionally Registered Teacher who had not been eligible to receive the funding entitlement during the first term of her employment because she was in a long term relieving position. Although the Kindergarten Association offered support to Provisionally Registered Teachers in these positions, they were not able to offer the same entitlements that Provisionally Registered Teachers in permanent positions receive, nor pay the mentor teachers.

> We value Provisionally Registered Teachers whether they are in permanent positions
> or whether they are in long-term relieving positions … so even though we are not
> getting funding for long-term relievers there is a mentor teacher available to them,
> the teachers are volunteering to be their mentor teacher and support them to get them
> going on the registration process. (Professional services manager 2 in EC-C)

The Provisionally Registered Teacher referred to above confirmed that the lack of funding had indeed affected her level of support even while acknowledging the voluntary efforts of the head teacher to support her.

> … she [the Head teacher] always said to me, "Oh don't worry if we have got to do a
> meeting, I'm ok about it", but it kind of made me feel quite awkward asking her to
> look at stuff because I knew she was getting no funding for it. (Provisionally
> Registered Teacher in EC-C)

Just as the funding entitlement was described as being a significant enabler for the support available for Provisionally Registered Teachers, the lack of funding for those who were not in permanent positions was regarded as a significant and serious disabler for Provisionally Registered Teachers learning and entitlements.

Issues and best practices emerging for formative and summative assessment processes

Checking the progress of the Provisionally Registered Teacher through the induction period was monitored carefully by all centres, organisations, and mentor teachers in the sample.

The following range of processes were used to monitor the progress of the Provisionally Registered Teacher:

- In EC-A, the mentor teacher noted observations and feedback herself and used action plans to monitor the progress.
- In EC-B, the mentor teachers noted regular visits to check in with the Provisionally Registered Teacher, view documentation and evidence, and give feedback and suggestions about practice.
- In EC-C, the mentor teacher was commended on her detailed formative and summative written feedback to her Provisionally Registered Teachers. In addition to the support from the mentor teacher, the Provisionally Registered Teacher's folder is checked and feedback is given by the professional services manager during each term visit.
- In EC-D, the mentor teacher (who is external to centre) takes responsibility for writing and sending the meeting agenda and meeting minutes using areas of recent success and challenge to record the Provisionally Registered Teachers growth and development. She also consults with the Provisionally Registered Teacher's colleague (centre manager) in order to check with the context in which teaching takes place.
- In EC-E, the registration coordinator meets with every Provisionally Registered Teacher individually after being employed in the organisation and explains the expectations and registration guidelines. One of the mentor teachers in the centre conducts both individual and small group meetings with her Provisionally Registered Teachers—this enables them to share experiences and examples of evidence. Individual meetings happen as needs arise.

The auditing process of early childhood education teachers conducted by the Teachers Council (suspended by the Teachers Council in 2007) appeared to have created some uncertainty and apprehension for participants regarding the expectations of the Council in relation to the evidence required. As previously described in this section, many of the Provisionally Registered Teachers documented extensive and detailed evidence for each dimension believing that this would help to support the summative feedback and recommendation for full registration provided by their mentor teacher if they were audited.

The findings of the research did not capture detailed examples or evidence of how judgements were made by the mentor teachers in determining a Provisionally Registered Teacher's completion, or the process of recommending that the teacher be granted full registration by the Teachers Council. Some mentor teachers within larger organisations described a tiered process of endorsing a Provisionally Registered Teacher's completion (EC-B and EC-C), typically involving the mentor teacher and their senior mangers or supervisors. Mentor teachers in smaller or external mentoring relationships described keeping their own records of the Satisfactory Teacher

Dimensions being met satisfactorily, and their subsequent endorsement of the teacher's readiness to be granted full teacher registration status.

Supporting Māori and Pasifika Provisionally Registered Teachers

In response to information requested by the Teachers Council, the researcher sought advice from early childhood education participants about how Māori and Pasifika Provisionally Registered Teachers working in mainstream early childhood education settings are being supported. According to the researcher's knowledge, two of the Provisionally Registered Teacher participants and one of the mentors in this research are Māori (EC-B and EC-E) and one Provisionally Registered Teacher is Tongan (EC-E). The two Māori Provisionally Registered Teachers commented on the lack of other Māori teachers and other Provisionally Registered Teachers in their centres and in their region, but remarked that this was also common. They appreciated the positive relationships they had with their colleagues but would value further formal opportunities to attend hui with Māori colleagues, and to have greater choices in selecting a mentor teacher that shared their own cultural background and values. The mentor teacher remarked on the expectations and assumptions made by others that she is fluent in te reo Māori and familiar with all Māori protocols, when she is not.

The Tongan Provisionally Registered Teacher expressed a desire to return to working more directly with her Pasifika community but regarded her current colleagues as knowledgeable supporters who were better equipped and more experienced in providing the advice and guidance support that she needed to complete her teacher registration than the teachers in her previous Pacific Island centre. She remarked that the expectations of independent documentation, reading, and the levels of paperwork within the registration requirements was demotivating for her as she preferred to learn from talking and communicating in groups. Her mentor teacher had told her about a hui for Pasifika early childhood education teachers in Wellington and actively encouraged her to use her registration funding to enable her to attend this.

Primary school sector

This research covered five primary schools (including one intermediate), all recommended by a range of relevant sources as examples of success in the induction of provisionally registered teachers.

Demographic information

The schools varied from an integrated special character school of 346 pupils and 19 staff to a contributing school with 649 pupils and 40 staff. One of the schools was an intermediate and had 725 pupils and 35 teaching staff. Three of the schools were standard contributing schools, with the intermediate and the special character school being the exceptions. All had a mix of New

Zealand-born, immigrant, and overseas students; some were very strongly multicultural while others more bicultural overall. Two of the schools had some type of bicultural or whānau unit operating, although none of the schools visited could be described as strongly bicultural *across* the school. Staff numbers in the schools visited varied from 18 (not differentiating between teaching and ancillary staff) to 35 teaching staff plus ancillary staff. Most staff interviewed, both mentor teachers and Provisionally Registered Teachers, were New Zealanders, with one Provisionally Registered Teacher from Canada.

Deciles of schools visited were three decile 3 schools; one decile 6 (which fluctuated between decile 5 and 6, according to one respondent) and one decile 8 school (the special character school). Considering the decile range across the country, the sample is not representative.

Responses of schools when approached

A range of responses was evident when schools were approached (through the principal). In general, responses were very positive and the researcher was welcomed into the school.

The researcher strove to give rapid feedback to schools at the conclusion of the interviewing process, usually by written notes on strengths and areas for improvement noted (anonymously) by respondents, and these were left with the school on the researcher's departure. Principals indicated that this rapid feedback was appreciated, rather than their having to wait for the full publication process, as it enabled them to make any improvements deemed necessary for the next induction period, which in a couple of the schools interviewed happens in the final month of the year once next year's intake of Provisionally Registered Teachers has been appointed. Two principals also mentioned the benefit of getting a "bird's eye view", as it were, of how induction was working at their school while one particularly mentioned the benefit for him of sitting in on the focus group and hearing the comments made by his staff.

In some schools, interest was shown in who had "dobbed them in" as best practice examples, although mostly the schools recognised that they had worked hard on the induction of Provisionally Registered Teachers and did not appear to be surprised by their nomination, being happy to share what they have developed.

Mihi and karakia

All schools were invited to specify their preferred way of approaching the research, including the use of protocols such as mihi or karakia. None, however, chose to use such practices.

For the remainder of the analysis, headings will replicate the issues explored with staff across the schools.

Approaches to induction in the success case studies

A wide range of induction processes were described, from the fairly informal (PR-A) through the fairly structured (PR-B, PR-D) to the highly structured (PR-C, PR-E). Most involved an allocated day outside of school hours, often before the school year started, although the length and input varied considerably. PR-C, for instance, used days at the end of the previous year as well as powhiri for new staff as they arrived. This process was described by one of the Provisionally Registered Teachers:

> We had a two-day induction which included the "new" teachers (not just Provisionally Registered Teachers). It was rigorous, covered the structures of the school and how things were set up. The principal was there the whole time. It was run by the senior management. I felt everything was laid out well, we had workshops ... it felt a bit like university, with lectures! Everything was set out on handouts, it was a whole lot of knowledge all at once, but you could go back to it. (Provisionally Registered Teacher 1a, PR-C)

All schools used some form of printed resources, many based on the *Towards Full Registration* (New Zealand Teachers Council & Ministry of Education, 2006) toolkit referred to above (e.g. PR-A; PR-E; PR-D). Support booklets provided on mentor teacher courses were mentioned by staff in PR-B. In general, what is provided in the way of printed resources is much appreciated, with the books or manuals of PR-E and PR-B attracting particularly high praise from their mentor teachers and Provisionally Registered Teachers. Provisionally Registered Teachers commented on the confidence they drew from having printed resources to back up what they learned in often very pressured induction days, while those in PR-B, which had the most highly structured approach, had an almost "checklist week by week" of what was needed to develop as a Provisionally Registered Teacher and to gain registration. The latter felt very confident of their achievement of registration (one actually received postal confirmation of her status as a newly registered teacher on the day of the interview!).

Some of these schools were able to tailor the induction process to the individual Provisionally Registered Teacher and mentor teacher. Comments relevant to this point were made in several case studies. PR-C for example, had a "flat" hierarchy structure and individual autonomy, which was commented on by both mentor teachers and Provisionally Registered Teachers as also extending into the induction process. Mentor teacher 2 noted:

> The freedom in this school – respecting my professional advice.
>
> You don't feel dictated to?
>
> Not at all. I can run it as I want it run.

Provisionally Registered Teacher 1d, asked about how she managed the requirements of registration, said, "I structure the requirements myself. My MT [mentor teacher] is more of a guidance thing; she doesn't structure my programme. I have complete control over everything I do".

PR-D had a soundly structured set of guidelines that was referred to by mentor teachers in working with their Provisionally Registered Teachers, although they also commented on the flexibility they have to tailor support to the needs of the specific Provisionally Registered Teacher. Mentor teacher 1: "We decide, basically, but we have guidelines to follow".

All schools made use of both formal and informal meeting processes, although the nature of these varied greatly. In primary schools, with many of the mentor teachers being full-time classroom teachers themselves, the ability to meet easily with their Provisionally Registered Teachers was frequently mentioned as a hindrance or barrier. In PR-C, some mentor teachers who were full-time classroom teachers commented on the need for more "free time" to be able to conduct observations with their Provisionally Registered Teachers (e.g. mentor teacher 4). In PR-D, mentor teacher 2 noted that, "I find it very hard getting to see my Provisionally Registered Teacher because she's involved in so many other things". In PR-B, mentor teacher 1 stated that, "It would be great to have a little more time out so I can watch my Provisionally Registered Teacher and give her feedback".

At a couple of schools, the combination of the mentor teacher role with a position of responsibility was found to facilitate observations as the holder of the Provisional Registration often did not have their own full-time classroom and was often in the same syndicate area (e.g. AP at PR – E).

It was common to hear of schools' "tailing off" of support for Provisionally Registered Teachers as the year progressed, in recognition of their developing confidence. Sometimes, however, this tailing off, while well intended, left some Provisionally Registered Teachers feeling that they could still use support. This point is considered further in the analysis.

Checking of Provisionally Registered Teacher progress through induction was taken extremely seriously by all schools in the sample. A range of processes was used to monitor progress:

- PR-B used a very systematic "checklist" type feedback form which was available to both mentor teacher and PRT, and signed by both.
- In several schools (e.g. PR-B, PR-C), observations were done not only by the mentor teacher but also by the deputy principal and/or principal.
- PR-A's Learning Appraisal Programme covered developmental material needed to be accomplished not only by Provisionally Registered Teachers but by all staff.
- In PR-E, a wide range of specialist support was available for Provisionally Registered Teachers having difficulties:

> I had two boys in my class on RTLB [Resource Teacher Learning and Behaviour] contracts. I was finding managing them difficult, so I was given strategies to help, then had an observation to see how I was putting those into place and how it was working. They keep a fairly close eye on you. (Provisionally Registered Teacher 2b)

All schools seemed well aware of the number of observations required for registration, and worked hard to ensure that these were done in a timely fashion. In the primary cohort, few

Provisionally Registered Teachers expressed any feelings of concern or anxiety about the presence of their mentor teacher or even senior managers conducting observations. Pragmatism, and an acceptance of the value of the feedback provided, was a mark of the Provisionally Registered Teachers' responses to these observations.

In the focus groups, staff were asked to reflect on their own induction. Feedback was mixed across mentor teachers and Provisionally Registered Teachers. In the focus group at PR-E, the Provisionally Registered Teachers recalled their induction as being "stressful" and "full on" but ultimately beneficial, whereas the mentor teachers remembered theirs as being "fun" and "enjoyable" while at PR-C there were a couple of reflections such as "No teacher release" and "It was a lonely, isolating, confusing time". But others had found good support: "I had quite a good first year. I was in a very structured school; had a wonderful teacher who covered my class. I had two mentor teachers that year, as the first left. Lots of support with reading and writing, things like that". A further comment indicated "I was here, so I got my Provisionally Registered Teacher time and lots of support!"

Exemplary practices evident in the induction process

As might be expected in research of this nature, a wide range of exemplary practices used in the induction of Provisionally Registered Teachers was described.

Support is wider than the allocation of a mentor teacher

In no case was there a restriction of support just to the allocation of a mentor teacher. On the contrary, a wide variety of strategies was in place to support the Provisionally Registered Teacher. They included:

- the valuing of Provisionally Registered Teachers for the "young blood", "enthusiasm" and "new ideas" they provided (this was particularly valued by both Provisionally Registered Teachers and mentor teachers)
- the feeling of being "part of a family" or warmly welcomed in the school (all schools)
- being supported by many staff, not just the mentor teacher or designated coordinator (all schools)
- the provision of specifically designed induction books or manuals (PR-B, PR-C, PR-D, PR-E)
- an "open door" policy with senior staff (not expressed as such specifically except at PR-C, but inherent in the comments made by mentor teachers and Provisionally Registered Teachers)
- the sharing of schemes or units of work and curriculum resources (all schools, although the units of work sharing were particularly commented on in PR-D: "Most of our units are planned as a syndicate [Wonderful!] Oh yes, it's amazing actually. It doesn't happen in other places" and by PR-B)
- active interest by the principal, in terms of receiving data from observations about Provisionally Registered Teachers, conducting these him- or herself or just making a point of

chatting to Provisionally Registered Teachers (all schools, as exemplified by PR-B: "The principal sees them regularly, checks how they're getting on, how they're feeling"—mentor teacher 2).

Strong emphasis on teacher feedback for improvement

Provisionally Registered Teachers in primary schools seemed to be particularly open to feedback, including change feedback. They viewed the observations done "on" them and "by" them as opportunities for growth, with Provisionally Registered Teacher 2a in PR-D consciously seeking to do many observations in other teachers' classes to rectify her self-diagnosed lack of mathematics training. (She teaches a Year 1 class, and found the "problem-based" methods taught to her in her training of little relevance with the young children.)

Without exception, Provisionally Registered Teachers found their mentor teachers' feedback to be helpful and constructive. A great example of such feedback was provided, with the approval of both parties, in PR-D, and is cited in fuller detail in that case study, but a sample is provided here: "You are now insisting that the children rise to your expectations, i.e. mat manners. If they don't then you have consistent consequences. Your management skills are wonderful …" Typical of the comments made by Provisionally Registered Teachers about their mentor teachers' feedback were:

> At the end of each term he gives me a report thing.
>
> Helpful?
>
> Yes.
>
> What kinds of feedback best?
>
> When he comes in to observe me, he gives me feedback – positives and things to work on. (Provisionally Registered Teacher 1c in PR-C)
>
> My mentor teacher gave me particularly valuable feedback when I was ready to walk out, he said, "This situation will present itself in every school, it will just look different, and this is what we have to deal with right now, so what can we do to get out of it?" … and I think that is the strongest piece of professional insight I've been given. (Provisionally Registered Teacher 2a in PR-E)

In PR-B, feedback is seen to be given in "safe" ways, with Provisionally Registered Teachers welcoming both positive and change feedback, according to Provisionally Registered Teacher 1a, while mentor teacher 3 said, "No-one's ever negative, it's all positive". Mentor teacher 4 commented on the importance of good relationships, supported by Provisionally Registered Teacher 1a who said: "being open with your mentor teacher, if there are issues. My mentor teacher is really good and open, easy to talk to, that's the most important thing".

Several Provisionally Registered Teachers and a couple of mentor teachers mentioned the Provisionally Registered Teachers' "not knowing what they don't know", which can result in

resistance to feedback, although few were cited as pertaining to their current Provisionally Registered Teachers. Some Provisionally Registered Teachers, in fact, commented on the need for more feedback, recognising their lack of experience and possibly lower confidence levels. This request was for both informal and formal feedback, although they recognised that they received quite a lot already. Interestingly, some of this comment came from Year 2 Provisionally Registered Teachers, who felt that they were treated as "already competent" because they were known faces at the school or mature Provisionally Registered Teachers, whereas they may still feel fragile. For example, in PR-D, PRT2b mentioned that the only barrier she had encountered was:

> Sometimes having it forgotten that I am a Provisionally Registered Teacher.
>
> You must have an aura of confidence!
>
> I sometimes don't get help until I make my needs known, and then they realise, that's right!

In PR-C the Provisionally Registered Teachers' need for ongoing positive feedback was noted:

> Making sure that you have a way of asking, if you're the mentor teacher, whether they need help in certain areas and not just waiting for them to ask. At the start, especially, and give a bunch of positive feedback. They're not sure, and need a bit of pickup now and again. (Provisionally Registered Teacher 1c)

This was reinforced by Provisionally Registered Teacher 1d, who said: "I would say, constantly reaffirm them that they're doing things right".

Structures for support and tailoring support to the needs of the PRT

Some interesting reflections were provided about the provision, simultaneously, both of sound structures for support and the ability of the school to use these flexibly in response to the Provisionally Registered Teacher's need, workload, and time pressures. In PR-C, initial induction processes are comprehensive and rigorous, but followed thereafter by a very flexible and individualised system of support that can be tailored to meet the needs of busy teachers. In PR-A, for instance, a shared and open approach to support for the Provisionally Registered Teacher is adopted beyond the allocation of a mentor teacher. The focus reflects collaboration and "sharedness"—rather than hierarchy. The school ensures that the 0.2 release entitlement is used to maximise the Provisionally Registered Teachers' opportunities for learning and support.

Commonly mentioned was the process of considering individual personality when organising the mentor teacher/Provisionally Registered Teacher match, exemplified by this comment by mentor teacher 5 at PR-E:

> With my PRT, they asked her what she wanted, and I stepped forward and said I'd like to do this, there were three other people she could have chosen, but we work well together and have a good relationship.

All Provisionally Registered Teachers mentioned appreciation of their school's support structures which, in the main, were very clear and transparent.

Guidance contains structure for particular 'events'

Timely input for specific events was mentioned in all primary schools, particularly report writing but also preparation for parent/teacher meetings and curriculum areas that may not have been covered in training (swimming was mentioned at two schools).

In the following school, a considerable amount of sharing appeared to be happening. Both Provisionally Registered Teachers interviewed commented on being given unit plans and other resources.

> Well, it makes it easy. Why work harder when you don't have to? The next step would be for me to read through her reports, give her feedback and help her if she needs to change anything. (Mentor teacher 1, PR-D)

In PR-B, the highly structured checklist used by mentor teachers to guide the development of Provisionally Registered Teachers contains input on topics such as parent-teacher interviewing and report writing at appropriate times of the year. This is valued by the Provisionally Registered Teachers, who can find "first times" to do such things somewhat scary, as Provisionally Registered Teacher 2b explained:

> The first year you're overwhelmed, you don't know where to start. The "first time" experiences, like running bus trips, you forget how much more support little kids need. I've got Year 0 to 2s.

Awareness of the need to support Provisionally Registered Teachers when facing parents, whether in 'regular' meetings or parent-initiated ones, was mentioned in PR-C where the deputy principal noted that, "You have to be careful with some parents because they think they can tread on first years, and we've been there to help them afterwards".

Valuing of whanaungatanga, manaakitanga, ako, wairua

The use of powhiri to welcome Provisionally Registered Teachers to the school was mentioned only in PR-C, where it occurred on an "individual" basis rather than with a complete group of Provisionally Registered Teachers. Interestingly, in PR-D, which had the highest percentage of Māori pupils in the sample, a powhiri for Provisionally Registered Teachers was not specifically mentioned—possibly because both Provisionally Registered Teachers interviewed had been relievers initially, and may have bypassed the formalities. Whanaungatanga was also evident in staff efforts to connect with and include Provisionally Registered Teachers from the outset, emphasised in all schools, and noted by Provisionally Registered Teachers' reference in some contexts to "feeling like a family" (e.g. PR-B, PR-D) while PR-A participants indicated the same feeling.

> The staff here are supportive of anyone. Welcoming. You know if someone wants to know where something is you don't lose any kudos by asking. People are very friendly, open, there is great camaraderie, we are made to feel at home. (Mentor teacher 1J in PR-A)

Mentor teacher 4 in PR-C noted: "It's like that saying, "It takes a whole village to raise a child." It's a real feature in the school. It works like a big family. Everyone looks after each other".

Even in schools where biculturalism was not strongly evident, there was acknowledgement of the value of supportive processes such as hospitality (commented on in PR-D; PR-C); mutual caring and sharing (all schools visited); a feeling of being "fostered" or "valued" by Provisionally Registered Teachers (PR-A, PR-E, PR-D, PR-B). As mentor teacher 3 in PR-B noted, "We foster them; we look after them; we want them to stay in the profession".

Distinguishing features of induction

A special feature of induction at PR-A is its linking with the school's appraisal system. The principal believes that school-wide appraisal is also a strong feature of the school's successful induction process for Provisionally Registered Teachers. Rather than being a superficial system of support, where you may get no "buy in" from Provisionally Registered Teachers, he sees the school's current appraisal programme resulting in real change. Induction includes learning conversations and goal setting with teachers and observation and feedback amongst colleagues.

Other schools visited also linked induction to appraisal to some extent, although none as clearly as at PR-A. In PR-B, an ongoing emphasis on professional development was evident and specific support for and confidence in Provisionally Registered Teachers. PR-B is a school in which policy shows commitment to the sound development of all staff, and the extension of the Provisionally Registered Teachers' skills. Mentor teacher 1 had been specifically encouraged to develop leadership skills and to take on the mentor teacher role even though she is a relatively new teacher: "[The principal] thinks just because you're new doesn't mean you can't be a leader".

Professional development was also a strong feature for all staff, and specific provision made within it for new staff, at PR-D. A real feature of this school, commented on by the Education Review Office 2005 report and also by the staff interviewed, is the in-house professional development, which is thorough and ongoing. It is also "targeted", where needed, to Provisionally Registered Teachers and new staff.

A wide range of distinguishing marks of their induction process was listed by the participants in the focus group at PR-C, including:

- sensible recruitment across all levels, and employment of "great" Provisionally Registered Teachers
- mentor teachers who "know their craft"
- a culture of trust, in which nobody wants to let anyone else down

- non-prescriptiveness
- robust processes—"we do the simple things really well"
- giving Provisionally Registered Teachers their release time
- addressing and resolving any issues that arise
- telling Provisionally Registered Teachers what they are doing right, not just giving feedback on areas for improvement
- ensuring support is available from anyone at any time
- valuing the "young blood coming in"
- all staff wanting to improve their practice.

In the focus group at PR-E, staff likewise listed a number of initiatives:

- flexibility of Provisionally Registered Teachers to be themselves, to develop as teachers without having to slavishly follow their mentor teachers' example
- being praised for noting mistakes, and being free to make them
- help being available from anybody across the staff, from the principal down
- autonomy to "get going" and run your own class
- availability of resource teacher learning and behaviour
- swapping mentor teachers between Years 1 and 2—initially seen as problematic, but later realised as a strength enabling observation of different teaching styles
- general supportiveness and high expectations of Provisionally Registered Teachers
- proximity of mentor teacher and Provisionally Registered Teacher
- very strong support for appropriate professional development, targeted at areas of identified need.

The contextual supports that are needed for induction to be effective

Useful contextual supports ranged over a number of areas, some specific to individual schools.

Formal information and guidelines

Most schools visited had formal information provided in the form of booklets, some containing direct copies from *Towards Full Registration* (New Zealand Teachers Council & Ministry of Education, 2006) materials. As has been attested, these Ministry/Teachers Council and school-based materials were found most helpful.

Knowledge of the registration process

In all schools, mentor teachers felt confident of knowing what Provisionally Registered Teachers needed to do to gain registration. In the case of Provisionally Registered Teachers, however, the picture was more obscure. While many felt confident in their own, or their mentor teachers', knowledge of what is required, one or two were still apprehensive about the process (e.g. PRT1d, PR-E). There was an anecdote told by a mentor teacher in one school about finding, during an

Education Review Office report, that despite being a mentor teacher she was still only provisionally registered because she had not been through the formal registration process, possibly because she was a late appointee. This was now being addressed.

What comes through clearly is the need, already reinforced by PR-A, to ensure that staff appointed subsequent to the start of an academic year are carefully incorporated into schools in ways that mean they *do not* miss out on appropriate induction processes.

Time allocation and reduced workload

Provisionally Registered Teachers were very vocal in their praise of the time allocation, with one describing it as "fantastic". Several Provisionally Registered Teachers mentioned colleagues who did not get time release, and queried how they could cope without it. The principal at PR-C, who had previously worked in a Teachers' College, was critical of colleagues who received the funding for Provisionally Registered Teacher release and used it for other purposes. This was also alluded to, in the focus group, by a senior staff member who said: "In some schools, there's a temptation to misuse the release time so the Provisionally Registered Teachers don't get it". This was an issue that also concerned the principal of PR-C, who had earlier said:

> I think some of my colleagues are not completely fair in the ways they do things – they can use the Provisionally Registered Teacher resourcing in ways that are 'bad practice'. I'm not a great person for legislating, but when there's funding there, schools should be MADE to be clear about where the funding is going. It would be very easy to do [misuse funds]. (Principal in PR-C)

That this principal, who is in general a very relaxed, non-hierarchical person, is advocating pressure is indicative of quite a severe problem with misuse of release time for Provisionally Registered Teachers in the sector. It may also be difficult for Provisionally Registered Teachers who are informed at their initial teacher education institution that they should have release time, to challenge senior colleagues if this does not happen. A telling comment was made at PR-D by a Provisionally Registered Teacher who knew of potential problems elsewhere. However, despite their positive experiences in this school of receiving their release days, one Provisionally Registered Teacher mentioned knowing other Provisionally Registered Teachers who had not received this.

It would seem that there is a need for active monitoring of Provisionally Registered Teachers' access to release time, in ways that do not identify the Provisionally Registered Teacher as a "troublemaker" and yet provide the Government with assurance that resources are being used for the intended purposes. This is a recommendation from this research.

How schools use the time allocation is quite varied across the sample. Most tried to give the Provisionally Registered Teacher one clear day (in Year 1) a week so that they could concentrate on planning, running records, preparing resources, and the like. In a couple of schools visited, staffing constraints meant that the time was split across two days (e.g. PRT2b in PR-D: "It was equivalent to a day, but spread out. The ideal would have been a whole day, but because of the

staffing they spread it over two days"). Few schools were at all prescriptive about how Provisionally Registered Teachers used release time (PR-B, for instance, provides close guidelines which need to be covered in a "checklist"-type form), while most left it up to the Provisionally Registered Teachers how they use this time. Mentor teacher 1, in PR-C noted: "The school has no resentment that they have all this 'spare time'; the school trusts them to use it wisely". Forms of monitoring that were described varied. In PR-C, for example, mentor teacher 2 commented on the monitoring of Provisionally Registered Teachers' work: "They get a full day a week, and use it for resourcing or whatever. They need to write down what they've done, and I get a copy each week of what she's done". One response to the question "So, how you use your time is pretty well up to you?" was:

> Yes, it is; but it's monitored. I have to keep a record, because it's a Provisionally Registered Teacher requirement. It's not very detailed. It'll just say "running records" or "doing observations". Some of it is spent making resources. (PRT2a in PR-D)

There were no incidents recorded in this primary sample of Provisionally Registered Teachers *not* receiving their allocated release time. Stories of colleagues elsewhere for whom this was not the case, however, were fairly common.

Considered "match" of Provisionally Registered Teacher and mentor teacher

Most interviewees in primary schools knew how the Provisionally Registered Teacher/mentor teacher match was done, and it generally involved senior management, sometimes solely the principal. In all cases, these staff attempted to take personality compatibility into account. Even in cases where the principal seems to be the main "matchmaker", there is solid evidence of Provisionally Registered Teacher preferences being taken into consideration. In PR-C, Provisionally Registered Teacher 1a noted, "the principal matches us up, personality wise, interest wise etc. with the mentor teacher. He's really mindful of that sort of thing. When my previous mentor teacher left, he came and had a solid discussion with me about who I'd like". The value of this careful matching was evident in other feedback:

> Because there were so many of us coming in, they seriously considered who should go with whom. I was told initially I would go with X, but the AP felt I would be better with my mentor teacher, as far as our personalities go. Also, too, our interests. We both have a similar philosophy. We don't just click personally, but I immensely respect her programme and her as a teacher, so the guidance she gives me is precious. (Provisionally Registered Teacher 1D in PR-C)

In PR-D there is, however, evidence of choice by Provisionally Registered Teachers when they have worked in the school before:

> My Provisionally Registered Teacher in particular got to choose who she wanted this year.

> She had been a long-term reliever in the school, so knew people—if you got a new Provisionally Registered Teacher who didn't know people, how would that match be done?
>
> Probably senior staff. (Mentor teacher 2 in PR-C)

Provisionally Registered Teacher 2b concurred with mentor teacher 2, adding that she had been required to choose somebody from within her syndicate.

In most primary schools, syndicate area similarity was an important consideration and greatly facilitated positive and regular contact between mentor teacher and Provisionally Registered Teacher. Where it did not happen, for some reason, the situation did not work as well. In PR-A, mentor teacher 1J said:

> This year was more of a challenge because S [Fully Registered Teacher] moved to year four/five. So I regularly would, often it is on the fly too, you know, just when you see them 'how are things today? How is this week going?

This situation had obviously occurred because the Provisionally Registered Teacher had changed syndicate area during the mentoring process, and is therefore unusual. The mentor teacher had adjusted her mentoring contact to a less formal style than may have previously been an option.

Enabling conditions impacting on professional learning

While much of the information below has already been touched on in this analysis, staff were also asked to comment on what they felt had "enabled" their professional learning during the induction period within their particular context.

Location/proximity of Provisionally Registered Teacher and mentor teacher within setting

Physical proximity was a high priority in both the support for Provisionally Registered Teachers and the allocation of their mentor teachers in almost all schools, and was greatly valued by their Provisionally Registered Teachers. Schools worked very hard to ensure that mentor teachers and Provisionally Registered Teachers work in close proximity by having classrooms that are close by. This was so much the norm across this cohort of schools that its absence was notable, with one mentor teacher noting that the location of his Provisionally Registered Teacher 40 metres from his classroom was inhibiting contact.

Willingness of more experienced teacher/s to support Provisionally Registered Teacher

In the primary school sector, there was almost universally positive feedback by the mentor teachers on the benefits of the mentor teacher experience, which is indicative of considerable willingness to participate. In PR-D, mentor teachers recommended the benefits of the mentoring relationship to those considering it. Mentor teacher 1 said: "If you are going to be an mentor teacher, for the first time, I'd say go for it, because you get as much out of it as you do put into it".

Mentor teacher 2 concurred: "I just think it's fun working with younger people; it's been good working with my Provisionally Registered Teacher for new ideas".

But the willingness of mentor teachers to support was solidly backed up by a cohort of other experienced staff across the school. Some comments have already been made about this, but it seems absolutely a feature of the primary sector. In PR-A, for example, mentor teacher 2A remarked that the wider support offered to her Provisionally Registered Teacher from other colleagues was in itself, a form of support for her. In PR-B this is another prominent feature of the school. There are experts in various areas (such as mathematics) who are recognised as such, and drawn on by both mentor teachers and Provisionally Registered Teachers at need. In PR-C, mentor teacher 1 explained: "I have lots of support if I need it; I can talk to any of the other teachers or the Principal. I can ask anybody in the school if I need help". This was backed up by Provisionally Registered Teacher 1c, who noted that "We have a very open school, I can go and talk to the principal or deputy principals about stuff, and comfortably. I have a good relationship with the senior teacher in our area, and with all the other teachers as well. It's not seen that you just have to depend on only your mentor teacher". In PR-D, Provisionally Registered Teacher 2b indicated the wide and practical support available from staff across the school.

> My team leader is very good there too, if we're running out of time and haven't got the assessments done, she'd come and cover for me.
>
> Is this the kind of school where everybody looks out for Provisionally Registered Teachers?
>
> Yes, people here are very flexible. If they see you struggling, they'll help. They wouldn't just sit there.

The experience and commitment of mentor teachers was mentioned as an enabling feature in many schools. In PR-A, the principal remarked that it tends to be "a more experienced teacher". This approach was reinforced by mentor teacher 1 in PR-D: "They tend to focus on the area of the school where a teacher is needed, and match the Provisionally Registered Teacher up with an experienced teacher in the syndicate". If the mentor teachers themselves cannot provide the help needed, most are happy to refer on: "When I was a mentor teacher a few years ago, the first year would come to me; if I couldn't sort it, it went to my team leader; if not still sorted, it went higher up" (mentor teacher 3, PR-C). Provisionally Registered Teachers, in general, felt well supported by their mentor teachers' experience and commitment, often being effusive in their praise of this. Examples of this have previously been cited in the analysis.

Non-contact/release time

Induction meetings between Provisionally Registered Teachers and their mentor teacher are usually frequent and occur in release time towards the start of the year. There was evidence in several schools of "bending over backwards" to preserve Provisionally Registered Teacher release time, even to the extent of "repaying" or "banking" time Provisionally Registered Teachers spend on Provisionally Registered Teacher courses. One Provisionally Registered Teacher commented

that, initially, he was anxious about the school's unusual practice of not allowing Provisionally Registered Teachers release time in the first three or four weeks, while their class routines are being established, but later found it a good idea (especially as the "lost" time was banked for later use) while another Provisionally Registered Teacher had really valued that uninterrupted time in class, from the outset. In PR-B, all Provisionally Registered Teachers commented forcefully on the school's ability to allocate and to ensure that they received their Provisionally Registered Teacher release time, and to plan for sound relieving while they were absent from their class. This was also reinforced by mentor teacher 2, who said: "It doesn't get taken even if someone's sick".

There was mixed feedback by mentor teachers about the usage of Provisionally Registered Teacher release time (specifically, making use of the relief teacher) in order to facilitate Provisionally Registered Teacher meetings or observations. Recognising the stress that some Provisionally Registered Teachers find themselves under, many mentor teachers impinged on this as little as possible. Others, however, found that the only way they could accomplish the observations that are needed was by using the Provisionally Registered Teacher reliever. In PR-D, it was noted that observation of Provisionally Registered Teachers by mentor teachers (and vice versa) may occur during release time or by using Provisionally Registered Teacher relievers to "spell" the mentor teacher to carry out observations.

The experiences of Provisionally Registered Teacher and mentor teacher are positive and enhance learning

Extensive comments have already been provided that demonstrate positive experiences between mentor teachers and Provisionally Registered Teachers, and across the school in general. Many mentor teachers work extremely hard to build their Provisionally Registered Teachers' classroom management skills, curriculum knowledge, and ability to perform "administrative" functions such as adequate report writing. Many schools, in addition, work consistently to build such skills in both Provisionally Registered Teachers and experienced staff (for instance, PR-D; PR-B). Appreciation of this hard work and its ability to extend skills brought into the educative environment from training days was mentioned frequently. In PR-D there is training every week for everybody, with frequent changes in topic. PR-B is a school that values and strongly encourages professional development for all staff, using a Quality Circle process in-house as well as supporting outside course attendance.

The constraints and challenges in supporting Provisionally Registered Teachers

Most of the constraints and challenges in supporting Provisionally Registered Teachers relate to time issues, with a few personality issues being mentioned, plus the issue of Provisionally Registered Teachers graduating from teacher training institutions being under prepared.

Time and frequency of contact

The most common complaint was lack of time. This was mentioned universally, across all deputy principals, mentor teachers, and Provisionally Registered Teachers. More time was wanted: for meetings between mentor teachers and Provisionally Registered Teachers; by Provisionally Registered Teachers to complete paperwork, even though they get release time; for synchronised time between mentor teachers and Provisionally Registered Teachers to enable the former to observe the latter; to enable the latter to observe the former (encouragement to do this rarely needed in primary schools); and for coping with work/home/outside life balance.

Some carefully thought out strategies to reduce Provisionally Registered Teacher-time demands to the minimum were evident in several schools, such as PR-D's comprehensive, syndicate-centred planning and unit (including resource) sharing. This school seems exceptionally aware of ways in which staff can take the burden off new Provisionally Registered Teachers. The case study is permeated with comments about sharing, whether it be by provision of resources or by the security of joint planning. Mentor teacher 2 noted:

> I've got pretty clear goals of what we're trying to achieve in our syndicate. We look at the curriculum documents when we plan, but that's done before the holiday meeting. We plan ten weeks in advance. So when I have my meetings in the holidays with my Provisionally Registered Teacher, we've got those things there. We're trying to work smart in that when we prepare a unit, we prepare the vocabulary, we prepare a sort of learning map, so each goal is written out in advance.

Those Provisionally Registered Teachers who had units of work provided were immensely glad of this, as it substantially reduced workload and stress levels in their first two years. It is a recommendation from this research that other schools and mentor teachers should strive to provide this type of practical support.

As has been indicated elsewhere in this analysis, support for Provisionally Registered Teachers tends to be very intensive, both informally and formally, in the first few weeks, gradually tailing off to "on demand"—which may be rarely in the case of confident Provisionally Registered Teachers—towards the end of the year. This pattern was common in all schools visited.

Personality factors of the Provisionally Registered Teachers and mentor teachers

A few challenges or problem situations were discussed, although interestingly most were mentioned in relation to past Provisionally Registered Teachers, not the current ones. Mentor teachers mentioned a range of issues, including:

- the unwillingness of some Provisionally Registered Teachers to accept advice or feedback about areas for improvement (commonly mentioned)
- personality clashes with Provisionally Registered Teacher (rarely mentioned; these schools seem to prioritise the mentor teacher/Provisionally Registered Teacher match, largely based on personality)

- a unique challenge noted in PR-A, which took Provisionally Registered Teachers who had graduated mid-year and missed out on the standard induction process. They raised a question regarding whether mid-year graduates are at a general disadvantage in terms of the way that professional development courses are structured
- in one school (PR-C), the principal described having to remove a mentor teacher from her role because her ethos of "my way or the highway" did not fit the school's aim to avoid developing "little clones of ourselves"
- another mentor teacher mentioned the difficulty she had faced in having to "let go of" her resources that she shared with her Provisionally Registered Teacher when she saw these being used in ways she might not have approved of; she mentioned frustration, but later of seeing that she had got used to the Provisionally Registered Teachers doing things in their own way
- one mentor teacher mentioned the need to help Provisionally Registered Teachers be less self-critical: "getting them not to be so hard on themselves" (mentor teacher 4, PR-B)
- mentor teacher 2 at PR-D commented on the challenge she faced in trying to support effectively her Māori Provisionally Registered Teacher, recognising that she is not, herself Māori and that there are cultural differences. This is not uncommon; the deputy principal at PR-E described a situation that had become quite difficult. It involved a young Māori Provisionally Registered Teacher, who argued that he should be able to teach as he liked (and, by implication, "not take direction from a middle-class Pākehā"—deputy principal's words). The kaumātua was brought in and sorted the situation out quickly, however, noting that the young man was out of line in this position.

While some of these challenges are obviously idiosyncratic, there do seem to be issues around time release for mentor teachers in most schools, and the tension of non-Māori mentor teachers being allocated to Māori Provisionally Registered Teachers may be difficult for both parties, although warm appreciation of her mentor teacher was mentioned by the Provisionally Registered Teacher referred to by PR-D. This issue will be discussed towards the end of this analysis.

Provisionally Registered Teachers mentioned:

- difficulties in controlling classes and in general classroom management (several schools)
- feeling overloaded and having to work for many more hours than they had anticipated, with the mother of one Provisionally Registered Teacher telling her that her inbox would still be full if she died on the job (stress/overload was common at many schools, particularly among Provisionally Registered Teachers with children of their own, e.g. Provisionally Registered Teacher 2a and 2b at PR-D)
- difficulties in adjusting to the different personalities of their mentor teachers if they had had to change mentor teacher during, or between, years (mentioned in a couple of schools).

Lack of preparedness of Provisionally Registered Teachers

Quite a lot of the concern raised by both Provisionally Registered Teachers and mentor teachers in this area pertained to the perceived inadequacy of their training by teacher training institutions (mentioned in three schools). One Provisionally Registered Teacher commented:

> Varsity covered curriculum areas quite well, but areas like unit planning, long-term planning—at the beginning of the year you kind of felt, "So, what do we have to do for this?" (Provisionally Registered Teacher 1b in PR-C)

In PR-B, Provisionally Registered Teacher 1a suggested that some curriculum areas were not well covered during initial teacher education institute studies: "You did hardly anything on maths or numeracy either at uni". Obviously, the area of preparedness for Religious Education, needed by this school, is not covered in teacher education studies, but the school covers that by ensuring that Provisionally Registered Teachers can pick up the Religious Education Studies paper, which was cited as being very helpful.

The issue of inadequate preparation of Provisionally Registered Teachers for the realities of classroom life was specified in most schools in the sample. The Principal in PR-C, however, recognised the ongoing requirements for Provisionally Registered Teacher training, which included his school as a site, as shown in the following comment:

> Just to value them as a resource, they're the future. The colleges are giving us pretty raw material, and I'm very aware that it's a five or six year process; we have to "round them off" so I think, spend money on your beginning teachers. A frustration is that they're going to be here for two or three years and then go overseas.

One alternative method of induction was mentioned by mentor teacher 1 at PR-D:

> My first Provisionally Registered Teacher did her training online.
>
> That's unusual!
>
> Well, I know that people in the country can do that; they have a day a week attached to a school. She was at [X] school.
>
> Did she have her own class?
>
> She was attached to one teacher, and I felt she got a really good grounding—she was an older student—in the practical side of things, which a lot of students don't come out with. She had practicums as well.

This model may be impractical outside of country settings, but in the opinion of mentor teacher 1, it had obvious merit.

Extra-curricular expectations

The expectation for Provisionally Registered Teachers to engage in extra-curricular activity was very patchy across the schools in this sample. The main two examples provided came from PR-E, the intermediate school in which a wide spread of activities, research and community involvement, not to mention professional development, seems to be the norm. Even so, some comments show that it is obvious that Provisionally Registered Teachers may need protecting, even from themselves. Provisionally Registered Teacher 2 commented on some responsibilities she had: "It's not a requirement that you do that, but it's kind of like an expectation that you get

involved. So all that stuff adds up". Provisionally Registered Teacher 2b said, "I'm enthusiastic, and I'll put my hand up for anything. Because we're so big, sometimes people ask things of you and they're not aware of what you've put your hand up for, and I find it very difficult to say no".

In PR-B, one Provisionally Registered Teacher said she'd done "a bit of environmental stuff, and this year I took on soccer. It was quite overwhelming, I'd never do that in my first year" (Provisionally Registered Teacher 2b). While a Māori Provisionally Registered Teacher at PR-C indicated that he was involved in a range of culturally relevant activities that do not affect other Provisionally Registered Teachers, he indicated that that was what he had studied for, and expected, and that it had advantages for him. The only other Provisionally Registered Teacher at this school to comment said: "I'm not expected to do anything over and above the Provisionally Registered Teacher role" (Provisionally Registered Teacher 1d).

Other sources used to guide the professional learning of the Provisionally Registered Teacher

All staff interviewed mentioned a range of sources, documents, and colleagues that mentors used to benefit either their own teaching and learning, or that of their Provisionally Registered Teachers. These included:

- curriculum documents
- resources provided in-house (strong reliance on these in most schools)
- the induction booklet/manual where one existed
- material from the Teachers Council or the Ministry of Education (although the Satisfactory Teacher Dimensions were mentioned spontaneously very rarely)
- colleagues and family, including Provisionally Registered Teacher colleagues within the school and elsewhere
- academic journals
- websites (especially frequently mentioned was Te Kete Ipurangi)
- text books and readings from initial teacher education days
- material from professional development, including current study
- experienced staff across institutions
- appraisal documents
- external 'experts'
- New Zealand Educational Institute guidelines
- teaching strategies books
- materials from a range of literacy and numeracy interventions currently happening in schools
- materials provided by whānau/parents at the school
- mentor teacher handbook from School Support Services
- Assessment Tool for Teaching and Learning (asTTle)
- Teacher Resource Centres.

Formal qualifications and experience of the mentor teachers

A sound range of qualifications was evident in the mentor teachers, ranging from masters degrees to first degrees and lengthy experience. Several mentioned overseas experience and qualifications. A couple had been teaching since the days when teaching diplomas were the standard, and had not done subsequent certificated study. Experience as mentor teachers varied considerably, from "first timers" to those who had fulfilled the role for 20 years. The average would be around three to five years of mentor teacher experience.

The qualifications question was also asked of the Provisionally Registered Teachers, who described a wide range of first degrees and certificates. All had a Graduate Diploma in Teaching, or equivalent, qualification, and a couple mentioned starting (but not yet having completed) study for a masters degree. One mentioned teaching English in Korea, and a couple of having had overseas teaching experience following graduation.

Training and support of mentor teachers

Some of the mentor teachers have been teaching for a very long time and when they started no support of the formal course type was available. Most indicated that they had systems that worked well for them, with the support of their schools, and did not feel the need for ongoing input, although a couple did say that a course for mentor teachers when they first decided to undertake that role would be helpful. Several mentor teachers—for example, mentor teacher 1J as PR-A and mentor teacher 2 at PR-D—mentioned the benefits to their mentor teacher role that previous or concurrent experience and training as associate teachers provided.

Mentor teachers described a range of in-house provision of training and support in most schools, ranging from structured input to individual advice from the person in charge of induction. Mentor teachers described finding some structured courses helpful (a particularly helpful communications course was referred to by a young, first-time mentor teacher whose principal had recommended it after issues with her Provisionally Registered Teacher) but many mentor teachers described feelings of professional competence and no need for any. Interestingly, some mentor teachers found their mentor teacher/Provisionally Registered Teacher relationship almost a form of training, through either self-scrutiny or updating of curriculum ideas that their Provisionally Registered Teacher brought to the school. Mentor teacher 1 at PR-D noted: "It makes you think about your own programme and how you can improve it as you often have your Provisionally Registered Teacher observing in your room". The need to be appropriate role models for their Provisionally Registered Teachers was frequently mentioned by mentor teachers at all schools. In terms of updating their own knowledge, the comment in a focus group at PR-C is probably typical also of many others:

> In all sincerity, we learn from you guys; we really do. But that is the culture; we have a learning culture here, where the experienced teachers are always wanting to further their practice as well.

In general, provision of appropriate professional development for mentor teachers was neither widespread nor easy to access, relying as it would on release time and the availability of such programmes. In a couple of schools with large numbers of mentor teachers, a desire was expressed for something organised, while in others (such as PR-B), the local initial teacher education-provided mentor teacher courses were a required part of being an mentor teacher. In PR-A, an informal, in-house approach to mentor teacher support was noted. The principal described the informal support he gave to mentor teachers as: "I try and touch base with them too, and say "How is it going? What's working? What's not working?"… If someone is new to the role we may consider some professional development but usually it's not an issue". The mentor teacher typically gets given a copy of the *Towards Full Registration* (New Zealand Teachers Council & Ministry of Education, 2006) folder to give them some ideas.

Mentor teacher 2, at PR-C, felt that occasional meetings with mentor teachers outside the school might assist with the standardisation of Provisionally Registered Teacher support processes which are currently fairly diverse.

> Would meetings with other mentor teachers, including outside the school, be helpful?

> Yes, in a way; because there's a bit of discrepancy about what we as a school are expected to do. Some of us are writing reports, some Year 2s are writing reports and some aren't; contacts from other schools are doing things that are different.

It is possible that this diversity may contribute to the failure of some Provisionally Registered Teachers to feel confident that they know what is needed to achieve registration, and may prevent some from doing so.

All Provisionally Registered Teachers described attendance at specially organised Provisionally Registered Teacher days with mixed reactions. Sessions that provided practical, hands-on advice and tips were appreciated; sessions that revisited areas already covered in their initial teacher education training were felt to be repetitious and less relevant. There was strong appreciation for professional development in teachers' own curriculum areas, with glowing praise being provided for some, particularly in the literacy, mathematics, and science areas. One benefit across schools of the specially organised Provisionally Registered Teacher days seemed to be the opportunity to fraternise with other Provisionally Registered Teachers and share resources and ideas. Few Provisionally Registered Teachers mentioned connections with other Provisionally Registered Teachers outside of these courses, although a Māori Provisionally Registered Teacher at PR-D drew on fellow Māori teachers. Provisionally Registered Teacher 2b:

> Māori Provisionally Registered Teachers I know are family friends.

> So there isn't, like, a network of Māori Provisionally Registered Teachers?

> No.

> Would it be helpful if there was?

> I think it would be.

However such networks may be difficult to organise or access, given the already heavy demands on Provisionally Registered Teacher time and energy.

Benefits and constraints of offsite/external mentoring and/or support

Very few comments were made about the benefits and constraints of external mentoring; however, some Provisionally Registered Teachers referred to off-site support and information they had received, such as Provisionally Registered Teacher courses. Positive comments were made by mentor teachers about off-site courses available, although most had not accessed these, due to reasons of length of tenure.

Provisionally Registered Teacher 2b in PR-D mentioned the availability of a person within the Ministry of Education.

> There's also a pou whakatauaki at the Ministry that we can contact, but not many people know about her role, and there needs to be better knowledge of that position. I only know about her because she's a relative. She's willing to come in, take lessons. She's got points of contact.

Given the pressure on Māori staff, it is most unfortunate that one of the possible supports available for them is not more widely known. A recommendation of this research is that support available specifically for Māori staff be surveyed, widely disseminated and, if possible, expanded.

Ongoing contact with initial teacher education provider

Again, ongoing contact was not widely commented upon. One Provisionally Registered Teacher mentioned a visit from his training institution:

> We have the liaison lecturer from Teachers College from School Support Services. She's supposed to be touching base … I didn't find it that helpful, to be honest. I didn't really "get it"; she came in and we had a chat and then she went. Perhaps it's more important to people who have issues; it felt like a bit of a waste of time to me. (Provisionally Registered Teacher in PR-C)

This school, being included in this sample of successful providers of induction, may already provide a lot of support, which may be why the visit was not found to be useful by the Provisionally Registered Teacher. It may have been much more valued by Provisionally Registered Teachers in schools where they are not supported, or not getting their release entitlement.

Also within PR-C, favourable comment was made about connections with the initial teacher education marae, as a place where liaison and mutual support were available. The school also has a wide range of students and close connections with this tertiary provider, although this was not the norm within the cohort of primary schools.

Shared understandings about "good" teaching and learning

While most responses about what constituted effective teaching and learning were included throughout the case studies, some specific instances were cited as well. These included:

- acknowledgement of the importance of ongoing learning by school leadership, and having a principal who recognised progress in both children and Provisionally Registered Teachers: "The Principal came in yesterday and gave the kids praise; she told them I'd got an A in my last assignment and it's good for them to know we're still studying too" (Provisionally Registered Teacher 2a, PR-B)
- a strong culture of teaching and learning development. This is a feature at PR-A: "We were actually just talking about that today, about the culture of a school and how you can get engrained in it, but we never do it at this school. This school is just incredible. A lot of us have learnt a lot by going to do [our own professional development and learning], that reflective paper (for example)" (mentor teacher 2A)
- the in-house professional development that is valued by both mentor teachers and Provisionally Registered Teachers at PR-B and PR-D.

Constraints and benefits of different contractual employment arrangements

Most Provisionally Registered Teachers interviewed in this research were full-time permanent. For those who were not, however, there was a split between those who were not stressed by their "impermanence" and those who did not like the situation. An example of the "not stressed" category included Provisionally Registered Teacher 1e in PR-C who was still on long-term relief, but not concerned by it, who stated:

> It has been rolled over for another year.
>
> How's that for you?
>
> It's good.
>
> Hope to be permanent?
>
> We'll see how things go next year.

In PR-D, Provisionally Registered Teacher 2a was fixed term last year. When asked what that was like, the teacher responded: "Fine; they just use it to see how you fit into the culture of the school, but I never had any information that they wouldn't renew my contract. They let me know early in Term 4 that they would make me permanent, so no worries".

In PR-E, one or two of the Provisionally Registered Teachers had been a long-term reliever in the early stages, but neither they nor the Provisionally Registered Teacher who is still "officially" a long-term reliever seemed to be stressed about this situation, recognising the school's intention to make good staff full-time permanent as soon as it could.

In one school, a Provisionally Registered Teacher commented on being able to see both sides of the situation, despite being currently a long-term reliever herself.

> I don't like it, but I have a lot of friends who are teachers and getting permanent teaching positions is like hen's teeth. I see it from their point of view in terms of them getting the best quality for their schools, but it's hard on teachers who have mortgages and bills, expenses like that, and I'd like to know, like any other person in the workforce, that I have a job. They have said they hope to make me permanent in due course. (Provisionally Registered Teacher 2a, PR-D)

Obviously, this is a complex situation, and schools may not know at the end of one year or the start of another what staffing they will need, because of pupil enrolment and other relevant issues. However, the approach cited by a couple of the Provisionally Registered Teachers above, of having principals who have let them know they would be employed permanently as soon as vacancies arise, was considered to assist with the stress that can otherwise be experienced by Provisionally Registered Teachers.

Recommendations for improvement and enhancement of induction

Notwithstanding the positive nature of this research, there were still suggestions in each school for the improvement of induction, although the comment "I wouldn't change anything" was also very common. Suggestions made were:

- encouraging more observations of others' practice, including across schools (focus group, PR-C)
- encouraging consistency of induction practice across the country (focus group, PR-C)
- meeting together, perhaps once a year, with other mentor teachers in the school (mentor teacher 1, PR-C)
- a little less of the "talk at" style of initial induction—described as being hard on the concentration (Provisionally Registered Teacher 1a, PR-C)
- having "set" mentor teacher/Provisionally Registered Teacher meetings, although acknowledging that informal meetings were constantly happening (Provisionally Registered Teacher 1b, in PR-C, which runs an idiosyncratic mentor teacher/Provisionally Registered Teacher process after an initial highly structured couple of days)
- having a day allocated a couple of times a year to mentor teachers, to observe their Provisionally Registered Teachers for a lengthy period (mentor teachers 2, 3 and 4, PR-B)
- having all Provisionally Registered Teachers meet together as a group occasionally (after initial induction days) (mentor teacher 1, PR-E—a school with a large number of Provisionally Registered Teachers)
- ideally, time in the classroom before starting teaching. This had happened with Mentor teacher 5, PR-E, who noted that "It's just experience and time, because university [initial teacher education] does not prepare you for the inner workings of a big school like this. When

the grads get into the classroom, it's like 'This isn't what I was expecting, and it isn't what I want to do'"

- when getting mixed classes in an intermediate, getting more Year 7s than Year 8s: "So you don't inherit so many problems" (Provisionally Registered Teacher 1b, PR-E)

- being given units with a step-by-step approach, at least for Term 1 while Provisionally Registered Teachers are trying to figure teaching out (Provisionally Registered Teacher 2a, PR-E). This happens in a couple of schools and is much appreciated

- being able to release a teacher to cover release time for all inductees in the school, so relievers do not have to be found (principal, PR-E noted that this school has a "wonderful" person who covers release time for some Provisionally Registered Teachers but is unable/unfunded to do it for all, and finding appropriate relievers for the school can be very difficult)

- an apprenticeship—instead of just an eight-week block at the end of Term 3, being paid an apprentice wage to visit the school throughout the year

- apart from the support offered to her by her mentor teacher, PR-D, mentioned the "online" classroom-based training available in country areas and which she had found produced very good teachers.

It may not initially seem feasible to change the basis on which initial teacher education occurs across the country, but common across this sector has been the theme of Provisionally Registered Teachers feeling unprepared in some curriculum areas and for the realities of classroom life. Consideration of induction support that includes an "apprenticeship" style of support would be one recommendation from the issues arising in the primary sector. In such an approach the Provisionally Registered Teacher would work alongside a Fully Registered Teacher for a period of time. This approach was reinforced by Provisionally Registered Teacher 2b, in PR-E, who stated:

> My situation was ideal, because at the end of my practicum they knew they wanted to employ me. And they knew who I would be replacing, and they offered me a full week to come in and meet the children in that classroom so I already knew the children. The "departing" teacher invited me into her class; she told the year 7s I'd be their teacher for next year and it helped me gain perspective on at least half the class. I couldn't have asked for a better process.

Sector-wide issues

Comments are recorded on sector-wide issues that participants felt were particularly relevant. These are briefly summarised below as:

- inability to find suitable relievers to cover Provisionally Registered Teachers on release time. This is a significant issue, as Provisionally Registered Teachers in primary schools feel a close sense of identification with their classes, and particularly valued having consistent, quality relief available (PR-E; PR-B; PR-C; PR-D case studies all contain quotes backing this claim)

- misuse of Provisionally Registered Teacher funding release (discussed extensively elsewhere in this analysis)
- some parent resistance to Provisionally Registered Teacher absence from class, possibly because they are not aware Provisionally Registered Teachers are new, or that release is part of their entitlement
- failure of initial teacher education institutions to properly prepare students for intermediate schools'/students' special needs (described as being "a niche market")
- the need for consistency in induction processes across the sector
- being encouraged by professional development input to make teaching student-centred, if in a school where there is a requirement to be extremely specific about what is taught, in advance.

Demands on Māori staff

In response to information requested by the Teachers Council, the researcher sought advice from schools about what they did to support Māori Provisionally Registered Teachers and students. Several issues emerged and there appear to be demands or burdens on Māori staff that do not pertain to non-Māori staff. These included:

- a Māori mentor teacher having all Māori-related material put in her pigeonhole, whether it pertained to her role or not
- PR-C, mentor teacher 1 taking on extra work to some extent; although attempts to lighten her load had been made by her principal, she resisted this
- PR-D, Provisionally Registered Teacher 2b having extra responsibilities. When asked about extra roles, Provisionally Registered Teacher 2b stated: "Yes, we do. We are responsible for powhiri that come into the school; also taking the children for kapa haka, karakia, making sure that we keep the te reo me te tikanga Māori side of things up to scratch, so it's visible. [How is that for you? Does it feel like an extra chore?] It is, it is. [So it's a bit arduous?] At times it can be, yeah. And because we're such a large school, things just do happen. You can be put on the spot"
- PR-E, mentor teacher 3: (not a Māori mentor teacher) commented, when asked if the school has many Māori Provisionally Registered Teachers: "No, I can't remember the last Provisionally Registered Teacher. We do have young Māori teachers, but I can't think of any young Māori Provisionally Registered Teachers". In the same school, Provisionally Registered Teacher 2b replied, in response to questions about Māori support within the school: "The previous deputy principal was very involved with Māori students and recognised that the school needed a Māori elder, that's Whaea X, to deal with attendance and those kinds of issues. Better for a Māori woman to approach a Māori family … I think the whole school should be involved in the powhiri process [Are they not?] We ask our bilingual unit to represent us in terms of singing so they all dress up in their kapa haka costumes but I think those kinds of processes could benefit the whole school. I think we do it well in general; we have a good retention rate, and we have teachers who want to come and work down in the bilingual unit so they would need to feel supported to want to be there"

- The previous deputy principal in PR-E, interviewed before he left, made the following interesting comment: "We find that the worst place that happens is in the bilingual unit, where you get them trained up, and next thing the Ministry's in and grabs them. You do this good induction, and your teachers get head-hunted, it just happens constantly". This may account for the problem identified in PR-D, of retaining good Māori staff in the Māori unit.

The Teachers Council particularly asked the researchers to pay attention to issues relating to Māori staff and the pressures they face in schools. This sector's research, while not covering significant numbers of either Māori mentor teachers or Provisionally Registered Teachers, has revealed that there *is* a disparate burden placed on Māori staff, which some schools strive to alleviate. It would be a recommendation of this research that ways be found either to ameliorate this burden, or to adjust workloads formally to accommodate it.

Concluding comments by researcher

Supportive of the reasons why these schools were selected as "success cases" for the study, the comment made by Provisionally Registered Teacher 2b at PR-E demonstrates the appreciation of Provisionally Registered Teachers for this strong induction support:

> I think we do it well here. I hear the stresses and strains of other Provisionally Registered Teachers at teachers' courses, feeling like they're not supported at all. I don't think there's any better way to bring a beginning teacher into the school than I experienced. The principal wants beginning teachers, we're lucky about that. He could have any number of experienced teachers if he wanted to, but he supports the fact that we all have to get in somehow. I think this school is a good model; I think they do it well. (Provisionally Registered Teacher 2b in PR-E)

The wide diversity of types of sound induction support shared in these case studies demonstrates a healthy degree of flexibility in developing processes that best support staff in the respective schools. An absolutely clear sense of professionalism and commitment by both mentor teachers and Provisionally Registered Teachers shone through this sector, which should bode well for the future of primary education in this country. There was not one case of lack of interest in induction or Provisionally Registered Teacher progress by any principal or senior management staff. In fact, there is a consistent sense of support for and valuing of Provisionally Registered Teachers in this sample.

Secondary school sector

This research covered five secondary schools, all recommended by a range of relevant sources as examples of success in the induction of Provisionally Registered Teachers.

Demographic information

The schools varied in size, type, and decile from a small rural regional high school to a very large urban college. One of the schools was a single-sex boys' college; the rest co-educational. None was an integrated or private school. Rolls varied, with the smallest school having close to 700 students and the largest just over 2,000. All had a mix of New Zealand-born, immigrant, and overseas students; some were very strongly multicultural while others were more bicultural overall. Three of the schools had some type of bicultural or whānau unit operating, although these sites could be described as strongly bicultural across the school. Staff numbers in the schools visited varied from 56 (not differentiating between teaching and ancillary staff) to 130 teaching staff, plus ancillary staff. Several of the staff interviewed—both mentor teachers and Provisionally Registered Teachers—were from overseas, including from Sri Lanka, the United States, South Africa, and the United Kingdom.

Deciles of schools visited were one decile 4/5 (the decile rating fluctuated, according to the deputy principal); one decile 6, one decile 8, and two decile 9. Considering the decile range across the country, the sample is not representative. It is regrettable that no low decile schools were recommended as success cases. The inclusion of at least one very low decile school would have provided more balance; one decile 3 school was approached, but declined to participate (this is discussed later). A possible explanation for this (a correlation, perhaps, rather than cause) could be that schools in higher socio-economic areas may be better placed to provide the kinds of support that are identified as helpful in these case studies, and that this support in turn is of the kind that has led these schools to be nominated for the research. However, this is obviously speculation and further research would be needed to determine its worth.

Responses of schools when approached

A range of responses was evident when schools were approached. In each case the principal was approached first and they usually delegated contact henceforth to a deputy principal or induction coordinator. In general, responses were very positive and the researcher was welcomed into the school. In one case (not included in this sample, because of the school declined to participate) the deputy principal to whom the researcher was referred was very resistant to participating unless the school received direct reimbursement of time spent in teacher release to attend interviews and focus groups. This person saw it as an issue of "principle", with schools increasingly being called upon to participate in research which the deputy principal did not feel benefited the schools as much, perhaps, as it did the reputation of the researchers. (The fact that this was a decile 3 school possibly contributed to the researcher's hypothesis above).

This was not the response of the remaining schools approached, who all participated with varying degrees of enthusiasm at the outset, although all were strongly positive by the end of the research. The reasons for this enthusiasm were articulated by senior staff, mentor teachers, and Provisionally Registered Teachers. Two deputy principals/induction coordinators commented on the benefits for them in sitting in on the focus group, being able to hear feedback within a group

situation, at a meeting that they had not called themselves (and which was therefore less likely to be resisted or resented, according to one deputy principal). It is possible that ideas were offered that perhaps might not have arisen in an individual context, and which provided valuable information that could be acted upon to improve the induction process further.

Comments were made by Provisionally Registered Teachers during the research, such as "This process [being interviewed] has been quite helpful; it makes you reflect on your learning. Almost like professional development, in a way!" (Provisionally Registered Teacher 1a, S-A). Another Provisionally Registered Teacher provided the following emailed response when checking his transcript: "Thank you for the opportunity to be a part of this. Very valuable" (Provisionally Registered Teacher 1b, S-C). Mentor teacher 1, S-E, emailed: "Thank you for allowing me to be part of the research". There were also a number of positive comments to the researcher about enjoyment of the interaction. These comments are included as a way of counterbalancing the argument that research benefits mainly the researchers; it is obvious from these unsolicited comments that schools found involvement useful for their own purposes, as it is an opportunity to get "outside" perspectives on their practice, and also to obtain a "snapshot" of how the induction processes were currently working in their schools.

A fascinating aspect of schools' responses on being approached and told they had been nominated for this research was a sense of "What? Us?" While generally delighted to have been nominated as successful cases, almost all the schools in this sample were inclined to deprecate the excellence of their own practice, or at least to be surprised that it was not common. However, subsequent probing revealed that at least some of the schools have taken in new staff members who have not been at all well inducted elsewhere (for example, the deputy principal at S-B talked of such an experience) and there were very frequent comments by Provisionally Registered Teachers about their appreciation for the support they received, particularly where they interacted with Provisionally Registered Teachers elsewhere and heard "horror stories". Another benefit of the research for the schools, then, is hearing what they do that is valued, both by senior staff and Provisionally Registered Teachers. The researcher took care to leave a hand-written anonymised summary both of aspects that were valued, and suggestions for improvement (so that schools received immediate feedback rather than having to wait for the full publication of the research report). From the comments received, mostly from induction coordinators and principals, this was very much appreciated.

Manaakitanga

While one or two schools provided refreshments for the focus group, the researcher also brought some food as a small way of "giving back" to the staff for their time. All schools were invited to specify their preferred way of approaching the research, including the use of protocols such as mihi or karakia. None, however, chose to use such practices.

For the remainder of this analysis, headings will replicate the issues explored with staff across the schools.

Approaches to induction in the success case studies

A fascinating range of induction processes was described, from the fairly informal (S-A) through the fairly structured (S-C), to the highly structured (S-B, S-D and S-E). All involved some type of allocated day outside of school hours, often prior to the start of the school year, although the length and input varied considerably. All used some form of printed resources, with S-C doing so gradually to avoid the "information overload" syndrome described at a couple of the other schools. In general, what is provided in the way of printed resources is much appreciated, with the books or manuals of S-A and S-B attracting particularly high praise from their mentor teachers and Provisionally Registered Teachers. Provisionally Registered Teacher 1a in S-A indicated that it would be great to get these earlier, such as at the end of the previous year, but the appointments process may not allow for this in many schools.

S-A, being a smaller school, was able to tailor the induction process much more to the individual PRT, a luxury which larger schools found difficulty in implementing. For example, there was comment in S-B, a very large school, that having both Provisionally Registered Teachers and new (although experienced) teachers to the school involved in the same induction process led to some sense in the latter of being given information that was already well known. The same point was made in S-D.

All schools made use of both formal and informal meeting processes and in every case these involved facilitation by a designated deputy principal or induction coordinator. This would be a recommendation to emerge from this research, rather than leaving induction to be performed solely by mentor teachers. One respondent commented that having a designated staffing position reinforced for him the importance that the school placed on induction; another that having everything organised by one person helped with consistency and delivery of what the school required. Some schools worked very hard to ensure that mentor teachers and Provisionally Registered Teachers work in close proximity, either in shared offices or workrooms, or by having classrooms that were close by. S-B's organisation of this was probably the apex although all schools did what they could—given existing building setups—to facilitate access. Physical proximity, having so many benefits, would be another recommendation.

Checking of Provisionally Registered Teacher progress through induction was taken extremely seriously by all schools in the sample. The following range of processes was used to monitor progress.

- S-E was commended for the close email checking and reminders from its induction coordinator.
- In S-A, the deputy principal noted classroom observations and feedback by herself and other senior staff, including the Provisionally Registered Teachers' head of department.
- In S-B, the registration folder checking was carried out by the "deputy" induction person appointed alongside the deputy principal.

- In S-C, a school in which Te Kotahitanga has just been implemented, checking teaching and professional understanding was not only carried out by the deputy principal and mentor teachers, but also by the Te Kotahitanga team.

All schools seemed well aware of the number of observations required for registration, and worked hard to ensure that these were carried out in a timely fashion (and in most cases, as unthreateningly as possible). The tendency of some schools to lessen the "threat" by using a range of "drop-in" processes was mentioned in several schools (S-A, S-B, S-E) with some commenting on the more "realistic" view of a Provisionally Registered Teacher's teaching obtained by frequent dropping in (often un-announced) or "eavesdropping" so as not to disturb class dynamics, while others preferred the more structured, "see the start and the end", approach.

In the focus groups, staff were asked to reflect on their own induction. While the Provisionally Registered Teachers' responses, unsurprisingly, were all very positive, some horror stories were told by mentor teachers about their own induction as Provisionally Registered Teachers, ranging from being asked to write their own observations which were then signed by the mentor teacher (mentor teacher 2, S-C); or being told by the principal, when in distress: "Oh never mind, dear, it will get better!" This mentor teacher said it was a nightmare. "I used to go home crying" (mentor teacher, S-A). Other general comments were about being left to "sink or swim". A few mentor teachers described getting good support, but usually of the non-structured type. It is this reflection, the researcher believes, which contributes to the mentor teachers' valuing of current Provisionally Registered Teacher release and school induction processes.

Exemplary practices evident in the induction process

As might be expected in research of this nature, a wide range of exemplary practices used in the induction of Provisionally Registered Teachers was described.

Wider support and principal interest in the progress of Provisionally Registered Teachers

In no case was there a restriction of support just to the allocation of a mentor teacher or supervisor. On the contrary, a wide variety of strategies was in place to support the Provisionally Registered Teacher. These included:

- the valuing of Provisionally Registered Teachers for the "young blood", "enthusiasm" and "new ideas" they provide (all schools)
- feeling "part of a family" or warmly welcomed in the school (all schools)
- being supported by many staff, not "just" the mentor teacher or designated coordinator (all schools)
- provision of specifically designed induction books or manuals created by the school (S-A, S-B, S-C, S-D, and somewhat in S-E)
- "open door" policy with senior staff (S-B, S-C)
- allocation of "buddies" as well as the head of department or mentor teacher (S-A, S-B, S-D)

- sharing of schemes or units of work and curriculum resources (all schools).

In some schools, the principal was actively involved in the induction process by performing classroom observations for the Provisionally Registered Teacher (S-D, S-E) and in others by ensuring that the Provisionally Registered Teachers knew they were valued and supported in times of need, be it professional or personal (S-C, S-D). The environment in S-C was marked by frequent interaction of the principal with all staff in the school's staffroom, although this is possibly common at other schools also (observed by researcher during visits at S-A and S-E).

Strong emphasis given to teacher feedback for improvement

Feedback to Provisionally Registered Teachers was described as being given in predominantly non-threatening ways, and accepted as helpful—indeed, actively sought—by Provisionally Registered Teachers. This aspect, and the feelings of safety and growing confidence they developed, was mentioned by Provisionally Registered Teachers in all schools. Some Provisionally Registered Teachers commented on the need for more feedback, recognising their lack of experience and possibly lower confidence levels. This request was for both informal and formal feedback, although they recognised that they received quite a lot already.

One aspect for improvement was commented on in a number of schools, and this was the need for Provisionally Registered Teachers to observe in other classes within the school. At S-A, the deputy principal mentioned that she would like to see this happen more often, while at S-C Provisionally Registered Teachers noted that they were strongly encouraged to do so (as they were at S-B).

Particular care was taken in some contexts to separate the roles of supporter and appraiser (for example, S-A, S-B) so that there was no problem with seeking support from one who may subsequently be involved in decisions about registration or tenure. Specialist classroom teachers were used predominantly for formative feedback in S-A and S-C. In S-E, one mentor teacher commented particularly on the need for accountability in assessing young teachers, seeing it as a way that the school takes its responsibility seriously.

Clear structures for support

Some interesting reflections were provided about the provision, simultaneously, both of sound structures for support and the ability of the school to use these flexibly in response to Provisionally Registered Teacher need, workload, and time pressures. This aspect was mentioned in S-A, and in particular that senior staff and mentor teachers refrained from conducting observations or popping in during the early stages of teaching while Provisionally Registered Teachers were building confidence (mentioned also by Provisionally Registered Teachers in S-C).

Staff in S-B praised the senior staff's ability to break information down into manageable chunks, and also ensuring that mentor teachers were very clear about the demands of their role. In S-C, particular mention was made of the deputy principal ensuring that Provisionally Registered

Teachers felt safe to discuss anything with him without it going further, and providing ample opportunity in Provisionally Registered Teacher sessions to share "what's hot and what's not". All Provisionally Registered Teachers mentioned appreciation of their school's support structures which, in the main, were very clear and transparent.

Guidance contains structure for particular "events"

Mention of sensitivity about when it was appropriate to provide guidance was noted in all of the schools. Such sensitivity was particularly associated with ensuring that Provisionally Registered Teachers received induction input timed to be associated with key events in the school such as report writing. Timeliness of input for specific events was mentioned by staff at S-D, along with a "tailing off" of meetings as Provisionally Registered Teachers felt more secure. It was also prioritised at S-B, S-C, and S-E, particularly for events such as preparing for parent–teacher meetings, and report writing. Provisionally Registered Teachers in S-E particularly valued the time to develop their own style of teaching (also noted in S-A, S-B and S-C).

Valuing of whanaungatanga, manaakitanga, ako, wairua

The use of powhiri to welcome Provisionally Registered Teachers to the school was mentioned in S-A and S-C. Whanaungatanga was also evident in staff efforts to connect with and include Provisionally Registered Teachers from the outset. This was emphasised in all schools and noted by Provisionally Registered Teachers' reference in some contexts to "feeling like a family" (S-B, S-C).

In some schools, notably S-B and S-C who were the best resourced in terms of buildings for the purpose, there were particular efforts made to ensure the holistic wellbeing of all staff. One mentor teacher in S-B noted that the most important resource in a school was its people and this attitude was borne out by the school's induction processes. In S-C, one Provisionally Registered Teacher mentioned the staff's awareness of the stressfulness of the year's beginning for Provisionally Registered Teachers, and its attempts to alleviate this in a range of ways (for example, not giving them a "group room" initially).

Even in schools where biculturalism was not strongly evident, there was acknowledgement of the value of supportive processes such as hospitality (particularly commented on in S-C); the building of strong connections between experienced staff, Provisionally Registered Teachers and students; holistic care of the Provisionally Registered Teachers; and concepts of ako. An overseas-trained mentor teacher at S-D mentioned: "We have to admit that we're also a learner—I love the concept of 'ako' being jointly teaching and learning". This school had probably the most clearly and strongly held set of values of ako and support of all studied, closely followed by S-B which had a Learning Charter.

The distinguishing features of induction

When asked for their schools' distinguishing features, staff often responded with a pause, perhaps because the Provisionally Registered Teachers lack much experience of other schools, but also because of the "doesn't everybody do what we do?" type of reaction that was so common. However, when pressed, they made the following responses:

- the school developed an induction booklet/manual (S-A, S-B)
- the valuing of Provisionally Registered Teachers as fellow professionals (S-A, S-E)
- the overall structure of induction at the school (S-B, S-D)
- safety to ask any questions, no matter how "stupid" (S-C, S-D)
- informality and humour, profoundly important at one school among staff (S-C)
- the expectation of support whenever one is in need—"geese V-formation" of Saatchi and Saatchi advertisement referred to here (S-C)
- a shared school ethos (S-D)
- working together co-constructively on units (S-E)
- holding of a morning tea to celebrate Provisionally Registered Teachers' achievement of registration (S-E)
- availability and support of a range of highly experienced staff and their role modelling (S-E).

Contextual supports for effective induction

Useful contextual supports ranged over a number of areas, some specific to individual schools.

Formal information and guidelines

One school (S-B) wanted more information from the Teachers Council about what constitutes appropriate "reflection", preferably with exemplars. A variety of in-house documents was described as useful in some schools, such as S-D's "Pastoral Care Folder, New Teacher Programme, and Provisionally Registered Teachers' Registration Tracking Booklet".

Knowledge of the registration process

In all schools, Provisionally Registered Teachers felt senior management had a good grasp of what was needed for them to gain registration. Some diversity in the ways this was "captured" emerged, with S-B particularly recommending their "folders". Most Provisionally Registered Teachers first recall hearing of their entitlements at their initial teacher education institutions, although some noted that they did not really take it in at the time and needed its reinforcement (which they received) at their schools. Unusually, in S-E, Provisionally Registered Teachers are asked to keep a log of how they use their release time, with the school's induction coordinator taking this in for checking from time to time—although the coordinator's main comment was that this was to ensure proper balance of needing to meet registration requirements.

Time allocation and reduced workload

Provisionally Registered Teachers were very vocal in their praise of the time allocation, with one describing it as "brilliant". In one school (S-E), a Provisionally Registered Teacher was particularly concerned that mentor teachers needed more "free time" to support Provisionally Registered Teachers (the support happened anyway, but the Provisionally Registered Teacher felt it needed acknowledging). In S-B, the deputy principal explained that during their induction period the Post Primary Teachers Association had managed to gain an hour per week of release time for mentor teachers. However, this is the only school in which this entitlement was specifically cited.

There is very mixed feedback on time allocation for mentor teachers, with some schools allocating the entitled hour a week per Provisionally Registered Teacher and others expecting mentor teachers to do it as part of their senior teacher role—whether that be a head of department, associate head of department or specialist classroom teacher. One school (S-B) seemed to be very pro-active in ensuring that mentor teachers got "time back" for time spent. In this school, mentor teachers can "accumulate" hours in lieu and take a day for other duties when they can. One complained, though, that even though the time is available, getting it "free" can be problematic as his office is beside his teaching room, and "students keep banging on the door". A mentor teacher (S-D) remarked that availability of reimbursed time had helped her to feel less resentful of providing extensive Provisionally Registered Teacher support when she is busy.

Failure to timetable common non-teaching time between mentor teachers and Provisionally Registered Teachers is a problem in some schools. Even where common non-teaching time is timetabled, there is a problem when a Provisionally Registered Teacher is appointed subsequent to the start of the year, when the timetable is already set.

Few schools required any specification by Provisionally Registered Teachers of how release time was spent. The exception was S-E, as mentioned above. Other schools did, however, put pressure on Provisionally Registered Teachers to perform occasional tasks such as observing other teachers, in their release time (for example S-A).

There were a couple of incidents of Provisionally Registered Teachers who had been allocated more than their 0.8 or 0.9 workload (in S-C and S-D). Fortunately, this situation was not widespread. In general, Provisionally Registered Teachers' time release is spread across the week, although in S-B, the only school with a five-day timetable, it is accumulated into one day.

Considered "match" of Provisionally Registered Teacher and mentor teacher

There was mixed feedback on how the Provisionally Registered Teacher/mentor teacher match is accomplished. In some schools, it is almost automatically allocated to the Provisionally Registered Teachers' head of department, although there is some flexibility available for specific situations (S-D, S-E). In others, there is choice, which is particularly relevant if the Provisionally Registered Teacher has been in the school on placement before (for example, S-C, S-A).

Personality compatibility is taken into consideration in some contexts, but was not mentioned in others (resourcing may not make this practical).

Enabling conditions affecting the professional learning of Provisionally Registered Teachers

While much of the information below has been touched on in this analysis of the secondary case studies already, staff were also asked to comment on what they felt "enabled" them in their particular contexts.

Location and proximity of Provisionally Registered Teacher and mentor teacher

This was mentioned as a particularly strong feature in S-A, S-B and shared workrooms and meetings in the staff cafeteria were mentioned in S-C, although their office/classroom space is not necessarily close. It was also a feature in S-D, at least for some. In S-E, it was praised for facilitating a culture of "popping in" where Provisionally Registered Teachers do not feel threatened.

Willingness of more experienced teacher(s) to support Provisionally Registered Teacher

The experience and commitment of mentor teachers was mentioned as an enabling feature in all schools. In S-D, particular mention was made of the principal's active interest in the Provisionally Registered Teachers, and the fact that if Provisionally Registered Teachers want anything, they have "only to ask". A telling comment was made by Provisionally Registered Teacher 2a at S-E, who said: "You suss out who's a good experienced helpful person, and kind of 'leech' onto them!" This approach by Provisionally Registered Teachers, of identifying those from a large number of potential "mentors", has been a feature of the research. There has been a perspective across the sample that all are ready to help (but also that the Provisionally Registered Teacher can choose who will best suit their style and development needs, and that is fine).

A unique aspect of the environment at S-C was the principal's attitude to new appointments. He encouraged heads of departments to advertise, interview, and appoint their own staff, largely "rubber-stamped" by himself. According to mentor teacher 3, this results in heads of departments feeling particularly responsible for the support and success of their Provisionally Registered Teachers.

Meetings and non-contact/release time

Induction meetings between Provisionally Registered Teachers and the deputy principal or coordinator were usually frequent and occurred during release time, especially at the start of the year. This was strongly the case in S-A where the deputy principal mentioned that it tailed off as the year progressed and according to individual need. He noted, "If they don't need it, why provide it?" Regardless of whether they tailed off or not, common meeting times were very

favourably commented on by Provisionally Registered Teachers in S-B, S-C and S-D (where professional development was encouraged particularly as part of the process). Common release time occurred at S-E, although it was not guaranteed, and the principal commented on timetabling difficulties.

The experiences of the Provisionally Registered Teacher and mentor teacher are positive and enhance learning

Provisionally Registered Teachers in S-A gave mixed feedback on the registration requirements, with one commenting that if the reflection was not required, it would not happen, even though she recognised the value of it. In S-B, it was the encouragement to develop one's own teaching style that was appreciated. S-C staff mentioned disruption when new students arrived during the year (the school is in quite a population-mobile area) and disruption of classroom dynamics. But, on the other hand, there was very strong support from the board of trustees, principal and senior staff, who "continually attempt to inject youth and motivation into the system". The school was also very strongly commended for its holistic interest in and support of staff, with the following comment from Provisionally Registered Teacher 2a: "I don't think I'll ever get to the stage of having a nervous breakdown without someone having intervened". The school's involvement in Te Kotahitanga was also an absolute highlight for those involved (two-thirds of the staff). In S-E, mentor teachers commented most positively about interactions with their Provisionally Registered Teachers, and their ability (and need) to learn from the latter.

The constraints and challenges in supporting Provisionally Registered Teachers

As might be expected in very busy, pressured secondary schools, perfection is in short supply, despite these schools' nomination as success case studies in induction. Some of the constraints and challenges are noted in the following sections.

Lack of time and frequency of contact

The most common complaint was lack of time for induction. This was mentioned universally, across all deputy principals, coordinators, mentor teachers, and Provisionally Registered Teachers. More time was wanted for leading induction, particularly at the start of the year but also as new staff arrived; more time was wanted for meetings between mentor teachers and Provisionally Registered Teachers; by Provisionally Registered Teachers to complete paperwork, even though they get release time; synchronised time between mentor teachers and Provisionally Registered Teachers to enable the former to observe the latter (and preferably in positive classes, to minimise anxiety by Provisionally Registered Teachers); to enable the latter to observe the former (encouragement to do this often needed!); and time pressure for mentor teachers having more than one Provisionally Registered Teacher (the worst case scenario was one who cited

having three Provisionally Registered Teachers in a year, using up all his non-contact hours if he needed to have a meeting with each, every week).

Although most Provisionally Registered Teachers commented on the workload in their first year of teaching, two in S-C commented that it had not been as hard as they expected. Provisionally Registered Teacher 2a said: "To be honest, I found first year easier than I thought it would be—a lot of planning, and working in the evenings, I was really busy, but it wasn't stressful and I really enjoyed it". Provisionally Registered Teacher 2b said exactly the same thing, praising her head of department for his support when she had needed it. Despite this, and the fact that these Provisionally Registered Teachers are in "best practice" schools, a number of comments indicated concern both by Provisionally Registered Teachers and their mentors about workloads. Provisionally Registered Teachers were working through lunchtimes, staying late and being "chatted" by the night security staff to go home, or were preparing/marking late into the night. Those Provisionally Registered Teachers who had schemes of work provided were immensely grateful for this, as it substantially reduced time and stress levels in their first two years. It is a recommendation from this research that other schools and mentor teachers strive to provide this type of practical support.

Some common challenges or problem situations were also discussed under this heading. Provisionally Registered Teachers mentioned:

- their youth, and the impact of this on their ability to correct students
- difficulties in controlling classes and in general classroom management (all schools).

Mentor teachers mentioned a range of issues:

- the unwillingness of some Provisionally Registered Teachers to accept advice or feedback on areas for improvement (commonly mentioned)
- being emotionally drained by constantly being a role model (two respondents)
- having Provisionally Registered Teachers become too dependent (one respondent)
- provisionally Registered Teachers ending up with "rats and mice" classes because they were the last appointee (two schools)
- having Provisionally Registered Teachers more competent than oneself, leading to feelings of redundancy (one respondent)
- concerns about Provisionally Registered Teachers who get "too friendly" with students too soon, and then can not maintain discipline (two respondents).

Lack of preparedness in Provisionally Registered Teachers

Classroom management skills were obviously a concern for mentor teachers on behalf of their Provisionally Registered Teachers. Quite a lot of the concern raised by both the Provisionally Registered Teachers and mentor teachers, deputy principals, and coordinators in this area pertained to the perceived inadequacy of some of the Provisionally Registered Teachers' initial teacher education institutions (mentioned in three schools). This appeared to be equivocal but the

issue of inadequate preparation of Provisionally Registered Teachers for the realities of classroom life was specified in most schools in the sample.

One suggestion for improvement came from a respondent in one school, which was to employ, if possible, a more "apprenticeship" style of induction, with Provisionally Registered Teachers initially being able to work alongside a more experienced teacher, or to team teach (this suggestion came from both S-B and S-C). One mentor teacher noted:

> It would be quite amazing if beginning teachers were responsible for classes, but also had some kind of shared teaching, team teaching, that would go on. (mentor teacher 1 in S-B).

The disadvantage associated with this suggestion was resourcing and the possible "undermining" of the Provisionally Registered Teacher in front of students (mentioned by one respondent).

Extra-curricular expectations

Different approaches to extra-curricular expectations were evident in the five schools in the sample. While some concentrated on trying to ensure that Provisionally Registered Teachers were relieved of extra-curricular expectations (S-B, S-C) others, such as S-E, saw it as a vital part of school life and very much to be encouraged. The principal at S-E looked for Provisionally Registered Teachers who have those extra skills: "Whether they'll contribute to extra-curricular— sport, drama side of things." When asked whether they encouraged their Provisionally Registered Teachers to get involved in those types of activities from the outset, this principal said: "Absolutely. Yep. I like to see some sort of commitment from them". Despite some schools' attempts to "protect" Provisionally Registered Teachers from extra-curricular responsibilities (for example, S-D), in the focus group at S-A, when asked about this question, a respondent said: "Hell no! They offer to do stuff!" In S-B and S-D, Provisionally Registered Teachers complained of not being given extra responsibilities, and one saw a request to take responsibility (a leadership role) for a junior English class almost as a feather in her cap. In S-C, two Provisionally Registered Teachers were involved in the Senior Council and had also been on a committee for the school ball. But this was by choice. The deputy principal, when questioned, said: "One of my comments [to Provisionally Registered Teachers] is, "Don't say yes to everybody! Try and hold back'". His perspective was backed by one of the mentor teachers, but second year Provisionally Registered Teachers commented on the positive feedback from students for their involvement, with one citing students giving gifts to thank them.

There is an overlap in this section between true "extra-curricular" activities such as taking sports coaching, drama activities, and the like, and aspects of school life that Provisionally Registered Teachers had not anticipated (and found challenging). At S-A, one Provisionally Registered Teacher had not expected to have a form class and that was challenging. This perspective was reinforced at S-C, S-D and S-E. The Provisionally Registered Teachers are new to the school themselves and feel ill-equipped to help students with school-wide systems issues frequently

covered in such contexts. The possibility of schools relieving Provisionally Registered Teachers of this role, at least initially, would be a recommendation.

Other sources used to guide the professional learning of Provisionally Registered Teachers

All staff interviewed mentioned drawing on a range of sources, documents, colleagues, or mentors to benefit either their own teaching and learning, or that of their Provisionally Registered Teachers.

These included:

- curriculum documents
- resources provided in-house
- the school's own induction booklet/manual where one existed
- material from the Teachers Council (although the Satisfactory Teacher Dimensions were mentioned spontaneously very rarely)
- Professional Standards
- academic journals
- websites
- text books and readings from initial teacher education days
- material from professional development, including current study
- experienced staff across institutions
- appraisal documents
- external "experts"
- NCEA[4] Level 1 workbook ("fantastic"—Provisionally Registered Teacher, S-B)
- a beginning teacher's survival kit bought in Korea (Provisionally Registered Teacher, S-C)
- "old, gold stuff from the Ministry; heaps of stuff from Te Kotahitanga coordinator and Literacy contract stuff" (various staff, S-C)
- own material from consultancy days (mentor teacher at S-C)
- Cambridge examinations materials (Provisionally Registered Teacher, S-E).

Formal mentoring qualifications and experience of the mentor teacher

A sound range of qualifications were held by the mentor teachers, ranging from a masters degree with honours to first degrees and lengthy experience. Staff in a couple of the schools were studying towards masters degrees in education leadership and found aspects of these very relevant to their practice. No-one noted that they held a formal mentoring qualification and because of this no discernable correlation could be made between the latter and quality of Provisionally Registered Teacher support.

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[4]   National Certificate in Educational Achievement.

Training and support of mentor teachers and Provisionally Registered Teacher professional development

A patchy picture of training was described by mentor teachers to the question of training and support. While a couple of deputy principals or induction coordinators mentioned "tailored" support for them, one had had no training or support but would have liked help. What support is available may be either not well advertised, or not well subscribed. In S-C, the deputy principal attended one form of training course but noted: "Very few people turned up, only three to four people".

Mentor teachers described a range of in-house training provision in most schools, ranging from structured input to individual advice from the person in charge of induction. Desire for input was extremely varied, with some requesting input on issues such as giving positive feedback on areas for improvement, whilst others described feelings of professional competence and no need for input at all. Mentor teacher 3 at S-C, despite describing such feelings, still observed that he would probably need to "freshen up" in a year or two. In general, provision of appropriate professional development for mentor teachers was neither widespread nor easy to access, and it was reliant on release time. One mentor teacher noted that he had wished to attend a course but not been approved to do so. A suggestion made in S-B which was that a booklet of "Supervisor Notes" could be compiled to assist mentor teachers. While mentor teachers mentioned the benefits of occasionally meeting with other mentor teachers, this did not appear to be a high priority across the sample. However the following suggestion was made by mentor teacher 1 at S-C on the need for ongoing monitoring of mentor teachers: "I think it would be quite neat if they had some kind of nationwide warrant of fitness for mentor teachers".

All Provisionally Registered Teachers described attendance at specially organised Provisionally Registered Teacher days, with mixed reactions. Sessions that provided practical, hands-on advice and tips were appreciated; "touchy-feely" ones and those involving more theoretical input, less so. There was strong appreciation for professional development in teachers' own curriculum areas, with glowing praise being provided for some of this. The main benefit across schools of the specially organised Provisionally Registered Teacher days seemed to be the opportunity to network with other Provisionally Registered Teachers and share resources and ideas, a suggestion being made that this be an "organised" part of the days, more so than structured input by keynote speakers, although some of these speakers had been appreciated.

The benefits and constraints of offsite/external mentoring services

There is comparatively little to report about services for external mentoring. It is not known whether this is due to there not being a wide range of services provided, the busyness of schools and their staff, or because of perceived lack of need is unclear. No Provisionally Registered Teachers in the secondary case studies had external mentors.

Other external supports mentioned included:

- specialist classroom teacher support (mentioned by S-A)
- local networks and societies (such as a language support network, mentioned by a mentor teacher in S-E); the Geographical Society (Provisionally Registered Teacher at S-C)
- the initial teacher education institution leadership centres
- involvement with Te Kotahitanga, and with literacy and numeracy project staff (mentioned by a range of staff in S-C)
- the local Teachers Centre (S-B).

Ongoing contact with initial teacher education provider

The ongoing contact with the initial teacher education provider is an area of contention for some staff and schools. The deputy principal at S-B warned not to "take things for granted" as far as preparedness of Provisionally Registered Teachers by their initial teacher education institution, and ongoing connections with these institutions were a concern (reinforced by Provisionally Registered Teacher 1b at S-A). Other staff also commented on the need for closer connections with their initial teacher education providers. While this might be an ideal, in reality many student teachers gain teaching positions outside the area of their initial teacher education provider, which makes it difficult for the providers to offer ongoing contact or support.

Staff at S-C, however, commented favourably on connections with School Support Services and specific staff in their initial teacher education providers. A Provisionally Registered Teacher at S-E made very positive mention of support from the English Language section of her initial teacher education institution.

It is also fair to say that many of the professional development courses referred to are run for Provisionally Registered Teachers by teacher education providers, so this is a form of ongoing contact with those providers that may otherwise be overlooked.

Shared understandings about "good" teaching and learning

While most responses about what constituted effective teaching and learning were included throughout the case studies, some specific instances were cited as well. These included:

- acknowledgement of the benefits of working together on a range of educational issues, such as the comment by the deputy principal at S-B: "It's being co-constructive with the teachers, when you're discussing an issue like what you would do if something happened in your classroom"
- within S-C, being mutually involved in projects such as Te Kotahitanga and Literacy and Numeracy initiatives
- being given great schemes of work as "sound practice" examples by their mentor teacher or heads of departments, and encouraged to use these or not as they see fit (S-C)
- having a deputy principal in charge of induction who is (a) still involved in classroom teaching and (b) part of the Te Kotahitanga project (S-C)

- having an induction coordinator who is a specialist in teaching and learning, and facilitates discussion on these aspects (S-D)
- jointly developing understanding of concepts such as what it means to be a reflective practitioner (S-D)
- working cooperatively to develop new units of work, and on curriculum issues (S-E, S-A).

The constraints and benefits of different contractual employment arrangements

Several effects associated with temporary employment arrangements are evident. Most Provisionally Registered Teachers interviewed in this research were fulltime and permanent. For those who were not, however, several were stressed by their "impermanence" (mainly raised at S-B, although not specifically by the Provisionally Registered Teachers themselves). Some of those who had been long-term relieving at some schools did not recall their temporary situation with concern (S-A, some at S-C).

The issues for those who are not yet permanent were well covered in the focus group discussion at S-B. Mentor teacher 1 at this school reported:

> We had a strange situation where many of our Provisionally Registered Teachers are on non-permanent contracts, and I'm wondering if that doesn't tie into that overwork and stress. They're very conscious, if your job isn't secure, of trying to make a good impression the whole time, and actually you need a bit of balance. If you feel that your tenure's not secure, you're not going to take on board that you need that balance.

The deputy principal at this same school stated:

> We're very aware of that at senior management; partly the situation arises because we have people away and we're not sure if they're coming back, through illness and stuff like that. We are also tied by student enrolment numbers each year.

Mentor teacher 1 noted that: "The Provisionally Registered Teachers don't know whether to start pushing and go really hard, or start looking elsewhere". Mentor teacher 2 stated: "We've lost some good staff because they felt so stressed and so insecure, that they went".

Other issues were raised by long-term relieving staff at S-C. Provisionally Registered Teacher 1a, for example, stated that the situation is not stressful, but earlier had commented that one feels more inclined to pick up extra-curricular activities which look good on the CV and help with permanent contracts. Provisionally Registered Teacher 2b, who was a long-term reliever last year but is now permanent, reflected back: "I got quite nervy at the end of last year, you tend to focus on the bad stuff, and think, my contract's coming up, and my supervising teacher was saying, 'Don't worry, it's just officialdom, you'll be fine', but I'm a worrier". Finally, at S-E, the following comment from Provisionally Registered Teacher 2b who is now permanent but was a long-term reliever last year: "There was always that doubt at the back of my mind … it got quite stressful about this time last year. There was all that 'if I'm here next year' stuff."

It is evident from these comments, quoted at length, that the issue of impermanence has a negative effect on some Provisionally Registered Teachers and may lead them to "bend over backwards" to make themselves indispensable to a school, to their own detriment and that of their students. Schools cannot, in many circumstances, avoid having a number of long term relievers. In some cases, these positions are linked to the number of overseas students in the school (such as at S-D) or to having staff on leave (such as at S-B). A simple resolution does not, therefore, seem immediately obvious.

Sector-wide issues

Schools were asked to comment on sector-wide issues that they felt were particularly relevant to induction. These are briefly summarised below for each school. It is evident that, in the secondary sector, the nature of both teacher and student populations and NCEA/assessment are common concerns.

School S-A:

- lack of preparedness by initial teacher education providers for students on NCEA issues
- pressures on Provisionally Registered Teachers around the new curriculum
- the changing and challenging nature of students.

School S-B:

- pressure by NCEA assessment demands causing Provisionally Registered Teachers to focus less on junior class assessment
- difficulties in keeping up with knowledge developments in subject areas
- need for more "in-school" time to help Provisionally Registered Teachers understand school systems, this could possibly be remedied by an "apprenticeship" system.

School S-C:

- difficult students, student motivation and management
- self-management problems by Provisionally Registered Teachers
- pressures on schools to "solve the problems of society" to the detriment of their key task of assisting student achievement.

School S-D:

- retention of teachers.

School S-E:

- an ageing teacher population (and the effects of this on "conversations" with younger teachers)
- lack of preparedness for NCEA and its demands.

Māori and Pasifika issues

In response to information requested by the Teachers Council, the researcher sought advice from schools about what they do to support Māori Provisionally Registered Teachers and students. Several issues emerged.

- Three of the schools have rūmaki, whānau, or wānanga units (S-A, S-C and S-E). These schools also have Māori students in mainstreamed classes; it is the choice of parents into which area their students are placed.

- One school (S-C), in 2007, became involved in the Te Kotahitanga programme. Its principal has been very active in accessing resourcing for 90 of his 120 staff to be involved in this programme, which has received high praise from all interviewed in this school, for its strengthening of knowledge of the importance of relationships, teaching, and learning within the school, and not just for Māori students. It was cited as an important part of professional development in this school.[5] From what was said in this school, the extension of Te Kotahitanga to schools throughout New Zealand would be of huge benefit, particularly if it is as warmly supported in other schools as it is in S-C.

- A variety of indications of use of Māori protocols was given by interviewees at S-A, S-C and S-E. These would help to make any Māori Provisionally Registered Teachers and students at those schools feel more at home. However, in no school surveyed was there a strong "across the board" sense of biculturalism.

- One of the schools with a rūmaki unit has implemented a variety of interventions to better meet the needs of its Māori population, with varied results (see S-C case study for further details).

- A Provisionally Registered Teacher in S-D, the only Māori Provisionally Registered Teacher at that school, commented on the dearth of Māori Provisionally Registered Teachers she had come across and asked why that was. There *were* two Māori Provisionally Registered Teachers at S-E but the researcher was unable to interview these staff.

Conclusion

The wide diversity of types of sound induction support shared in these case studies demonstrates a healthy degree of flexibility in developing processes that best support staff in the respective schools. Some examples provided may only work effectively in schools of that size. In some, the sound practice has been built up carefully by a variety of staff over a number of years, with ongoing monitoring and reviewing to improve areas of practice. This level of best practice may take other schools some years to develop, as cultures gradually change. It is, however, important that schools do work hard to develop cultures in which Provisionally Registered Teachers feel valued as fellow professionals, safely and conscientiously monitored through to a smooth advice and guidance programme, and in return develop strong feelings of belonging in the school. It is noteworthy that in almost all schools surveyed, Provisionally Registered Teachers spoke of the

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[5]   Further details are contained within the S-C case study.

school's reputation in supporting Provisionally Registered Teachers as a reason for either seeking employment there in the first place, valuing ongoing employment there, or striving to remain there. The following comment by a second year Provisionally Registered Teacher 2c, initially a long-term reliever, in S-C is indicative:

> I told my [Head of Department] you'd have to carry me out of here kicking and screaming! I'm not leaving! Find me a job, even if it's shuffling paper—I don't want to leave. (Provisionally Registered Teacher 2c in SC-C)

Māori-medium education settings

Demographic information

This section of the study covered five different Māori-medium education settings, including kōhanga reo, kura kaupapa, and whānau rūmaki. The settings included a mix of rural and urban sites. Some were closely linked to particular marae; some were what is commonly termed "ngā hau e whā"; that is, urban settings catering to people from a wide range of hapū and iwi. The two kura were full primary (Years 1 to 8), one of which followed the principles of Te Aho Matua maintained under the requirements of kura kaupapa Māori. The second kura kaupapa Māori whare kura (MM-A) was defined as "combined, Years 1–13". Rolls and staff numbers varied across contexts also. Most of the tamariki and staff were Māori. Deciles of the schools visited were either one or two. The nearest school to the kōhanga reo had a decile rating of nine.

Responses of Māori-medium education settings when approached

The tumuaki of all the kura kaupapa Māori and the kōhanga reo who participated were eager and very keen to contribute towards this research. However, other tumuaki who were contacted and did not wish to participate stated reasons of high teacher workload, the induction coordinator away on sabbatical, research overload (particularly with the Te Kotahitanga project), school and community crises, and tumuaki preparing to transfer to a new school.

Within the sample, all tumuaki offered their support, and initial contact and consultation was positive, accommodating, and encouraging. Within the kōhanga reo setting, staff were very willing to be involved in this research as some were members of New Zealand Education Institute and aware of the Teachers Council's current focus on induction. The teachers from the whānau rūmaki (MM-E) were also supportive of the kaupapa, and happy to make time to be involved in the study.

All interviews held at ngā kura and the ones at the kōhanga reo were conducted in English, while that at the whānau rūmaki was conducted in te reo Māori, as per the preference of the participants. Opportunities were provided for te reo Māori in all case studies, but in all but one case study, the language used was English. One particular mainstream school with an immersion unit did request

the interviews be conducted in te reo—this was accommodated within the capacity of the research team, but unfortunately this school was a late withdrawal from the research project as it had a bereavement. In two kura (MM-A, MM-B), multiple unsuccessful attempts were made to secure convenient times to interview all Provisionally Registered Teachers. Consequently only those who were available were interviewed.

Approaches to induction in the success case studies

The overarching shared philosophy and commitment to the site's kaupapa was integral to the induction processes within participating Māori-medium education settings. There was evidence of accessibility, proximity, and availability of mentor teachers to the Provisionally Registered Teachers as being central to successful induction processes. Given the inherent values of Te Ao Māori, it is not surprising that relationships were a central feature of the induction processes in Māori-medium settings that express whanaungatanga, wairuatanga, and manaakitanga.

Within the whānau rūmaki there is a strong sense that the mentor teacher highly values and respects the beginning teacher, describing her as a "taonga". A Provisionally Registered Teacher within a kura described their mentor teacher (who was also their tumuaki) as a tohunga.

Across settings, indications of flowing communication appears to be constant, ongoing, open, regular, and informally integrated into everyday processes.

The induction process identified effective feedback and feedforward between tumuaki, mentor teachers, and Provisionally Registered Teachers across all five cases in the sample.

The provision of supporting documentation was also forthcoming. Release time was allocated to staff to complete portfolios and reflective journals, as part of induction documentation. Portfolios and journals helped Provisionally Registered Teachers across all sectors to reflect on their practice and to set goals as outlined by one Provisionally Registered Teacher:

> Basically what I've done is just reflected on practices, stuff that sits at the forefront of my thinking. I know if I'm thinking about something at home, something is not right or something that has stimulated my attention, something to do with the kids … to do with the whole programmes … In order to get that quality time with the children, you need to work through those things, so those are generally the stuff I've been reflecting on in my journal. I feel that I generally do have a goal that I'm working towards. (Provisionally Registered Teacher 3, MM-D)

The focus for induction processes identified support as ongoing, responsive, and accessible for Provisionally Registered Teachers and mentor teachers within kōhanga, whānau rūmaki, and kaupapa Māori whare kura. The mentor teacher from the whānau rūmaki described her role as "kaitautoko", suggesting that the need to share a large classroom with her Provisionally Registered Teacher enabled a relationship and climate of immediately available ongoing support. Mentor teachers across the kura kaupapa Māori settings saw themselves as experienced teachers

who were meticulously organised, experienced planners, approachable, collaborative, collegial, and supportive of their Provisionally Registered Teachers.

Observations were a feature of the participating sectors, both of and by Provisionally Registered Teachers. The tumuaki at MM-A insisted on observing the Provisionally Registered Teacher four times within a year. She identified her observations as informal and supportive which helped to build the relationship between her Provisionally Registered Teacher and herself as tumuaki. A Provisionally Registered Teacher from MM-C commented that she enjoyed the feedback from her observations by her mentor teacher and principal "… because they tell me where my strengths are and where my weaknesses are and what I need to work on … constructive feedback for me is really great" (Provisionally Registered Teacher).

Ensuring continuity of relationships with children was important within these settings, with the kōhanga reo reporting difficulty in maintaining its commitment to Provisionally Registered Teacher release time, due to its policy of ensuring coverage of 50 percent permanent staff on the floor with tamariki at any given moment.

MM-A identified that it was in its first year as "second generation" of an induction process. As a second generation staff member, the mentor teacher spent a full year preparing and developing a successful induction process within her kura ready to provide a programme to cater to their next cohort of Provisionally Registered Teachers. This mentor teacher was crucial in designing an induction programme suitable to kura kaupapa Māori Provisionally Registered Teachers under Te Aho Matua.

Exemplary practices evident in the induction process

Shared philosophy

The most salient feature within the education settings participating included a shared philosophy, emanating from *Te Aho Matua o ngā Kura Kaupapa Māori,* and including core Māori values, te reo and tikanga, and a holistic view of learning and development, whānau involvement and, in some (rural) areas, specific iwitanga and local iwi dialect:

> Our success is because we factor in everything. Number one is our relationships that are based on good solid Māori values. Getting to know one another, whanaungatanga, unity kotahitanga, rangatiratanga, empowering people so it's not like we know everything. It's about what's happening in our classrooms. (Principal, MM-A)

> The other thing is the way we are under the care of Te Aho Matua, how we make our teachers safe in Te Aho Matua so that our beginning teachers never stand alone. (Principal, MM-A)

> From a Māori perspective it's about that taha wairua and it is saying honour each person's uniqueness and the dignity of each person. Don't trample on the mana of

another person, because they carry all the mana of their tupuna—that is part of the beauty of being Māori too. (Principal, MM-D)

Te Aho Matua

The induction process across the kura kaupapa settings is guided by *Te Aho Matua* principles of te ira tangata, te reo, ngā iwi, te ao, ahuatanga ako, and te tino uaratanga (cited in New Zealand Teachers Council & Ministry of Education, 2006) (MM-A, MM-C). Like kōhanga reo and whānau rūmaki, it is child-centred and holistic. A mentor teacher from MM-A indicated that one of the biggest questions they continually asked Provisionally Registered Teachers is: "Do you love your children and do they love you", indicating the continued reflective practice of child-centred learning required under Te Aho Matua.

Te Aho Matua is woven throughout documentation and processes. Tumuaki, Provisionally Registered Teachers, and mentor teachers find strength and guidance in the philosophy that underpins kōhanga reo, kaupapa Māori as outlined in Te Aho Matua, as well as within *Te Whāriki* which is taken for granted and woven throughout all their thinking and practice. The mentor teachers of participating kōhanga reo are committed to keeping current with early childhood education research and theory, and continuing with ongoing study at masters level.

Tino rangatiratanga/mana motuhake

A second feature of induction is that of an inclusive leadership style, which is collaborative and non-hierarchical and generates a culture of continuous support and continuous development for improvement.

> The close relationship between the mentor teacher/Provisionally Registered Teacher and particularly the principal is what makes us successful. Manaakitangata (sharing) is a living philosophy and we live by Te Aho Matua on a daily basis practising all the principles and that's what helps us to be successful. (Provisionally Registered Teacher MM-A)

Comments were made by mentor teachers and Provisionally Registered Teachers of the calming and affirming leadership of the whaea and tumuaki within the whānau rūmaki and kura kaupapa Māori settings. A further distinctive feature recognised is the encouragement of Provisionally Registered Teachers by MM-E to steer their own process, and to identify their own needs: "Ko te mea nui, mana kē e tohu i ngā ahuatanga kia arotakingia ai" (mentor teacher).

Supportive whānau

Whānau within Te Aho Matua and kōhanga are identified as all students, teachers, ancillary staff, parents, caregivers, kuia, and kaumātua, which is the same for kōhanga settings. As whānau, regular meetings are held to keep them informed of the induction processes. Due to this effective communication, whānau support is given and is evidenced by one particular Provisionally Registered Teacher as saying "Having that support from the whānau, that's really a big thing for

us because I think without that we wouldn't be where we are today". Support across teams also contributed towards effective communication.

> They [Provisionally Registered Teachers] also get awhi through the syndicates because we do syndicates every fortnight and the Provisionally Registered Teachers can put their problems to the syndicates and have access to everyone, get everybody's advice and if a subject is failing then we get the best person in that area to help them. Its not about the mentor teacher it is about everybody, it becomes a whole syndicate awhi. (Mentor teacher 1, MM-A)

Whānau and kaumātua are identified as valued sources of teaching and learning support within the Te Aho Matua concept and have been described as a significant component of kura kaupapa Māori induction processes.

Collegial support

Mentor teachers and Provisionally Registered Teachers appreciated the availability and support of colleagues. They also valued informal mentoring opportunities through conversations and networks such as New Zealand Education Institute.

> Just having opportunities to sit down with people that have been through the process. It's been very helpful having experienced staff like Whaea X and Whaea Y, those who have been through the process. (Provisionally Registered Teacher 3, MM-D)

The feedback and feedforward process provided Provisionally Registered Teachers and mentor teachers with active participation in the decision making process. The open communication links allowed expressions of kanohi ki te kanohi (face-to-face) and aheinga kōrero, aheinga whakaaro (free to speak, free to think) to develop across all sectors between mentor teachers, Provisionally Registered Teachers and their tumuaki.

Shared stories and discussions within weekly staff and mentor teachers meetings across all sectors were recognised by Provisionally Registered Teachers as helpful, and enabling as they identified with different experiences that often prompted them to raise and discuss any concerns.

> Our regular weekly staff hui has a professional development focus where one of the teachers might model a technique that's working well for them so they pass that on to us. These meetings kept us on target. (Provisionally Registered Teacher 1, MM-C)

> … bounce ideas off and make you feel like you're staying on the right track, because that's probably the biggest thing for me, that uncertainty about what I'm doing. (Provisionally Registered Teacher 2, MM-D)

A mentor teacher from MM-A stated: "Not sharing is a waste of time … what we have we make sure everyone has it too".

Supportive relationships

In addition to the affirming climate created by the leadership style mentioned previously, central to the induction processes across all sectors is the importance placed on relationships, enhanced by the closeness of both the physical proximity and within the emotional support offered to Provisionally Registered Teachers. The significance of supportive relationships is seen in the description by one Provisionally Registered Teacher of her mentor teacher as "tangata ngawari, tangata tautoko" (MM-E), reflecting a relationship whereby the Provisionally Registered Teacher is empowered to show leadership, sharing her own special skills and talents while the mentor teacher reciprocates as a role model and shares possibilities. This was expressed by both the Provisionally Registered Teacher and mentor teacher of MM-E as they discussed supportive relationships.

> Ka whakamana, ka whakatauira hoki, ka taea koe ki te mahi pēnei, ka whakaatu (Provisionally Registered Teacher)

> E tino kaha matou i te kura nei ki te whakawatea i ngā kaiako i ngā wa e tika ana. (mentor teacher)

> Rawe i konei. (Provisionally Registered Teacher)

Valuing the concept and process of induction

There was a valuing and prioritising of induction within the intra-school process. The Provisionally Registered Teacher portfolio is integral to kura expectations, not an "add-on". Once the teacher has completed registration, there is a school-wide celebration and a sense of shared "ownership" of this achievement.

> When a Provisionally Registered Teacher doesn't complete within the two years we are not willing to give up on our own. We extend their time. Because we have to attest them I discuss with my staff to get a global picture [for] the recommendation of attestation of the Provisionally Registered Teacher. If the recommendation is to defer then I will talk to that teacher, I will get the mentor teacher to explain to me why the Provisionally Registered Teacher is not ready, I will usually defer for six months. Usually when this happens it is usually around poor planning. (Principal, MM-D)

> If a Provisionally Registered Teacher took longer than two years it wasn't because they were hopeless or anything like that it was because some areas in their training needed to improve, but because they knew that they needed further training in a specific area they didn't feel bad about it. (Principal, MM-A)

Accountability is seen in a valuing of the "paperwork" required to demonstrate achievement of the professional standards and through regular formal reporting of appraisal outcomes. There was, in many cases, a prioritising in the first year of settling in as teachers, rather than loading the Provisionally Registered Teacher up with additional responsibilities, although this was not the case in the kōhanga reo, where two of the three Provisionally Registered Teachers were very experienced, and the third had recently been appointed as a supervisor.

But mostly that first year is really about settling them in because we don't want them doing too much extra. That is another key to success is that we let them focus on being good classroom teachers. And even when they have wanted to become head of sport or anything we have said, No, wait until you have passed your registration. If you are going to be the greatest sport teacher, and you are hopeless at classroom management or can't teach a decent reading or writing programme etc, it's going to hinder you for the rest of your teaching career. So I would rather they take it easy for a couple of years and really get the teaching down pat. (Principal, MM-D)

The beginning teacher needs to know their requirements and likewise mentor teachers need to know what their requirements are. In term 1 we look at our classroom routines. Once we have worked out that plan and what the priorities are which also go alongside the appraisal process we look at the goals for that particular year which are usually based around numeracy and literacy we then put in place in-school classroom visits, visits to other schools, special beginning teacher training programmes, specialist areas they want to be involved in. (Principal, MM-D)

Enabling conditions impacting on the professional learning of Provisionally Registered Teachers

Whānau collective understanding

As mentioned earlier, whānau support contributes toward exemplary induction practice. Therefore, in order to maintain that support, whānau collective understanding impacts on the professional learning of the Provisionally Registered Teachers.

We've got a happy whānau here. I think a happy whānau are easier to gain support from than people who've got moans and groans all the time so they must be happy with what we're doing for their kids, [that's] why they're happy to support us. (Mentor teacher, MM-D)

Our whānau still have that mana, the whakahaere, the operations of the kōhanga in term of the managerial, the administrative side of things. They really respect and support our feedback to them at our monthly meetings. They support us in terms of our needs for our tamariki. They're happy with the care, the programmes that are running. We take on board what they suggest and always offer feedback. (Provisionally Registered Teacher, MM-D)

Considered "match" of Provisionally Registered Teacher and mentor teacher

Across the kura, the whānau concept that required whānau relationships was not an obvious consideration or issue for matching a Provisionally Registered Teacher with their mentor teacher. With two tumuaki who were identified as mentors, a strong bond between tumuaki/mentor teachers and Provisionally Registered Teachers was evident and developed.

Valuing of professional learning

The staff across all sites value opportunities for professional learning. The mentor teachers see themselves as active mentors, pro-actively involved, coordinating, guiding, and following up. There is an expectation of accountability which is reciprocal (mentor teacher 1 stated that her Provisionally Registered Teachers would often remind her of their appointed meetings), in that whilst Provisionally Registered Teachers are expected to demonstrate their growing capacity, this is delivered in a context where the mentor teacher and the wider institution ensure that the supports are in place in terms of release time, guidance and resources.

The development of induction training manuals provides internal support for Provisionally Registered Teachers and mentor teachers within the whare kura settings. The induction manuals provided school information such as policies, performance management documents, timetables, frequently asked questions, beginning teacher expectations, school expectations, Provisionally Registered Teacher and mentor teacher responsibilities, and so on. MM-A, MM-B and MM-C shaped their induction programme manuals to meet the needs of their Provisionally Registered Teachers within the principles of Te Aho Matua and Te Ao Māori.

Other enabling conditions

Further enabling conditions described included:

- relationships based on Māori values—whanaungatanga, kotahitanga, rangatiratanga, whakapapa, atua, wairuatanga, mana—everyone is seen as a support for the Provisionally Registered Teacher
- collaborative strategies
- dedicated and committed mentor teacher, supported by principal, and expectations of regular feedback on progress
- value placed on listening
- extra staffing to cover release time for Provisionally Registered Teacher and mentor teacher
- funding prioritised for Provisionally Registered Teacher release time
- regular meetings
- problems identified and supports put in place
- Provisionally Registered Teacher has permanent tenure
- whānau networks
- links to marae, community networks, wider networks such as Te Tari Puna Ora O Aotearoa/New Zealand Childcare Association and New Zealand Educational Institute
- willingness to extend time-frames if Provisionally Registered Teacher has not completed within two years
- clarity of generic expectations required by Teachers Council balanced with a flexibility to allow for specificity of tailoring registration goals to the Provisionally Registered Teacher's context, needs, knowledge, skill-level, and interests
- partnerships with other kōhanga reo, kura, or whānau rūmaki
- supportive management

- professional learning opportunities that are relevant to kaupapa Māori contexts
- potential for digital documentation and networking.

Recommendations for improvement and enhancement of induction

The following recommendations for improvement of induction were made by participating Māori-medium education settings.

- Kaiako recommended that there be more support provided for establishing a kaupapa Māori framework for the provisional registration process and expectations (to address a sense of being forced to fit into a Pākehā model). This should be inclusive of whānau rūmaki, kōhanga reo, and kura kaupapa Māori.
- A need was expressed for alignment of provisional registration processes with kaupapa Māori curriculum documents.
- The kōhanga reo Provisionally Registered Teachers would like the Ministry of Education professional development contract deliverers and/or other professional learning providers to offer courses for mentor teachers and Provisionally Registered Teachers, including some that are Māori immersion early childhood education-specific.
- The Provisionally Registered Teachers within the kōhanga reo suggested that they would benefit from a registration guidance programme with exemplars, and professional learning opportunities relevant and specific to their kōhanga reo (or kaupapa Māori early childhood education) context, along with the funding to enable staffing release to utilise these.
- More networks need to be established in local areas to enable informal ongoing collegial support across and within the Māori medium sector.

The constraints and challenges in supporting Provisionally Registered Teachers

Within the kōhanga reo, a constraint was the availability of relievers, which hinded Provisionally Registered Teacher access to their allocated release days. Mention was made of the need for more availability of resources for kaupapa Māori written in te reo Māori. Time featured strongly as a constraint across the participating settings, as did availability of professional learning opportunities. A common constraint identified across all settings was the constant need to conduct induction processes that did not match their needs or philosophies of Māori medium setting and therefore having to meet a non-Māori criteria.

> … some Māori would not meet the grade set out in a Pākeha setting, just as Pākeha would not meet the grade if set out in a Māori setting. Because of these different ways of thinking I think it would be fabulous if there was some sort of professional development or a reference group that could look into that. Māori curriculum documents are quite different and there needs to be more support from training institutes on how to deal with this. (Principal, MM-D)

A Provisionally Registered Teacher from a kōhanga highlighted*:*

> I now realise that everything that we do within this kaupapa can link to some of those standards, but they're not clear enough to suit us, for everything that we do here. Probably the biggest thing is that [need for] clarity of those dimensions, and maybe having some examples of how can we clarify them to meet our contextual background? (Provisionally Registered Teacher 1, MM-D)

When discussing difficulties in matching their practice with the Satisfactory Teacher Dimensions, Provisionally Registered Teachers from kōhanga stated: "How do you demonstrate wairuatanga? How do you write it down on paper" (Provisionally Registered Teacher 2), and "How do you document it? Where does it fit under those dimensions" (Provisionally Registered Teacher 1, MM-D).

Lack of time

The vagueness associated with requirements for release time was hard to translate into specific time allocation particularly across all five sites, and although it is timetabled, the Provisionally Registered Teachers felt that they were not always able to use their release time. A Provisionally Registered Teacher from the kōhanga sector made the point, "I'd never known that it was going to be this big, and given the time that we have to do it, it doesn't feel like there is ever enough time to do it all" (Provisionally Registered Teacher 2, MM-D) but what was commonly mentioned was that there is never enough time for induction, despite the school's enabling of their release time.

Lack of qualified te reo relievers

Across all the kura kaupapa Māori settings, a common constraint on induction programmes was the almost non-existent pool of qualified te reo Māori relievers. This lack often led to workload overload as other teachers gave up their non-contact time to become relievers. To overcome the relieving problems, the principal of MM-B said that she:

> employed an additional teacher not specifically for induction purposes (but as part of this) to cover classroom release time, cover beginning teacher time, cover releasing my senior teaching staff, and so in that way we have somebody in the school all the time, who knows the children really well, and connects up with the teachers on a regular basis.

From the principal's point of view, "one of the greatest nightmares is rostering, especially now that we have classroom release time as well. Factoring all these different people in is a big headache".

Other constraints

A constraint from MM-E (an immersion unit within a mainstream school) identified "a sense of exclusion from the wider national kura kaupapa movement's support programmes".

Another constraint described across all sectors is the lack of kaupapa Māori support materials, particularly the need for materials that are not merely a version of the Pākehā document having been translated into te reo Māori, but documents that are kaupapa Māori-specific.

Other sources used to guide the professional learning of the Provisionally Registered Teacher

A wide range of resources were drawn upon by mentor teachers within Māori-medium education settings that participated in this study. These supports included:

- other staff members and particularly senior teachers—for example, a buddy teacher other than the official mentor teacher, support from within the syndicate, visits to other classrooms within the same kura
- school policies on staff appraisal, staff development, induction (included in school handbook supplied to Provisionally Registered Teachers), clear directions regarding using reflective cycles (observe, reflect, feedback), action plans for use of 0.2 release time
- other kura (cluster meetings and support groups, visits to other schools)
- Team Solutions
- Resource teacher Māori Tai Tokerau
- ngā rōpu whānau
- curriculum documents
- professional standards for appraisal
- teacher appraisal documents and resources
- beginning teacher training programmes
- internal and external professional learning opportunities generally.

Formal qualifications and experience of the mentor teachers

There was evidence of a culture of a commitment to ongoing learning within the Māori-medium education settings studied. The mentor teacher at the kōhanga reo (MM-D) has a Higher Diploma of Teaching and is working towards completing her masters degree. The mentor teacher of the whānau rūmaki (MM-E) is currently completing a Higher Diploma of Teaching. The mentor teachers in kura kaupapa Māori settings were not as forthcoming with any disclosure of formal qualifications but expressed their many years in teaching. With each attempt to draw out their qualifications, it was clearly evident that such a matter was a sensitive area. This could possibly be due to the fact that many kura kaupapa Māori teachers were developed from within the whānau and did not need or have a teaching qualification (New Zealand Teachers Council & Ministry of Education, 2006, p. 52). As a result of the sensitivity towards this issue, it was decided not to ask about the qualification but rather focus on their teaching experience, which received a better response.

Within ngā kura, two tumuaki took the role of mentor teacher for Provisionally Registered Teachers which meant at least 45 years of teaching experience between them. Both of these

tumuaki expressed a need to personally be the mentor teacher for their Provisionally Registered Teachers. In the first kura, the reason for this need was due to the small size of the kura and the fact that the all teaching staff had been teaching for less than five years, and so teaching experience and practice could only be provided by the tumuaki/mentor teacher. In the second kura setting, the reason was due to the need for quality and the reality of trialling a new appraisal and performance management system in the kura.

> A lot of our kura kaupapa teachers are new. They have only been teaching for less than five years and so because of that I have really gone out to support staff and their professional development. It's a biggie, I am after quality teachers. (Principal)

Training and support of mentor teachers

Mentor teachers showed a willingness to attend courses that would support their role. However, any opportunity to attend professional development for induction had to be well planned for, particularly in light of the need to arrange relief teaching outlines and relievers.

Courses offered through teacher education providers, the *Towards Full Registration: A Support Kit* (New Zealand Teachers Council & Ministry of Education, 2006) for teacher registration, and hui with other kura/cluster were all identified as supporting mentor teacher professional development.

Benefits and constraints of off site/external mentoring services

Although all of the Provisionally Registered Teachers in the five Māori medium case studies had a mentor teacher within the site, some of the kaiako mentioned additional external support, usually given to the mentor teacher in the form of professional development. Further external supports mentioned included the mentor teacher of the kōhanga reo (MM-D) having a personal mentoring relationship with a colleague outside of the setting.

External mentoring to ameliorate isolated contexts

The kaiako in the kōhanga reo (MM-D) felt that in their situation working within one of the very few teacher-led kōhanga reo, they were isolated in their situation of supporting/going through the teacher registration process, particularly since this has not been part of kōhanga reo experience until very recently. There are currently only two to three teacher-led kōhanga reo nationally, and theirs is the only one in their locality. This led them to consider their options in terms of accessing outside supports, although they were unsure as to where this might come from. Both mentor teachers and Provisionally Registered Teachers would like an outside mentor with more experience of the registration process. They would like to hui with people who have been through the process (on both sides). Off-site mentoring might provide more choice if it were available; however, there are no kōhanga kaiako off-site, locally, that could serve as mentors.

I think it would be good for us to have somebody else to sit with us, to clarify the dimensions for us, to say: "well maybe you could do this - respect for the environment—what sort of things could you brainstorm for this…?" Or "well that covers that dimension quite well, go on to the next", something like that. (Provisionally Registered Teacher, MM-D)

Shared understandings about "good" teaching and learning

Mentor teachers and Provisionally Registered Teachers within the Māori-medium education settings find strength and guidance in the philosophy that underpins kōhanga reo and kura kaupapa Māori as outlined in Te Aho Matua. This is aligned, for the kōhanga reo, with the philosophy of *Te Whāriki.* Kaupapa Māori epistemology underpins and is woven throughout the thinking and practice of each site. They are also committed to keeping current with research and theory, some continuing with ongoing study at master level.

Within kura kaupapa Māori settings, there is a powerful need for the holistic wellbeing and success of the whānau, as noted in the following quotation:

> The thinking process in Māori is quite different. We always go back to whakapapa, we always go back to atua, whanaungatanga where we are all connected, there is a level that is always operating. (Principal 1, MM-D)

Recognition of the importance to tamariki of stability of staffing is evident with the kōhanga reo's commitment to ensuring that more than 50 percent of permanent staff are on the floor at any time. The priority is to ensure continuity and familiarity for the tamariki.

Another key shared understanding is evident in the healthy functioning of the whānau model within the kōhanga reo. The whānau are kept well-informed by the kaiako, and consequently trust the tumuaki and kaiako to work out their rosters. The shared understandings, led by the kaiako, ensure the commitment of the whānau of the kōhanga reo to supporting the teachers' needs regarding adequate staffing and funding to attend courses.

The constraints and benefits of different contractual employment arrangements

All of the Provisionally Registered Teachers in the Māori-medium cases were fulltime and permanent staff members. One participant speculated that having a Provisionally Registered Teacher who was *not* in a permanent fulltime position could influence a mentor teacher's level of effort and commitment towards the Provisionally Registered Teacher, resulting in less support for the Provisionally Registered Teacher. Thus being employed in a fulltime, permanent position was seen to benefit a Provisionally Registered Teachers induction experience.

Further issues and comments by researcher

Māori-medium educational settings are continuing to enhance the support processes provided to kaiako, as they design and improve "best practice" induction programmes suitable to Māori contexts. That is, to develop best practice *by* Māori *for* Māori. It is obvious that mainstream educational settings have had more time to develop and improve induction programmes; it appears that now Māori-medium settings should be afforded the same level of support.

Table 7   Summary of findings against research question topics

Research Question Topic	Early Childhood Education	Primary	Secondary	Māori medium
Exemplary approaches to induction in the school or setting	A variety of induction processes were described in the ECE success cases. Although not all PRTs were "new" to the setting or organisation some key effective elements of induction to teacher registration included: • the allocation of a MT • identified roles and responsibility given to individuals to oversee teacher registration and the support of PRTs—more evident in larger organisations • meeting processes and discussion with PRT were prioritised and valued • strong support for the PRT from others within the centre or organisation • alternative communication methods adopted (particularly with external mentors) • individualised tailoring of the registration process according to the PRT and the nature of the setting/organisation • a strong emphasis on feedback for improvement that was given and accepted • a strong emphasis on reflective practice and goal setting • a sharing of ideas and resources	A wide range of induction processes was described, from the fairly informal through to structured. Key effective elements included: • pre-school "day" or "days" • printed resources, support booklets/manuals • tailoring of the induction process to the individual PRT and MT • clear guidelines for induction • induction and appraisal process links in some schools • support from all staff for PRTs was seen as important • MTs were knowledgeable about the requirements for registration • both formal and informal meeting processes were part of induction • MT feedback that was helpful and constructive • PRTs welcomed feedback and saw it as important for learning • "tailing off" of support for PRTs as confidence developed • checking PRT progress via checklists, observation (and the latter seen as	A variety of induction processes were described for success cases, from the informal to the highly structured. Key effective elements included: • a pre-school "day" or "days", although the length and input varied considerably • some form of printed guidelines/manual • individualised tailoring of the induction process - this was more feasible in a smaller school, but difficult in larger • regular formal and informal meeting processes • having a designated staffing position which reinforced the importance that the school placed on induction – this helped with consistency and delivery of what the school required • MTs and PRTs working in close proximity • availability and support of a range of highly experienced staff and their role modelling • allocation of "buddies" as well as head of department or MT • sharing of schemes or units of work and curriculum resources • timetabling of PRT and MT release to be	A variety of induction processes were described in Māori-medium settings. Key effective elements included: • a shared philosophy and adherence to Te Aho Matua • a commitment to shared leadership—tino rangatiratanga/mana motuhake • manaakitanga is a living philosophy in the school/setting • a supportive whānau • whānau and kaumātua were identified as valued sources of teaching and learning support • strong support for the PRT from other colleagues within the school/setting • regular communication and contact between PRTs and MTs • MTs and PRTs working in close proximity • PRTs felt they were part of the decision making within the induction process and • a shared school/centre ethos of valuing and prioritising of induction.

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	(including amongst PRTs where there were groups) • awareness of the funding entitlements and how it was allocated and spent (transparency) • PRTs feeling safe to ask any questions and • a shared school ethos of valuing the process of provisional registration.	supportive and an area for growth) • provision of specialist support available for PRTs having difficulties and • overall, the experiences of the MT and PRT were positive and enhanced learning and • Proximity of MT and PRT offices and classrooms.	synchronised for meetings, observations etc. • checking of PRT progress being taken seriously • strong awareness of the number of observations required for registration, and working hard to ensure timeliness and non-threatening nature of these – use of a range of "drop-in" processes was mentioned to attain the latter, and PRT observation of other classes • The valuing of PRTs as fellow professionals and for their enthusiasm and new ideas • PRTs feeling safe to ask any questions, no matter how "stupid" – confidentiality was valued and • A shared school ethos of valuing induction.	A wide variety of contextual supports were in place for induction. These included: • welcoming and valuing PRTs • strong support for the PRT from other colleagues within the school/setting • school support structures that were clear and transparent • manaakitanga was a living philosophy in the school/setting • guidelines and expectations adapted and interpreted in relation to Māori medium setting • supportive relationships between
Contextual supports that are needed for induction	A wide variety of contextual supports were evident in the success case studies. These included: • stability of staff • respectful relationships amongst staff • welcoming and valuing of PRTs • consideration of "most suitable match" between PRT and MT • willingness of FRTs to support PRTs • guidelines and expectations adapted and interpreted in relation to the setting/organisation • consideration was given to both internal and external support	Support was wider than the MT. A wide variety of strategies was in place to support the PRT: • PRTs were valued for the "young blood", "enthusiasm" and "new ideas" they provide (all schools) • warmly welcoming PRTs • "open door" policy with senior staff • sharing of resources • active interest by the principal • strong emphasis on, and valuing of, professional development in the school • sound structures for support alongside the ability of the school to use these	A wide variety of contextual supports were in place for induction. These included: • welcoming and valuing PRTs • even in schools which were not overtly bicultural there was valuing of whānaungatanga, manaakitanga, ako, and wairua in order to help PRTs feel part of the "family" of the school and to ensure their holistic wellbeing • the building of strong connections between experienced staff, PRTs and students • support for PRTs by many staff, not	A wide variety of contextual supports were in place for induction. These included: • welcoming and valuing PRTs

	opportunities for the PRT • centre/organisation's management and MTs had clear understanding of expectations of registration and entitlements of PRTs • centre/organisation had support structures that were clear and transparent • a whānau approach was adopted and there was a shared culture of support for each other • the PRT and the MT were involved in the allocation and spending of the funding grant and • the PRT had access to resources and technology within the setting to assist them in developing evidence.	flexibly in response to PRT need, workload and time pressures • strategies developed to reduce PRT time demands (e.g. comprehensive, syndicate-centred planning and unit sharing) • ensuring that PRTs had release time – sometimes bending over backwards to enable this • considered attention to MT/PRT match • school support structures that were very clear and transparent • preparing PRTs for specific events such as parent-teacher interviewing • awareness of the need to support PRTs when facing parents • ensuring close physical proximity of PRT and MT • the use of powhiri to welcome PRTs and • whānaungatanga (in its broadest sense) evident in staff efforts to connect with and include PRTs.	"just" the MT or designated coordinator • "open door" policy with senior staff • active involvement of principal in many schools • a strong emphasis on feedback for improvement that was given and accepted (in fact welcomed) non-defensively • where possible in some contexts, the separation of supporter (formative) and appraiser (summative) roles • provision, simultaneously, of both sound structures for support and the ability of the school to use these flexibly in response to PRT need, workload and time pressures • senior management and MTs having clear understanding of expectations of registration and entitlements of PRTs • clarity about demands of role of MTs and • school support structures that were clear and transparent.	educators and whānau/community tautoko provided by kaumātua and kuia and • rūmaki units being supported by the philosophy and practice within the wider school.
Constraints on effective induction practices	The variance of services amongst the ECE sector raised issues and challenges particular to settings, however constraints held in common included: • pressure on qualified staff within centres/organisations to support PRTs • lack of FRTs working in setting (therefore need for external mentor) • growth of staff in centre/organisation—	Several common constraints were evident, including: • time—for meetings, paperwork, synchronised time between MTs and PRTs to enable observations, and for coping with work/home/outside life balance • unwillingness of some PRTs to accept advice or "change feedback" • rare personality clashes with PRT and	As busy, pressured, environments the secondary schools also illuminated several time constraints associated with effective induction, as well as interpersonal and preparation issues. These included: • time for induction—mentioned universally. More time was wanted for leading induction (particularly at the start of the year and also as new staff	The Māori medium case studies showed several constraints to providing effective induction. These included: • need for alignment of provisional registration services with kaupapa Māori curriculum documents • more support provided for establishing a kaupapa Māori framework for the provisional registration process and

	• increasing numbers of PRTs whilst growing capacity of FRTs • high workload due to policy changes in sector (particularly MTs) • multiple roles and responsibilities of MTs and in some cases PRTs, e.g in leadership • staff turnover and change—impacting on mentoring relationship and allocation of MT • lack of time—to release MT and PRT for meetings, professional development etc • difficulty in obtaining qualified relievers to cover PRT and MT release • lack of guidelines and information for PRTs and MTs (particularly prior to revised publication of *Towards Full Registration: A Support Kit*) • lack of support and information available to MTs (external) • lack of motivation and/or resistance by PRT to registration process and • lack of understanding by PRT of registration and funding entitlements.	MT match • mid-year graduates missing out on the standard induction process • MT reluctance to share resources • PRTs being overly self-critical • Pākehā MTs trying to support Māori PRTs • PRT difficulties in controlling classes • PRT overloaded • PRT difficulty in adjusting to the different personalities of their MTs if they had had to change MT • inadequacy of PRT training by initial teacher education providers and • over-involvement of PRTs in extra-curricula activity.	arrive) and for meetings • synchronised time between MTs and PRTs to enable observations • time pressure for MTs having more than one PRT • time pressure for PRTs associated with extra-curricular expectations • unwillingness of some PRTs to accept advice or "change feedback" • emotional drain on MTs by constantly being a role model • over-dependence of PRTs • overly competent PRTs leading to feelings of MT inadequacy and • poor preparation/teacher training of PRTs for the difficult reality of classroom management.	expectations • lack of general professional development offered for teachers in Māori medium contexts • difficulty in obtaining qualified relievers to cover PRT and MT release (most evident in kōhanga reo) • difficulty in obtaining qualified relievers with te reo Māori • time for induction—mentioned universally. More time was wanted • lack of kaupapa Māori support materials (not merely a version of the Pākehā document) • difficulty in matching Māori values and practices to the Satisfactory Teacher Dimensions and • a sense of exclusion from wider national Māori movements (such as kura kaupapa support programmes and Kōhanga Reo National Trust).
Supporting PRTs with problematic situations	Time pressures were evident for PRTs. Suggestions for providing assistance to deal with this pressure included: • collaborative planning of units of work • sharing of resources at the syndicate level and • reducing level of involvement of PRTs in extracurricular activity.	Time issues—those PRTs who had schemes of work provided were immensely glad of this, as it substantially reduced time and stress levels in their first two years. Pressure to engage in extra-curricula activity—suggestions to overcome this included reducing PRT extra-curricula	Time issues—relieving the pressure of completion time from the PRTs. There was also a prioritising of settling in the first year and protecting the PRT from additional responsibilities. Principal employed an additional staff member to relieve pressure from staff rosters and finding release time – this	

	MT for them. A blanket approach was resisted and decisions were made on a case by case basis.	activity (although many PRTs were keen to take these on), and reducing form teacher commitment. Classroom management issues— employing an "apprenticeship" style of induction, with PRTs initially being able to work alongside a more experienced teacher, or to team teach. Note was made of the resourcing problems with the latter and the possible "undermining" of the PRT in front of students. Stress resultant from the pressures listed above was relieved well in one school via a special relaxation space called the "Oasis". In another school careful checking of PRT reflective logs was used to gauge stress and work overload issues.	helped to ensure that release could happen and cover was there. Support sourced from whānau and other kura/whanau rumaki/kōhanga reo (including cluster meetings and support groups, visits).
	Strong support from staff other than MTs was a feature of most success case schools. A "family of support" was evident. Specialist classroom teacher support was drawn upon in some situations. Engagement of specialist support and advice was sought with: • a PRT who required classroom management assistance and • a Māori PRT where kaumātua input was necessary. Recognition of, and sensitivity to, the stresses that a PRT is under was reported as a form of support. Graduated support for PRTs in order to build up independence was also noted.		
Effective practices where ratio of PRT to FRT is high	Some of the ECE services were experiencing a rapidly growing number of PRTs. This was most apparent in the large education and care centre (EC-E was part of a franchise) and in the home-based care organisation (e.g. EC-B). Some of the effective practices which existed in these two settings were: • the establishment of a teacher registration coordinator position (or similar) in order to allocate responsibility for the oversight and process of supporting PRTs in the organisation and to strengthen overall policies and systems • conducting meetings with groups of PRT employees within regions of the	Although not specifically stated as a practice designed for a high ratio of PRTs, the earlier suggested approach to collaborative syndicate planning and sharing of resources was an effective practice.	This was not an issue in the secondary schools where generally the ratio of PRTs to fully registered teachers is good. One school, however, was specific in noting that there a deliberate effort was made to ensure a low ratio (in many cases MTs only had one PRT).	This did not seem to be an issue in the Māori medium case studies although this was regarded as a wider issue for some sectors (such as in ECE sector). Generally the ratio of qualified, experienced, veteran teachers outweighed the PRTs. (There was also acknowledgement of matauranga Māori within the contexts (such as kaumātua who were experts but not necessarily endorsed by Pākehā/mainstream authorities).

	North Island in order to provide support as well as information • the provision of flexible options for PRTs to choose MTs from outside of the centre/organisation (this also relieved pressure and potential conflicts with FRTs in centres) • the development of printed material/information for external mentors—including guidelines, tips, and templates and • the review of the prior/current systems for PRT induction and support in order to improve the processes and information available.			
Support for isolated mentors	Support for mentors was often lacking and any support the MT did receive was largely incidental or as a result of personal relationships rather than systemic support systems. The larger organisation (EC-E) did have some PRTs who had external mentors. These mentors received a copy of the company's registration manual containing an employment contract with guidelines etc. The Teacher Registration Coordinator was also there to build and strengthen relationships with external mentors and acted as another point of contact/support if needed. In the external mentoring relationship (EC-D) the MT had a professional relationship with the manager of the	This was not an issue identified in the primary sector, but a suggestion was made that it would be good to have opportunities for MTs to get together.	This was not an issue in the secondary schools as MTs were sourced from within the school. However, it was noted that despite not being isolated, MTs would still like more opportunities to get together for peer support.	This was not an issue in the Māori medium case studies as MTs were sourced from within the kura/whānau rumaki/kōhanga setting. There was no mention of MTs being isolated in their role.

	centre and so received informal support and feedback from her. Where the mentoring relationship was external or off-site, payment for MT services was often more transparent and reliable. (EC-A)		
Sources or models MTs draw on to guide the professional learning of the PRT	A range of sources and documents were used by mentors and colleagues to guide learning including: • the ECE curriculum *Te Whāriki* • models of reflection and literature about reflective practice • readings from Initial Teacher Education work and professional development courses • *Towards Full Registration : A Support Kit* (New Zealand Teachers Council & Ministry of Education, 2006) • the "blue book"—*Teacher Registration Assessment Booklet* (Early Childhood Council, 2004) and • the Convention on the Rights of the Child (United Nations general Assembly, 1990).	A range of sources, documents, and colleagues that were used by mentors to benefit either their own teaching and learning, or that of their PRTs included: • curriculum documents • resources provided in-house • the induction booklet/manual • material from the Teachers Council and/or the Ministry of Education e.g. *Towards Full Registration: A Support Kit* (the Satisfactory Teacher Dimensions were mentioned spontaneously very rarely) • colleagues and family, including PRT colleagues within the school and elsewhere • academic journals • websites (especially Te Kete Ipurangi) • text books and readings from initial teacher education days • material from professional development, including current study at initial teacher education institution • experienced staff across institutions • appraisal documents • external "experts" • New Zealand Educational Institute	A range of sources and documents which colleagues or mentors used to guide learning including: • curriculum documents and booklets • resources provided in-house, the induction booklet/manual where one existed • material from the Teachers Council (although the Satisfactory Teacher Dimensions were mentioned spontaneously very rarely) • the Professional Standards • appraisal documents • academic journals, text books and readings from initial teacher education work • material from professional development • experienced staff across institutions and/or external "experts" and • websites.
			A range of sources, documents which colleagues or mentors used to guide learning including: • other staff members within the kura/setting • school/kōhanga policies on induction, appraisal, staff development • ngā rōpu whānau • *Towards Full Registration: A Support Kit* (New Zealand Teachers Council & Ministry of Education, 2006) • curriculum documents and booklets • teacher appraisal documents • teaching resources e.g. environmental education • the Professional Standards, Satisfactory Teacher Dimensions and • Resource teacher Māori Tai Tokerau.

	guidelines • teaching strategies books • materials from a range of literacy and numeracy interventions currently happening in schools • materials provided by whānau/parents at the school • a mentoring handbook from School Support Services • as TTle and • Teacher Resource centres.		MTs hold a range of qualifications, including masters degrees.
Relevant mentoring education and qualifications	The case studies revealed a lack of formal mentoring education generally and this was identified as an area of challenge and need in many early childhood centres/organisations. Some of the education experiences which MTs described as informing their support of PRTs included: • years of experience as an associate teacher for student teachers—this had given some MTs experience in guiding novice teachers and tools such as giving feedback • ongoing study and qualification upgrade. For example, some MTs mentioned the usefulness of papers during recent study to inform their thinking and refine their practice • one organisation (EC-C) held workshops for both PRTs and MTs and had recently extended the information and exemplars given to MTs	A sound range of qualifications was evident in the MTs, ranging from masters with honours to first degrees and lengthy experience. Experience as mentor teachers varied considerably, from "first timers" to those who had fulfilled the role for 20 years. The average was three to five years of MT experience. Most MTs mentioned ongoing professional development that they were engaged in, and in one school this was a specific mentor training. A raft of suggestions were made for resources that MTs utilise (see the previous section). No direct link could be discerned between formal mentoring education and qualifications and the support experienced by PRTs.	MTs hold a range of qualifications, including masters degrees. No-one mentioned having formal mentoring education or qualifications. However, several did mention that they were engaged in on-going study, though not specifically linked to mentoring. It was therefore difficult to draw a definitive link between formal mentoring education/qualifications and quality of support provided to PRTs. The list of documents that MTs referred to (in the previous section) highlights the wide range of continuing learning that they were engaged in to ensure that they were informed about induction.

	• Opportunities to meet with other MTs and share approaches and dilemmas was regarded by the MTs to be beneficial to the mentoring relationship • professional development in areas such as leadership were also identified as relevant (although it was difficult for the MT to determine the resulting impact of this) • some teachers referred to workshops and support offered by the New Zealand Educational Institute for MTs as useful and • comments from PRTs suggested that they valued having a MT who has had more experience, knowledge in the centre/service and who has greater "authority" (position) than they do. Again it was difficult to measure the impact of this on their experience however some who had had other MTs when in other settings expressed gratitude for their "new' MTs knowledge and experience.		
Training and/or support that MTs gain in their role	Formal training and/or support for MTs was lacking in the ECE sector with a few exceptions. Many MTs described gaining information about the registration process on their own by referring to published guidelines. In most of the services/ organisations training for MTs was conducted in-house and varied from a systematic	MTs noted that when they started no support of the formal course type was available. Most had systems that work well for them and those did not feel the need for ongoing input. Others did mention that a course for MTs would be helpful. Previous or concurrent experience and training as associate teachers provided support for them as MTs.	Training and/or support for MTs was variable ranging from "tailored" support to nothing. In most schools training was in-house, varying from structured input to individual advice. However provision of appropriate professional development for MTs was neither widespread nor easy to access, and it was reliant on release time. In contrast, all PRTs attended specially

In most kura/settings training occurred from within the whanau or in clusters with other kura. The teachers mentioned hui with other kura/cluster and some professional development courses as supporting MT professional development. It was difficult to draw a definitive link between mentoring professional development and the quality of support provided to PRTs

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approach/guidelines to individual advice. Smaller centres were more likely to rely on informal processes and existing relationships with other experienced teachers as a means of support for the MT. Large organisations/services were more likely to have printed manual/guidelines. MTs in smaller centres relied on publications and guidelines from government agencies. Large organisations were more likely to organise and make available release time for the MT to observe the PRT. One organisation (EC-C) required MTs to attend beginning teacher workshops with their PRTs. Support for the MT also came from "above". For example professional services managers, registration coordinators and team leaders had responsibility and interest in supporting the MTs.	A variety of in-house provision of support/training was noted, ranging from structured input to individual advice from the person in charge of induction. Some structured external courses were helpful (one school had a requirement for mentors to attend a provided course). Mention was made of the MT/PRT relationship being almost a form of training. In general, provision of appropriate professional development for MTs was neither widespread nor easy to access, partly due to reliance on release time. A suggestion was made that occasional meetings with MTs outside the school might assist with the standardisation of PRT support processes. All PRTs described attendance at specially-organised PRT days with mixed reactions. Sessions that provided practical, hands-on, advice and tips were appreciated (especially in curriculum areas) ones that covered areas already acquired at initial teacher education were felt to be repetitious and less relevant. A benefit across schools of the specially-organised PRT days seemed to be the opportunity to fraternise with other PRTs and share resources and ideas. Few PRTs mentioned connections with other PRTs outside of these courses, although a Māori PRT at PR-D drew on fellow Māori teachers.	organised PRT days. The latter varied in approach. There was strong appreciation for PRT professional development in the teacher's own curriculum areas. Benefits of the professional development included an opportunity to network with other PRTs, share resources and ideas. Provision of professional development for MTs (and particularly appropriate professional development for MTs in Māori medium settings) was not widespread or easy to access, and it was reliant on release time. Kōhanga MT had attended external training by one initial teacher education provider

Benefits and constraints of offsite or external mentoring services	There was evidence of external/offsite mentoring in the success case studies with no organisation or centre exclusively relying on internal mentoring support. The external mentors were already known to the PRTs (rather than externally contracted). The reasons for having an external/offsite mentor varied and included a: • lack of FRTs available in PRTs centre/area • preference by the PRT—MT in position of responsibility within organisation or held a shared philosophy with the PRT • changing circumstance of PRT and centre e.g. internal mentoring relationship may change to external due to employment circumstances (retain same MT for consistency of relationship). An external mentoring relationship was seen to have recognised advantages and challenges. However all of the PRTs with external mentors did not regard this as problematic or negative in their registration experience. The benefits to having an external MT was the unbiased or "fresh" outsiders view of the PRT/centre practice that the MT could offer, the reduced likelihood of letting personal collegial relationships cloud a professional relationship, the ability to have a one-to-one professional relationship with a more experienced	Little mention was made about offsite mentoring. MTs made reference to courses available for MTs, although most had not accessed these, often for reasons of length of tenure Availability of a pou whakatauaki within the Ministry of Education was noted alongside the comment that few people know this position exists. A visit from an initial teacher education liaison lecturer was reported by one PRT. Favourable comment was also made about connections with the initial teacher education marae, as a place where liaison and mutual support were available.	There was little to report on external mentoring and that could be partly due to the secondary schools having the capacity to allocate an internal MT from within the school. External supports mentioned included specialist classroom teachers, local networks and societies, initial teacher education leadership centres, involvement with national contracts (e.g. Te Kotahitanga, Literacy and Numeracy initiatives), and teacher education centres. A need for closer connections with the teacher education providers was noted. The lack of information could also be attributed to there not being a wide range of external services provided to PRTs, the busyness of schools and their staff, or because of perceived lack of need.	There was little to report on external mentoring and that could be partly due to the fact that all of the PRTs in the cases had a MT within the same site and with some of the kaiako. External supports mentioned included local clusters, and professional development facilitators. External supports for MTs was mentioned by one MT who had a personal mentoring relationship with a colleague outside of the setting. The lack of information could also be attributed to there not being a wide range of external services provided to PRTs and in particular, support appropriate to Māori medium settings.

teacher, having a MT who was aware/familiar with the PRT's areas of responsibility or job demands. The principal constraint of having an external mentor was the additional strain it placed on release time for the MT and finding time for both the PRT and MT to meet. The absence of day-to-day contact meant that support meetings and discussions needed to be arranged in advance yet be responsive to unanticipated circumstances in two centres/settings (the PRTs and MTs).			
Shared understandings about good teaching and learning that inform advice and guidance programmes and practices	Specific instances of shared understandings included: • jointly developing understanding of concepts such as what it means to be a reflective practitioner • a joint commitment to ongoing learning and its relationship to being a professional teacher of young children • being mutually involved in ongoing professional development opportunities and advancement of all staff • acknowledgement and regard for goal setting and providing feedback (formative and summative) to assist professional growth and • shared understanding that teacher registration evidence/requirements is related to their everyday practice.	Some specific instances were cited as examples, including: • acknowledgement of the importance of ongoing learning • a principal who recognised progress in both children and PRTs • a strong culture of teaching and learning development and • in-house professional development that is valued by both MTs and PRTs.	Specific instances of shared understandings included: • acknowledgement of the benefits of working together on a range of educational issues - co-constructive with the teachers • being mutually involved in projects such as Te Kotahitanga, Literacy and Numeracy initiatives • provided with great schemes of work as "sound practice" examples by their MT/heads of departments • having a deputy principal in charge of induction who was (a) still involved in classroom teaching and (b) part of the Te Kotahitanga project • having an induction coordinator who was a specialist in teaching and learning, and facilitates discussion on these aspects • jointly developing understanding of	Specific instances of shared understandings included: • MTs and PRTs within the Māori medium finding strength and guidance in the philosophy that underpins kōhanga reo and kura kaupapa Māori as outlined in Te Aho Matua (and Te Whāriki for the kōhanga reo) • commitment to keeping up to date with theory and practice • ensuring continuity and familiarity of staff for the tamariki as a priority and • commitment to whānau model (within kōhanga reo).

			concepts such as what it means to be a reflective practitioner and • working co-operatively to develop new units of work, and on curriculum issues.	The PRTs in the Māori medium cases were fulltime, permanent staff members. Knowing PRTs are in permanent fulltime positions may influence a MT's level of effort and commitment towards the PRT.
Constraints and benefits of different contractual employment arrangements on the quality of mentoring support received by PRTs	Most of the PRTs in the ECE case studies were permanent, fulltime staff members. A small number of the PRTs chose to work part time (both four days) and found that this had a positive impact in that it enabled them further time to collate and document their registration evidence/portfolios. One PRT was initially employed in a long-term relieving position and this was a considerable constraint in her ability to access the same level of MT support and release—this related to the lack of funding for teachers in long term relieving positions at the time of the research (to be rectified by the Ministry of Education in 2008). Awareness of this lack of funding placed reluctance on the PRT to seek and ask for help even though teachers in her kindergarten were willing to support.	Most PRTs interviewed in this research were fulltime and permanent. With non-permanent staff, some were stressed by this state. The complexity of the situation is derived from limited forward planning due to the link between staffing and student numbers each year. Principals letting impermanent staff know that they would be employed permanently as soon as vacancies arose lowered the stress for PRTs.	Most secondary PRTs were fulltime, permanent staff members. For those who were not there was a split between those who were not stressed by their "impermanence" and those who were. Considerable understanding and awareness of the stresses associated with impermanence were shown by senior managers and MTs. Where the issue of impermanence impacted quite negatively on a PRT it could lead them to "bend over backwards" to make themselves indispensable to a school, to their own detriment and that of their students.	
Issues and best practices emerging when gathering evidence both for formative professional learning, and	A variety of issues and practices were evident in the ECE success cases with regard to gathering evidence and making judgements for formative and summative assessment. These included: • checking of PRT progress against the Satisfactory Teacher Dimensions and expectations of the range and depth of evidence in relation to these	Best practices emerging incorporated many of the features covered under previously noted induction programme features, structural supports etc. These included: • having clear documentation and record keeping for induction • locating professional development and learning as a central component in	Many best practice identifiers linked to gathering evidence and making judgements about induction, including • clear documentation • recording of induction meetings • checking of PRT progress being taken extremely seriously—shown to be via email, classroom observations and feedback, induction folder checking, and	A variety of issues and practices were evident in the Māori medium cases with regard to gathering evidence and making judgements for summative and formative assessment. These included: • documentation methods such as portfolios and reflective journals • expectations of accountability between MT and PRTs were reciprocal

| making judgements for summative assessment processes for PRTs | • development of "portfolio style" of documentation evidence—inclusion of artefacts, reflections and entries as well as digital photographic evidence relating to dimensions (documentary evidence extensive and detailed in comparison to examples seen in school sector)
• shared dialogue and discussions based on PRTs current practice strengths and visible evidence with move to develop goals and areas of focus related to dimensions
• links with service's appraisal process (although not widespread – more common in large centres/organisations)
• portfolio/folder contained evidence and feedback based on observations of PRTs practice and
• shared knowledge and transparency of funding entitlements and expenditure (more common in smaller centres/settings). | • school culture, as well as induction
• collaborative, on-going, dialogue about PRT practice both with MTs and other staff
• feedback and feedforward as integral components of the MT and PRT interactions
• observations used as learning opportunities where feedback is welcomed
• links between induction and appraisal systems in some schools and
• strong support for release entitlement ensured so that PRTs and MTs engage in the development and accountability activities required for induction. | • checking of teaching and professional understanding
• ensuring timeliness and non-threatening nature of observations and
• where possible, separating formative and summative roles of mentors. | • checking of PRT progress was taken seriously—checking of induction folder and professional understanding
• a PRT's successful completion of the registration process was celebrated by the whole school
• valuing of the paperwork required to demonstrate achievement of required dimensions and
• relationship between induction and overarching appraisal system (in some kura). |

Note: ECE = early childhood education; FRT = Fully Registered Teacher; MT = mentor teacher; PRT = Provisionally Registered Teacher.

6.   Discussion

A number of key factors emerged from the analysis of the 20 case studies and these findings are considered in relation to existing literature and research. Additionally, the findings and analysis of the successes case studies also reveal some limitations of the research and the existing literature. Some recommendations for future research have been made as a consequence of these limitations.

The main findings of the case studies are discussed under the three main research questions.

Further factors pertinent to Māori medium settings have been examined briefly at the end of the discussion section.

Exemplary practices

The following discusses the findings related to the research question: "What examples are there, in a range of settings in New Zealand, of exemplary practices and of ways of dealing with problematic situations when supporting Provisionally Registered Teachers through effective advice and guidance programmes?"

The findings relating to the exemplary practices which affected Provisionally Registered Teachers' experiences confirmed a number of features already described across the induction literature. Those exemplary practices within the 20 case studies that were most strongly evident included: a supportive and collegial school or centre (where support given is much wider than the mentor teacher); the allocation of a mentor teacher; time allocated for the Provisionally Registered Teacher and mentor teacher to meet (and includes informal ongoing collegial support as well at that required purely for the teacher registration process); participation in internal and external professional development; feedback is received about the Provisionally Registered Teacher's progress and teaching; and good ratios of Fully Registered Teachers to Provisionally Registered Teachers exist in the setting. Each of these enabling conditions is described in turn.

A culture of support

One of the most significant and universal features of the success case studies was the overall culture of support offered to the Provisionally Registered Teacher from others within their centre or school. Collegial relationships and informal support and guidance were a central theme across all four sectors. This finding reinforces the importance and impact of the environment and context on

newly qualified teachers' experiences (Aitken, 2005; Cameron, 2007, Cameron, Berger, Lovett, & Baker, 2007; Cameron et al., 2006; Education Review Office, 2004; New Zealand Teachers Council & Ministry of Education, 2006; Wilson, Hall, Davidson, & Lewin, 2006). In the Māori-medium settings, manaakitanga and whanaunatanga were central principles in enabling support for Provisionally Registered Teachers. Collective understandings and ways of operating are inherent to Māori and in Māori education settings.

Collaboration and teamwork were highly regarded in the success case studies and the use of both informal and formal support structures were noted. There was variance in the level and extent of formal and structured support offered to Provisionally Registered Teachers, but informal support and help from others in the setting was universally described. "In-house" support and guidance was most common; nevertheless some of the primary, secondary and Māori-medium schools used external beginning teacher workshops for Provisionally Registered Teachers in addition to the internal support offered. The larger early childhood education organisations and schools were more likely to have developed a formalised system of support for Provisionally Registered Teachers than smaller centres and schools. They were also more likely to have a designated staff member or position within the school or organisation to oversee the induction and registration of Provisionally Registered Teachers and more likely to provide written information (such as a manual or booklet) for Provisionally Registered Teachers and mentor teachers to refer to. Support from leadership within the setting (such as principals and tumuaki, managers, and coordinators) was overt in most centres, schools, and Māori-medium settings. Existing research has already shown that teachers are more likely to learn to teach when they are part of collaborative professional contexts (Cameron, Berger, et al., 2007; Cameron, Dingle, et al, 2007). The findings of these success case studies confirm this collegial support as a significant enabler for Provisionally Registered Teachers.

The allocation and support of mentor teachers

Every one of the Provisionally Registered Teachers within the 20 case studies examined had an allocated mentor teacher who was appointed or chosen to supervise or support their provisional teacher registration process (although different terms were used to describe this position according to the sector and context). This consistent practice meant that all of the Provisionally Registered Teachers received some kind of one-to-one support in addition to the wider support described. The potential and significance of a mentor teacher is widely discussed in the induction literature (Cameron, 2007; Gless, 2007; Renwick, 2001; Wilson et al., 2006).

The findings revealed that the rationale for allocating mentor teachers was widely determined according to the individual Provisionally Registered Teacher and the circumstances of each appointment. However it was common across the four sectors for schools and centre management to value those teachers who had (greater) experience in the sector and context, who were considered to have expertise in the Provisionally Registered Teacher's teaching area, and who worked in close proximity to the Provisionally Registered Teacher (Cameron, 2007; Cameron,

Berger, et al, 2007; Cameron, Dingle, et al, 2007; Education Review Office, 2004). Thus the rationale was both a considered one and a pragmatic one.

The primary, secondary, and Māori-medium case studies had sufficient numbers of experienced, veteran teachers who were able to be mentor teachers, thus reflecting a "hierarchy of expertise" commonly reflected in the mentoring literature (Carter & Francis, 2000; Gauthern, 2001; Wilson et al., 2006). Kaumātua also offered vital support and guidance to Provisionally Registered Teachers within Māori-medium sectors. Despite the early childhood education funding grant placing the onus of finding a mentor teacher on to the Provisionally Registered Teacher (Cameron, 2007), the Provisionally Registered Teachers in the early childhood case studies received support and advice from their colleagues and employers to help to find a mentor teacher who was most suitable for their situation. In one case this support included written suggestions, guidelines, and information for external mentors (if required or desirable). However, the level of experience and expertise evident in the mentor teachers in the early childhood education success case studies may not be representative of the wider early childhood education sector because many early childhood education services currently have a lack of veteran teachers and are thus "growing" their capacity of Fully Registered Teachers (Aitken, 2005; Cameron, 2007).

Regular time for Provisionally Registered Teachers to engage in discussion

The 20 success case studies examined were certainly not devoid of challenges or constraints. On the contrary teachers who worked within the success case schools and centres expressed common concerns regarding: a lack of time; a lack of release (and lack of availability of relievers to cover release); a high workload; and challenges in the mentoring relationship (less commonly expressed). Thus the ability of the induction to be "successful" was largely determined by the collective willingness to try and minimise or overcome these constraints, or at least lessen their impact. Recognition of the importance of having time and making time to spend with the Provisionally Registered Teacher was a central theme across all four sectors and the 20 case studies.

Although the issue of time (including valuing of time) was consistent among the case studies, the methods of overcoming this constraint varied. Different strategies were used to try and create time and these were often particular to each sector. For example, the Māori-medium cases typically described having the Provisionally Registered Teacher and mentor teacher working directly alongside or in close proximity to each other so that contact was frequent and response could be immediate to a situation that arose. Working closely as a whānau was assumed and fundamental to the kaupapa of the Māori-medium sector. The employment of an additional staff member to enable release was a further strategy described by one Māori-medium setting. Findings in the primary sector revealed methods such as collaborative planning of units, team teaching with the Provisionally Registered Teacher, and sharing resources within syndicates. For the secondary sector, strategies such as adjusting the timetables of the mentor teacher and Provisionally

Registered Teacher to allow shared release time, and locating the mentor teacher and Provisionally Registered Teacher in close proximity within the school, were employed.

Time together was not just described in terms of formal, scheduled meetings or hui between Provisionally Registered Teachers and mentor teachers, but included time for the sharing of ideas and dialogue. The exception to this was within external mentoring relationships where direct contact was more infrequent and had to be planned. In these cases alternative methods of communication were often employed (such as email) in between formal meetings.

Professional development opportunities for Provisionally Registered Teachers (both internal and external)

It is clear from the success case studies that professional learning and professional development opportunities were widely valued by school and centre staff, particularly by the professional leaders in each case. Professional development took the form of internal whole-school or centre professional development, as well as external professional development (courses and workshops typically run at teacher education centres). Increased professional development opportunities for Provisionally Registered Teachers are recommended in induction and, according to some researchers and literature should be based on varied inter-related personal and professional needs (Education Review Office, 2004; 2005). The findings of this research suggest that such an approach is valued and recognised in schools and centres that provide successful induction to Provisionally Registered Teachers.

Teachers in the early childhood education sector were more likely to mention external courses for professional development, whereas a number of primary and secondary Provisionally Registered Teachers mentioned the significance of whole-school professional development contracts and experiences. A number of the primary and secondary schools had also been part of whole-school external professional development contracts (at both regional and national levels) and found these to be beneficial, as did mentor teachers. For the early childhood education sector, the funding grant was considered to be a significant enabler for Provisionally Registered Teachers to maximise opportunities for participation in external professional development, including attendance at national conferences. Only a small minority of Provisionally Registered Teachers across the four sectors mentioned external support networks or memberships.

Accessing external professional development was a challenge for teachers generally in the Māori medium sector. Professional development targeted mainstream settings and a lack of kaupapa Māori support materials and/or facilitators was an issue. This resulted in support and professional development being largely managed "in house" or via cluster support networks with other kura.

Feedback is received about the Provisionally Registered Teachers progress and teaching

Ensuring time when both Provisionally Registered Teacher and mentor teacher can meet is commonly referred to in the induction literature as a characteristic of systematic and supportive induction (Anthony, Bell, Haigh, & Kane, 2007; Cameron et al., 2006; Cameron, Dingle, et al., 2007; Carter & Francis, 2000; Darling-Hammond, 2003). It is clear from the findings in this research that mentor teachers throughout the success case studies understood that a significant part of their role was to meet with their assigned Provisionally Registered Teacher/s. What was less apparent from the findings is *how* this happened. In recalling a typical meeting or providing descriptions of feedback given, examples were overwhelmingly general and detail could not be easily revealed due to the reliance on participant recall (rather than direct observation of meetings, for example). The majority of mentor teachers described a two-way dialogue where they initially encouraged the Provisionally Registered Teachers to reflect on the practice, experience, or lesson. Mentor teachers then typically described providing positive feedback (in relation to the task, dimensions, or goals), offering ideas or alternative strategies, assisting with goal setting, and reviewing evidence and providing feedback about teaching practice and progress towards meeting the Satisfactory Teacher Dimensions. Few examples of constructive feedback or difficult dilemmas were recounted by mentor teachers.

An important component of the feedback process that was mentioned by a number of mentor teachers and Provisionally Registered Teachers across the success case studies was the "need" to observe the Provisionally Registered Teachers' teaching practice. Yet this was also identified as one of the key constraints and challenges that mentor teachers and schools and centres faced; that is, organising synchronised time between mentor teachers and Provisionally Registered Teachers to enable observation to occur. Challenges and constraints in observing Provisionally Registered Teachers were more frequently consistently reported across the early childhood education, primary, and secondary case studies. They were not specifically identified in Māori-medium settings. Mentor teachers in primary and secondary case studies commonly described using their release time to either meet with the Provisionally Registered Teacher or observe their practice.

The majority of Provisionally Registered Teachers and mentor teachers in the early childhood case studies described having pre-determined areas of focus for the mentor teacher to observe (often based on goals relating to specific dimensions or criteria). For those Provisionally Registered Teachers who had external mentors, observation visits were typically scheduled and meetings were conducted following these, or soon after. Specific detail of the content of meetings and discussion between Provisionally Registered Teachers and mentor teachers was less apparent in the Māori-medium case studies, although meeting together and regular communication was constantly referred to. Awhi for the Provisionally Registered Teacher was often described as a collective, whānau process rather than the responsibility of a single person (see the section entitled further issues for Māori-medium sector at the end of this discussion).

A number of Provisionally Registered Teachers mentioned the value of observing other teachers within the school. Cameron et al.'s (2006) research claimed that opportunity for Provisionally Registered Teachers to observe other teachers was identified as the induction activity that most helped their professional learning. Similarly where and when this *did* happen in the case studies, it was considered to be highly useful. This practice seemed to be employed most in the primary school cases, with least mention made by Provisionally Registered Teachers in the early childhood education sector. Cameron et al. (2006) also previously reported that primary beginning teachers were twice as likely to observe teachers in other classes in comparison to secondary teachers. The findings of the success case studies clearly support these findings. Observation was most likely to have occurred due to the close proximity of many of the Provisionally Registered Teachers and mentor teachers and the opportunity this offered for collaboration in syndicate projects and sharing or co-teaching opportunities.

Ratio of Fully Registered Teachers to Provisionally Registered Teachers

The availability of Fully Registered Teachers was overt in the primary and secondary school case studies but was less apparent in the early childhood education case studies. As identified in an earlier literature review of induction (Cameron, 2007), there is less availability of fully registered teachers in early childhood education to oversee the advice and guidance process. The 10-year early childhood education strategic plan *Pathways to the future: Nga huarahi arataki* (Ministry of Education, 2002) contains objectives to increase the number of qualified, registered teachers in the early childhood education sector by 2012 but a funding entitlement has only existed since 2006. Therefore, the registration process is relatively new to the early childhood sector with the exception of the kindergarten service that has always employed registered teachers. This "growing capacity" issue was particularly relevant in the large education and care centre, the home-based care organisation, and te kōhanga reo in the Māori sector (which operates as a teacher-led service and has three Provisionally Registered Teachers). The requirement for teachers in kura kaupapa Māori settings to be fully registered has also only existed since 2006 (Cameron, 2007) although the ratio of Provisionally Registered Teachers was not high or considered a challenge in the Māori-medium case studies of this research.

The case study findings revealed a range of effective practices when the ratio of Provisionally Registered Teachers to Fully Registered Teachers was high. These included the establishment of group support processes (in addition to one-to-one support), providing flexible options (and assistance) to Provisionally Registered Teachers in finding a suitable mentor teacher, and the allocation of roles and responsibilities within the organisation to monitor, support, and improve induction support for Provisionally Registered Teachers.

Where there was a "team" of beginning teachers present in the school/organisation this often resulted in the Provisionally Registered Teachers sharing ideas and resources, and engaging in professional discussion about the registration process and about teaching in general (a point

confirmed by the Education Review Office, 2004). One large early childhood education organisation had developed Provisionally Registered Teacher support meetings in regional areas in order to provide additional support and points of contact for Provisionally Registered Teachers. Having a higher number of Provisionally Registered Teachers in a setting often meant that people were at different stages in the registration process. This had some advantages for "new" Provisionally Registered Teachers who were able to gain tips and suggestions from other Provisionally Registered Teachers and Fully Registered Teachers. The larger organisations had adopted a flexible system in finding ways for their Provisionally Registered Teachers to be supported. This included assisting a Provisionally Registered Teacher to find a suitable mentor teacher external to the centre (some mentor teachers were external to the centre but internal to the organisation and some were independent mentor teachers known and preferred by the Provisionally Registered Teacher) and developing relationships with external mentor teachers. The larger early childhood education organisations were also more likely to have a designated staffing role or position to oversee the growing number of Provisionally Registered Teachers and mentor teachers and develop a clear (yet flexible) system of support.

Contextual supports

The following discusses the findings related to the research question: "What contextual supports are needed when supporting Provisionally Registered Teachers through effective advice and guidance programmes?

The findings of the 20 case studies also revealed a range of contextual supports that helped to support Provisionally Registered Teachers through effective advice and guidance programmes. These included: the support and training of mentor teachers; limiting extra roles and responsibilities of Provisionally Registered Teachers; and reassurance for Provisionally Registered Teachers in limited contractual employment arrangements.

Support and training for mentor teachers

The allocation and competence of a mentor teacher was a central feature of exemplary support for Provisionally Registered Teachers (although as previously described, support for the Provisionally Registered Teacher was not limited to this). A wide range of literature and research has described the positive role that mentoring and the allocation of a mentor teacher plays in a beginning teacher's development (Cameron, 2007; Cameron, Dingle, et al., 2007; Carter & Francis, 2000; Education Review Office, 2004; Gauthern 2001; New Zealand Teachers Council & Ministry of Education, 2006; Wilson et al., 2006). The findings of the success case studies support such claims.

While the success cases revealed that the mentor teachers had considerable experience and qualifications relevant to their sector, very little formal or targeted professional development had

occurred in relation to their role as mentor teachers. Mentor teachers across the five sectors predominantly described collegial support coupled with the published written guidelines and curriculum documents as the key sources of information to help them carry out their role more effectively. Other sources generally mentioned included: curriculum documents; school appraisal documents and policies; academic readings or literature; and literature about reflection or reflective practice. The overall absence of training and related professional development for mentor teachers meant that the findings were unable to reveal the relative impact mentor teachers' education or qualifications have on the quality of mentoring support experienced by Provisionally Registered Teachers.

So where and how did the mentor teachers learn to be effective mentor teachers? Their responses were largely very general and non-specific. Years in the profession, years of teaching, and prior experience of being associate teachers (for student teachers on practicum) were the most frequently mentioned experiences that mentor teachers believed informed their current practice as mentor teachers. Some skills and practices such as encouraging reflection, giving feedback, and guiding practice were seen to be transferable to the mentor teacher role (although the differences between student teachers and Provisionally Registered Teachers was also acknowledged). There was an overwhelming need expressed by mentor teachers across the four sectors and 20 case studies for more support and more release time to allow them to do an effective job in supporting Provisionally Registered Teachers. These findings suggest a point of agreement with Cameron's (2007, p. 20) statement that there "is a need to attend to the learning and conditions of mentors as well as beginning teachers if mentoring is to achieve its intended purposes of impacting on teacher practices and children's and students' learning".

In the primary, secondary, and Māori-medium sector, mentor teachers were able to be sourced from within the school or kura. The case study findings showed that external mentoring occurred only in the early childhood education sector and this was more frequent in the education and care services. The reasons for having an external or offsite mentor varied and included: a lack of Fully Registered Teachers available in Provisionally Registered Teachers centre or area; preference by the Provisionally Registered Teacher (mentor teacher in position of responsibility within organisation or held a shared philosophy with the Provisionally Registered Teacher); and changing circumstance of the Provisionally Registered Teacher (a mentoring relationship could change from an internal relationship to an external relationship due to staff change, for example).

Where external mentoring currently existed in the early childhood education case studies it was regarded positively by the Provisionally Registered Teachers involved. The perceived benefits of having an external mentor teacher expressed by the Provisionally Registered Teachers in the early childhood education case studies included: the ability to gain an unbiased or "fresh" outsider's view of the Provisionally Registered Teacher or centre practice, the reduced likelihood of a "clash" with a existing colleague (although not experienced by the participants); the ability to have a one-to-one professional relationship with a more experienced teacher (not available in the centre); and

having a mentor teacher who was familiar with the Provisionally Registered Teacher's role and or responsibilities (particularly when in a position of leadership). For the mentor teachers, there were less identified benefits in having an external mentor; however they expressed that their only desire was a genuine willingness to support and assist a fellow colleague in completing their registration. Some regarded the mentoring role as another form of professional responsibility, particularly in light of the demand for registered teachers in the early childhood education sector (Cameron, 2007). The main constraint noted in having an external mentor was the additional strain it placed on release time for the mentor teacher and finding time for both the Provisionally Registered Teacher and mentor teacher to meet. The absence of day-to-day contact meant that support meetings and discussions needed to be arranged in advance yet still be responsive to unanticipated circumstances in two centres or settings (the Provisionally Registered Teachers and mentor teachers).

Support for external or "isolated" mentors was often incidental or as a result of personal relationships rather than systemic support systems. In all cases the external mentors were already known to the Provisionally Registered Teachers (rather than contracted by the organisation or employer) and this may have been a catalyst for a strong professional relationship. In one of the larger early childhood education organisations, where some Provisionally Registered Teachers had external mentors, the mentors received a copy of the company's registration manual containing an employment contract with guidelines. The teacher registration coordinator was also there to build and strengthen relationships with external mentors and acted as another point of contact/support if needed. Those participants who were in the role of external mentor did not seem to expect a great deal of support from the Provisionally Registered Teachers centre, although "payment" for their services was often more reliable and direct when it came from an external source. Again informal communication and inclusive practices from within the centre helped mentor teachers to support the Provisionally Registered Teacher more effectively, and to feel supported in their own role.

Limiting extra roles and responsibilities of Provisionally Registered Teachers

References to Provisionally Registered Teachers struggle and "survival" is commonly identified and described in the literature (Cameron, 2007; Carter & Francis, 2000; Lang, 2002); however, this was not apparent in the 20 success case studies. Largely, Provisionally Registered Teachers expressed enthusiasm for their role as teachers and in working with children or students. There was some evidence of Provisionally Registered Teachers in the primary and secondary case studies feeling unprepared for the realities of classroom life, as well as some curriculum areas, although this was not extensive. A lower level of satisfaction from Provisionally Registered Teachers in the secondary sector was *not* reflected compared to their primary counterparts. This contrasted with recent research which revealed a lower satisfaction rate amongst secondary Provisionally Registered Teachers in comparison to the primary sector (Cameron, Dingle, et al., 2007; Education Review Office 2004; 2005). Although secondary schools experienced some issues particular to their sector (such as timetabling and knowledge of subject area), the five success case studies

revealed that a range of processes were adopted by schools to try and allocate and make time for induction processes.

Some Provisionally Registered Teachers in the primary and secondary case studies were involved in non-teaching activities and roles; however principals and colleagues largely protected them from taking on too much responsibility. The premature promotion of beginning teachers has been previously recognised as a constraint to the effective induction and development of Provisionally Registered Teachers in a range of sectors (Aitken, 2005; 2006; Cameron, 2007; Cameron, Berger, et al. 2007) so this type of recognition, and sheltering, from leaders and others in the setting, was an important feature in overcoming contextual constraints for Provisionally Registered Teachers. Provisionally Registered Teachers holding formal positions of responsibility while undergoing induction was not evident in the success case studies in primary, secondary, or Māori-medium sectors. The early childhood sector provided the only exception, with Provisionally Registered Teachers holding additional roles and responsibilities in the education and care services. Due to the increasing demand for qualified teachers in early childhood education there is pressure on newly qualified teachers to assume responsibilities and roles in such centres even if these are not formalised. The latter is a reality also addressed in other research (Aitken, 2005; 2006).

Reassurance for Provisionally Registered Teachers with limited contractual employment arrangements

Recent research has suggested that the contractual employment arrangements of Provisionally Registered Teachers (and their mentor teachers) can have an effect on their induction and the quality of mentoring they experience and the relative stress and workload placed on Provisionally Registered Teachers and those supporting them (Cameron, 2007; Cameron, Berger, et al., 2007; Cameron, Dingle, et al., 2007; Education Review Office, 2004; 2005). Cameron et al. (2006) also reported that more than half of primary Provisionally Registered Teachers gained their first position of employment on a limited term basis. In the success cases, the majority of Provisionally Registered Teachers were in permanent tenure positions. Where positions were not permanent, there were specific approaches adopted to support Provisionally Registered Teachers. For example, in several cases there was a high level of reassurance that principals and mentor teachers tried to give Provisionally Registered Teachers about their potential employment and the desire to have them permanently in the school.

It was not apparent from these success case studies that Provisionally Registered Teachers in limited tenure positions received less support from their colleagues and mentor teacher, thus the quality of their induction experience was not considered to be affected. Support existed across the case studies and a genuine commitment of mentor teachers and others in the schools towards the limited tenure Provisionally Registered Teachers. However participants did refer to this being a reality in other schools based on their observation of other mentoring relationships. One Provisionally Registered Teacher in the primary sector who graduated from a mid-year intake had

to access the beginning teacher workshops part-way through the year and this was identified as a challenge.

The majority of Provisionally Registered Teachers in the early childhood education success case studies were in fulltime permanent positions, with some preferring to work part-time. The only contractual position that was identified as having an effect on Provisionally Registered Teachers' experiences in a negative way was the Provisionally Registered Teacher who was initially employed as a long-term reliever within the Kindergarten Association. For Provisionally Registered Teachers in the early childhood education sector, being in a long-term reliever position was regarded as a considerable disadvantage as they did not attract funding. Although the organisation still offered support to the Provisionally Registered Teacher participant, she was reluctant to seek help from others as she was aware that they were not being reimbursed for this role. She received reassurance from her employer and mentor teacher that she would still be supported. The lack of funding for long-term reliever positions did not seem to affect the organisation's overall commitment to employing and supporting newly qualified teachers, although "paid" release was not available to the mentor teachers or Provisionally Registered Teachers in such situations at this time.

Assessment practices and moderation

The following discusses the findings related to the research question: "What are effective practices and systems for the assessment and moderation of assessments of Provisionally Registered Teachers as they move towards full registration?"

The findings of the 20 case studies revealed shared understandings about good learning as well as general practices for reviewing and checking the progress of the Provisionally Registered Teacher as they move towards full registration. Such practices included: a shared commitment to ongoing professional learning and development in teachers; gathering "everyday" evidence in relation to the dimensions; and the establishment of links with other documents or processes such as teacher appraisal.

Commitment to ongoing professional learning and development

Despite the contextual differences and the diversity of the four education sectors, the findings show some common agreement amongst the teachers in the success case studies regarding their understandings about teaching and learning. The majority of teachers across the 20 success case studies made acknowledgement of the importance of ongoing learning. The registration process was regarded as an important part of a newly qualified teacher's learning, and a process that would help to shape a teacher's ongoing learning and development throughout their career. Ongoing professional learning and development was an expectation of the teachers in general and this was

shared by others in the same school, setting, or centre. In this way, a number of the mentor teachers also served as role models by advancing their own qualifications and undertaking new professional learning experiences. Some of the other aspects of teaching and learning which were commonly valued by teachers across the 20 case studies included understanding of, and commitment to, reflective practice, and participation in school-wide professional development enabling staff to work together on wider improvements and/or learning. For Māori-medium settings there was also a commitment to ensuring continuity and familiarity of staff for the tamariki as a priority.

Gathering evidence towards the satisfactory teacher dimensions

Cameron et al. (2006) called for larger scale research on the nature of advice and guidance programmes, how settings are using the guidelines and *Towards Full Registration: A Support Kit* (New Zealand Teachers Council & Ministry of Education, 2006), and how schools document evidence against the Satisfactory Teacher Dimensions. Although these success case studies do not present a large-scale look at the documentary evidence, the findings do provide a small window into different strategies and practices adopted by different sectors with regard to gathering and formulating evidence.

Mentor teachers across the four sectors commonly referred to the "toolkit folder" as a general point of reference (New Zealand Teachers Council & Ministry of Education, 2006). For a number of mentor teachers in the early childhood education case studies, this publication had come too late for many in the sector and they described their initial stress and uncertainty in supporting their Provisionally Registered Teachers in 2006, when there was a lack of published material and guidelines applicable to the early childhood education sector.

Mentor teachers in the home-based care organisation (early childhood education) found difficulty in interpreting the Satisfactory Teacher Dimensions to a home-based setting and to the role of Provisionally Registered Teachers within their organisation. This was because the Provisionally Registered Teachers in visiting teacher roles typically had more complex and varied roles than what is assumed or stated in the dimensions, and they did not work directly alongside children on a daily basis. The findings in the success case studies also suggest that *Towards Full Registration: A Support Kit* (New Zealand Teachers Council & Ministry of Education, 2006) is more commonly used as a point of reference by mentor teachers than it is by the Provisionally Registered Teachers. This may be due to there being limited copies in each site for teachers to refer to. Thus Provisionally Registered Teachers typically relied on written information and booklets about registration provided to them by the setting (or by external professional development providers).

Provisionally Registered Teachers and mentor teachers in the Māori-medium case studies described being guided by the principles of Te Aho Matua in interpreting the dimensions (outlined in the revised *Towards Full Registration: A Support Kit* (New Zealand Teachers Council & Ministry of Education, 2006). Some teachers remarked that they were challenged to see how some of the

dimensions could be related to a Māori-medium setting. Their comments suggested that they resented having to "fit" into the Pākehā model, rather than the expectations being truly responsive to Māori kaupapa and Māori aspirations.

In some cases the induction and provisional registration requirements of the Provisionally Registered Teacher were linked to other professional guidelines and standards, such as appraisal documents and the professional standards. This was more likely to occur in the primary, secondary, and Māori-medium settings than in the early childhood sector. The findings revealed that these connections helped the Provisionally Registered Teachers to see the inter-relationship between the Satisfactory Teacher Dimensions and other professional guidelines. In turn, it also helped school principals and mentor teachers to give regular feedback about the Provisionally Registered Teachers progress in relation to expectations within the school.

How the teachers in each sector formulated and presented the evidence of their progress towards meeting the Satisfactory Teacher Dimensions was varied. The documentary analysis of the evidence provided by some of the Provisionally Registered Teachers in the research revealed considerable disparity across the four sectors in regard to teachers' expectations of the extent of documentary evidence needed in relation to each of the Satisfactory Teacher Dimensions.

The style of evidence and record keeping in the early childhood education case studies consistently reflected a portfolio approach to documentation, a method similar to the documentary process used in recording and documenting young children's learning. In addition to maintaining a portfolio or folder, a number of the Provisionally Registered Teachers in the early childhood education sector also used the *Teacher Registration Assessment Booklet* (Early Childhood Council, 2004) to record evidence of their progress (this was particularly evident in the Provisionally Registered Teachers who had begun their provisional registration prior to the release of the revised guidelines in *Towards Full Registration*: *A Support Kit* (New Zealand Teachers Council & Ministry of Education, 2006) when a lack of early childhood information was available to teachers in the sector). The *Teacher Registration Assessment Booklet* sets out a series of "Satisfactory Teacher Dimension Assessment Forms" (for each dimension) which typically contained formative comments from the mentor teacher and summative assessment details (satisfactory, pass or merit, signature, and date) recorded by the mentor teacher.

In comparison to the documentary evidence sighted by the researcher from the primary case studies, the early childhood education evidence was considerable. Some mentor teachers had specific expectations of their Provisionally Registered Teachers regarding the number of entries per criteria or the number of reflections, but generally the pace and progression of the evidence was driven by the Provisionally Registered Teachers themselves. The Provisionally Registered Teachers in the early childhood sector typically documented and included examples and evidence of *every* dimension (regardless of the extent of formative feedback or signatures of their mentor teacher). Conversely the Provisionally Registered Teachers in the primary, secondary, and Māori-medium sector seemed to place less emphasis or concern about documenting evidence for every dimension,

provided that their mentor teacher had seen evidence of their practice and had indicated that it was being met satisfactorily. Possible reasons for this disparity in the levels of documented evidence may relate to the higher incidence of observation as a tool for checking evidence and the practice of a Provisionally Registered Teacher in the school sectors or the existence of external mentors in the early childhood sector (thus creating a greater need for documentary evidence due to the lesser opportunities to view practice), or the differences may simply highlight preferred methods of documenting evidence due to the practices and characteristics of each sector.

The possibility of being audited by the Teachers Council seemed to create additional pressure on Provisionally Registered Teachers and mentor teachers in the early childhood education sector in some cases. Fearing having to extend their time or being required to produce further evidence resulted in a tendency for some Provisionally Registered Teachers to produce a very large amount of evidence, and, in the opinion of the researcher, to "over document". One Provisionally Registered Teacher in the research had compiled two large spiral bound folders with an estimated 100 entries.

The findings of the success case studies also revealed a range of practices by mentor teachers in reviewing the evidence of the Provisionally Registered Teachers and checking and endorsing progress. These findings suggest that there is no singular "best practice" approach with regard to monitoring Provisionally Registered Teachers' progress. The key characteristics of the processes employed by mentor teachers in the success case studies included being responsive to the individual needs and progress of the Provisionally Registered Teacher, and "breaking down" the requirements into smaller goals, steps, or actions. The majority of mentor teachers described reading and checking the Provisionally Registered Teachers folder or evidence against the dimensions at various points, although a "checklist" approach was generally avoided. For external mentor teachers there was a greater reliance on written records and evidence due to the fact that the mentor teacher could not directly attest or observe the Provisionally Registered Teacher's competence in all areas relating to the dimensions.

In keeping with the concept of whanaunatanga and awhi approaches, in the Māori-medium settings the Provisionally Registered Teachers were given time for completion of registration by not focusing or limiting support to two years. On successful completion of registration there was also a whole-school celebration in order to acknowledge the achievements of the teacher and their new status. The practice of celebrating completion was also mentioned in some schools and in one early childhood education setting.

Further issues particular to Māori-medium settings

As the existing literature and research on Provisionally Registered Teachers has included a very limited consideration of Māori Provisionally Registered Teachers and Māori-medium settings,

there was concern that issues and themes presented in the literature matrix would not apply to Māori-medium settings. Sources such as Te Aho Matua and the early childhood curriculum *Te Whāriki* (Ministry of Education, 1996) were useful documents with which to compare and contrast the findings from the Māori-medium cases as they contain principles and content consistent with kaupapa Māori. Nonetheless the findings of the five Māori case studies showed that there are some features of induction in Māori medium settings which do overlap with features identified in other sectors, and which are identified in the existing literature matrix. Some of the features from the general literature which also pertain to the findings of the Māori-medium case studies included: wide support offered to the Provisionally Registered Teacher; willingness of more experienced staff to support Provisionally Registered Teachers; the valuing of the Provisionally Registered Teacher in the setting; location, and proximity of Provisionally Registered Teachers to mentor teachers within the setting; evidence of leadership within the kura or setting; the learning culture already established in the setting being reinforced through the induction process; and provision of documentation checking and feedback.

One of the differences from existing literature which has emerged from the research findings in Māori-medium settings pertains to the nature and understanding of mentoring in a kaupapa Māori context—"mentoring" that does not centre on individuals or a dual relationship, but on the much wider concept of whānau. An emphasis or privileging of the dual Provisionally Registered Teachers/mentor in the New Zealand literature may negate kaupapa Māori and the Te Aho Matua guidelines used by many of the settings in the five case studies. Te Aho Matua recognises that *all* of the staff, tamariki, and community are part of the whānau and therefore can take ownership of all things at the kura or kōhanga, including the support of Provisionally Registered Teachers. If concepts such as mentoring are to be understood and applied in a range of context and settings including Māori-medium settings, then they cannot be based on a Pākehā model. Further research which explores Māori concepts of mentoring, and the particular supports unique to Māori-medium settings, is warranted (see recommendations for future research).

The retention of teachers has been identified in the literature as a further challenge for Māori-medium settings (Mitchell & Mitchell, 1993; New Zealand Education Institute, 2006, cited in Cameron, 2007). However the findings of the Māori cases revealed strong staff relationships and adequate retention. Comment was made by participants in a couple of the mainstream primary schools (some with bilingual units) that retaining Māori staff was difficult and that "head-hunting" of good Māori staff (to work in government agencies) had occurred in their school in the past. The findings reveal that Māori expertise is in demand in many schools and that this places additional demands on teachers who are Māori.

The existing literature has also highlighted the high workload of teachers working in bilingual and total immersion settings (Kane, 2005; Mitchell & Mitchell, 1993; Rivers, 2006). This was captured in the findings of the Māori-medium case studies despite the research's focus on "success". The findings revealed that some of the significant factors affecting the workload of teachers included: a

lack of teaching and learning resources appropriate to Māori-medium teaching (resulting in teachers needing to create their own resources or adapt guidelines and curriculum ideas so that they are appropriate for use); the lack of external professional development related or appropriate to Māori-medium settings; the difficulty in obtaining relievers (with appropriate te reo Māori and teaching qualifications); and the effect of the commitment to consultation and involvement of wider whānau (requiring further time). The findings also identified challenges for Māori teachers in the mainstream primary sector as a result of extra workload and additional (cultural-related) responsibilities in their schools.

Limitations of the study

As in all research, it was difficult to gather consistent evidence to present as findings in some areas. The following factors have been identified as limitations of this research study's findings and are discussed in the following sections.

Lack of low deciles in some sectors

The range of deciles initially anticipated was limited due to late withdrawals by some schools and this needs be taken into account in the analysis of research outcomes. However the findings of the case studies where low deciles were included confirmed that successful practice was as equally evident in low deciles as it was in others (see Section 4 for details of deciles represented). Thus a lower decile ranking was not seen to be problematic or a deterrent to good induction practice. The findings of existing research on the induction and support of Provisionally Registered Teachers in New Zealand also show a lack of clarity with regard to the relative effects of decile rankings (Cameron, 2007; Education Review Office, 2004). The Education Review Office's (2004) study of the quality of second-year beginning teachers reported that a lower decile rating was not a distinguishing characteristic of "less than effective practice" (in relation to supporting beginning teachers). Similarly, in the same study the "good practice" exemplar group represented a range of deciles, although a greater number of this group were in medium decile (4–7) and high decile (8–10) ranges. Such findings suggest that the characteristics of "success" are much more varied and complex and may not be linked to decile. Further, more detailed investigation of the "good practice" and decile link would need to be conducted to discern patterns. The scope and size of this case study research was not large enough to examine this in significant detail.

Less range and depth in Māori-medium settings

Although this research framework was designed to enable Māori perspectives to emerge within Māori-medium and mainstream settings, the overall scope, timeline, and budget of this research did not allow for the self-determination of kaupapa Māori research. Such research would have required

a much more in-depth and long-term process whereby the whānau of each site lead and oversee the process in order to meet their own aspirations (in accordance with tino rangatiratanga). There is still a lack of evidence-based research within New Zealand that makes explicit the unique experiences and issues facing teachers in mainstream settings (see implications for future research section) using kaupapa Māori methodology and design.

Despite the limitations noted with this research, the original intent of allowing the Māori perspectives to emerge was somewhat achieved in the case studies reported upon.

Recommendations

All recommendations that are generated are derived from suggestions made by participants and from conclusions drawn from the researchers. Some of the recommendations also reflect recommendations previously made in the existing literature (where applicable this has been noted in brackets). Some recommendations apply to policy, some are general and apply to all four sectors, and some are specifically related to the sector.

Recommendations for policy

The recommendations for policy are that:

- mentor education and professional learning programmes be provided at a regional level (Cameron, 2007)
- mentor education and development be tailored and delivered with each sector in mind (Education Review Office, 2004). This could include an interpretation of meeting the Satisfactory Teacher Dimensions in relation to each sector (including the diversity within some sectors)
- support for mentors is flexible and responsive to the varying settings in which they work. For example, support for mentor teachers in small early childhood education settings or Māori-medium settings would need to be different from support offered to mentor teachers in secondary schools
- release time for mentor teachers is provided for and that this is a requirement of the funding (supported by the Education Review Office, 2004). This would allow for more observations and visits (particularly in external mentoring situations) and would relieve pressure on existing constraints across all four sectors. The early childhood education and Māori sector are currently under added pressure due to the difficulty in finding appropriate relievers (qualified, and with te reo Māori)
- external mentoring models or exemplars (particular to early childhood education currently) are further researched. An external mentoring model may have advantages in enhancing the

pedagogical learning of Provisionally Registered Teachers and could be appropriately used to respond to challenges in other settings (such as isolated Māori teachers in mainstream settings)

- expectations regarding the amount and range of documentary evidence in relation to the Satisfactory Teacher Dimensions produced by Provisionally Registered Teachers be clear and consistent (while allowing appropriate diversity amongst the sectors). Findings suggest that the amount of documentation and evidence in the early childhood education sector is considerably larger than in the secondary, primary, and Māori-medium school sector

- greater professional networks and information sites are established for mentor teachers and Provisionally Registered Teachers (both nationally and locally).

General recommendations for all sectors

General recommendations for all sectors are that:

- some form of manual, booklet or guidelines for induction is provided to Provisionally Registered Teachers (and preferably before the start of the school year or when they commence employment)

- more observations of others' practice is encouraged including across schools, and that observation be an important facet of induction (Cameron et al., 2006; Education Review Office, 2004)

- consideration is given to having a designated position (e.g. induction coordinator) rather than mentor teachers holding sole responsibility, as was evident in some early childhood and secondary settings

- mentor teachers make regular contact with Provisionally Registered Teachers (initial and ongoing)

- mentor teachers and Provisionally Registered Teachers work in close proximity, either in shared rooms, offices or by having classrooms that are close by (when mentors are internal to school or centre)

- formal times for Provisionally Registered Teachers are scheduled to meet and share experiences, apart from lunchtimes and breaks

- the extra responsibilities and roles of Provisionally Registered Teachers are reduced; for example, form teacher commitment in the secondary sector, extra-curricula commitments in all sectors, leadership roles in the early childhood education sector, additional cultural roles and responsibilities of Māori Provisionally Registered Teachers

- individual and external professional development is more strongly promoted for Provisionally Registered Teachers and this professional development relates to goals for induction and appraisal (also suggested by the Education Review Office, 2004).

For early childhood education sector

Recommendations for the early childhood education sector are that:

- further guidelines and requirements are provided appropriate to a range of early childhood education contexts (such as home-based care organisations)
- regional professional development and external support groups are established for mentor teachers (appropriate to range of early childhood education contexts)
- further information and guidelines about induction are provided to Provisionally Registered Teachers (including outline of funding entitlement) on completion of initial teacher education
- external mentoring relationships receive additional support and funding if and where necessary (to allow for release and relievers)
- further auditing and review in early childhood education sector of spending or use of the funding grant is undertaken (including the appropriate payment of mentor teachers)
- professional development and external support groups for Provisionally Registered Teachers are established
- equitable funding is made available for Provisionally Registered Teachers employed in long-term reliever positions (and changes are already in place for this in 2008).

For primary sector

Recommendations for the primary sector are that:

- a teacher is employed to cover release time for all inductees in the school, so relievers do not have to be found
- additional responsibilities of Provisionally Registered Teachers (including Māori Provisionally Registered Teachers in mainstream primary) are reduced or eliminated
- processes promote Provisionally Registered Teachers to work alongside Fully Registered Teachers in order to enhance the induction and preparation of some Provisionally Registered Teachers for the profession and specific teaching areas (a theme across the primary and secondary case studies was that some Provisionally Registered Teachers still felt unprepared for the realities of classroom life, and some curriculum areas)
- processes for sharing schemes of work are established (Provisionally Registered Teachers who received this support were immensely glad of this, as it substantially reduced time and stress levels in their first two years).

For secondary sector

Recommendations for the secondary sector are that:

- cross-curricular responsibilities are reduced or eliminated (to help Provisionally Registered Teachers to concentrate on one subject and so that they do not have to "move across school" to a range of different rooms with different equipment)
- it is highlighted to Provisionally Registered Teachers who to speak to about various things, even more than happens at present—this is important in large secondary schools
- a list of acronyms associated with school systems—and their meanings—is provided

- a buddy be available in the Provisionally Registered Teachers' own department, as well as a mentor teacher, if required
- there is more flexibility in the registration recording process (e.g. writing up reflections in a time and way that suits the school)
- timetables ensure common meeting times are available between mentor teachers and Provisionally Registered Teachers.

For Māori sector

Recommendations for the Māori sector are that:

- further consultation and clarification of what constitutes "success" or "best practice" in the Māori medium takes place. Definitions based on non-Māori indicators and descriptions, or the guidelines simply translated from a Pākehā model, need to be avoided. Māori themselves need to design and improve kaupapa Māori philosophy and processes for supporting Provisionally Registered Teachers
- professional learning and development be designed by and for Māori-medium contexts
- additional responsibilities of Provisionally Registered Teachers are reduced or eliminated
- existing support available specifically for Māori staff be surveyed, widely disseminated and, if possible, expanded
- written resources are linked with kaupapa Māori and written in te reo Māori
- teaching and learning resource appropriate to the Māori medium are developed
- alignment of the registration processes occurs with kaupapa Māori curriculum documents.

Implications for future research

There are several implications for further research that derive from this success case study research.

The potential effects of external mentoring

Further information and research is needed regarding different models of mentoring, including the potential benefits of external mentoring. Based on the findings from this study, external mentoring should not be regarded as an inferior form of mentoring, or a practice that exists only when there is a shortage of Fully Registered Teachers in the setting. Despite the convenience and obvious benefits of the close proximity found within the internal mentoring relationships, there may be disadvantages in the familiarity of the relationship which influences a colleague's ability to shift and challenge practice of a Provisionally Registered Teacher. Some international models of effective mentoring programmes exist that use an external mentor who is specifically trained to focus the Provisionally Registered Teachers professional growth through inquiry, instruction, reflection upon practice, and coaching (Gless, 2007).

Effects of mentor training on the quality of the mentoring process

This research was unable to determine the effects of mentor training on the mentoring process and subsequent learning of the Provisionally Registered Teacher because very few mentor teachers had any formal training for the role. Investigation of this effect would need to occur following the introduction of a mentor teacher training programme. Observations and descriptive records of the contact between the mentor teacher and Provisionally Registered Teacher (such as during feedback meetings, discussions, or pair teaching) might then reveal specific examples where support and guidance resulted in improved understanding or practice on the part of the Provisionally Registered Teacher.

Further research in Māori-medium settings

Further research which explores Māori concepts of mentoring and the particular supports unique to Māori-medium settings is warranted. The success case studies indicate that in a kaupapa Māori context, "mentoring" does not centre on individuals or a dual relationship, but on the much wider concept of whānau. There is also a lack of evidence-based research within New Zealand that makes explicit the unique experiences of Māori teachers using kaupapa Māori methodology and design. Given the very limited level of induction research inclusive of Māori-medium settings, an in-depth and focused investigation on this sector alone would be advantageous.

Identifying unique experiences and issues facing Māori teachers in mainstream settings

There is still a lack of evidence-based research within New Zealand that makes explicit the unique experiences and issues facing Māori teachers in mainstream settings. Further investigation of this is warranted.

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Glossary

Aheinga kōrero, aheinga whakaaro	freedom to speak, freedom to think openly
Ahuatanga ako	teaching practice, learning process
Ako	learn
Atua	God, higher power, supernatural being
Awhi	to embrace, cherish
Hapū	clan or section of tribe
Hui	meeting, gathering, assembly
Iwi	nation
Iwitanga	the customs of an iwi (tribe)
Kai	eat, food products
Kaiako	teacher; instructor
Kaitautoko	supporter; advocate
Kanohi-ki-te-kanohi	face-to-face
Kapa haka	Māori performing arts
Karakia	worship; prayer
Kaumātua	adult; old man; old woman
Kaupapa Māori	Māori centred philosophy
Kōhanga reo	Māori immersion early childhood setting
Kotahitanga	unity of purpose
Kuia	elderly woman, grandmother
Kura kaupapa	Māori primary school; school operating under Māori customs using Māori medium of instruction
Kura	school
Mahi	work

Mana	prestige/integrity/honour
Mana motuhake	separate identity, autonomy—"mana" through self-determination and control over one's own destiny
Manaakitanga	hospitality; kindness
Marae	Māori meeting place, comprising meeting house, dining house and courtyard
Mihi	greet
Ngā	the (plural)
Pākehā	foreign; foreigner (usually applied to white person)
Pou whakatauaki	support role within Ministry of Education
Powhiri	to welcome, invite
Rōpu rūmaki	Kaupapa Māori/Māori immersion teaching setting/group/unit within a mainstream school
Rūmaki unit	Māori immersion unit in a school
Taha wairua	spiritual essence
Tamariki	children
Tangata ngāwari, tangata tautoko	gentle, supportive person
Taonga	treasure, something highly valued
Te Aho Matua	the philosophical principles and values that embrace Māori knowledge, culture and beliefs. *Te Aho Matua o ngā Kura Kaupapa Māori* refers to the foundation document for kura kaupapa Māori. (This information is included within the New Zealand Teachers Council & Ministry of Education (2006) resource, *Towards Full Registration: A Support Kit*.
Te ao Māori	All aspects expressed in a Māori world view
Te ao nui ma ngā ngaru o te moana	Wider world, including the waves of the ocean
Te ira tangata	nature of humankind—providing an holistic approach to development (in context)
Te Kete Ipurangi	Ministry of Education website for education information and resources

Te Kotahitanga	A research project, led by Russell Bishop, investigating how years 9–10 Māori student achievement in mainstream secondary schools can be improved
Te puawaitanga o te reo Māori	The blossoming of the Māori language
Te reo Māori	Māori language
Te tino uaratanga	values, desires, ultimate aspirations
Tikanga Māori	Māori culture/customs
Tino rangatiratanga	self-determination
Tōhunga	expert, spiritual leader
Tuakana–teina	context of mentoring—older/younger, experience/inexperience, teacher/Provisionally Registered Teacher
Tumuaki	head; leader
Tupuna	ancestors
Wairua	spirit
Wairuatanga	spirituality
Wānanga unit	learning unit
Whaea	mother; aunty
Whakapapa	geneology
Whānau rūmaki	the wider family of a kaupapa Māori, Māori immersion setting
Whānau unit	group or family type unit
Whanaungatanga	process of getting to know each other; connecting
Whare	house
Wharekura	literally "school house", but also refers to kaupapa Māori/Māori immersion secondary schools.

Note: Definitions compiled from the *Concise Māori Dictionary* (Reed & Kāretu, 1988), *The Reed Concise Māori Dictionary:Te Papakupu Rapopoto a Reed* (Reed, 1998), and the online version of *Te Aka Māori-English, English-Māori Dictionary and Index* (www.maoridictionary.co.nz).

Appendix A: Focus group schedule

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NEW ZEALAND
Te Whare Wānanga o Wairaka

Induction of Provisionally Registered Teachers: Success Case Studies

Focus Group Schedule

_____

Karakia/Mihi/Waiata (clarify usual process for beginning meetings etc)

INTRODUCTIONS & OVERVIEW

(Researcher to introduce herself, explain background to research & focus group process & answer any queries/questions)

- Outline features of focus group discussion– collective and individual perceptions. We are interested in your shared/collective and individual experiences and perceptions of induction - don't think right/wrong. Encourage group to respond to each other – particularly if their perspective differs from previous speaker.
- Provide brief outline of research term 'induction' & associated terms (By induction we mean a range of possible processes: e.g. initial induction to school/centre (NB may not be applicable to ECE); formal/ or informal processes of support; advise & guidance; and the relationship/communication with those involved e.g. mentor teacher (MT) Provisionally Registered Teacher/s (PRT) Discuss these terms if different to context/sector)
- Outline questions & framework for this discussion:
    1. Introductory/think back questions (individual) - to get everyone talking!
    2. Transition questions- focus on this school/centre and the induction support within it
    3. Key Questions – an evaluation of your school/centre
    4. Issues from the Literature - Whole group discussion/interaction based on your responses to the literature - A3 matrix (pens, paper for writing your ideas and comments on too – with reference to your school/centre)
    5. Summary/Conclusion

_____

1.   Introductory Questions

(Researcher to encourage individual responses from all group members)

- Think back to your OWN initial experiences as a Provisionally Registered Teacher (PRT).
  - What was this time like for you?
  - What types of support do you recall receiving?
  - Anyone else have a different experience or perspective?

2.   Transition Questions

(Researcher to gain overall description whilst canvassing different experiences/perceptions from group)

- Describe/Outline the induction & support processes for Provisionally Registered Teachers here at _____ (name of school/centre)?
- When was it developed?

(Probing questions could include: why, how, key people involved. Explore perspectives of stakeholders – PRTs, Mentor teachers, Organisational managers, /principals etc)

3.   Key Questions

(Researcher to try and canvas different perspectives amongst group based on their position/role)

- Please imagine you are conducting an evaluation of the induction and support for PRTs here at _____ school/centre.
- What aspects would you identify that this school/centre does particularly well? (Exemplary practices, strengths)
- What are the distinguishing features of the induction and support for PRTs here at _____school/centre? (unique features, innovations, points of difference)
- What constraints and/or challenges in the induction and support of PRTs would you identify?
- Would you make any recommendations for improvement and enhancement of induction support in the school? If so, what/why?
- Thinking about the _____ sector more generally (Secondary, primary, ECE, Kohanga Reo etc), what do you think are the major issues or challenges that it faces? (e.g. funding, release, access to support/MT, environmental etc)
- What contextual support (information, tools, and approaches) is needed for the induction and support of PRTs to be more effective in your sector and in this school/centre specifically?
- What advice would you give to other schools/centres based on your experiences here at _____ school/centre?

4.   Responses to the Literature

**There will be some overlap with previous section responses; however this is an opportunity to revisit the school/centre process in relation to the literature.

Overview of Matrix

(Researcher to distribute large A3 copy of matrix to the group along with marker pens for them to record ideas and comments to the questions. Researcher to outline briefly the following points before asking questions of group)

a.   A review of the literature reveals some key factors for the induction and support of PRTs which we have presented on the matrix: *The MT/Supervisor; support networks &*

resources; and time and space. 3 further elements have also been presented in relation to these: *Issues for the PRT, contextual factors, and supportive/systematic induction practices.*

b.   In this focus group discussion we will be focusing specifically on the 2 right hand columns (**highlighted/indicated)**: the contextual factors and the supportive/ systematic induction practices. **(In the individual interviews we will explore some of the other issues specific to the PRT, MT etc)**

5.   Reflective discussion questions

(Researcher to hand out copies of the 4 questions to the group allowing them to drive the process of discussion. Encourage the group/individuals to record their ideas/write on the matrix. Note various contribution in group or prompt differing perspectives where appropriate)

- Which factors are visible in the practices/processes of this school/centre? *(Please record/write some examples alongside)*
- Which factors are *most relevant* to this school/centre?
- Which factors are less visible in this school/centre? *(please record/write examples of these)*
- Which aspects do you think are more/less important to the induction and support of PRTs? (Rank from 1 (most important) to 10 (least important))
- Are there any elements that you think are important which have <u>not</u> been included? (*Please record/write these where you think they could relate to the matrix)*

6.   Summary of Process/Conclusion

(Researcher to recap on ideas and issues discussed so far and present these to group)

- The focus of this discussion was to gain your perspectives about the induction and support of PRTs. Is there anything that you think we missed? Is there anything that you wanted to say that you didn't get a chance to say?

(Researcher closes focus group. Discusses procedure for transcribing and recording this information on case study report. You will be able to edit your own contribution/words before we use – researcher to suggest timeframe)

UREC REGISTRATION NUMBER: 2007.711

This study has been approved by the UNITEC Research Ethics Committee from 30 May to 31 November. If you have any complaints or reservations about the ethical conduct of this research, you may contact the Committee through the UREC Secretariat (ph: 09 815-4321 ext 7254). Any issues you raise will be treated in confidence and investigated fully, and you will be informed of the outcome.

Appendix B: Individual interview schedule

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Te Whare Wānanga o Wairaka

Induction of Provisionally Registered Teachers: Success Case Studies

Individual Interview Schedule

_____

OVERVIEW

(Researcher to provide overview of interview process: the focus to capture your own experiences, perceptions – particular to your role as MT/PRT etc)

Framework questions for this interview:

1.   Your own background

2.   Induction & Support in this school/centre

3.   Support processes for PRT and those that support PRT

4.   Experiences and examples from practice

_____

1.   Personal Background

(Researcher to gain background info to individual – in relation to school/centre, role and prior experiences)

- Tell me how you came to be at _____school/centre? (How long have you been here?
- Tell me about your educational background. (Prior educational experience, qualifications, experience, Prior experience in role as MT)

- *(PRT only)* What is your contractual position in the school - how does this impact on your role as PRT?

2. Induction & Support of PRTs in this school/centre

(Researcher to canvas more detailed individual/different perspectives than revealed in focus group discussion. Also reveal issues for this context/sector in particular – e.g complexities, issues, barriers, considerations)

- What do you think are the benefits of _____'s particular model/approach to Induction and support (e.g. off-site, internal, large group of PRTs etc)?
- What barriers have you had to overcome? (Sector/institution/individuals - how was this done?)
- What would be the ideal for you? (if you had a magic wand…)
- In your opinion what aspects of Induction and support for PRTs do you think this school/centre does well?
- How is the entitlement for PRTs (funding, release, support) spent/allocated?
- How is the allocation of a MT determined (and by whom)?

3. Support Processes for PRT—Your Own Role

(Researcher to ask questions below depending on the role of the person being interviewed. Adapt questions for mentor teachers/Supervisors or Principals/Managers)

Provisionally Registered Teachers (PRTs): *(Thinking about your role as a PRT….)*

- Where/from whom did you learn about the entitlements for PRTs? (provisional registration requirements and entitlements – release, funding, support etc)
- What helps/enables you in your role as _____the most? (What types of support have helped you?)
- Who are the key people who support and guide you? (Māori PRTs – whānau, hapu, iwi)
- How do you manage the expectations and requirements of a PRT (e.g. use of time, space, resources, others)?
- What specific sources/documents do you draw on to guide your own learning and teaching? (e.g. satisfactory teacher dimensions, models of reflection, curriculum documents etc)
- Any aspects that hinder your learning or induction support?
- Are you participating in any professional development/learning which relate to your role as a PRT? – If yes, how has this been useful?
- Are you in contact with other PRTs (Māori PRTs)?
- Māori PRTs – any further roles within the school outside of teaching responsibilities? e.g. role in ceremony, advising of tikanga in school/centre
- Tell me about a typical meeting/communication with your TT – (regularity, duration, forms of feedback, evidence of observation and feedback on evidence, guidance etc). Which aspects are the most helpful to you? (Māori PRT - knowledge/sharing of Tikanga Māori/Te Reo Māori, evidence of tapa wha, poutama, awhiowhio etc)
- What further support or guidance would you ideally want?
- What do you need in order to be more effective in your role as _____? (explore contextual supports, personal support, local support and wider support systems)?

mentor teachers/Supervising Teachers: *(Thinking about your role as a MT/Supervisor….)*

- What helps/enables you in your role as _____the most? (What types of support have helped you?)
- Who are the key people who support and guide you?
- Have you/are you attending any professional development/learning courses in relation to your role as a MT/Supervisor? – If yes, how has this been useful?
- How do you manage the expectations and requirements of a MT/Supervisor (e.g. use of time, space, resources, others)?
- In what ways do you think that being a MT/Supervisor has benefited your OWN teaching and learning?
- Tell me about a typical meeting/communication with your PRT – (regularity, duration, nature of meeting/discussion, type of feedback/guidance received, evidence of observation and feedback etc) (Māori PRT/TT – evidence of shared knowledge of Tikanga Māori/Te Reo Māori, Tuakana-Teina, whānaungatanga, manaakitanga, ako, wairua, te wheke, whare tapa wha, poutama, awhiowhio etc)
- What specific sources or documents do you draw on to guide the learning and teaching of the PRT? (e.g. satisfactory teacher dimensions, support kit, curriculum documents etc)
- Any aspects that hinder/restrict your ability to provide support and guidance?
- What further support would you ideally want?
- What do you need in order to be more effective in your role as _____? (explore contextual supports, personal support, local support and wider support systems)?

4. Closing Questions

(Researcher to ask both PRTs and MTs)

- What have been your greatest challenges as a _____?

  (Have these changed over time e.g. if year 2 PRT, if MT to more than one PRT, experienced MT or otherwise etc?)

- What have been your greatest rewards as a _____?
- What advice would you give to other_____ who support PRTs based on your own experiences? (tips, wisdom, anything you'd do differently?)