Induction and Mentoring Pilot Programme: Evaluation

Understanding Different Models of Mentoring and Induction: Delivery and Impacts

Meenakshi Sankar, Nicole Brown, Marinka Teague and Beenick Harding

New Zealand Teachers Council
Te Pouherenga Kaiako o Aotearoa

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

MARTIN'JENKINS

New Zealand
Teachers Council
Te Pouherenga Kaiako o Aotearoa

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Foreword

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

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

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

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

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

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

Dr Peter Lind
Director
New Zealand Teachers Council

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Background and methodology

In October 2008, the New Zealand Teachers Council (the Council) contracted MartinJenkins to undertake an evaluation of the Induction and Mentoring Pilot Programme. This report brings together the evaluation findings to make assessments about the utility, relevance, and impact of the *Draft Guidelines for Induction and Mentoring Programmes and for Mentor Teacher Development in Aotearoa New Zealand* (the *Draft Guidelines*) (New Zealand Teachers Council, 2009). A copy of the *Draft Guidelines* can be found in Appendix A.

The design and development of the Induction and Mentoring Pilot Programme were driven by the Council's primary goal to ensure that induction and mentoring programmes accessed by Provisionally Registered Teachers (PRTs) in Aotearoa New Zealand were of high quality, responsive to the needs of PRTs, supported by other professional leaders, and implemented appropriately by trained mentor teachers. The Induction and Mentoring Pilot Programme aimed to identify effective models of induction and mentoring that could be implemented in all settings where PRTs were employed. To this end, one educational provider from each of the four education sub-sectors was contracted to design and deliver induction and mentoring pilot programmes.

- The early childhood education (ECE) induction and mentoring pilot programme was developed by New Zealand Kindergartens Incorporated (NZK). This one-year pilot involved a series of regional workshops in 2009, with mentors also attending a two-day national workshop/hui. In total, the pilot involved 54 mentors and 52 PRTs from five kindergarten associations in three regions.
- The primary–intermediate induction and mentoring pilot programme was developed by the University of Auckland. Six Auckland schools participated in the two-year programme which took a systemic, comprehensive whole-school approach to the induction and mentoring of PRTs. The pilot involved six principals, 31 mentors, 36 PRTs, and 134 teaching staff.
- The secondary induction and mentoring pilot programme was developed by Massey University. Six schools from three regions were paired to work together over the two-year period, with a focus on developing mentors through the support of PRT Coordinators and Specialist Classroom Teachers (SCTs). The pilot involved six principals, 38 mentors, and 74 PRTs and other mentees.
- The Māori medium induction and mentoring pilot programme was developed by Te Whare Wānanga o Awanuiārangi. It involved a mix of mentors and PRTs from kura kaupapa Māori, kōhanga reo, Māori immersion classes in the mainstream, and wharekura in the Bay of Plenty. They took part in an 18-month programme that drew on the strengths of a kaupapa Māori framework.

Evaluation purpose and approach

The purposes of the evaluation were:

- to examine the design and implementation of the four sector-specific induction and mentoring pilot programmes, identifying opportunities and challenges in order to ensure the steady progress of the Induction and Mentoring Pilot Programme and support it to meet its stated objectives
- to identify the outcomes achieved by the Induction and Mentoring Pilot Programme over the two-year implementation period, highlighting ways in which the Council can enhance its ability to support the sector to deliver high-quality induction and mentoring for teachers in Aotearoa New Zealand.

The evaluation comprised an initial three-month Evaluability Assessment phase to develop and agree on an appropriate design for the evaluation of the Induction and Mentoring Pilot Programme. This was followed by a more in-depth evaluation phase, encompassing a six-month formative evaluation and an in-depth outcomes evaluation. The year-one outcomes evaluation included all four pilots, while year-two was limited to the primary–intermediate and secondary pilot programmes, as these ran for two years. Copies of the data collection instruments used at each phase can be found in Appendix B.

The findings summarised

A key outcome for the Induction and Mentoring Pilot Programme was the development of a model for induction and mentoring across the different education sub-sectors in Aotearoa New Zealand. Year-one evaluation findings led to the development of an analytical framework to describe the short- to medium-term outcomes of the Induction and Mentoring Pilot Programme (see Figure 1).

Assessing the value of the *Draft Guidelines*

A primary objective of the Induction and Mentoring Pilot Programme was to test the *Draft Guidelines* and determine their relevance and utility for lifting the quality of induction and mentoring practices across multiple education sectors. Comparing and contrasting findings from across the pilots revealed that the *Draft Guidelines* acted as a catalyst for change and led to substantive shifts in induction and mentoring practice across all participants. Specifically, the *Draft Guidelines*:

- clarified the mentoring role and the expectations and competencies required of mentors
- helped ECE and school leaders review and refine current induction and mentoring systems
- informed the development of a potential curriculum for mentor development
- provided a framework for linking induction and mentoring with the *Registered Teacher Criteria* (New Zealand Teachers Council, 2010).

Figure 1: Analytical framework showing the outcomes achieved by the Pilot Programme

Longer term outcomes	**Improved consistency and coherence across the sector with respect to induction and mentoring practices**			
Medium term impacts	Better, more efficient co-ordination and use of school/centre resources	Stronger linkages between I&M and RTCs	Increased alignment between PRT needs & mentoring practices	Opportunities for networking between schools to support PRTs
Short term impacts	Development and formalisation of induction plans within schools and centres	Increased understanding of what constitutes effective I&M practices in the context of New Zealand	New skills, knowledge and understandings acquired by participants	Increased confidence and clarity of expectations of mentors – giving the practice a 'voice'
The 'Project'	**Pilot sites encouraged to trail different approaches to implement/apply Draft Guidelines in their contexts** Auckland UniServices (2 years)	Massey University (2 years)	New Zealand Kindergartens Incorporated – regional networks (1 year)	Te Whare Wānanga o Awanuiārangi (18 months)
The 'Lever' for affecting change in L&M practices	**Draft Guideline as the Intervention**			

Use of Draft Guidelines to validate / support I&M models

Use of Draft Guidelines as a catalyst for improvement

Draft Guidelines as valuable context within which to test RTCs

Short-term outcomes

The Induction and Mentoring Pilot Programme led to significant shifts in mentors' and ECE and school leaders' understanding of what constitutes effective mentoring and provided the knowledge and theoretical basis that influenced, supported, and shaped mentoring practice. These shifts occurred within the first year of the Induction and Mentoring Pilot Programme and included:

- the development and formalisation of induction plans within kindergartens, ECE centres, and schools
- increased understanding of what constitutes effective induction and mentoring practices in the context of Aotearoa New Zealand
- new skills, knowledge, and understanding acquired by participants
- increased mentors' confidence and greater clarity of expectations of mentors.

Medium-term outcomes

These short-term outcomes set the backdrop for the achievement of the medium-term outcomes. The primary–intermediate and secondary induction and mentoring pilots were well positioned to demonstrate progress towards medium-term outcomes as these were contracted to run for two years. At the conclusion of the year-one outcomes evaluation, the cumulative impact of achieving the

short-term outcomes was identified. The expectation was that the following outcomes were possible or likely to eventuate once the short-term outcomes had been embedded into ECE or school culture and practice:

- better, more efficient coordination and use of ECE or school resources
- stronger linkages between induction and mentoring and the *Registered Teacher Criteria*
- increased alignment between PRT needs and mentoring practices
- increased opportunities for networking within the ECE and school sectors to support PRTs.

Recommendations

To help strengthen the *Draft Guidelines*:

- make stronger links between the *Draft Guidelines* and the *Registered Teacher Criteria*
- provide clear definitions of terms and key concepts to ensure consistency in their interpretation
- review terms such as "change agent" to relate them to the real-world context of mentors
- highlight the critical role of principals and ECE or school leaders in creating a culture that supports PRT learning and success.

To facilitate the shift to educative mentoring:

- offer professional development training programmes focused on building mentor skills and understanding of the *Draft Guidelines*
- provide professional development for ECE and school leaders that acknowledges the critical role they play in induction and mentoring of PRTs
- expand the coverage of induction and mentoring beyond PRTs to include overseas trained teachers (OTTs), teachers who have been out of the school environment, heads of department (HODs) who mentor teachers within their department, and associate teachers who oversee student teachers
- leverage existing networks and communities of learning, rather than creating new ones, to make efficient use of resources
- create best practice guidelines, using examples from the Induction and Mentoring Pilot Programme to showcase how schools and ECE centres have benefited from investing in induction and mentoring and the challenges faced in achieving success.

1. Introduction

This chapter describes the context within which the New Zealand Teachers Council's Induction and Mentoring Pilot Programme was designed and implemented across the different education sectors in Aotearoa New Zealand: early childhood, primary–intermediate, secondary, and Māori medium. It also identifies the high-level intended outcomes of the programme.

This report presents the findings from the evaluation of the Induction and Mentoring Pilot Programme commissioned by the New Zealand Teachers Council (the Council) and conducted between October 2008 and December 2010. The aim of the programme was to pilot approaches to induction and mentoring with a view to identifying lessons that could be applied in different settings (namely, early childhood education (ECE), primary–intermediate, secondary, and Māori medium contexts) to support Provisionally Registered Teachers (PRTs) to become effective teachers for diverse ākonga/learners in Aotearoa New Zealand. The evaluation was designed to be formative and summative in nature and included both qualitative and quantitative methods to build a deeper understanding of what works in induction and mentoring teacher development and support in these different contexts.

This report brings together the findings from the evaluation of the programme and presents evaluative conclusions about the utility, relevance, and impact of the *Draft Guidelines for Induction and Mentoring Programmes and for Mentor Teacher Development in Aotearoa New Zealand (Draft Guidelines)* (New Zealand Teachers Council, 2009). It also includes recommendations for finalising the *Draft Guidelines*. Where appropriate, the report compares and contrasts the achievements of the different sector-specific induction and mentoring models developed and employed to support PRTs. In doing so, it identifies cross-sector and sector-specific insights into "what works" in induction and mentoring teacher development, focusing particularly on the sustainability and transferability of the findings. The challenges and opportunities arising from the Induction and Mentoring Pilot Programme are also presented, along with the policy implications for the Council.

Induction and mentoring in Aotearoa New Zealand

In Aotearoa New Zealand, graduates from approved initial teacher education programmes who are granted provisional registration status by the Council undergo a period of on-the-job advice and guidance, usually for two years, before applying for fully registered teacher status. During this period, a PRT is entitled to a structured programme of mentoring, professional development, and observation, with targeted feedback on their teaching and regular assessments based on standards for full registration. At the end of this period, the mentor uses the information gathered to assess if the

PRT meets the Council's standards. It is on the basis of this attestation, and satisfaction that the PRT has met all the conditions, that the Council grants full registration to the teacher.

The purpose of induction and mentoring

The quality of induction and mentoring offered to PRTs is critical to enabling all PRTs to achieve full registration as a teacher in Aotearoa New Zealand. Systematic and ongoing support to PRTs, and mentoring of new entrants to the profession, ensures that the profession progressively improves its ability to contribute to equitable learning outcomes for all learners.

In Aotearoa New Zealand, the provisional registration period of induction and mentoring therefore has a twofold purpose.

- It is intended to be developmental, in that it enables recently qualified teaching graduates to develop their practice through ongoing inquiry into their own teaching.
- It is intended to provide an opportunity for teachers to continue their learning and development and progress towards demonstrating the meeting of the *Registered Teacher Criteria* (New Zealand Teachers Council, 2010).

For these reasons, the Council has a deep interest in continually strengthening induction and mentoring practices for PRTs so as to support the PRT to provide high-quality teaching and learning. It thus commissioned the *Learning to Teach* (Cameron, Dingle, & Brooking, 2007) research programme in 2007.

Learning to Teach comprised an international literature review (Cameron, 2007), a national survey and focus groups with teachers who had recently completed their provisional registration (Cameron et al., 2007), and a series of case studies focusing on exemplary induction practices in a range of settings (Aitken, Ferguson, McGrath, Piggot-Irvine, & Ritchie, 2008). This research revealed that the quality of current induction and mentoring practice in Aotearoa New Zealand was highly variable, notwithstanding examples of excellent practice. It emphasised that particular effort was needed to improve the quality of mentor teachers, since skilled mentoring was an essential precursor to effective support and guidance for PRTs.

The *Learning to Teach* research also identified the immediate and longer-term consequences of poor or inadequate induction programmes (Cameron et al., 2007, pp. 103–111). These included poor retention of early-career teachers and a failure to strengthen the quality of learning in teachers' most professionally formative years. In the longer term, this failure translated into a missed opportunity to strengthen the quality of teaching in the profession.

The *Learning to Teach* findings were of direct concern to the Council. As the professional and regulatory body for teachers in English medium and Māori medium settings in kindergartens, ECE centres, schools, and other related educational institutions, the Council's primary objective is to support the professional status of teachers and high-quality teaching and learning through its mandated functions. These functions include:

- registering teachers
- approving programmes for initial teacher education
- engaging in research and other professional projects to support teachers
- supporting maintenance of professional standards through competence and discipline processes.

The *Learning to Teach* findings pointed to the need to strengthen induction and mentoring practices. More specifically, they identified the need to develop suitably supported and qualified mentors and the need to generate sector commitment to enhanced practice, both of which are key areas of focus for the Council. To achieve these objectives, the Council worked closely with other education sector stakeholders. Its aim was to ensure that its recommendations would help maintain high-quality professional development practices across all "entry" and "exit" points within the profession: from initial teacher education to induction of newly qualified teachers and ongoing teacher development. Its partners thus included the Ministry of Education, New Zealand Qualifications Authority, Tertiary Education Commission, Careers New Zealand, and the Educational Review Office.

In line with its responsibilities, the Council developed policy documents and standards to assist schools (and subsequently the ECE sector) in developing appropriate processes for induction of their PRTs. The most important of these are as follows.

The Towards Full Registration *handbook*

Towards Full Registration: A support kit (Ministry of Education & New Zealand Teachers Council, 2006) is a resource handbook developed in consultation with the sector in 2004 and substantially revised in 2006 and again in 2009. The handbook describes the characteristics of effective induction and mentoring programmes and provides substantial practical templates for kindergartens, ECE centres and schools to use. It does not provide any specific information regarding development or support for mentor teachers and is focused on the registration process rather than professional growth of mentors.

The Satisfactory Teacher Dimensions

The *Satisfactory Teacher Dimensions* described the criteria required to be met by all fully registered teachers in Aotearoa New Zealand. It was reviewed in light of the *Learning to Teach* findings and revised following additional consultation with the sector and a reference group. The revised standards are referred to as the *Registered Teacher Criteria*. They were released in October 2007, piloted in 2009, and approved and finalised in late 2009. During the first year of the Induction and Mentoring Pilot Programme, the sector-specific pilots used the draft *Registered Teacher Criteria*.

The Draft Guidelines

Although broad guidelines for induction and mentoring were outlined in the *Towards Full Registration* handbook, the *Learning to Teach* findings indicated a need for more detailed information to support the development of mentor teachers across all sectors. In response to this, the

Council developed the *Draft Guidelines* to supplement existing documentation (see Appendix A). The *Draft Guidelines* included vision statements for effective mentor development and effective PRT induction and described the principles of effective induction and mentoring practice. Importantly, the *Draft Guidelines* also outlined essential components of quality mentoring and the key knowledge, skills, and dispositions required of an effective mentor.

The *Draft Guidelines* were finalised and published in 2011 as *Guidelines for Induction and Mentoring and Mentor Teachers* (New Zealand Teachers Council, 2011).

The Council's Pilot Programme

As noted earlier, the Council's primary goal was to ensure that induction and mentoring programmes accessed by PRTs in Aotearoa New Zealand were high-quality and responsive to the needs of PRTs; supported by other professional leaders; and implemented by appropriately trained mentor teachers. These elements collectively contributed to supporting PRTs to become effective teachers and achieve equitable learning outcomes for all learners. This led to the design and development of the Induction and Mentoring Pilot Programme. The programme was aimed at identifying effective models of induction and mentoring that could be implemented in all settings where PRTs were employed in order to support PRTs to become effective teachers for diverse ākonga/learners in Aotearoa New Zealand and to enable them to fulfil the requirements for full teacher registration.

Specifically the Induction and Mentoring Pilot Programme:

- explored a range of models for mentor teacher development and support in four education sub-sectors (that is, ECE, primary–intermediate, secondary, and Māori medium)
- trialled the newly created *Draft Guidelines*.

To this end, one educational provider was contracted to design and deliver an induction and mentoring pilot programme within each of the four education sub-sectors (see Table 1).

Table 1: The four sector-specific pilot programme providers

Pilot programme provider	Sector
New Zealand Kindergartens Incorporated	Early childhood education
University of Auckland	Primary–intermediate education
Massey University	Secondary education
Te Whare Wānanga o Awanuiārangi	Māori medium education

Intended outcomes

The Induction and Mentoring Pilot Programme was expected to result in a range of outcomes for project participants, for the Council, and for the sector as a whole.

The short- to medium-term intended outcomes of the Induction and Mentoring Pilot Programme were as follows.

- Generate clear and robust recommendations to the Council in relation to:
    - effective induction and mentoring practices relevant to the different sub-sectors
    - the utility and relevance of the *Draft Guidelines* as a tool for strengthening induction and mentoring practices in each sector
    - specific implementation of "constraints" and "enablers" relevant to strengthening induction and mentoring practices in each sub-sector
    - development of shared understandings about appropriate and effective induction and mentoring models emerging among sector groups participating in the pilot programme.
- Finalise the *Draft Guidelines* to shape practices across the various sub-sectors through:
    - recommendations about the structure and content of a suggested tertiary qualification for mentors that could be promoted by the Council to providers and the Tertiary Education Commission
    - enhanced communication and support to the sector as a whole to enhance the quality of current induction and mentoring practice (with supplementary tools to complement the high-level principles described in the *Draft Guidelines*)
    - research-informed policy advocacy, particularly relating to the implementation constraints associated with improving the quality of current practice.

The long-term, sector-level intended outcomes of the Induction and Mentoring Pilot Programme were:

- gain critical mass and commitment to enhanced mentor development and PRT induction practices within and across all sectors
- promote increased and sustainable participation in and support for effective mentor development and PRT induction programmes within and across all sectors (that is, through programmes provided by the sector rather than directly funded by the Council, as was the case in the Induction and Mentoring Pilot Programme)
- facilitate induction and mentoring practices that reflected principles of best practice and the finalised *Draft Guidelines* (that is, the *Guidelines for Induction and Mentoring and Mentor Teachers)*
- support PRTs' practical knowledge and skill development early in their careers
- seek commitment from professionally engaged teachers to ongoing inquiry to enhance their own teaching practices and those of their colleagues
- build a community of effective teachers for diverse ākonga/learners in Aotearoa New Zealand.

To fulfil their responsibilities within the trial, each provider drew on the *Draft Guidelines* to design and implement induction and mentoring activities relevant to their context. Each was also required to research and evaluate these activities in order to:

- monitor their effectiveness in developing mentors' skills and supporting PRTs and mentors to work more effectively together
- determine the value and merit of the *Draft Guidelines*
- identify specific implementation "constraints" and "enablers" associated with strengthening induction and mentoring practices in their sub-sector.

2. Methodology

This chapter outlines the purpose of the evaluation of the Induction and Mentoring Pilot Programme and the approach taken. It describes the activities carried out over two years in two evaluation phases (the evaluability assessment phase and in-depth evaluation phase) designed to help keep the sector-specific pilots on track and identify the outcomes achieved.

Evaluation purpose and approach

The Council recognised the need for the Ministry of Education and other sector stakeholders to have confidence in the *Draft Guidelines* and models of induction and mentoring identified by the Induction and Mentoring Pilot Programme. To this end, the Council commissioned MartinJenkins to undertake a comprehensive evaluation of the programme. The purpose of the evaluation was to:

- examine the design and implementation of the four sector-specific induction and mentoring pilot programmes, identifying opportunities and challenges in order to ensure the steady progress of the Induction and Mentoring Pilot Programme and support it to meet its stated objectives
- identify the outcomes achieved by the Induction and Mentoring Pilot Programme over the two-year implementation period, highlighting ways in which the Council can enhance its ability to support the sector to deliver high-quality induction and mentoring for teachers in Aotearoa New Zealand.

The evaluation approach comprised an evaluability assessment phase (to develop and confirm an appropriate design for the evaluation of the Induction and Mentoring Pilot Programme) followed by a more in-depth evaluation phase, encompassing formative and outcomes evaluation components.

Phase one: Evaluability assessment (November 2008–February 2009)

The core purpose of the evaluability assessment was to clarify implementation of the Induction and Mentoring Pilot Programme and understand the operational context of each of the four sector-specific pilots. An intervention logic diagram (see Figure 2) was developed to build a shared understanding of implementation and to articulate the links between pilot activities and intended outcomes.

Figure 2: Intervention logic diagram
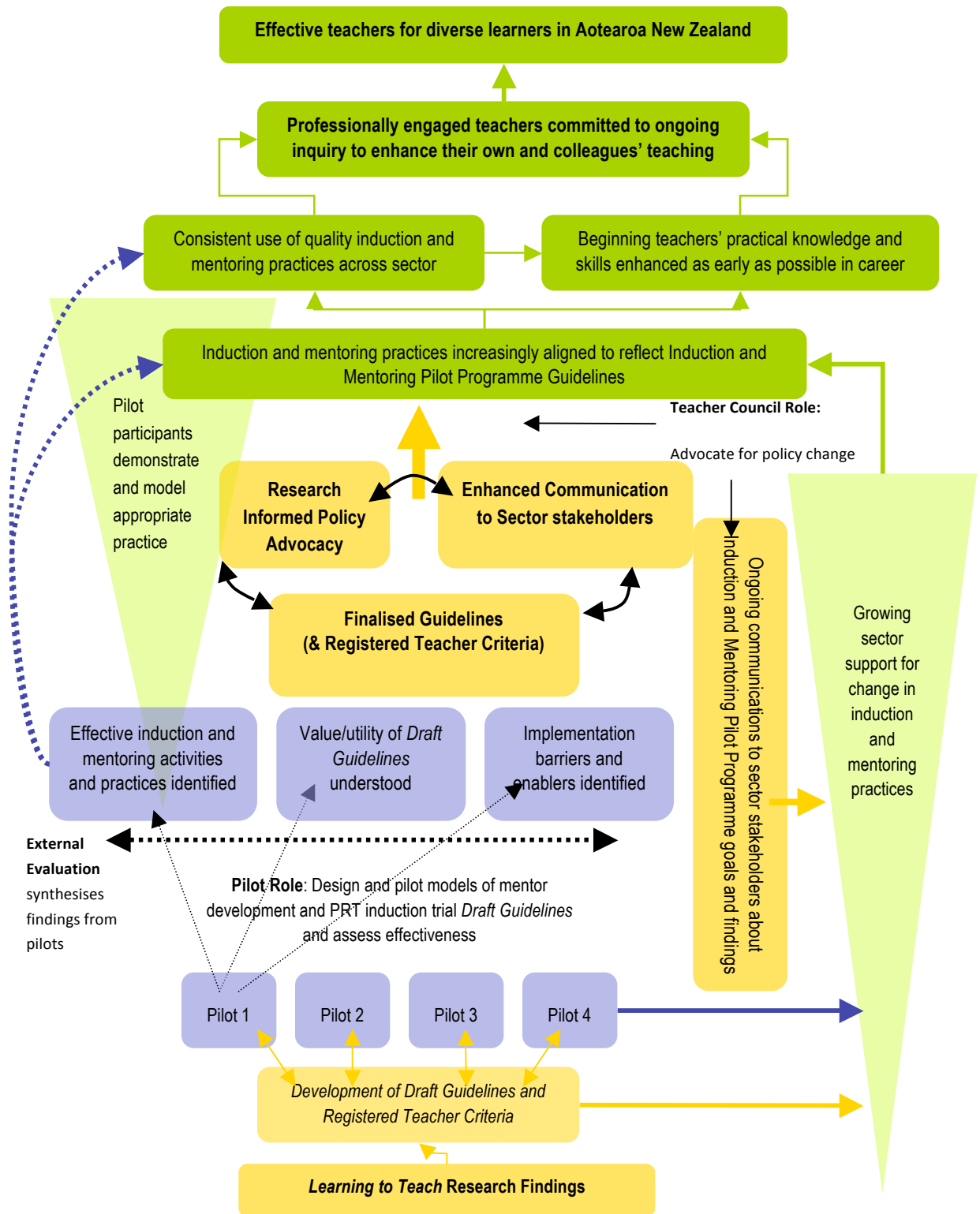
The findings from the evaluability assessment phase informed the scope, design, and timelines for the main evaluative inquiry in phase two, and also established the framework for the evaluation plan. An evaluability assessment report was submitted to the Council in February 2009.

Phase Two: In-depth evaluation (March 2009–January 2011)

This phase comprised the main evaluation and included both formative and outcome evaluation components. The specific objectives of each component were as follows.

Formative evaluation

Formative evaluation undertaken between February 2009 and August 2009 examined the design and implementation processes used by the Council and by pilot providers. It identified opportunities and challenges to help support the Induction and Mentoring Pilot Programme as a whole to stay "on track" and meet its stated objectives. The findings from the formative evaluation phase were submitted to the Council in August 2009.

Outcomes evaluation

Outcomes evaluation undertaken between September 2009 and January 2011 involved an assessment of learning across the four pilots with a view to identifying the value, utility, and merit of the four induction and mentoring pilot programmes and the *Draft Guidelines*. Assessment of these issues will support the Council to:

- finalise the *Draft Guidelines* and develop supplementary tools or resources to facilitate its use by the different sectors
- generate and maintain sector-wide commitment to enhanced induction and mentoring practice
- advocate for policy change as necessary to promote effective high-quality induction and mentoring practice.

The outcomes phase was further broken into two sub-phases to align the evaluation activities to the timelines of each pilot. The ECE sector pilot was a one-year programme; the primary–intermediate and secondary pilots were two-year programmes; and the Māori medium school pilot ran over an 18-month period.

The two sub-phases are referred to as year-one (September 2009–February 2010) and year-two (April 2010–January 2011) in this report to signal the different data collection points. Year-one analysis included all four pilots and a report that was submitted to the Council in February 2010. Year-two analysis is limited to the primary–intermediate and secondary pilots. This final report is a synthesis of all phases and includes findings gathered in year-two. Copies of the qualitative data collection instruments used at each phase can be found in Appendix B.

Contextual considerations

The evaluability asssessment uncovered a range of important contextual considerations that influenced and shaped the design of the in-depth evaluation activities.

- Each pilot evolved and developed iteratively in response to its own context, which made comparisons across the pilots challenging.
- There were challenges in terms of disentangling the value and contribution of the *Draft Guidelines* from the different models of induction and mentoring being piloted as the two were inextricably linked during implementation.
- There was variable understanding of the Induction and Mentoring Pilot Programme's purpose among pilot providers, and their evaluation capabilities also differed.
- There were significant differences in the way in which the *Draft Guidelines* were applied within each pilot. While the *Draft Guidelines* were central to the design of each pilot project, the Council encouraged each pilot to apply them flexibly and as appropriate for its context.

From an evaluation perspective, this meant that there were no standard criteria that could be applied to allow comparisons across the pilots. These issues and their implications were reiterated during the formative phases of the evaluation and influenced the overall evaluation approach.

Principles underpinning the approach

The issues identified during the evaluability asssessment and their implications influenced the subsequent design of the in-depth evaluation phase. The principles that underpinned the approach and design of the in-depth evaluation phase are outlined below.

Common evaluative measures

Common evaluative measures were used wherever possible to facilitate comparisons across the four sector-specific pilot programmes. To design these measures, four sets of common evaluative questions were identified: each set broadly reflecting a different stage of the induction and mentoring process. These sets provided a framework to guide the research activities of each sector-specific pilot programme and establish a focus for the external evaluation. The full set of common evaluative questions can be found in Appendix E.

Mentors' survey

A survey was used to assess the extent to which mentors' perceptions changed over the course of their participation in the sector-specific pilot programmes. It compared mentors' perceptions of effective induction and mentoring and of their skills and knowledge with the dimensions of effective practice outlined in the *Draft Guidelines*. The survey was administered at the outset and end of the Induction and Mentoring Pilot Programme as a whole.

Ongoing evaluative support

To boost the evaluation capability of the four sector-specific pilot programmes, ongoing evaluative support was provided. This support included capacity-building activities and ongoing communication about the purpose of the evaluation.

Periodic review and reflection

The evaluation process also included periodic review and reflection to clarify that the Induction and Mentoring Pilot Programme's core objectives were being achieved and to support the sector-specific pilot programmes in achieving them.

Integrated reporting

As far as was possible, the reporting requirements for the external evaluation and the individual pilot programme evaluations were integrated to reduce the reporting burden on the pilot sites while also maintaining focus on the Induction and Mentoring Pilot Programme's core objectives. This was done by developing a standard set of milestone reporting requirements that were relevant to both the pilot sites and the external evaluation team.

Pilot programme providers were required to submit milestone reports to the Council every three months, outlining key activities undertaken during the quarter and highlighting achievements and anticipated challenges. These reports were made available to the evaluation team. Since the four sector-specific pilot programmes ran to different timeframes, the evaluation considered four milestone reports from both the ECE and Māori medium pilot programmes and seven from both the primary–intermediate and secondary pilot programmes.

Evaluation phases and key activities

The evaluability assessment in phase one identified the need to break down the in-depth evaluation phase into three broad steps:

1. Formative evaluation to understand each sector-specific pilot programme's design and implementation issues and challenges (February 2009–August 2009).
2. Year-one outcomes evaluation to assess outcomes achieved by each of the sector-specific pilot programmes in the first year (September 2009–February 2010).
3. Year-two outcomes evaluation to identify (to the extent possible) the collective impact of the four sector-specific pilots (April 2010–January 2011).

The steps described above were implemented sequentially to ensure that each step was informed by the previous step. Table 2 provides an overview of the activities undertaken within each step and identifies time frames, evaluation focus areas, and data sources. The evaluation used a mixed-methods approach to build a comprehensive picture of the outcomes achieved by the Induction and

Mentoring Pilot Programme. This allowed for triangulation of findings across the different data sources and contributed to the rigour of the data collection and analysis processes.

Table 2: Overview of evaluation activities

Phase	Evaluation focus	Time frame	Data sources
Phase one: Scoping			
Evaluability assessment November 2008 –February 2009	• Build an understanding of the operational context for each pilot • Identify the opportunities and challenges in undertaking an external evaluation of the Induction and Mentoring Pilot Programme • Develop and evaluation plan for undertaking the external evaluation	November 2008 –December 2008	Desk review of relevant project documentation including: • pilot proposals • the first milestone reports (#1) • published research
		November 2008	Face-to-face interviews with members from each pilot team: • primary–intermediate: 2 • secondary: 4 • ECE: 2 • Māori medium: 3
		December 2008	Face-to-face interviews with key project stakeholders (members of the Council project team and the Project Steering Group) (n=4)
		January 2009	Workshop with the Project Steering Group to test and validate emerging ideas for evaluation design and inform phase two
Phase two: External evaluation			
Formative evaluation March 2009– August 2009	• Understand the extent to which each pilot's implementation matched with what was intended • Identify key enablers and barriers so as to improve implementation • Establish a baseline to help monitor and track changes in knowledge, skills, and confidence of mentors	March 2009	Baseline online survey of mentors (n=153; response rate of 68%), all sector-specific pilot programmes

Table 2 (continued)

Phase two: External evaluation			
Phase	**Evaluation focus**	**Time frame**	**Data sources**
		May 2009–June 2009	Combination of telephone and face-to-face interviews with: • representatives from all four sector-specific pilot providers (n=8) • a sample of sector-specific pilot participants (n=8) (principals, PRT Coordinators/SCTs*, and mentors)
		Milestone report #2: April 2009	Review of sector-specific pilot providers' milestone reports (#2 and #3)
		Milestone report #3: August 2009	
Year-one outcomes evaluation October 2009–January 2010	Assess the extent to which short-term outcomes of the Induction and Mentoring Pilot Programme were achieved: • In what ways has the Induction and Mentoring Pilot Programme contributed to improving mentoring practice? • What new knowledge and skills were gained? • What actions were taken by schools to integrate learnings into their induction and mentoring systems and processes? • What lessons can be learnt from the Induction and Mentoring Pilot Programme for improving induction and mentoring practices more generally?	November 2009	Repeat of online survey of mentors in the ECE and secondary pilot programmes (n=47; response rate of 67.1%)
		November 2009 –December 2009	• Face-to-face interviews with key personnel from each of the four sector-specific pilot providers (n=6) • Telephone interviews with pilot participants across the four sector-specific pilots (n=16-24); approximately 4-6 interviews for each pilot (a mix of school principals, PRT Coordinators/SCTs, mentors, and PRTs)

* SCT = Specialist Classroom Teacher

Table 2 (continued)

Phase two: External evaluation			
Phase	**Evaluation focus**	**Time frame**	**Data sources**
		December 2009	Review of sector-specific pilot providers' milestone report (#4)
Year-two outcomes evaluation April 2010–January 2011

This phase focused on two of the four sector-specific pilot programmes, namely primary–intermediate and secondary, which were funded for two years | • Identify the contribution and value of the Induction and Mentoring Pilot Programme in improving induction and mentoring practices in schools
• Assess the extent to which the short-term outcomes identified in year-one had sustained and the enablers and barriers to achieving sustainability goals
• Identify achievements against the intended medium-term outcomes
• Identify lessons learnt from the Induction and Mentoring Pilot Programme more generally for the sector | October 2010 | Repeat of online survey for mentors in the primary–intermediate pilot programme (n=13; response rate of 61.5%) |
| | | November 2010 | Data collected from secondary pilot programme participants through:
• focus groups with PRT Coordinators/SCTs and mentors (n=4)
• focus groups with PRTs (n=4)
• interviews with school principals (n=4) |
| | | November 2010 | Data collected from primary–intermediate pilot programme participants through:
• school principals (n=2)
• focus group with mentors (n=1)
• focus group with PRTs (n=1) |
		Milestone report #5: April 2010	Review of primary–intermediate and secondary pilot providers' milestone reports (#5, #6, and #7)
		Milestone report #6: August 2010	
		Milestone report #7: December 2010	

Limitations

The purpose of the mixed-methods design was to use the strengths of each method to counteract the weaknesses of others, thereby contributing to a more robust overall evaluation design. However, all evaluation designs have inherent limitations and these are discussed below.

- The small sample sizes in each survey mean that testing for statistically significant change was not possible and looking at percentage change does not always truly reflect the scale of the change. For this reason, some of the survey data have been presented using frequencies rather than percentages to show small-scale changes in mentor responses across the pilots. Therefore, the analysis of quantitative data has been strengthened by drawing on the qualitative data and milestone reports from the sector-specific pilot programme providers.
- Finite resources and differences in the implementation timelines and duration of the four sector-specific pilots meant that we were not able to pursue all lines of inquiry at the same time. Therefore data has been collected at different times, which posed challenges to the evaluation.
- We have relied on the subjective view of interviewees and survey respondents in arriving at our conclusions. However, triangulating our data with those reported by the sector-specific pilot providers in their milestone reports illustrates a high level of consistency in the findings. The workshops and presentations to the Steering Group provided additional pathways for testing the analysis and addressing the challenges of subjectivity.

3. Overview of the pilot programmes

This chapter provides an overview of the four sector-specific pilot projects funded by the Council as part of the Induction and Mentoring Pilot Programme. It describes the context of each pilot and its objectives, key activities, and the outcomes sought.

The Council selected four pilot providers to enable it to test different models of induction and mentoring in the four different educational settings. Each provider developed and designed its own programme, which allowed it to customise its approach based on its sector and subject matter knowledge. Pilots were awarded contracts in late 2008 and began their programmes in 2009. Each programme ran for a different length of time and featured different activities. Table 3 draws on the pilot providers' milestone reports to summarise the sector, scale, focus, and time frame for each sector-specific pilot.

Table 3: Summary of sector-specific pilot programmes

Pilot site	Sector	Settings and teachers	Focus	Years
New Zealand Kindergartens Incorporated	Early Childhood Education (ECE)	54 mentors 52 PRTs	• Regional workshops across Aotearoa New Zealand • Online resources	1 year (end 2009)
University of Auckland	Primary–intermediate	6 schools: 4 primary; 2 intermediate Year-one 18 mentors 21 PRTS Year-two* 13 mentors 15 PRTs Across the two years, 6 principals continued to be involved and in total 134 teachers participated	• Mentor skill and capability development through workshops and participating in action research • Building a conceptual understanding in educative mentoring	2 years (end 2010)

* The decrease in participants was due to staff resignations, PRTs becoming fully registered, and changed personal circumstances of mentors and PRTs.

Table 3 (continued)

Pilot site	Sector	Settings and teachers	Focus	Years
Massey University	Secondary	6 schools (paired) Year-one 20 mentors 27 PRTs Year-two 18 mentors 47 mentees*	• Workshops and professional learning groups (for PRT Coordinators and SCTs) • Wiki resource	2 years (end 2010)
Te Whare Wānanga o Awanuiārangi	Māori medium	Mix of PRTs and mentor teachers from kura kaupapa Māori, kohānga reo, Māori immersion classes in the mainstream, and wharekura in the Bay of Plenty	• Development of induction and mentoring model: Te Amorangi ki Mua • Development of a resource handbook: Te Hāpai Ō • Develop effective mentors to support Pia in a Māori medium context : Ako Hui Professional Development Programme	18 months

* The secondary pilot programme widened the pool of mentees beyond PRTs to include heads of department, overseas trained teachers, teachers returning to the profession, and second-year PRTs to respond to the diverse and complex needs of teachers in secondary schools.
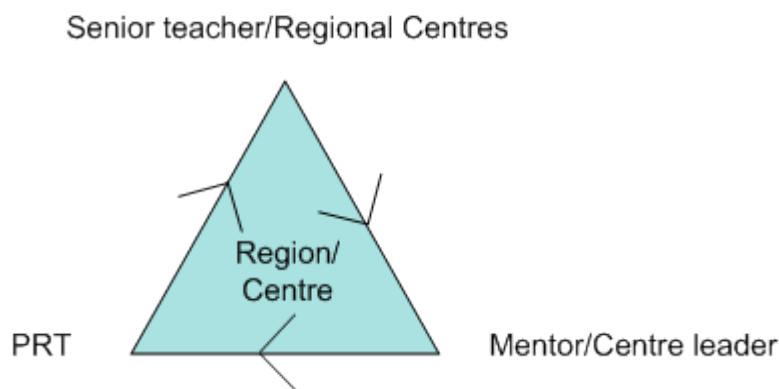
The ECE pilot programme

Context

New Zealand Kindergartens Inc. Te Putahi Kura Puhou o Aotearoa (NZK) was contracted to develop and deliver the ECE sector induction and mentoring pilot within the Council's Induction and Mentoring Pilot Programme.

The pilot programme developed by NZK focused strongly on strengthening and extending existing regional networks and knowledge in order to address issues arising from the ECE sector's traditional

approach to mentoring. Historically, the ECE sector relied heavily on a limited number of mentors that operated across kindergartens and ECE centres at a regional level. This approach offered limited opportunities to influence behaviour because individual kindergartens and ECE centres varied in their support for mentoring. The pilot programme also deliberately sought to develop a model of practice designed by practitioners for practitioners in order to leverage the expertise of individual kindergartens and ECE centres more widely and reflect the bottom-up, practitioner-led development of the sector. The ECE pilot programme therefore focused on establishing collaborative regional networks of PRTs and mentors to develop a wider community of learning and support beyond the individual kindergarten or ECE centre. Regional organisations, such as kindergarten associations, provided the central focal point for activities, but the actual mentoring was taken out to the kindergartens and ECE centres, with the heads of these facilities invited to take on the role of mentors in this pilot.

The ECE sector differed from the primary–intermediate and secondary sectors in a number of ways, creating unique challenges for enhancing induction and mentoring practice. For instance, kindergartens have always employed qualified and registered teachers, whereas ECE services have only recently been required to do the same. In this pilot, it was therefore sometimes the case that the mentor, while more experienced and mature than the PRT, did not have a formal qualification. Figure 3 shows the approach taken in the ECE pilot programme.

Figure 3: ECE pilot programme model*

* In this Figure, centre may refer to a kindergarten or ECE centre

The beliefs that influenced the design of the ECE pilot programme included the following.

- The belief that relationships were fundamental to the successful implementation of the pilot induction and mentoring programme. This notion of relationships was significant given the level of complexity in this sector. Consequently, the ECE pilot programme was designed to strengthen relationships at a number of different levels, including between the NZK and the regional organisations; between the regional organisations and the kindergartens or ECE centres; and between mentors and PRTs. Programme design and activities reflected this.
- The belief that mentors should be located within kindergartens and ECE centres. Having mentors on site would:
  - allow mentors to give immediate feedback as events unfolded
  - allow mentors to observe their PRTs regularly (seeing them throughout the day and week)
  - allow PRTs to seek immediate advice from someone who knew what they were trying to achieve
  - encourage learning relationships to develop between mentors and PRTs.
- The need to lift capability and capacity in the sector. As noted, the sector was characterised by a mixture of qualified and unqualified teachers, which meant that accessing registered teachers to act as mentors posed difficulties.
- The belief that the *Draft Guidelines* were a lever for changing the mentoring structure and pushing mentoring out into the kindergartens and ECE centres in order to give PRTs access to on-site support that was familiar with the centre.
- The belief that the sector responded to pragmatic solutions that provided practical, tangible benefits. This influenced how the programme activities were structured and particularly ensured that theory was strongly linked to practice.
- The belief that the regional organisations understood the needs of their region best. As a result, activities started at a national level and cascaded down within the regions, allowing a regional expression of the national programme and drawing on existing regional knowledge. NZK's regional associations, with their experience of systematic development and ongoing support for teachers at all stages of their career, were well placed to support colleagues in other ECE services where there has not been a long history of professional qualifications and registration.

Characteristics

The implementation of the ECE pilot programme was consistent with the principles underpinning the programme design and activities. Open and clear communication was identified as a priority by pilot programme provider NZK, which believed that such communication would lead to stronger relationships and promote the exchange of ideas and insights across the regions. The personal and professional relationships built during the pilot also sustained participation and the enthusiasm of centres. On reflection, NZK reported that the level and intensity of communication needed to sustain interest was higher than originally expected.

The ECE pilot programme was designed to respond to a number of issues facing the ECE sector. Key characteristics of the pilot, which are detailed below, influenced the type of activities undertaken by the pilot.

Professional development

The ECE pilot programme sought to shift emphasis from preparing PRTs for full registration to professional development of teachers. Taking a longer-term view of learning was seen as key to lifting induction and mentoring practices in this sector.

Capability and capacity development

The ECE induction and mentoring pilot programme provided an opportunity to invest in building mentoring capability throughout the ECE sector and included both kindergartens and ECE centres as participants.

Regional focus

The pilot programme provider took the view that a regional focus was critical for changes to be sustained within the sector. It was anticipated that developments at the regional level would gradually filter down to the kindergartens and ECE centres.

Roles and expectations of mentors

Lack of clarity in roles and expectations of mentors was seen as a significant obstacle to improving the effectiveness of mentors in the ECE sector. Particular attention was thus paid to this issue.

Communication

As noted earlier, communication was a priority for the ECE pilot programme and opportunities were created to promote open and honest dialogue between participants.

Practice-based learning

To focus on promoting learning and reflection that was anchored in the day-to-day practice of teachers, the pilot programme emphasised kindergarten- and ECE centre-based approaches to mentoring and the creation of a culture of learning and inquiry.

Mode of delivery

The ECE induction and mentoring pilot programme operated for one year. Three regions were selected to participate: Dunedin–Southland, Nelson, and Wellington–Ruahine. The pilot programme was delivered through four workshops designed and facilitated by a combination of staff from the

pilot's advisory group and various educational specialists based in each region. Experts were also invited as keynote speakers to these workshops. Mentors and PRTs attended separate regional workshops, although the first set of workshops were scheduled to overlap to allow a day for joint interaction between mentors and PRTs. Senior teachers worked with individual mentors and PRTs between workshops to build on the outcomes of the workshop and to identify themes and topics for subsequent workshop sessions. The active inclusion of PRTs in pilot activities was a distinctive feature of the ECE pilot approach.

Programme content

The content of the workshops drew strongly upon the socio-cultural theory that underpins the ECE curriculum and emphasises the interdependent relationship between the wider community and social context and the ways in which individual learning and behavioural change takes place. These theories strongly support the development of communities of learning and inquiry. Consequently, the initial workshops covered a range of topics, informed by the *Draft Guidelines*. The content of subsequent workshops was then iteratively developed on the basis of the feedback and interests of the regional "community of participants" and guided by the objectives of the Induction and Mentoring Pilot Programme as a whole.

Activities

The activities undertaken within the ECE induction and mentoring pilot programme built on the core principles and characteristics identified above and included:

- development of mentor-PRT contracts
- separate regional workshops for PRTs and mentors
- national workshop for mentors
- senior teacher visits to kindergartens and ECE centres
- development of regional induction and mentoring packs (by the regional associations)
- reflective journals
- an online wiki
- advisory group meetings.

Pilot programme provider NZK reported that these activities and, in particular, the preparation for the national and regional workshops and maintaining regular communication with the regions and participants, were considerably more time-consuming than originally anticipated.

The online wiki development process also took longer than anticipated, resulting in the launch of the wiki site well into the programme activities. On reflection, NZK felt that the online wiki was not as important or valuable as originally expected and that the pilot's resources allocated to the online wiki could have been better spent towards increasing face-to-face contact between mentors and between mentors and PRTs.

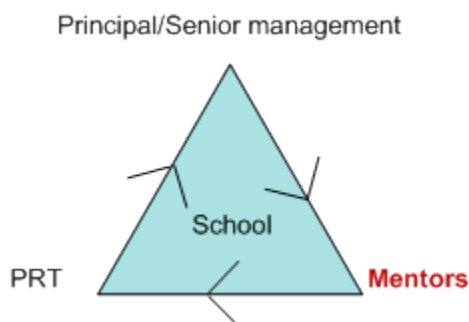# The primary–intermediate pilot programme

Context

The University of Auckland was contracted to develop and deliver the primary–intermediate induction and mentoring pilot within the Council's Induction and Mentoring Pilot Programme.

The design of the primary–intermediate pilot was based on two assumptions; namely that leaders must actively engage in PRT learning and development and that mentors must engage in professional development and learning to build their skills and expertise in mentoring. Consequently, the pilot took a whole-school approach to implementing the Induction and Mentoring Pilot Programme in its sector. Key characteristics of the pilot's design and delivery included the following.

- The belief that a PRT could not thrive in a dysfunctional school and that the principal and school leadership set the "tone" for induction and mentoring practices. Thus, a whole-school approach was necessary to ensure the creation of an environment where PRTs could learn and grow.
- The need for the school leadership and management to understand the value of induction and mentoring within the school and award it due status. The level of status awarded to these practices would influence how mentors and other teachers in the school viewed mentoring. Collective recognition of the value of induction and mentoring practices could give rise to more effective and efficient management of mentoring resources and release time.
- The belief that effective mentors were necessary but not a sufficient condition to enable sustainable shifts in induction and mentoring practices in a school or to achieve sustainable outcomes for PRTs. Sustainability and longer-term impacts required embedding induction and mentoring within the school's vision, policies, practices, and procedures. These elements signal a school's commitment and active choice to invest in professional development of mentors.

Figure 4 shows the approach taken in the primary–intermediate pilot programme.

Figure 4: Primary–intermediate pilot programme model

The unit of analysis in the primary–intermediate pilot was mentor skills and capability. This was also the key focus of the pilot. The pilot also involved principals and other teachers in developing site-

specific induction policy and programmes against a theoretical model of effective mentoring; and in setting goals and developing action plans and working collaboratively to further school-specific induction and mentoring models and vision statements, drawing on the Council's *Draft Guidelines*. This was reflected in activities implemented throughout the primary–intermediate pilot programme.

Characteristics

The primary–intermediate pilot took a systemic approach to strengthen induction, that is, it engaged school leaders and the whole school staff to effect change for a PRT. Key features of the pilot included a whole-school approach; a focus on teacher induction; the use of action learning principles to facilitate ongoing reflection; a flexible approach to cater to individual school needs; innovative approaches to maintaining mentoring skills; effective use of resources in the school setting; a commitment to process-led practice; and support for schools to develop and implement effective induction and mentoring practices.

Whole-school approach

The whole-school approach was explicitly adopted by pilot provider the University of Auckland and remained a constant feature of the primary–intermediate pilot programme. The design of the pilot implicitly acknowledged sustainability issues and focused on creating continuous learning environments in schools to achieve sustainability outcomes. Taking this approach offered a number of additional benefits for the Council.

- It increased awareness of mentoring generally among teachers at the participating schools.
- It secured early buy-in from principals and senior management. This commitment was demonstrated in the time and resources committed to the programme by participating schools and in the higher profile of mentors in the schools. In general, there was a sense that mentors' contributions were valued by the school.
- It clarified the expectations of the mentor's role and the commitment required to be effective.

Focus on teacher induction

The primary–intermediate pilot consciously focused on induction first and foremost. It located mentoring practices within induction processes rather than treating mentoring as a stand-alone practice. This led schools to engage all staff in the development of a school-wide approach to induction that reflected their collective beliefs about "what works" in their school and was most likely to meet the needs of their school's PRTs. Mentors were encouraged to focus on the development of their skills in parallel to the school-wide process. This allowed schools to make active choices and think about how they inducted PRTs rather than placing this responsibility only on mentors and PRTs.

Ongoing reflection

The primary–intermediate pilot focused on using action learning principles at a number of levels to facilitate ongoing reflection and learning. Critical reflection at individual mentor level, at a school level, and across participating schools was encouraged to achieve the pilot programme's outcomes.

Flexibility

While the processes of implementation were the same across all schools in the primary–intermediate pilot, participating schools were given the flexibility to develop induction programmes that best suited the needs of their school. Each school was invited to interpret the required outputs within their own specific context. This ensured relevance and usefulness of the process for schools and sustained their participation and engagement in the induction and mentoring pilot programme.

Maintaining mentoring skills

The primary–intermediate pilot programme was refined and adjusted to better respond to issues faced by participating schools. For example, the pilot programme:

- included mentoring of overseas trained teachers (OTTs)
- continued the mentoring process beyond the PRT's full registration to help both the mentor and new fully registered teacher continue developing their respective skill sets
- created forums for sharing practices between staff thus creating a learning community within the school and growing skills beyond the mentor-PRT relationship.

Effective use of resources

It was assumed current resources were adequate but not well used. The primary–intermediate pilot addressed this from two angles:

- by securing the buy-in of the principal and senior management to ensure that priority was given to mentoring and that a structure for mentoring practices was established
- by "upskilling" mentors to ensure they had the necessary skills to mentor.

An example of innovation relating to effective use of resources is that this pilot programme considered the role of the release teacher (who takes over the mentor's or PRT's class to release them for mentoring-related activities) within the context of the induction and mentoring system.

Process-led practice

The primary–intermediate pilot programme was characterised by an emphasis on "learning by doing". This was in keeping with the action research and action learning principles that underpinned the design and implementation of this pilot. Consequently, schools were expected to have fully

developed induction plans at the end of the pilot programme and mentors were expected to engage in critical reflection by recording and analysing their conversations with other teachers.

Effective induction and mentoring practices

The primary–intermediate pilot included a significant focus on building school capability to develop and implement effective induction and mentoring practices. This complemented the whole-school approach and was supported by in-school activities and by encouraging mentors to share their new skills with their colleagues throughout the school.

Mode of delivery

The primary–intermediate pilot programme was delivered over a two-year period. Six schools were selected to participate. School leaders and staff were involved in the pilot through a small number of workshops, staff meetings, and half-day forums. These focused on supporting staff to review their induction and mentoring programmes with reference to the *Draft Guidelines* and a well-researched theoretical framework for effective induction developed by pilot programme provider the University of Auckland. Known as the "12 Characteristics of Sound Induction", this framework was based on the results of a four-year multi-site instrumental case study (Langdon, 2007) in which seven schools were purposively selected to examine the learning and development of novice teachers in sound induction programmes.

Mentors participating in the primary–intermediate pilot were provided with release time to attend a mentor development programme. Titled "The Inquiring Teacher – Induction and Mentoring", it consisted of 10 formal two-hour sessions over 2009 and 2010. Mentors were given the option to enrol in the programme to gain a formally recognised qualification; they could choose to enrol as a postgraduate student or in a Graduate Diploma of Education or Bachelor of Education upgrade course.

Programme content

The mentoring programme content was formal, inquiry-based and drew upon the *Draft Guidelines* in combination with the "12 Characteristics of Sound Induction" framework developed by the primary–intermediate pilot provider. The majority of the mentoring programme content covered in year-one was repeated during year-two. This allowed the six participating pilot schools to send a new cohort of mentors to the mentor development programme in 2010 and provided an opportunity for existing mentors to deepen their understanding and embed this more firmly in their day-to-day practice.

Workshops, meetings, and forums with school leaders focused on supporting staff to review their induction and mentoring programmes with reference to the *Draft Guidelines* and the "12 Characteristics of Sound Induction" framework. The programme was delivered by staff based in the Faculty of Education, University of Auckland.

Activities

The activities undertaken within the primary–intermediate pilot built on the core principles and characteristics identified above and included:

- one-on-one and group meetings with mentors and principals to review induction and mentoring policies and plans
- an analysis of individual school goals and vision statements against the *Draft Guidelines*
- mentors consulting with school principals and staff on the school's draft induction and mentoring handbooks
- action research cycles implemented by mentors and analysed by researchers through focus groups, interviews, and analysis of taped conversations
- six tutorial sessions within the mentoring programme, including sessions led by Dr Helen Timperley and Patricia Alexander
- the *Induction programme at your school* questionnaire administered over the course of the pilot
- networking forum meetings
- ongoing email contact with pilot participants
- cross-school sessions with mentors and principals.

The secondary pilot programme

Context

Massey University was contracted to develop and deliver the secondary induction and mentoring pilot within the Council's Induction and Mentoring Pilot Programme. Massey University's approach was to work with PRT Coordinators and Specialist Classroom Teachers (SCTs) located in schools with which the University had a prior relationship. The pilot programme supported PRT Coordinators and SCTs, mentors, and PRTs to build mentoring capacity and capability within their school and had an explicit focus on the *Registered Teacher Criteria*. Figure 5 shows the approach taken in the secondary pilot programme.

Participants in each school developed induction and mentoring plans, which were shared across the participating schools and particularly with the school's partner school. As part of these plans, schools focused on strategies to train future mentors and help build sustainability. The participants also developed a Self-Assessment Tool (SAT) to chart PRTs' progress against the *Registered Teacher Criteria*.

Figure 5: Secondary pilot programme model*
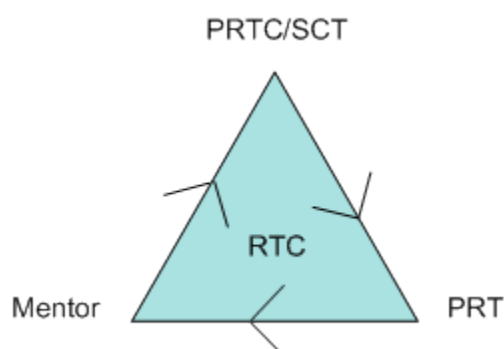
* In this Figure, PRTC represents PRT Coordinator and RTC represents *Registered Teacher Criteria*

The design and implementation of the secondary pilot programme rested on two key assumptions about the operational context for implementing induction and mentoring programmes, as follows:

- schools and mentors did not perceive PRTs as being still in the learning and development phase, which often led to a mismatch between a school's assumptions of PRTs' needs and the PRTs' actual needs
- good mentors produce good PRTs, which indicated that lifting mentor capability and capacity was the first step to improving support for PRTs.

Characteristics

Key features of the secondary induction and mentoring pilot programme included a strong focus on the *Registered Teacher Criteria*; a PRT-centred approach; an emphasis on building mentors' capabilities; flexible delivery; the deliberate use of partnership; leadership buy-in; and sustainability.

Focus on the Registered Teacher Criteria

In the context of the secondary pilot, the *Registered Teacher Criteria* provided a structure and anchor for guiding the mentor–PRT relationship and all participating schools made extensive use of the *Registered Teacher Criteria* throughout the pilot programme. This ensured that the needs of PRTs were met from the perspective of full registration and that appropriate information was collected to achieve full registration. The pilot programme provider designed a SAT based on the *Registered Teacher Criteria* and this was used by both mentors and PRTs to identify PRT needs and track progress towards achieving full registration.

PRT-centred approach

Given the central focus on the *Registered Teacher Criteria*, it was not surprising that the secondary pilot programme retained a strong focus on delivering to PRTs' needs. PRT Coordinators and SCTs

in participating schools were actively encouraged to engage with PRTs and include their voices as schools worked towards developing their induction and mentoring plans.

Building mentors' capabilities

As with all the sector-specific pilots, there was a strong emphasis on capacity-building for mentors in the secondary pilot programme. Most of the sector-specific pilots within the Induction and Mentoring Pilot Programme acknowledged that access to training and professional development support was a significant gap in mentoring practices in Aotearoa New Zealand. Consequently, growing the skills and capability of mentors was seen as a critical contributor to achieving positive outcomes for the Council and schools. In the secondary pilot, the focus was on creating a pool of trained mentors in each region where participating schools were located.

Flexible delivery

The secondary pilot programme involved a range of individual activities as well as group activities. Schools were also encouraged to work in pairs to allow exchange of information and experiences, thus lifting the overall capability of schools in the region. This approach enabled the pilot programme to deliver high-level information to all schools, but to then customise the implementation of learning at school level. It also allowed schools to build relationships within and across the schools in their region.

Partnership

There was a strong and deliberate use of partnership as an approach to create value for all of those involved in the secondary pilot. The partnership approach was used at multiple levels: schools were paired, pilot facilitators were paired, mentors were paired, and PRTs were paired with mentors. The use of partnership in this way generated value as it:

- created small groups that could get personalised attention
- created opportunities for ongoing contact between schools in each region
- led to the formation of learning communities in each region.

Engagement by school leadership

The secondary pilot programme acknowledged that leadership involvement was critical to creating a climate that supported learning for PRTs. The pilot's approach and components were thus presented and discussed by principals and senior management in the participating schools at an early stage. This allowed the pilot programme to gain school commitment and buy-in to the proposed approach and ensured adequate resourcing to implement and review the components of the pilot as required.

Sustainability

Sustainability was built into the secondary pilot programme by encouraging mentors to teach the next generation of mentors at their school and through the formation of learning communities. As noted above, schools and mentors in a local area were connected as part of the pilot and the mentors met regularly with their paired-school counterparts to share knowledge, discuss experiences, and undertake joint activities. Many of the schools indicated they expected to sustain their relationships with other schools beyond the pilot in order to keep learning and exchanging ideas.

Mode of delivery

The secondary induction and mentoring pilot operated over two years. To emphasise and support co-constructed learning, the pilot worked with three geographically-paired schools. Each had a history of employing PRTs and was recognised as in need of support to develop a sustainable induction and mentoring programme.

Programme content

The secondary pilot programme was centred on the development and trialling of a resource to support self-reflection. The SAT was developed to help mentors and PRTs work with the *Registered Teacher Criteria*. PRTs used the tool to reflect on their practice and to guide them in gathering, in an ongoing way, the evidence necessary to show their progress towards meeting the *Registered Teacher Criteria*. Action learning principles were used to help participants set goals. Participants also attended multiple workshops, forums, and hui over the two-year period and were supported by a series of formal and school-requested visits from the programme facilitators. To embed new learning and practices, mentors involved in the programme in year-one were supported to mentor incoming mentors involved in year-two.

Activities

Elements of the secondary pilot programme in year-one for PRT Coordinators, SCTs, and mentor teachers included:

- professional learning days with partner schools
- professional learning groups with partner schools
- in-school facilitator visits to individual schools
- wiki.

In year-two, the activities undertaken included:

- one-day workshops in each school in March, May, and August. Each school determined the agenda for these visits.
- preparation for and involvement in World Teachers' Day in October 2010
- preparation for and delivery of a two-day hui whakamahi in November 2010.

The Māori medium pilot programme

Context

Te Whare Wānanga o Awanuiārangi was selected to participate in the Induction and Mentoring Pilot Programme at a later stage than the other sector-specific programme providers and consequently the Māori medium pilot programme operated to a different timeline. For this reason, this pilot was not included within the outcomes evaluation year-two analysis and the description provided in this section pertains to data gathered early in 2010. A mix of mentor teachers and PRTs from kura kaupapa Māori, kohānga reo, Māori immersion classes in the mainstream, and wharekura in the Bay of Plenty took part in the pilot programme. The pilot drew on the strengths of a kaupapa Māori framework.

The pilot took a unique approach to implementing the Induction and Mentoring Pilot Programme. Whereas the other three sector-specific pilots focused on the *Draft Guidelines*, the Māori medium pilot sought to begin by identifying activities and qualities that define mentoring in the Māori medium within the context of the *Draft Guidelines*. The processes set up within the pilot programme were designed to help the participants to critically inquire into the *Draft Guidelines* with a view to exploring their meaning and purpose in the Māori medium education context.

Characteristics

In developing a professional development intervention for mentors and PRTs, the Māori medium pilot programme began by reviewing the Council's *Draft Guidelines* so as to develop a conceptual model that was appropriate for Māori medium settings. This model, Te Amorangi ki Mua, is underpinned by the reciprocal concept of ako (the interaction between the teacher and the learner). Te pia (the PRT) is at the apex of the model, supported by te kaiako hāpai (the mentor), who in turn is supported by te hāpai ō ki muri (network of agencies). All are supported by the concept and practice of ako, which is informed by a number of foundation principles such as manaakitanga (caring and sharing). Each of these principles has, in turn, been referenced to various combinations of the *Registered Teacher Criteria*.

The second stage of the Māori medium pilot programme involved the development of a handbook for mentor teachers (Te Hāpai Ō), which incorporated the model, and a self-reflective tool for the *Registered Teacher Criteria*. The handbook was promoted through a series of professional development sessions (Ako Hui) for those providing induction and mentoring support to PRTs. Participants were provided with guidance, advice, and actions that could meaningfully inform the mentoring relationship.

In terms of evaluation methodology, the Māori medium induction and mentoring pilot programme had the hallmarks of a developmental initiative (Westley, Zimmerman, & Patton, 2006*)*. It was suggested that the evaluation of this pilot programme also mirror similar principles by drawing on the developmental evaluation approach. This would allow the evaluator to sit alongside programme

participants to help shape and design implementation with the expectation that as the pilot progressed into the next phase, participants would collaboratively develop the model for implementing an induction and mentoring programme that would deliver in Māori medium as well as "mainstream" contexts.

This developmental approach was in keeping with the belief that essential elements of Māori relationships were currently missing from the *Draft Guidelines* and that for the *Draft Guidelines* to be an effective tool in both the Māori and non-Māori medium, these issues needed to be addressed. The *Draft Guidelines* also prompted discussions on what truly was a Māori model of induction and how this should be reflected in any model developed.

> We had a struggle and a conflict within our own team over what the *Draft Guidelines* would do to our vision; that perhaps we were going to be driven by the *Draft Guidelines* instead of being driven by a Māori model. So the model became critical [because] we wanted the *Draft Guidelines* to fit into our model. We didn't want to fit into the *Draft Guidelines* (Awanuiārangi provider).

Other assumptions that were evident in the design of the Māori medium induction and mentoring pilot programme in 2010 include the following.

- The belief that a cross-sectoral approach is critical to achieving improved synergies across the sector. Consequently, in the context of this pilot, the term "Māori medium" was used to describe the various "kura" where instruction was delivered partially or fully in te reo Māori, that is, through the medium of te reo Māori. This term encompassed teaching in mainstream schools and ECE centres (for example, bilingual and immersion programmes) and included other educational settings where te reo Māori was the language of instruction.
- The belief that PRTs' needs changed as they progressed through registration (that is, first year PRTs' needs were different from those of PRTs in their second year). As a result, both types of PRTs were invited to participate in the pilot.
- The belief that a focus on Māori knowledge was essential to a Māori world view and that Māori language was the only language that allowed access to conceptualise, internalise, and transmit in spiritual terms kaupapa Māori knowledge. It was thus important that the pilot programme provider had the knowledge and language skills to enable it to facilitate the presentation of a Māori world view while being able to work alongside those not fluent in te reo. This was demonstrated throughout the pilot activities, which were conducted in a combination of English and te reo. The expectation was that the handbook would be drafted in both te reo and English.

Mode of delivery

The Māori medium induction and mentoring pilot ran over 18 months and evolved at a different pace to the other three pilots. Hence, the pilot was not aligned to the data collection points identified for the outcomes phase of this evaluation. As a result, the pilot was evaluated independently by Te Whare Wānanga o Awanuiārangi, with advice and guidance from the Council.

Programme content

The content of the inquiry in the Māori medium pilot programme was underpinned by the following five questions.

1. How can we develop and implement an effective induction and mentoring programme that can be used across the Māori medium sector?
2. How can we provide an effective mentoring programme that will meet the specific needs of the Māori medium sector?
3. How can we develop support for induction and mentoring across the Māori medium sector?
4. What key process lessons have been learnt from the project?
5. What are the facilitators and enablers that support the effective implementation and delivery of induction and mentoring in the Māori medium sector?

Understanding and working alongside the 13 participant "kura" were the primary foci of the Māori medium pilot. The pilot became the mechanism for assessing and designing the mentoring packages on a broader scale. Mentor programme contexts were similar to those in the other three pilots.

Activities

At the time of data collection (December 2009), the following formal activities had been undertaken as part of the Māori medium induction and mentoring pilot programme:

- a total of eight hui
  - four with school leaders to promote leadership for improvements in induction and mentoring practice
  - four with PRTs to enhance skills and knowledge to meet the *Registered Teacher Criteria*
- individual interviews with three mentors
- the development of a poster to show the characteristics of a Māori model of mentoring
- the preparation of a draft handbook for mentor teachers.

The meetings and workshops were attended by school principals, mentors, and PRTs. However, activities within these workshops were often role-specific to enable more in-depth and focused discussion. The results of these discussions were then shared with the rest of the group. The main focus was on developing a handbook to inform the mentoring program being implemented in 2010. The development and publication of this handbook was a key goal of the 2009 pilot activities.

4. Results

This chapter draws together the findings from the various evaluative activities conducted over the course of the evaluation to highlight the key achievements and outcomes of the Induction and Mentoring Pilot Programme. Anchoring the findings to the outcomes framework developed during earlier phases of the evaluation, it provides evidence to demonstrate the achievement of short- and medium-term outcomes.
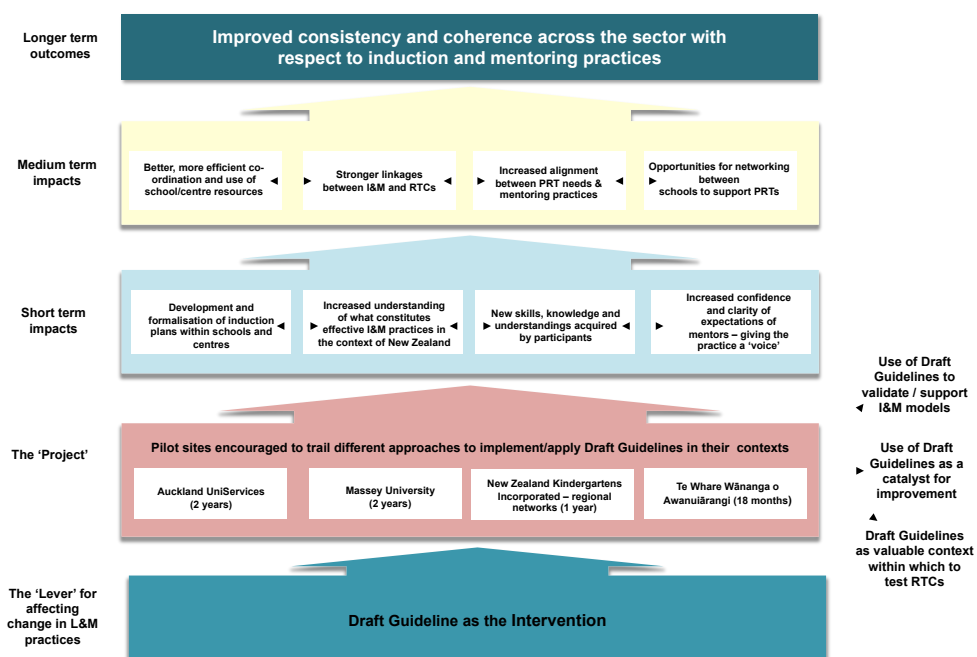
The report presented to the Council at the conclusion of year-one of the outcomes evaluation (February 2010) described an analytical framework to articulate the short-, medium- and longer-term outcomes of the Induction and Mentoring Pilot Programme. This analytical framework was evidence-based and developed by synthesizing the findings across the evaluation activities conducted up to that point. It used data gathered from interviews with sector-specific pilot programme providers, school principals and ECE centre leaders, mentors, and PRTs, as well as data from online surveys of mentors and the milestone reports submitted by the sector-specific pilot programme providers.

The framework enabled an understanding of how the Induction and Mentoring Pilot Programme was bringing about the desired shifts and helped evaluators to assess whether progress was being made in the right direction. More importantly, the framework offered a means by which evaluators could tell the story of impact across the four sector-specific pilots in year-one to demonstrate the collective impact of the Induction and Mentoring Pilot Programme as a whole. Figure 6 illustrates the framework.

The remainder of this chapter is structured around this analytical framework and discusses:

- the value of the *Draft Guidelines* as a lever for enhancing induction and mentoring practices across the pilots
- the short-term impacts achieved collectively by the Induction and Mentoring Pilot Programme
- the medium-term impacts achieved collectively by the Induction and Mentoring Pilot Programme.

Figure 6: Analytical framework showing the outcomes achieved by the Pilot Programme

Longer term outcomes
Improved consistency and coherence across the sector with respect to induction and mentoring practices

Medium term impacts
- Better, more efficient co-ordination and use of school/centre resources
- Stronger linkages between I&M and RTCs
- Increased alignment between PRT needs & mentoring practices
- Opportunities for networking between schools to support PRTs

Short term impacts
- Development and formalisation of induction plans within schools and centres
- Increased understanding of what constitutes effective I&M practices in the context of New Zealand
- New skills, knowledge and understandings acquired by participants
- Increased confidence and clarity of expectations of mentors – giving the practice a 'voice'

Use of Draft Guidelines to validate / support I&M models

The 'Project'
Pilot sites encouraged to trail different approaches to implement/apply Draft Guidelines in their contexts
- Auckland UniServices (2 years)
- Massey University (2 years)
- New Zealand Kindergartens Incorporated – regional networks (1 year)
- Te Whare Wānanga o Awanuiārangi (18 months)

Use of Draft Guidelines as a catalyst for improvement

Draft Guidelines as valuable context within which to test RTCs

The 'Lever' for affecting change in L&M practices
Draft Guideline as the Intervention

* In this Figure, I&M practices refers to induction and mentoring practices

The *Draft Guidelines* as a lever for improvement

A primary objective of the Induction and Mentoring Pilot Programme was to test the *Draft Guidelines* and determine its relevance and utility for lifting the quality of induction and mentoring practices across multiple sectors. Comparing and contrasting findings from across the pilots revealed that the *Draft Guidelines* acted as a catalyst for change and facilitated shifts in induction and mentoring practice. It provided a relevant and valuable framework for thinking about induction and mentoring generally. Specific contributions made by the *Draft Guidelines* and the pathway through which they influenced behaviour included:

- clarifying roles, expectations, and competencies required of mentors
- encouraging ECE or school leaders and management staff to review and refine current induction and mentoring systems in their school, kindergarten, or ECE centre
- informing the development of a potential curriculum for mentor development
- providing a framework for linking induction and mentoring with the *Registered Teacher Criteria*.

See Appendix C for details of the mentors' survey questionnaire and a copy of the *Mentor needs assessment questionnaire*.

Clarifying the mentoring role

The *Draft Guidelines* provided mentors, as well as their colleagues in middle management (and to some extent in senior leadership roles), much-needed clarity about the role, responsibilities, and competencies required of effective mentors working within an ECE or school environment. Several key themes emerged consistently across all four sector-specific pilots through the interviews and in the milestone reports. These themes were that the *Draft Guidelines* provided mentors with an improved ability to mentor, the ability to reflect on their practice, and increased confidence and status.

Improved ability to mentor

The *Draft Guidelines* gave a clear, practical understanding about what constitutes effective, educative mentoring and the importance of this role in facilitating effective professional learning for PRTs. It essentially provided a structure for mentors to operate within when working with PRTs. Milestone reports from the sector-specific induction and mentoring pilot programmes indicated that mentors understood how their specific responsibilities collectively combined to form a "programme" of induction support for a PRT. Mentors' confidence and motivation was enhanced when they had a structure that articulated the purpose and outcomes of effective mentoring. This structure provided a clear purpose and direction to support mentors in transforming their practice.

The ability to reflect on their practice

The *Draft Guidelines* strengthened mentors' ability to identify aspects of their personal practice, including the specific knowledge, skills, and abilities required of an effective mentor. By detailing the specific skills, dispositions, and knowledge of an effective mentor, the *Draft Guidelines* provided a baseline or "standard" that mentors (and others) could use to assess current competence and identify areas of improvement. Engaging in this ongoing process of self-review directly contributed to developing a more reflective professional practice.

> [I am] more reflective of my own teaching [and have] strategies for feedback [and] challenging PRTs [and am] more…focused. (Mentor, *Induction and mentoring pilot programme: Early childhood education. For teachers, by teachers*, p. 23, Podmore, 2011)

Increased confidence and status

The *Draft Guidelines* helped improve mentors' confidence and led them to a deeper appreciation of the value of their voices as mentors. It also increased the status of mentors within ECE and schools.

> [The vision statement and the *Draft Guidelines* in general] hint at some structure, where (previously) we have been led to believe that we just float along. In our association, there are no programmes for mentor teachers; PRTs meet once a term. We hope there

will be workshops [on an ongoing basis]. (Mentor, *Induction and mentoring pilot programme: Early childhood education*, p. 48)

The underlying statements are interesting. [They] sum up the whole process and give it a direction. (Mentor, *Induction and mentoring pilot programme: Early childhood education*, p. 48)

Mentors' awareness of the Draft Guidelines

The online survey of mentors also supported the above findings (see Appendix C). Analysis of the survey data indicated that mentors' overall awareness of the *Draft Guidelines* increased over the course of the Induction and Mentoring Pilot Programme (see Figure 7).

Figure 7: Awareness of the *Draft Guidelines**
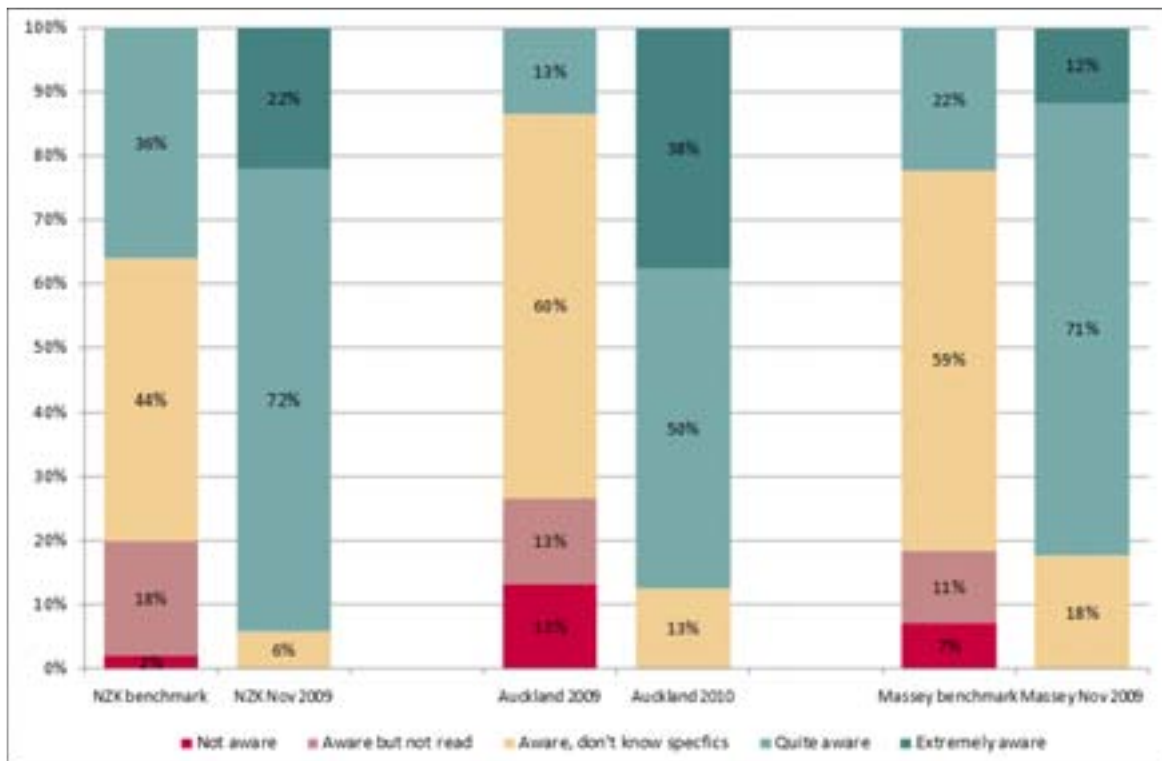
* In this Figure, NZK refers to the ECE pilot programme; Auckland refers to the primary–intermediate pilot programme; and Massey refers to the secondary pilot programme

It is heartening to note a downward trend in mentors who report they are "aware, but don't know the specifics" of the *Draft Guidelines*. At the same time, 18% of mentors in the secondary induction and mentoring pilot and 13% of mentors in the primary–intermediate pilot reported they are "aware, but don't know the specifics" at the second online survey. This may be partially explained by the fact that both these pilots introduced a new cohort of mentors during the two years.

Mentors' perceptions of the Draft Guidelines' vision statements

The *Draft Guidelines* presented a vision statement for mentoring of PRTs in Aotearoa New Zealand. For the purposes of this evaluation, specific elements of this vision statement were separated to create three statements as follows:

Vision statement A: An effective mentor is a reflective practitioner focused on inquiry into their own and others' professional practice and learning based on a clear understanding of outstanding teaching.

Vision statement B: An effective mentor acts as a change agent and educational leader, dedicated to facilitating growth in professional capability of colleagues they specifically support and to the wider learning community.

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

Interesting patterns emerged when mentors' responses to these specific elements are compared. The online survey asked mentors to rank the appropriateness of these vision statements and the extent to which they felt these to be achievable and inspirational. The survey results showed that mentors considered the three vision statements and the roles outlined to be highly appropriate. However, they tended to be generally more circumspect about how achievable these roles were, with particular reservations about a mentor's role as a "change agent and educational leader dedicated to facilitating growth in professional capability of colleagues". Mentors were also more mixed in their views as to whether the *Draft Guidelines*' vision of effective mentors was inspiring, with higher proportions of mentors ranking the statements lower in this regard relative to their appropriateness or achievability.

Figure 8, Figure 9, and Figure 10 summarise these findings for the ECE, primary–intermediate, and secondary pilot programmes. The bars in these Figures represent the percentage of respondents while the numbers indicate the raw numbers of respondents.

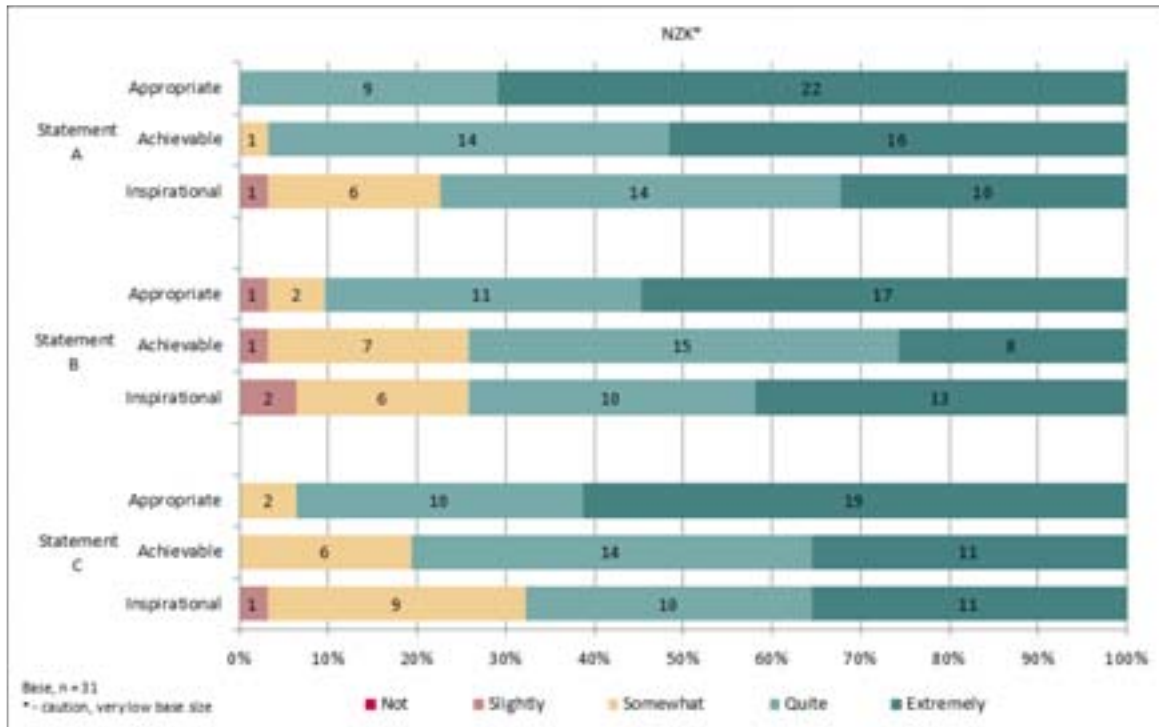**Figure 8: Rating of vision statements: ECE**

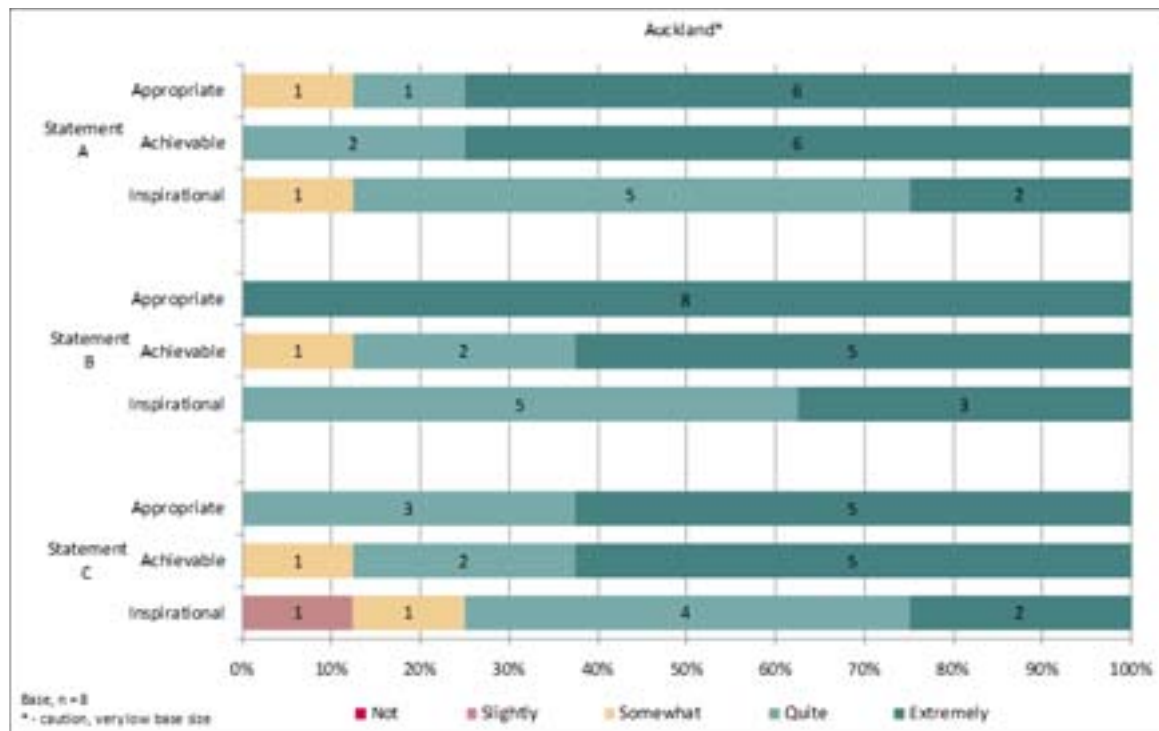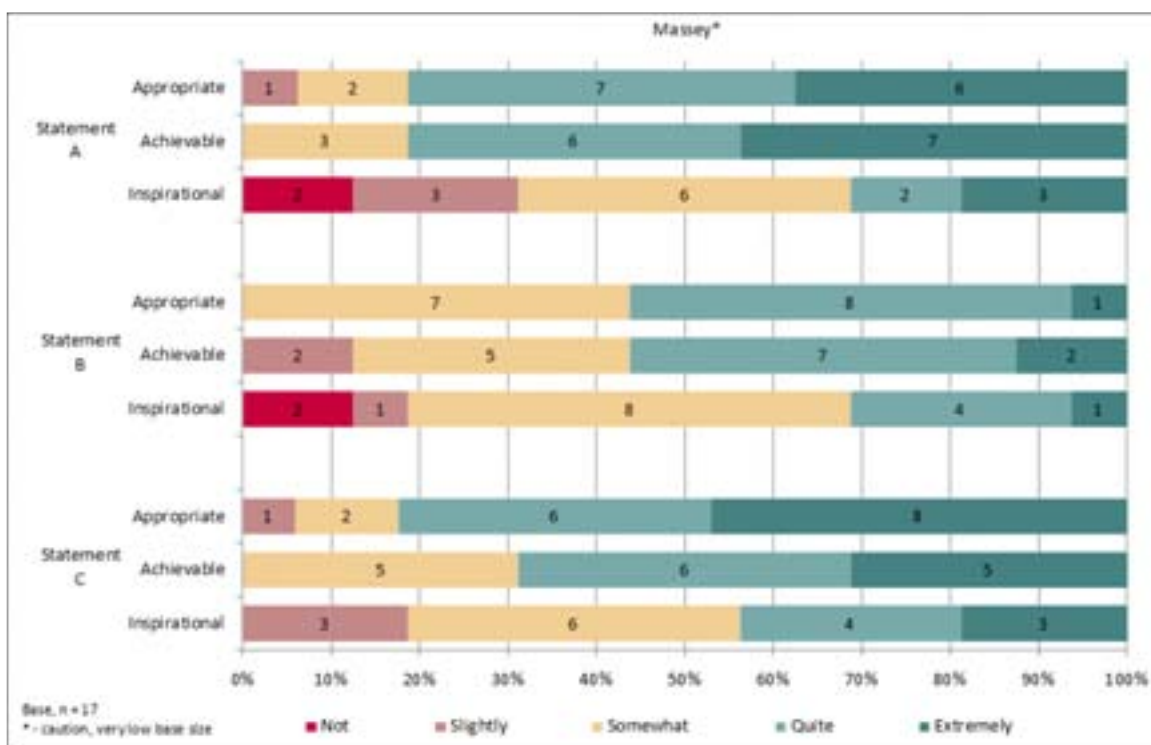**Figure 9: Rating of vision statements: primary–intermediate**

Figure 10: Rating of vision statements: secondary

Improving mentoring systems

From the perspective of senior ECE and school leaders, the *Draft Guidelines* offered a framework for assessing the overall effectiveness of the systems for supporting mentor development and effective induction in their kindergarten, ECE centre, or school.

The extent to which senior ECE and school leaders were supported to engage directly with the *Draft Guidelines* differed between pilots. However, it was evident from the interview data and milestone reports that senior leaders' growing understanding of the *Draft Guidelines*, coupled with normal day-to-day interactions with staff involved in the pilots, progressively encouraged them to give more serious consideration to current induction and mentoring practices.

The *Draft Guidelines* also encouraged ECE and school leaders to bring multiple perspectives to discussions about induction and mentoring practices. For example, many considered the mentor perspective and general professional development practices as well as current policy at their kindergarten, ECE centre, or school.

Furthermore, the opportunity to review current induction and mentoring practices against the *Draft Guidelines* enabled senior ECE and school leaders to clarify the roles of other staff involved in induction processes (such as PRT Coordinators and SCTs). This helped these leaders take a more collective approach to providing effective induction and mentoring practices at their kindergarten, ECE centre, or school. As a result, the *Draft Guidelines* contributed to establishing broader connections between current practices within participating kindergartens, ECE centres, and schools.

It made me analyse the model that we had and weigh up the pros and cons of our particular model. (Principal, primary–intermediate pilot programme, interview, December 2010)

Developing a mentors' curriculum

The *Draft Guidelines* provided an underlying structure for the induction and mentoring models developed for each of the sector-specific pilots and also directly informed the content of the mentor development programme within each pilot. The content of these programmes are compared in Table 4. While different language was used by each pilot provider, the content is more or less the same.

Table 4: Mentor programme content in the sector-specific pilots

Mentor programme content (as documented in final milestone reports)		
ECE	**Primary–intermediate**	**Secondary**
Exploring the *Draft Guidelines* and *Registered Teacher Criteria*	Reviewing and understanding national teaching standards, *Registered Teacher Criteria,* and the *Draft Guidelines*	Understanding what constitutes a high-quality mentoring programme; developing a transformative strategic vision for induction and mentoring programmes and practices
Mentoring and coaching skills, including observation, written reports, giving feedback, and the "four Ss" (students, situation, subject, strategies)	Building knowledge and reviewing understanding of educative mentoring	Theory, principles, and practices of mentoring and coaching through professional literature
Setting expectations and goals, and giving critical constructive feedback	Goal setting, observation, and feedback	Assisting with goal setting, and developing effective observation and feedback skills
Extending mentors as reflective practitioners	Action research methodology and classrooms as sites of inquiry	Adult learning and reflective professional development, reflective practice
Approaches to professional conversations and courageous conversations	Professional conversations	Develop skills in having difficult conversations and active listening
Assessment of PRTs, problem analysis knowledge and skills	Cognitive interventions: recognising teacher expertise	Cognitive interventions: recognising teacher expertise
Reciprocal relationships	Building knowledge and developing understanding of PRT learning	Relationships between mentors and PRTs
Professional judgements, consistent assessment of progress against the *Registered Teacher Criteria*	Acquiring knowledge about assessment, moderation, and evidence-based learning: assessing PRTs against the *Registered Teacher Criteria*	Development and trialling of the SAT; needs and gap analysis using the *Registered Teacher Criteria* and *Draft Guidelines*

The similarity in the content of the mentor development programmes across the three sector-specific pilots suggests that the *Draft Guidelines* clearly articulated what is required for effective mentor development. It can serve as an important resource for professional development of providers more generally.

Working with the *Registered Teacher Criteria*

The *Draft Guidelines* provided a framework for making sense of the *Registered Teacher Criteria*. In most cases, mentors and PRTs tended to focus on interpreting the *Registered Teacher Criteria* in order to prepare for registration. The *Registered Teacher Criteria* was seen as useful and the document was considered to be a useful tool for guiding professional learning of PRTs. However, the *Registered Teacher Criteria* can initially be daunting and "unpacking" the individual criteria enabled mentors and PRTs to translate these into effective teaching practice. The *Draft Guidelines* provided a framework for guiding these conversations. For example, the PRTs in the ECE induction and mentoring pilot programme had an opportunity to make sense of both documents through their workshops.

Summary

The online survey of mentors showed that the *Draft Guidelines* led to heightened awareness of the skills required and how these could be practised on a day-to-day basis with their PRTs. The survey results can be summarised as follows.

- Mentors rated the skills, knowledge, and personal attributes identified in the *Draft Guidelines* as important.
- "Softer" relationship skills were seen as essential. This was consistent with the findings from the interviews with mentors and PRTs.
- Aspects of social interaction were seen as more challenging. The pilot programmes provided participants with practical ideas on how to challenge their PRTs and have constructive learning conversations with them. However, there was some anxiety around this due to the tension between the need to assess and "measure" a PRT's performance and the desire to build a caring and professional trust-based relationship with them.
- Practical knowledge was seen as more important than theoretical knowledge, although mentors expressed a desire to strengthen their theoretical knowledge. Both the ECE and secondary pilot programmes had a strong orientation towards practical knowledge and solutions. The *Draft Guidelines* provided a valuable checkpoint to ensure the practice would bring about the desired outcomes.
- The *Draft Guidelines* affirmed and complemented existing thinking on mentoring and reassured mentors that they were "doing the right thing".

Short-term outcomes

The trialling of the *Draft Guidelines* and the various approaches to induction and mentoring taken by the sector-specific pilot programmes led to significant shifts in:

- mentors' and ECE and school leaders' understanding of what constitutes effective mentoring
- the knowledge and theoretical basis that influenced, supported, and shaped mentoring practice.

These shifts can be seen as the short-term outcomes of the Induction and Mentoring Pilot Programme. They occurred within the first year of its implementation and as a direct result of participants' involvement in the sector-specific pilots. Mentors and ECE and school leaders explicitly identified the gains made as a result of their involvement in the Induction and Mentoring Pilot Programme and said it represented an important step in building and creating a shared view of effective educative mentoring practice in Aotearoa New Zealand. The outcomes as shown in the analytical framework (Figure 6) included:

- the development and formalisation of induction plans within kindergartens, ECE centres, and schools
- increased understanding of what constitutes effective induction and mentoring practices in the context of Aotearoa New Zealand
- new skills, knowledge, and understanding acquired by participants
- increased mentors' confidence and greater clarity of expectations of mentors.

This section of the chapter discusses each of these outcomes in detail.

Developing induction plans

Participation in the pilot led ECE and school leaders to become acutely aware of their current induction processes and to review how well these were working to support PRTs. In particular, ECE and school leaders indicated that they had become more appreciative of the contribution that effective mentoring makes to teaching and learning practices and more aware of the relationship between mentor development, effective induction, and student achievement.

The development of formalised plans for induction and mentoring was a specific objective of all the sector-specific pilots. Consequently, the pilot providers worked directly with ECE and school leaders and management to facilitate planning sessions to enable this. Each of the sector-specific pilot programmes also required participants to present their induction and mentoring plans at group forums. As a result, all participating kindergartens, ECE centres, and schools developed formal induction and mentoring plans.

Those interviewed in senior or middle management roles recognised the need for a collective induction and mentoring vision. They saw the importance of documenting this vision and of creating supportive plans and processes to "bring it to life". They also appeared to be particularly conscious of the way in which induction and mentoring processes could be integrated into existing initiatives within a school to strengthen the impact of these initiatives.

> This [pilot] all dovetails with curriculum development and leadership. We've been doing a lot of stuff around mentoring. We've now got building mentoring capacity as a strategic goal, [so that we] have other teachers as mentor teachers. We want to align everything...it all slots in. (Principal, primary–intermediate pilot programme, interview, December 2010)

Some schools encouraged heads of department (HODs) to act as mentors in the pilot programme. This provided schools with insight into the tensions between mentoring and the accountability role of the HOD.

> The size of the school makes a difference. We have constraints because of [our] size. I think…a bigger school allows you to match the skill set of both people. At some stage you're going to move into competency…[where you have] the senior management involved and they've got concerns about the development of [a certain] teacher, then that will be coming down through the senior management team to the HOD. [If the HOD is the mentor] then who is the support person for the PRT? It's got to be the mentor. (Mentor, secondary pilot programme, focus group, November 2010)

Understanding effective mentoring practice

The results of the evaluation indicate that each of the three sector-specific pilots enabled its participants to better understand what constitutes effective mentoring in their particular setting. Broadly speaking, there was a deliberate move away from unexamined and largely "pastoral" mentoring practices that focus on providing PRTs with emotional support and that reinforce the pedagogical status quo. These practices were replaced by educative mentoring, that is, mentoring as an active process of critical, reflective learning for mentors and PRTs alike, as described in the *Draft Guidelines*.

Participants in qualitative focus groups and interviews repeatedly identified several specific themes which represented shifts in their understanding. These were also noted in the milestone reports submitted by sector-specific pilot providers. Specifically, effective mentoring was identified as:

- a process of self-reflection and learning
- working as a partner in the mentor–PRT relationship
- best supported by holistic, proactive relationships
- requiring regular, structured contact
- supporting collective professional learning
- requiring clarity about the role and responsibilities of mentors.

Effective mentoring is a process of self-reflection and learning

The theme most consistently and strongly expressed by mentors across all the sector-specific pilots was the transformative realisation that effective mentoring requires a shift in mentors' awareness and understanding about their own practice. The value of this insight is that it enabled mentors to be more appreciative of their own needs as learners and to accept that they can make mistakes. Mentors perceived themselves as being on a more "equal footing" with their PRTs and began to conceptualise the mentor–PRT relationship as a reciprocal partnership in which both parties facilitate each other's learning, directly or indirectly. As a result, mentors noted they were actively reflecting on their own pedagogical practices and style, learning from PRT practices, and making changes to their own teaching practices as a result.

> One thing I've learnt from doing this programme is that it's about me and not about [the PRT]—[it's up to me] to improve my practice to help him. Having to set goals around my practice has been a real eye opener. (Mentor, primary–intermediate pilot programme, focus group, December 2010)

> We have all become aware of becoming learners ourselves again. (Mentor, *Induction and mentoring pilot programme: Secondary. Partnerships for sustainable learning and growth*, p. 58, Butler & Douglas, 2011)

> One of the wonderful things is that being a mentor encourages you to self-reflect and that is very powerful. (Mentor, secondary pilot programme, focus group, November 2010)

> I have become more reflective. Hopefully [I] have refined and enhanced my communication skills. I believe I have challenged some of my prior beliefs and thoughts as a mentor and leader. (Mentor, *Induction and mentoring pilot programme: Early childhood education. By teachers, for teachers*, p. 23)

It is important to note that this shift in thinking took time to develop and, while expressed by all mentors, tended to be more clearly articulated by those who had been consistently engaged in pilot activities, engaged in a particularly in-depth manner, or engaged for a longer period. Mentors involved in the primary–intermediate pilot pointed out that their involvement in multiple action learning cycles had led to significant shifts towards educative mentoring practices. Likewise, mentors involved in training other mentors in the secondary pilot reported that they were more conscious of reflecting on their own practice. This emphasised the importance of dedicating sufficient time and resources to support programmes in order to increase understanding of effective induction and mentoring practices.

Effective mentoring involves working as a partner in the mentor–PRT relationship

A common theme evident across all three sector-specific pilots was that mentors were increasingly comfortable working alongside their PRTs or other mentees and allowed them to drive the direction and focus of the induction process. This signals a shift away from the perception that mentors are

primarily responsible for providing the PRT with solutions to problems and aligns mentoring practice with the spirit of the *Draft Guidelines* and its references to reciprocal relationships. In focus groups, mentors and PRTs both emphasised the importance of allowing PRTs opportunities to make mistakes in order to learn. Mentors recognised that it was important to accept and be comfortable with differences in teaching styles and to be able a put a PRT at ease in order to support them to practise authentically according to their own style. They also reported occasions on which they had deliberately sought to provide sufficient space for their PRTs to experiment and to alter or refine the mentor's suggestions. Mentors implemented this new understanding by undertaking observations at different points in the teaching day or week and by observing for longer periods, such as a full day. These examples were also validated by PRT reports and indicate that mentors and PRTs understand mentoring as a learning partnership in which both parties had opportunities to learn from each other. The following quotes from mentors illustrate these views.

> The core responsibility that I have is to be open…[my PRT] doesn't have to do everything the way that I do it. [I just have] to be open to his beliefs and why he does things the way he does. (Mentor, primary–intermediate pilot programme, focus group, December 2010)

> I see my role as trying to expose them to effective practice [but not all of that practice has to] necessarily come from me. (Mentor, primary–intermediate pilot programme, focus group, December 2010)

> Previously the word "mentor" wasn't used; it was sort of given as a supervisory role, so the emphasis used to be on giving advice rather than listening and questioning and putting the focus back on the new teacher or PRT. And nobody ever…challenged [that approach]. With the pilot, it's a whole different approach [and that is] valuable. The young teacher I had probably mentored me as much as I've mentored her. It tended to be one-way in the old days, whereas it's two-way now. (Mentor, secondary pilot programme, focus group, November 2010)

> Don't take over, but don't set up failure. Don't rescue them too early, but don't intervene too [late]——allow a "dog-paddling" phase. [We are] role modelling, but not "cloning". [We must] know and understand the resilience of the PRT to help prevent sinking. (Mentor, *Induction and mentoring pilot programme: Early childhood education. By teachers, for teachers*, p. 37)

Effective mentoring is best supported by holistic, proactive relationships

The importance of establishing a positive, trust-based relationship between a mentor and PRT was widely and consistently acknowledged by mentors at the outset of the sector-specific induction and mentoring pilots. Participants' experiences in the pilots affirmed this belief and provided them with practical skills to help them establish and build trust. Mentors accepted that in the past they tended to win PRTs' trust by extending emotional support to them. After participating in the pilots, mentors came to realise that positive, trusting relationships can be built in a variety of ways. Transparency,

respect, and willingness to engage in a professional, educative relationship were seen as important ingredients in building trust-based relationships with PRTs.

All three sector-specific pilots focused on building mentors' interpersonal skills in order to support them in building and maintaining trust-based relationships with their PRTs and milestone reports and qualitative data provide evidence that the Induction and Mentoring Pilot Programme has been successful in this regard.

For example, the secondary pilot emphasised the importance of understanding the PRT within the context of their personal circumstances (potentially reflecting the more challenging context of the schools participating in the pilot). Having an in-depth personal understanding of an individual's wider circumstances contributed to the development of an authentic, trust-based mentor-PRT relationship. Perhaps more importantly, it also enabled mentors to anticipate, understand, and proactively address issues of practice in context, particularly when these issues were triggered or exacerbated by personal circumstances. The ECE and primary–intermediate pilots also concentrated on this aspect of the mentor-PRT relationship: the ECE pilot did so in its regional workshops, while the primary–intermediate pilot did so through its Inquiring Teacher mentor development programme. Mentors' shifts in understanding were well documented in the milestone reports submitted by pilot programme providers and also reflected in qualitative data.

> [It is important] to acknowledge the relationship—[to take the] time to build this, to interact and make the difference. [It is] important for the mentor to find out about PRTs' different values and beliefs… (Mentor, *Induction and mentoring pilot programme: Early childhood education. By teachers, for teachers*, p. 36)

> The weakest point in a school is the adult-to-adult interactions. Mentoring is about manaakitanga to teachers—valuing and developing them. (PRT Coordinator, secondary pilot programme, focus group, November 2010)

The importance of an effective and professional mentor–PRT relationship that provides educative and emotional support was also identified by all PRTs involved directly or indirectly in pilot activities. From the PRTs' perspective the importance of trust and feeling able to voice concerns and talk about mistakes and challenges early on was seen as essential to successfully transitioning into an ECE or school setting.

Interestingly, the formal role of a mentor was not perceived by PRTs to strongly influence the mentor's ability to establish a relationship of trust. The formal designation of mentors varied within and across the pilots: some taught at the same year level or within the same curriculum area as their PRTs (often as HOD), others did not. PRTs perceived merits in all combinations and no one arrangement appeared to be uniformly preferred over another.

While PRTs generally expected that their mentors would provide them with critical feedback, they primarily valued the emotional and practical support they received and saw this as a prerequisite to the provision of educative support. PRTs also noted that the nature of the relationship needed to change over time as they grew in confidence: to be an effective mentor, the mentor needed to be flexible and alert to PRTs' changing needs. The mentor needed to adapt their role to respond to these needs, including being an equal partner or "collegial peer".

> The [most important] thing is that you have a good relationship with them. You need to see them regularly. We don't want someone [to chat] with. The mentor needs to be someone who understands and has a certain approach that guides their work. They need to have templates for doing observations or for documenting discussions. There still has to be a structure. (PRT, secondary pilot programme, focus group, November 2010)

> It helps to have feedback, knowing you are not going to be attacked. (PRT, *Induction and mentoring pilot programme: Early childhood education. By teachers, for teachers*, p. 41)

> A lot of the time a mentor also needs to be there for personal support. I don't think there is another job [besides teaching] where personal problems impact quite as much on what you are doing. Having someone there to go in and have a talk to about things that are going on in your life, should the need arise, [is valuable]. (PRT, secondary pilot programme, focus group, November 2010)

Effective mentoring requires regular, structured contact

The process of learning is an iterative one and unique to each individual. PRTs were very conscious of the benefits of meeting regularly with their mentors to discuss their concerns and goals. They were also clear about the need for discussions to be structured and relevant to their needs. Interestingly, while structure and regularity were considered essential, PRTs were divided about whether these needed to be formal or informal meetings.

Arrangements for regular meetings varied considerably within and across pilots, with most PRTs experiencing a mix of both formal and informal meetings. Generally speaking, formalised meetings tended to be more common and useful for first-year PRTs. Many PRTs expressed a preference for more informal meetings. The key insight here is that the formality of the arrangements needed to be tailored to the individual PRT.

Finding time for PRTs to meet with their mentors was consistently identified as a challenge in all three pilots. The barriers faced tended to be sector-specific, but participants agreed that effective mentoring required mentors and PRTs to dedicate time to induction-related activities. It was also seen as necessary to provide PRTs with assurances that the importance of regular contact is understood.

Effective mentoring supports collective professional learning

Across the pilots there was evidence that some groups had begun to think of mentoring as a collective, team-oriented process that provides the underlying platform for professional learning in an educational context. While this view was expressed by a range of participants across all pilots, it was most common among participants in the secondary induction and mentoring pilot, particularly those in middle management roles such as PRT Coordinators and SCTs. This may reflect the induction and mentoring model developed in the secondary pilot, which strongly emphasised co-constructed learning and worked directly with PRT Coordinators, SCTs, and mentors as a group.

Viewed from this perspective, mentoring becomes a mechanism for focusing on professional growth in a school as opposed to a way to develop personal competency in PRTs. The collective approach to mentoring involves the development of a credible, coordinated network of key staff within the school. These work from a shared understanding about the value of mentoring, using a common skill base and supported by documented processes to provide induction and mentoring to all staff moving into a new role. Principals, PRT Coordinators, SCTs, and mentors noted specific benefits of taking a collective, coordinated approach, including:

- more comprehensive knowledge of PRT needs, concerns, and progress
- better awareness and use of existing expertise to support learning
- enhanced ability to adjust to change (when stepping into a different role)
- linking up systems and processes (such as, linking recruitment and mentor selection, and using the *Registered Teacher Criteria* in appraisal processes).

Those expressing this view typically emphasised working collegially, playing complementary roles, and the value of mentoring for all teachers, including new staff, new HODs, and OTTs, as well as PRTs. They also noted that effective induction and mentoring can aid in the retention of effective teachers in individual schools and in the sector as a whole.

> What's good for PRTs is good for all teachers. (Mentor, secondary pilot programme, focus group, November 2010)

> How can we restructure the whole school to make it more connected, more forward-moving, and better at [supporting us to share] our skills? (PRT Coordinator/SCT, secondary pilot programme, focus group, November 2010)

> [Its] working as a group within the school, not on our own. (Mentor, secondary pilot programme, focus group, November 2010)

> It's easy to be aware of your own skills and weaknesses if you are reflective, but to be ignorant of everybody else's [in the school]. This pilot has given us the ability to share collegially. (PRT Coordinator/SCT, secondary pilot programme, focus group, November 2010)

Effective mentoring requires clarity about the role and responsibilities of mentors

All participants in the Induction and Mentoring Pilot Programme reported having an increased appreciation of mentoring as a distinct and valuable role. The use of the *Draft Guidelines* within each sector-specific pilot appeared to have particularly contributed to this shift by enabling all participants to compare and contrast their current mentoring assumptions and practices with the principles of educative mentoring articulated in the *Draft Guidelines*. Participants' engagement in these comparative, reflective exercises were a core part of each of the three sector-specific pilots and essentially represented a form of "gap analysis" that enabled senior ECE and school staff, PRT Coordinators, SCTs, and mentors to develop a clearer sense of what the mentoring role entails. It also helped these participants learn how other roles in their kindergarten, ECE centre, or school could be leveraged to support induction and mentoring practices. This general insight, shared by all participants, has shaped the way various groups conceptualise mentoring relative to their own role in the process.

> Prior to this pilot, it was "Right, you are a mentor; now get on with it!" There was no guidance or overview as to what was expected of you as a mentor. As a result of the pilot, I have definitely been up-skilled [and]…I've got a better understanding of what's expected of me as a mentor. (Mentor, secondary pilot programme, focus group, November 2010)

Acquiring new knowledge, understanding, and skills

The Induction and Mentoring Pilot Programme provided an important opportunity for building awareness of mentoring and improving the capability of mentors through a process framed around reflection and inquiry into practice. It allowed participants to play dual roles: engaged as learners and as mentors, working with PRTs. Participating mentors were supported in this endeavour by sector-specific pilot programmes that provided the theoretical base and resources to help them develop models and build capability. The synthesised evaluation data indicate that mentors have become:

- more knowledgeable about critical concepts that underpin effective mentoring
- more skilled in a range of areas that enable them to apply their new knowledge in their mentoring practice.

Extended knowledge of effective mentoring

The topics and focus of professional development for mentors were remarkably similar across the three sector-specific pilots and focused on building mentors' theoretical understanding in key areas including reflective inquiry, evidence-based practice, collaborative learning, and adult learning. Interviews with participants and the pilots' milestone reports clearly indicated that mentors had become more aware of the importance of reflective practice and of using evidence in reflective practice.

The importance of explicit reflective practice

The *Draft Guidelines* emphasised the importance of an educative mentor being a reflective practitioner focused on inquiry into their own and others' professional practice. Collectively, across the pilots, there was clear evidence that mentors understood how reflective practice contributed to effective mentoring and supported them to:

- critically assess and identify aspects of their own practice that need strengthening
- build their own skills as a teacher and role model to increase their credibility and status as mentors
- recognise themselves as learners, helping build trust-based relationships with their PRTs.

Across the sector-specific induction and mentoring pilots, there were numerous examples of mentors articulating these understandings. For example, the primary–intermediate pilot used multiple cycles of action learning to help participants to develop and apply their understanding of reflective inquiry. Mentors who actively engaged and completed multiple cycles of action learning appeared to have developed deeper understanding of the value of this process and its implications for effective mentoring. Mentors themselves commented that they were more reflective in their practice and this was confirmed by PRTs, who noted that their mentors made increasing use of reflective techniques.

> As I reflect on my own learning as a mentor, I think initially I talked too much, but over the last two years, I've learnt to take a step back and listen, and not jump in with my own war stories. One of the strategies we learnt at the workshop was to have a third person sitting in with one of your follow-up conversations with your PRT to give you feedback as a mentor. I found that a really good tool for me. [It helped me] to look at how I can improve as a mentor, because it's not just one-way traffic, it's a two-way process. I think the mentors have just as much to learn [as the PRTs]. (Mentor, secondary pilot programme, focus group, November 2010)

The importance of evidence to support reflective practice

Mentors reported that they had developed a better understanding of the value of formal evidence and data about students and PRTs' progress as part of the mentoring process. Prior to receiving professional development, mentors tended to focus on change rather than assessing the PRT's practice against their learning objectives and setting goals to strengthen this practice. As a result of the Induction and Mentoring Pilot Programme, mentors had a stronger appreciation of the value of formally recording and documenting learning objectives, observations, reflections, and intentions in order to drive PRT development and to provide evidence of their progress to support successful registration.

> Now I act on evidence. Before, I used evidence as examples in [my PRT's] observation notes or in an end-of-term report for assessment purposes. Now we use evidence to build a new focus or goal. (Mentor, primary–intermediate pilot programme, focus group, December 2010)

I really like the mentoring system, I like the data, the checking, the observation; there is accountability. I think that's the biggest strength for me; to have somebody who is pushing me to say "Look, I have done this [and] here it is" and [to have them] go through [the induction process] and say "It's really good". As I'm doing my observations for the other teachers, I find that I'm using that same information. (Mentor, secondary pilot programme, focus group, November 2010)

I did a survey [of families] to see how I could meet one of my goals [with support from my mentor]. (PRT, *Induction and mentoring pilot programme: Early childhood education. By teachers, for teachers*, p. 41)

I collected so much data, but I needed [support from the mentor] to collate and make sense of the data. (PRT, *Induction and mentoring pilot programme: Early childhood education. By teachers, for teachers*, p. 40)

The focus has changed from the nuts and bolts to looking much more critically at the evidence and using it to [look ahead to] what we're going to do next. (PRT, primary–intermediate pilot, focus group, December 2010)

Strengthened skill base

The professional development provided to mentors in the sector-specific pilots not only sought to extend and deepen their theoretical understanding but to also strengthen their skills in areas directly relevant to effective mentoring, including interpersonal and communication skills as well as technical skills associated with collecting and using evidence. Across the pilots, milestone reports and interview and focus group data provided evidence of noticeable improvements in the skills that mentors brought to bear in their mentoring practices. The most commonly noted areas of improvement were as follows:

- engaging in more detailed and systematic pre-planned observations
- initiating difficult or "courageous" conversations and providing critical feedback
- using more effective, open-ended questioning techniques to encourage PRT reflection
- negotiating and setting formal professional learning goals.

Detailed and systematic pre-planned observations

Observations were focused around specific topics, which were typically requested by the PRT. Many mentors noted that, in the past, their observations had often been conducted in an ad hoc and unplanned manner without a specified focus. After participating in the Induction and Mentoring Pilot Programme, both mentors and PRTs recognised that formal, planned, and documented observations were an important source of evidence to inform practice and support registration.

[One of our school's mentors] made significant shifts because she has the benefit of being a new team leader [and therefore] has the advantage of being involved in leadership conversations all the time. Her observation skills have improved, but to be fair she is also a literacy leader and got the benefit of having training from literacy

facilitators giving feedback and so on. She has the ability to [apply this in her mentoring role]. (Principal, primary–intermediate pilot programme, interview, December 2010)

At first, it just wasn't working with my mentor coming in [to observe] once a week. She would come in for a reading lesson or a maths lesson and it was the same thing over and over. However, now I have told her that I just want to target one aspect of my teaching, it has been working really well. My mentor didn't know how to approach the observation thing, so it was a learning phase for both of us. She got me to step back and think about what I would like her to observe. As the year progressed, she came in less and less, but she concentrated on the one thing [I'd identified]… (PRT, primary–intermediate pilot programme, focus group, December 2010)

Difficult conversations and critical feedback

Strengthening mentors' abilities to initiate difficult conversations and provide PRTs with constructive feedback was identified early on by all the sector-specific pilots in the Induction and Mentoring Pilot Programme. In part, this involved challenging mentors' assumptions about the importance of providing educative rather than emotional support to PRTs. However, all three sector-specific pilots focused directly on teaching mentors specific techniques for engaging in difficult conversations, encouraging them to pay attention to verbal and non-verbal cues from PRTs and to make deliberate decisions about their choice of language and tone.

Participants in all three pilots reported that enhanced communication skills had contributed to stronger and more effective mentoring relationships that facilitate inquiry. Generally, mentors recognised that these skills are often neglected, despite the significant contribution that they can make to communication and learning.

Depending on the words you choose, you can have totally different outcomes. So the communication side of the mentoring relationship was most helpful for me. I had had PRTs before, but I'd never had any guidance or formal training in giving them feedback. [In the past] I just sat down and did my best and tried not to hurt their feelings. But now I know how to give more constructive feedback and ensure that the messages are not lost. It's fantastic that these skills have been acquired through the pilot. (Mentor, secondary pilot programme, focus group, November 2010)

Open-ended questioning to encourage reflection

Modelling new learning and reflection practices was seen as a central component of effective mentoring and mentors interviewed in the evaluation reported that they actively sought to model these behaviours to encourage PRTs and other mentees to reflect upon their practice. This was in contrast to the past, when mentors tended to initiate discussions based on their own observations about PRT practice and to ask closed or non-reflective questions. This had the effect of closing down discussions rather than encouraging conversation. As a result of their involvement in the Induction and Mentoring Pilot Programme, many mentors were using their stronger interpersonal skills and taking a critical inquiry approach to discussion. Not surprisingly, the shift to a more effective, reflective questioning style adopted by mentors was noticed by PRTs.

> I would use a more planned approach to mentoring, with more emphasis on a critical culture and developing the relationship as a foundation. [I understand] the importance of a critical culture and the ability to have reflective and at times courageous conversations. (Mentor, *Induction and mentoring pilot programme: Early childhood education. By teachers, for teachers.*, p. 83)

> Within our practices, we're more reflective. I don't feel threatened if someone questions what I'm doing; I'll reflect on what I've done and if I was wrong then I'll say "Yeah, maybe I should of…" (Mentor, secondary pilot programme, focus group, November 2010)

> Instead of [offering] black-and-white feedback, she asks questions to make me come up with the solutions myself. (PRT, primary–intermediate pilot programme, focus group, December 2010)

> Mentors' questioning has changed; you have to be quite critical in response. (PRT, primary–intermediate pilot programme, focus group, December 2010)

Professional learning goals

Findings from the three sector-specific pilot programmes highlighted that mentors had become more skilled at helping PRTs to identify pedagogical challenges, define aspects of their practice that they would like to strengthen, and set specific learning objectives. Mentors commented that this required them to make subtle but conscious changes to the way they engaged with PRTs. Rather than directing a PRT's focus, mentors sought to negotiate learning goals with PRTs, drawing on constructive conversations about practice, on evidence, and on PRTs' own reflections.

> The shift for me was in becoming more focused on negotiating goals; more focused in terms of what we decided together to do. [We followed] observations with professional discussion that was targeted and slightly more formal. In their own way, the PRTs drive that. (Mentor, primary–intermediate pilot programme, focus group, December 2010)

Increasing confidence and clarity

An important outcome achieved by the Induction and Mentoring Pilot Programme was that it gave status to mentoring practices within participating kindergartens, ECE centres, and schools and across regions. It provided mentors with a credible "voice" and a language to describe their work. Prior to the Induction and Mentoring Pilot Programme, mentors were often unclear about the "professional" status of their practice and felt that they were often not given respect or recognition that reflected their value and contribution to the school. With the Induction and Mentoring Pilot Programme and the knowledge gained as a consequence of understanding what constitutes effective mentoring practice, mentors' confidence has grown and a "professional" identify for mentors has been developed. Most mentors involved in the Induction and Mentoring Pilot Programme commented that they appreciated the opportunity to be mentors and would like to continue in this role.

Specific changes identified by mentors included their increasing confidence and the greater openness and flexibility they brought to working alongside their PRTs. Mentors also reported greater commitment to the role and increased professionalism.

Mentors consistently reported feeling more confident and more skilled in their roles, identifying a wide range of new or refined skills and expertise that they felt they could draw upon, depending on the needs of the PRT. This enhanced expertise appeared to represent an expanded "tool kit" and included honed communication skills, such as the ability to conduct learning conversations; use open-ended questions; engage in active listening; and provide critical feedback. Enhanced expertise also included specific technical skills, for example, techniques for undertaking deliberate, structured observations; using evidence to set and review goals; and engaging PRTs in facilitative, reflective practices.

Mentors reported that the greater role clarity, coupled with targeted professional development to enhance their skills, had given them a strong sense of value, contributing to a greater sense of professionalism and credibility that they found highly motivating. Mentors described themselves as more actively committed to creating the conditions for effective induction, for example, consistently dedicating time to all aspects of the mentoring process, such as observations, feedback, and discussion.

The mentors' online survey

The results of the mentor survey supported the shifts in awareness and understanding described above as short-term outcomes of the Induction and Mentoring Pilot Programme. Mentors were asked to rate themselves at the start of the pilot, to establish a baseline, and 12 months later, to ascertain shifts in their perceptions. ECE mentors rated themselves higher overall in the second survey, but both primary–intermediate and secondary mentors reported a slight decrease in confidence as a result of their participation in the Induction and Mentoring Pilot Programme (see Figure 11).

Considering these shifts alongside the qualitative research data suggests that mentors' participation in the pilot and their active engagement with the *Draft Guidelines* had heightened their awareness of what constitutes effective mentoring and led to a more realistic and honest evaluation of their skills, knowledge, and abilities as mentors. More detailed analysis of the specific changes in mentors' rating of their skills, attributes, and knowledge post-pilot can be found in Appendix D.

Decrease in confidence

The shift in mentors' confidence revealed in the surveys of the primary–intermediate and secondary mentors indicates a slight decrease in mentor perceptions of their ability to be successful between the benchmark and follow-up survey. This slight decrease is not concerning. It is in fact a positive development as it reflects a deeper, more honest assessment by mentors of their skills in relation to what constitutes effective mentoring. Mentors were asked for an explanation to interpret the decrease: in their view, it was due to a heightened awareness and understanding of the essential skills, knowledge, and attributes identified in the *Draft Guidelines* as a result of their involvement in

the pilot. Mentors in the secondary induction and mentoring pilot reported that they had re-examined their practice and, as result, reviewed their assessment of success. The two key dimensions in which perceptions of success had dropped post-pilot were with respect to:

- leadership, namely the ability to provide the direction and guidance needed to support PRTs
- the mentor's relationship with their PRT, including such communication skills as the ability to listen properly during conversations and to provide honest feedback as a provider of educative mentoring and support.

The mentors involved in the primary–intermediate pilot were exposed to a substantive professional development programme that made them acutely aware of the pedagogical content knowledge that underpins mentoring practice. This is well illustrated in the following quotations.

> Every time you need to have a difficult conversation, you work on it; you think it through and check it out. I think it's really important. It is a good learning curve. It also reminds you to use the skills of people who weren't involved in the pilot. For example, we have a guidance councillor, who's more skilful then anyone in dealing with difficult situations. She's a fantastic resource to run a conversation by. You're going out all the time to look for other skills. (Mentor, secondary pilot programme, focus group, November 2010)

> You need to have good communication skills because sometimes you have to give hard messages. (Mentor, *Induction and Mentoring Pilot Programme: Primary. Leading learning in induction and mentoring,* p. 40, Langdon, 2011)

> [In the past, I would] beat around the bush—an element of wanting to support and not to hurt [the PRT]. (Mentor, *Induction and Mentoring Pilot Programme: Primary–Intermediate. Leading learning in induction and mentoring,* p. 40)

> As I reflect on my own learning as a mentor, I think initially I talked too much, but over the last two years, I've learnt to take a step back and listen, and not jump in with my own war stories…it's not just one-way traffic, it's a two-way process. I think the mentors have just as much to learn [as the PRTs]. (Mentor, secondary pilot programme, focus group, November 2010)

Figure 11: Overall rating of mentors' own ability to be successful as mentors*
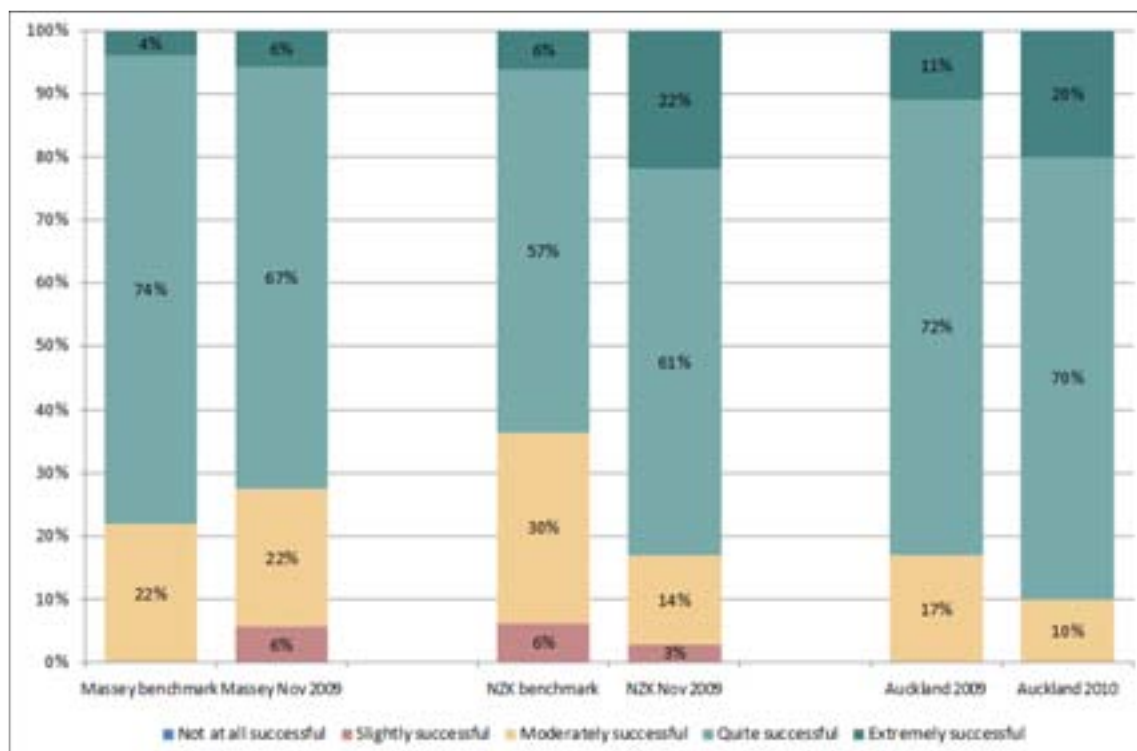
ECE mentor confidence

The ECE mentors set a high base level in their benchmark survey, reporting strong perceptions of their ability to be successful in the skills, knowledge, and attributes noted in the *Draft Guidelines*. This pattern persisted in the follow-up survey, with continued high ratings on all dimensions. ECE mentors reported an increase in their perceptions and the frequency with which they drew on all the essential mentoring skills. This was not surprising given that the model trialled by the ECE induction and mentoring pilot programme took mentoring out to the kindergartens and ECE centres, which was a significant shift in practice for those involved. While many of the mentors were experienced, this approach allowed them to be more actively involved in the mentoring process and take on greater responsibility for the assessment and development of PRTs in their kindergarten or ECE centre, resulting in increased confidence overall.

Medium-term outcomes

The short-term outcomes detailed above set the backdrop for the achievement of the medium-term outcomes. The primary–intermediate and secondary induction and mentoring pilots were well positioned to demonstrate progress towards medium-term outcomes as these were contracted to run

for two years. They also provided evaluators with an opportunity to explore, in some depth, issues and challenges associated with sustainability. At the conclusion of the year-one outcomes evaluation, the cumulative impact of achieving the short-term outcomes was identified. The expectation was that the following outcomes were possible or likely to eventuate once the short-term outcomes had been embedded into ECE or school culture and practice:

- better, more efficient coordination and use of ECE or school resources
- stronger linkages between induction and mentoring and the *Registered Teacher Criteria*
- increased alignment between PRT needs and mentoring practices
- increased opportunities for networking within the ECE and school sectors to support PRTs.

It must be noted that these medium-term outcomes were identified on the basis of findings from year-one of the evaluation and therefore reflected the aspirations and understanding at that point in time.

Year-two findings indicated that the evidence with respect to the medium-term outcomes was more mixed and while the project was successful in some aspects, it was less successful in other areas. The remainder of this section builds on the evaluation evidence to explain what these outcomes mean and the extent to which each of the medium-term outcomes were achieved in the Induction and Mentoring Pilot Programme. It also highlights the impact of the project on PRTs in terms of their practice as teachers as well as the impact on student engagement.

Efficient coordination and use of resources

The development of formal induction plans across most schools involved in the Induction and Mentoring Pilot Programme provided a platform for ongoing review of school processes and systems and a focus on enhancing induction and mentoring practices more generally. Examples of these changes identified in the interviews with school leadership and management include:

- aligning induction and mentoring objectives with identified strategic goals, such as building leadership capability and current professional development initiatives
- using induction and mentoring goals and understanding of the qualities of an effective mentor to inform recruitment processes and decisions, appraisal processes (including re-registration), and decisions about the type and structure of professional development undertaken in the kindergarten, ECE centre, or school.

There was evidence of these broader systems-level changes among schools in the primary–intermediate and secondary pilots. For example, the primary–intermediate milestone report described how each participating school adopted specific goals and aligned these to the *Draft Guidelines* to drive further change and improvement in their induction and mentoring processes. The secondary milestone report noted that job descriptions and school policies relating to induction and mentoring had been either "extensively reviewed or developed", and this was certainly supported by qualitative data collected in the evaluation.

The main lesson from this experience is that we know what to look for in a mentor; we look at personality and compatibility and skills and align these with the personality and needs of the PRT. We also look at the prior experience of the PRT, and where they're coming from and try to match some of the skill set to help grow that person. For instance, if you have a confident PRT who is familiar with a range of different strategies, and probably a little bit more mature, then we need to ensure that the mentor has the skills to extend that PRT. I think one of the biggest realisations that I've seen over the last three to five years is that we're moving very much from mentoring being a competency thing ("You're OK. We can sign you off"), to [being about] professional growth. (PRT Coordinator/SCT, secondary pilot programme, focus group, November 2010)

Support from school leadership was seen as a critical component in sustaining the benefits of the Induction and Mentoring Pilot Programme. It was seen as primarily the role of leadership and management to make this happen. The evaluation findings indicated that the Induction and Mentoring Pilot Programme was successful in bringing about desired shifts in the mental models of leadership and management, leading to significant changes in school systems, policies, and procedures. These changes contributed to better and more efficient use of ECE or school resources.

- Participating kindergartens, ECE centres, and schools developed induction and mentoring systems and policies. Taking a more systemic approach to induction and mentoring enabled schools to make efficiency gains by avoiding duplication, promoting consistency in practice, and clarifying expectations.
- Participating kindergartens, ECE centres, and schools formalised their induction and mentoring plans. Leaders saw this as an attractive recruitment and retention strategy and believed it contributed to a shared understanding of how mentoring is undertaken in the school context.
- Participating kindergartens, ECE centres, and schools had begun to review and refine existing induction and mentoring models and consider aspects such as matching mentors to PRTs' needs. Giving more thought to these issues meant that there were fewer disputes and less dissatisfaction and helped create a more positive learning environment. Participants considered a variety of ways to use their resources efficiently: identifying the "right" people as mentors, expanding the pool of staff available to act as mentors (such as HODs, PRT Coordinators, SCTs, deputy principals, and senior teachers); and connecting or partnering with other kindergartens, ECE centres, or schools to share resources and knowledge, for example.

    This project has been very valuable. Based on what we have seen and heard, I would say that we definitely need to re-evaluate our PRT programme and how we support our PRTs. The advantage is that one of the mentors involved in the pilot programme is our SCT, which really is fantastic as it allows us to add a bit extra to the training of mentors. (Principal, secondary pilot programme, interview, November 2010)

- Participating kindergartens, ECE centres, and schools created formal processes for recording reflections and documenting practice (for example, by developing a portfolio). This led to a stronger culture of learning and development and explicit expectations of teaching and learning practice for all staff. Processes for reviewing evidence and signing off PRTs against the *Registered Teacher Criteria* were also being developed.

Links to the *Registered Teacher Criteria*

The *Draft Guidelines* and *Registered Teacher Criteria* are inextricably linked. The *Draft Guidelines* articulated the ideal learning context within which the *Registered Teacher Criteria* need to be applied. The *Registered Teacher Criteria* represent the pedagogical standards expected of a fully registered teacher and thus state the objectives and practices that effective induction and mentoring should focus on. Importantly, the *Registered Teacher Criteria* also represent a point at which the quality of the induction and mentoring process itself is "tested" in so far as ineffective or below-standard PRT practices which result in a failure to receive registration may be seen as the result of poor-quality induction and insufficient mentoring.

Each of the sector-specific pilots focused on exploring and articulating the intent of both documents in the context of their sector and on building a shared understanding of how they could be used together to support effective mentor development and effective induction practices. The pilots provided an opportunity for participating kindergartens, ECE centres, and schools to reflect on the synergy in the content of both documents and to use these reflections to improve their existing induction and mentoring practices. The primary–intermediate and secondary pilots also developed processes to strengthen the use of both documents to highlight the importance of quality induction and mentoring practices. For example, the primary–intermediate pilot developed mock registration scenarios in which participants were asked to assess hypothetical PRTs using both documents. This process highlighted a need for moderation processes that could strengthen the robustness and objectivity of registration decision-making. The secondary pilot developed the SAT, which acted as a bridging mechanism to help participants engage with and use both documents to review their existing induction and mentoring practices; set goals to refine induction and mentoring processes; and assess their progress in this.

A clear finding indicated in the sector-specific pilots' milestone reports and confirmed by qualitative data was that the leadership and management staff and mentors were using the *Registered Teacher Criteria* to develop a clearer understanding of what effective teaching practice looks like. They were designing a process of professional learning that directly supported the registration of PRTs. They also understood key concepts and principles that underpinned professional learning (such as reflective inquiry, evidence-based practice, and collaborative learning) and could see how these principles were reflected in both the *Draft Guidelines* and the *Registered Teacher Criteria* to support continuous learning and improvement throughout a teaching career.

PRTs interviewed across the primary–intermediate and secondary pilots as part of the evaluation also reflected a deep understanding of the relationship between the *Draft Guidelines* and *Registered Teacher Criteria*. The interviews highlighted that PRTs, particularly those in their second year of teaching, were becoming more focused on the *Registered Teacher Criteria* and using it as a tool to help them prepare for registration. PRTs also provided examples of how they were using specific criterion to directly inform and guide their induction. For example, PRTs in the primary–intermediate and secondary pilots talked of selecting a specific criterion and using this as a goal to direct their practice and anchor mentor observations. Others described using the *Registered Teacher*

Criteria as a tool for assessing the quality and breadth of their current portfolios. This was noted as a recent development and PRTs hoped to strengthen these practices in the following year.

PRTs in the ECE pilot appeared to be more cognisant and explicit about the value of the *Registered Teacher Criteria*, noting that a common set of criteria was particularly useful in supporting ECE teachers in gaining equal recognition and status within the education sector. The greater awareness of ECE PRTs was likely to stem from their participation in regional pilot workshops which gave them the opportunity to reflect on and discuss both the *Draft Guidelines* and the *Registered Teacher Criteria* with other PRTs and with mentors.

> Learning about the process of registration, the different criteria, the dimensions, and how things fit together [was very useful]. (PRT, *Induction and mentoring pilot programme: Early childhood education. By teachers, for teachers*, p. 53)

> I like the way the systems have been made to fit into each other. They link together so there is not a lot of extra work. (PRT, *Induction and mentoring pilot programme: Early childhood education. By teachers, for teachers*, p. 55)

> It's great that we are bringing together the [draft] *Registered Teacher Criteria* and the professional standards. It adds to our status as teachers, as we are being judged by the same criteria. (PRT, *Induction and mentoring pilot programme: Early childhood education. By teachers, for teachers*, p. 58)

Aligning PRT needs and mentoring practices

Ensuring that mentoring is aligned to meet PRTs' needs requires decisions at multiple levels. The evaluation findings showed that senior leadership staff need to be involved in the selection and development of mentors to ensure that the mentors have sufficient skill and the right personality and attributes to meet the needs of PRTs. It was also clear that mentors need to have the skills and ability to recognise when and how to adapt their mentoring techniques to ensure that the support they provide on a day-to-day basis is aligned with PRT needs, which are likely to change over time as PRTs grow in confidence and skill. The evaluation findings indicated that both the primary–intermediate and secondary pilots were successful in creating stronger alignment between mentoring practices and PRT needs.

Recruitment and selection of mentors

Qualitative data showed that senior and middle management and mentors had an increased appreciation of the need to align the personality, skills, and attributes of mentors with their PRTs to make the relationship a meaningful one. Prior to their involvement in the Induction and Mentoring Pilot Programme, ECE and school leaders and even some mentors said they believed "anyone could be a mentor". Mentors were usually assigned the role based on their availability and willingness to undertake mentoring. Decisions were taken in isolation and without any consideration of the needs of PRTs. However, since being involved in the Induction and Mentoring Pilot Programme, mentors and school leaders have a greater appreciation for matching and exploring beyond superficial issues.

Authentic PRT practice

Qualitative data and milestone reports from all sector-specific pilots showed that mentors appreciated the need to allow PRTs to experiment and make their own mistakes. The concept of developing an authentic, personal pedagogical style was seen as a central feature of effective mentoring. Mentors encouraged PRTs to develop their own sense of professionalism and a commitment to teaching. PRTs in the primary–intermediate and secondary pilots described a tendency to over-prepare and not be "real" in the face of pre-scheduled observations or assessments, pointing out that this generated difficulties in terms of enabling mentors to provide them with useful feedback.

Mentors reported that they had experimented with different ways of providing support to their PRTs to allow them to practise authentically, often at the request of PRTs. This was validated by PRT reports. Examples of mentor initiatives included:

- undertaking observations in the same teaching context as the PRT for a full day
- formal but unscheduled "walk-through" observations
- alternating the timing of their observations to ensure they observed the PRT working with different classes (in the secondary context) or on different subjects or topics (in the ECE and primary–intermediate sectors).

These initiatives by mentors were viewed positively by PRTs. Primary–intermediate and secondary pilot PRTs noted in their interviews that mentors were becoming more responsive and open to suggestions from PRTs on how they would like to be supported. They also noted that mentors were using techniques that actively gave them permission to be "natural" and to find their own ways of doing things and this facilitated the induction process by providing a richer source of practice for them to reflect upon.

> [I have] independence. [My mentor] lets me do what I do. [She] knows when to come in. (PRT, primary–intermediate pilot programme, focus group, December 2010)

> [My] mentor gave me the ability to feel comfortable in the room. She said "Forget I'm here. I'm not going to be critical. I'm here to help." Incidental conversations are really helpful. (PRT primary–intermediate pilot programme, focus group, December 2010)

Support for different stages

The expectation that PRTs' needs will change over time is inherent in the concept of induction and professional learning generally. As a result, an effective mentoring relationship will require mentors to adopt different roles to meet the PRTs' changing needs. Across the pilots, there was a clear acknowledgement of the need for mentors to act in different roles, such as critical friend, professional colleague, emotional supporter, and assessor. Milestone reports and focus groups with mentors indicated that mentors in the Induction and Mentoring Pilot Programme gained a clearer understanding of the need for these roles and the need to alternate between them depending on the

needs of their PRT. Since their involvement in the pilot, mentors acknowledge that there is no single way to mentor and that the challenge for mentors is in being alert and flexible enough to respond to emerging circumstances and to adopt the role most relevant for that situation.

> For me, it couldn't be any more different [now], because I was so unbelievably frustrated when I started: I wanted a rule book of what to do and I wanted to feel like I was useful. Now I understand that it's just about creating a relationship that works for you, and not [about] all the steps. Because all the steps are covered by the PRT Coordinator and the SCT, it's not about ticking the boxes (Mentor, secondary pilot programme, focus group, November 2010)

Networking within the sector

Overall, the Induction and Mentoring Pilot Programme was successful in creating opportunities for kindergartens, ECE centres and schools to network with one another to support their induction and mentoring practices. The dearth of professional development devoted solely to mentoring was recognised at the outset as a problem by all pilot providers. As a result, there was a strong desire to use the pilot as a mechanism to help in establishing networks between kindergartens, ECE centres and schools that could continue to support mentors and PRTs once the pilot interventions came to an end.

Each pilot thus designed and implemented various mechanisms aimed at supporting the development of networks, both in terms of the structure and ways in which activities were delivered. For example:

- the ECE pilot actively brought together mentor and PRT participants from multiple kindergartens and ECE centres in three regions
- the secondary pilot set up three geographically paired schools and worked with a team of staff in each school
- the primary–intermediate pilot worked with mentors and principals across six schools in one region.

In addition, all pilots offered online support facilities (to share resources and literature and promote online dialogue) and used a mix of hui, workshops, and forums to create shared learning and networking opportunities between ECE and school leaders, mentors, and PRTs.

Maintaining these networks is an ongoing challenge for all pilot participants. This was particularly true of the online support, which was widely underutilised by mentors in all three pilots. For instance, the secondary pilot programme developed an online wiki as an information base for participants and to provide access to resources such as handbooks and policies developed by schools in the pilot, as well as meeting notes and records. Yet the December 2010 *Milestone 7* report (Douglas, 2010) noted that participants "continued to access the wiki on a regular if uneven basis" after the pilot was finished. The majority of the mentors felt online engagement required more time over and above what they were already capable of providing to participate in pilot activities. Providers concluded that the online sites were not effective as mechanisms for establishing networks

and that they would not provide these again in future induction and mentoring development initiatives.

The face-to-face opportunities for networking offered by hui, workshops, and presentations were deemed to be of most value by principals, PRT Coordinators and SCTs, mentors, and (in the ECE pilot) PRTs. Again, however, the clear feedback from these groups was that they felt they would be unlikely or unable to sustain these connections post-pilot due to their existing time commitments.

That said, interviews with pilot providers in year-one suggest that while participating in networking opportunities may be difficult for participants to sustain post-pilot, the participation that has already occurred may have generated a broader level of awareness about the pilots and their impact among other non-participating schools. For example, principals from schools participating in the secondary induction and mentoring pilot programme have been approached by non-participating schools seeking an opportunity to learn from and build upon their pilot experiences.

From the PRTs' perspective, qualitative focus group data suggest that PRTs appreciated the opportunity to meet with other PRTs to discuss and compare their induction and mentoring experiences. However, a common theme among those in the secondary and primary–intermediate pilots was that these kinds of opportunities were less useful over time, particularly if they lacked a clear structure. PRTs commented that as they grew in confidence and sought more detailed information about ways to improve their practice, opportunities to meet with their mentors became more important and useful than opportunities to build networks and share information with other PRTs.

Impact of the pilots on PRTs

While all pilots focused directly on building the capability of mentors, a key beneficiary of this investment was the PRTs. Therefore, year-two of the evaluation actively sought to gather feedback and perspectives of the PRTs for the purposes of triangulation. This section provides information from the PRTs perspective.

PRTs growing as reflective practitioners

PRTs recognise their own growth and improvement and can retrospectively identify points at which they have needed to redirect or refocus their learning over the course of the Induction and Mentoring Pilot Programme. As a result, PRTs understand the need to drive their own learning and to be supported in doing this, particularly during the early stages of a mentoring relationship when they may be least familiar with or confident in specific roles and working contexts. Across the sector-specific pilots, there is clear evidence that PRTs understand and are making active use of reflective techniques. Milestone reports and qualitative data provided examples of PRTs recording reflections, identifying "weaknesses", setting and negotiating specific learning goals, and documenting evidence of their progress towards these. Mentors also noted that their PRTs were asking better questions and

spotting opportunities for improving their practice. PRTs themselves report becoming more goal-oriented, requesting targeted feedback on specific aspects of their practice, and adjusting practice in response to that feedback.

> Just simple things like recording [have improved]. We used to just talk all the time, we didn't really write [anything] down. Now, I travel with a tape recorder all the time and every time we have a conversation, I press "record". (PRT, primary–intermediate pilot programme, focus group, December 2010)

> It was an awesome process for me. With support from my mentor, I set goals. The contract is really important. A key thing is to look back on your evidence; a month or so later, you may have new insights. My mentor was great; she gave me reports each term on how I was meeting my goals. She would let me know how I could help her too It depends how much you [and your mentor] are prepared to show and share. (Newly registered teacher, *Induction and mentoring pilot programme: Early childhood education. By teachers, for teachers*, p. 41)

> At the beginning I didn't write down goals, but now I do. They're my own goals—goals that I want to achieve. (PRT, primary–intermediate pilot programme, focus group, December 2010)

> [I am] reflecting [more] and looking all the time at what I am doing with the children. (PRT, *Induction and mentoring pilot programme: Early childhood education. By teachers, for teachers*, p. 41)

> I have since looked through my folder regularly and started revisiting reflective entries again. (PRT, *Induction and mentoring pilot programme: Early childhood education. By teachers, for teachers*, p. 42)

> On some of the courses [I've attended], the basic question has come up "Who is doing this in their school?"…and I would be the only one putting my hand up. Or [they would ask] "Who has got a mentor?" and I'm the only one. Or "Who's using a reflective diary?" And again, only me. (PRT, secondary pilot programme, focus group, November 2010)

> My reflective sessions with my mentor are now much broader. If something has worked really well, I make a note about it. If something has absolutely gone down the toilet, I'll write something in there for next time, too—either not to do it, or to do it differently. I teach one Year 9 class each term and basically they are meant to get the same programme, but what didn't work in Term 1, I won't do in Term 2. I am trialling all the time…and I can see what worked and what didn't [and] then restructure and change things each term. (PRT, secondary pilot programme, focus group, November 2010)

Increased PRT professionalism and confidence

PRTs reported that they felt more skilled, effective, and confident as teaching practitioners. This was due to PRTs taking on the suggestions offered by mentors and experimenting with or adapting the

suggestions to reflect their own style of teaching. Generally speaking, PRTs also appeared to regard themselves as informed, equal partners engaged in a process of professional learning with their mentor. Mentors and other management staff such as principals, PRT Coordinators, and SCTs indicate that PRTs were asking questions about practice and were more willing to lead professional conversations with others in the kindergarten, ECE centre, or school.

> I see less chalk and talk; more onus on developing relationships with students. [I've] seen real professionalism…on time to meetings…they're stepping up. (Principal, secondary pilot programme, focus group, November 2010)

Strengthened teaching practices

Across the project as a whole, there was clear evidence that PRTs were becoming more effective teaching practitioners. PRTs reported improvements in their lesson planning and classroom management techniques and directly related these to feedback and suggestions from mentors. These observations were validated by mentors and principals and other senior leaders across the sector-specific pilots.

> His professional learning this year? He has [grown] in leaps and bounds. When we first appointed him, [we wondered if] he could lift his planning. He is really moving well in that. His classes are where the kids have made the biggest shifts. (Principal, primary–intermediate pilot programme, interview, December 2010)

> I teach computing and it is quite a practical subject: get a student in front of a computer and you've lost them. You need to catch them before they start getting like that. Something [my mentor] said when he observed [me was] "Pull them away. Get their chairs and get them all sitting up the front. Talk to them there and then push them back to their computers". That's something that works quite well. I don't do it all the time. I like to get them started [on a practical activity] and then stop them and bring them back. Because they want to get back to their computers, they'll sit and wait and be more attentive. For the real key bits it works, [but] I wouldn't do it all the time. (PRT secondary pilot programme, focus group, November 2010)

> The students don't look at me like "Oh, she doesn't know". Listening to them and [observing my mentor] teaching, [I have increased my students'] confidence in me. (PRT, primary–intermediate pilot programme, focus group, December 2010)

In focus groups, PRTs also report feeling they are able to interpret and use student achievement data more effectively. While this was likely to be the result of increasing familiarity with specific assessment tools and knowledge of their students, mentors' use of reflective techniques also appeared to have encouraged PRTs to engage in more thoughtful, considered interpretation of student achievement data and to apply principles of reflective practice to their own practice. For example, PRTs reported making the learning intentions of lessons clearer to their students, with positive results.

I knew nothing about [rating] scales, [but then I] started learning about them and explaining to my students what a scale score is and how it works. I think we don't trust kids enough to explain it to them, so they know what they're doing with the test. The next thing you know, they sky rocket! I had one student who went up the scale score 36 points. When you explain it to them, they actually want to succeed. (PRT, primary–intermediate pilot programme, focus group, December 2010)

You start to be able to see the wood and the trees simultaneously. So you can see the whole class and what they doing and you also start to notice what individuals are doing and notice where they all are on this continuum of learning...and your teaching just gets better all the time because you start to be able to teach towards individual needs within a whole class situation. (PRT, primary–intermediate pilot programme, focus group, December 2010)

Impacts on students' achievement

A thorough exploration of the causal relationships between mentoring development, effective induction, PRT pedagogy, and student achievement was beyond the scope of both the research undertaken by each sector-specific pilot and the overarching evaluation. However, generally speaking, PRTs commented that their students had made observable shifts in terms of attendance, engagement, and achievement. The PRTs who were best positioned to comment on this attributed these shifts to changes they had made in their practice as a result of the induction and mentoring support they had received. The following quotes provide a sense of the nature of these shifts.

I have noticed subtle changes in attendance and the students' attitude towards school. We've just had parent interviews and parents say "My kid actually looks forward to coming to school." I look back and think "[That student didn't] miss a day!" (PRT, primary–intermediate pilot programme, focus group, December 2010)

I have noticed a change in their engagement. I have a senior English class and they are the lower ability class. Just using some of the techniques that I learned from [my mentor] and one of the other teachers in my department, the students improved their engagement and their achievement came up quite a bit. Out of the 22 that started the year, I only had three that didn't achieve their Level 1s, which was unusual. (PRT, secondary pilot programme, focus group, November 2010)

I noticed that [my PRT] had become more assertive and confident in her class. As a teacher, when you are more relaxed and confident, the students are going to enjoy it more. If the PRT is nervous, the students pick it up. I think [her students now] have a better understanding of what's expected of them. The instructions are probably clearer. All the Year 9 students rotate through [this class], so she has taught it four times now and that has made a big difference to the programme, the delivery, and how the students get on with doing it. The level of work has improved. (Mentor, secondary pilot programme, focus group, November 2010)

Sustainability

The evaluation of the Induction and Mentoring Pilot Programme revealed that there were significant contextual differences within each sector which enabled or inhibited induction and mentoring practices. Despite these differences, core skills, needs, and outcomes sought from effective induction and mentoring practices were universal. In light of this, it was easy to see the relevance and utility of the *Draft Guidelines* for all pilots. The *Draft Guidelines* addressed common concerns across the different sectors and provided clear direction and a pathway for induction and mentoring practices in general. The *Draft Guidelines* were flexible and transformative, and provided an overarching, shared view of what constitutes effective induction and mentoring. They allowed the specific education sectors to interpret them in their context and determine how best to implement them given their particular issues and concerns.

Year-one of the outcomes evaluation revealed that the Induction and Mentoring Pilot Programme successfully promoted the uptake of the *Draft Guidelines* by school leaders and mentors and brought about a desired shift towards educative mentoring practices. Year-two of the outcomes evaluation phase provided the opportunity to examine the sustainability of this shift in some depth. Consequently, the evaluative activities in this phase sought to gather evidence about the extent to which changes were embedded within ECE and school structures and processes for induction and mentoring and to identify the support, if any, that was needed to sustain these changes. The primary–intermediate and secondary pilot programmes were well placed to offer insights in this regard since these pilots ran for two years. The pathways to build mentor skills and development, and to sustain the impacts, differed across the two pilots and these are discussed in detail below.

Primary–intermediate pilot

As noted earlier in the report, the primary–intermediate induction and mentoring pilot focused strongly on developing the skills and expertise of mentors while simultaneously encouraging school leaders to assess their induction and mentoring programme against the theoretical framework and the *Draft Guidelines*, set goals, and develop action plans to strengthen the schools' support for PRTs. This approach (that is, ensuring engagement with school principals) was relevant and appropriate in the primary school context as principals in primary schools tend to have a more hands-on role and play a strong coordination role. It also builds awareness and understanding of educative mentoring and enables principals to take appropriate action to support PRTs in the school. For example, principals assigned mentors the authority and status to act and support professional development of PRTs; developed a school-wide vision for induction and mentoring; and clarified roles and expectations of all teachers in the development and assessment of PRTs.

The focus on mentor skills and capability development in the primary–intermediate pilot was addressed through a formal professional development programme covering the theoretical base that underpins conceptions of mentor development, including knowledge of context and leadership; authority and agency and self as learner; expectations and expertise in practice; and curriculum knowledge and assessment. The underpinning assumption was that mentors would act as a catalyst

for change in the school and, as they developed new knowledge and understanding, would share these with the school more widely to bring about system-level changes.

The findings from the evaluation indicate that the primary–intermediate pilot was successful in this regard. The milestone reports from this pilot indicated that mentors made substantive shifts in their knowledge, skills, and understanding with respect to what constitutes effective induction and mentoring practice. This was further validated through the qualitative research data. Mentors expressed a strong desire to build on their work with the management team in the school so as to influence the induction and mentoring culture and support all PRTs. This was a direct result of the professional development support offered to mentors.

PRTs interviewed in the primary–intermediate pilot validated these findings and noted that the mentors were listening more actively, undertaking more observations and offering critical, constructive feedback, and encouraging PRTs to trial different approaches to teaching.

Direct and ongoing engagement with school leadership and management in the primary–intermediate pilot led to a deeper appreciation of how induction and mentoring can add value at multiple levels of a school. This is not surprising given that the primary–intermediate model was based on the premise that benefits of induction and mentoring are likely to be limited if schools' leadership and culture send contrary messages regarding PRT performance. As a result, participating schools reviewed their induction and mentoring programme and policies and revised these to reflect the spirit and intent of the *Draft Guidelines*. The experience with the pilot also increased the visibility of mentoring practice in the school and convinced school leaders of the need for a more systematic approach to induction and mentoring. School leaders also commented that they had noticed increased professionalism among their mentors and increased motivation of teachers in these roles. However, knowing "what" did not necessarily mean knowing "how" and school leaders expressed a need for support to help translate and to put these new understandings into practice.

> I have seen changes in the mentors and I have no doubt they benefited hugely from attendance at the course for their own personal learning. I made the assumption that the mentors would be able to take what they had learnt at that course and apply it more widely without needing someone to check up all the time that it was being done. I have not been informed about the depth of support that has been given to their PRTs and there is no sharing of learnings with other teachers in the school. It was a significant investment by the school to release mentors for the course and for time with their PRTs (and we get no funding to cover for this). [But] I feel that it has not translated into wider benefits for the school. (Principal, primary–intermediate pilot programme, interview data, December 2010)

The strong emphasis on mentor skill development and engagement with school leaders in this model does demonstrate the need to take a school-wide approach if desired shifts in induction and mentoring are to be realised. Investing in mentors skills and development alone is not likely to result in enduring change or to create positive learning environments for PRTs. As demonstrated in the primary–intermediate pilot, multiple strategies are needed.

- At the level of the mentors, access to a systematic and relevant professional development training programme and an educative framework for PRT mentoring is critical to raise quality of induction and mentoring support offered to PRTs. Sustaining these impacts and gains requires consideration of professional development networks. For instance, primary–intermediate providers propose establishing a "book club" of mentors to connect current and potential future mentors on a semi-regular basis, thus creating communities of learning.
- At the school leadership and management level, ongoing engagement to trigger self-review against the *Draft Guidelines* and to encourage a collaborative model for PRT induction and mentoring is needed. Competing pressures on limited resources can dilute the focus on induction and mentoring and this needs to be carefully managed.

Secondary pilot

The secondary pilot focused on induction and mentoring practices at a school level by engaging mentors and school leadership and management in professional development activities. The goals were to build a collective, co-constructed approach to induction and mentoring and to address sustainability challenges by involving leadership and management from early on in the process. This was appropriate and relevant in a secondary-school context as the leadership structures are far more complex and changes in systems and processes require senior leadership sanction and support. Consequently, the pilot focused on PRT Coordinators, SCTs, and mentor teachers, and on providing a blend of in-school facilitation support, professional learning forums, and access to an online wiki environment.

In addition, the pilot also clearly conveyed the message that while the first year would be driven by the project facilitators, the school would drive the second year of the induction and mentoring pilot programme. The assumption was that allowing schools to take the lead would result in more enduring changes in school systems and procedures for induction and mentoring at a systemic level. While the components of the programme remained the same across the two years, there was less time allocated by facilitators in year-two to allow schools to take the lead. From a sustainability perspective, this was an important step. Secondary participants described the outcomes achieved by the pilot with regard to the structural changes introduced in participating schools as a result of the pilot.

> We've cracked the door open, and we've got a couple of things pushed in through the door which the senior leadership team have looked at and said "Hey, this is actually quite good stuff". But what we've got to do now is get the procedural stuff to happen in practice and that's where the sustainability of this thing will actually occur. (Mentor, secondary pilot programme, focus group, November 2010)

Other factors that contributed to the secondary pilot's sustainability objectives included:

- the emphasis on participants as agents of change, which encouraged them to drive and embed change in the wider school system

- the involvement of middle management through PRT Coordinators and SCTs, which established ongoing links with the school's leadership and highlighted potential challenges to sustainability early on in the process, including allocation of time and money; access to release time; and time for regular meetings and observations
- the paired approach, where mentoring teams from two schools shared ideas, successes, and failures
- the flexibility for schools to debate different mentoring models (such as HOD mentors versus non-management mentors), which led them to consider their decisions more explicitly and deliberately
- the "train the trainer" approach, which allowed participants to share their learning more widely and train other staff to become mentors, thus expanding school capability to support PRTs
- the parallel focus on the system and the personal learning and development of mentors.

Summary

In summary, both primary–intermediate and secondary pilots provide interesting lessons and insights with respect to sustainability. They demonstrate the different pathways that can be taken towards these objectives. They both highlight the importance of the following:

- Mentoring capability sits alongside kindergarten, ECE centre, or school capability. There is an urgent need to engage and involve school leadership and management at the same time as building mentoring practices in the school.
- It is essential to provide support to ECE school leaders to help them implement the *Draft Guidelines* and put it into practice in their context.
- It is necessary to identify cross-connections and to find overlap and common ground in order to transition from the short- to medium-term outcomes.
- Forging connections requires leadership and recognition of the value of mentoring. This is a social process and permeates all levels of the kindergarten, ECE centre, or school.
- The focus on individual, personalised learning needs to occur in parallel with system-wide learning to leverage opportunities for improving induction and mentoring in the kindergarten, ECE centre, or school.

5.   Discussion

This chapter brings together the findings from all the evaluation activities to identify general lessons that can be learnt from the Induction and Mentoring Pilot Programme. It also provides a set of recommendations for consideration by the Council.

Identifying lessons from the Induction and Mentoring Pilot Programme is important to help the Council identify opportunities to support ECE and school induction and mentoring programmes and improve teaching practices in Aotearoa New Zealand. The evaluation highlights the importance of the *Draft Guidelines* in facilitating reflection and improvements in induction and mentoring. The *Draft Guidelines* has triggered a shift in current models of effective mentoring and how these need to be revised to best meet the needs of all PRTs. In addition, the overall design of the Induction and Mentoring Pilot Programme enabled the individual sector-specific pilots to identify effective induction and mentoring practices in their sector, along with constraints and challenges. Reflecting across the Induction and Mentoring Pilot Programme as a whole, it is possible to identify key lessons that can be used to inform future direction and support for strengthening induction and mentoring practices in Aotearoa New Zealand. These are discussed below.

Implementing the *Draft Guidelines*

The evaluation findings clearly demonstrate that the *Draft Guidelines* was an effective lever for change, benefiting principals, mentors, and PRTs. Participants acknowledged that the *Draft Guidelines* provided a framework to support high-quality, comprehensive, and educative support for PRTs as they begin their journey towards full registration. The positive results achieved by the Induction and Mentoring Pilot Programme (in terms of demonstrating improvements in knowledge, skills, and understanding of induction and mentoring practices) bear testimony to the value of the *Draft Guidelines*.

Promoting the uptake of the *Draft Guidelines* is a clear priority for the Council. Important messages for reflection by the Council are discussed below.

Universal mentoring skills

Despite the significant contextual differences across the sectors, the *Draft Guidelines* were implemented effectively across the sectors and seen as a robust framework for supporting high-quality, comprehensive, and educative support for PRTs as they begin their journey towards registration. This demonstrates the universal nature of mentoring skills.

Registered Teacher Criteria

The *Draft Guidelines* were most effective when implemented in partnership with other relevant documents and practices, in particular the *Registered Teacher Criteria*. This was well demonstrated in the primary–intermediate pilot where mentors provided formative feedback to PRTs against the *Registered Teacher Criteria* throughout the pilot. This allowed PRTs to become more aware and reflective of their development and to map their readiness to become fully registered. Establishing clearer links between the two frameworks would create greater synergies and support for continued professional learning of PRTs.

Interpreting the *Draft Guidelines*

The *Draft Guidelines* provided an excellent reference point for the skills, attributes, and knowledge required of mentors. However, the *Draft Guidelines* were described as "too wordy" and open to interpretations that could be problematic. For instance, the *Draft Guidelines* used terms such as "facilitative relationships", "reflective practitioner", and "collaborative professional inquiry", all of which could be interpreted in a variety of ways and required a degree of "unpacking" by the reader. A related issue was the tension between the phrases "advice and guidance" and "educative" mentoring (*Draft Guidelines*, p. 1). It is important to clarify the differences between the two types of mentoring, since the function of the *Draft Guidelines* is to provide succinct yet broadly applicable advice and direction that is relevant for all sectors.

Participants acknowledged that the opportunity provided in the Induction and Mentoring Pilot Programme to discuss the interpretation of the language of the *Draft Guidelines* was invaluable and generated shared understandings among key staff.

Mentor as "change agent"

In the vision statement, the *Draft Guidelines* described "an effective mentor" as one who "acts as a change agent and educational leader, dedicated to facilitating growth in professional capability of colleagues they specifically support and to the wider learning community". This caused some degree of concern among mentor teachers in particular. In their view, the statement did not acknowledge the constraints on a mentor teacher and their limited ability to influence the culture of their kindergarten, ECE centre, or school with respect to professional learning.

ECE and school leaders

While mentor development is critical and needs to be urgently addressed, there is an equally strong need for maintaining ongoing engagement with ECE and school leaders if sustainability goals are to be realised. The implementation of the *Draft Guidelines* relies on leaders' commitment to its vision and principles. School principals are ultimately responsible for the way resources are used, the appointment of mentors, and the final assessment of the PRT against the *Registered Teacher Criteria*. School leaders influenced the school culture and valued ways of teaching and, to that extent, were the lynchpin for induction and mentoring in their kindergarten, ECE centre, or school.

The role of the ECE or school leader in identifying and providing the right conditions for effective induction and mentoring, and in designing systems and processes, is a key finding from the evaluation.

The Induction and Mentoring Pilot Programme, particularly the primary–intermediate and secondary pilots, highlighted the need for senior leaders to have both a clear and detailed appreciation of the role and value of effective mentoring, as well as a sense of how this will be translated or "hard-wired" into the school systems through documentation, processes, and day-to-day practice. The *Draft Guidelines* makes reference to the importance of senior leadership, including leaders' contribution of "programme vision" and "structural support" in terms of dedicating time for mentors' professional development. These linkages could be made stronger, or more explicit, and supported with illustrative examples of how induction and mentoring strategies can be aligned with existing professional development initiatives and appraisal and recruitment processes, particularly when these processes are reviewed with reference to the *Registered Teacher Criteria*.

Relationship development

Mentors see relationship development as a key aspect of the mentoring relationship and believe that this is not as well reflected in the vision statements or the roles identified in the *Draft Guidelines* as it could be. This may relate to the language issues identified earlier, so there may be merit in thinking about how the "softer" aspects of the mentoring role can be emphasised in the *Draft Guidelines*.

Draft Guidelines: recommendations

The above discussion suggests a set of clear recommendations to help strengthen the *Draft Guidelines*.

- Make stronger links between the *Draft Guidelines* and the *Registered Teacher Criteria*.
- Provide clear definitions of terms and key concepts to ensure consistency in their interpretation.
- Review terms such as "change agent" so as to create greater synergies with the real-world context of mentors.
- Highlight the critical role of principals and ECE or school leaders in creating a culture that supports PRT learning and success.

The Induction and Mentoring Pilot Programme experience also suggests that uptake of the *Draft Guidelines* cannot be seen as a technical process. Its value and relevance are derived from the discourse that surrounds it. This highlights the need to regard its uptake as a social process. From the Council's point of view, there is a need to "socialise" the *Draft Guidelines* and raise sector awareness of the Council's expectations and intentions for enhancing induction and mentoring practice more generally. This "signalling" effect may help build momentum to support wider-scale improvements across various education sub-sectors.

Moving to educative mentoring

The findings clearly demonstrate that the Induction and Mentoring Pilot Programme has been successful in bringing about desired shifts in induction and mentoring practices. The skills, knowledge, and understandings acquired by mentors in the Induction and Mentoring Pilot Programme reflect a positive shift towards educative mentoring. However, achieving and sustaining the shift requires a number of related factors to come together. These are discussed below.

Recognition and support

The dearth of professional development devoted solely to mentoring was recognised at the outset as a problem by all sector-specific pilot providers. The Induction and Mentoring Pilot Programme presented a unique opportunity for participants to acquire the skills and knowledge needed to shift their mentoring of PRTs to focus on students' learning. This shift to an educative mentoring approach was one of the most significant achievements of the Induction and Mentoring Pilot Programme. On the one hand, mentors built on their existing expertise and gained new knowledge, skills, and understanding (as demonstrated earlier in this report). On the other hand, the role of mentors within the ECE or school context needed to be acknowledged. Participants are now aware and have a deeper appreciation of the responsibilities associated with their role and a clearer vision of what effective mentoring looks like. Principals, in particular, talked about this. The success of the primary–intermediate model illustrates the value and need for formal training for the role. Without this formalised training, it is difficult to see how the Council's goal of consistency in the quality of mentoring can be realised.

School leadership

Dedicating time for ECE and school staff to participate in professional development is a perennial challenge, but critically important for effective induction and mentoring practice. The evidence from the Induction and Mentoring Pilot Programme indicates that the barriers to dedicating time were significantly reduced when key staff involved in the mentoring process (such as middle and senior management and mentors) had a clearer appreciation of the value and impact that effective induction and mentoring can have on PRTs. When this clarity and a commitment to enhancing current practices had been established, it became easier to prioritise time for induction and mentoring. This was particularly true in instances where documented plans for induction and mentoring already existed and when induction and mentoring were "hard-wired" into general day-to-day systems, processes, and decisions made in the kindergarten, ECE centre, or school.

Dedicating time for mentoring

Pilot experiences show that even when leadership support for effective induction and mentoring existed, kindergartens, ECE centres, and schools still struggled to coordinate and schedule time dedicated solely to mentoring and induction. These difficulties typically reflected sector-specific characteristics and the uniquely individual circumstances and contexts of each kindergarten, ECE centre, or school. For example, in the ECE sector, the staff hour count policy requires a certain number of registered teachers to be present in the centre at all times, limiting the opportunities for dedicated mentor-PRT interaction. In the primary and secondary settings, the structure of curriculum delivery creates difficulties in scheduling time for PRTs and mentors to coincide. The experiences of the pilots have shown that teaching professionals are still capable of finding creative ways to provide time and that having a team approach to mentoring can be of particular value in this regard.

Establishing supportive networks

Providers actively sought to establish professional networks and created forums for connecting mentors in the Induction and Mentoring Pilot Programme through initiatives like the wiki. Each pilot designed and implemented various mechanisms aimed at supporting the development of mentor networks.

All three sector-specific pilots created online networks to support pilot participants. These online networks were used to post resources (such as professional literature, discussion summaries, key questions, and upcoming programme content) and also allowed mentors to engage in online dialogue.

All three sector-specific pilots also created shared learning opportunities, such as joint workshops, forums, and hui for various groups of staff. The secondary pilot also created opportunities for geographically paired schools to get together. In all cases, the intention was to facilitate collective understanding and personal connections that mentors could draw upon to sustain their progress post-pilot.

While these networking opportunities were appreciated and valued by participants, they did wonder how these networks could be sustained once the pilot came to an end. This issue was identified in both the primary–intermediate and secondary pilots, leading participants to consider options such as setting up a "mentoring" community or mentors' "book club" to provide a forum where mentors could go and seek help and advice. This was particularly important in instances where there were only one or two mentors in a kindergarten, ECE centre, or school, or where mentors were working in isolated communities. The secondary induction and mentoring pilot programme attempted to respond to these issues by forging strong connections across schools through the "pairing" approach.

External facilitation

A key success factor in achieving the shift towards educative mentoring was the in-school visits by the facilitators and their skill and credibility. The facilitators came from an academic background or had extensive experience in delivering professional development more generally. This meant that they were well versed in the constraints experienced by mentors in the school environment. They sought to address these constraints by proactively engaging with school leadership and management. They were also able to bring their experiences of working with other schools to bear on the content and expand the participating schools' world views about current trends and patterns. Facilitation by external individuals provided the momentum needed to keep the focus and ensure that the project did not "fall through the cracks".

Managing costs

The main barrier faced by kindergartens, ECE centres, and schools was the lack of time to attend mentoring team meetings, to observe PRTs, and to regularly meet with PRTs. Mentoring teams also encountered problems with lack of money, staff turnover, or a lack of access to release time. PRTs in their second year of teaching noticed a reduction in the number and regularity of meetings with their mentors. PRT Coordinators and SCTs often also held other positions of responsibility in the school and this meant that they had less time available for mentors and PRTs.

The growing number of OTTs in Aotearoa New Zealand presents a further challenge for the Council. There is a lack of funding for supporting these teachers. However, from the schools' perspective, their needs are similar to those of PRTs. Effective mentoring can support OTTs to integrate more easily into the school system and better understand the Aotearoa New Zealand context better.

Mentoring as a team

The Induction and Mentoring Pilot Programme findings highlighted the value of taking a team approach to drive improvement in induction and mentoring practice across a kindergarten, ECE centre, or school. These findings also highlighted the value of generating shared understanding across a team of staff involved in induction and mentoring. Achieving a critical mass of experience and commitment was seen as a way to drive practical change within the ECE or school environment. Establishing a mentoring team, with a lead mentor, was recognised as critical to building resilience and flexibility into induction and mentoring processes, allowing these to be maintained in situations where staff turnover or significant change events might otherwise disrupt PRT and other teachers' access to a mentor.

These messages are reinforced in several sections of the *Draft Guidelines* (for example, 2.1; 4; 5.2; and 5.3), where the need for a community of support for the mentor teacher is emphasised. The secondary pilot particularly demonstrated how the *Draft Guidelines* could be effectively used to clarify not only the role of a mentor, but also the role of middle management such as PRT Coordinators and SCTs.

Educative mentoring: recommendations

- Offer professional development training programmes focused on mentors and on building mentor skills and capability. The curriculum needs to focus on the *Draft Guidelines* as well as related skills, such as the leadership capacity of mentors to support them to influence change at a systemic level.
- Consider including a module for ECE and school leaders in mentor professional development programmes to acknowledge the critical role these leaders play in induction and mentoring of PRTs.
- Expand the coverage of induction and mentoring beyond PRTs to include OTTs, teachers who have been out of the school environment, HODs who mentor teachers within their department, and associate teachers who oversee student teachers.
- Leverage existing networks and communities of learning, rather than creating new ones. There may be opportunities for using resources efficiently by integrating mentoring capacity development into wider professional development and learning. For instance, the notion of teaching as inquiry is embedded in the Aotearoa New Zealand curriculum and could be broadened to include mentoring. Also, reframing mentoring as professional learning may allow the Council to access a number of centrally funded initiatives for professional development and learning.
- Create best practice guidelines, using examples from the Induction and Mentoring Pilot Programme. This is envisaged as a handbook to showcase how schools and ECE centres have benefited from investing in induction and mentoring and the challenges faced in achieving success. This will make it more real for schools and draw attention to the issue more generally.

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Abbreviations and glossary

Abbreviations

ECE   early childhood education

HOD   head of department

NZCA   Te Tari Puna Ora o Aotearoa/New Zealand Childcare Association

NZK   New Zealand Kindergartens Inc. Te Putahi Kura Puhou o Aotearoa

OTT   overseas trained teacher

PRT   Provisionally Registered Teacher

SAT   Self-Assessment Tool

SCT   Specialist Classroom Teacher

Glossary

Draft Guidelines for Induction and Mentoring and for Mentor Teacher Development in Aotearoa New Zealand (Draft Guidelines)	Draft guidelines developed by the New Zealand Teachers Council for schools and early childhood education settings in Aotearoa New Zealand to guide the development and implementation of induction and mentoring programmes. The final version was published in 2011 as *Guidelines for Induction and Mentoring and Mentor Teachers*.
ECE induction and mentoring pilot programme	The early childhood education sector induction and mentoring pilot programme, developed by New Zealand Kindergartens Inc. Te Putahi Kura Puhou o Aotearoa as one of four sector-specific pilots within the New Zealand Teachers Council's Induction and Mentoring Pilot Programme.
Educative mentoring	Educative mentoring requires a vision of good teaching, a regard for Provisionally Registered Teachers as learners, and consideration of how to develop a principled, evidenced-based approach to teaching in order to improve student's learning.

Induction	The broad term for all support and guidance (including mentoring) provided to newly graduated teachers as they begin their teaching practice in real situations.
Induction and Mentoring Pilot Programme	A New Zealand Teachers Council national project trialling the *Draft Guidelines*. The project involved four sector-specific pilots and an external evaluation and investigated models of induction and mentor teacher development.
Limited mentoring	A narrow view of mentoring which has the primary purpose of easing a Provisionally Registered Teacher's entry into the profession with mentors providing "on-the-job support" to identify and fix deficits in the new teacher's practice and help with questions and uncertainties that arise.
Māori medium induction and mentoring pilot programme	The Māori medium education sector induction and mentoring pilot programme, developed by Te Whare Wānanga o Awanuiārangi as one of four sector-specific pilots within the New Zealand Teachers Council's Induction and Mentoring Pilot Programme.
Mentor teacher	A registered teacher employed by a school or early childhood education service to mentor the Provisionally Registered Teacher through the provision of induction and mentoring and professional development opportunities. (May also be called a tutor teacher.)
New Zealand Teachers Council (the Council)	The professional and regulatory body for registered teachers working in English and Māori medium settings in early childhood education, schools, and other related education institutions in Aotearoa New Zealand. (http://www.teacherscouncil.govt.nz)

Pedagogical expertise	Pedagogical expertise in the context of this report is defined as having an over-riding concern with students' learning and being constantly alert to developing a repertoire of pedagogical strategies to address this concern.
Primary–intermediate induction and mentoring pilot programme	The primary–intermediate education sector induction and mentoring pilot programme, developed by the University of Auckland as one of four sector-specific pilots within the New Zealand Teachers Council's Induction and Mentoring Pilot Programme.
Provisionally Registered Teacher (PRT)	A graduate from an approved initial teacher education programme, who has New Zealand Teachers Council provisional registration. (May also be called a beginning teacher.)
Registered Teacher Criteria	Developed by the New Zealand Teachers Council, it describes the criteria for quality teaching in Aotearoa New Zealand, detailing what Provisionally Registered Teachers need to show to gain full registration and what experienced teachers need to demonstrate to maintain a practising certificate. The *Registered Teacher Criteria* was piloted in 2009 and published in 2010.
Satisfactory Teacher Dimensions	Developed by the Teacher Registration Board and first published in 1996, the dimensions have now been superseded by the *Registered Teacher Criteria*. The dimensions described the criteria to be met by all fully registered teachers in Aotearoa New Zealand.
Secondary induction and mentoring pilot programme	The secondary education sector induction and mentoring pilot programme, developed by Massey University as one of four sector-specific pilots within the New Zealand Teachers Council's Induction and Mentoring Pilot Programme.
Specialist Classroom Teacher (SCT)	An experienced, registered secondary school teacher whose role it is to provide professional learning support to other teachers in the school, with a particular focus on mentoring and supporting beginning teachers. The equivalent position in an area school is Specialist Teacher.

Te Whāriki	Developed by the New Zealand Ministry of Education, *Te Whāriki* is the curriculum framework for the early childhood education sector. It covers the education and care of children from birth to school age and is used by most early childhood education services in Aotearoa New Zealand to guide students' learning opportunities.
Wiki	A wiki is a website that allows users to add, edit, and comment on documents and other resources and communicate directly with others. By restricting access to members of a certain group (mentors or PRTs in a sector-specific induction and mentoring pilot programme, for example), a wiki is intended to support collaboration.

Appendix A: Draft Guidelines

On the following pages is a copy of the *Draft Guidelines for Induction and Mentoring Programmes and for Mentor Teacher Development in Aotearoa New Zealand* (*Draft Guidelines*) (New Zealand Teachers Council, 2009) trialled in the New Zealand Teachers Council's Induction and Mentoring Pilot Programme.

The final version of these *Draft Guidelines* was published in 2011 as *Guidelines for Induction and Mentoring and Mentor Teachers* (New Zealand Teachers Council, 2011). A copy is available from: http://www.teacherscouncil.govt.nz/prt/guidelineshomepage.stm

New Zealand Teachers Council

Draft Guidelines for Induction and Mentoring Programmes and for Mentor Teacher[1] Development in Aotearoa New Zealand

1. Introduction

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

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

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

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

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

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[1] In the context of this project, a mentor teacher encompasses the role of tutor teacher, supervising teacher, support teacher or co-ordinator of the advice and guidance programmes for provisionally registered teachers.

and handy 'just in time' tips to the PRT.

Educative mentoring is a highly skilled and highly valued role in the profession.

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

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

3.1. Purpose of a vision statement

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

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

High quality induction programmes will be provided for all PRTs who aspire to achieve full registration as a teacher in Aotearoa New Zealand.

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

- *Effective teachers for diverse learners in Aotearoa New Zealand*

- *Professionally engaged teachers committed to on-going inquiry into their own teaching and to supporting colleagues in this as a collaborative process.*

Systematic development and on-going support to mentor teachers will provide the intensive professional support needed by all individual PRTs to maximise their professional learning and progress towards achievement of the above two goals.

Through this systematic provision of high quality induction and mentoring of new entrants to the profession, the profession will progressively improve its ability to contribute to equitable learning outcomes for all learners.

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

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

5. Essential components of effective induction programmes

5.1. *There is a clear programme vision* [2]
- this provides the why for the programme and drives the direction / outcomes desired

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

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

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

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

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

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

6. Essential Components of Quality Mentoring[3]

6.1. Vision statement for an effective mentor

> *An effective mentor is a reflective practitioner focused on inquiry into their own and others' professional practice and learning – based on a clear understanding of outstanding teaching*
>
> *An effective mentor acts as a change agent and educational leader, dedicated to facilitating growth in professional capability of the colleagues they specifically support and to the wider learning community*
>
> *An effective mentor has a sound knowledge and skill base for their role and can establish respectful and effective mentoring relationships*

6.2. The Role of a Mentor Teacher of PRTs includes:
- *Providing support to the provisionally registered teacher in their new role as a teacher with full responsibility for their learners*
- *Facilitating learning conversations with the PRT that challenge and support them to use evidence to develop teaching strengths*
- *Assisting the teacher to plan effective learning programmes*
- *Observing the teacher and providing feedback against specific criteria and facilitating the teacher's ability to reflect on that feedback*
- *Assisting the teacher to gather and analyse student learning data in order to inform next steps / different approaches in their teaching*

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

- *Guiding the teacher towards professional leadership practices to support learning in the unique socio-cultural contexts of Aotearoa New Zealand*
- *Liaising with colleagues to facilitate provision of appropriate support and professional development for the teacher within a professionally focused community of practice*
- *Providing formal assessment of the teacher's progress in relation to the STDs / RTCs*
- *Suggesting professional development suited to current professional needs that may be accessed within or beyond the institution*
- *Advocating for the teacher if need be in terms of their entitlements as a PRT*
- *Demonstrating effective teaching*
- *Listening to and helping the PRT to solve problems*

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

7.1. Draft interim[4] list

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

This would include areas of knowledge such as:

(a) Contextual knowledge of individual PRTs including cultural background
(b) Pedagogy of teacher education and of mentoring[5]
(c) Professional knowledge, professional standards (STDs/ draft RTC), education context
(d) Leadership and management of change

(2) *Mentors know about learners and learning*

This would include areas of knowledge such as:

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

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

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[4] It is proposed that this draft list of knowledge and skills be piloted in schools and early childhood settings during 2009, and subsequently refined using learning from the pilots.

[5] Two important references here would be the learning from the INSTEP project (Ministry of Education) and the findings in the Timperley, Wilson, Barra & Fung (2008) *Teacher Professional Learning and Development BES,* (Ministry of Education).

These would include ability to:

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

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

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

8. Guidelines for Provision of Mentor Teacher Development

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

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

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

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

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

Appendix B: Qualitative data collection instruments

Qualitative data were collected from Project participants using interviews, and focus groups. Participants received generic topic guides in advance of each interview or focus group. Tailored individual interview guides were used by evaluators to speak to different target groups. The topic and individualised guides used in each evaluation phase are included blow.

2008 - 2009 Evaluability Assessment Interview *Topic Guide*

Background: The Teachers Council has commissioned MartinJenkins to complete an Evaluability Assessment of the IMPP with a view to planning and conducting an evaluation of the project. The core purpose of an EA is to determine whether and when an evaluation is justified, feasible and likely to provide useful information that is fit for purpose and is achieved by:

- Clarifying, describing and critiquing the IMPP by using intervention logic principles or any other theoretical framework that is appropriate, this includes identifying what success looks like;
- Validating the emerging logic or theory and the emerging conceptual framework with key informants and stakeholders particularly those involved in funding and delivering the project and
- Identifying the focus and purpose for the evaluation including prioritised high level evaluation questions and evaluative criteria.

Interview purpose: these interviews are designed to explore the rationale for the IMPP; the questions it seeks to address; criteria that can be used to judge the success of the project, key factors expected to influence the project and potential focus and utility of an external evaluation of the project. The topics listed below are broad areas Nicole Brown would like to explore with you during a telephone/face-to-face interview. The questions listed are a guide only as the actual questions asked will be shaped by the comments you make.

If you have any questions related to the interviews you can reach Nicole on: 021 229 8315 Please note, the Martin Jenkins evaluation team abides by the Australasian Evaluation Society Code of Ethics: http://www.aes.asn.au All the information you share with us is treated confidentially (any quotes will identify your broad role not name). Interview data will be used to inform an Evaluability Assessment report and made available to the Council (and potentially other audiences the Council may identify).

Interview Topic Areas

Understanding key objectives

- What's your role in the IMPP trial?
- Could you describe the key purpose of the IMPP project as you understand it? *(documentation identifies multiple goals, which are primary vs secondary goals and why?)*
- To what extent do you think pilot providers have the same understanding of these as the IMPP goals?

Structure and implementation

- How is the trial structured – i.e. what are the boundaries of the IMPP? (*project plan describes 6 components but not clear if IMPP is term that encompass all of these or just those relating 4 individual pilots)*
- Are these any expectations about similarities or differences needed between each pilot to ensure robustness of overall IMPP? *(RFP identified that specific aspects of proposed models (in EOIs) were 'liked'; why and were these preferences explicitly used to guide selection of the current providers?*
- What structures/support is in place to ensure pilot providers will/can stay focused on trailing/R&D responsibilities? *(For eg. ongoing support from TC; structured reporting framework and processes to ensure relevant information is captured throughout duration of each pilot and synthesised to address Council's key questions)*

Defining success

- What is the ultimate ideal end outcome of the IMPP? How does Council intend to use findings of each pilot? *How much direct control/scope does Council have – can they fund/deliver a consistent induction model or just inform/influence via guidelines and research?*
- What kinds of information would you expect to see resulting from pilots if IMPP is a success? In immediate terms, after 6/12 months etc?

Value and use of external evaluation findings

- What would the purpose of an external evaluation of the IMPP be?
- How would you envisage using the information from external evaluation – *i.e. RFP requests a formative evaluation – for pilots; TC approach to IMPP; both? Who are the primary audiences?*

2008-2009 Evaluability Assessment and Formative Phase Interview Guide: *Providers*

Background: The Teachers Council has commissioned MartinJenkins to complete an Evaluability Assessment of the IMPP with a view to planning and conducting an evaluation of the trial. The core purpose of an EA is to determine whether and when an evaluation is justified, feasible and likely to provide useful information that is fit for purpose and is achieved by:

- Clarifying, describing and critiquing the IMPP trial by using intervention logic principles or theory of change approach or any other theoretical framework that is appropriate, this includes identifying what success looks like;
- Validating the emerging logic or theory and the emerging conceptual framework with key informants and stakeholders particularly those involved in funding and delivering the project and
- Identifying the focus and purpose for the evaluation including prioritised high level evaluation questions and evaluative criteria.

Interview purpose: these are designed to explore the rationale for the IMPP; the questions it seeks to address; criteria that can be used to judge the success of the project, key factors expected to influence the project and potential focus and utility of an external evaluation of the proje*ct*

Defining the big picture objectives….
- Could you describe the key purpose of the IMPP project as a whole (i.e. covering all 4 pilots) as you understand it?
- How do you think the Council will use the results of your pilot and others to achieve its goals? (what do they know about the level of influence that TC has)
- What is the specific focus of your own pilot?
  Which elements of effective induction are their pilots particularly aimed at trialling? (can they place themselves on the draft research framework?)
- How do you see your pilot contributing to the broader goals of IMPP?
  Are they aware of the need to provide information to TC in 3 areas:(guidelines, trialled A&G activities, implementation barriers and enablers – including sustainability and transferability of various A&G activities)

Intervention logic
- How are you planning to trial these elements? Can you describe to me how your pilot's activities will generate the information the Teachers Council needs?
  Not seeking a theory of how learnings will occur for participants but a logic explaining how the actions of their pilot will generate research information and the outcomes desired by them and the TC? Help clarify the shape and function of each pilot – to support synthesis across all 4 and inform TC about guidelines, A&G activities, and implementation.

- Can you explain your research strand – how do they plan to collect information about each element along the way?
  How will your pilot assess the *Draft Guidelines* (will they seek participants views also); and as effectiveness.
  How are you documenting information about changes you make as they go – this is important to help reflect on implementation issues.
- Are you able to the track relative costs of their various A&G activities so you can support the overall IMPP to make judgements about A & G activities/approaches that ultimately provide best 'bang for buck' – support TC in promoting various models that are sustainable and transferable
- Communications activities: What are the key messages you see your pilot needs to 'get across' to whom? What ideas do you have in mind for doing this? Are you aware that NZTC is interested in understanding what kinds of communications processes work? (bigger issues here about providers potentially limited understanding about the levers by which TC influences change in the sector)

Defining success for your pilot

- Has your project proposal included any needs analysis activities based on the specific needs of your sector?
- How will you know if your pilot has been a success? What kinds of changes do you expect to see if your pilot is a success?
  - A & G outcomes (
  - what about changes relating to awareness and use of the guidelines?
  - what about insights into applicability and sustainability of your approaches?
- What kinds of criteria do you have in mind for evaluating your own success? Are these measures compatible with the objectives of the IMPP project as a whole?
- Conversely what kind of things would you consider a signal that your pilot may be going awry? What types of things would raise 'alarm bells' for you? In your view to date, what are the chances of these signals becoming evident?

Reflections on support received, needed going forward

- How would you describe the support you've received from TC to set up the pilot?
- Are there any outstanding issues or concerns about IMPP or your own pilot that still need to be resolved?
- What are the risks/challenges ahead for your pilot?
  ongoing support from TC 'facilitators' who help provides maintain focus/problem solve
  structured reporting framework and processes to ensure relevant information is captured throughout duration of each pilot and synthesised to address councils key questions.
- Do you see TC Having a role in supporting you to address these?

Value of external evaluation of IMPP

- What would the purpose of an external evaluation of IMPP overall be?
- What information would you find useful? Why? –
- How would you envisage using information from external evaluation to benefit your pilot?

Reflections

- Has this discussion been of value in shaping your ideas and understanding about the IMPP and your own pilot?
- What if any changes will you make to your proposal or activities prior to implementation?
- Do you have any questions you would like to ask me?

2008-2009 Evaluability Assessment & Formative Phase Interview Guide: *Teachers* Council *Stakeholders*

Background: The Teachers Council has commissioned MartinJenkins to complete an Evaluability Assessment of the IMPP with a view to planning and conducting an evaluation of the trial. The core purpose of an EA is to determine whether and when an evaluation is justified, feasible and likely to provide useful information that is fit for purpose and is achieved by:

- Clarifying, describing and critiquing the IMPP trial by using intervention logic principles or theory of change approach or any other theoretical framework that is appropriate, this includes identifying what success looks like;
- Validating the emerging logic or theory and the emerging conceptual framework with key informants and stakeholders particularly those involved in funding and delivering the project and
- Identifying the focus and purpose for the evaluation including prioritised high level evaluation questions and evaluative criteria.
- Interview purpose: these are designed to explore the rationale for the IMPP; the questions it seeks to address; criteria that can be used to judge the success of the project, key factors expected to influence the project and potential focus and utility of an external evaluation of the project

Defining the 'big picture' ….

- What's your role in the IMPP trial?
- Could you describe the key purpose of the IMPP project as you understand it? (documentation identifies multiple goals: explore range of induction models; trial guidelines; address other issues raised by research; be an RD project. Which are primary vs secondary goals and why?).
- What the key 'problem' the Council needs IMPP to address – i.e. rationale for pilot – what does TC most they need to find out?
- What should the pilots be able to comment upon by end of programme (in date)? relevance of guidelines – any aspects in particular?
1. strengths/weaknesses of individual models?
2. Implementation considerations (i.e. common problem/opportunities) if model trailed is one chosen for wider scale role out?
3. Resources/practices that TC will need to develop to support take up of guidelines/models .
- To what extent do you think pilot providers have the same understanding of these as the IMPP goals?
- How is the trial structured – i.e. what are the boundaries of the IMPP? (project plan describes 6 components but not clear if IMPP is term that encompass all of these or just those relating 4 individual pilots)
- Are these any expectations about similarities or differences needed between each pilot to ensure robustness of overall IMPP? (RFP identified that specific aspects of proposed models (in EOIs)

were 'liked'; why and were these preferences explicitly used to guide selection of the current providers?

- What structures/support is in place to ensure pilot providers will/can stay focused on trialling/R&D responsibilities? For eg. ongoing support from TC 'facilitators' who help provides maintain focus/problem solve structured reporting framework and processes to ensure relevant information is captured throughout duration of each pilot and synthesised to address councils key questions. (if RD goals important – do providers need some kind of AR template/expert support to help them reflect and evolve models)

Defining success for the IMPP

- What is the ultimate ideal end outcome of the IMPP? (to identify and implement 1 multipurpose induction model or 2-3 tailored models? How does Council intend to use findings of each pilot? How much direct control/scope does Council have – can they fund/deliver a consistent induction model or just inform/influence via guidelines and research?
- What kinds of information would you expect to see resulting from pilots if IMPP is a success? In immediate terms, after 6/12 months etc?
- Conversely what kind of things would you consider a signal that the overall project may be going awry? What types of things would raise 'alarm bells' for you? In your view to date, what are the chances of these signals becoming evident?

Value of external evaluation of IMPP

- What would the purpose of an external evaluation of the IMPP be?
- How would you envisage using the information from external evaluation – i.e. RFP requests a formative evaluation – for pilots; TC approach to IMPP; both? Who are the primary audiences (would they be open to a 'mock findings' exercise to test this out)? Summative judgements on formative process may best include providers and TC. How would they feel about that?

2009 Outcomes Evaluation Year 1 Interview Topic Guide

As you may know, The NZ Teachers Council has contracted MartinJenkins to evaluate the Induction and Mentoring Pilot Project. The evaluation will support the robustness of the overall Project (by identifying emerging issues and achievements of the 4 sites involved and ascertaining the Project's overall value by synthesising findings across the 4 sites) to identify the value of different approaches to induction and mentoring models and the *Draft Guidelines* .

Interview purpose: This interview is to help us understand your experience of the pilot and how it has influenced your understanding of effective induction and mentoring.

Interview topics: The topics listed below are broad areas that Marinka Teague or Meenakshi Sankar would like to explore with you during an interview. The questions listed are a guide only as the actual questions we ask will be shaped by the comments you make. If you have any questions related to the interviews you can reach us on the following numbers:

Marinka: 021 533 092 or Meenakshi: 021 621 433

Interview Topic Areas

General background about you

- Can you briefly outline how your school/centre came to be involved in the pilot, and any distinctive features about the way your school works, particularly in regards to induction and mentoring support for PRTs

Initial induction/mentoring processes and expectations

- How would you describe your school/centre's approach and induction & mentoring processes generally - i.e. before you became involved in the pilot? (i.e. how do you choose mentors, how are they supported? What do you expect from your PRTs and your mentors? How are PRTs assessed? What role do you play in mentoring/induction?
- What are the key factors shaping I&M related decisions/processes?

Experience of the pilot

- In what ways, if any, have your views about induction support changed in since becoming involved in the pilot?
- What's been the most effective element of the pilot activities in your view – why?
- What's been least effective/dissatisfying aspect of the pilot (i.e. what could have been done better)? Why?
- What are the key insights/lessons you've taken from the pilot so far? (Any feedback you'd like to give to the pilot providers/facilitators?)

When the pilot comes to an end…

- Do you expect to build upon your school/centre's experience of the pilot in any way – i.e. change aspects of your induction and mentoring processes? Why/why not?
- Are you likely to draw on the *Draft Guidelines* to help this process? Why/why not?

Contextual constraints

- What's needed to keep these ideas/changes in approach 'alive'?
- What barriers/opportunities exist (individual level, school/centre systems level, wider policy level?)

2009 Outcomes Evaluation Year 1 Interview Guide: *School and Centre Leaders*

Background: As you may know, The NZ Teachers Council has contracted MartinJenkins evaluate the Induction and Mentoring Pilot Project. The evaluation will support the robustness of the overall Project (by identifying emerging issues and achievements of the 4 sites involved) and ascertain the overall value of the Project's overall value by synthesising findings across the 4 sites) to identify the value of different approaches to induction and mentoring models and the *Draft Guidelines* .

Interview purpose: This interview is to help us understand your experience of the pilot and how it has influenced your understanding of effective induction and mentoring.

General background about you

- Can you each briefly outline how your school/centre came to be involved in the pilot, and any distinctive features about the way your school works, particularly in regards to induction and mentoring support for PRTs
- What level of involvement have you personally had in the pilot?

Initial induction/mentoring processes and expectations

How would you describe your school/centre's approach and induction & mentoring processes generally - i.e. before you became involved in the pilot? (i.e. how do you choose mentors, how are they supported? What do you expect from your PRTs and your mentors? How are PRTs assessed? What role do you play in mentoring/induction?

- What are the key factors shaping I&M related decisions/processes?
- What kinds of knowledge and skills do you think mentors need most – how do you address this?

Experience of the pilot

- Have your views about induction support changed in any way since becoming involved in the pilot? Why?
- What's been the most effective element of the pilot activities in your view – why?
- What's been least effective/dissatisfying aspect of the pilot (i.e. what could have been done better)? Why?
- Has your school/centre's involvement in the pilot led to you change your own practices, or school/centre processes in any way? (i.e. recruitment, development and engagement with mentors and PRTs, use of funding, monitoring and assessment of PRTs)
- Have you observed changes in the behaviour/practices of mentors/PRTs?
- What are the key insights/lessons you've taken from the pilot so far? (Any feedback you'd like to give to the pilot providers/facilitators?)

When the pilot comes to an end…

- How sustainable are these insights and/or changes likely to be?
- Do you expect to build upon your school/centre's experience of the pilot in any way – i.e. change aspects of your induction and mentoring processes? Why/why not?
- Are you likely to draw on the *Draft Guidelines* to help this process? Why/why not?

Contextual constraints

- What's needed to keep these ideas/changes in approach 'alive'?
- What barriers exist (individual level, school/centre systems level, wider policy level?)
- What opportunities exist, can these opportunities be used to address the barriers you mention?

Any other comments you'd like to make about the pilot or Project as a whole

2009 Outcomes Evaluation Year 1 Interview Guide: *Providers*

Background: As you may know, The NZ Teachers Council has contracted MartinJenkins to evaluate the Induction and Mentoring Pilot Project. The evaluation will support the robustness of the overall Project (by identifying emerging issues and achievements of the 4 sites involved) and ascertain its overall value by synthesising findings across the 4 sites) to identify the benefits and challenges of the different approaches to induction and mentoring models and the *Draft Guidelines* .

 Interview purpose: This interview is to help us understand your experience of the pilot and how it has influenced your understanding of effective induction and mentoring.

Current focus of pilot
- Can you each briefly describe the activities most recently undertaken as part of your pilot

Implementation design and success criteria
- What key values and principles have shaped the implementation of your pilot?
- What do you see the key outcomes of your pilot – what will you be able to say at the end of it?
- How will you know if you've been successful? What processes or criteria have you used/are using to gauge the effectiveness of the pilot so far? (both tacit/explicit)

Key activities and processes
- What actual activities, processes and techniques have you used in your pilot over the last 3-4 months? (people expertise /resources/ types of processes, techniques for valid data collection and analysis)
- Have the actual pilot activities changed in anyway from what you originally planned to do? Why/why not?
- What are the broad costs of the pilot activities so far? Which aspects of your pilot have been least and most cost effective in your view?

Key challenges & successes
- What aspects (procedures, processes etc) of the pilot do you consider particularly well executed/successful and feel proud of? Why?
- What would you consider to be the top key issues /challenges encountered to date?
- - for you as the provider/s (including your own advisory groups etc)? - for participating PRTs, Mentors and school/centre leaders?, for the Teacher's Council
- How have you managed these challenges and what has happened as a result?

Key Learnings

- What emerging insights are you developing about effective induction and mentoring practice? What works in your sector? What factors need to be considered – at the individual level (e.g. attitudes, perceptions), school/centre systems level (processes, knowledge, communication) wider policy level? (e.g. funding, legislation).
- If you were trialling your pilot and the *Draft Guidelines* again, what would you do differently, and what would you keep the same? Why? – at the design phase, during implementation.

Any other comments you'd like to make about the pilot or Project as a whole

2009 Outcomes Evaluation Year 1 Interview Guide: *PRTs*

Background: As you may know, The NZ Teachers Council has contracted MartinJenkins evaluate the Induction and Mentoring Pilot Project. The evaluation will support the robustness of the overall Project (by identifying emerging issues and achievements of the 4 sites involved) and ascertain the overall value of the Project's overall value by synthesising findings across the 4 sites) to identify the value of different approaches to induction and mentoring models and the *Draft Guidelines* .

Interview purpose: This interview is to help us understand your experience of the pilot and how it has influenced your understanding of effective induction and mentoring.

General background about you

- Can you each briefly outline how you came to be involved in the pilot, and any distinctive features about the way your school works, particularly in regards to induction and mentoring support for PRTs

Initial expectations and induction needs

- How would you describe your initial expectations about induction & mentoring support generally - i.e. before became involved in the pilot? (i.e. what kind of support did you expect/want, from who, how did you understand your own role and responsibilities)
- Did you have key concerns or worries about the induction support you would receive at your school? Why/why not?

Experience of the pilot

- Have your views about induction support changed in any way since becoming involved in the pilot? Why?
- What's been the most effective element of the pilot activities so far – why?
- What's been least effective/dissatisfying aspect of the pilot (i.e. what could have been done better)? Why?
- Has your involvement in the pilot led to you change your behaviour/practices in any way? (Engagement with mentor and school leadership and/or engagement with students/other teachers)
- Have you observed changes in the behaviour/practices of school leaders/mentors?
- What are the key insights/lessons you've taken from your involvement in the pilot so far? (Any feedback you'd like to give to the pilot providers/facilitators?)

When the pilot comes to an end…

- How sustainable are insights and/or changes you've made likely to be?
- Do you have any plans for shared/extending your experience/insights to support new PRTs and new mentors?
- Are you likely to draw on the *Draft Guidelines* to help this process? Why/why not?
- How would you describe the role of effective school leaders and mentors in promoting and supporting effective mentoring and induction
- What's needed to keep these ideas/changes in approach 'alive'?

Any other comments you'd like to make about the pilot or Project as a whole

2010 Outcomes Evaluation Year 2 *Focus Group Topic Guide*

Background: As you know the NZ Teachers Council has contracted MartinJenkins to evaluate the Induction and Mentoring Pilot Project. The evaluation will support the robustness of the overall Project (by identifying emerging issues and achievements of the 4 sites involved) and ascertain its overall value by synthesising findings across the 4 sites) to identify the benefits and challenges of the different approaches to induction and mentoring models and the *Draft Guidelines* .

Purpose of the focus groups: We are now starting to review all the information collected during the pilot project to understand what each pilot has achieved. We are most interested in understanding how your involvement in the pilot has shaped your practices as a PRT or a Mentor. The focus group format is a useful way of contrasting different views and experiences to help us identify common themes, so it is important for all of you to express your views. Our final report will go to the Teacher's Council in January 2011 and will be shared with each of the pilot providers also. Please note that the questions below are a guide only

A brief introduction

- Please each tell me a little about yourselves; your teaching area, role in the school, length of time you have been here?

Your views on good mentoring

- How would you describe the role of a good mentor?

Observed shifts in understandings

- Have you noticed any changes in the way you have approached your role (as a mentor and/or as a teacher) over the last 12 months

Changes in your practice?

- What's been the most valuable aspect of the support you've received?
- Are there any aspects of the mentoring relationship that have been problematic for you?
- What impact has your mentoring relationship had on your practice as a teacher?
- Have you seen any changes in your students' engagement, participation and achievement?

Any other comments you'd like to make about the pilot or Project as a whole

2010 Outcomes Evaluation Year 2 Focus Group Guide: *Mentors*

Background: As you know the NZ Teachers Council has contracted MartinJenkins to evaluate the Induction and Mentoring Pilot Project. The evaluation will support the robustness of the overall Project (by identifying emerging issues and achievements of the 4 sites involved) and ascertain its overall value by synthesising findings across the 4 sites) to identify the benefits and challenges of the different approaches to induction and mentoring models and the *Draft Guidelines* .

Focus group purpose: We are now starting to review all the information collected during the pilot project to understand what each pilot has achieved. We are most interested in understanding how your involvement in the pilot has shaped your understandings & practices as a Mentor and finding out which aspects of the pilot have been most and least valuable for you. Our final report will go to the Teacher's Council in January 2011 and will be shared with each of the pilot providers also.

Your understandings about good mentoring

- How have your understandings about effective mentoring changed during your involvement in the pilot?

Group Exercise: Hand out blank cards:

Write each of the key essential behaviours you consider essential to good mentoring on a separate card

Sort these into themes: (key goal is to match 'like with like' rather than perfect match)

Compare these to the DG statements – What's the level of 'fit'?

How easy or difficult is it to match the way you describe your practice to the DG statements?

- Prompt on what makes a mentor especially effective (mix of emphasis on emotional support vs educative critical reflection, goal setting & use of standards for registration collecting and using evidence,)
- Prompt on most significant shifts in understanding?

Value of the model used by the pilot

- What's been the most valuable aspect(s) of the pilot in your view?
  - Prompt for essential, powerful aspects of the experience that have helped you develop your current understandings?
- What aspects of the pilot could have been better/improved?

Sustainability of embedding understandings about mentoring

- How sustainable are your insights? How do you plan to sustain these new learnings and processes? how much do they depend upon support from an intervention such as the pilot, vs from school leadership and systems vs your own personal commitment?

Reflecting on the outcomes of the IMPP for PRTs

- What are the key messages you want PRTs to take away from their mentoring experience? (out yourself in their shoes)
  - To achieve that, what things need to be emphasised during PRTs mentoring experience, what techniques work best?
- Have you seen any changes in your PRTs confidence, understandings and practice as teachers? (ask for examples)

Longer term outcomes of the IMPP in your sector

- Do you expect the pilot project to have any lasting legacy on you as a teacher?

- What about lasting impact in your school?

- What top 3 challenges need to be addressed? (time, resources, support for mentoring PD at school leadership level)

- Do you feel able/responsible for maintaining a focus in this area?

- Will you keep drawing on the *Draft Guidelines* (and the Registered Teacher Criteria)? What parts and why?

Any other comments you'd like to make about the pilot or Project as a whole

2010 Outcomes Evaluation Year 2 Focus Group Guide: *PRTCs & SCTs*

Background: As you know the NZ Teachers Council has contracted MartinJenkins to evaluate the Induction and Mentoring Pilot Project. The evaluation will support the robustness of the overall Project (by identifying emerging issues and achievements of the 4 sites involved) and ascertain its overall value by synthesising findings across the 4 sites) to identify the benefits and challenges of the different approaches to induction and mentoring models and the *Draft Guidelines* .

 Focus group purpose: We are now starting to review all the information collected during the pilot project to understand what each pilot has achieved. We are most interested in understanding how your involvement in the pilot has shaped your understandings & practices as a PRTC/SCT and finding out which aspects of the pilot have been most and least valuable for you. Our final report will go to the Teacher's Council in January 2011 and will be shared with each of the pilot providers also.

Your understandings about good mentoring

- How would you describe your perceptions and approach to mentoring in the school prior to the involvement in the pilot project?
- Has participating in the pilot changed your views and approach in anyway?
- What's been the most valuable aspect of the pilot in your view? What could have been better, improved?

Group Exercise: Hand out blank cards:

Write each of the key essential practices you consider essential to good mentoring on a separate card

Sort these into themes: (key goal is to match 'like with like' rather than perfect match)

Compare these to the DG statements – What's the level of 'fit'?

How easy or difficult is it to match the way you describe your practice to the DG statements?

Reflecting on the outcomes of the IMPP for PRTs

- What are the key messages you want PRTs to take away from their mentoring experience?
    - To achieve that, what things need to be emphasised during PRTs mentoring experience, what techniques work best
- What parts of the DGs are especially helpful in getting those messages across to PRTs and supporting mentors to adopt the types of strategies you mentioned?
- Have you seen any changes in your PRTs confidence, understandings and practice as teachers? (ask for examples)
- The research conducted by the pilot providers indicates they are seeing changes in mentors' understandings and mentoring practices (e.g. better listening & communication, more critical reflection on their own practice and use of observational skills, using evidence to set & review goals for PRTs rather than to illustrate how they teach). PRTs practice is also become more

confident and effective. How sustainable are these shifts? how much do they depend upon support from an intervention such as the pilot, vs from school leadership and systems vs mentors and PRTC/SCTs own personal commitment to change?

- A key insight emerging from the research to date is that embedding effective mentoring is effectively a social process. As such school leadership around I&M is likely to be critical. How would you describe your role /intentions with regard to induction and mentoring after the pilot finishes?

  – Engaging other schools leaders (principal and DPs)

  – Use of existing 'champions' – i.e. current mentors and PRTs?

  – Changes to current use of financial & other resources allocated for I&M?

  – Changes in PD approach and processes?

  – Use of the I&M guidelines?

  – Recruitment of teachers?

- Do you believe all teachers are ultimately capable of becoming effective mentors? Should all teachers expect to mentor at some point? If not, how could mentoring resources be targeted towards those best suited to this role?

2010 Outcomes Evaluation Year 2 Focus Group Guide: *PRTS*

Background: As you know the NZ Teachers Council has contracted MartinJenkins to evaluate the Induction and Mentoring Pilot Project. The evaluation will support the robustness of the overall Project (by identifying emerging issues and achievements of the 4 sites involved) and ascertain its overall value by synthesising findings across the 4 sites) to identify the benefits and challenges of the different approaches to induction and mentoring models and the *Draft Guidelines* .

Focus group purpose: We are now starting to review all the information collected during the pilot project to understand what each pilot has achieved. We are most interested in understanding how your involvement in the pilot has shaped how your mentoring expectations and your practices as a PRT. Our final report will go to the Teacher's Council in January 2011 and will be shared with each of the pilot providers also.

Introduction

- Briefly tell me a little about yourselves, your teaching area, mentors role in the school, and length of time you have been a PRT

Your views on good mentoring

- What's the role of a mentor?
    - Prompt on what makes a good mentor especially effective (mix of emphasis on emotional support vs educative critical reflection, goal setting, use of evidence,)
    - Have your expectations about mentoring changed in any way during your involvement in the pilot?

Observed changes in mentors' practices

- Have you noticed any changes in the way your mentors have worked with you over the course of the pilot?
    - Prompt on listening and communication skills, providing feedback?
    - Critical reflection, observation, emphasis on challenging beliefs and seeing selves as professional learners?
    - Standards for registration - Collecting and using evidence

Changes in your practice?

- What's been the most valuable aspect of the mentoring you've received?
- Are there any aspects of the mentoring relationship that have been problematic for you?
    - Prompt what's needed to address these and who are the groups best placed to respond?

- What impact has your mentoring relationship had on your practice as a teacher?
  – Prompt has the mentoring you've had challenged any of your beliefs about teaching, given you any insights into your self as a person & teacher?
  – Have you changed any elements of how you practice, why/why not?
- Have you seen any changes in your students' engagement, participation and achievement? (ask for examples)

2010 Outcomes Evaluation Year 2: *Principals*

Background: As you know the NZ Teachers Council has contracted MartinJenkins to evaluate the Induction and Mentoring Pilot Project. The evaluation will support the robustness of the overall Project (by identifying emerging issues and achievements of the 4 sites involved) and ascertain its overall value by synthesising findings across the 4 sites) to identify the benefits and challenges of the different approaches to induction and mentoring models and the *Draft Guidelines* . Interview purpose: We are now starting to review all the information collected during the pilot project to understand what each pilot has achieved. We are most interested in understanding how your involvement in the pilot has shaped how your views about mentoring, your practices as Principal and finding out which aspects of the pilot have been most and least valuable for you and your school. Our final report will go to the Teacher's Council in January 2011 and will be shared with each of the pilot providers also.

Initial views and approach to induction and mentoring

- Could you tell me a bit about how are mentors working in the school at present. How are mentors & PRTs paired up? (same teaching area or not), who signs off the *Registered Teacher Criteria*?
- Has participating in the pilot changed your views and approach to mentoring and induction in anyway?
- What's been the most valuable aspect of the pilot in your view? What could have been improved?
- Have your seen any changes in the attitudes and practices of your mentors and/or your PRTs over the course of the pilot?
- A key insight emerging from the research to date is that embedding effective mentoring is effectively a social process. As such school leadership around I&M is likely to be critical. How would you describe your role /intentions with regard to induction and mentoring after the pilot finishes?
  - Use of existing 'champions' – i.e. current mentors and PRTs?
  - Changes to current use of financial & other resources allocated for I&M?
  - Changes in PD approach and processes?
  - Use of the I&M guidelines?
  - Recruitment of teachers?
- Do you believe all teachers are ultimately capable of becoming effective mentors? Should all teachers expect to mentor at some point? If not, how could mentoring resources be targeted towards those best suited to this role?
- Should all schools be 'mentoring' schools, are some better placed to do this well relative to others?
- Who ultimately should be responsible for ensuring effective mentoring systems are established and maintained?

Any other comments you'd like to make about the pilot or Project as a whole

2010 Outcomes Evaluation Year 2 Interview Guide: *Providers*

Interview purpose: these are designed to capture your reflections on the project as a whole and to understand the critical aspect of the provider context which is likely to influence future provision of mentoring and induction support .

2010 Pilot focus and success criteria

2010 you hoped to focus on focused on assessing PRTs for registration, applying the *Registered Teacher Criteria*, discussing 'what's enough' evidence. And generally building capacity? How do you think you've got on this year, have you been able to place the emphasis in these areas as intended?

- What issues and challenges if any cropped up during this year?
- How have you managed these challenges?
- What has happened as a result – was the response effective? Why/why not?
- What, from the pilot perspective were you hoping to see for this year? Have you seen the outcomes you were hoping for? Why/why not?

Key challenges and successes

- Reflecting on your experiences over the full course of the pilot to date What aspects (procedures, processes etc) of the pilot do you consider particularly well executed/successful – and feel proud of? Why?
- In particular, what would you consider the most valuable aspects of your approach? What was least valuable?
- What would you consider to be the key top key issues /challenges encountered during the pilot as a whole?
    - From your perspective as providers?
    - from schools' perspectives
    - from the council's perspective?
- How can these challenges be effectively resolved/managed?
- I'd like to discuss the resourcing side of the pilot: - if you had 100 resource points to allocate across various aspects of the project, where would you place most/least emphasis?
    - does this match with how you allocated funding over the course of the pilot
    - has the allocated TC funding been sufficient for the pilot? If you were running the pilot again, what level of funding would you ideally seek from TC (same, more less?)

Key Learnings

- So if you were running the project again, based on what you know now, what aspects of pilot would you:

    – Keep/continue to use as is?
    – Drop entirely (i.e. replace with something else)?
    – Modify? Why?

- What would you describe as the key insights you've developed about the providing induction and mentoring support that would be useful in informing a wider scale process in this area? 'Top 3 tips' for other providers?
- What are your intentions in this area long term? Do you see a role for Ak/Massey to continue to provide this kind of support to schools? What preconditions are necessary to sustain this long term?

Do you have any other comments to make?

Appendix C: Survey of mentors' perceptions and ratings of the *Draft Guidelines*

Survey purpose

The mentor survey questionnaire was designed to serve three main functions. First and foremost the survey was designed to produce a common evaluative measure of mentors' mentoring experiences and perceived abilities across all four pilots. Drawing directly on the principles and dimensions of effective educative mentoring as outlined in the *Draft Guidelines* the survey enabled mentors to assess themselves against the stated dimensions of the *Draft Guidelines* at the outset and end of the pilot, providing the external evaluation with measure of how mentor self assessments and views of their own practice and the *Draft Guidelines* may have changed during their participation in the project. The survey's secondary purpose of the survey was to help providers and the external evaluation understand participating mentors' experiences, skills and knowledge in order to identify broad trends to inform individual pilot design.

Design

The first survey was administered as a paper survey to accommodate variable access to email across the sample as a whole but the second survey was administered online to speed data analysis and reporting. The content of the survey questionnaire was divided into three sections, two of which were standardised for all four pilots (excepting minor changes to ensure the phrasing and terminology reflected the different structures and language used in each of the four sub sectors). The third section was tailored to ask pilot-specific questions. Comment and feedback was sought from all providers and they were invited to develop questions for the third section. As each questionnaire differed slightly, one (Auckland) has been chosen as an example to include (see below).

Sample

Mentors from all four pilots received the first paper based survey between February and March 2009. Mentors were sent a personal invite by MartinJenkins to the survey and were encouraged to complete the survey by the pilot management, and the surveys were distributed and completed as part of existing pilot activities, e.g. during mentor workshops. Two reminders were sent to increase response rates. The subsequent follow up survey was administered to mentor participants in each pilot at different points in time. Mentors in the NZK pilot completed the second survey in November 2009 prior to the pilot coming to an end in December 2009. Massey mentors also completed the second survey in November 2009 in order to capture the views of the 2009 cohort of mentors, most of who were unlikely to remain involved in the Massey pilot through its completion in 2010 due to having their PRTs reaching registration. Auckland mentors completed the survey in November 2010. The benchmark and subsequent samples are outlined in the tables below.

Table 5: Sample details for mentor survey (benchmark 2009)

Pilot	Sample	Frequency	Response rate	Cumulative percent
Auckland	20	18	85.0%	17.3
Awanuiārangi	28	10	35.7%	26.9
Massey	37	28	75.6%	53.8
NZK	68	48	70.5%	100.0
Total	**153**	**104**	**67.9%**	

Table 6: Sample details for mentor survey (follow-up 2009-2010)

Pilot	Sample	Frequency	Response rate	Cumulative percent
Auckland	13	8	61.5%	14.5%
Massey	24	16	66.7%	29.1%
NZK	46	31	67.4%	56.4%
Total	**83**	**55**	**66.2%**	**100**

The sample group is similar over the two survey periods. However, given that all pilots experienced changes in the number of mentor participants, it is possible that mentors who responded to the first survey did not respond to the second survey and vice versa.

Limitations

The small sample sizes in each survey mean that testing for statistically significant change is not possible and looking at percentage change does not always truly reflect the scale of the change. For this reason, some of the survey data have been presented using frequencies rather than percentages to show small scale changes in mentor responses across the pilots. Analysis of quantitative data has been undertaken from a more qualitative perspective drawing on the context from interviews and providers milestone reports to assist in understanding and interpreting the survey results.

Profile of pilot mentors

The profile of mentors remained relatively consistent across the two periods as would be expected. The following table summarises the characteristics of the mentors who participated in the programme for NZK, Auckland and Massey (differences between the benchmark and the follow up survey are noted).

Table 7: Characteristics of mentor survey participants

Characteristics	NZK	Auckland	Massey
Previous Mentoring Experience	The first survey elicited a positive response rate from experienced mentors (having more than 3 years experience). However, in the second survey fewer experienced mentors responded to the survey (NZK confirmed there has been very little change in the composition of programme participants)	All of the mentors on the programme have been mentoring for at least 3 years, one for at least 10 years and two with at least 15 years experience	The majority of mentors on the programme are experienced and have been mentoring for at least 3 years.
Years teaching	All mentors were teaching for at least 4 years, with many having 10 or more years of experience	All mentors have been teaching for at least 8 years, three have been teaching for more than 20 years	All mentors were teaching for at least 5 years, with many having 10 or more years of experience
Gender	Majority were female	Majority were female	Majority were female
Age	Tended to be slightly older, around two thirds are in their mid to late 40s	Three 50 years or older, the rest aged between 29 and 42 years old	Spread relatively evenly between 30 and 55
Ethnicity	Almost all New Zealand Europeans with a small number of Māori mentors	Mostly NZ European with one Samoan mentor and one of European decent	Almost all New Zealand Europeans
Highest qualification	Around half held a Degree and half held a Diploma with small numbers having completed a Masters or Postgraduate qualification	Majority had a degree or post-graduate degree with one having a Advanced Diploma and one with a Trained Teacher Certificate	All mentors had a Degree qualification and held either a Diploma or teacher training certificate
Role	The majority held senior roles and were the Head Teacher, Centre Supervisor or Senior teacher	Half were Teachers and half were Deputy or Associate Principals	The majority were Heads of Departments, with the remainder being senior teachers or holding specialist roles

Mentor Needs Assessment Survey Questionnaire

This questionnaire is part of the Induction and Mentoring Pilot Project (IMPP) funded by the New Zealand Teacher's Council. The project is designed to improve and finalise a set of *Draft Guidelines for Induction and Mentoring Programmes and for Mentor Teacher Development in Aotearoa New Zealand* that were recently developed by the Council and which will be made available on their website in early 2009. The Council has also commissioned MartinJenkins to conduct an external evaluation of the project. The IMPP project involves four pilots. Each pilot is designed to test different models of induction and mentoring and to trial the *Draft Guidelines.*

The purpose of this questionnaire is to help those running the four different pilots understand their participating mentors' experiences, perceptions of mentoring knowledge, skills and personal attributes, views on the characteristics of good mentors, strengths and areas for improvement and opinions of the *Draft Guidelines.*

You will have already completed this questionnaire in March 2009. Initial survey responses were sent to the relevant pilot provider to help them design and implement activities to reflect your needs. Your answers to this survey will enable each pilot to assess how successful they have been in developing a programme to address your needs and will also provide data for the external evaluation.

Your responses are also crucial in enabling each pilot to 'test drive' the accessibility and relevance of the *Draft Guidelines.* Ultimately your participation in this questionnaire and pilot will allow pilot providers and the external evaluation to make recommendations to the Teachers' Council about effective induction and mentoring practices. This will assist the Council in finalising the *Draft Guidelines.* The questions are structured into three broad sections:

- Section 1: Questions about your mentoring experience and perceptions of yourself as a mentor, particularly the skills and knowledge you draw upon, your views on what is most important, and your own mentoring strengths;

- Section 2: Questions about the *Draft Guidelines* i.e. your reactions to these;

- Section 3: Questions about your and your teaching environment. Your responses will help providers and MartinJenkins understand the broader context you are working in and assist us to analyse your responses to the previous questions more meaningfully.

MartinJenkins adheres to the Market Research Society of New Zealand (MRSNZ) code of practice. In accordance with this, your completion of the questionnaire is voluntary. Your answers will be analysed in conjunction with others who are also participating in the pilot projects. As such, you will not be individually identified and your answers will remain anonymous. Information you provide will be held securely until the completion of the project and then destroyed. If you would like to view the MRSNZ code of practice please visit the following link: http://www.mrsnz.org.nz/Resources/Code-of-Practice-2008.asp

For questions about the survey please contact marinkateague@martinjenkins.co.nz
or (04) **931 9350**

Teachers Council Mentor Needs Assessment Survey

This questionnaire is part of the Induction and Mentoring Pilot Project (IMPP) funded by the New Zealand Teacher's Council. The purpose of this questionnaire is to help those running the four different pilots understand their participating mentors' experiences, perceptions of mentoring knowledge, skills and personal attributes, views on the characteristics of good mentors, strengths and areas for improvement and opinions of the *Draft Guidelines.*

Answering questions
Responding to the questions is easy. Simply click on the box or circle you want to choose, or type in your answer for open-ended questions. If you change your mind, just click on the new response button. If your original response is still selected, clicking on it again will deselect it. If this doesn't work, click the "reset" button. This will clear your answer to that question only and will not change your responses to previous questions.

Saving your answers
If you wish to save your answers to date so you can come back to the survey later, click 'save'. You will then be able to use the original link to enter the survey where you left off (note if you do this you will not be able to go back to answers prior to saving the survey).

Submitting your response
When you have completed the survey, click 'submit'. Please note that when you have submitted your response you will not be able to re-enter the survey.

This section asks about your mentoring knowledge and experience

1. Have you ever been a PRT mentor before?

❍ Yes

❍ No

2. How many years have you been mentoring PRTs? (please round to the nearest year)

_____ years

3. How many PRTS have you mentored over this time?

PRTS _____

4. Have you been involved in mentoring outside the education sector?

❍ Yes

❍ No

5. How many years have you been teaching?
(please round to the nearest whole year)

years _____

6. Which of the following best describes how you became a PRT mentor for 2009? (tick one only)

❍ I volunteered to become a mentor

❍ ECE/School policy required I became a mentor

❍ It was a management decision communicated to me

❍ I was asked to mentor by a PRT

❍ Being a mentor is an official part of my role

7. Which of the following learning approaches do you like? Tick all that apply

❑ One-to-one, face-to-face opportunities

❑ Centre/school based settings

❑ Online forums

❑ As part of a group

❑ Outside of centre/school based settings

8. Of these which of these do you most prefer? (tick one only)

Most preferred

	Tick one only please
One-to-one, face-to-face opportunities	❍
Centre/school based settings	❍
Online forums	❍
As part of a group	❍
Outside of centre/school based settings	❍

9. Have you used a wiki or other internet learning tool before (e.g. Moodle, web CT, online forum for discussion)?

❍ Yes

❍ No

10. Which of the following activities did you engage in (tick as many as apply)

❑ Looking around the site

❑ Downloaded material from the site'

❑ Made own contributions to the site

❑ Actively participated in ongoing professional conversations

❑ Other please specify _____

11. Overall how successful do you feel you are/will be as a mentor

❍ Not at all successful

❍ Slightly successful;

❍ Moderately successful

❍ Quite successful

❍ Extremely successful

12. When mentoring your PRTs how frequently or infrequently would you say you draw upon the following skills:

	Very occasionally	Every now and then	Quite often	Almost always	Always
Communication skills	❍	❍	❍	❍	❍
Organisational skills	❍	❍	❍	❍	❍
Leadership skills	❍	❍	❍	❍	❍
Negotiation and advocacy skills	❍	❍	❍	❍	❍
Observational skills	❍	❍	❍	❍	❍
Relationship building skills	❍	❍	❍	❍	❍

13. When mentoring your PRTs how would you describe your own skills in each of the following areas:

	Extremely limited	Undeveloped in some respects	Know enough, but feel I should know more	Quite comprehensive	Excellent, in-depth and up-to-date
Communication skills	❍	❍	❍	❍	❍
Organisational skills	❍	❍	❍	❍	❍
Leadership skills	❍	❍	❍	❍	❍
Negotiation and advocacy skills	❍	❍	❍	❍	❍
Observational skills	❍	❍	❍	❍	❍
Relationship building skills	❍	❍	❍	❍	❍

14. When mentoring your PRTs how frequently or infrequently would you say you draw upon the following personal attributes:

	Very occasionally	Every now and then	Quite often	Almost always	Always
Ability to facilitate constructive but challenging professional conversations with PRTs	❍	❍	❍	❍	❍
Ability to maintain PRT enthusiasm for the advice and guidance programme	❍	❍	❍	❍	❍
Ability to demonstrate for the PRT effective teaching for diverse learners	❍	❍	❍	❍	❍
Ability to negotiate and advocate on behalf of the PRT	❍	❍	❍	❍	❍
Ability to demonstrate professional leadership	❍	❍	❍	❍	❍
Ability to demonstrate understanding of the potential of effective teaching to influence equitable outcomes for learners	❍	❍	❍	❍	❍
Ability to seek cultural advice when necessary to support the development of Te Reo me on Tikanga	❍	❍	❍	❍	❍

15. When mentoring your PRTs how would you describe your own abilities in each of the following areas:

	Extremely limited	Undeveloped in some respects	Know enough, but feel I should know more	Quite comprehensive	Excellent, in-depth and up-to-date
Ability to facilitate constructive but challenging professional conversations with PRTs	○	○	○	○	○
Ability to maintain PRT enthusiasm for the advice and guidance programme	○	○	○	○	○
Ability to demonstrate for the PRT effective teaching for diverse learners	○	○	○	○	○
Ability to negotiate and advocate on behalf of the PRT	○	○	○	○	○
Ability to demonstrate professional leadership	○	○	○	○	○
Ability to demonstrate understanding of the potential of effective teaching to influence equitable outcomes for learners	○	○	○	○	○
Ability to seek cultural advice when necessary to support the development of Te Reo me on Tikanga	○	○	○	○	○

16. When mentoring your PRTs how frequently or infrequently would you say you draw upon the following knowledge:

	Very occasionally	Every now and then	Quite often	Almost always	Always
Knowledge of individual PRTs (including his or her cultural background)	○	○	○	○	○
Pedagogy of teacher education	○	○	○	○	○
Pedagogy of mentoring	○	○	○	○	○
Professional knowledge	○	○	○	○	○
Professional standards (Satisfactory Teacher Dimensions and *Registered Teacher Criteria*)	○	○	○	○	○
Education context	○	○	○	○	○
Leadership and management of change	○	○	○	○	○
Knowledge the student the PRTs is working with including their cultural background and the community/s the students are from)	○	○	○	○	○
Pedagogical content knowledge relating to the curriculum areas the PRTs is teaching within	○	○	○	○	○
Research into learning e.g. Best evidence synthesis reports from the Ministry of Education	○	○	○	○	○
Collection and interpretation of evidence of learning	○	○	○	○	○

17. When mentoring your PRTs how would you describe your own knowledge in each of the following areas:

	Extremely limited	Undeveloped in some respects	Know enough, but feel I should know more	Quite comprehensive	Excellent, in-depth and up-to-date
Knowledge of individual PRTs (including his or her cultural background)	○	○	○	○	○
Pedagogy of teacher education	○	○	○	○	○
Pedagogy of mentoring	○	○	○	○	○
Professional knowledge	○	○	○	○	○
Professional standards (Satisfactory Teacher Dimensions and *Registered Teacher Criteria*)	○	○	○	○	○
Education context	○	○	○	○	○
Leadership and management of change	○	○	○	○	○
Knowledge the student the PRTs is working with including their cultural background and the community/s the students are from)	○	○	○	○	○
Pedagogical content knowledge relating to the curriculum areas the PRTs is teaching within	○	○	○	○	○
Research into learning e.g. Best evidence synthesis reports from the Ministry of Education	○	○	○	○	○
Collection and interpretation	○	○	○	○	○

of evidence of learning					

18. How important are each of the following for effective mentor practice?
Knowledge:

	Not at all important	Not very important	Important	Very important	Extremely important
Knowledge of individual PRTs (including his or her cultural background)	○	○	○	○	○
Pedagogy of teacher education	○	○	○	○	○
Pedagogy of mentoring	○	○	○	○	○
Professional knowledge	○	○	○	○	○
Professional standards (Satisfactory Teacher Dimensions / *Registered Teacher Criteria*)	○	○	○	○	○
Education context	○	○	○	○	○
Leadership and management of change	○	○	○	○	○
Knowledge the student the PRTs is working with including their cultural background and the community/s the students are from)	○	○	○	○	○
Pedagogical content knowledge relating to the curriculum areas the PRTs is teaching within	○	○	○	○	○
Research into learning e.g. Best evidence synthesis reports from the Ministry of Education	○	○	○	○	○
Collection and interpretation of evidence of learning	○	○	○	○	○

19. How important are each of the following for effective mentor practice?
Skills:

	Not at all important	Not very important	Important	Very important	Extremely important
Communication skills	○	○	○	○	○
Organisational skills	○	○	○	○	○
Leadership skills	○	○	○	○	○
Negotiation and advocacy skills	○	○	○	○	○
Observational skills	○	○	○	○	○
Relationship building skills	○	○	○	○	○

20. How important are each of the following for effective mentor practice?

Personal attributes:

	Not at all important	Not very important	Important	Very important	Extremely important
Ability to facilitate constructive but challenging professional conversations with PRTs	❍	❍	❍	❍	❍
Ability to maintain PRT enthusiasm for the advice and guidance programme	❍	❍	❍	❍	❍
Ability to demonstrate for the PRT effective teaching for diverse learners	❍	❍	❍	❍	❍
Ability to negotiate and advocate on behalf of the PRT	❍	❍	❍	❍	❍
Ability to demonstrate professional leadership	❍	❍	❍	❍	❍
Ability to demonstrate understanding of the potential of effective teaching to influence equitable outcomes for learners	❍	❍	❍	❍	❍
Ability to seek cultural advice when necessary to support the development of Te Reo me on Tikanga	❍	❍	❍	❍	❍

21. Mentors who answered these questions in March 2009 identified a range of other factors that contribute to being an effective mentor. Please indicate the extent to which you agree or disagree that these factors contribute to being an effective mentor:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Active listening	❍	❍	❍	❍	❍
Ability to build empowering relationships with PRTs	❍	❍	❍	❍	❍
Sufficient time to PRTs and Mentors to reflect and connect (i.e. time management)	❍	❍	❍	❍	❍
High level of PRT motivation and commitment to learn	❍	❍	❍	❍	❍
Mentor willingness to reflect, learn and improve their own mentoring practice	❍	❍	❍	❍	❍
Support for mentors, especially clearly set out expectations of the mentoring role	❍	❍	❍	❍	❍

22. Are there any *other* factors (not listed above or in the *Draft Guidelines*) that contribute to being an effective mentor? Please describe or enter no if applicable:

_____

_____

_____

23. How would you describe your awareness of the *Draft Guidelines*

❍ Not aware

❍ Vaguely aware but haven't read

❍ Generally aware but don't know any of the specifics

❍ Quite aware and broadly familiar with the contents

❍ Extremely aware and thoroughly familiar with the contents

24. Please describe the extent to which you believe the following statements are **appropriate**

	Not appropriate	Slightly appropriate	Somewhat appropriate	Quite appropriate	Extremely appropriate
An effective mentor is a reflective practitioner focused on inquiry into their own and others' professional practice and learning – based on a clear understanding of outstanding teaching	○	○	○	○	○
An effective mentor acts as a change agent and educational leader, dedicated to facilitating growth in professional capability of colleagues they specifically support and to the wider learning community	○	○	○	○	○
An effective mentor has a sound knowledge and skill base for their role and can establish respectful and effective mentoring relationships	○	○	○	○	○

25. Please describe the extent to which you believe the following statements are **<u>achievable</u>**

	Not Achievable	Slightly Achievable	Somewhat Achievable	Quite Achievable	Extremely Achievable
An effective mentor is a reflective practitioner focused on inquiry into their own and others' professional practice and learning – based on a clear understanding of outstanding teaching	❍	❍	❍	❍	❍
An effective mentor acts as a change agent and educational leader, dedicated to facilitating growth in professional capability of colleagues they specifically support and to the wider learning community	❍	❍	❍	❍	❍
An effective mentor has a sound knowledge and skill base for their role and can establish respectful and effective mentoring relationships	❍	❍	❍	❍	❍

26. Please describe the extent to which you believe the following statements are **<u>inspiring</u>**

	Not Inspiring	Slightly Inspiring	Somewhat Inspiring	Quite Inspiring	Extremely Inspiring
An effective mentor is a reflective practitioner focused on inquiry into their own and others' professional practice and learning – based on a clear understanding of outstanding teaching	❍	❍	❍	❍	❍
An effective mentor acts as a change agent and educational leader, dedicated to facilitating growth in professional capability of colleagues they specifically support and to the wider learning community	❍	❍	❍	❍	❍
An effective mentor has a sound knowledge and skill base for their role and can establish respectful and effective mentoring relationships	❍	❍	❍	❍	❍

27. Please describe your overall reaction to these statements:

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

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

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

_____

_____

_____

_____

_____

28. Using the scale below, to what extent do you agree or disagree that the role of a mentor should include:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Providing support to the newly qualified PRT in their new role as teacher	○	○	○	○	○
Facilitating learning conversations with the PRT that challenge and support them to use evidence to develop teaching strengths	○	○	○	○	○
Assisting the PRT to plan effective learning programmes	○	○	○	○	○
Observing the PRT and providing feedback against specific criteria and facilitating the PRT's ability to reflect on that feedback	○	○	○	○	○
Assisting the PRT to gather and analyse student learning data in order to inform next steps/different approaches in their teaching	○	○	○	○	○
Guiding the PRT towards professional leadership practices to support learning in the unique socio-cultural contexts of Aotearoa New Zealand	○	○	○	○	○
Liaising with colleagues to facilitate provision of appropriate support and professional development for the teacher within a professionally focused community of practice	○	○	○	○	○
Providing formal assessment of the PRTs progress in relation to the Satisfactory Teacher Dimensions/*Registered Teacher Criteria*	○	○	○	○	○
Suggesting professional development suited to current professional needs that may be assessed within or beyond the institution	○	○	○	○	○
Advocating for the PRT if need be in terms of their entitlements as a PRT	○	○	○	○	○
Demonstrating effective teaching	○	○	○	○	○
Listening to and helping the PRT to solve problems	○	○	○	○	○

29. Are there any additional roles that you believe effective mentoring should include? Please describe or enter no if applicable

_____

_____

_____

_____

_____

The following questions are designed to help us understand the broad teaching environment you are working in and will help us analyse your answers to previous questions.

30. What title **best** describes the position you currently hold <u>(tick only one)</u>
Title

	Please select only one
Teacher	○
Specialist classroom teacher	○
Assistant teacher	○
Senior teacher	○
Senior manager	○
Head teacher	○
Centre supervisor	○
Home based care coordinator	○
PRT coordinator	○
Head of Department	○
Deputy Principal	○
Associate Principal	○
Principal	○

Lecturer	○
PD facilitator	○
Other	○

31. What is the total number of teaching staff in your kindergarten/centre/school?

teaching staff _____

32. Does your kindergarten/centre attract equity funding?

○ Yes

○ No

○ Don't know

33. What is your school decile rating?

Decile rating _____

35. What is your school size?

○ Small 1-500

○ Medium 500-1025

○ Large 1026+

38. What has been the <u>main focus</u> of your PD participation over the <u>last two</u> years? (e.g. leadership, special education, academic study, ESOL, literacy, e-learning, Māori medium education, other) Please describe

_____

_____

_____

_____

39. What would you consider to be your professional expertise <u>strength areas</u>? (e.g. numeracy, cross-curriculum, special education, music, other) Please describe

_____

_____

_____

_____

40. What topics are of <u>most</u> professional interest to you? (e.g. special education) Please describe

_____

_____

_____

_____

41. How old are you? (please round to the nearest year)

_____ years

42. Are you

❍ Male

❍ Female

43. Which ethnic group do you belong to? (tick all that apply)

❑ New Zealand European

❑ Māori

❑ Samoan

❑ Cook Island Māori

❑ Tongan

❑ Niuean

❑ Chinese

❑ Indian

❑ Other (e.g. Japanese, Tokelauan, please specify) _____

44. What is your highest qualification?

❍ Trained Teacher Certificate

❍ Diploma

❍ Graduate diploma

❍ Advanced diploma

❍ Bachelor of Arts

❍ Bachelor of Education

❍ Bachelor of Science

❍ Bachelor of Physical Education

❍ Postgraduate degree

❍ Masters degree

❍ Other please specify _____

45. What is your highest teaching qualification?

❍ Trained Teacher Certificate

❍ Diploma

❍ Graduate diploma

❍ Advanced diploma

❍ Bachelor of Arts

❍ Bachelor of Education

❍ Bachelor of Science

❍ Bachelor of Physical Education

❍ Postgraduate degree

❍ Masters degree

❍ Other, please specify _____

Thank you for your time and your responses. We recognise that your experiences and time are valuable and appreciate your willingness to share your views in order to support the objectives of the Teachers Council and the Induction and Mentoring Pilot Project.
Click submit below to send your responses, you will then be redirected to the New Zealand Teachers Council website

Appendix D: Shifts in mentoring skills, knowledge, and attributes across the three sector-specific pilots

Table 8: Changes in mentor ratings of essential mentoring skills: all pilots[6]

Essential mentoring SKILLS	Pilots	Frequency draw on SKILLS	Confidence in SKILLS
Communication	NZK	↑	↑
	Auckland	↓	↑
	Massey	↑	↑
Organisational	NZK	↑	↑
	Auckland	↓	↑
	Massey	↑	↑
Leadership	NZK	↑	↑
	Auckland	↓	↑
	Massey	↑	↓
Negotiation and advocacy skills	NZK	↑	↑
	Auckland	↑	↑
	Massey	↓	↑
Observational	NZK	↑	↑
	Auckland	↓	↑
	Massey	↑	↑
Relationship	NZK	↑	↑
	Auckland	↓	↓
	Massey	↑	↓

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[6] The data for determining these shifts has come from the online survey of mentors.

Table 9: Changes in mentor ratings of essential mentoring attributes: all pilots

Essential mentoring ATTRIBUTES	Pilot	Frequency draw on ATTRIBUTES	Confidence in ATTRIBUTES
Facilitate meaningful constructive conversations	NZK	-	↑
	Auckland	↑	↑
	Massey	-	↑
Maintain PRT enthusiasm	NZK	↑	↑
	Auckland	↓	↑
	Massey	↓	-
Demonstrate effective learning for diverse learners	NZK	↑	↑
	Auckland	↑	↑
	Massey	↓	↑
Negotiate and advocate on behalf of PRT	NZK	↑	↑
	Auckland	↓	↑
	Massey	↓	↑
Demonstrate professional leadership	NZK	↑	↑
	Auckland	↓	↑
	Massey	↑	↑
Demonstrate effective teaching to influence equitable outcomes for learners	NZK	↑	↓
	Auckland	↑	↑
	Massey	-	-
Ability to seek cultural advice to support Te Reo me on Tikanga	NZK	-	↑
	Auckland	↑	↑
	Massey	↓	↑

Table 10: Changes in mentor ratings of essential mentoring knowledge: all pilots

Essential mentoring KNOWLEDGE	Pilot	Frequency draw on KNOWLEDGE	Confidence in KNOWLEDGE
Knowledge of individual PRTs	NZK	↑	↑
	Auckland	↑	↓
	Massey	-	↑
Pedagogy of teacher education	NZK	↑	↑
	Auckland	↑	↑
	Massey	↓	↑
Pedagogy of mentoring	NZK	↑	↑
	Auckland	↑	↑
	Massey	↑	↑
Professional knowledge	NZK	↑	↑
	Auckland	↑	↑
	Massey	↑	↑
Knowledge of STDs and *Registered Teacher Criteria*	NZK	↑	↑
	Auckland	↑	↑
	Massey	↓	↑
Educational context	NZK	↑	↑
	Auckland	↑	↑
	Massey	↑	↓
Leadership and management change	NZK	↑	↑
	Auckland	↑	↑
	Massey	-	↑
Knowledge of PRTs students	NZK	↑	↑
	Auckland	↑	↑
	Massey	↓	-

Essential mentoring KNOWLEDGE	Pilot	Frequency draw on KNOWLEDGE	Confidence in KNOWLEDGE
Pedagogical content knowledge	NZK	↑	↑
	Auckland	↑	↑
	Massey	↓	↑
Research into learning e.g. Best evidence synthesis	NZK	↑	↑
	Auckland	↑	↑
	Massey	-	↑
Collection and interpretation of evidence learning	NZK	↑	↑
	Auckland	↑	↑
	Massey	↑	↑

Appendix E: Common evaluation questions

- How useful are the *Draft Guidelines* in shaping the design/development of effective induction and mentoring programmes?

- How useful are the *Draft Guidelines* in assessing the needs of mentors teachers and others?

- What elements of induction and mentoring models have been successful in:

  – Generating school leadership support for quality induction & mentoring?

  – Enhancing the quality of mentor teachers?

  – Ensuring PRTs have a quality induction experience?

- Are these elements equally successful across the/in different sectors? If yes, where, when and why? If not, where/when don't they work and why?

- What are the comparative costs of different induction and mentoring approaches in time and money?

- What contextual elements appear to be key to:

  – Generating school leadership support for quality induction and mentoring?

  – Enhancing the quality of mentor teachers?

  – Ensuring PRTs have a quality induction experience?

- Are there any groups who particularly benefit from the various induction and mentoring approaches more than others? i.e. certain characteristics of mentors or PRTs

- What kinds of issues commonly arise when implementing a model to enhance induction and mentoring practices:

  – at the individual participant level (MT, PRT, school leader)

  – at the school (culture, systems) level

  – at the training organisation level (e.g. institution involved in training mentors

- What kinds of strategies are most effective in addressing these issues?

- What changes need to be made to the enhance the *Draft Guidelines?*

- What additional support is needed to assist training institutions, schools, and individuals to adopt and adhere to these?

- What can be lessons can be learned about improving induction and mentoring practice from the pilot as a whole?