Induction and Mentoring Pilot Programme: Secondary

Partnerships for Sustainable Learning and Growth

Philippa Butler and Colleen Douglas

New Zealand
Teachers Council
Te Pouherenga Kaiako o Aotearoa

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

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Foreword

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

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

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

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

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

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

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Background and methodology

A research project has run alongside the work that facilitators have undertaken in the six secondary schools involved in the secondary induction and mentoring pilot programme. The aim of this research was to collect evidence about the way the pilot programme was shaped by the context and needs of each school, the success of the pilot, any barriers to effective induction and mentoring, and participants' perceptions of the New Zealand Teachers Council (the Council) *Draft Guidelines for Induction and Mentoring Programmes and for Mentor Teacher Development in Aotearoa New Zealand (Draft Guidelines)* (New Zealand Teachers Council, 2009) and the *Registered Teacher Criteria* (New Zealand Teachers Council, 2010). Data were gathered from four key groups: the facilitators themselves, the mentor teachers, the Specialist Classroom Teachers (SCTs) and Provisionally Registered Teacher (PRT) Coordinators, and the PRTs.

Survey and interview data were collected during 2010. The research findings were supported by information provided in Massey University's milestone reports to the Council. The analysis of these data illustrated the process the six pilot schools had been through to develop effective induction and mentoring plans.

The findings summarised

The mentoring teams believed the secondary induction and mentoring pilot programme to be effective. They were proud of their achievements over the two-year pilot. However, schools felt that a third year of support from the facilitators would have been useful.

Mentor development

Through the pilot programme, the mentors increased their mentoring knowledge and skills. Mentors also had access to other opportunities to extend their skill development and participate in conferences. Prior to the pilot, very few mentors had any professional development or training in mentoring. There was a lack of consistency in the delivery of induction and mentoring. There were few guidelines for mentors, for the selection of mentors, or for what an induction and mentoring programme should look like. There was also a shortage of willing and experienced mentors.

Components of the pilot programme

The research found that in-school visits and the relationship with facilitators was the most important component in developing a successful induction and mentoring programme. The wiki was the least

successful component—there were too many technical, skill, or time barriers to its use. It was primarily used as a resource bank by the mentoring teams.

There was difficulty in maintaining relationships with partner schools, except when enabled by facilitators. The partnership between the schools was structured in the first year. The emphasis in the second year was more on individual schools.

Impact of the pilot programme

The project had implications beyond the mentoring of PRTs. Not only did effective mentoring have a beneficial impact on the whole school, but also the learning from the pilot for those involved extended well beyond mentoring skills to personal learning and learning as a teacher. The pilot had an impact on school culture and encouraged mentors to shape policies and appraisal systems in their schools. Schools used the *Registered Teacher Criteria*, through the Self-Assessment Tool (SAT), to shape the registration (and re-registration) process for all teachers.

Success factors

The relationship between mentors and PRTs was very important. Trust, communication, and openness to learning were vital for both mentors and PRTs. Emotional mentoring roles were more important to PRTs than appraisal or change roles. Mentoring worked best in a school culture that supported communication and collaboration. How the mentoring relationship was established was also important—whether it was imposed or chosen.

The context of the school was important as induction and mentoring works differently in different schools. The personalised inquiry approach meant the pilot programme was contextualised, with induction and mentoring activities that tended to be responsive to the PRTs' needs.

There was a difference between the beginning teacher's experience of mentoring when the mentor was also their head of department (HOD), and when the mentor was not the HOD. Some schools had the HOD as the curriculum mentor, another mentor as the educative mentor, and the PRT Coordinator as the administrative mentor. This team approach strengthened the effectiveness of the mentoring process.

Mentoring meetings between mentors and PRTs occurred less frequently in the second year of teaching. Possible reasons for this included a lack of time allotted to mentors for mentoring, the reduced PRT time allowance, and the reduced needs of the PRT. PRTs who were employed as long-term relievers or on fixed-term positions found this stressful. Although overseas trained teachers (OTT) and returning teachers are not eligible for the same time allowances as PRTs, they benefitted from being mentored through the pilot.

The secondary pilot model depended on a partnership between the SCT and PRT Coordinator to lead the induction and mentoring processes in the school. Senior leaders tended to be supportive but not knowledgeable about the changes being made to the induction and mentoring processes in their

schools. There was a benefit to the SCT or PRT Coordinator being on the senior management team because they could act as an advocate for induction and mentoring. Sometimes the SCT or PRT Coordinator found there was a conflict between their role and their other school responsibilities.

Each school developed a unique induction and mentoring plan, resources such as PRT and mentor handbooks, and policies, procedures, and routines that supported their plan. Most mentoring teams believed their induction and mentoring programme was sustainable as they had systems and policies in place.

Barriers

Barriers to effective induction and mentoring encountered by mentoring teams were: lack of time, lack of money, and staff turnover. Sustained membership on the mentoring team was important. In the programme design, first-year mentors were to train second-year mentors. This was not always successful.

Recommendations

Based on the facilitation team's experiences in the pilot schools and the findings of the research, the following recommendations were made to the Council:

1. That schools review their provision of induction and mentoring, document what happens, and then complete a gap analysis against the *Draft Guidelines*. That the Council provides a template for them to gather baseline data and then complete the gap analysis.
2. That sustainable generic pathways to mentor development be identified and provided, for example, a resource kit, mentor training, professional reading links, and mentor handbook framework.
3. That mentoring training be available for all SCTs and be a component of professional development for all middle leaders, especially new heads of department within the 3a output of the School Support Services contract.
4. That guidelines be developed for a PRT handbook that schools can personalise as part of their unique induction and mentoring plan.
5. That the Council sponsor the development of induction and mentoring in secondary schools as clusters, pairs, or single schools, with a programme informed by the pilot.
6. That the Council reviews its website to highlight the *Registered Teacher Criteria* and SAT and enable teachers to more easily access these resources.
7. That there is continued support for a mentor time allowance for both first-year PRTs and second-year PRTs.

1. Introduction

This chapter details the components of the secondary school induction and mentoring pilot programme. It also provides an overview of mentoring in Aotearoa New Zealand schools and best practice in this field.

The New Zealand Teachers Council (the Council) contracted Massey University to trial an induction and mentoring pilot programme with secondary schools during 2009 and 2010. Six secondary schools were invited to be part of the pilot (see Table 1). The target schools were small- to medium-sized rural and provincial secondary schools with rolls of 300 to 700 students, a history of employing Provisionally Registered Teachers (PRTs), and the need for support to develop a sustainable mentoring programme. Two schools were located in Taranaki, two in Manawatu–Whanganui, and two in Hawkes Bay.

The schools worked in pairs with their neighbouring school and were supported in their induction and mentoring work by three facilitators from the Centre of Educational Development at Massey University. Over the course of the pilot, the facilitators worked with 47 mentors, eight Specialist Classroom Teachers (SCTs), and seven PRT Coordinators. The pilot did not work directly with PRTs.

All of the schools were mid- to low-decile state co-ed schools with more than 20% Māori students. Many of the schools had new personnel over the course of the pilot. Since the proposal was submitted in late 2008, five of the six principals changed, along with four of the PRT Coordinators, and three of the SCTs. This posed challenges to the implementation and sustainability of the pilot.

Table 1: Demographics of the six participating schools

	Roll	Decile	% Māori	Principal	PRT Coordinator	SCT
School A	737	5	30%	Year 3 FTP* (2009) Year 1 FTP (2010)	New 2009	
School B	560	4	22%	Year 3 FTP (2009) Year 1 FTP (2010)	New 2010	New 2009
School C	504	2	52%	Year 2 FTP (2009)		New 2010
School D	332	3	38%	Year 4 FTP (2009)	New 2009	
School E	743	4	22%	Year 1 FTP (2009)		New 2009 New 2011
School F	619	2	40%	Year 1 FTP (2009)	New 2009	

* FTP = full-time position

The pilot programme

The pilot programme focused on mentor teachers, SCTs, and PRT Coordinators and aimed to equip them with the skills to effectively fulfil their roles. It included a blend of professional learning, in-school visits by facilitators, and access to a wiki environment. The application of the learning was individualised to the mentor teachers and their schools and used action learning cycles to help the teachers focus on developing their practice as mentor teachers.

The action learning cycle process brings a group of people together on a more or less regular basis to enable them to help one another learn from their experiences. Action learning cycles provide opportunities for participants to think, listen, and reflect within a context of trust and confidentiality. Participants are able to discuss "what works" and "what doesn't" and to give accurate and supportive feedback. Action learning allows group members to learn through action and reflection (McGill & Beaty, 2001). For this pilot, the action learning cycles were based on the individual needs of each school and were a vehicle for reflection and reporting back to the facilitators.

The pilot programme was delivered over two years. In Year One, the programme focused on supporting mentor teachers, SCTs, and PRT Coordinators to develop mentoring and coaching skills. The aim was to provide a successful induction programme for PRTs and to develop the infrastructure to sustain it. Year Two saw a continuing focus on sustainability of practice, with additional support provided for mentor teachers engaged in coaching and supporting new mentors.

Components of the pilot programme

In Year One, the programme focused on developing the mentoring skills of participants and constructing the Self-Assessment Tool (SAT) (see Appendix A). The partner schools worked together each term and all schools in the pilot met for a residential hui at the end of 2009. In Year Two, the partner schools only came together at the end-of-year presentations of their work on induction and mentoring. Each school also sent one or two representatives to the Council's World Teachers' Day conference held in October 2010.

Year One

The facilitation team made two visits to each school before the first workshop in 2009. The first visit, held in December 2008, was to discuss the pilot with a senior leader and to negotiate the memorandum of agreement. The second visit, held at the start of Term 1, 2009, allowed the facilitation team to meet each school's pilot team, outline the project, and complete a needs analysis.

In Year One, the programme for mentor teachers, SCTs, and PRT Coordinators included:

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

Professional learning days with partner schools

The professional learning days developed capabilities within the pilot programme's two focus areas. Drawn from the *Draft Guidelines for Induction and Mentoring Programmes and for Mentor Teacher Development in Aotearoa New Zealand (Draft Guidelines)* (New Zealand Teachers Council, 2009), these two areas were as follows.

- The development of the professional mentoring skills and knowledge required for the mentors to become educative mentors.
- The development of an understanding of what constitutes a high-quality mentoring programme and the creation of a transformative and school-specific strategic vision for induction and mentoring programmes and practices.

These learning days also ensured that the participants understood the *Registered Teacher Criteria* (New Zealand Teachers Council, 2010), and had the knowledge and skills to help their PRT's to meet this standard.

The schedule of professional learning days comprised:

- a two-day introductory workshop in March with regional partner schools
- one day in June and one day in September with regional partner schools
- a three-day residential hui in November with all schools.

The key outcomes for the professional learning days were:

- to explore the theory, principles, and practice of mentoring and coaching through professional reading of research and discussion
- to develop the protocols for each group, especially cross-school sharing
- to discuss the relationship between the PRT and mentor
- to develop the mentoring skills of listening and questioning
- to discuss the principles of adult learning and reflective professional development
- to develop skills to facilitate "difficult" conversations
- to assist with goal setting
- to develop effective observation and feedback skills
- to develop reflective practice.
- to work with, understand, and reflect upon the *Draft Guidelines* and the *Registered Teacher Criteria*
- to identify each school's unique area of focus and develop a collective set of guidelines (a "skeleton") that furthered understanding of the *Draft Guidelines*.

Participants in the pilot programme used a draft version of the *Registered Teacher Criteria* in 2009. The finalised *Registered Teacher Criteria* was rolled out in Aotearoa New Zealand schools and early childhood education services in 2010 to replace the *Satisfactory Teacher Dimensions* that teachers previously had to meet.

Professional learning groups with partner schools

Each set of paired schools met once per term to create professional learning communities for mentor teachers, SCTs, and PRT Coordinators. Each professional learning community:

- discussed relevant research and the theory of the pedagogy of mentoring
- worked on the SAT
- developed induction plans
- shared practices.

By the end of 2009 the SAT had been developed and trialled on a small scale.

In-school facilitator visits to individual schools

The facilitation team supported each school with visits and through email, telephone, and Skype contact. This part of the pilot programme focused on:

- building the mentoring and coaching skills of the mentor teachers, SCTs, and PRT Coordinators
- assisting the school to develop and review policies and procedures around the induction programme
- trialling the SAT based on the *Draft Guidelines*
- ensuring there was a robust induction programme
- addressing issues raised in each school's needs analysis
- developing further capability within the staff to use the mentors from the 2009 pilot to train the 2010 mentors
- engaging in the wiki.

Wiki

Developed by the facilitators, the wiki was designed as an e-learning component of an interactive professional community. It included resources, professional readings, organisational details, the developing SAT, a page for each pair of schools, and a facility for conversations.

Year Two

The schools drove the pilot in Year Two, in contrast to Year One when the facilitators led the programme. The professional learning programme focused on:

- a gap analysis of each school's policies, processes, and practices against the *Draft Guidelines*
- development of each school's unique induction and mentoring plan
- training of the new 2010 mentors by the 2009 mentors, SCTs, and PRT Coordinators to ensure sustainability of practice in 2011 and beyond.

While the components of the programme remained the same (namely, professional learning days and groups, in-school support, and the wiki), less time was allocated than in Year One. The Year Two

programme was influenced by the experiences in Year One and the information gained from the regularly updated needs analysis.

In 2010, the facilitators held one-day workshops in each school in March, May, and August and made further visits to schools to address specific needs, as required. The schools determined the agenda for these workshops and visits.

Schools also prepared for and participated in the Council's World Teachers' Day conference in October and a two-day hui whakamahi in November.

The purpose of the hui whakamahi was that each school would:

• synthesise its learning
• identify and present its key achievements and facilitate a workshop on one aspect of these
• celebrate its successes and share these with local schools and agencies.

The pilot programme was planned to enable participants to present their achievements to increasingly wider audiences. The participants progressed from presenting to their paired school in the professional learning groups throughout Year One to presenting to all the other five schools at the 2009 regional hui, co-facilitating at the World Teachers' Day national conference in 2010, and finally presenting and running a workshop for other schools in their region at the hui whakamahi. This provided an incentive for participants to continue to progress the programme and develop their own skills and led to increased self-belief, confidence, and mana within and outside the school.

Induction and mentoring in Aotearoa New Zealand

In Aotearoa New Zealand, beginning teachers are "provisionally registered" by the Council and expected to complete a two-year induction period in a school. Over that period, PRTs participate in an induction and mentoring programme run by their school. PRTs are required to document their teaching experiences and professional development, keeping a record of lesson appraisals and professional discussions and meetings (Ministry of Education & New Zealand Teachers Council, 2006). Furthermore, PRTs are expected to be supported in their learning to become effective teachers by a more experienced teacher: a mentor. A professional leader in the school reviews the evidence collected by the PRT and determines whether to recommend the teacher for full registration. The Council requires both the professional leader and the mentor teacher to sign off the teacher's practice against the *Registered Teacher Criteria* – the standards for full registration in New Zealand.

The Council has produced the *Draft Guidelines* document which sets out the Council's vision of the essential components of effective induction programmes and the role of an effective mentor teacher. The secondary induction and mentoring pilot programme was shaped in response to these statements.

The essential components of an effective induction programme are as follows:

- There is a clear programme vision.
- There is institutional commitment and support for the programme.
- Quality mentoring is a central (but not the sole) component.
- The programme is based on clear criteria to guide the learning of and formative feedback for the teacher.
- The programme is focused on the daily practice of teachers with their learners.
- The programme will provide the support and processes needed so the teacher can move towards gaining full registration. (New Zealand Teachers Council, 2009, section 5, p. 3)

The role of a mentor teacher includes:

- providing support to the PRT 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
- 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 *Satisfactory Teacher Dimensions* or *Registered Teacher Criteria*
- 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. (New Zealand Teachers Council, 2009, section 6.2, p. 4)

The Aotearoa New Zealand system for inducting beginning teachers is well regarded by commentators from overseas. Wong, Britton, and Ganser (2005) conducted a review of the induction practices in five countries and concluded:

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

However, recent research studies in Aotearoa New Zealand (for example, Anthony, Kane, Bell, Butler, Davey, Fontaine, et al., 2008; Cameron, Baker, & Lovett, 2006; Cameron, Dingle, & Brooking, 2007) agree that systematic and sustained induction and mentoring experiences for PRTs are not always evident. The quality and frequency of these experiences varies between schools. Anthony et al.'s (2008) study on the experiences of 100 beginning secondary teachers showed that not all PRTs were receiving sufficient or appropriate support and that this had an impact on the PRTs' feelings of satisfaction with the induction and mentoring programme and their overall satisfaction with being a teacher.

Critiques such as these have prompted a refocusing on the way induction and mentoring are approached in Aotearoa New Zealand. The Council's 2009–2010 trial of four pilot programmes for induction and mentoring is evidence of this. Massey University's induction and mentoring pilot programme for secondary schools is one of these four pilots, with the others being held in early childhood education, primary–intermediate, and Māori medium settings.

High-quality induction and mentoring

The first years of teaching are a critical period in the formation of a teacher's professional identity and the development of their professional practice (Feiman-Nemser, 2001). Beginning teachers are best supported in this process through a robust and multifaceted induction programme (Smith & Ingersoll, 2004). Recent studies (for example, Bartell, 2005; Bickmore & Bickmore, 2010; Britton, Paine, Pimm, & Raizen, 2003; Cameron, 2007; Glazerman, Dolfin, Bleeker, Johnson, Isenberg, Lugo-Gil, et al. 2009; Main, 2008; New Teacher Center, 2002; Piggot-Irvine, Aitken, Ritchie, Ferguson, & McGrath, 2009; Smith & Ingersoll, 2004) affirm that comprehensive induction comprises an array of aligned and integrated components that include:

• carefully selected and trained mentors
• a curriculum of intensive and structured support and professional development opportunities
• regular meetings with mentors
• opportunities to observe experienced teachers
• feedback from observations of beginning teachers' classroom practice.

Carver and Feiman-Nemser (2009) argue that such induction programmes need to be provided for in policy documentation and that support should be provided for at least the first two years of teaching. However, the provision of a comprehensive induction model in policy does not in itself ensure induction success for all. For example, Abbott, Moran, and Clarke's (2009) study of beginning teachers in Northern Ireland, a country that has a national induction policy, found differences in induction programmes aligned to the employment patterns of beginning teachers. Abbott et al. (2009, p. 106) concluded that induction worked well for beginning teachers in permanent posts, but not for those employed on short-term contracts or as relievers for teachers on leave.

Mentoring is one component of a good induction programme (Wong, 2005). A mentor is an experienced teacher who is given the role of supporting a beginning teacher and facilitating their learning. Wong (2004) argues that mentoring is only effective when it operates in conjunction with other aspects of an induction programme. "Effective" mentors should facilitate sustained professional learning, rather than simply providing survival tips to new teachers. Despite the importance of mentoring, some studies have shown variability in the quality and nature of mentoring within and across schools (Scherff, 2008).

Kwan and Lopez-Real (2005) describe mentoring as both a process through which beginning teachers become "professional teachers" and a relationship between the mentor and mentee. They also point out that mentoring can be informal or formal. Drawing on mentoring literature from the past two decades, Kwan and Lopez-Real arrived at a list of mentor roles, which they then used in their Hong Kong study of the perceptions of school-based mentors working with postgraduate student teachers on practicum. These roles were: observer, provider of feedback, role model, counsellor, critical friend, instructor, manager, assessor, quality controller, and equal partner. The mentors were asked to rank what they saw as the three most important roles a mentor could take. Their findings showed that the role of "provider of feedback"—a very pragmatic role—was given the most weight by mentors. Where mentors reported a change in their perceptions of the mentoring role over time, it was towards more interpersonal roles such as "counsellor", "equal partner", and "critical friend".

In their survey of mentor teachers, Anthony et al. (2008) adapted Kwan and Lopez-Real's (2005) list of mentor roles to ask mentors which roles they saw as important for supporting first-year and second-year teachers. The same list has been used in this research to gain an understanding of PRTs' perceptions of their mentors' roles. The roles and their descriptors are presented in Table 2.

Table 2: Mentor roles and descriptions

Mentor Role	Description
Observer	Observe the teacher's lessons, preparation, attitude, and professional behaviour
Provider of feedback	Discuss the teacher's performance in teaching
Role model	Make own practice and knowledge accessible to the teacher
Counsellor	Provide emotional support and/or help the teacher with personal or professional problems
Change agent	Involve the teacher in efforts to rethink and reform school and classroom practice
Instructor	Give the teacher specific instructions on how to teach and manage the classroom
Manager	Ensure school routines are observed by the teacher
Assessor	Have responsibility for assessing the teacher's progress towards registration
Coach	Stimulate the teacher to think about his or her teaching
Political agent	Work up, down, and across systems on behalf of the teacher, and support the teacher in self-advocating
Inquirer	Encourage and model ongoing professional learning behaviours
Collaborator	Encourage a mutually supportive relationship where the mentor and the teacher are learning from each other
Critical friend	Offer constructive critique to the teacher about their teaching
Resource provider	Ensure the teacher has access to departmental resources and information about school systems
Confidence builder	Assist the teacher to build confidence in themselves as a teacher
Sounding board	Act as a sounding board to test out ideas and talk about difficulties

Research shows that a supportive school leadership and a school culture that encourages collaboration are important in a strong induction and mentoring programme. Carver and Feiman-Nemser's (2009) review of three well-regarded programmes warned that "poor leadership at the top, isolating professional cultures, and demoralized staff all work to mediate and/or block thoughtful induction and mentoring" (p. 324). Kardos and Johnson (2007) also noted that schools with successful induction programmes had strong leaders who promoted a professional culture that recognised and provided for the needs of beginning teachers, valued interaction between new and experienced teachers, and cultivated a sense of shared responsibility for students.

2. Methodology

This chapter introduces the research project that ran alongside the secondary induction and mentoring pilot programme and outlines the methodology adopted. It describes how data were collected in surveys and interviews and subsequently analysed to build a case study of each of the six participating secondary schools. The limitations of the study are also discussed.

A research project ran alongside the secondary pilot programme. It aimed to collect evidence of the way the pilot programme was shaped by the context and needs of each of the six schools; the success of the pilot; any barriers to effective induction and mentoring; and participants' perceptions of the Council's *Draft Guidelines* and *Registered Teacher Criteria*. Data were gathered from four key groups during 2010: the facilitators themselves; the mentor teachers; the SCTs and PRT Coordinators; and the PRTs.

Research questions

Five research questions were developed to help focus and shape the direction of the research.

1. In what ways has the professional development programme informed and refined the *Draft Guidelines* and *Registered Teacher Criteria*?
2. What is the impact of the pilot on the knowledge, skills, and attributes of the mentor teachers, SCTs, and PRT Coordinators?
   - Impact on the mentoring relationship from their viewpoint
   - Effect on PRTs' teaching and induction into the profession
   - Sustainability of the mentoring practices and professional development of mentor teachers, SCTs, and PRT Coordinators
3. What impact has the pilot had on the induction experiences of PRTs?
   - Impact on the mentoring relationship
   - Effect on PRTs' teaching and induction into the profession
   - Sustainability of the mentoring practices and professional development of the PRTs
4. How does the partnership model impact on and contribute to the effectiveness of the pilot?
   - Impact on the mentoring relationship
   - Effect on teaching and induction processes and practice
   - Sustainability of the mentoring practices and professional development of all participants
5. How does the blended delivery impact on the achievement of the pilot outcomes?
   - Impact on the mentoring relationship
   - Effect on teaching and induction
   - Sustainability of the mentoring practices and professional development of all participants

The research took a mixed-methods approach to answering these questions. Mentors and PRTs involved in the pilot programme were surveyed and the three pilot facilitators were interviewed. Mentors, SCTs, PRT Coordinators, and PRTs in each of the six schools in the pilot were also interviewed. Ethical approval for the research was granted by the Massey University Human Ethics Committee, Southern B, Application 09/33.

Surveys

Two survey instruments were designed for the 2010 research phase: one for mentor teachers and one for PRTs.

- The mentor survey incorporated questions about the mentors' background and school, the components of the secondary induction and mentoring pilot programme, the effectiveness of the pilot programme, support the mentors had received from their schools, and the overall success of the pilot programme.
- The PRT survey comprised questions about the PRTs' background and school, support received from their mentor teachers, and mentor effectiveness.

The 2010 mentor survey can be found in Appendix B, while the 2010 PRT survey can be found in Appendix C.

The surveys were administered online via SurveyMonkey™. An email invitation to schools, with links to the online surveys, was sent out in June 2010. Attached to the email were a Mentor Information Sheet, a PRT Information Sheet, and electronic copies of the mentor and PRT surveys. The electronic copies of the surveys were included so participants could chose to complete the survey offline and post it back to the research team. Two reminder emails were sent to the participating schools, via the school's designated contact person, during July 2010. The surveys were closed at the end of August 2010.

Responses to the mentor survey were collected from 27 participants. Responses to the PRT survey were collected from 12 participants. Table 3 summarises response rates by region.

Table 3: Survey responses by region

	Total number of mentor teachers	Mentor responses	Total number of PRTs	PRT responses*
Manawatu–Whanganui	12	8 (66.7%)	14	0 (0.0%)
Taranaki	14	10 (71.4%)	10	6 (60.0%)
Hawkes Bay	18	9 (50.0%)	19	5 (26.3%)
Unidentified region				1
Total	**44**	**27 (61.4%)**	**43**	**12 (27.9%)**

* PRT responses were received from three of the six participating schools, two in Taranaki and one in Hawkes Bay.

The overall response rate to the mentor survey was good (61.4%). However, a lack of PRT responses in the ManawatuWhanganui region meant that the response rate to the PRT survey was low (27.9%), despite the two reminder emails.

The PRT response rate in Manawatu–Whanganui was compromised by an uneven pattern of beginning teacher employment in the two schools in this region. Of the 14 PRTs mentors were supporting, two were nearly registered and may have considered themselves outside the scope of the research, one was working part-time, two were returning to teaching after a break of some years, two were trained overseas, and one was employed with Limited Authority to Teach whilst completing study towards an initial teacher education qualification. PRTs were aware of the pilot in their schools, but were not directly involved, so there was no motivation to engage in the survey. In addition, access to the online survey was managed through the contact teacher at each pilot school. Teachers are busy people; there may have been delays in passing the survey link on to other staff members involved in the pilot. These factors were outside the control of the researcher.

Facilitator interview

The three facilitators were interviewed in June 2010. They were asked to respond as a group to questions about each specific school, including special circumstances in the school, barriers to good induction and mentoring, successes, changes in the knowledge and skills of the mentors, support from school leadership, and sustainability. The facilitators were then asked for their individual perspectives on the success of the induction and mentoring model, the usefulness of the Council's *Draft Guidelines*, and the usefulness of the *Registered Teacher Criteria*. A summary of the interview questions can be found in Appendix D. This interview was taped and later transcribed. The interviewer also took notes.

Interviews in schools

In August 2010, the researcher spent one day in each of the six pilot schools conducting interviews in conjunction with a professional development day run by the facilitators. Where possible, interviews were conducted with the SCT, the PRT Coordinator, an existing mentor who was involved in the 2009 phase of the pilot, a mentor new to the pilot in 2010, a first-year PRT, and a second-year PRT. In some schools, an overseas trained teacher (OTT) or a teacher returning to the classroom after a break of some years were interviewed. A summary of interview participants by region can be found in Table 4.

Each interview took between 10 minutes and half an hour and addressed:

- mentoring activities
- use of the *Draft Guidelines* and *Registered Teacher Criteria*
- use of the SAT
- the ongoing learning of mentor teachers
- the preparedness of PRTs for registration
- the impact of the pilot and its components on effective mentoring
- barriers to induction and mentoring
- support from school leadership
- sustainability
- the overall effectiveness of the pilot.

A summary of the interview questions for mentor teachers, SCTs, PRT Coordinators, and PRTs can be found in Appendix E. Each participant was asked to sign a consent form before the interview began. The interviews were taped and later transcribed. The interviewer also took notes.

Table 4: Interview participants by region

	Taranaki	Manawatu–Whanganui	Hawkes Bay
PRT Coordinator	2	2	2*
SCT	2	2	1**
Existing mentor	2	3	1
New mentor	1	2	2
PRT1	2	1	
PRT2	1	2	2
OTT	2		
Returning teacher		1	
PRT1.5			2
Total	**12**	**13**	**10**

* One of the Hawkes Bay PRT Coordinators was also the SCT at her school.

** The SCT at one of the Hawkes Bay schools was also an existing mentor.

Data analysis

The data gathered through the surveys, interviews in schools, and interviews with facilitators were supplemented with background information gathered from each school. The interview data were analysed thematically using QSR International® NVivo® software. This analysis was conducted with a view to building a case study of each school that would highlight the particular circumstances of the school and show how induction and mentoring works best under those conditions. The analysis included barriers to effective induction and mentoring as well as sustainability beyond the end of the pilot. Data from the facilitator interview were used to provide the context of induction and mentoring work in each school.

Descriptive data were generated for the two surveys using IBM® SPSS® software and were analysed across all schools. While the number of responses was too small to conduct statistical tests for differences between regions or between individual schools, the survey findings provided a measure of the success of each of the pilot components, the overall effectiveness of the pilot, and the effectiveness of the mentors in their mentoring role.

These data were then synthesised to examine essential elements of effective induction and mentoring. On the basis of this information, the Massey University model for induction and mentoring was assessed for its overall success and usefulness.

Limitations of the study

There were three limitations to the study.

First, only data for 2010 were collected and analysed. A different team of researchers collected the data for 2009 and the data collection tools were not as in-depth as the instruments used in 2010. For example, the 2009 survey used open-ended questions, whereas the 2010 survey used a Likert scale approach. Furthermore, the 2009 questions were more general and the 2010 questions were more specific. This meant the data were not comparable and change in mentoring perceptions and practices could not be shown.

The second limitation is the case study approach to the interview data. The findings are specific to the context of each school and give an in-depth picture of what works and does not work for induction and mentoring in this context. The conclusions cannot, however, be generalised to represent all secondary schools in Aotearoa New Zealand.

The third limitation relates to the small sample sizes and response rates for the mentor survey and the PRT survey. Although there was a good representation of the mentors in their survey (27/44), 44 is a small pool to draw on and not large enough for statistical testing. Therefore the data could only be used for descriptive purposes.

3. Results

This chapter presents the results of the mentor survey, which asked respondents to rate the four key components of the pilot programme, and the PRT survey, which linked the respondents' experiences to the Council's Draft Guidelines. *It also provides detailed case studies of the six participating schools.*

Mentor survey

Background questions

Twenty-seven responses to the 2010 mentor survey were received, 10 from the Taranaki region, eight from the Manawatu–Whanganui region, and nine from the Hawkes Bay region. Eleven of the respondents were "existing" mentors, who had been involved in the pilot in 2009 and 2010, and 11 were mentors who were new to the pilot in 2010. The remaining five participants were either the SCT or PRT Coordinator in their school. Fourteen (51.9%) of the respondents were responsible for a PRT at the time of the survey, and 13 (48.1%) were not.

More than half of the respondents held some position of responsibility in their school in addition to their mentoring role (see Table 5). Approximately 44% of the 27 respondents were heads of department (HODs), 22% were deans, 11% were members of the senior management team, and 7% were assistant HODs.

Table 5:   Position of mentor in the school

	Responses		Percent of 27 Cases
	Frequency	**Percent**	
Classroom teacher	14	31.8%	51.9%
Assistant HOD	2	4.5%	7.4%
HOD	12	27.3%	44.4%
Dean	6	13.6%	22.2%
DP/AP/Senior management	3	6.8%	11.1%
Other	7	15.9%	25.9%
Total	**44**	**100.0%**	**163.0%**

Five (18.5%) of the respondents had participated in professional development on induction and mentoring prior to the pilot, 20 (74.1%) had not, and two (7.4%) did not respond to the question. When asked to clarify what professional development they had received, only one person had done a formal mentoring course. Other comments indicated more informal learning through discussions with colleagues at their schools.

Twenty-five respondents gave one or more reasons why they had become mentor teachers (see Table 6). Only eight people (32.0%) had volunteered for the role. The remainder became mentors as part of their position in the school, as part of school policy, because they were specifically asked to be a mentor, or to fill in gaps in their timetables.

Table 6:   Reasons for becoming a mentor teacher

| | Responses | | Percent of 25 Cases* |
	Frequency	Percent	
Volunteered	8	24.2%	32.0%
School policy	1	3.0%	4.0%
Part of my position at my school	13	39.4%	52.0%
Was asked by the school	7	21.2%	28.0%
Other	4	12.1%	16.0%
Total	**33**	**100.0%**	**132.0%**

* Two respondents did not respond to this question

The four components of the pilot

Following these background questions, the survey participants were asked to respond to a series of Likert scale questions about the success of four components of the secondary induction and mentoring pilot programme: cluster meetings between two partner schools; in-school visits by the facilitators; the wik; and a focus on the Council's *Draft Guidelines*. The responses to all these questions showed a high missing response rate, with around a third of participants choosing not to answer.

An examination of the missing data revealed that mentors who were new to the pilot programme in 2010 were more likely to not have answered questions about the partner school meetings or the wiki. These were components to which the new mentors might not have been introduced by the existing mentors at their schools. Non-responses to the other two components—the in-school visits and the focus on the *Draft Guidelines*—were evenly split between the new mentors and the existing mentors.

Relationship with partner schools

The results from the question about the cluster meetings between the partner schools showed that overall the respondents considered this to be a "successful" component (see Table 7). The partner school relationship was particularly successful for "improving my knowledge of what it means to be a mentor", "sharing good mentoring practice", and "developing a systematic approach to induction and mentoring in my school".

Table 7:   Responses to the question, "How successful have cluster meetings between two partner schools and the advisors been?" (n=27)

		Very successful		Successful		Somewhat successful		Not at all successful		Missing*	
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
a.	Sharing good mentoring practice	7	25.9	7	25.9	3	11.1	1	3.7	9	33.3
b.	Developing relationships between schools	4	14.8	7	25.9	5	18.5	2	7.4	9	33.3
c.	Sharing new ideas	6	22.2	8	29.6	3	11.1	1	3.7	9	33.3
d.	Facilitating professional conversations	4	14.8	9	33.3	3	11.1	2	7.4	9	33.3
e.	Providing individualised support	2	7.4	11	40.7	2	7.4	3	11.1	9	33.3
f.	Sharing resources	2	7.4	12	44.4	2	7.4	2	7.4	9	33.3
g.	Developing coaching and mentoring skills	5	18.5	10	37.0	1	3.7	2	7.4	9	33.3
h.	Developing relationships between mentors and PRTs	4	14.8	7	25.9	4	14.8	3	11.1	9	33.3
i.	Improving my knowledge of what it means to be a mentor	9	33.3	7	25.9	0	0.0	1	3.7	10	37.0
j.	Keeping up my motivation to be a good mentor	6	22.2	9	33.3	1	3.7	1	3.7	10	37.0
k.	Developing a systematic approach to induction and mentoring in my school (e.g., policies, guidelines)	7	25.9	7	25.9	1	3.7	2	7.4	10	37.0
l.	Supporting the school to develop our own capacity around induction and mentoring	6	22.2	7	25.9	2	7.4	2	7.4	10	37.0
m.	Sustaining induction and mentoring in my school beyond the end of the pilot programme	5	18.5	7	25.9	2	7.4	2	7.4	11	40.7

* 9 respondents (7 new mentors and 2 existing mentors) did not respond to any of the items in this question.

In-school visits

Responses to the question about the in-school visits by the pilot facilitators showed that overall this was considered to be a "very successful" component (see Table 8). In particular, the work with the facilitators was useful for "facilitating professional conversations", "improving my knowledge of what it means to be a mentor", "sharing new ideas", and "providing individualised support".

Table 8:   Responses to the question, "How successful have in-school advisor visits been?" (n=27)

		Very successful		Successful		Somewhat successful		Not at all successful		Missing*	
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
a.	Sharing good mentoring practice	12	44.4	6	22.2	2	7.4	2	7.4	5	18.5
b.	Developing relationships between schools	4	14.8	9	33.3	7	25.9	1	3.7	6	22.2
c.	Sharing new ideas	14	51.9	4	14.8	2	7.4	2	7.4	5	18.5
d.	Facilitating professional conversations	16	59.3	2	7.4	3	11.1	1	3.7	5	18.5
e.	Providing individualised support	14	51.9	6	22.2	1	3.7	1	3.7	5	18.5
f.	Sharing resources	13	48.1	5	18.5	2	7.4	1	3.7	6	22.2
g.	Developing coaching and mentoring skills	12	44.4	7	25.9	2	7.4	1	3.7	5	18.5
h.	Developing relationships between mentors and PRTs	7	25.9	11	40.7	2	7.4	2	7.4	5	18.5
i.	Improving my knowledge of what it means to be a mentor	15	55.6	3	11.1	2	7.4	1	3.7	6	22.2
j.	Keeping up my motivation to be a good mentor	11	40.7	8	29.6	1	3.7	1	3.7	6	22.2
k.	Developing a systematic approach to induction and mentoring in my school (e.g., policies, guidelines)	10	37.0	8	29.6	2	7.4	2	7.4	5	18.5
l.	Supporting the school to develop our own capacity around induction and mentoring	7	25.9	11	40.7	2	7.4	1	3.7	6	22.2
m.	Sustaining induction and mentoring in my school beyond the end of the pilot programme	9	33.3	8	29.6	3	11.1	2	7.4	5	18.5

* 4 respondents (2 new mentors and 2 existing mentors) did not respond to any of the items in this question.

Wiki

Overall, the wiki was seen as a "somewhat successful" to "successful" component of the pilot (see Table 9). The wiki was very successful for "sharing new ideas", successful for "developing coaching and mentoring skills", "sharing resources", and "improving my knowledge of what it means to be a mentor", and not at all successful for "developing relationships between mentors and PRTs".

Table 9: Responses to the question, "How successful has the wiki been?" (n=27)

		Very successful		Successful		Somewhat successful		Not at all successful		Missing*	
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
a.	Sharing good mentoring practice	4	14.8	6	22.2	4	14.8	4	14.8	9	33.3
b.	Developing relationships between schools	2	7.4	5	18.5	7	25.9	5	18.5	8	29.6
c.	Sharing new ideas	6	22.2	5	18.5	5	18.5	3	11.1	8	29.6
d.	Facilitating professional conversations	0	0.0	7	25.9	6	22.2	6	22.2	8	29.6
e.	Providing individualised support	2	7.4	5	18.5	7	25.9	4	14.8	9	33.3
f.	Sharing resources	6	22.2	8	29.6	2	7.4	3	11.1	8	29.6
g.	Developing coaching and mentoring skills	2	7.4	10	37.0	3	11.1	4	14.8	8	29.6
h.	Developing relationships between mentors and PRTs	1	3.7	4	14.8	5	18.5	7	25.9	10	37.0
i.	Improving my knowledge of what it means to be a mentor	3	11.1	8	29.6	3	11.1	4	14.8	9	33.3
j.	Keeping up my motivation to be a good mentor	1	3.7	7	25.9	5	18.5	5	18.5	9	33.3
k.	Developing a systematic approach to induction and mentoring in my school (e.g., policies, guidelines)	2	7.4	4	14.8	8	29.6	4	14.8	9	33.3
l.	Supporting the school to develop our own capacity around induction and mentoring	1	3.7	7	25.9	6	22.2	4	14.8	9	33.3
m.	Sustaining induction and mentoring in my school beyond the end of the pilot programme	1	3.7	5	18.5	7	25.9	5	18.5	9	33.3

* 8 respondents (6 new mentors and 2 existing mentors) did not respond to any of the items in this question.

Focus on the Draft Guidelines

Seen overall as "successful", the focus on the *Draft Guidelines* was judged very successful for "developing a systematic approach to induction and mentoring in my school" and somewhat successful for "developing relationships between schools", "sharing resources", "providing individualised support", and "supporting the school to develop our own capacity around induction and mentoring" (see Table 10).

Table 10: Responses to the question, "How successful has a focus on the *Draft Guidelines* as a tool to build capacity as a mentor been?" (n=27)

		Very successful		Successful		Somewhat successful		Not at all successful		Missing*	
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
a.	Sharing good mentoring practice	3	11.1	9	33.3	5	18.5	1	3.7	9	33.3
b.	Developing relationships between schools	2	7.4	3	11.1	8	29.6	4	14.8	10	37.0
c.	Sharing new ideas	4	14.8	7	25.9	6	22.2	1	3.7	9	33.3
d.	Facilitating professional conversations	3	11.1	11	40.7	4	14.8	0	0.0	9	33.3
e.	Providing individualised support	4	14.8	5	18.5	6	22.2	3	11.1	9	33.3
f.	Sharing resources	4	14.8	5	18.5	7	25.9	2	7.4	9	33.3
g.	Developing coaching and mentoring skills	2	7.4	12	44.4	3	11.1	1	3.7	9	33.3
h.	Developing relationships between mentors and PRTs	4	14.8	9	33.3	3	11.1	3	11.1	8	29.6
i.	Improving my knowledge of what it means to be a mentor	3	11.1	12	44.4	3	11.1	1	3.7	8	29.6
j.	Keeping up my motivation to be a good mentor	3	11.1	8	29.6	6	22.2	2	7.4	8	29.6
k.	Developing a systematic approach to induction and mentoring in my school (e.g., policies, guidelines)	6	22.2	6	22.2	4	14.8	3	11.1	8	29.6
l.	Supporting the school to develop our own capacity around induction and mentoring	5	18.5	6	22.2	6	22.2	2	7.4	8	29.6
m.	Sustaining induction and mentoring in my school beyond the end of the pilot programme	5	18.5	6	22.2	5	18.5	3	11.1	8	29.6

* 8 respondents (4 new mentors and 4 existing mentors) did not respond to any of the items in this question.

Relative success of components

To compare the success of the four components of the pilot, all of the "very successful" and "successful" responses to the mentor survey questions about these individual components were combined and the survey items were ranked from 1 to 13 for each component (see Table 11).

- The four components of the pilot—the relationship between partner schools, the in-school visits by the facilitators, the use of the wiki, and the focus on the *Draft Guidelines*—were all particularly successful for "developing coaching and mentoring skills".
- The partner school relationships, the wiki, and the *Draft Guidelines* were successful for "improving my knowledge of what it means to be a mentor".
- The partner school relationships and the in-school visits were successful for "keeping up my motivation to be a good mentor".
- The in-school visits were successful for "providing individualised support".
- The *Draft Guidelines* were successful for "facilitating professional conversations".
- The wiki was successful for "sharing resources" and "sharing new ideas".

The partner school relationships and the wiki were least successful for "developing relationships between mentors and PRTs". The partner school relationships, the in-school visits, and the *Draft Guidelines* were least successful for "developing relationships between schools". It is interesting that this last item, "developing relationships between schools", ranked low (12=) when respondents were asked about the success of the partner school relationships. Perhaps this is because the pilot programme was making use of pre-existing relationships and networks between schools. The mentor teachers did not, therefore, need the pilot to establish these relationships.

Table 11: Relative success of the four secondary induction and mentoring pilot programme components

	Partner schools		In-school visits		Wiki		*Draft Guidelines*	
	Freq VS+S	Rank	Freq VS+S	Rank	Freq VS+S	Rank	Freq VS+S	Rank
a. Sharing good mentoring practice	14	4=	18	4=	10	5	12	5=
b. Developing relationships between schools	11	12=	13	13	7	8=	5	13
c. Sharing new ideas	14	4=	18	4=	11	3=	11	7=
d. Facilitating professional conversations	13	8=	18	4=	7	8=	14	2=
e. Providing individualised support	13	8=	20	1	7	8=	9	11=
f. Sharing resources	14	4=	18	4=	14	1	9	11=
g. Developing coaching and mentoring skills	15	2=	19	2=	12	2	14	2=
h. Developing relationships between mentors and PRTs	11	12=	18	4=	5	13	13	4
i. Improving my knowledge of what it means to be a mentor	16	1	18	4=	11	3=	15	1
j. Keeping up my motivation to be a good mentor	15	2=	19	2=	8	6=	11	7=
k. Developing a systematic approach to induction and mentoring in my school (e.g., policies, guidelines)	14	4=	18	4=	6	11=	12	5=
l. Supporting the school to develop our own capacity around induction and mentoring	13	8=	18	4=	8	6=	11	7=
m. Sustaining induction and mentoring in my school beyond the end of the pilot programme	12	11	17	12	6	11=	11	7=

Effectiveness of the pilot

Respondents were asked to rate the effectiveness of the secondary induction and mentoring pilot programme (see Table 12). The pilot's effectiveness was measured against the six essential components of an effective induction programme, as detailed in the Council's *Draft Guidelines*.

In terms of the essential components, the respondents believed that overall the secondary pilot was "effective". The pilot helped the schools to develop a "clear programme vision", to encourage "institutional commitment and support", to foster "quality mentoring", to develop "clear criteria to guide the learning of and formative feedback for the teacher", to focus on "the daily practice of teachers with their learners", and to "provide the support and processes needed so the teacher can move towards gaining full registration".

Table 12: Responses to the question, "Please rate how effective the secondary induction and mentoring pilot programme has been in terms of the New Zealand Teachers Council's essential components of an effective induction programme" (n=27)

	Very effective		Effective		Somewhat effective		Not at all effective		Missing*	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
a. There is a clear programme vision	8	29.6	10	37.0	4	14.8	1	3.7	4	14.8
b. There is institutional commitment and support for the programme from the school	8	29.6	8	29.6	6	22.2	1	3.7	4	14.8
c. Quality mentoring is a central (but not the sole) component	8	29.6	11	40.7	3	11.1	1	3.7	4	14.8
d. The programme is based on clear criteria to guide the learning of and formative feedback for the teacher	5	18.5	13	48.1	3	11.1	2	7.4	4	14.8
e. The programme is focused on the daily practice of teachers with their learners	4	14.8	13	48.1	5	18.5	1	3.7	4	14.8
f. The programme will provide the support and processes needed so the teacher can move towards gaining full registration	8	29.6	12	44.4	3	11.1	0	0.0	4	14.8

* 4 respondents (2 new mentors and 2 existing mentors) did not respond to any of the items in this question.

Support from schools

The respondents were asked a series of questions about the support they had received from their schools during their involvement with the pilot (see Table 13). Overall, the participants "agreed" that their schools had been supportive and "disagreed" that the pilot had had a negative impact on their colleagues.

Table 13: Responses to the question, "Thinking about the support you have received from your school while you have been involved in the secondary induction and mentoring pilot programme, please rate your level of agreement with the following statements" (n=27)

	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Missing*	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
a. My school is supportive of my involvement in the pilot	10	37.0	10	37.0	2	7.4	2	7.4	0	0.0	3	11.1
b. My school willingly provides resources to facilitate my involvement	9	33.3	13	48.1	1	3.7	2	7.4	0	0.0	2	7.4
c. My school willingly provides release time to facilitate my involvement	7	25.9	8	29.6	3	11.1	7	25.9	0	0.0	2	7.4
d. Issues arising as a result of my involvement were dealt with quickly and appropriately	6	22.2	11	40.7	5	18.5	2	7.4	1	3.7	2	7.4
e. My involvement in the pilot has had a positive impact on my colleagues	6	22.2	12	44.4	5	18.5	2	7.4	0	0.0	2	7.4
f. My involvement in the pilot has had a negative impact on my colleagues	1	3.7	3	11.1	5	18.5	12	44.4	4	14.8	2	7.4
g. Implementation of new ideas and skills is supported by my principal	5	18.5	14	51.9	5	18.5	1	3.7	0	0.0	2	7.4
h. My principal has publicly acknowledged my participation in the pilot	2	7.4	11	40.7	5	18.5	7	25.9	0	0.0	2	7.4

* 2 respondents (both existing mentors) did not respond to any of the items in this question.

Impact of the pilot

As a result of their involvement in the pilot, most of the respondents (51.9%) felt "confident" in their ability to be an effective mentor (see Table 14). Only two people (7.4%) felt "not at all confident".

Table 14: Responses to the question, "How confident are you in your ability to be an effective mentor as a result of the secondary induction and mentoring pilot programme?"

	Frequency	Percent
Very confident	4	14.8
Confident	14	51.9
Somewhat confident	4	14.8
Not at all confident	2	7.4
Missing	3	11.1
Total	**27**	**100.0**

Further insight from the pilot participants

The survey concluded with a series of open-ended questions so the respondents could give feedback about the pilot. The most successful parts of the pilot for building mentor capacity were:

- discussions with the facilitators, with other schools, and with other mentors at the respondents' schools
- mentoring skill development
- gaining a clear vision and structure for mentoring in their schools.

The biggest problem encountered by the respondents during their involvement in the pilot was a lack of time to work effectively with PRTs or to develop and implement their schools' mentoring programmes. It was also evident that some mentors felt obligated to participate in the pilot and therefore were unwilling to be involved in change.

In looking back on the pilot, the respondents would have liked more release time for mentoring activities with their PRTs and for meetings with the mentoring team in their school. It was also clear that they would appreciate continuing their relationship with the pilot facilitators for ongoing training and support.

The survey participants made very positive comments about their experiences of the pilot and the learning they had gained. The respondents believed that their schools now had robust induction and mentoring programmes that could be sustained beyond the end of the pilot.

PRT survey

Background questions

Twelve PRTs responded to the 2010 PRT survey. Five were in their first year of teaching, six were in their second year, and one did not identify his or her stage of teacher induction. Six of the respondents were teaching at a school in the Taranaki region, five were teaching at a Hawkes Bay school, and one did not respond to the question about region. All of the respondents were employed as classroom teachers at their schools and had no other positions of responsibility.

Eight of the survey respondents were female and four were male. The participants ranged from 20 years of age to 54 years of age, with no obvious clustering at any particular age category.

Eight of the respondents had been involved in another career before entering initial teacher education. Three had come direct from other school or university study, and one had travelled overseas before deciding to become a teacher.

Eleven of the respondents had an assigned mentor, and one did not respond to the question. Only four of the mentor teachers held a classroom teacher position at their school; the remainder had some kind of middle or senior management responsibility in addition to their mentoring role.

Effectiveness of mentoring activities

The survey participants were asked to nominate up to five specific actions or support that their mentor teachers had provided for them during 2010. They were then asked to rate the effectiveness of these activities on a four-point Likert scale, from "very effective" to "not effective". The results of these two questions are summarised in Table 15.

The most popular mentor activity identified by survey participants was "offering general advice or acting as a sounding board for PRT concerns". Four of the seven respondents who mentioned this activity found it to be "very effective". Four out of the five respondents who mentioned "support for assessment and moderation" found it to be "very effective". Only two of the five respondents who nominated "observations of PRT teaching" as a mentor activity found such observations to be "very effective", while three found them to be "effective". Three of the four respondents whose mentor supported them in "the management of students' behaviour in the classroom" judged it to be "very effective".

Table 15: Effectiveness of specific actions or support provided by mentors

	Very effective		Effective		Somewhat effective		Total	
	Freq	%	Freq	%	Freq	%	Freq	%
General advice/sounding board	4	10.0	2	5.0	1	2.5	7	17.5
Assessment/moderation	4	10.0	1	2.5	0	0.0	5	12.5
Observations	2	5.0	3	7.5	0	0.0	5	12.5
Behaviour management	3	7.5	1	2.5	0	0.0	4	10.0
Curriculum support	3	7.5	0	0.0	0	0.0	3	7.5
Planning	2	5.0	0	0.0	1	2.5	3	7.5
Pastoral care	2	5.0	0	0.0	0	0.0	2	5.0
Resources	1	2.5	1	2.5	0	0.0	2	5.0
Programme design	1	2.5	0	0.0	0	0.0	1	2.5
Team teaching	1	2.5	0	0.0	0	0.0	1	2.5
Policies	1	2.5	0	0.0	0	0.0	1	2.5
Informal meetings	1	2.5	0	0.0	0	0.0	1	2.5
PD* opportunities	1	2.5	0	0.0	0	0.0	1	2.5
Reflection	0	0.0	1	2.5	0	0.0	1	2.5
Formal meetings	0	0.0	1	2.5	0	0.0	1	2.5
Observe other teachers	0	0.0	1	2.5	0	0.0	1	2.5
Feedback	0	0.0	1	2.5	0	0.0	1	2.5
Total	26	65.0	12	30.0	2	5.0	40	100.0

* Professional Development

The survey respondents were also asked to identify the support they would have liked to receive, but had not so far been given. Respondents specifically mentioned:

- networking opportunities with PRTs at other schools
- more subject-specific support
- assessment exemplars
- behaviour management and learning strategies for students with special educational needs.

Mentor evaluation

The respondents were asked to evaluate their mentors, using the "essential components of quality mentoring" from the Council's *Draft Guidelines* as a measure of success (see Table 16).

Table 16: Responses to the question, "Please rate how successful your mentor has been in terms of the New Zealand Teachers Council's essential components of quality mentoring" (n=12)

	Very successful		Successful		Somewhat successful		Not at all successful		Missing	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
a. Providing support to the newly qualified teacher in their new role as a teacher	7	58.3	2	16.7	1	8.3	0	0.0	2	16.7
b. Facilitating learning conversations with the PRT that challenge and support them to use evidence to develop teaching strengths	5	41.7	3	25.0	2	16.7	0	0.0	2	16.7
c. Assisting the teacher to plan effective learning programmes	6	50.0	2	16.7	2	16.7	0	0.0	2	16.7
d. Observing the teacher and providing feedback against specific criteria and facilitating the teacher's ability to reflect on that feedback	7	58.3	2	16.7	1	8.3	0	0.0	2	16.7
e. Assisting the teacher to gather and analyse student learning data in order to inform next steps/different approaches in their teaching	5	41.7	1	8.3	3	25.0	1	8.3	2	16.7
f. Guiding the teacher towards professional leadership practices to support learning in the unique socio-cultural contexts of Aotearoa New Zealand	4	33.3	4	33.3	1	8.3	1	8.3	2	16.7
g. Liaising with colleagues to facilitate provision of appropriate support and professional development for the teacher within a professionally focused community of practice	6	50.0	2	16.7	2	16.7	0	0.0	2	16.7
h. Providing formal assessment of the teacher's progress in relation to the *Satisfactory Teacher Dimensions/Registered Teacher Criteria*	4	33.3	3	25.0	1	8.3	2	16.7	2	16.7

Table 16 (continued)	Very successful		Successful		Somewhat successful		Not at all successful		Missing	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
i. Suggesting professional development suited to current professional needs that may be accessed within or beyond the institution	1	8.3	5	41.7	2	16.7	2	16.7	2	16.7
j. Advocating for the teacher if need be in terms of their entitlements as a PRT	4	33.3	3	25.0	1	8.3	2	16.7	2	16.7
k. Demonstrating effective teaching	8	66.7	0	0.0	1	8.3	0	0.0	3	25.0
l. Listening to and helping the PRT to solve problems	6	50.0	4	33.3	0	0.0	0	0.0	2	16.7

In terms of each of the 12 "essential components", the majority of the respondents felt their mentors were "successful" or "very successful". More that 75% of respondents saw their mentor teachers as successful at "Listening to and helping the PRT solve problems", "Providing support to the newly qualified teacher in their new role as a teacher", and "Observing the teacher and providing feedback against specific criteria and facilitating the teacher's ability to reflect on that feedback".

Practices that were identified as successful by only 50% of the respondents were: "Assisting the teacher to gather and analyse student learning data in order to inform next steps/different approaches in their teaching" and "Suggesting professional development suited to current professional needs that may be accessed within or beyond the institution".

Some respondents took the opportunity at the end of the survey to make a few comments about the value they saw in their mentoring relationship. Two comments in particular demonstrated just how important this relationship was to the PRTs:

> I have been lucky to have very effective mentor teachers during the first two years of my teaching experience. I would like to comment on the importance of this role and how essential this has been to me. (PRT survey #6)

> Very positive relationship—sharing of ideas and resources, support and advice given when requested, and assistance in setting and achieving personal appraisal goals. Lots of positive encouragement and feedback given, which helps to boost confidence. (PRT survey #10)

Case study A

A school that allowed PRTs to choose their own mentors and that upskilled its mentors and formalised its mentoring programme, raising staff awareness of the value of the mentoring role.

Context

School A was unique in that the PRTs choose their mentors after meeting the potential mentors at a social function at the beginning of the school year. The school also maintained a clear distinction between the mentor and the PRT's head of department. The school had a new principal in 2010.

Background information

Six interviews were conducted: with the SCT; the PRT Coordinator; an existing mentor; a new mentor; an OTT; and a first-year Provisionally Registered Teacher (PRT1). Three of the participants were female and three were male. Both the SCT and the PRT Coordinator had had more than 20 years of teaching experience, and the PRT Coordinator was also assistant principal. One of the mentors had previous experience of mentoring a PRT, but neither mentor had received any professional development in mentoring prior to the pilot. Both of the beginning teachers were employed on a permanent full-time contract. The OTT, who was a head of department, was new to the Aotearoa New Zealand context, although she had taught for six years in the United Kingdom.

The SCT and the PRT Coordinator

The SCT was responsible for the mentors in the school. He held meetings with the mentors and provided training with a view to the ongoing sustainability of the mentoring role. He also looked for potential new mentors amongst the school staff. The SCT said he felt obliged to participate in the pilot because of his SCT role, but was ultimately happy about this. He believed that the SCT role needed to be kept separate from the mentor role, as it would be too difficult to do justice to both roles at once.

The PRT Coordinator oversaw the mentoring and induction in the school and was responsible for the PRTs. He held regular PRT meetings where learning was structured around themes, professional readings were provided, and PRTs could raise issues for discussion. PRT learning was shaped around the *Registered Teacher Criteria*, with a view to building an evidence portfolio to meet the Council's registration requirements. The PRT Coordinator saw his role as providing the more formal skill development for PRTs, whereas mentors would provide day-to-day support.

Setting up mentoring relationships

School A held a social function at the beginning of the school year where PRTs could meet potential mentors. The PRTs chose their own mentors. They were not permitted to choose their head of department. If a mentoring relationship did not work, then the school would reassign mentors, but this had not been necessary at the time of the interview. This system was effective in pairing PRTs with mentors with whom they felt comfortable but, since the relationships were established after the timetable was set, there could be problems when mentors and PRTs did not have common non-teaching time in which to meet.

Mentoring activities

The mentors saw their role as being the PRTs' "first port of call" and aimed to build the confidence of PRTs as teachers. Regular but informal discussions occurred where PRTs could ask questions about school systems or talk about issues that arose, such as behaviour management in the classroom. The OTT found these meetings helpful in learning about the Aotearoa New Zealand educational system. Mentors offered strategies for PRTs to try in the classroom, conducted observations, and provided feedback. PRTs were also encouraged to observe other teachers in action. The PRT1 felt that his mentor was a "safe" person to vent to and any issues he raised would be kept confidential. The busyness of the school day sometimes got in the way of mentoring meetings or observations, meaning that weeks could pass without the PRTs and their mentors doing any formal mentoring activity. Despite this, both the PRTs and their mentors saw the mentoring programme at School A as successful.

Registered Teacher Criteria and SAT

During 2009, the mentors, SCT, and PRT Coordinator at School A "unpacked" the meaning within each of the criteria in the *Registered Teacher Criteria*. They used this process to contribute towards the development of the SAT, which was a way of operationalising the criteria for the PRTs to use in preparing their evidence for teacher registration.

The new mentor did not participate in this process, and therefore did not use the *Registered Teacher Criteria* to shape the work she did with her PRT. Instead, she left it to the PRT Coordinator to talk about the criteria in the PRT meetings. The PRT1 and OTT were aware of a "booklet", but were not clear on its use or importance.

The SCT and the PRT Coordinator considered the SAT to be a great success. They believed all teachers at the school should be able to meet the *Registered Teacher Criteria* and were redesigning the school's appraisal system around the criteria. They had invented a "thirteenth criterion" to reflect the work done by heads of department. School A's role in developing the SAT had been acknowledged at a workshop with other schools in the region, and the PRT Coordinator felt a great deal of pride because of this.

Impact of the pilot

The pilot programme and its components had a big impact on the skill development of the mentors, particularly in developing skills around active listening and difficult conversations. The pilot raised awareness of the *Registered Teacher Criteria* throughout the whole school. It helped to clarify the role of a mentor, which was now seen as organic and responsive to the needs of a PRT. Mentors enabled PRTs to come up with their own solutions to the problems they faced.

The "constant nagging" of being accountable to a pilot process helped School A create policies and systems to formalise its mentoring programme. Its involvement in the pilot also created awareness of mentoring throughout the school.

Members of the mentoring team were able to go to professional development days about mentoring issues. They also considered that their leadership potential had been recognised and fostered. Furthermore, the professional learning from the pilot programme allowed more open and "safe" communication between teachers at the school. More "professional" conversations occurred, rather than unconstructive complaining sessions. The work on the pilot also enabled the school to develop a separation between the head of department role as teacher appraiser and the mentor role as supporter.

Relationship with partner school

School A had contact with School B in 2009. The mentoring team found this relationship beneficial, as School B was a similar school with similar students. The two schools had been able to share resources and ideas.

There was no contact between the schools in 2010, due to time constraints and to the fact that School B had no new PRTs that year. The new mentor thus had no relationship with the partner school. Relationships between staff at the two schools did exist outside the pilot, which helped to support relationships within the pilot for those particular team members.

In-school visits

The mentors, SCT, and PRT Coordinator found their in-school work with the pilot facilitators "awesome", "first rate", and "uplifting". They appreciated the facilitators' expertise and positive attitude. The facilitators had an indirect approach that provided help and guidance, rather than solutions to specific problems. Mentoring team members felt they had been upskilled and were now able to pass their knowledge on to other mentors in the school. With the facilitators' help, the school had developed a unique mentoring programme and created a climate in which mentoring was valued.

Wiki

The mentoring team used the wiki for storing information and sharing resources and professional readings with other pilot schools. It provided an insight into mentoring programmes at other schools and was a way for School A to demonstrate what it had done and take pride in its achievements.

However, the mentoring team found that the school computer system could not cope with some of the file formats of resources on the wiki. Team members felt they lacked confidence in using the wiki; they found it too cumbersome and too big and would have liked more training in its use.

Ongoing mentor learning

Skills developed during the pilot, such as active listening skills, had an impact on other areas, such as departmental meetings and working collaboratively with colleagues. The existing mentor had applied listening skills to her classroom interactions with students. The new mentor believed that her relationship with her PRT had reaffirmed her own growth and development as a teacher.

PRT confidence and preparedness

The existing mentor believed her PRT's understanding of teacher registration requirements was more thorough as a result of the pilot. The OTT felt very confident as a teacher and appreciated having a mentor to whom she could ask "honest questions". The PRT1 had become aware of the amount of new information he had to absorb during the induction period. He felt overwhelmed and had begun reflecting on his learning as a teacher to help him process all this information.

PRT learning needs

The OTT was very interested in learning more about NCEA, as she was unfamiliar with Aotearoa New Zealand assessment systems. The PRT1 was also interested in finding out more about NCEA, particularly the rationale for using the system. Furthermore, he wanted to learn more about dealing with the school's bureaucracy.

Mentor roles

The OTT felt her mentor fulfilled the roles of "observer", "provider of feedback", "counsellor", "instructor", "coach", and "sounding board". For the PRT1, the key mentor roles were "counsellor", "instructor", "coach", and "sounding board". Both of these teachers ranked "sounding board" as the most important aspect of the mentor role. They said it was good to have someone to talk to and to be able to vent frustrations to someone who would not judge them.

Barriers

According to the mentoring team, the biggest barrier to effective mentoring at School A was timetabling mismatches. The SCT and PRT Coordinator both mentioned that it would have been a good idea to establish the mentoring relationships before the timetable for the year was drawn up. The team also suggested that each PRT-mentor pair schedule its meeting times and that these times be protected from relief requirements. This would highlight the importance of mentoring in the school and help mentors gain recognition from the senior leadership team.

Support from school leadership

The new principal at School A was perceived to be very supportive of mentoring in the school. The mentoring team also believed that the PRT Coordinator's other role as assistant principal helped it gain support from the senior leadership team. The mentoring team had given a presentation about its work on the pilot to the whole staff, which was well received.

It was suggested that while there was good support for mentoring while resources for teacher release were being provided by Massey University, taking time for mentoring team meetings might be more difficult without support from the pilot programme.

Sustainability

As a result of the pilot, School A established policies to help it maintain the mentoring programme beyond 2010. Sustainability was still a concern, however, as it might be easy to lose the enthusiasm generated by the school's involvement in the pilot. The mentoring team believed that four things would be necessary to embed the mentoring programme in the school:

- time for meetings between mentoring pairs and between the mentoring team
- continual pressure to make induction and mentoring a priority
- continual training for new mentors
- buy-in from the senior leadership team and the board of trustees.

Regular professional development opportunities for the mentoring team and yearly check-ups by the facilitators could also be useful.

Overall effectiveness

Overall, the secondary induction and mentoring pilot programme was seen as a "fantastic" and "positive" experience by the mentoring team. The facilitators had been "encouraging" and "enthusiastic", and their support was seen as integral to the success of mentoring at School A. Addressing the mentoring needs of PRTs was seen as beneficial to the whole school, as it would help it retain new teachers. One suggestion was made for any future pilots: more structured information for new mentors beginning their involvement halfway through the pilot.

Case study B

A school that went through senior personnel changes but emerged with a heightened focus on mentoring, with mentors developing in this role and as teachers, and new teachers gaining confidence and feeling more comfortable in the school.

Context

During the course of the pilot programme, School B went through a change in senior management. The principal, deputy principal, and assistant principal were all new to their roles in 2010. The PRT Coordinator from 2009 also left the school early in 2010 to take up a new position at a different school. The new PRT Coordinator was also the new deputy principal. The new mentors becoming involved in the pilot in 2010 did not have any new PRTs to mentor. Instead, they were all heads of department, mentoring teachers within their department.

Background information

Six interviews were conducted at School B: with the SCT; the PRT Coordinator; an existing mentor; an OTT; a PRT1; and a second-year Provisionally Registered Teacher (PRT2). The SCT, PRT Coordinator, and existing mentor had all taught for more than 20 years. The existing mentor had previous experience of mentoring PRTs, but had no prior professional development in induction and mentoring. The OTT and the PRT2 were both employed on a permanent full-time contract, but the PRT1 was employed as a long-term reliever. The OTT had trained as a teacher in the United Kingdom and had taught there for four years. All of the interviewees were female.

The SCT and the PRT Coordinator

The SCT provided professional development for the mentors, using a professional learning group model. In meetings with the mentoring team, the SCT facilitated development in skills such as active listening and having difficult conversations. Team members used these skills with their students and with teachers in their departments.

The PRT Coordinator organised regular meetings for the PRTs. These addressed specific information of interest to the PRTs and included guest speakers. She also checked that the observations and paperwork necessary for PRT registration were being completed.

Setting up mentoring relationships

Mentoring relationships between PRTs and their mentors were not chosen by the PRTs. The mentoring pairs could exist across different departments in the school.

Mentoring activities

The existing mentor had discussed classroom behaviour and activities with her PRT, helped the PRT advocate for change in her department, conducted quick observations, and discussed evidence the PRT had collected in her registration portfolio.

The PRT1 spoke about participating in formal and informal meetings with her mentor, having her mentor observe her teaching, and receiving feedback on those observations. The PRT1 enjoyed the feedback and suggestions for classroom activities. She had also had the opportunity to observe another teacher, to see how a group of her students reacted in another classroom environment.

The PRT2 had informal meetings with her mentor on a regular basis. She found these informal catch-ups more responsive to her needs than formal meetings. She also considered meetings with the PRT Coordinator to be very helpful and tended to seek out the PRT Coordinator when she wanted support of an emotional nature.

The OTT recognised that her learning needs were different from other PRTs. She felt confident as a teacher and in managing a classroom, but needed guidance on the NCEA assessment system. Her mentoring support came from the PRT Coordinator rather than a specific mentor.

Registered Teacher Criteria and SAT

School B had been part of the development of the SAT and was making extensive use of it. In her interview, the OTT gave an in-depth explanation of how the tool worked:

> It's got the different criteria … the key indicators and then it's got questions you might ask yourself … so you can reflect on whether you're achieving those and what you're doing to achieve them. It's got the strategies that might be helpful, and reflections, and then this section is where you actually put down your evidence to show that you're meeting those criteria and then obviously reflection and goals … You can record observations and visits that you've done or had for you, professional development, so any of the courses or professional development you've received, any of the things which you had done which tie in with that, and then obviously a professional reading … so all your evidence is there to show you are meeting the standards.

The SAT was seen as valuable as it encouraged PRTs to reflect on their teaching and mentors to reflect on what was successful for the PRTs and what could be done differently. The SAT also helped to break the *Registered Teacher Criteria* into smaller, more manageable parts. The PRTs expressed some frustration with the criteria. They felt that some of the criteria overlapped too much.

The PRT Coordinator and the SCT talked about plans to extend the use of the *Registered Teacher Criteria* to the whole teaching staff. They wanted the criteria to underpin the school's appraisal system. The SCT was planning to develop a SAT for more experienced teachers in the school to use to record their professional development, their professional conversations, and their reflections for appraisal and re-registration purposes.

Impact of the pilot

The mentoring team felt that the pilot programme and its components had had an immense impact on School B. Team members had developed skills in listening, communication, and empathy. They had used these skills in the wider school context, such as when appraising other teachers and when dealing with parents and students, and in their personal lives. The SCT had noticed a change in the school culture, with staff members becoming increasingly supportive and communicative. She also found her involvement in the pilot valuable in deciding how to approach her SCT role in supporting other teachers.

Relationship with partner school

The mentoring team enjoyed its relationship with School A and found the partnership good for gaining new ideas and a different perspective on issues. The relationship between the two schools was strong in 2009, but they had not managed to meet in 2010. The PRT Coordinator felt this might change towards the end of the year. The existing mentor identified the relationship with School A as the most valuable part of the pilot programme.

In-school visits

The mentoring team found working with the facilitators to be "invaluable" and "enjoyable". Team members gained new information about mentoring from the in-school visits and felt supported as they were learning. The PRT Coordinator said the facilitators were good role models for effective mentoring.

Wiki

School B used the wiki to upload examples of resources it had developed and access other schools' resources. However, the three members of the mentoring team who were interviewed all said that they lacked experience in using a wiki and did not feel comfortable using technology. They did not find the wiki to be a useful tool.

Ongoing mentor learning

The existing mentor had found that learning about mentoring and working with her PRT made her question what she was doing in the classroom. She had begun to apply the same strategies in her lessons as she was suggesting to her PRT. She had become more cognisant of the needs of her students and had begun to explain the reasons behind classroom activities.

The OTT shared new resources, assessment ideas, and teaching techniques with her head of department. She felt she had added to and enriched the teaching within her department.

PRT confidence and preparedness

The OTT, who already had teaching experience, was a very self-assured teacher. She had just completed the required year of induction into the Aotearoa New Zealand education system and was confident she would become registered. The PRT2 also felt confident that she had assembled all the evidence that would be necessary for registration. Both the PRT2 and the PRT1 felt their mentors had been very supportive of their learning needs as new teachers.

The PRT1 was employed as a long-term reliever and this had an impact on her planning for the future. She was not sure if she would have a job at School B in 2011 and she found this very stressful. She would have preferred to have continuity in her induction and mentoring process, rather than change to a new school and a new mentor.

PRT learning needs

The OTT wanted to learn more about the NCEA assessment system and moderation of marking. She otherwise felt confident in the day-to-day work of teaching and managing a classroom. The PRT2 also wanted to know more about marking for NCEA. She felt responsible for marking accurately in a high-stakes assessment environment, where the NCEA qualification was nationally recognised. The PRT1 was working on finding new strategies to motivate her students.

Mentor roles

The OTT saw her mentor as a "collaborator", "critical friend", "resource provider", and "sounding board". For her, the most important roles were "collaborator" and "resource provider". Because of her previous experience in teaching overseas, the roles she needed her mentor to take were collegial and practical.

The PRT1's mentor was fulfilling the roles of "observer", "provider of feedback", "role model", "counsellor", "coach", and "critical friend". According to the PRT1, the mentor's most important roles were, first, "counsellor" and then "provider of feedback". She appreciated having a mentor she could approach to discuss difficult lessons.

The PRT2 encountered several mentoring roles at School B: "observer", "provider of feedback", "role model", "counsellor", "change agent", "instructor", "coach", "political agent", "collaborator", "critical friend", "resource provider", and "confidence builder". The most important mentor role for the PRT2 was not any one of these categories: she preferred her mentor to provide guidance, advice, and ideas.

Barriers

Lack of time and heavy workloads were barriers to effective induction and mentoring at School B. These had an impact on the frequency of meetings between PRTs and their mentors and on the training of new mentors.

Support from school leadership

The mentoring team believed that the principal was supportive of the pilot programme. The principal was new to the role in 2010 and the team considered him to be more interested in and proud of its work on mentoring than the previous principal had been. The team found it helpful that the PRT Coordinator was also the deputy principal. She was able to advocate for more time for mentoring activities and help get systems set up.

Sustainability

The mentoring team was confident that the mentoring programme at School B would be sustained beyond the end of the pilot. The team felt there were structures in place to keep its programme going and that it had established a relationship with the facilitators that could be used for quick advice or support via email. The team members wanted to set up a professional library for the use of mentors. They also hoped to involve more teachers as mentors in 2011, to spread mentoring knowledge further within the school. The SCT had come to see her role as interwoven with mentoring and important to the ongoing success of mentoring at School B.

Overall effectiveness

The mentoring team felt that its mentoring programme was successful and that its involvement in the pilot had been very positive. Team members had learned about mentoring and developed as teachers as a result of their work on mentoring. The PRT Coordinator believed the pilot had had an impact on new teachers' feelings of being comfortable in the school environment, whether they were PRTs or simply new to School B. The SCT credited the school's new approach to mentoring with its involvement in the pilot.

Case study C

A school that sought to overcome the common barrier of insufficient time for mentoring by setting mentoring meeting times and that used the pilot programme to help it formalise its mentoring programme.

Context

School C had a new SCT in 2010, who was also new to the pilot programme. When establishing the mentoring team in both 2009 and 2010, the school based its decisions solely on the availability of non-contact time in staff timetables, rather than on who would be best for the job.

Background information

Six interviews were conducted: with the SCT; the PRT Coordinator; an existing mentor; a new mentor; a PRT1; and a PRT2. Three of the interviewees were female and three were male. Both the PRT Coordinator and the existing mentor had over 20 years of teaching experience. The PRT Coordinator was also the assistant principal and the existing mentor was also a head of department and the dean of international students. Both of the mentors who were interviewed had previous experience of mentoring, although neither had had any prior professional development in induction and mentoring. The PRT1 and the PRT2 were both employed on permanent full-time contracts.

The SCT and the PRT Coordinator

The SCT ran a professional learning programme for PRTs and observed each of the PRTs in their classrooms. She saw her SCT role as mentoring other teachers in the school and helping them to develop their professional practice. The SCT was new to the pilot programme in 2010.

The PRT Coordinator organised who would be involved in the pilot and paired mentors with PRTs.

Setting up mentoring relationships

The PRT Coordinator at School C assigned PRTs to mentors. These decisions were based on timeslots available in the timetable. The PRT Coordinator felt that mentors should be acknowledged for their work and that having a designated time for mentoring was one way of doing this. She acknowledged that this was not always a successful strategy, as mentors and PRTs still had difficulty finding time to meet. The new mentor believed it was important to consider workload as well as non-contact time in assigning mentors to PRTs.

Mentoring activities

The new mentor conducted observations of his PRT, held formal and informal meetings, and provided emotional support at times of crisis. He felt his PRT had made improvements in his teaching and was beginning to respond to some of his suggestions.

The PRT1 and PRT2 had more informal catch-ups with their mentors than formal meetings. They both acknowledged the difficulty of finding time to meet with their mentors. The PRT1 had recently been observed in the classroom and had received feedback on this. The PRT2 had also received feedback on his work in the classroom, but was frustrated when this was too positive. He preferred constructive critique that gave him something to work on.

The existing mentor had not worked with a PRT in 2010. Instead, he had been involved in the development of a handbook for PRTs. His goal was to ensure that high-quality observations occurred and that PRTs could see the next steps in their learning from the mentoring activities.

Registered Teacher Criteria and SAT

Neither of the two mentors interviewed had heard of the SAT, nor had either of the two PRTs. It is possible that they were not aware of the tool by that name. The PRT1 had looked at the *Registered Teacher Criteria* in the PRT meetings held by the PRT Coordinator. She saw them as a checklist for planning towards registration. The PRT2 said the school had focused on five different criteria in the teacher appraisal for 2010. The PRT Coordinator talked about a "mentoring handbook" that the mentoring team had produced over the course of the pilot programme, which was the school's name for the SAT. She felt this was a high-quality piece of work. It had only recently been distributed to the PRTs.

Impact of the pilot

The SCT believed the pilot programme and its components had been very positive for School C. Mentoring team members had told her that they had become better listeners and that their mentoring knowledge and skills had improved. The existing mentor appreciated the accountability inherent in being involved in a pilot. He believed that the meetings with the facilitators and the contact with the other pilot schools had helped push School C to develop its mentoring programme.

The School C mentors had been given the opportunity to present their work at the World Teachers' Day conference in Wellington on 29 October 2010. At the time of the interview, they were debating who would take up the invitation.

Relationship with partner school

School C and School D did not hold meetings in 2010. This was due, in part, to the schools not taking the time to foster their relationship and because School C was focused on developing its mentoring model. However, School C said that it benefitted from the 2009 meetings with School D,

when the two schools exchanged resources and ideas. Meeting with School D also confirmed that School C was "on the right track" and that other schools faced similar problems.

In-school visits

The mentoring team agreed that in-school visits by facilitators were effective in helping School C make changes to its mentoring practice. The team found the facilitators supportive, encouraging, and open-minded. The SCT had attended two in-school workshops with the facilitators and felt very new to the pilot.

Wiki

The PRT Coordinator, SCT, and new mentor had not used the wiki. The existing mentor had used it occasionally, but found that it contained too much information and became overwhelming.

Ongoing mentor learning

No member of the mentoring team reported learning anything about teaching from the PRTs, but one of the mentors gained a sense of perseverance and achievement from his mentoring relationship.

PRT confidence and preparedness

The PRT1 and the PRT2 both said they felt confident when teaching lessons. The PRT1 had used different teaching strategies and become more effective as a teacher. The PRT2 had developed his teaching style, with the support of his mentor, but did not feel prepared for registration. He anticipated a busy Term 4 as he organised his "pile" of evidence. He would have liked to have some exemplars of what evidence is required for registration.

PRT learning needs

The PRT1 and the PRT2 wanted to learn more teaching strategies, more about classroom management, and more ways of motivating students. The PRT2 was keen to be involved in as many professional development opportunities as possible. He said he found he learned things he had not realised he needed to know.

Mentor roles

The PRT1 said his mentor fulfilled the roles of "observer", "provider of feedback", "role model", "instructor", "assessor", "inquirer", "critical friend", "confidence builder", and "sounding board". For him, the most important of these roles were "critical friend" and "role model". He had not needed to approach his mentor for emotional support.

The PRT2 selected 13 of the 16 mentor roles presented to him in the interview. He saw his mentor as an "observer", "provider of feedback", "role model", "counsellor", "change agent", "coach", "political agent", "inquirer", "collaborator", "critical friend", "resource provider", "confidence builder", and "sounding board". The most important mentor roles for him were "confidence builder", "sounding board", and "collaborator". He valued informal support over formal mentoring activities.

Barriers

The mentoring team agreed that lack of time and a heavy workload were barriers to effective mentoring at School C. The SCT also felt that some of the mentor-PRT pairings were not ideal, which had an impact on the effectiveness of these relationships. The existing mentor believed that mentors needed to commit to and prioritise the mentoring programme. The PRT Coordinator said there was conflict between her dual roles as PRT Coordinator and assistant principal. She suggested that the PRT Coordinator role would be better filled by someone with sufficient time to oversee mentoring.

Support from school leadership

The mentoring team believed the principal was very supportive of its work. While acknowledging that the principal had made supportive statements to the school's staff, the existing mentor suggested that mentoring could be higher on the agenda in strategy meetings. The PRT Coordinator and SCT both indicated that effective mentoring would lead to the retention of good teaching staff. This was seen as a reason why the school's leadership team was committed to the pilot programme.

Sustainability

The mentoring team was certain that its mentoring programme would continue in 2011. The team had identified several factors that would contribute towards the ongoing sustainability of the programme: buy-in from the whole teaching staff at the school, strong leadership and support from the senior management team, a documented timeframe for mentoring activities to assist with goal setting for PRTs and to ensure observations are occurring, and funding for release time.

Overall effectiveness

The mentoring team found the pilot a positive and uplifting experience. It helped the team formalise the school's mentoring programme and provided a mechanism by which the team could share ideas and vent frustrations.

Case study D

A small rural school that, facing the challenges of this environment, used its participation in the pilot to initiate a mentoring programme, holding regular and informal meetings and creating a "PRT Handbook" as a living document to guide all teachers new to the school.

Context

School D is a small rural secondary school that finds it hard to attract new staff members. Teachers fulfil multiple roles within the school and the school employs a number of "non-traditional" PRTs: OTTs, teachers returning to teaching after a break of some years, and teachers with limited authority to teach.

Background information

Seven interviews were conducted at School D: with the SCT; the PRT Coordinator; two existing mentors; a new mentor; a returning teacher; and a PRT2.

Every teacher on the mentoring team had an additional role in the school: the SCT was also the teacher in charge of her curriculum area, the PRT Coordinator was also the guidance counsellor, the new mentor and one of the existing mentors were also heads of department, and the other existing mentor was the assistant principal. Only the PRT Coordinator had been teaching for more than 20 years. Both of the existing mentors had previous mentoring experience and one had participated in professional development activities that taught her some mentoring skills.

The returning teacher and the PRT2 were both employed as permanent full-time teachers at the school. The returning teacher had previously taught in Aotearoa New Zealand for three years, before moving to the United Kingdom where he taught for six years. Both the PRT2 and the returning teacher had been mentored before: the PRT2 in her previous job and the returning teacher at his previous Aotearoa New Zealand school. The returning teacher was already fully registered to teach in Aotearoa New Zealand; he needed to re-register, but did not have to submit an evidence portfolio.

The SCT and the PRT Coordinator

The SCT was the lead teacher for the pilot. She organised meetings and induction days for the mentors. She also worked on a mentoring handbook for PRTs.

The PRT Coordinator at School D organised PRT meetings where he delivered a two-year curriculum on teacher learning. He made sure that meetings between mentors and PRTs had occurred and that documentation towards registration was signed off. His main concern was that the PRTs' learning was a reflective process, so he had them writing in journals and reflecting on handouts or professional readings.

Setting up mentoring relationships

One of the existing mentors and the returning teacher noted that they had been assigned their mentoring relationships. The existing mentor had been new to the school in 2009. He felt that his own induction into the school had been poor and commented that it took him some time to realise he was supposed to be mentoring two PRTs. He was pleased that a new induction and mentoring programme was being developed and saw the potential of the induction process for all teachers new to the school.

Mentoring activities

The PRTs at School D raised issues at regular meetings with the mentoring team. There were also informal "catch-ups" between mentors and PRTs and observations of the PRTs' teaching. PRTs were also given opportunities to observe teaching in other classrooms. One of the existing mentors found that the busyness of the school year could delay his observations of his PRT, so he put reminders into his weekly planner to make sure observations did happen. The returning teacher found the mentoring activities useful for reacquainting him with the Aotearoa New Zealand school system. He felt he had forgotten more than he had expected to forget.

Registered Teacher Criteria and SAT

The mentors had not talked about the *Registered Teacher Criteria* with their PRTs, leaving this up to the PRT Coordinator to cover in his weekly PRT meetings. In the interviews, the PRT Coordinator and the SCT both talked about the SAT, or "PRT Handbook", which was being developed over the course of the pilot programme. The handbook contained the criteria and suggested strategies for applying them. The PRT Coordinator saw the handbook as a living document that will change from year to year as more information is added to support the needs of teachers. The intention was that all teachers who were new to the school, whether they were experienced or PRTs, would use the handbook.

The PRT2 said that some of the criteria in the *Registered Teacher Criteria* were difficult to understand, though some were self-explanatory. She based her end-of-term reflection on these criteria: for her they were a yardstick against which to measure her progress. The returning teacher saw the criteria as a tool for keeping him focused on his learning and development needs.

Impact of the pilot

Members of the mentoring team felt that the pilot programme had a huge impact on their mentoring skill development. They had learned why good mentoring was important; they had a better understanding of the needs of their PRTs; and they had produced documentation to formalise their mentoring system. The pilot helped mentoring team members develop leadership skills, which transferred to the other roles they held in the school. They had also worked well as a group to

support one another and their PRTs. An existing mentor said that the 2009 hui with the other pilot schools was a positive experience.

Relationship with partner school

The mentoring team appreciated the relationship it had with School C. It shared ideas and resources, and enjoyed seeing how a similar-decile school approached similar problems in different ways. School D believed its history of providing mentoring was not as strong as the history at School C, so felt it could learn from the partnership. The new mentor had not met any of the mentoring team at School C, which indicated that meetings between the schools were not frequent in 2010.

In-school visits

The mentoring team found the in-school facilitators visits "brilliant", "very, very beneficial", and "really successful". The team gained professional learning about mentoring and were provided with professional readings. The facilitators were not directive, but left the team to figure out how it would make its mentoring programme work in its school. The team felt fully supported in this process.

Wiki

The three mentors interviewed had only used the wiki once or twice, but the PRT Coordinator and the SCT had used it frequently. The PRT Coordinator appreciated the wiki as a networking tool that allowed him to find out how other schools in the pilot were approaching mentoring and to share ideas. The SCT used the wiki to get ideas and avoid "reinventing the wheel".

Ongoing mentor learning

One of the existing mentors found that he reflected on his own approach to teaching as a result of discussing teaching with his PRT. The new mentor said that the different perspective of her PRT helped her to rethink some aspects of her own teaching.

PRT confidence and preparedness

The PRT2 felt she had progressed towards registration. She found the feedback from her mentor very helpful in developing her confidence and competence as a teacher. She was concerned about being left "on her own" at the end of the two-year registration period, but thought that her mentor would still be willing to provide informal support during her third year of teaching. While he did not need to register as a new teacher, the returning teacher said the support of his mentor had augmented his confidence as a teacher.

PRT learning needs

The PRT2 wanted to become more confident at marking and to learn more about NCEA. Both the PRT2 and the returning teacher felt they would be more efficient if they learnt to be better organised.

Mentor roles

The PRT2 saw her mentor fulfilling almost all of the mentoring roles suggested in the interview: "observer", "provider of feedback", "role model", "counsellor", "change agent", "instructor", "manager", "assessor", "coach", "inquirer", "collaborator", "critical friend", "resource provider", "confidence builder", and "sounding board". For her, the most important of these were "provider of feedback" and "critical friend".

The returning teacher saw his mentor as an "observer", "provider of feedback", "role model", "manager", "inquirer", "collaborator", "critical friend", "resource provider", "confidence builder", and "sounding board". The most important role for him was the mentor as "critical friend" because he felt he could use constructive critique to improve his teaching.

Barriers

The mentoring team agreed that lack of time was a barrier to effective mentoring. Team members needed time to meet with their PRTs and to come together as a team. They had begun to schedule mentor team meetings into the school's timetable to ameliorate this problem.

Support from school leadership

The mentoring team felt that the senior management team was supportive of its mentoring programme. The PRT Coordinator and SCT had engaged in conversations with the principal and senior managers to raise their awareness of mentoring. They felt this had had a positive impact.

Sustainability

The team was confident that the mentoring programme was sustainable. It wanted to make sure the systems it developed would be robust enough to survive staff turnover. The PRT Coordinator wanted to ensure that the mentoring programme was reflective for all participants to enable its continuing improvement.

Overall effectiveness

Overall, the mentoring team found the support of the facilitators highly effective. The team's involvement in the pilot enabled it to develop a mentoring programme for the school where none had existed before.

Case study E

A school at which almost the entire mentoring team changed during the pilot, but which made good use of the SAT and took a cooperative approach to mentoring as a reflective learning process for both mentor and PRT.

Context

At the end of 2009, School E lost almost its entire mentoring team; only one mentor remained. That mentor also became the SCT during 2010. At the time of the interviews, the PRT Coordinator was on leave. The acting PRT Coordinator was also fulfilling some of the PRT Coordinator's other duties as the deputy principal.

Background information

Five interviews were conducted: with the acting PRT Coordinator; the SCT who was also an existing mentor; a new mentor; a PRT1; and a PRT2. The acting PRT Coordinator and the new mentor both had over 20 years of teaching experience. The acting PRT Coordinator was also a head of department; the new mentor was an assistant head of department; and the SCT and PRT1 were both teachers in charge of their curriculum areas. Both the new mentor and the SCT had previous experience of mentoring, though neither had any formal training in how to be a mentor. The PRT1 and PRT2 were both employed on permanent full-time contracts. The PRT1 began teaching midway through 2009, so more accurately could be described as a "PRT1.5". Four of the interview participants were female and one was male.

The STC and the PRT Coordinator

The SCT at School E supported teachers in the classroom and facilitated their professional learning. As part of the pilot activity on mentoring in the school, he observed the teaching of all the PRTs and ran PRT1 meetings and PRT2 meetings. He believed teacher agency was essential to quality teaching and worked to develop skills in the PRTs so they could solve their own problems and ask for support when it was needed. PRT2s did not receive a time allowance each week for their development as teachers, so the SCT felt a responsibility to ensure that the PRT2s were still working towards registration. The SCT remained focused on the PRTs in his interview and did not discuss any work done with mentor teachers.

The acting PRT Coordinator made sure that the relationship between the PRTs and their mentors was working well and checked that paperwork for registration was being done. She monitored the mentoring relationships in an informal way.

Setting up mentoring relationships

The deputy principal (who was also the PRT Coordinator) decided on the mentoring relationships at School E, in consultation with the rest of the mentoring team. The team attempted to create good matches in terms of people's personality and skills. If the team felt a mentoring relationship was not working, and if the situation could not be fixed, then a new mentor was selected for the PRT.

Mentoring activities

The new mentor's work with her PRT was both responsive to the PRT's needs and shaped by issues she saw in the PRT's teaching. She found resources, looked over lesson plans, discussed teaching strategies, went through assessments, talked about classroom discipline, talked about the *Registered Teacher Criteria*, observed lessons, and helped her PRT to set goals. The PRT1 and PRT2 engaged in similar activities with their mentors. The PRT1 felt that reflection on learning was key to learning to be a teacher. For the PRT2, the supportive relationship she had with her mentor was vital. The SCT/existing mentor spoke about mentoring at School E as a reflective process that was shaped by the SAT.

Registered Teacher Criteria and SAT

The mentoring team used the SAT in meetings with PRTs. The PRTs focused on one aspect of the *Registered Teacher Criteria* at a time and used the SAT to record how they were meeting each criterion. The evidence provided by the PRTs was confirmed by observations conducted by the mentors. The mentors also used the SAT to identify further learning needs for their PRTs. The PRT1 found the SAT very useful because it helped to make sense of the criteria. The PRT2 found her conversations with her mentor more useful than the SAT. Her mentor could make suggestions and help her to solve problems, whereas she found the criteria repetitive.

The SCT/existing mentor said the success of the SAT lay in the way it elaborated on each criterion. Containing key indicators, it helped PRTs reflect on their teaching in different ways and also recognise the different kinds of evidence they could use in their registration portfolios. His goal was to encourage teachers—both PRTs and experienced staff—to exceed the criteria. He had plans to use the SAT in the wider school for professional growth and for re-registration purposes. He thought that three of the criteria could be used as the main focus for professional learning over the three-year registration period for existing teachers, with the other nine criteria forming a "checklist" for observations of teachers' work.

Impact of the pilot

The focus on mentoring at School E during the pilot programme increased the confidence and skills of mentors. The new mentor was very keen to be involved in the pilot in 2010 because she believed that good support for PRTs was vital. She also saw the pilot as an opportunity to develop leadership

skills and prepare for a more senior management position. The SCT believed his work as a mentor in 2009 was the reason why he was the SCT in 2010.

Relationship with partner school

There was not much of a connection between School E and School F. However, on the few occasions that the schools had met, mentors from School E appreciated the sharing of ideas.

In-school visits

The mentoring team found the in-school visits by the facilitators valuable and important. The team said the facilitators were very skilled and had lots of useful ideas.

Wiki

The acting PRT Coordinator and the new mentor had not used the wiki. The SCT/existing mentor said the wiki was useful for finding resources and keeping up to date with developments in other pilot schools. He downloaded some resources from the wiki to the school's network so the mentors and the PRTs could easily access them.

Ongoing mentor learning

The SCT saw mentoring as a reflective learning process. His PRT observations had provided teaching and learning activities that he could use in his own lessons. The new mentor also enjoyed the new ideas and resources she had gained from her PRT. She felt that PRTs knew more about the new curriculum and had more student-centred teaching practices than older teachers in the school.

PRT confidence and preparedness

The PRT1 and the PRT2 both felt they had grown in confidence as teachers with the support of their mentors. The SCT/existing mentor believed his PRTs would easily meet registration requirements. The SAT had provided him with a framework to measure the progress of his PRTs.

PRT learning needs

The PRT1 believed teaching was an ongoing learning process. Her focus at the time of the interview was on reflecting on the effectiveness of her lessons and seeking ways to improve. The PRT2 was trialling different routines in her classroom. She also felt she was learning all the time.

Mentor roles

The PRT1 saw her mentor fulfilling all of the roles suggested in the interview: "observer", "provider of feedback", "role model", "counsellor", "change agent", "instructor", "manager", "assessor", "coach", "political agent", "inquirer", "collaborator", "critical friend", "resource provider", "confidence builder", and "sounding board". She preferred her mentor to be a "sounding board".

The PRT2 said her mentor was an "observer", "provider of feedback", "role model", "counsellor", "coach", "resource provider", "confidence builder", and "sounding board". For her, the most important of these roles were "confidence builder" and "sounding board". For her, the mentoring relationship was about personal support.

Barriers

The biggest barrier to effective mentoring at School E was lack of time. As the new mentor pointed out, the mentors were very willing to do a good job, but still needed time to meet with their PRTs and conduct observations. The SCT/existing mentor said appropriate private spaces in which to hold mentor-PRT meetings were becoming scarce as School E was in the process of rebuilding.

Support from school leadership

The mentoring team believed that the senior management team was very supportive of induction and mentoring at School E. The new mentor said that support from the principal was essential in order to encourage more teachers to become mentors. She felt that this commitment was there at School E.

Sustainability

The mentoring team believed it had a core group of people committed to effective mentoring and that these people would help sustain the mentoring programme. New mentors would need to be included in the programme, but the SCT was confident that he knew how to involve new mentors so they were not overwhelmed by a lot of information. He modelled his approach on the way the facilitators had developed the skills of the mentoring team. He gave new mentors information slowly, over time, discussing more in-depth issues as they became more knowledgeable about mentoring.

Overall effectiveness

Overall, the mentoring team was very pleased with the pilot programme. Team members felt the pilot had made a huge difference to mentoring at School E and had increased the mentors' understanding and confidence. They appreciated the facilitators' clear vision for mentoring.

Case study F

A school involved in both Te Kotahitanga, a programme to raise Māori student achievement, and the induction and mentoring pilot in 2010, that believed the two initiatives could be linked as structures to support mentoring.

Context

School F became involved in Te Kotahitanga, an initiative to raise Māori student achievement, in 2010. That initiative was the primary focus in the school and the priority of the new principal. In terms of pilot team membership, the SCT was also the PRT Coordinator for the school.

Background information

Five interviews were conducted at School F: with the SCT or PRT Coordinator; an existing mentor; a new mentor; a PRT1; and a PRT2. Three of the interview participants were female and two were male. Both the SCT or PRT Coordinator and the new mentor had been teaching for more than 20 years. The new mentor had previous experience in mentoring PRTs. The existing mentor had some leadership training through her church, which gave her some transferable skills into her mentoring role. The PRT2 had been mentored previously in her church. There was an existing church relationship between the PRT2 and the existing mentor. The PRT2 was employed as a permanent full-time teacher, while the PRT1 was on a fixed-term contract. He had begun teaching midway through 2009 at School F, so can be considered a "PRT1.5".

The SCT and the PRT Coordinator

The joint SCT/PRT Coordinator was the spokesperson for and the coordinator of the mentoring team. She met with the mentors on a regular basis to check on the mentoring relationships and to offer help and support. She also organised regular meetings with the PRTs, did classroom observations, and encouraged the PRTs to drop into her office if they had any problems.

Setting up mentoring relationships

The PRT2 chose to work with the existing mentor based on their prior relationship through their church. She felt they shared similar values and goals.

Due to a breakdown in communication, the new mentor did not realise for several weeks that he was supposed to be mentoring a PRT and involved in the pilot programme. While he supported the pilot programme and believed that mentoring was a very valuable activity, he felt he was too busy to do justice to the pilot. The new mentor was also the head of a very large department at School F.

Mentoring activities

The existing mentor, the PRT1, and the PRT2 held mentoring meetings irregularly, when the need arose. These meetings were used to talk through problems that the PRT had encountered in the classroom. Some observations had also been conducted. The PRT2 said she would have preferred a more structured approach with more regular meetings. The new mentor, on the other hand, initiated weekly meetings with his PRT once he became aware of the mentoring relationship. They discussed teaching practice, strategies for dealing with difficult students, and more philosophical ideas about teaching. Feedback from the PRT led him to believe that this met the PRT's needs.

Registered Teacher Criteria and SAT

From the comments made in the interview, it did not appear that the mentors or the PRTs were using the SAT or the *Registered Teacher Criteria* to shape the PRTs' learning. The existing mentor said that this was the role of the SCT/PRT Coordinator. The new mentor had looked at the *Registered Teacher Criteria* and the *Draft Guidelines* from the Council. He felt that these were ambiguous and hard to put into practice.

The SCT/PRT Coordinator indicated that the school planned to use the SAT more with PRTs in 2011. The SAT could also be developed into an appraisal tool for all teaching staff at School F.

Impact of the pilot

The SCT/PRT Coordinator felt the pilot programme had raised awareness of the skills mentors need to be effective and of the importance of mentoring for PRTs. It had also highlighted the needs of teachers who were new to the school, whether they were beginning teachers or experienced teachers. The new mentor could see the benefits of a programme that was tailored to the needs of each school. He also drew links between the mentoring pilot and Te Kotahitanga, especially the use of "shadow coaching" in Te Kotahitanga. The existing mentor had found the pilot programme overwhelming and a lot more work than she had anticipated. She had been appointed as a head of department in mid-2009. Neither the existing mentor nor the new mentor felt that the pilot had presented them with any new opportunities. They both said that good mentoring was an extension of good teaching.

Relationship with partner school

The mentoring team at School F enjoyed sharing their mentoring experiences and ideas with School E. Meetings between the schools had taken place in 2009, but not in 2010. The SCT/PRT Coordinator believed that the mentoring programmes at the two schools had evolved in very different ways because of the differing contexts at the schools. She said, "it has to suit your school".

In-school visits

The mentoring team found the in-school visits by the facilitators very valuable. The work with the facilitators was specific, focused on an aim, and made sense of the mentoring programme at School F. These meetings made the mentoring team feel accountable for what they were doing.

Wiki

The existing mentor had not used the wiki. She had tried to access it once, but became frustrated when she could not get onto the website. The SCT/PRT Coordinator used the wiki spasmodically to access resources. She had passed some of these resources onto the mentors and other teachers at the school. She found it took at lot of time to look through everything on the wiki.

Ongoing mentor learning

The existing mentor felt that she had learned more about the wider school context and the process of registration through her work with her PRT. The new mentor was excited about new learning he had recently gained from his PRT. The PRT had shown him a new approach to a unit of work and shared some "brilliant" resources. The new mentor found his PRT innovative and creative.

PRT confidence and preparedness

The two mentors interviewed both felt that their PRTs were increasing in confidence and moving towards becoming registered teachers. The new mentor believed that his PRT was a lot more competent as a teacher than that PRT believed. The PRT1 felt confident as a teacher but not yet prepared for registration, whereas the PRT2 did not feel very confident as a teacher but was prepared for registration. The PRT1 was employed on a fixed-term contract and was hopeful that he would be employed again at School F in 2011.

PRT learning needs

The PRT1 wanted to learn more organisational skills. He also wanted the confidence to challenge and extend students in his class. The PRT2 wanted to know when to say "no". She wanted to ensure that she asked the right questions so that she had a better understanding of what a new task might involve. Her main priority remained working towards registration and not getting caught up in the busyness of the school.

Mentor roles

The PRT1 at School F believed his mentor acted as an "observer", "provider of feedback", "counsellor", "assessor", "inquirer", "collaborator", "critical friend", "resource provider", and "confidence builder". For him, the most important of these roles was "critical friend".

The mentoring roles encountered by the PRT2 were: "observer", "provider of feedback", "role model", "counsellor", "change agent", "instructor", "inquirer", "confidence builder", and "sounding board". The most important role for her was "assessor", yet this was not a role her mentor was taking. Instead, this was a role provided by her head of department. The main priority for the PRT2 at the time of the interview was preparing for registration.

Barriers

The mentoring team found a lack of time for mentoring to be a significant barrier. This was especially the case for those mentoring PRT2s, as there was no common time allocated for meetings. The other barrier to effective mentoring was the school's involvement in Te Kotahitanga. While the other initiative was not supposed to be taking time and energy away from the secondary induction and mentoring pilot programme, in reality the mentoring team found this was the case. They believed that the two initiatives dovetailed and could be linked together more closely.

Support from school leadership

The mentoring team found the senior management team supportive and felt they were beginning to see the potential benefits for appraisal across the entire school. The principal's attendance at meetings with the pilot facilitators (which were running concurrently with the interviews) was seen by the existing mentor as a sign of the value placed on the pilot. The SCT/PRT Coordinator pointed out that the principal was new to the school and had not been the one to agree to the pilot taking place in the school. She also took some responsibility for not "selling" the pilot to the principal as much as she could. She felt that the ultimate value of the pilot would not be realised until it was finished.

Sustainability

The SCT/PRT Coordinator believed that the mentoring programme at School F would continue in 2011. She acknowledged that structures to support mentoring were still being put in place, so the mentoring programme might take on a different shape as time progressed. The existing mentor felt more in-school professional development or mentor training would be beneficial. The new mentor believed that the mentoring programme would fall apart without the input of outside providers. He did not think the programme was philosophically embedded in the school. While a mentoring programme was necessary, he did not see any systems in place to support it.

Overall effectiveness

While the mentoring team could see the value in developing a mentoring programme for its school, they did not feel that they had yet achieved this goal. They would have liked a clearer picture of what they were working towards.

4. Discussion

This chapter summarises the findings of the research project that accompanied the secondary pilot programme. Using data from participant surveys and interviews, it responds to the five research questions developed to focus and guide the research. It then examines the overall effectiveness of the secondary pilot programme, drawing further insight from the case studies, and finally presents seven recommendations to help schools be more successful in induction and mentoring.

Summary of findings

Five research questions have been used to provide a framework for summarising the findings from the survey and interview data, alongside information from the *Milestone 7* report (Douglas, 2010).

Research Question 1: In what ways has the professional development programme informed and refined the *Draft Guidelines* and *Registered Teacher Criteria*?

The schools found the *Registered Teacher Criteria* to be a valuable tool to shape the learning of the PRTs. They had plans to use the criteria for the appraisal and re-registration of all teaching staff members. A few of the mentors found the criteria repetitive and difficult to understand.

Mentors in the mentor survey found the Council's *Draft Guidelines* to be very successful at helping them develop a systematic approach to induction and mentoring at their schools. When asked about the *Draft Guidelines* in the interviews, however, very few mentoring team members mentioned them. Their focus remained on the *Registered Teacher Criteria*. While the *Draft Guidelines* had been used to plan the secondary induction and mentoring pilot programme, the mentoring teams were not cognisant that this was the basis of the gap analysis.

Over the course of the pilot, the schools and facilitators developed the SAT from the *Registered Teacher Criteria*. Interviewees commented on the usefulness of the SAT and said that it was a high-quality tool. Through the SAT, they used the criteria as a focus for learning and development needs; as a reflective framework; as an appraisal tool; as a checklist for planning for registration; and as a yardstick to measure themselves against. The SAT was included in all the schools' handbooks and was an integral part of each school's induction and mentoring plan. The mentors found that the *Draft Guidelines* in particular helped them shape a systematic approach to induction and mentoring and improved their knowledge of what it meant to be a mentor. They also felt it helped develop their

coaching and mentoring skills, facilitate professional conversations, and develop the relationship between PRT and mentor.

Research Question 2: What is the impact of the pilot on the knowledge, skills, and attributes of the mentor teachers, SCTs, and PRT Coordinators?

Impact on the mentoring relationship

Very few of the mentors had received any prior professional development or training in mentoring. The secondary induction and mentoring pilot programme had increased the knowledge and skill development of the mentors. At the hui whakamahi in late 2010, the mentors talked about how they used their new mentoring skills and knowledge in both their professional and personal lives:

> We have all become aware of becoming learners ourselves again. (Mentor, hui whakamahi)

> One of the wonderful things is that being a mentor encourages you to self-reflect and that is very powerful. (Mentor, hui whakamahi)

The mentors learned more from the pilot than just mentoring skills. They also learned personal skills, such as communication and self-confidence, and learned more about teaching. Some mentors were able to learn new techniques or get new resources from their PRTs. In addition, mentors gained other opportunities from their involvement in the pilot programme. These included developing leadership skills, being recognised as leaders in their schools, and having the opportunity to attend conferences or other professional development days. Comments from the hui whakamahi reinforced these findings:

> This has reaffirmed my skills. I am enjoying offering a service back to the school. (New mentor, hui whakamahi).

> Would be happy to assist others to become mentors—being a step ahead is a good place to help another from. (New mentor, hui whakamahi)

Milestone 7 noted that engagement in the secondary induction and mentoring pilot programme has:

- re-energised the experienced teachers involved in the pilot
- refocused and revalidated the roles of participants, especially the SCTs
- built a partnership between the PRT Coordinator and SCT
- developed leadership and created new leadership roles, for example, lead mentor
- given mentor teachers the confidence and skills to be an educative mentor rather than a pastoral and administrative mentor and increased their satisfaction in the role. (Douglas, 2010, p. 36)

Effect on the PRTs' teaching and induction into the profession

The PRTs saw their mentors as taking on a great variety of roles in the mentoring relationship. The most important roles from the PRTs' perspective were the emotional support roles, where the mentor acted as a sounding board, a counsellor, or a confidence builder. This is the pastoral mentor role. Less important to PRTs were roles such as appraiser, change agent, or political agent.

The PRT survey indicated that the most commonly occurring mentoring activities were: general advice about teaching; support for assessment and moderation; and observation of the PRTs in the classroom. This is the educative mentor role. The PRTs found these activities to be very effective.

The learning needs of OTTs and teachers who were returning to the classroom after a break were different from Aotearoa New Zealand-trained beginning teachers. OTTs needed help to understand the Aotearoa New Zealand education system and assessments, but were confident in the classroom because of their overseas teaching experience. Returning teachers needed to be brought up-to-date with changes that had occurred since they last taught.

Sustainability of mentoring practices

In *Milestone 7*, the facilitators reported that the SCT role was embedded in the induction and mentoring plan for each school. The team approach, with the SCT and PRT Coordinator leading induction and mentoring in the school, gave stability through leadership changes. The confidence of the SCTs, PRT Coordinators, and lead mentors grew significantly during the pilot. In particular, the SCTs in three schools gained in confidence and status; in two other schools, the enhanced skill level of the SCT was recognised, valued, and used.

The mentoring teams believed that their induction and mentoring programmes were now sustainable. They had developed, or were in the process of developing, systems and policies to support their programmes. Sustained membership on the mentoring team was important to ensure that knowledge about induction and mentoring would be transferred from one generation of teachers to the next. Mentoring teams wanted continued access to professional development on mentoring.

Research Question 3: What impact has the pilot had on the induction experiences of PRTs?

The pilot programme increased the knowledge and skills of the mentors, SCTs, and PRT Coordinators. The mentors believed they had had a positive impact on the PRTs and the PRTs believed that their mentors were successful in supporting them to grow in confidence and competence as teachers.

Impact on the mentoring relationship

The mentors and their PRTs met both formally and informally to discuss teaching strategies, classroom management issues, and learning about teaching. PRTs' teaching was observed and feedback provided, which PRTs found valuable. The PRTs believed their mentors' support was effective.

The way in which the mentoring relationship between a mentor and a PRT was established was an important contributing factor to the success of the relationship. In schools where the relationship was chosen, the mentors and PRTs engaged in the relationship and worked together to facilitate learning for the PRT. In schools where this relationship was imposed, the mentoring pairs found it more difficult to schedule meetings.

The information shared in meetings between mentors and PRTs tended to be responsive to the PRTs' needs. This was successful because it helped the PRTs feel their mentors were listening to them. The mentors had a set learning agenda for the PRTs, but this was flexible and adaptive to issues raised by the PRTs. A relationship of trust, communication, and openness to learning was vital to successful mentoring and allowed mentors to perceive and accommodate their PRTs' learning needs.

Effect on PRTs' teaching and induction into the profession

The PRTs believed they were developing in competence and confidence as teachers as a result of the work they were doing with their mentors. The survey findings showed that the PRTs saw their mentors as very successful at meeting their needs, as measured against the Council's essential components of quality mentoring.

PRTs who were employed as long-term relievers or in fixed-term positions felt that the mentors at their current schools were meeting their learning needs. However, they felt a great deal of stress and uncertainty about the future. They were not sure if they would continue to be employed in their schools or whether they would have to move to another school and another mentor to finish their registration process.

At the hui whakamahi, one PRT outlined her experiences in being mentored and gave specific examples of how her mentor's videoed observation and feedback helped her with a challenging class.

Statistics provided by the schools, and reported in *Milestone 7*, showed that all PRTs in the pilot schools gained registration and that all PRTs in permanent positions planned to stay in their school in 2011. The schools saw induction and mentoring as a pathway for taking teachers from being on practicum in their school, to being a PRT, a mentor, and eventually an HOD.

PRT advisers from Massey University reported that PRTs from the pilot schools come to the Centre for Educational Development regional PRT cluster meetings with a strong understanding of the *Registered Teacher Criteria* and registration requirements compared to PRTs from other schools. The other PRTs say they are envious of the mentoring support the pilot PRTs get. The pilot PRTs

seem to have enhanced confidence. For example, the PRTs from the pilot schools said they felt very well prepared for parent interview evenings and confident about dealing with parents, unlike some PRTs from other schools. The pilot PRTs often take a leadership role within the PRT network meeting and are able to lead discussion on best practice. These findings are documented in the *Milestone 7* report.

Sustainability of mentoring practices

Sustainability in the pilot schools in Year Three and beyond will be achieved through the implementation and continuation of each school's induction and mentoring plan. These plans embed support for PRTs into existing school systems and policies, along with the use of the SAT, oversight by the PRT Coordinator, and SCT support for mentors.

Research Question 4: How does the partnership model impact on and contribute to the effectiveness of the pilot?

Impact on the mentoring relationship

The research found that mentoring teams appreciated their relationships with partner schools, finding these to be valuable for sharing ideas and their successes and failures in developing mentors and systems. The mentoring teams found it difficult to maintain the relationship, however, unless this was enabled by the facilitators. Otherwise, time pressures prevented the schools from meeting.

In Year One there was a deliberate strategy of working with the partner schools together and these occasions were organised by the facilitators. In the second year, the emphasis was on individual schools and there were no shared occasions organised by the facilitators, apart from the hui whakamahi at the end of the year.

Effect on teaching and induction processes and practice

The partnership model was beneficial for the pilot schools. *Milestone 7* commented that by working with another school that faced similar challenges, progress was shared and analysed, schools were accountable to each other, and each had another school to review their systems. This partnership of schools enhanced each school's awareness of how their school operated and the group was able to support one another in changing beliefs and ways of doing things.

Sustainability of mentoring practices

The research indicated that the relationship between partner schools can be maintained through personal networks, the SCT clusters, and the use of the pilot schools in regional and national fora. A relationship of trust was established between pilot schools; each school was prepared to approach its partner school for assistance with PRTs or mentor development. Six more schools have asked to undergo a programme similar to the secondary induction and mentoring pilot programme in 2011. The partner schools in each region will be asked to help support the mentor development in these new schools.

Research Question 5: How does the blended delivery impact on the achievement of the pilot outcomes?

Impact on the mentoring relationship

The research showed that the most important component of the pilot for the mentoring teams was the in-school visits by the facilitators. The mentoring teams felt supported in their learning and skill development. They felt they had established good relationships with the facilitators and so were comfortable in admitting their vulnerabilities and their need to learn more about mentoring. This outside expertise was needed as a catalyst for change.

In the second year, the agenda for the in-school visits were determined by each school. The visits were an opportunity to review progress, gain support in developing and implementing the induction and mentoring pilot programme and training new mentors, and plan for the rest of the year.

The wiki was the least successful component of the pilot programme. The mentors found too many technical, skill, or time barriers to its use. Mentors who used the wiki found it useful primarily as a resource bank and as a way of seeing what other schools in the pilot were doing.

In *Milestone 7*, the facilitators reported that pilot participants accessed information contained in the wiki's 370 files on a regular basis, but did not engage in interaction with each other through the wiki. There was consistent traffic on the site, peaking at 85 hits in a day in 2009 and 65 in 2010. However, not all participants had the confidence and competence to engage with the wiki effectively. Training was provided initially in Year One, but could have been reinforced at regular intervals, especially with new mentors in Year Two. Where home email addresses were used, wiki usage increased. The teachers found it difficult during the school day to have the time or resources to access the wiki, but were prepared to use it from home in the evenings or at weekends. An analysis of wiki records showed that Sunday was often a peak usage day.

Effect on teaching and induction processes and practice

Mentoring teams developed in knowledge and skills through the in-school visits and found the facilitators to be very supportive. For those mentors who did access the wiki, it was useful as a resource bank and as a way of seeing what other schools were doing.

To encourage the use of the wiki at the beginning of the project, schools were required to get all details of visits from the wiki. Mentors had to use the wiki to access resources. They also had to post their SAT developments on the wiki. This ensured engagement by each school. The goal of the facilitation team was to have at least the SCT and PRT Coordinator in each school posting new items on the wiki.

Sustainability of mentoring practices

The wiki was a closed wiki, only available to members of the pilot. Most schools have elected to use their school intranet to store resources so that they can continue to be accessed and utilised by all staff at the school, not just those involved in the pilot.

It is interesting that the wiki has continued to be accessed in 2011, with the first hit on 2 January. There was intermittent use throughout January and February, with between one and four visitors a day, and continuous use from 2–15 February. There was no facilitator activity during this time.

In order to ensure true sustainability of the wiki as a tool for mentor teachers, some barriers to its use still need to be overcome. In small provincial schools, there is often an oral communication culture rather than a written one and this may have had an impact on the perceived usefulness of online communication. All schools used email and telephone to communicate rather than the wiki. Technical barriers, especially with regard to school computer infrastructure, and skill barriers also prevent rural and provincial teachers from being part of an interactive community.

Discussion

An analysis of the survey data and the case studies enabled an examination of the overall effectiveness of the secondary induction and mentoring pilot programme and its components. The research findings are discussed below and include material from *Milestone 7*.

Importance of context

Organising the interview data into case studies for each of the six secondary schools has demonstrated that context is very important. The approach to induction and mentoring was different in each school. These differences arose because of contextual factors, such as the way mentor–PRT pairings were established, the willingness and availability of teachers to become mentors, and the presence of other initiatives in a school. The milestones submitted by Massey University to the Council report on the importance of the inquiry approach, the co-construction of each school's

unique induction and mentoring plan, and the way this created buy-in and sustainability. The induction and mentoring plans, referenced against the *Draft Guidelines*, enabled individualisation within the framework of best practice outlined in those *Draft Guidelines*. These contextualised induction and mentoring plans combined the two key parts of induction and mentoring: formal orientation and induction to the school and ongoing professional development supported by an educative mentor.

Systems

Each school developed a strategic and sustainable model that built on existing structures and strengths. This was their unique induction and mentoring plan. It fitted to the school's profile, history, culture, and roles. It linked to the school's systems and "hardwired" induction and mentoring into the time allocations for staff and meetings, as well as professional development, appraisal, and other processes in the school. It could be "softwired" or integrated with other initiatives in the school, for example Te Kotahitanga.

Policies, procedures, and job descriptions provided the framework for induction and mentoring in a school. Before the pilot, schools did not have job descriptions for mentors and mentoring systems were not developed. Through the pilot, the schools engaged in self review, collecting and analysing data to identify gaps and celebrate the strengths of existing systems. The facilitation team reported in *Milestone 7* that, by the end of the pilot, every school had either extensively reviewed or developed job descriptions related to induction and mentoring. The job descriptions show that the role of the mentor is now an educative one with an emphasis on pedagogical development and the mentor as coach.

The facilitation team also reported in *Milestone 7* that every school in the pilot had either extensively reviewed or developed policies and procedures related to induction and mentoring. The development of the induction and mentoring plan often involved examining wider school policies and procedures that induction and mentoring had an impact on, such as recruitment, appraisal, professional development, and timetabling.

Findings from the research showed that the pilot helped the mentoring teams put policies and systems in place to support their induction and mentoring programmes. All schools developed PRT and mentor handbooks that provided a consistent set of expectations of the roles, processes, and resources involved in induction and mentoring.

In all cases, the pilot had a beneficial impact on the whole school, reshaping appraisal systems for all teachers and fostering a more supportive and collegial school culture. Experienced staff were uplifted by the professional development opportunities and validated in their roles as mentors. The pilot assisted them to refocus their work. Through their contributions to the induction and mentoring team, they enhanced the schools' effectiveness. The mentoring teams took a lot of pride in their achievements and appreciated it when these were acknowledged to the whole school.

Observations

Milestone 7 notes that deprivatisation of practice through observation is an important part of the culture of inquiry in a mentoring- and coaching-focused school. The SCT was used as a critical friend in the post-observation interview between mentor and PRT in a number of the pilot schools. The SCT critiqued the mentoring, questioning, and active listening skills of the mentor. One school effectively used video as an observation tool, followed by a professional conversation between the observer and the teacher. The video gave a shared evidence base for the reflective conversation. As one new mentor at the school observed, "The mentoring relationship is not just a chat fest. It now has a focus on effective teaching practice". Schools developed resources to support observation, for example, through observation tools or video resources.

Time allocations

Milestone 7 reported that 70% of mentors were doing the job without a time allocation. This was especially true for mentors with second-year PRTs (PRT2s), OTTs, teachers with limited authority to teach, teachers returning to the profession, new HODs, part-time PRTs, and teachers whose registration had lapsed.

All PRTs were getting their time allowance. In five of the schools, the mentors who were working with PRT1s had a timetabled one-hour mentoring time per week. In the other school, the time available for mentoring the three PRT1s was within the mentors' other roles and was not allocated specifically.

The *Registered Teacher Criteria* and the SAT

The schools used the *Registered Teacher Criteria* to shape the PRTs' registration process. The criteria were explained to the PRTs though the SAT. Some PRTs found this to be a successful approach, because they could easily see the evidence they needed to collect and were prompted to reflect on their learning as teachers. Other PRTs and some members of the mentoring teams found the criteria to be repetitive and difficult to understand without being unpacked. *Milestone 7* reported that, in three schools, their whole school professional development for 2010 was based around the *Registered Teacher Criteria* aligned to their strategic goals. The criteria were integrated into the appraisal systems of the schools.

The facilitation team reported on the development of the SAT in *Milestone 7*. It stated:

> In the first year of the secondary induction and mentoring pilot, we used the draft *Registered Teacher Criteria* to create a Self-Assessment Tool (SAT) that is used as both a coaching and mentoring tool and a registration evidence gathering mechanism. It was anticipated that the tool would be used in a digital format and would be suitable for all teachers. The SAT was peer reviewed by all six schools and in several schools it was also analysed by the PRTs.

> In at least two of the six schools the SAT has been a driving resource in a shift of approach to appraisal and whole school professional development planning.
>
> The SAT comprises: the criterion, key indicators, questions I might ask myself, strategies that might help me, what my evidence might look like, what evidence a mentor/observer/appraiser might look for, and goal setting and reflections.
>
> It is now available on the Teachers Council website. The SAT is suitable for all sectors and levels of experience of teachers. (Douglas, 2010, p. 33)

Milestone 7 reported that every school in the pilot had the SAT as a central part of its induction and mentoring plan in 2010. It was noted that the SAT was scarcely mentioned at the 2009 hui, but much talked about at the 2010 hui whakamahi, where it was seen to be embedded as a core part of schools' induction and mentoring systems. The participants outlined how it was used as a personal professional reflection tool and/or as a basis for professional dialogue with mentors.

The research showed that some schools began using the SAT to guide their experienced teachers through re-registration. They believed this was streamlining the re-registration process and was helping the experienced teachers understand and meet the *Registered Teacher Criteria*. Some schools also acknowledged that this was an area where PRTs were expert and could teach other teachers in the school.

Mentoring and curriculum leadership

Some differences were noted between cases where mentors had no line management relationship with their PRT and cases where mentors were also the PRT's HOD. The PRTs being mentored by a teacher outside their department appreciated having someone independent to talk to about difficult issues. The PRTs being mentored by their HODs liked the conversations they could have about their content area.

Intra-school widening of the mentor training strengthened induction and mentoring in the school. Pilot schools who did not have any PRTs in Year Two of the pilot were taking advantage of the pilot programme to train their HODs in mentoring skills. In one school, new HODs were being mentored. They felt this gave them the knowledge, skills, and confidence for their new role. In another school, where a faculty structure was bring implemented in 2011, all heads of faculty (HOFs) were to be trained as mentors so they could mentor their assistant HOF and support peer mentoring within their faculty.

Leadership roles of SCTs and PRT Coordinators

Membership of their schools' senior management team could be an advantage for the SCTs and PRT Coordinators. They were able to advocate for mentoring to their schools' leaders and help to establish policies and procedures.

School leadership

The research showed that mentoring teams found their school leadership to be supportive but not necessarily knowledgeable about what they were doing. Mentoring teams found it easier to embed good mentoring practice into their schools where the existing school culture was one of communication and support.

The facilitation team reported, in *Milestone 7*, that the pilot encouraged principals to increase their involvement and interest in mentoring and support for PRTs. Principals also saw the value of embedding a mentoring approach within their school and ensuring that all HODs or HOFs were trained as mentors and that teachers with new roles in the school were mentored, along with trainee teachers and overseas teachers. Mentoring skills could also be utilised in mentoring students and training students to be mentors.

Schools saw the pilot as a recruitment incentive for schools from 2011 onward and a way of attracting staff and enhancing the roles and learning of existing staff in the schools.

Barriers

The main barrier to effective induction and mentoring that was encountered by these schools was a lack of time to attend mentoring team meetings, observe PRTs, or 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. SCTs and PRT Coordinators who also held other positions of responsibility in the school found this to be a barrier to finding time for PRTs or mentors.

Schools looked at a range of ways to release mentors to enable the mentor to spend time with the PRT. The timetable was seen, in some cases, as a barrier to the requisite one-hour mentoring release time per week. Only if a mentor had four PRT1s could they be released from a line/class in the timetable.

Sustainability

Milestone 7 discussed the sustainability of the pilot programme. It argued that for sustainability to occur, certain conditions were necessary.

- Principal support and senior leadership buy-in was needed so that other staff members in the school would see mentoring as a meaningful activity.
- A unique induction and mentoring plan developed for each school was necessary. This plan should build on existing practices and strengths and be referenced against the essential components of induction and mentoring plans contained within the *Draft Guidelines*. The plan also needs to be embedded into school systems. This means mentoring would become part of the meeting cycle, time allowances would be allocated in recognition of the mentoring role, professional learning would occur to support coaching and mentoring, and timetabling and staff recruitment decisions would be informed by the mentoring capacity within the school. The induction and mentoring plan needs to be strongly linked to the strategic plan, appraisal system, professional development plan, and self-review process.
- A clear process of mentor selection should be communicated within the school and take into account the views of PRTs.
- The SCT or lead mentor needs to become the driver of mentor training. They need to be supported fully by the PRT Coordinator.
- Clear role expectations and job descriptions need to guide mentors. These can be developed using the *Draft Guidelines'* description of the role of the mentor teacher. All of the schools in the project thought it important to develop job descriptions for mentors that were complemented by the job descriptions of the SCTs and PRT Coordinators.
- Where other whole-school professional development initiatives are implemented in a school, there needs to be a deliberate strategy to integrate the induction and mentoring plan with these.
- Schools need to see a clear career pathway for PRTs to develop as mentors in their third and fourth year of teaching and then look to middle leadership roles, such as HOD or dean.
- The *Draft Guidelines* give a clear description of the principles for effective induction and mentoring and these can be used to inform the alignment of all systems in the school and the design of the unique induction and mentoring plan. These principles emphasise and are borne out by the experiences of schools in the pilot—the need for a community of support and an individualised and contextualised programme of support for the PRT and/or person being mentored.
- After the initial directed involvement of an external facilitator, a deliberate process of independence through capacity building should enable schools to gain confidence and self-efficacy. There needs to be some access to support on an occasional needs-based arrangement.

An example of one pilot school's sustainability plan can be found in Appendix F.

Effectiveness

Mentoring teams believed the secondary induction and mentoring pilot programme was very effective in increasing their understanding of induction and mentoring for PRTs. Two years is a minimum timeframe for effective sustainable professional development within a school setting. Having a solid, living, integrated induction and mentoring plan is the key to ongoing sustainability and support for all staff, not just PRTs, because educative mentoring is a commitment beyond advice and empathy; training and support is required to develop and sustain the necessary skills.

The facilitators reported, in their *Theory for Improvement* progress report, that the strongest model was one where one person was designated as the lead mentor and assumed responsibility for planning and delivering the mentor training with the support of other mentors. The group approach was less effective. When interviewed for the research, the facilitators believed that the pilot programme had been effective in supporting mentors. They felt that one more year of activity would have helped to firmly embed induction and mentoring in the schools and would have given them more time to raise the mentors' awareness of the need to mentor and train new mentors.

Recommendations

Milestone 7 made seven recommendations to the Council, based on the experiences of the facilitation team's work in the pilot schools and on the findings of the research (Douglas, 2010, pp. 45-46). These recommendations are reproduced here.

Recommendation 1

That schools review their provision of induction and mentoring, document what happens, and then complete a gap analysis against the *Draft Guidelines*. That the Council provides a template for them to gather baseline data and then complete the gap analysis.

The schools found the gap analysis enabled them to develop a unique induction and mentoring plan. They need data to inform this gap analysis.

Recommendation 2

That sustainable generic pathways to mentor development be identified and provided, for example, a resource kit, mentor training, professional reading links, and mentor handbook framework.

The schools found training in mentoring strategies useful; professional reading formed an important part of the development both face to face and on the wiki. All schools developed a mentor handbook—they saw it as offering a platform for development. Some postgraduate courses support that development.

Recommendation 3

That mentoring training be available for all SCTs and be a component of professional development for all middle leaders, especially new HODs within the 3a output of the School Support Services contract.

The pilot has shown the leadership role a SCT plays in induction and mentoring. HODs said they lacked the skills before the pilot to be an educative mentor.

Recommendation 4

That guidelines be developed for a PRT handbook that schools can personalise as part of their unique induction and mentoring plan.

Schools in the pilot found it useful to develop a PRT handbook that reflected their induction and mentoring plan, the Registered Teacher Criteria*, and the SAT.*

Recommendation 5

That the Council sponsor the development of induction and mentoring in secondary schools as clusters, pairs, or single schools with a programme informed by the pilot.

Teachers and principals commented on how transformational and agentic the pilot had been. They felt confident in using the Registered Teacher Criteria *and the SAT and in mentoring other staff members whether they are PRTs or others*.

Recommendation 6

That the Council reviews its website to highlight the *Registered Teacher Criteria* and SAT and enable teachers to more easily access these resources.

Recommendation 7

That there is continued support for a mentor time allowance for both first-year PRTs (PRT1s) and second-year PRTs (PRT2s).

Currently only PRT1s have a time allowance given to their mentor. Considering that registration is a two-year process, PRTs need that mentor support for the whole two years. It is a disincentive for mentors to mentor PRT2s when there is no time allowance. The figures in Milestone 7 *show the number of mentors who are undertaking the role with no time allowance.*

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Abbreviations and glossary

Abbreviations

HOD   head of department

HOF   head of faculty

OTT   overseas trained teacher

PRT   Provisionally Registered Teacher

PRT1   first-year Provisionally Registered Teacher

PRT2   second-year Provisionally Registered Teacher

SAT   Self-Assessment Tool

SCT   Specialist Classroom Teacher

Glossary

Draft Guidelines for Induction and Mentoring Programmes and for Mentor Teacher Development in Aotearoa New Zealand (Draft Guidelines)	Draft guidelines developed by the New Zealand Teachers Council for schools and early childhood education settings in Aotearoa New Zealand to guide the development and implementation of induction and mentoring programmes. The final version was published in 2011 as *Guidelines for Induction and Mentoring and Mentor Teachers*.
Educative mentoring	Educative mentoring requires a vision of good teaching, a regard for new 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.

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)
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.

Appendix A: Self-Assessment Tool

Criterion 1

Establish and maintain effective professional relationships focused on the learning and well-being of all ākonga

Self-Assessment: (mark line at your current level and also at your aspiration level)

Key Indicators:	Questions I might ask myself:	Strategies that might help me:	Beginner Meet Standard Exceed Standard Reflections:
i. engage in ethical, respectful, positive and collaborative professional relationships with: • ākonga • teaching colleagues, support staff and other professionals • whānau and other carers of ākonga • agencies, groups and individuals in the community	• What is the nature of the relationships I have with students, colleagues, parents and caregivers? • How can I develop these further? • How can the deans, the guidance counsellor, RTLB, SENCO, SCT, HOD, colleagues or senior management help me? • How can I access /use personal information about students that may affect my teaching? • How can I access agencies, groups, individuals in the community? • Who is out there and how might they support me? • What do I do to establish effective working relationships with my ākonga, their whānau and my colleagues and others to support the learning of those I teach?	**School processes** • Communicate openly and frequently with deans, guidance counsellor, SCT regarding even the small issues. • Establish collegial relations with staff by participating in staff activities, taking an interest in what other staff members are doing, regular positive interactions. • Participate in departmental processes and be an active member of the team. Share ideas. • Dress and behave in a professional manner. • Participate in Professional Development, both in school and through outside agencies. • Engage with whanau to discuss student behaviour and achievement– regular personal communication with caregivers. • Involvement in extra-curricular activities. **Classroom Processes** • Request classroom observations to provide feedback from SCT, RTLB, and HOD, mentor, colleague regarding class dynamics, student interactions, and teacher/student interactions. • Promote positive and appropriate relationships with students e.g. greet / farewell students each lesson • Attempt at least one positive interaction with each student each lesson. • Acknowledge learner effort. **Feedback**	

	- Provide information or encouraging reflective thought with students and their whānau. - Seek feedback from the students, colleagues, whanau and the community on a regular basis. e.g. about student learning, student ability to organise gear, homework, what student enjoys about the subject, what students find effective, what students find challenging.

What might my evidence look like?

- List of professional development undertaken (including in school PD)
- Notes on opportunities taken to learn or practice skills in teaching in different styles (including reflection and/or feedback)
- Examples of changes made to planning based on different levels within the class
- Examples where staff, students, parents or the local community have appreciated my involvement in extra curricular activities.
- Evidence of feedback from students (written, oral, perception data)
- Evidence from SAT
- Evidence from in school appraisal processes

What evidence might a mentor/observer/appraiser look for?

- Ākonga feel empowered, acknowledged, their mana is intact, they know they have an important voice in the learning environment and in the ākonga" wider social picture. Ākonga respect the teacher's requests and instructions.
- The teacher shows respect for and interest in ākonga, using their preferred name accurately and by learning about them and their background, taking into account their interests and identity. The teacher responds with empathy, interest and fairness to all ākonga" actions, responses to questions and contributions to questions and debates. Pastoral care roles (e.g. form / whānau teacher) are undertaken effectively and responsibly. The teacher clearly demonstrates understanding that effective relationships are pivotal to learning for all ākonga and certainly for those who are Māori.
- There are open respectful interactions among all parties across learning. The teacher knows and uses appropriate programme channels and national initiatives for the benefit of ākonga. Effective communication skills are used including respectful and positive language and tone used about and among staff, showing support of one another.
- There is open, comfortable interaction between and among whānau, ākonga and teacher. Whānau are actively involved and engaged across the learning. The teacher engages positively in discussion with whānau (including both good news and concerns) and uses the ideas derived from this to inform their practice and create learning experiences. Whānau are treated as partners in education, they are invited to make suggestions for teaching practice and offered suggestions as to how they can support learning. Whānau feel comfortable talking to the teacher about their child– they know that the teacher has their child's best interest at heart.

Goals I might wish to set:

Comments:

Signed (PRT): Signed (Mentor):

Criterion 2

Self Assessment: (mark line at your current level and also at your aspiration level)

Beginner   Meet Standard   Exceed Standard

Demonstrate a commitment to promoting the well being of all ākonga

Key Indicators:	Questions I might ask myself:	Strategies that might help me:	Reflections:
• Take all reasonable steps to provide and maintain a teaching and learning environment that is physically, socially, culturally and emotionally safe • Aknowledge and respect the languages, heritages and cultures of all ākonga • Comply with relevant regulatory and statutory requirements	• How can I access /use personal information about students that may enhance the effectiveness of my teaching? • How can I access agencies, groups, individuals in the community? • Who is out there and how might they support me? • What type of environment have I created in the classroom? • What sort of behaviour should a focused and engaged student exhibit? • If student(s) are not engaging, is it because they do not feel safe either physically, socially, culturally or emotionally? • Can I make a difference by changing an aspect of my interaction with student(s) or delivery of a lesson? How? • Who can help me? • What is acceptable behaviour (for everyone) in the classroom and what routines can be used to achieve this? • What are the different learning styles my students might have? • Does my teaching style meet the needs of the different learning styles of students? • Where can I learn about different learning styles? • Are my lessons interesting, varied, relative, contextual? • What are the relevant regulatory and statutory requirements and where do I find out about them? • How do I show in my practice that I actively promote the well-being of all ākonga for whom I am responsible?	• School processes • Engage with whanau to discuss student behaviour and achievement– regular personal communication with caregivers. • Involvement in extra-curricular activities. • Classroom Processes • Request classroom observations to provide feedback from SCT, RTLB, and HOD, mentor, colleague regarding class dynamics, student interactions, and teacher/student interactions. • Promote positive and appropriate relationships with students e.g. greet / farewell students each lesson • Attempt at least one positive interaction with each student each lesson. • Acknowledge learner effort. • Feedback • Provide information or encouraging reflective thought. • Seek feedback from the students on a regular basis. e.g. about student learning, student ability to organise gear, homework, what student enjoys about the subject, what students find effective, what students find challenging. • Be aware of safety issues associated with your classroom, subject specific gear. Know safety procedures. • Learning Styles • Recognise and appreciate the different learning styles of individual students, • Learn how to use these styles effectively in my teaching to meet learner need • Fully understand appraisal and registration requirements including all regulatory and statutory requirements for keeping learners safe	

What might my evidence look like?
- List of professional development undertaken (including in school PD)
- Notes on opportunities taken to learn or practice skills in teaching in different styles (including reflection and/or feedback)

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- Examples of changes made to planning based on different needs within the class
- Examples where staff, students, parents or the local community have appreciated my involvement in extra curricular activities.
- Evidence of feedback from students (written, oral, perception data)
- Evidence from SAT
- Evidence from in school appraisal processes

What evidence might a mentor/observer/appraiser look for?

- The teacher adapts practice in response to the varied and changing physical, social and emotional well-being of all ākonga. S/he supports ākonga to develop positive attitudes towards social interactions, challenge and risk, healthy eating and other self-care, conflict resolution, independence and interdependence.
- Fair and consistent relationships are maintained and the use of inclusive and empathetic language is used. S/he responds to ākonga" verbal and non-verbal cues, and supports ākonga to recognise their own cues and to respond appropriately to those of others. Special care is taken in helping ākonga adapt to new learning environments and new or changing situations in their lives. Ākonga feel comfortable in taking learning risks.
- The teacher maintains appropriate records in a timely and organised way as required and is proactive in seeking internal/external advice or help to ensure the best interests of the particular ākonga.
- The teacher is responsive to policies and procedures related to ākonga" well-being and safety. S/he is aware of, and knows how to access, information relating to the relevant legal, ethical and regulatory requirements.

Goals I might wish to set:

Comments:

Signed (PRT): Signed (Mentor):

Criterion 3

Demonstrate commitment to bicultural partnership in Aotearoa New Zealand

Self Assessment: *(mark line at your current level and also at your aspiration level)*

Beginner   Meet Standard   Exceed Standard

Key Indicators:	Questions I might ask myself:	Strategies that might help me:	Reflections:
i. demonstrate respect for the heritages, languages and cultures of both partners to the Treaty of Waitangi	• What is my understanding of a bi-cultural partnership? • What does showing respect for cultures look like? • How have I incorporated this knowledge into my planning and execution of lessons? • Have I actively sought appropriate assistance at this planning stage? • How do my teaching styles reflect and demonstrate appreciation of the bicultural partnership of the treaty? • How do I develop and maintain links with these cultures – including the families/whanau? • How do I fit in to the local community? (Do I have a link with the local marae?) • Who could best mentor me in this work? • How do I continue to advance my professional learning in this area as a teacher?	• Understand and use existing models of effective practice e.g. Kotahitanga and Ka Hikitia • Classroom observations by appropriate observer focussing on this area • Involvement in PD – individual, staff, community in the context of the Treaty of Waitangi and our bi-cultural history. • Actively seeking feedback on performance in this area from staff, students and whanau • Access students as resources within school setting • Attending cultural events at school or in the local community	

What might my evidence look like?

• List of professional development undertaken
• Samples of student voice (and the voice of others) that demonstrates commitment to a bicultural partnership
• Notes on opportunities taken to learn or practice skills in less known cultural area
• Examples of changes made to planning based on cultural opportunity
• Examples where staff, students, parents or the local community have appreciated my interest, involvement or initiation of cultural expression

What evidence might a mentor/observer/appraiser look for?

• The teacher advances her/his knowledge and understanding of the principles of partnership, protection and participation embodied within the reo Māori and English language versions of the Treaty of Waitangi. S/he models and advocates for authentic partnerships between both parties to the Treaty. S/he promotes ākonga" development towards biculturalism and bilingualism, including knowledge of the local history of both Treaty partners.
• The teacher understands, values and is able to articulate, his/her own heritage and culture and enables others to foster, articulate and value their own. S/he knows and is able to use pçpeha and whakatauki when relevant. S/he acknowledges and works to understand (and promote) Māori world views and appreciate how these might differ from his/her own world view and reflects on the implications of this for learners. S/he seeks and responds to, a Māori voice in all aspects of the life of the school or centre. This may include actively involving iwi, hāpu and whānau in determining, planning, delivering and evaluating the curriculum.

Goals I might wish to set myself:

Comments:

Signed (PRT): Signed (Mentor):

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Criterion 4

Demonstrate commitment to ongoing professional learning and development of personal professional practice

Self Assessment: *(mark line at your current level and also at your aspiration level)*

Beginner	Meet Standard	Exceed Standard

Key Indicators:

- Identify professional learning goals in consultation with mentor
- participate responsively in professional learning opportunities within the learning community
- initiate learning opportunities to advance personal professional knowledge and skills

Questions I might ask myself:

- How do I identify what professional learning opportunities would be required and what would be of value?
- Who can best advise me on professional development opportunities?
- What are the obligations of the school to facilitate these opportunities?
- Were PD goals achieved?
- Did the PD meet my needs this year?
- Where to now?
- How do I know what to move on to?
- What further PD do I need?
- How do I reflect in my professional work respect for the cultural heritages of both Treaty partners in Aotearoa New Zealand?

Strategies that might help me:

- School management systems and appraisal documentation/practices lead to regular goal setting and review.
- Professional development must align with progress towards registration.
- Use of focus areas from SAT and conversations with mentor to further inform decisions.
- Discussion with mentor and other PRTs on the value and application of PD.
- Membership of an in school professional learning community (PLC)

Reflections:

What might my evidence look like?

- List of professional development undertaken (both in school and off site) – recorded in portfolio
- Notes on opportunities taken to learn or practise skills arising from PD
- Examples of changes made to planning based on PD opportunity – application of PD learning
- Examples of sharing my PD opportunity with others.
- Evaluation form/review of PD goals and planning for future PD.

What evidence might a mentor/observer/appraiser look for?

- The teacher reflects on his/her learning and how this informs his/her teaching. The teacher demonstrates active and supportive participation in collective professional learning activities and conversations. S/he accesses current knowledge from professional reading and shares this with others. There is documented evidence of personal and collective professional development.
- The teacher has a positive attitude to, and engages collaboratively in, appraisal processes. S/he contributes to development of school/syndicate/departmental goals and aligns these with his/her own professional development goals. There is careful consideration of guidance from others.
- There is evidence of professional development to extend knowledge of te reo Māori, tikanga Māori, and mana whenua of local iwi.

Goals I might wish to set: E.g. participating in at least 1 PD opportunity every term. Membership of a professional learning group

Comments:

Signed (PRT): Signed (Mentor):

Criterion 5

Show leadership that contributes to effective teaching and learning

Self Assessment: *(mark line at your current level and also at your aspiration level)*

Beginner   Meet Standard   Exceed Standard

Key Indicators:	Questions I might ask myself:	Strategies that might help me:	Reflections:
• actively contribute to the professional learning community • undertake areas of responsibility effectively	• How do I become a leader? • What is a leadership role? • What do I do to show leadership? • How can my mentor support me in these areas? • What are my areas of responsibility? • How do leadership opportunities contribute to effective teaching and learning? • What contributions do I make to my PLC (Professional Learning Community)? • What do I have to do to show leadership in the classroom and my curriculum area? • Do I understand effective feedback and forward processes? • How do I help support my colleagues to strengthen teaching and learning in my setting?	• Allow classroom observations in my room • Make time to have professional discussions with colleagues and mentor • Attendance and contribution at School Support Service PD for PRTs. • Membership of PRT wiki space if one exists in region • Develop skills in partnership with mentor to lead and support other teachers. • Take notes of professional discussions for personal reflection. • Find relevant readings and research and share with others. • Use non-contact hours effectively by observing experienced teachers in their teaching practice • Filter resources for relevance. • Use feedback/feed forward process with HODs and Mentors.	• Do I demonstrate leadership that contributes to effective teaching and learning? • How do I go about this? • Feed forward – Where to from here? • Do I actively share knowledge gained from various PD with my Mentor/Colleagues and set goals for further development?

What might my evidence look like?
- Demonstrate awareness of professional standards
- Demonstrate leadership in specialist areas for internal school professional development where appropriate.
- Manage and/or develop resources safely and effectively.
- Demonstrate flexibility and adaptability to meet students' learning needs.

What evidence might a mentor/observer/appraiser look for?
- The teacher contributes ideas, resources and energy to provide professional stimulation and support for colleagues and other staff. S/he may motivate and support others in their own professional development and contribute to the development of an open and reflective professional culture. This includes sharing resources, strategies, ideas and new professional learning with colleagues, whānau and others as appropriate.
- The teacher advocates for the teaching profession. S/he participates in a range of local/regional/national professional networks and moderation processes. S/he takes on additional responsibilities such as co-curricular and pastoral care roles or mentoring of colleagues. Responsibilities are carried out effectively, appropriately and in a timely manner.
- The teacher participates positively and effectively in the review of the organisation's philosophy and practice. S/he both seeks advice and offers assistance and encourages colleagues to take on roles in leadership. S/he models effective teaching practice.

Goals I might wish to set: E.g. Develop a new Social Studies unit in response to students' learning needs.

Comments:

Signed (PRT): **Signed (Mentor):**

Criterion 6

Develop, plan and deliver appropriate learning programmes within a collaborative, supportive and effective learning environment

Self Assessment: *(mark line at your current level and also at your aspiration level)*

Beginner   Meet Standard   Exceed Standard

Key Indicators:	Questions I might ask myself:	Strategies that might help me:	Reflections:
- Clearly articulates the aims of their teaching. - Is able to link these aims to the school's curriculum. - Demonstrates understanding of content and curriculum document.	- What are the aims of my unit/programme? - How do my aims link to learning outcomes? - What resources can I use? - What teaching strategies can I use? - Do I need to check/update my knowledge of content? - Can I make real world connections to my unit of work? - Who can best advise me with content knowledge and planning? - How can I ensure that I meet the wide range of learning needs in my class? (How do my students' best learn?) - What do my students already know? - How do I access and use appropriate data to ensure my programmes are effective? - What do I take into account when planning programmes of work for groups and individuals?	- Classroom observations focussing on implementing a new unit - Classroom visits to observe other teachers' use of resources and strategies; including other schools if possible. - Involvement in PD – individual, staff - Actively seeking feedback on planning and implementing lessons and units of work from HOD/Subject Advisor - Use of performance data to develop new learning programme(s). - Discussions with mentor and SCT - Linking to curriculum documents. - Use of subject associations and TKI. - Establish an outcome for every lesson and share this with the students	- How have my students responded to this learning programme? - What might I do to improve my teaching? - How will I know when/if my planning and delivery of lessons is improving

What might my evidence look like?

- List of professional development undertaken
- Notes and reflections made by classroom observers
- Notes made during discussions with colleagues and during visits
- Unit plans and examples of changes made to planning based on classroom observations and visits and discussions with mentor /SCT, Student work, Student feedback/surveys

What evidence might a mentor/observer/appraiser look for?

- The teacher's planning and teaching demonstrate a coherent learning programme aligned to ākonga" needs and interests. Links to relevant curriculum documents are apparent as are essential connections across curriculum and curriculum strands, competencies and/or levels. Links to whole school/centre curriculum planning is evident and clearly informed by the appropriate Aotearoa New Zealand curriculum framework and statements.
- The teacher is able to share his/her vision of what a learning programme is going to achieve taking into account ākonga" dispositions and specific learning needs and the expectations of the learning community. S/he actively provides opportunities for whānau involvement in planning the learning programme. Teaching practice is informed and supported by accessing, sharing, reflecting on and articulating a diverse range of resources.
- The work of ākonga shows evidence the teacher has planned an effective programme that is clearly linked to the curriculum
- The teacher thinks critically about how to implement the curriculum in ways that are inclusive and non-discriminatory and taking the other criteria in this document into account.

Goals I might wish to set:

Comments:

Signed (PRT): Signed (Mentor):

Criterion 7

Promote a collaborative, supportive and effective learning environment

Self Assessment: *(mark line at your current level and also at your aspiration level)*

Beginner   Meet Standard   Exceed Standard

Key Indicators:	Questions I might ask myself:	Strategies that might help me:	Reflections:
• Demonstrate effective management of the learning setting. • Incorporate successful strategies to motivate students • Foster trust respect and cooperation with students	• Do I understand the effective pedagogy section of the NZC? • What is my understanding of effective learning setting management? • What does effective learning setting management look like? • What are successful motivation strategies? • Who can advise me in this area? • How have I incorporated motivation strategies into my planning and execution of lessons? • How do my teaching styles foster trust, respect and cooperation? • How do I manage learning setting behaviour? • How do I learn from others practices, both positive and negative? • How does my teaching practice promote an environment where learners feel safe to explore ideas and respond respectfully to others in the group?	• Teaching observations focussing on the effective learning environment • Use of equipment in the learning setting • Involvement in PD – individual, staff and community • Professional discussions • Actively seeking feedback on performance in this criteria area. • Understanding questioning techniques • Information recorded for reflection • Effective planning • Visits to observe other teachers • Understanding and using cooperative and inquiry learning • Learning setting environment and structure (seating plans) • Established routines.	• What do I do well? • How do I obtain feedback to ensure this is occurring? • Who might I ask for critical feedback?

What might my evidence look like?

- List of professional development undertaken -notes on opportunities taken to learn or practice skills.
- Examples of planning based on promoting an effective learning environment and classroom observations/feedback discussions
- Examples where staff, students, parents or the local community have appreciated my interest., interactions with parents, whanau
- Teacher has effective support – regular meetings with mentor
- Group learning, class discussion, student feedback/survey, student work displays noted in observations
- Appropriate classroom resources, good environment in the classroom
- Lesson planning, classroom management, positive role model(s), clear expectations, issues resolved promptly.
- High expectations of the learners, students engage in learning, differentiated learning, classroom culture of inquiry, through classroom observations.

What evidence might a mentor/observer/appraiser look for?

- The teacher uses behaviour management strategies that are appropriate for the promotion of learning. His/her expectations are clear, widely known and agreed upon among and by the school and community. S/he creates a positive, supportive, warm, welcoming and vibrant environment with visual evidence of learning. S/he notices, recognises and responds to ākonga" learning dispositions and promotes a culture of success.
- S/he champions positive relationships with whānau so they and the ākonga know they belong, that is, they have a sense of turangawaewae. Discussion of theory is linked to real world applications.
- It is evident ākonga are engaged in learning and exhibit a high level of task commitment. The learning environment is organised to allow for differentiated learning.
- The teacher works to build a positive classroom climate, encouraging ākonga to help each other and reduce negative interactions among ākonga. S/he implements and promotes agreed

processes for resolving issues positively. S/he is a role model for constructive ways of relating to others, using encouragement, positive comments and accepts ākonga" points of view and responses.

- S/he provides opportunities for ākonga to express their views and encourages constructive criticism and defence of points of view, creating a culture of inquiry, critical analysis and reflection throughout the learning process. S/he shows his/her self as a life-long learner. Learners are encouraged and supported to take risks – they are viewed and affirmed as confident, capable ākonga.

Goals I might wish to set myself:

Comments:

Signed (PRT): Signed (Mentor):

Criterion 8

Demonstrate in practice their knowledge and understanding of how ākonga learn

Self Assessment: *(mark line at your current level and also at your aspiration level)*

Beginner   Meet Standard   Exceed Standard

Key Indicators:	Questions I might ask myself:	Strategies that might help me:	Reflections:
i. enable ākonga to make connections between their prior experiences and learning and their current learning activities ii. provide opportunities and support for ākonga to engage with, practise and apply new learning to different contexts iii. encourage ākonga to take responsibility for their own learning and behaviour iv. assist ākonga to think critically about information and ideas and to reflect on their learning	• How do I establish background information? • How do I elicit the information from the students? • How much information should I allow to influence my planning? • How does my teaching reflect that I understand the main influences on how my learners learn? • How am I planning my strategies based on my student needs? • How do I demonstrate knowledge of my learner, their backgrounds, interests and identity? • Do I provide students the opportunity to reflect on their learning experiences? • Do I allow my students to reflect on their learning and behaviour? • Do I allow students to set themselves personal goals • How do I support the students to implement their personal goals? • How does my teaching reflect that I understand the main influences on how my ākonga learn?	• Observations of other staff members and other PRTs • Effective planning. • KNOWING the students who are in the class. • Good use of questioning techniques to establish background knowledge. • Student voice. • Plan in partnership with the students – be able to adapt according to how the lesson is going. • Use of diagnostic testing to establish learning styles and prior knowledge. • Attending relevant PD, particularly relating to strategies. • Vocabulary lists to ensure terminologies are consistent and referred back to • Reflection sheets at the end of term/unit	• How do I demonstrate knowledge of my learners preferred learning style(s)? • Am I able to change and adapt my lessons to meet student demand at the time? • Who might I ask to confirm this? • Do I use unit evaluations for both myself and students to encourage feedback? • What is the value of their reflection? • How do I use it effectively?

What might my evidence look like?

• Planning acknowledges prior learning and provision of authentic learning experiences. E.g., text choices, links and references.
• Use of a variety of teaching strategies and understanding of why the strategies are being used.
• Evidence in planning of strategies to cater to ESOL students
• Co-construction of lessons demonstrated in planning adjustments
• Student voice evident in implementation of lesson – demonstrated in evaluative comments.
• Samples of student work and feedback.
• Consideration of what I want the students to achieve and draft my reflection sheet accordingly.

What evidence might a mentor/observer/appraiser look for?

• The teacher acknowledges the rich background and prior learning of ākonga in order to plan and provide authentic learning experiences. S/he affirms the values and aspirations of ākonga and their whānau through the choice of learning experiences and assessments. S/he shows awareness of how historical policies and practices impact on how teachers and ākonga interact and respond to learning situations.
• The teacher draws on his/her knowledge of human development and his/her knowledge of the ākonga" dispositions and their whānau when planning for and interacting with ākonga. S/he uses knowledge of individuals to manage group dynamics to facilitate learning and draws on

current research findings to effectively engage Māori learners. The tuakana/tēina principle may be drawn on to support learning.
- There is evidence of support strategies for ākonga whose first language is not the primary language of the education setting
- The planning and teaching is meaningful to ākonga and leads to active engagement in learning. Prior learning is established and drawn on so that knowledge is co-constructed with ākonga and the concept of ako should be evident, where teaching and learning roles are interchangeable.
- The teacher provides opportunities for ākonga to take on a variety of roles. S/he uses/alters the environment to manage the learning process. Programmes provide a range of activities, with the teacher looking for new strategies, being flexible, taking risks, trying new things. S/he provides multiple opportunities to learn concepts, using a range of approaches and allows sufficient time for learning to occur.

Goals I might wish to set:

Comments:

Signed (PRT): Signed (Mentor):

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Criterion 9

Respond effectively to the diverse language and cultural experiences, and the varied strengths, interests and needs of individuals and groups of learners in Aotearoa New Zealand.

Self Assessment: (mark line at your current level and also at your aspiration level)

Beginner   Meet Standard   Exceed Standard

Key Indicators:	Questions I might ask myself:	Strategies that might help me:	Reflections:
• Demonstrate knowledge and understanding of social and cultural influences on learning, by working effectively in the bicultural and multicultural contexts of learning in Aotearoa New Zealand • Select appropriate teaching approaches, resources, technologies and learning and assessment • Modify teaching approaches to address the needs of individuals and cultures of learners in my classes.	• What are the important social and cultural influences on learning in this school? • What best practice teaching approaches are effective for learners in a multicultural context? • What are the needs of the learners at this school? • How have I incorporated this knowledge into my planning and choice of assessment? • How will I best utilise the technologies and resources available to me? • Do I understand analysis and use of relevant data? • Am I aware of the languages in the cultures that I teach? • Am I engaging the learners in my teaching in a cultural context? • Am I flexible in my teaching approaches? • How does my knowledge of the varied strengths, interests and needs of individuals and groups of ākonga influence how I teach them?	• Classroom observations and visits with a specific focus. • Involvement in culturally specific PD – individual, staff, community • Actively seek feedback on performance in this area from staff, students and whanau. Analysis of performance data by ethnicity. • Learning phrases of the learners' languages. • Find out and use community cultural resources. • Attend/participate in school related cultural events. • Identify school ethnic profile • Use of school based cultural leaders/identities	• How do I relate to the local community? • What is local community feedback? • Who might I ask for critical feedback?

What might my evidence look like?

- List of professional development undertaken
- Examples of changes made to planning based on addressing the needs of learners
- Feedback from staff, students and the local community.
- Lesson observations and visits

What evidence might a mentor/observer/appraiser look for?

- The teacher demonstrates a repertoire of teaching skills and techniques to support the engagement of ākonga in learning.
- The teacher supports language development across all curriculum areas, including strategies to support second language learners. A Māori world view is demonstrably valued in the learning environment and interactions with learners. It is clear that planning, teaching and assessment are linked coherently and effectively.
- The teacher notices, recognises and responds to the interests and strengths of each ākonga and views him/her as a confident, capable partner in the learning process. Planning and teaching is responsive to individuals and incorporates learners' choice and differentiated learning strategies. The teacher selects and modifies strategies/approaches and resources, including ICT, based on the effectiveness of learners' previous experiences and engagement.
- Academic monitoring and counselling is provided for all ākonga, with advice and guidance given that encourages ākonga to look beyond the immediate horizon and consider future opportunities and possibilities

Goals I might wish to set: E.g. support and participate with a school cultural group)

Comments:

Signed (PRT): Signed (Mentor):

Criterion 10

Work effectively within the bicultural context of Aotearoa New Zealand

Self Assessment: *(mark line at your current level and also at your aspiration level)*

Beginner	Meet Standard	Exceed Standard

Key Indicators:

- Practise and develop the relevant use of Te Reo Maori in context
- Specifically and effectively address the educational aspirations of Maori learners, displaying high expectations for their learning

Questions I might ask myself:

- What is my understanding of a bi-cultural partnership?
- How have I incorporated this knowledge into my planning and execution of lessons?
- Have I actively sought appropriate assistance at this planning stage?
- What are the educational aspirations of my Maori learners?
- How do I plan to develop these aspirations?
- Are my expectations clearly communicated for my Maori learners?
- How do my teaching styles reflect and demonstrate appreciation of the bicultural partnership of the treaty?
- How do I develop and maintain links with these cultures – including the families/whanau?
- How do I fit in to the local community? (Do I have a link with the local marae?)
- How do I practise and develop my use of Te Reo Maori?(use of Maori greetings, terms and descriptive words)
- Who could best mentor me in this work?
- In my teaching, how do I take into account the bicultural context of teaching and learning in Aotearoa New Zealand?

Strategies that might help me:

- Understand and use existing models of effective practice e.g. Kotahitanga and Ka Hikitia
- Classroom observations by appropriate observer focussing on this area
- Involvement in PD – individual, staff, community in the context of the Treaty of Waitangi and our bi-cultural history.
- Actively seeking feedback on performance in this area from staff, students and whanau
- Access student voice resources within school setting
- Use of student voice to gauge educational aspirations
- Attending cultural events at school or in the local community

Reflections:

What might my evidence look like?

- List of professional development undertaken
- Samples of student voice (and the voice of others) that demonstrates appropriate use of Te Reo (and/or English)
- Notes on opportunities taken to learn or practice skills in less known cultural area
- Examples of changes made to planning based on cultural opportunity
- Student achievement data

What evidence might a mentor/observer/appraiser look for?

- The teacher actively promotes and models the correct use of te reo Māori and positive attitudes towards the Māori language as one of the official languages of Aotearoa New Zealand. S/he pronounces te reo Māori correctly in day-to-day practice and demonstrates a growing knowledge of te reo Māori and tikanga Māori. S/he demonstrates knowledge of mana whenua (reference markers of iwi and hāpu), and incorporates this into the learning programme.
- The teacher invites and draws on links with local iwi so the teacher can implement tikanga Māori in the teaching and learning environment. e.g. pōwhiri, poroporoaki, karakia and s/he represents te reo Māori and tikanga Māori in a variety of media. S/he has a working understanding of how to interact with Māori whānau on a day to day basis. S/he is open to developing his/her knowledge and skills to develop the ability to move comfortably within both cultures. S/he also promotes the ability of ākonga to operate in both cultures.
- The teacher understands the historical contexts of biculturalism in Aotearoa New Zealand and how this impacts on whānau and ākonga. S/he actively promotes positive learning outcomes for Māori ākonga through application of effective pedagogies, high expectations and understanding of historical, cultural and social contexts of the ākonga.
- Inclusive language and inclusive contexts for learning are used and promoted with bicultural experiences visible. The teacher consults whānau about learner needs and aspirations.

Goals I might wish to set myself:

Comments:

Signed (PRT): **Signed (Mentor):**

Criterion 11

Analyse and appropriately use assessment information, which has been gathered formally and informally

Self Assessment: *(mark line at your current level and also at your aspiration level)*

Beginner   Meet Standard   Exceed Standard

Key Indicators:	Questions I might ask myself:	Strategies that might help me:	Reflections:
i. analyse assessment information to identify progress and ongoing learning needs of ākonga	• Can I use the school's SMS to generate the information I need?	• Attend relevant in-school PRT training/meetings	• How does my data fit with the department-wide analysis?
ii. use assessment information to give regular and ongoing feedback to guide and support further learning	• Have I looked at the school-wide assessment data via the SMS system? How do I use this information to plan teaching and assess student progress?	• Attend relevant out of school PRT training/meetings and/or cluster gatherings. • Attend all Dept meetings, internal moderation opportunities.	• What do the student surveys tell me about their attitude and their view of their achievement/progress in my class?
iii. analyse assessment information to reflect on and evaluate the effectiveness of the teaching	• What other sources of data could I be using? • How do I know that my students are progressing?	• Be familiar with departmental/school procedures manual and follow the procedures for reporting/filing of results.	• Where are my students at on the National Curriculum for my subject?
iv. communicate assessment and achievement information and other relevant information.	• Have I used a range of sources of data? • Do I need someone to help me interpret the data?	• Use of research and readings to inform teaching practice • Attend all report evenings.	
v. foster involvement of whānau in the collection and use of information about the learning of ākonga	• How do I gather and use assessment information in ways that advances the learning of my ākonga?	• Use student voice tools, such as end of unit evaluations • Workshop with colleagues.	

What might my evidence look like?

- Reflection notes on gathered information.
- Teacher self review demonstrates appropriate use of assessment tools
- Examples of how I share assessment information with whanau, teachers and akonga
- Examples of assessment information appropriately recorded
- Planning reflects use of assessment information as a reflective tool

What evidence might a mentor/observer/appraiser look for?

- The teacher critically reflects on information gathered about learning to inform future practice to enrich the environment for learning and to support and extend the ākonga and the next steps in learning.
- The teacher knows how to make effective use of appropriate assessment technologies, for example, portfolio evidence, asTTle, and learning stories/narratives. Good judgement is shown in selection of assessment information.
- Assessment information is shared with learners so that they know about their achievement and are able to use this information in their own goal setting for learning.
- The teacher communicates assessment information appropriately, effectively and openly with whānau, teachers and ākonga. S/he uses sensitive, informed professional judgements to guide practice and inform the ākonga and whānau of next steps. Assessment information is appropriately recorded and documented and communicated, for example, via reports and kanohi ki te kanohi (face to face) contact.
- The teacher uses assessment as a reflective tool e.g. for self-review or evaluation of programmes. Ākonga are involved when evaluating learning programmes. The teacher also engages openly in team discussions with teachers, whānau and other relevant members of the learning community when evaluating the success of learning programmes for all learners and planning for next steps in the teaching and learning programme.

Goals I might wish to set: E.g. Be able to explain documentation to parents at parent interview meetings.

Comments:

Signed (PRT): Signed (Mentor):

Criterion 12

Use critical inquiry and problem-solving effectively in their professional practice

Self Assessment: *(mark line at your current level and also at your aspiration level)*

Beginner _____ Meet Standard _____ Exceed Standard

Key Indicators:	Questions I might ask myself:	Strategies that might help me:	Reflections:
i. systematically and critically engage with evidence and professional literature to reflect on and refine practice	• What impact does higher level teaching and learning have on the students I teach?	• Professional reading	• Am I demonstrating commitment to critical enquiry?
ii. respond professionally to feedback from members of their learning community.	• Where can I source information on critical enquiry?	• Professional development	• What professional practice do I do well?
iii. critically examine their own beliefs, including cultural beliefs, and how they impact on their professional practice and the achievement of ākonga	• Who uses critical enquiry currently in my learning community?	• Classroom observations	• Have I got it right? How will I know?
	• What changes will I make with regard to the feedback?	• Classroom visits	• Have I been able to establish a manageable and realistic approach to this?
	• How do I keep this a manageable part of my development?	• Professional discussions	• Is it impacting on my time management Is there a better way?
	• What evidence do I seek that my teaching is advancing the learning of all my ākonga?	• Include in lesson planning.	• Should I seek further feedback and advice?
		• Engages in positive dialogue regarding feedback.	

What might my evidence look like?

• Teacher demonstrates high level approaches • Reading log – list of professional readings
• Reflective evaluative practice occurs across all areas of practice • Feedback from observations
• Teacher observes, listens to and learns from colleagues of his/her teaching practice • Students are exhibiting high level skills
• Positive change occurs • Students offer a range of opinions
• Professional relationships maintained
• Demonstrate tolerance of varying attitudes beliefs and cultures

What evidence might a mentor/observer/appraiser look for?

• The teacher incorporates metacognitive approaches (thinks about his/her thinking) across all aspects of practice. S/he participates positively in self-review processes and maintains currency in knowledge and understanding of learning theory and its application in context. S/he reflects on the effectiveness of communication and professional relationships at a personal and organisational level. Professional learning and self-reflection is undertaken when analysing assessment information.

• The teacher observes, listens to and learns from colleagues, including observations of his/her teaching practice. S/he engages with external professional associations and uses external opportunities for developing knowledge and skills.
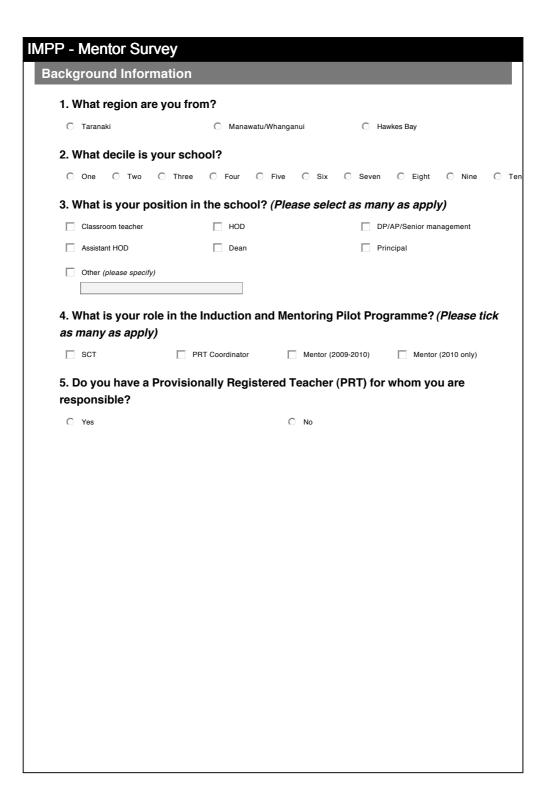
• The teacher engages critically and collaboratively in examination of teaching and learning within the learning community and professional support networks. Respectful and responsive critical conversations allow for compromise, the management of change and effective group dynamics.

• The teacher examines his/her own teaching philosophy, values and beliefs and reflects on how that fits with the philosophy, values and beliefs espoused by the learning community and by making modifications to practice where necessary.

• The teacher understands, values and is able to articulate, his/her own heritage and culture and enables others to foster, articulate and value their own. S/he works to understand how his/her own world views may differ from others' and reflects on the implications of this for ākonga.

Goals I might wish to set:

Comments:

Signed (PRT): Signed (Mentor):

Appendix B: 2010 Mentor survey

IMPP - Mentor Survey

Information for Participants

IMPP - Mentor Survey

Background Information

1. What region are you from?

○ Taranaki   ○ Manawatu/Whanganui   ○ Hawkes Bay

2. What decile is your school?

○ One ○ Two ○ Three ○ Four ○ Five ○ Six ○ Seven ○ Eight ○ Nine ○ Ten

3. What is your position in the school? *(Please select as many as apply)*

☐ Classroom teacher   ☐ HOD   ☐ DP/AP/Senior management

☐ Assistant HOD   ☐ Dean   ☐ Principal

☐ Other *(please specify)*

4. What is your role in the Induction and Mentoring Pilot Programme? *(Please tick as many as apply)*

☐ SCT   ☐ PRT Coordinator   ☐ Mentor (2009-2010)   ☐ Mentor (2010 only)

5. Do you have a Provisionally Registered Teacher (PRT) for whom you are responsible?

○ Yes   ○ No

IMPP - Mentor Survey

Background Information

6. What is your gender?

  ○ Male   ○ Female

7. What is your age?

○ 20-24 years	○ 45-49 years
○ 25-29 years	○ 50-54 years
○ 30-34 years	○ 55-59 years
○ 35-39 years	○ 60-64 years
○ 40-44 years	○ 65 years or more

8. How many years have you been teaching (at this and any other school)?

○ 5 years or less	○ 16-20 years
○ 6-10 years	○ 21 years or more
○ 11-15 years	

9. What subject(s) do you teach?

10. What subject(s) does your PRT teach?

Background Information

11. Have you had any professional development in the induction and mentoring of beginning teachers, prior to this pilot?

○ Yes   ○ No

If yes, what was it?

12. How many years of mentoring experience have you had?

○ None	○ 7-8 years
○ 1-2 years	○ 9-10 years
○ 3-4 years	○ More than 10 years
○ 5-6 years	

13. How many beginning teachers have you mentored over the past 5 years (including this year)?

○ None	○ 7-8
○ 1-2	○ 9-10
○ 3-4	○ More than 10
○ 5-6	

14. Which of the following best describes why you became a mentor teacher? *(Please select as many as apply)*

☐ Volunteered	☐ Was asked by the school
☐ School policy	☐ Was asked by the PRT
☐ Part of my position at my school	
☐ Other *(please specify)*	

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Components of the Induction and Mentoring Pilot Programme

15. How successful have CLUSTER MEETINGS BETWEEN TWO PARTNER SCHOOLS AND THE ADVISORS been in:

	Very successful	Successful	Somewhat successful	Not at all successful
a. Sharing good mentoring practice	○	○	○	○
b. Developing relationships between schools	○	○	○	○
c. Sharing new ideas	○	○	○	○
d. Facilitating professional conversations	○	○	○	○
e. Providing individualised support	○	○	○	○
f. Sharing resources	○	○	○	○
g. Developing coaching and mentoring skills	○	○	○	○
h. Developing relationships between mentors and PRTs	○	○	○	○
i. Improving my knowledge of what it means to be a mentor	○	○	○	○
j. Keeping up my motivation to be a good mentor	○	○	○	○
k. Developing a systematic approach to induction and mentoring in my school (e.g., policies, guidelines)	○	○	○	○
l. Supporting the school to develop own our capacity around induction and mentoring	○	○	○	○
m. Sustaining induction and mentoring in my school beyond the end of the pilot programme	○	○	○	○

IMPP - Mentor Survey

Components of the Induction and Mentoring Pilot Programme

16. How successful have IN-SCHOOL ADVISOR VISITS been in:

	Very successful	Successful	Somewhat successful	Not at all successful
a. Sharing good mentoring practice	○	○	○	○
b. Developing relationships between schools	○	○	○	○
c. Sharing new ideas	○	○	○	○
d. Facilitating professional conversations	○	○	○	○
e. Providing individualised support	○	○	○	○
f. Sharing resources	○	○	○	○
g. Developing coaching and mentoring skills	○	○	○	○
h. Developing relationships between mentors and PRTs	○	○	○	○
i. Improving my knowledge of what it means to be a mentor	○	○	○	○
j. Keeping up my motivation to be a good mentor	○	○	○	○
k. Developing a systematic approach to induction and mentoring in my school (e.g., policies, guidelines)	○	○	○	○
l. Supporting the school to develop own our capacity around induction and mentoring	○	○	○	○
m. Sustaining induction and mentoring in my school beyond the end of the pilot programme	○	○	○	○

IMPP - Mentor Survey

Components of the Induction and Mentoring Pilot Programme

17. How successful has THE WIKI been in:

	Very successful	Successful	Somewhat successful	Not at all successful
a. Sharing good mentoring practice	○	○	○	○
b. Developing relationships between schools	○	○	○	○
c. Sharing new ideas	○	○	○	○
d. Facilitating professional conversations	○	○	○	○
e. Providing individualised support	○	○	○	○
f. Sharing resources	○	○	○	○
g. Developing coaching and mentoring skills	○	○	○	○
h. Developing relationships between mentors and PRTs	○	○	○	○
i. Improving my knowledge of what it means to be a mentor	○	○	○	○
j. Keeping up my motivation to be a good mentor	○	○	○	○
k. Developing a systematic approach to induction and mentoring in my school (e.g., policies, guidelines)	○	○	○	○
l. Supporting the school to develop own our capacity around induction and mentoring	○	○	○	○
m. Sustaining induction and mentoring in my school beyond the end of the pilot programme	○	○	○	○

Components of the Induction and Mentoring Pilot Programme

18. How successful has A FOCUS ON THE *NEW ZEALAND TEACHERS COUNCIL DRAFT GUIDELINES FOR INDUCTION AND MENTORING* AS A TOOL TO BUILD CAPACITY AS A MENTOR been in:

	Very successful	Successful	Somewhat successful	Not at all successful
a. Sharing good mentoring practice	○	○	○	○
b. Developing relationships between schools	○	○	○	○
c. Sharing new ideas	○	○	○	○
d. Facilitating professional conversations	○	○	○	○
e. Providing individualised support	○	○	○	○
f. Sharing resources	○	○	○	○
g. Developing coaching and mentoring skills	○	○	○	○
h. Developing relationships between mentors and PRTs	○	○	○	○
i. Improving my knowledge of what it means to be a mentor	○	○	○	○
j. Keeping up my motivation to be a good mentor	○	○	○	○
k. Developing a systematic approach to induction and mentoring in my school (e.g., policies, guidelines)	○	○	○	○
l. Supporting the school to develop own our capacity around induction and mentoring	○	○	○	○
m. Sustaining induction and mentoring in my school beyond the end of the pilot programme	○	○	○	○

Effectiveness of the Induction and Mentoring Pilot Programme

19. Please rate how effective the Massey University Induction and Mentoring Pilot Programme has been in terms of the NZTC essential components of an effective induction programme:
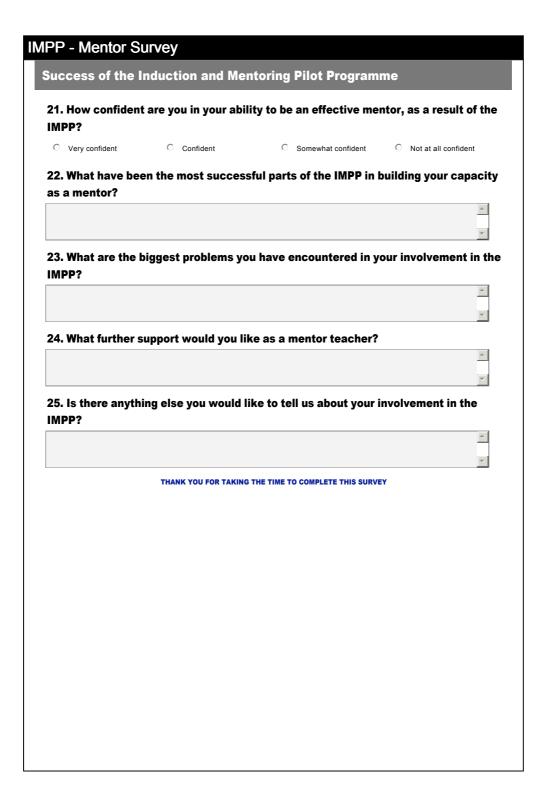
	Very effective	Effective	Somewhat effective	Not at all effective
a. There is a clear programme vision	○	○	○	○
b. There is institutional commitment and support for the programme from the school	○	○	○	○
c. Quality mentoring is a central (but not the sole) component	○	○	○	○
d. The programme is based on clear criteria to guide the learning of and formative feedback for the teacher	○	○	○	○
e. The programme is focused on the daily practice of teachers with their learners	○	○	○	○
f. The programme will provide the support and processes needed so the teacher can move towards gaining full registration	○	○	○	○

IMPP - Mentor Survey

Support From Your School

20. Thinking about the SUPPORT YOU HAVE RECEIVED FROM YOUR SCHOOL while you have been involved in the Induction and Mentoring Pilot Programme (IMPP), please rate your level of agreement with the following statements:
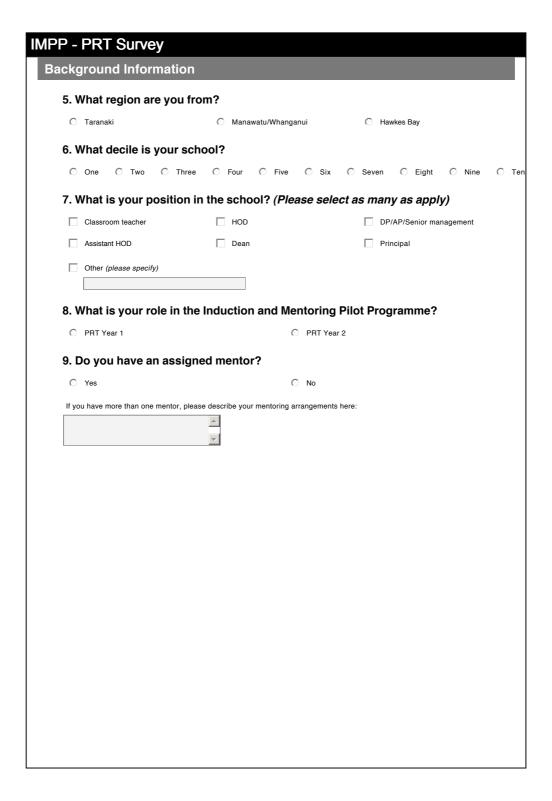
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
a. My school is supportive of my involvement in the IMPP	○	○	○	○	○
b. My school willingly provides resources to facilitate my involvement	○	○	○	○	○
c. My school willingly provides release time to facilitate my involvement	○	○	○	○	○
d. Issues arising as a result of my involvement were dealt with quickly and appropriately	○	○	○	○	○
e. My involvement in the IMPP has had a positive impact on my colleagues	○	○	○	○	○
f. My involvement in the IMPP has had a negative impact on my colleagues	○	○	○	○	○
g. Implementation of new ideas and skills is supported by my principal	○	○	○	○	○
h. My principal has publicly acknowledged my participation in the IMPP	○	○	○	○	○

IMPP - Mentor Survey

Success of the Induction and Mentoring Pilot Programme

21. How confident are you in your ability to be an effective mentor, as a result of the IMPP?

○ Very confident   ○ Confident   ○ Somewhat confident   ○ Not at all confident

22. What have been the most successful parts of the IMPP in building your capacity as a mentor?

23. What are the biggest problems you have encountered in your involvement in the IMPP?

24. What further support would you like as a mentor teacher?

25. Is there anything else you would like to tell us about your involvement in the IMPP?

THANK YOU FOR TAKING THE TIME TO COMPLETE THIS SURVEY

Appendix C: 2010 PRT survey

IMPP - PRT Survey

Background Information

1. What is your gender?

○ Male   ○ Female

2. What is your age?

○ 20-24 years   ○ 45-49 years

○ 25-29 years   ○ 50-54 years

○ 30-34 years   ○ 55-59 years

○ 35-39 years   ○ 60-64 years

○ 40-44 years   ○ 65 years or more

3. What were you doing before you started your teacher training?

○ Study (school or tertiary)   ○ At home (e.g., looking after family members)

○ Another career   ○ Travel

○ Other *(please specify)*

[   ]

4. What subject(s) do you teach?

[   ]

Background Information

5. What region are you from?

○ Taranaki ○ Manawatu/Whanganui ○ Hawkes Bay

6. What decile is your school?

○ One ○ Two ○ Three ○ Four ○ Five ○ Six ○ Seven ○ Eight ○ Nine ○ Ten

7. What is your position in the school? *(Please select as many as apply)*

☐ Classroom teacher ☐ HOD ☐ DP/AP/Senior management

☐ Assistant HOD ☐ Dean ☐ Principal

☐ Other *(please specify)*

[   ]

8. What is your role in the Induction and Mentoring Pilot Programme?

○ PRT Year 1 ○ PRT Year 2

9. Do you have an assigned mentor?

○ Yes ○ No

If you have more than one mentor, please describe your mentoring arrangements here:

[   ]

Your Mentor Teacher

For these questions, please think about your MAIN mentor.

10. What subject(s) does your mentor teach?

11. What position does your mentor teacher have in the school? *(Please select as many as apply)*

☐ Classroom teacher   ☐ HOD   ☐ DP/AP/Senior management

☐ Assistant HOD   ☐ Dean   ☐ Principal

☐ Other *(please specify)*

12. Please name up to 5 specific actions or support your mentor teacher has provided for you this year:

1.
2.
3.
4.
5.

13. Thinking about the specific actions or support you have named in Question 12, how effective have they been in your development as a teacher?

	Very effective	Effective	Somewhat effective	Not effective
First action/support from Q12	○	○	○	○
Second action/support from Q12	○	○	○	○
Third action/support from Q12	○	○	○	○
Fourth action/support from Q12	○	○	○	○
Fifth action/support from Q12	○	○	○	○

14. What support would you like to receive as a beginning teacher, but so far haven't received?

Effectiveness of the Induction and Mentoring Pilot Programme

15. Please rate how successful your mentor has been in terms of the New Zealand Teachers Council's essential components of quality mentoring:

	Very successful	Successful	Somewhat successful	Not at all successful
a. Providing support to the newly qualified teacher in their new role as a teacher	○	○	○	○
b. Facilitating learning conversations with the PRT that challenge and support them to use evidence to develop teaching strengths	○	○	○	○
c. Assisting the teacher to plan effective learning programmes	○	○	○	○
d. Observing the teacher and providing feedback against specific criteria and facilitating the teacher's ability to reflect on that feedback	○	○	○	○
e. Assisting the teacher to gather and analyse student learning data in order to inform next steps/different approaches in their teaching	○	○	○	○
f. Guiding the teacher towards professional leadership practices to support learning in the unique socio-cultural contexts of Aotearoa New Zealand	○	○	○	○
g. Liaising with colleagues to facilitate provision of appropriate support and professional development for the teacher within a professionally focused community of practice	○	○	○	○
h. Providing formal assessment of the teacher's progress in relation to the Satisfactory Teacher Dimensions/Registered Teacher Criteria	○	○	○	○
i. Suggesting professional development suited to current professional needs that may be accessed within or beyond the institution	○	○	○	○
j. Advocating for the teacher if need be in terms of their entitlements as a PRT	○	○	○	○
k. Demonstrating effective teaching	○	○	○	○
l. Listening to and helping the PRT to solve problems	○	○	○	○

IMPP - PRT Survey

Other Comments

16. Is there anything else you would like to tell us about being a PRT or your relationship with your mentor teacher?

THANK YOU FOR TAKING THE TIME TO COMPLETE THIS SURVEY

Appendix D: 2010 facilitator interview questions

School-specific questions

1. Could you describe any special context or circumstances in each school?
2. What barriers to good induction and mentoring have there been in each school? How have they been overcome?
3. What is working well in the school? Why? (Relationships between mentors/PRTs, observations, professional conversations, formal meetings, informal chats, facilitator visits, relationship with partner school, policy development, mentoring/coaching skill development, etc.)
4. What is not working well? Why?
5. How have the knowledge and skills of the mentors changed as a result of the pilot?
6. What changes have occurred in the induction experiences of PRTs as a result of the pilot?
7. How supportive has the school leadership been? Explain.
8. What factors will contribute to the ongoing success of induction and mentoring beyond the timeframe of this pilot? What needs to happen to make it sustainable?

General questions

9. How successful has the induction and mentoring pilot been? How successful have the visits to schools, wiki, partnerships and so on been? What would you change about the model?
10. How useful are the Council's *Draft Guidelines*? Where/how do they work best? (School-specific examples?) What would you change?
11. How useful are the *Registered Teacher Criteria*? Where/how do they work best? (School-specific examples?) What would you change?

Appendix E: 2010 interview questions for mentors, SCTs and PRT Coordinators, and PRTs

Mentor interview questions

1. Checking your background information:
   – What are your teaching subject(s)?
   – What is your position in the school?
   – How long have you been teaching?
   – Who are you mentoring? What are their teaching subject(s)?
   – Did you have any induction and mentoring experience before this pilot?
   – Did you have any coaching and mentoring PD before the pilot?

2. What mentoring activities (formal and informal) have you done with your PRT this year and how successful were they? Can you give some examples?

3. Have you referred to the Council's *Draft Guidelines* or the *Registered Teacher Criteria* in your work with the PRT? How have you used them?

4. Have you used the Self Assessment Tool in your work with the PRT? How? How useful do you find it? What makes it successful or unsuccessful as a tool?

5. How has your relationship with the PRT supported your ongoing learning as a teacher? Specific examples?

6. How well prepared for registration is your PRT as a result of the induction and mentoring they have received? How do you know this?

7. What has been the impact of the Massey pilot on your ability to be an effective mentor? What professional learning have you gained?
   – How successful were the *in-school visits by the advisors* in your mentoring development?
   – How successful were the *cluster meetings/relationships with your partner school* in your mentoring development?
   – How successful was the *wiki* in your mentoring development?
   – What other opportunities have you gained because of Massey's involvement in your school? How successful were these?

8. Has anything prevented effective induction and mentoring in your school? Examples? Have these issues been overcome? How?

9. How supportive has your school leadership been to the pilot process? How have they acknowledged your role in the pilot?

10. What further support, resources, etc. would be necessary for good induction and mentoring to continue in the school after the end of the pilot?

11. Overall, how effective has Massey's support for induction and mentoring been? What would you change and why?

SCT and PRT coordinator interview questions

1. Checking your background information:
   – Do you hold any other position in the school?
   – How long have you been teaching?
   – What is your role in the secondary induction and mentoring pilot?
2. What has been the impact of the Massey pilot on the mentors' ability to be effective mentors? What professional learning have they gained?
   – How successful were the *in-school visits by the advisors* in their mentoring development?
   – How successful were the *cluster meetings/relationships with your partner school* in their mentoring development?
   – How successful was the *wiki* in their mentoring development?
   – What other opportunities have you or the mentors gained because of Massey's involvement in your school? How successful were these?
3. Have mentors been using the Self Assessment Tool in their work with PRTs? How? Are you using the SAT in a wider school context? How? How useful do you find it? What makes it successful or unsuccessful as a tool?
4. Has anything prevented effective induction and mentoring in your school? Examples? Have these issues been overcome? How?
5. How supportive has your school leadership been to the pilot process? How have they acknowledged your role in the pilot?
6. What further support, resources, etc. would be necessary for good induction and mentoring to continue in the school after the end of the pilot?
7. Overall, how effective has Massey's support for induction and mentoring been? What would you change and why?

PRT interview questions

1. Checking your background information:
   - What are your teaching subject(s)?
   - What is your position in the school?
   - What contract are you on? (LTR, permanent, full-time, part-time, etc.)
   - Where did you do your initial teacher education?
   - What were you doing before becoming a teacher?
   - Who is your mentor? What are their teaching subject(s)? What is their position in the school?
   - Were you mentored at all in your teacher education? How was this done?

2. What mentoring activities (formal and informal) have you done with your mentor this year and how successful were they?

3. Has your mentor referred to the Council's *Draft Guidelines* or the *Registered Teacher Criteria* in their work with you? How have you used them?

4. Have you used the Self Assessment Tool? How? How useful do you find it? What makes it successful or unsuccessful as a tool?

5. Do you feel confident as a teacher? How effective is your mentor at providing the support that you need as a beginning teacher?

6. What would you still like to learn?

7. What role(s) has your mentor taken in their relationship with you?
   Observer (Observing the PRT's lessons, preparation, attitude and professional behaviour)
   Provider of feedback (Discussing the PRT's performance in teaching)
   Role model (Making their own practice and knowledge accessible to the PRT)
   Counsellor (Providing emotional support and/or helping the PRT with personal or professional problems)
   Change agent (Involving the PRT in efforts to rethink and reform school and classroom practice)
   Instructor (Giving the PRT specific instructions on how to teach and manage the classroom)
   Manager (Ensuring school routines are observed by the PRT)
   Assessor (Having responsibility for assessing the PRT's progress towards registration)
   Coach (Stimulating the PRT to think about his or her teaching)
   Political agent (Working up, down and across systems on behalf of the PRT, as well as supporting the PRT in self-advocating)
   Inquirer (Encouraging and modelling ongoing professional learning behaviours)
   Collaborator (Mentor and PRT are mutually supportive and learning from each other)
   Critical friend (Offering constructive critique to the PRT about their teaching)
   Resource provider (Ensuring the PRT has access to departmental resources and information about school systems)
   Confidence builder (Assist the PRT to build confidence in themselves as a teacher)
   Sounding board (Acting as a sounding board to test out ideas and talking about difficulties)

8. What is the most important role that a mentor should take?

9. PRT2 ONLY: How well prepared for registration do you feel as a result of the induction and mentoring you have received?

Appendix F: 2011 Sustainability plan for one pilot school

Vision: The induction and mentoring lead team at a pilot school are seeking to develop confident and competent educators with a strong commitment to the pilot school. Through effective professional nurturing we will enable our students to become confident and competent lifelong learners				
Areas	**Action 1**	**Action 2**	**Action 3**	**Final Outcomes**
Appraisal/ *Registered Teacher Criteria* **and SAT**	SATs as a coaching and mentoring tool SATs as a training tool for new mentors Linking *Registered Teacher Criteria* to appraisal (professional growth)	HODs and *Registered Teacher Criteria* training, PD** and plan for the "Big HODs" – eventually merging so that all HODs will be trained mentors. Possible Massey PD	Whole school approach to the *Registered Teacher Criteria* Appraisal trials	2011 *Registered Teacher Criteria* to become an integrated part of the school-wide appraisal system.
PRT programme: support and development	Unpacking what is currently occurring, link to I/M* plan Delegation of roles within the process of training of PRTs Communication between PRT Coordinator prog and mentoring prog to be improved	PRT Coordinator to oversee compliance and systems? Pilot lead team role to support the PRTs through Coaching and mentoring programme	Review of the I/M plan to reflect this shift	PRT Coordinator role and responsibilities integrated into school's strategic planning
Training new mentors and critical friends	Development of New Mentors handbook Meeting with new mentors Identifying needs for appraisal, seeking volunteers via Principal, reviewing appraisal process	Use of handbook with the new mentors Regular meetings with the new mentors and volunteer mentors Meeting needs analysis Observations timetable for appraisal schedule	Process to be unfolded to HODs and whole staff	All HODs are mentors of their department colleagues A system of every teacher having a critical friend on the staff

* I/M = induction and mentoring

** PD = professional development