# Learning to Teach

## A Survey of Provisionally Registered Teachers in Aotearoa New Zealand

Marie Cameron,
Rachel Dingle and
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New Zealand
Teachers Council
*Te Pouherenga Kaiako o Aotearoa*

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## A Survey of Provisionally Registered Teachers in Aotearoa New Zealand

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

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# Foreword

In 2006 the New Zealand Teachers Council launched the *Learning to Teach* research programme to investigate the quality of advice and guidance provided for provisionally registered teachers in early childhood education services, Māori medium settings and in other primary and secondary schools. This induction period of provisional registration is increasingly viewed as the 'final practicum' of initial teacher education.

The report from the first phase of the research programme, which was carried out by the New Zealand Council for Educational Research (NZCER) and entitled *Learning to Teach: A Literature Review of Induction Theory and Practice*, was published in early 2007. This report by Marie Cameron provided a critical review of New Zealand and international literature describing best practices, underpinning theories and evaluations of approaches to induction, including mentoring and the assessment of newly qualified teachers.

For the second stage of the *Learning to Teach* research programme, the researchers were asked to investigate how the mandated programmes of advice and guidance were experienced by provisionally registered teachers. Through a national survey and follow up focus group interviews, they asked the teachers what their induction had consisted of, what they had valued, and what barriers they had encountered. This project was carried out by a team from NZCER and built on the findings from the literature review by the lead researcher, Marie Cameron. With Rachel Dingle and Keren Brooking, this team have completed a report rich in data about induction practices in Aotearoa New Zealand. Not only will the Teachers Council find this report extremely useful as an evidence base for building policy for provisionally registered teachers, but so will many other groups in the education sector.

Our sincere thanks go to the reference group who helped guide this research and responded to draft reports. The group included representatives from Te Tari Puna Ora o Aotearoa, the Ministry of Education, the New Zealand Post Primary Teachers Association, the New Zealand Educational Institute Te Riu Roa and the Council's own early childhood and Māori medium advisory groups. They made a significant contribution to the outcome of this research.

The Council is pleased to make this report available to the wider education community. The findings are extremely helpful in casting light on induction practices for newly qualified teachers in New Zealand. Some of the findings will cause concern, and others are a tribute to the many people in the profession who are committed to supporting provisionally registered teachers in a highly professional way.

The Council is committed to working with the profession to ensure that quality advice and guidance is accessed by all provisionally registered teachers, who will in turn, enrich the wider profession and the quality of teaching and learning in Aotearoa New Zealand.

Dr Peter Lind
Director
June 2007

# Acknowledgements

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Jane Gilbert of the New Zealand Council for Educational Research, as project sponsor, was a source of sage advice as well as providing detailed and thoughtful appraisal of the first draft of the report. We are grateful to Joanne Edgecombe and Christine Williams for their patience and diligence in preparing this report.

Finally, there would be no report without the co-operation of hundreds of teachers who were prepared to give up their precious time at the end of the school year, and into the Christmas break, to complete our surveys. Also, we are grateful to the many teachers who, at very short notice, set aside their other plans to attend focus groups in their own time. We owe these teachers an enormous debt of gratitude.

Thanks also to: the School of Teaching, Learning and Development in the Faculty of Education at the University of Auckland; the Auckland Kindergarten Association; the Franklin Kindergarten Association and Wellington colleagues for providing venues for the focus groups.

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# Executive summary

The early years of teaching (the induction phase) are now acknowledged to be a critical stage in the development of a teacher's career, influencing both the quality of their teaching and their retention in the profession (Cameron, Baker, & Lovett, 2006; Cochran-Smith, 2004; Kane & Mallon, 2006; OECD, 2005; Renwick, 2001). Experiences at the start of their teaching careers shape teachers' commitment to developing their practice, their work with colleagues, young learners and families, and their attitudes to the importance of lifelong learning. In New Zealand the decision about the awarding of full teacher registration status is based on attestation by the school principal or equivalent person in an ECE centre/service that the applicant is a satisfactory teacher, as demonstrated by evidence of formal processes of induction involving appraisal and supervision. While New Zealand has been a world leader in the provision of funding for the induction of provisionally registered teachers (PRTs) in schools, and has recently provided induction funding for teachers in early childhood education (ECE) services, there is evidence that not all PRTs are receiving their entitlement to structured programmes of mentoring, professional development, targeted feedback on their teaching, and assessment based on the requirements for full registration as a teacher (Anthony, Haigh, Bell, & Kane, 2007; Cameron, 2007). This raises concerns about the extent to which current induction policies and practices contribute to teacher competence and provide assurance that PRTs have the knowledge and skills to justify their full registration.

The New Zealand Teachers Council has identified the two-year induction period for PRTs in ECE services, primary and secondary schools, and Māori medium settings as the priority area for it to strengthen the quality of the teaching profession. It commissioned a three-stage programme of research on teacher induction for 2006–2007. The first stage, by the New Zealand Council for Educational Research (NZCER), resulted in the publication of *Learning to Teach: A Literature Review of Induction Theory and Practice* (Cameron, 2007).

This NZCER report *Learning to Teach: A Survey of Provisionally Registered Teachers in Aotearoa New Zealand* constitutes the second stage of the research. The first part of this report provides the findings from a national survey in November 2006 of PRTs in ECE services, primary and secondary schools,[1] and Māori medium settings towards the end of their second year of provisional registration. The second part outlines the findings from focus groups of teachers in February/March 2007 who reported systematic and supportive induction practices in their survey responses. Both phases were designed to contribute information on PRTs' orientations to their

[1] We use the terms "workplaces" and "learning centres" to refer to school and ECE services places of employment.

workplaces; the extent to which they received their induction entitlements; the use of the PRT teacher time allowance; their mentoring experiences; the feedback and guidance they received on their teaching and other aspects of their work; the degree to which their advice and guidance programmes were targeted to their identified needs; the collegial support they experienced; the provision of formative and summative feedback; the evidence that their principals or equivalent person in the ECE sector used to attest that the requirements for full registration had been met; other opportunities for professional learning; their overall satisfaction as teachers, and their suggestions for improving the system of advice and guidance for PRTs.

NZCER developed two versions of a PRT survey instrument. The first was for teachers in schools, and the second for those in ECE centres/services. The Teachers Council sent the surveys to the home addresses of all PRTs in their second year of teaching for whom it had contact information. Application forms for provisional registration do not require applicants to specify the teaching sector to which their qualifications apply, so the database did not show this information unless applicants were already employed when they applied for provisional registration. Surveys were sent to 1834 primary, secondary, and Māori medium context teachers, and 908 ECE teachers. Over 50 teachers contacted us because they had been sent the incorrect survey, so it is likely that this also occurred for other teachers who may not have contacted us to obtain a correct version. Overall, 571 PRTs (204 primary, 157 secondary, 178 ECE, four teachers in Māori medium contexts, and 28 unknown school sector) returned completed surveys. Response rates of 24 percent for ECE and 23 percent for schools were obtained. While the surveys were anonymous, respondents were asked to complete a permission form with name and contact details if they were prepared to be contacted for participation in focus groups. Three hundred and forty teachers returned permission forms. When the survey forms were returned the data was entered into a SAS/STAT® software dataset. All data analysis for this report was generated using SAS software[2]. Teachers who indicated that they had had systematic and supportive induction programmes were then matched against those who had indicated that we could contact them for focus groups. Teachers in this category were employed throughout New Zealand, and we held focus groups in areas where there were enough potential participants. This resulted in seven focus groups situated in or near three major New Zealand cities. Notes were taken at all focus groups which were audio-taped, and summarised. Common themes across summaries were identified.

The two respondents in Māori medium contexts who reported systematic and supportive induction programmes were interviewed by telephone in Māori by a Māori researcher.

While the study has provided useful and comparative information on the range and quality of induction experienced by teachers in ECE services, primary, and secondary schools, there is inadequate information on induction in Māori medium settings. Feedback from the teachers who did participate suggests that the issues and priorities in these settings are rather different, and that

[2] Copyright, SAS Institute Inc., Cary, NC, USA.

approaches that involve more than "translation" of mainstream requirements will be necessary. We suggest that this issue be a specific focus of the Phase 3 (case study) research.

The central findings from our study tell us:

1. Many teachers began their period of provisional registration uncertain about their entitlements to an induction programme and their responsibilities to their registration body, the New Zealand Teachers Council. This is not a good start for the development of teachers with a strong sense of responsibility to their profession, its standards, and to their own professional learning. The research suggests that it would be worthwhile for the Teachers Council to strengthen its professional connection with teachers at the time they first apply for provisional registration. This would ensure that all PRTs know about the support that their workplaces are funded to provide, and what is expected of them as PRTs during the induction process. This initial contact would also enable the Teachers Council to establish its ongoing role as the professional body for all registered teachers early in their careers.

2. Many teachers in primary schools and the ECE sector began their teaching careers in relieving positions, and had several teaching positions in their first two years of teaching. This may have worked against schools "owning" and taking responsibility for PRTs when they were employed as temporary staff members. It may have impacted on the consistency of their support. The high levels of teacher turnover evident in this study are likely to have implications for the workplaces that lose teachers, those that re-employ them, and the consistency of teaching and learning programmes.

3. Some teachers, particularly in the ECE sector, were expected to take on management or other responsibilities in their first year as a PRT. Too much challenge too early in a career has the potential to create challenges to health and wellbeing and may divert PRTs' energies from their teaching practices.

4. While most PRTs were provided with an orientation to their workplaces, a significant minority of teachers found this to be of limited help. Twenty percent of PRTs in schools did not have an opportunity to meet with the principal of their school during their first week of employment. When this did occur, two-thirds of primary teachers and a third of secondary teachers reported that meeting with their principal was helpful.

5. Almost all PRTs indicated that they felt welcomed and valued as a staff member and PRTs in schools reported that a number of teachers as well as their tutor teacher had supported them.

6. There were differences between sectors in the levels of commitment shown to the induction of PRTs. A large proportion of PRTs in all sectors considered that it was up to them personally to seek out assistance, although this was much higher in the ECE sector. About a fifth of ECE and secondary teachers and 14 percent of primary teachers considered that they had been left alone to "sink or swim". Twenty percent of ECE teachers, 26 percent of secondary teachers, and 12 percent of primary teachers reported that in their learning centres

the registration process was seen primarily as a compliance exercise for audit purposes rather than as a support process.

7. Twenty percent of secondary teachers were teaching subjects for which they were not qualified and/or trained. The more they were required to teach out-of-field the more likely they were to disagree that their school acknowledged their status as a beginning teacher, and the more likely they were to agree that no-one was really interested in how they were getting on as a teacher. This situation has implications for the quality of teaching received by some secondary students.

8. All learning centres are funded to provide time to support the professional development of their PRTs and many PRTs did not have access to all of their mandated time allowance. More than half of the secondary teachers were teaching, on average, an hour more than provided for in their employment contracts, which reduced their non contact time and time available for advice and guidance.

9. Teachers in primary and secondary schools reported using a significant proportion of their time allowance for planning, preparation, and assessment. Their advice and guidance time was also used for extra-curricular, administrative, and other responsibilities. Less time was used for learning from other teachers. While most teachers in all sectors used some of their time allowance to document their progress towards full registration, this was the most frequent use reported by ECE teachers.

10. Most teachers were assigned a person (mentor) to provide them with individual mentoring and support throughout the two years of provisional registration. However, a small percentage of secondary teachers (12 percent), primary teachers (5 percent), and ECE teachers (8 percent) did not have anyone specifically assigned to support and supervise them during their induction.

11. PRTs in all sectors rated mentor provision of emotional support and encouragement as the most important mentoring activity. This occurred frequently for two-thirds of school teachers, and half of the ECE teachers. Good working relationships are essential if PRTs are to be responsive to feedback from others on their progress, strengths, and learning needs as teachers.

12. Around half of the PRTs believed that it was “very important” to have advice and guidance programmes that pinpointed their individual needs, set goals, and provided planned experiences to achieve the goals, and about three-quarters considered that this had occurred for them. However, analysis of the types and frequency of feedback in relation to their teaching indicated there were areas, such as using assessment to inform future teaching, which could have been given more focus.

13. PRTs highly valued being observed while teaching and receiving formative feedback. Primary teachers were observed most often and ECE teachers least often. It is possible that almost a fifth of ECE teachers may not have been formally observed.

14. PRTs typically did not have frequent opportunities to observe their mentor teaching, with around half reporting that they had not seen their mentor teaching at all. This finding may indicate a reluctance of some mentors to open up their classrooms to the scrutiny of others or lack of common time for this to occur. Although time is available for this to occur in primary schools, primary PRTs were only slightly more likely than their secondary colleagues to have observed their mentor teach. In contrast, while similar numbers of ECE teachers reported seeing their mentor teach, they were somewhat more likely to have done so more often.

15. In many schools, teaching continues to be a private act, with infrequent opportunities for teachers to watch and learn from their colleagues' teaching. Few secondary teachers had frequent opportunities to observe other teachers, compared with 60 percent of primary teachers. The data also show that only a third of teachers in primary schools, and 11 percent in secondary schools rated observations of other teachers as "very important". We suggest that this could be because mutual classroom observations are rarely part of schools' collective approaches to improving teaching, and therefore observations are seen as something that is done by PRTs or for appraisal purposes rather than as a development activity between colleagues. More than half of the ECE teachers indicated that they had observed other teachers and children in their centre/service frequently, although it appears that over a quarter may not have observed other teachers at all. Over half of ECE teachers considered it to be "very important" to observe colleagues and children.

16. Significant numbers of PRTs appeared to have missed out on formative feedback on important aspects of effective teaching:

    a) Around 40 percent of teachers in all sectors were not given feedback on their encouragement of critical thinking.

    b) ECE teachers were much more likely to report being given feedback on how they were linking the curriculum with children's interests and needs (74 percent), compared with 59 percent of primary teachers and 33 percent of secondary teachers.

    c) ECE teachers were much more likely to be provided with assessment of their efforts to reflect and value te au Māori. Fifty-nine percent of PRTs in ECE teaching contexts reported receiving feedback on their support of te reo Māori me ona tikanga in their programmes, compared with 32 percent of primary PRTs and 29 percent of secondary PRTs. Forty-five percent of ECE PRTs reported feedback on inclusive practices for Māori students, compared with 34 percent of secondary PRTs and 27 percent of primary PRTs. Given that supporting and increasing Māori achievement throughout the education system is a key focus for the Ministry of Education, the low levels of guidance for new teachers in supporting Māori learners is concerning.

d) Feedback on how PRTs were communicating with parents and families was provided for 72 percent of ECE PRTs, 59 percent of primary PRTs, and 33 percent of secondary PRTs.

e) Primary PRTs were much more likely to have been given feedback on using children's assessment results to plan further learning for individuals and groups. Seventy-two percent of primary teachers reported that they were given this feedback compared with 63 percent of ECE PRTs, and 44 percent of secondary teachers. Seventy eight percent of primary teachers, 63 percent of secondary PRTs, and 57 percent of ECE teachers reported that they had been given formative assessment on how they provided feedback to children on their learning.

17. PRTs tended to be uncertain about the criteria that were used to assess their achievement of the criteria for full registration although more ECE teachers (62 percent) indicated that the Satisfactory Teacher Dimensions were used, compared with 40 percent of primary and secondary teachers. Around a third of primary and secondary teachers did not know what criteria were used.

18. There was a strong message from the surveys and focus groups that teachers in all sectors wanted more direction about the evidence required to satisfy the Teachers Council that they have met requirements for full registration. Many teachers (particularly those in the ECE sector) reported investing a lot of effort into gathering material as evidence of their having participated in an advice and guidance programme, but they were uncertain if they were meeting the requirements. Some PRTs reported that regular attendance at PRT workshops that were focused on the discussion and documentation of their attainment of the Satisfactory Teacher Dimensions provided a strong source of support and specific guidance. Unfortunately, few PRTs were able to access these programmes.

19. Limited numbers of teachers participated in external professional learning opportunities offered by subject associations or external agencies such as those offered by School Support Services. Consideration could be given to encouraging and increasing PRT participation in high-quality external supports throughout their induction period.

20. Towards the end of their second year as teachers, while the majority reported that they were still enjoying teaching, 16 percent of ECE teachers, 23 percent of primary teachers, and 21 percent of secondary teachers were not as happy about teaching as they had expected to be.

21. Twenty percent of secondary teachers, 17 percent of primary teachers, and 11 percent of ECE teachers did not expect to be teaching in five years' time.

22. Overall, this study demonstrates that the current system of support and assessment for PRTs depends largely on the capabilities and learning conditions in their workplaces, with primary teachers more likely to report induction that assisted them to develop confidence and skill in teaching and made a difference to their students' learning. PRTs typically reported that while their colleagues were very willing to share ideas and resources, there were infrequent

opportunities for scheduled work together that was focused on strengthening children's and young persons' learning and achievement. More primary teachers than secondary teachers reported taking an active part in whole-school professional development, being involved in collaborations with their colleagues, and receiving guidance and/or encouragement from other teachers. These activities, which involve working alongside others, tackling challenging tasks together, problem solving, and trying things out together, provide settings for new teachers to ask questions, get information, learn how others solve problems, give and receive feedback, reflect, and learn from their mistakes. Louis, Kruse, and Marks (1996) have pointed out that "without professional community, most individual teachers will find it difficult to sustain the level of energy needed to reflect continually on and improve their practice for the benefit of authentic student achievement" (p. 178).

23. It is critical that full admission to the teaching profession is based on sound assessment practices and shared expectations of what is required to earn fully registered teacher status. This study indicates that currently many PRTs are unclear about the criteria that were used to assess their teaching, and may not have been assessed on a number of important Satisfactory Teacher Dimensions. Given that the Teachers Council is reviewing the Satisfactory Teacher Dimensions, and that new graduating teacher standards are to be introduced in 2008, the review of the system for awarding full registration to teachers is timely. The review could provide a fruitful opportunity for the educational community to clarify the requirements for full registration in each sector, and the process by which this is best achieved. Efforts to enhance the quality of teacher learning in the first two years of teaching also provide an opportunity to strengthen the understandings and pedagogy of all teachers, and contribute to enhanced learning for students and children.

24. The results emphasise the importance of mentor selection, so that PRTs have access to a person with the dispositions, personal qualities, and relevant teaching expertise to support them. As well, mentors require allocated time and ongoing professional development to develop their knowledge and skills in the support of PRTs. We suggest that mentors' expertise would be enhanced if they were part of a quality mentoring community external to their workplaces.

25. This study suggests the need for collaboration between all those individuals and agencies that have a stake in teacher induction. This means that the Ministry of Education, the Teachers Council, the Educational Review Office, schools, ECE centres/services, external providers, initial teacher educators, in-service providers, and policy makers need to develop comprehensive and aligned approaches to teacher induction. All participants need to be clear about policies and expectations for the use of the funding for induction. Accountabilities for the use of funding may need to be strengthened, particularly in the ECE sector where funding is new.

# 1. Introduction

Newly qualified teachers in New Zealand employed in the school and ECE sectors are categorised as being "provisionally registered". Employers in schools and ECE centres and services are provided with government funding for two years to provide their PRTs with an "advice and guidance" programme. According to Lind (in Cameron 2007, preface, i) all PRTs are "entitled to a structured programme of mentoring, professional development, observation, targeted feedback on their teaching and regular assessments based on the standards for full registration". At the end of their provisional registration period, PRTs apply to the New Zealand Teachers Council for full registration status. Ideally all teachers would be as positive about their induction experiences as this teacher:

> I have had a great two years. I've been allowed to explore all areas, take on opportunities in and out of school. My tutor teacher is always a step ahead or [standing] behind me. Questions are answered, or investigated if the answers are unknown. I had a supportive team and school. For me, my philosophy on teaching is the greatest thing. I look at it when I feel pressured/or the paperwork seems great. I ask myself "Why did you want to be a teacher?" Then I get back on task. You have to be optimistic. Teachers learn as well as teach. Tutor teachers and PRTs have to work well, find common ground, support each other, utilise the essential skills that we are trying to instil in our students. (Written survey comment from primary school teacher)

However, the available research (Cameron, 2007) suggested that not all newly qualified teachers worked in supportive and collegial environments that built on their knowledge and skills. The previous research provided some indication that there was no room for complacency about the consistency and quality of induction support within the school sector, but did not provide a national picture of induction across all sectors, with gaps most evident in the ECE and Māori medium sectors. Previous research did not provide an overall picture on the type and frequency of induction experiences that teachers experience; whether teachers consider these to be helpful; the induction activities that teachers value and the frequency with which they occur; how evidence for making decisions about full registration is gathered; and the consistency of the full registration process.

Research tells us that experienced teachers are much more likely to stay in teaching when they work in environments with professional work conditions that permit them to work effectively (Futernick, 2007). Similarly, the quality of the professional experience in the early years of teaching is acknowledged as key to teacher retention and teacher quality (Cochran-Smith, 2004; Ingersoll & Kralik, 2004; OECD, 2005; Youngs, 2002). It is because teacher induction is so important to teaching and to children's and young persons' learning that the Teachers Council has

commissioned a series of research projects focusing on this stage in a teacher's career. The project is intended to inform policy development and identify and share successful induction practices in New Zealand. This is the second stage of a three-stage project for the Teachers Council on the induction of teachers in New Zealand and consists of a national survey and focus groups of PRTs. It follows an NZCER literature review *Learning to Teach: A Literature Review of Induction Theory and Practice* (Cameron, 2007). The third stage of the research programme will comprise a set of case studies in selected ECE, kura kaupapa Māori, and school settings to be carried out during 2007.

The report is presented in four parts: the first part analyses the survey results from the ECE teachers. The second part analyses the findings from the survey results from primary and secondary teachers in schools. Focus group findings and insights from telephone interviews of two teachers in Māori medium contexts are presented in the third section. The final section summarises and discusses the key themes emerging from this data.

## Purpose of the research

This research is intended to provide information on the following questions as posed by the Teachers Council:

- What is the nature of current advice for induction and mentoring programmes in New Zealand?
- What are the professional understandings within schools and ECE settings that inform their advice and guidance programmes and the various supporting roles and structural support for PRTs (including use of the support grant and the Beginning Teacher Time Allowance (BTTA))?
- What has been the range of advice and guidance support experienced by PRTs?
- What support did PRTs find useful and transformative, and why? How did such support connect with their pre-service teacher education and with their beliefs about their professional learning needs?
- What external support is provided (e.g. School Support Services) and how effective has this been as perceived by PRTs?
- What are effective practices in gathering evidence of professional learning?
- What are effective practices in assessment of the professional learning of PRTs?

# 2. Analysis of survey results from PRTs in ECE centres and services

## Purpose

The surveys were designed to provide the Teachers Council with data that:

> describe the nature of existing practices, including assessment processes, of advice and guidance programmes accessed by PRTs in a range of settings in New Zealand; and evidence for what is the impact of such programmes on the professional learning of the PRTs (Agreement for Services, p. 9).

## Survey methodology

NZCER developed a single survey instrument for PRTs in a range of ECE centres and services including state kindergartens, private and community-based education and care facilities, and home-based services. The design of the survey instruments benefited from the perspectives of numerous stakeholders, a lengthy and complex process. Appendix A contains the version of the survey instrument that was sent to ECE teachers.

Draft versions of the surveys were sent to the Teachers Council for feedback from the Council and from stakeholder groups. Versions were also sent to key informants in the ECE sector who had assisted us during the literature review stage. Several versions of the surveys were produced before they were acceptable to us and to stakeholders. The survey instruments were divided into nine sections:

1. Details of teacher education programme and school information
2. Orientation experiences
3. Use of PRT time allowance
4. Mentoring experiences
5. Assessment of teaching
6. Other professional development and learning experiences
7. Satisfaction as a teacher
8. Suggestions for improvement of induction into the profession
9. Teacher demographic information

The short time frame for the project did not allow for extensive field testing. A colleague sat alongside three ECE teachers as they completed the draft survey, noting any concerns about the functionality of the survey or content, and discussed these with us. We made minor organisational changes to the ECE survey in response to this feedback.

## Sampling

The Teachers Council provided an anonymised list of teachers who were nearing the end of their second year of provisional registration to NZCER to allow us to produce the ECE samples. It was initially agreed that a sample reflecting gender, ethnicity, dates of birth, sector, type of school or centre, and location would be selected from the list. This approach relied on the specificity and accuracy of the information on the Teachers Council database provided by applicants. Application forms for provisional registration do not require applicants to specify the teaching sector to which their qualifications apply, so the database did not show this information unless applicants were already employed when they applied for provisional registration. As many teachers had applied for provisional registration before they had been appointed to a teaching position, there was no usable information on if or where they were teaching, or the sector in which they were employed. We therefore made the decision to send surveys to all teachers for whom there was the required information rather than to sample. This resulted in a census of all possible respondents.

NZCER produced survey packs containing information about the survey, the survey, a stamped return envelope, and a consent form for teachers to complete if they were willing to allow us to approach them for participation in the focus groups. The Teachers Council addressed and mailed out the surveys to teachers' home addresses indicated on its database, in November 2006. The deadline for responses was 8 December 2006.

## Response rates

We were contacted by approximately 40 ECE teachers who had been sent school surveys; in these cases we sent them the correct survey. It is likely that there were other teachers who received the wrong survey, but who did not let us know this. This is likely to have affected the response rate.

The response rate by the cut-off date was of concern, so the Teachers Council sent out reminder letters via email to those who had not responded. Some reminder letters were posted where email addresses were not available. The reminder letter generated requests from teachers asking for another copy of the survey which was mailed out to them by NZCER with the return deadline extended to 10 January 2007.

Nine hundred and eight surveys were mailed to ECE teachers. Of these, 57 were returned as undeliverable, leaving a sample total of 851. It appears that many teachers changed addresses in the two years following their application for provisional registration. Completed surveys were received from 183 teachers and refusals/unable to participate replies were received from a further 10 teachers giving an overall response rate of 23 percent.

Although this response rate seems low we do not know the actual size of the population we surveyed. Teachers who were provisionally registered two years ago may not have continued in the profession and it is clear that many surveys did not reach their intended recipient. The response rate calculated as a ratio of returned surveys compared with surveys that actually reached PRTs may well be much larger than 23 percent.

The number of survey questions generated considerable data, and responses to the first draft of this report indicated that readers wanted a report with fewer tables for easier readability. For this reason we have placed some of the tables in Appendix C, and included comparisons from the school sector survey.

## Characteristics of the ECE sample

We had surveys returned from four males (around 2 percent) and 179 females (98 percent) in our sample of 183 teachers. This is consistent with the sector workforce which had 1 per cent male and 99 percent female teachers in 2006. The majority of provisionally registered ECE teachers (54 percent) were over 40 years indicating they made up the largest proportion of newly registered teachers in this sector (Table 44, Appendix C).

While Pākehā teachers (71 percent) predominated, Māori comprised 14 percent of our sample. There were more Pasifika respondents in ECE than in our school sample (3.8 percent). Seven percent of ECE teachers were Asian (Table 45, Appendix C).

Around half of the ECE teachers who replied to our survey were employed in privately owned education and care centres, with about a third in community-based education and care centres. Ten percent of replies were from teachers in state kindergartens (Table 1).

Table 1 **Type of ECE service**

| ECE sector | Number | Percentage |
|---|---|---|
| State kindergarten | 19 | 10.4 |
| Education and care (community-based) | 55 | 30.1 |
| Education and care (private) | 91 | 49.7 |
| Home-based ECE service | 8 | 4.4 |
| Other | 3 | 1.6 |
| Unknown | 7 | 3.8 |

About a third of the ECE respondents were in the Auckland region although all regions were represented (Table 46, Appendix C).

The majority of respondents (69 percent) were teaching in all-day services, with 18 percent working in sessional (less than all day) programmes.

Around two-thirds of teachers undertook their teaching qualifications while they were employed in ECE centres (Table 47, Appendix C). This distribution reflects government targets to increase the number of qualified and registered teachers in teacher-led ECE services, resulting in significant numbers of people undertaking their formal teacher preparation while employed in centres.

Two-thirds of first appointments were permanent, with a quarter of teachers taking on supervisory responsibilities in their first year (Table 49, Appendix C). By their second year, over 30 percent of ECE teachers were undertaking supervisory roles.

Two-thirds of respondents had a change of employer during their period of provisional registration (Table 51, Appendix C). Over 40 percent reported having three or more positions. The survey does not provide reasons for the high levels of teacher turnover, although evidence from the focus groups suggested that turnover can be associated with negative employment conditions. Whatever the reasons, teachers may be less likely to experience effective induction when they move from workplace to workplace, although for some teachers, moving made a positive difference to their induction.

Sixty-five percent of teachers recalled receiving a letter of appointment to their teaching position, 21 percent did not recall a letter of appointment, and 14 percent could not remember.

The demographic distribution of the survey responders suggests that the results reported are representative of the ECE PRTs. However, as the response rate seems low we do not know how much non response bias there is in terms of attitudinal data. Therefore, care should be taken when generalising these results.

### *Use of the PRT support grant*[3]

The allowance that centres received for supporting PRTs was used for a range of activities, with attendance at courses noted by over half the teachers (Table 2). It appears that less than half the teachers were provided with a time allowance to work on their registration requirements, while around 22 percent of teachers were not aware how the incentive allowance was used in their first year. Only 13 percent did not know how the allowance had been used in their second year of provisional registration.

[3] The PRT support grant is currently $3,700 for each of two years of provisional registration. It is not paid for long-term relievers or those on fixed term contracts.

Table 2 **Use of PRT support grant in first and second years**

| | First year | | Second year | |
|---|---|---|---|---|
| **Use** | **N** | **Percentage** | **N** | **Percentage** |
| Professional development courses | 101 | 55.2 | 117 | 63.9 |
| Time allowance for me to work on registration requirements | 74 | 40.4 | 85 | 46.4 |
| Attendance at conference(s) and support groups | 64 | 35.0 | 78 | 42.6 |
| Books | 48 | 26.2 | 48 | 26.2 |
| Other | 38 | 20.8 | 45 | 24.6 |
| Don't know | 40 | 21.9 | 24 | 13.1 |

Note: As more than one answer could be given, percentages may not sum to 100.

## Orientation experiences

Most ECE teachers (69 percent) reported that they had a formal orientation to their centre.

Given the small size of most centres it is surprising that almost 20 percent said that they were not introduced to the rest of the staff (Table 3). As in the school sector, about 40 percent did not spend time with their official mentor/supervisor; have expectations for their advice and guidance explained; or were shown the induction support kit *Towards Full Registration*. Only 20 percent were informed about external support groups for PRTs. Given that many learning centres fail to provide this information, perhaps this could be provided to teachers from the Teachers Council as part of the provisional registration process.

Table 3 **Orientation activities**

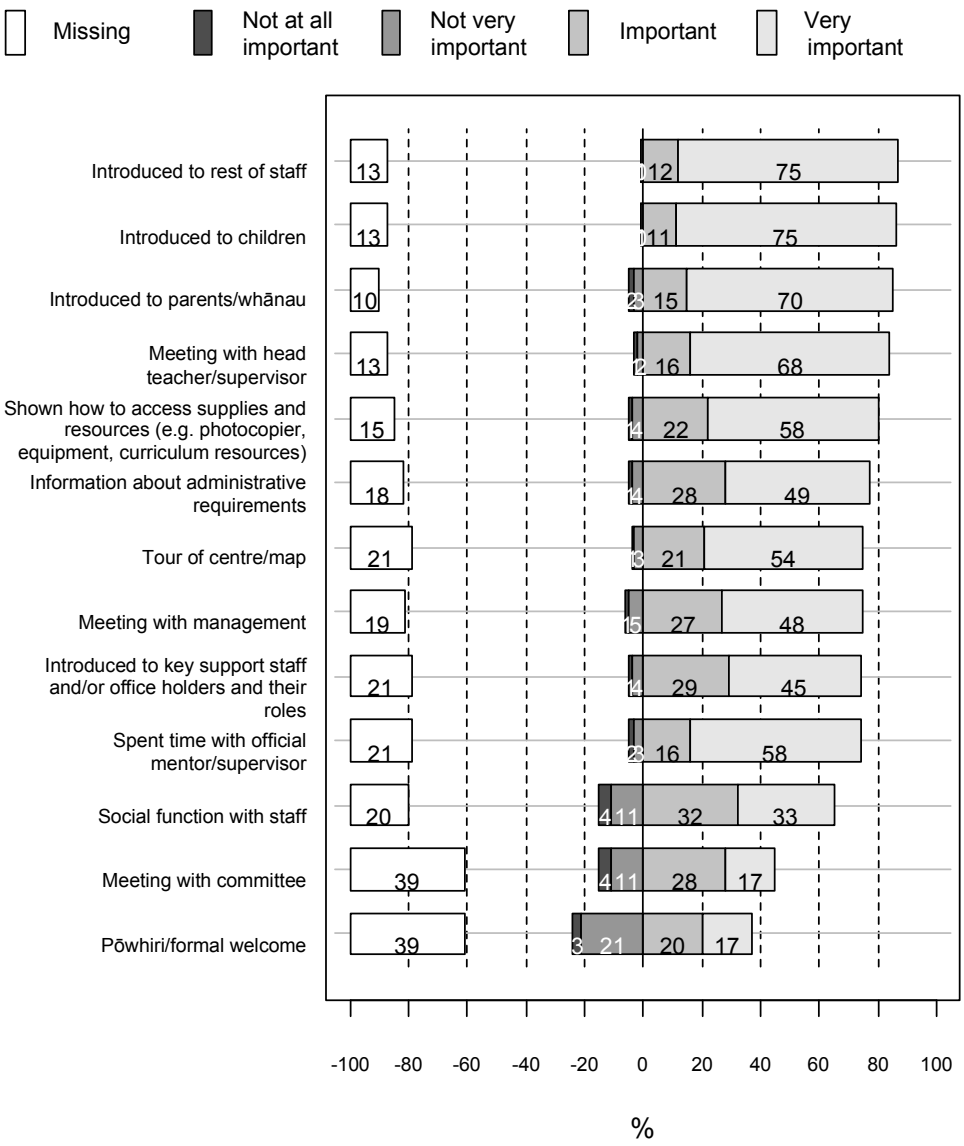
| Activity | N | Percentage |
|---|---|---|
| Introduced to rest of staff | 151 | 82.5 |
| Introduced to children | 142 | 77.6 |
| Meeting with head teacher/supervisor | 141 | 77.0 |
| Expectations for teachers explained | 141 | 77.0 |
| Introduced to parents/whānau | 134 | 73.2 |
| Shown how to access supplies and resources | 126 | 68.9 |
| Key policies and systems explained | 125 | 68.3 |
| Meeting with management | 124 | 67.8 |
| Tour of centre/map | 116 | 63.4 |
| Spent time with official mentor/supervisor | 112 | 61.2 |
| Information about particular centre/service context, decision making, children, community, centre goals and aspirations | 109 | 59.6 |
| Information about administrative requirements | 106 | 57.9 |
| Introduced to key support staff and/or office holders and their roles | 106 | 57.9 |
| Social function with staff | 95 | 51.9 |
| Meetings with other PRTs | 81 | 44.3 |
| The support kit "Towards full registration" was shown to me | 81 | 44.3 |
| Advice and guidance requirements and entitlements explained | 75 | 41.0 |
| Information about professional associations | 62 | 33.9 |
| Information about union | 50 | 27.3 |
| Meeting with committee | 48 | 26.2 |
| Informal "buddy" (not mentor) assigned | 40 | 21.9 |
| Information about beginning teacher groups outside the ECE centre/service | 35 | 19.1 |
| Pōwhiri/formal welcome | 25 | 13.7 |

Note: As more than one answer could be given, percentages may not sum to 100.

The orientation activities that were considered important by PRTs in the ECE sector are shown in Figures 1 and 2. Teachers considered it very important to be introduced to colleagues, children, and parents. Next in perceived importance was information about their work.

Almost all teachers who responded to this question thought it was important to have their advice and guidance requirements and entitlements explained to them, although this had not occurred for 60 percent.

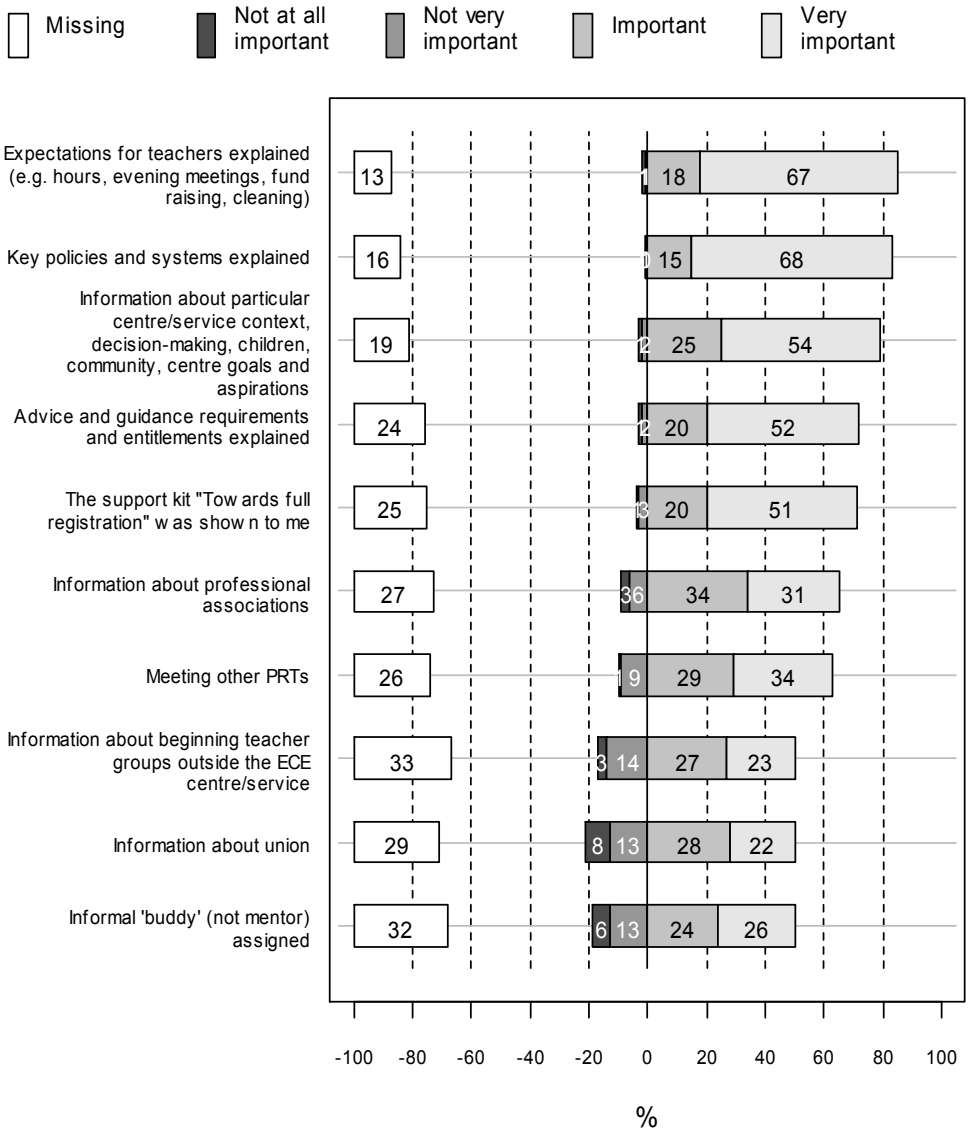
Figure 1 **Importance placed on meeting groups and individuals**




Notes: Where numbers on charts are not clearly legible they are generally less than 5% and therefore not of great importance to the interpretation of the results.

The vertical line at 0% represents a neutral response. The negative axis does not indicate a negative percentage; it highlights a "negative" response.

Figure 2 **Importance placed on other information**




Notes: Where numbers on charts are not clearly legible they are generally less than 5% and therefore not of great importance to the interpretation of the results.

The vertical line at 0% represents a neutral response. The negative axis does not indicate a negative percentage; it highlights a "negative" response.

Less than a quarter of respondents considered that their orientation had helped them to a great extent to make the transition into teaching as a PRT and a similar percentage thought their orientation to their centres was of limited or no help to them (Table 4).

Table 4 **Extent to which orientation programme assisted PRTs**

| | Number | Percentage |
|---|---|---|
| A great extent | 43 | 23.5 |
| A reasonable extent | 67 | 36.6 |
| A limited extent | 41 | 22.4 |
| Not at all | 11 | 6.0 |
| Unknown | 21 | 11.5 |

## Use of PRT noncontact time

Seventy-two percent of ECE teachers reported that they spent noncontact time working on documentation relating to gaining full registration. This figure is somewhat confusing as less than half the teachers had indicated in their response to Question 6 in the survey that they received noncontact time. Over two-thirds of ECE teachers indicated that they used PRT noncontact time for programme planning and for considering evidence of their teaching effectiveness (Table 5). Around two-thirds of early childhood teachers reported using noncontact time for professional reading; assessments with children; locating resources within their centres; and meeting with other teachers. Half of the teachers reported using the time to visit other centres.

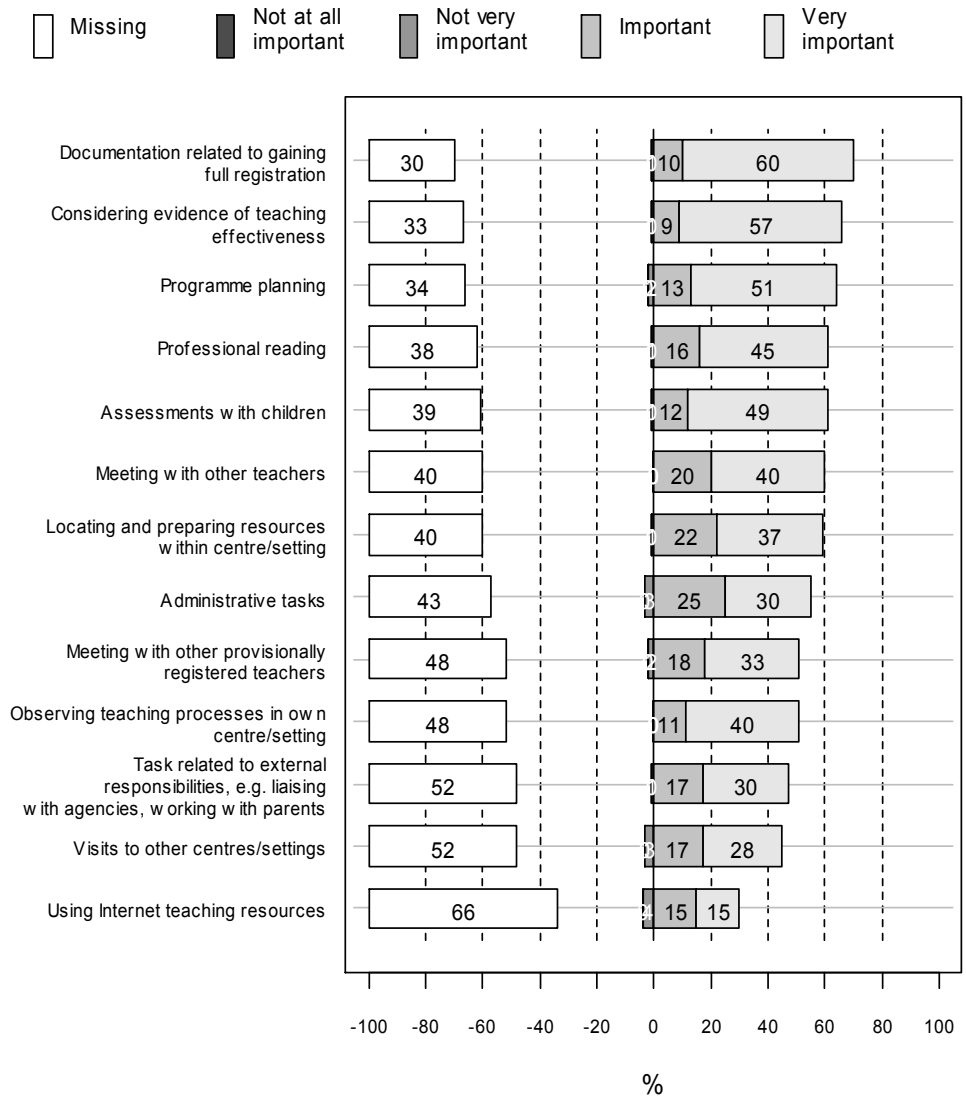
Table 5 **Activities done during PRT noncontact time**

| Activity | N | Percentage |
|---|---|---|
| Documentation related to gaining full registration | 131 | 71.6 |
| Considering evidence of teaching effectiveness | 123 | 67.2 |
| Programme planning | 121 | 66.1 |
| Professional reading | 114 | 62.3 |
| Assessments with children | 112 | 61.2 |
| Locating and preparing resources within centre/setting | 112 | 61.2 |
| Meeting with other teachers | 110 | 60.1 |
| Administrative tasks | 106 | 57.9 |
| Meeting with other PRTs | 98 | 53.6 |
| Observing teaching processes in own centre/setting | 95 | 51.9 |
| Visits to other centres/settings | 91 | 49.7 |
| Tasks related to external responsibilities | 89 | 48.6 |
| Using Internet teaching resources | 60 | 32.8 |

Note: As more than one answer could be given, percentages may not sum to 100.

The areas considered important by teachers aligned well with how they actually spent their time (Figure 3). The large amount of missing data appears to be because teachers did not rate the importance of activities if they had not experienced them personally.

Figure 3 **Perceived importance of activities undertaken in noncontact time**

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# Advice and guidance programmes

## Allocation of an assigned mentor

Almost all ECE teachers (92 percent) indicated that they had an assigned mentor to support their induction.

Teachers' qualitative comments illustrated how promises for support on appointment were not always realised in practice. For example:

> I was promised several times, but my supervisor never quite 'got around to it' over 18 months.

Teachers pointed to difficulties in some centres in finding a fully registered teacher to provide supervision:

> In [xxx] centre we didn't have any registered teachers so I didn't receive any support and guidance.
>
> Still negotiating, as it is very difficult to get a mentor at the moment as the registered teachers whom I approached have already got more than they can cope with.
>
> Our service policy stated that my regional manager will be my 'supervising teacher' but she does not have full registration. I have arranged for a colleague with full registration to be my 'supervising teacher'. My service does not seem to place much importance upon supporting me through the registration process. I now have so much work that I do not have time to meet the requirements of the support and guidance programme.

## Activities undertaken during advice and guidance programmes

Over 80 percent of teachers identified that their advice and guidance programmes included activities that were likely to have assisted them to develop their teaching. These activities included being observed teaching and receiving feedback, discussing children's learning, sharing teaching approaches, and receiving emotional support and encouragement. Most teachers reported that they were helped to pinpoint their learning needs, set goals, and plan to address them. ECE teachers were much more likely to use the Satisfactory Teacher Dimensions as a focus for their induction activities than were primary and secondary teachers (Table 6).

About 57 percent formally observed their mentor teaching in their centre in their first year as a PRT, with this percentage dropping slightly in the second year (54 percent). There did not appear to be a general reduction in induction activities in the second year, and PRTs reported slightly more assistance in some areas.

Table 6 **Activities undertaken as part of the advice and guidance programme in the PRTs' first and second year in the programme**

| | First year | | Second year | |
|---|---|---|---|---|
| **Activity** | **N** | **Percentage** | **N** | **Percentage** |
| Having your mentor/tutor teacher/supervisor observe your teaching, and giving you feedback on your teaching | 154 | 84.2 | 149 | 81.4 |
| Discussing your children's learning with your mentor/tutor teacher/supervisor | 150 | 82.0 | 154 | 84.2 |
| Sharing effective teaching approaches | 145 | 79.2 | 147 | 80.3 |
| Mentor/tutor teacher/supervisor providing emotional support and encouragement | 144 | 78.7 | 146 | 79.8 |
| Observing teachers and children in your centre/service | 143 | 78.1 | 119 | 65.0 |
| Examining documentation of children's learning with other teachers in your centre/service to improve approaches to teaching | 143 | 78.1 | 151 | 82.5 |
| Pinpointing your learning needs, setting personal goals, and planning a systematic programme to meet them | 142 | 77.6 | 145 | 79.2 |
| Assistance with managing children's behaviour | 141 | 77.0 | 131 | 71.6 |
| Sharing teaching with other teacher(s) | 141 | 77.0 | 124 | 67.8 |
| Use of Satisfactory Teacher Dimensions as a focus for feedback on your teaching | 138 | 75.4 | 142 | 77.6 |
| Collaborative work with others in centre/service | 137 | 74.9 | 135 | 73.8 |
| Mentor/tutor teacher/supervisor observing for registration requirements | 136 | 74.3 | 142 | 77.6 |
| Advice on effective communication with parents/whānau | 127 | 69.4 | 121 | 66.1 |
| Mentor/tutor teacher/supervisor helping with assessment | 123 | 67.2 | 120 | 65.6 |
| Mentor/tutor teacher/supervisor helping you adapt your teaching to meet the needs of children who require more individual support | 111 | 60.7 | 118 | 64.5 |
| Observing mentor/tutor teacher/supervisor teaching in your centre/service | 105 | 57.4 | 98 | 53.6 |
| Help with managing your administrative responsibilities | 101 | 55.2 | 113 | 61.7 |
| Help with report writing | 80 | 43.7 | 79 | 43.2 |
| Observing teachers and children in other centres/settings | 66 | 36.1 | 61 | 33.3 |
| Observing mentor/tutor teacher/supervisor teaching in another centre/setting | 24 | 13.1 | 26 | 14.2 |

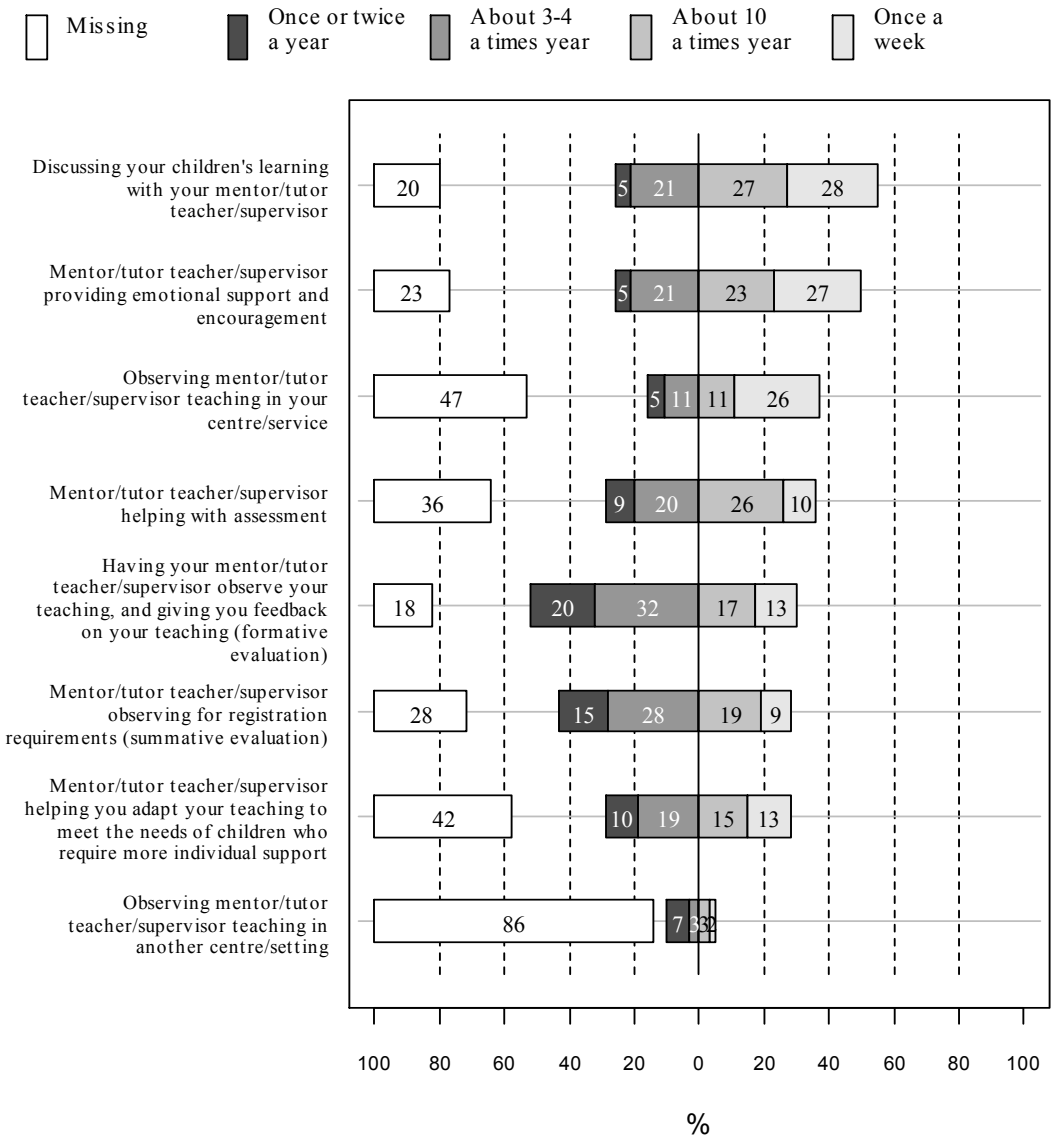
Note: As more than one answer could be given, percentages may not sum to 100.

## Frequency and importance of induction activities

Collaborative work and shared teaching with other teachers occurred most frequently, as did examining and talking about children's learning (Figures 4 and 5). Half the teachers reported frequent opportunities to talk about children's learning with their supervisor. Given the importance to PRTs of consistent personal and emotional support (Commonwealth Department of Education Science and Training, 2002; Stansbury & Zimmerman, 2002), it is somewhat concerning that only 28 percent of ECE teachers reported receiving emotional support and encouragement on a weekly basis. Eighty-three percent of surveyed teachers thought that emotional support provided by mentors was important/very important.

Thirty-seven percent of teachers had frequent opportunities to observe their mentor/tutor teacher/supervisor teaching in their own centre, and a quarter received frequent formative feedback on their own teaching. Around a third of teachers had frequent guidance in pinpointing and planning to address their specific needs and goals, and 40 percent reported that their mentors frequently used the Satisfactory Teacher Dimensions as a focus for feedback on their teaching. Forty-six percent had frequent help with managing children's behaviour. However, only 28 percent had frequent help in adapting learning approaches to children's specific needs. The responses appear to indicate a need for more frequent and more focused attention to assisting PRTs to think about their teaching practices and outcomes for children.

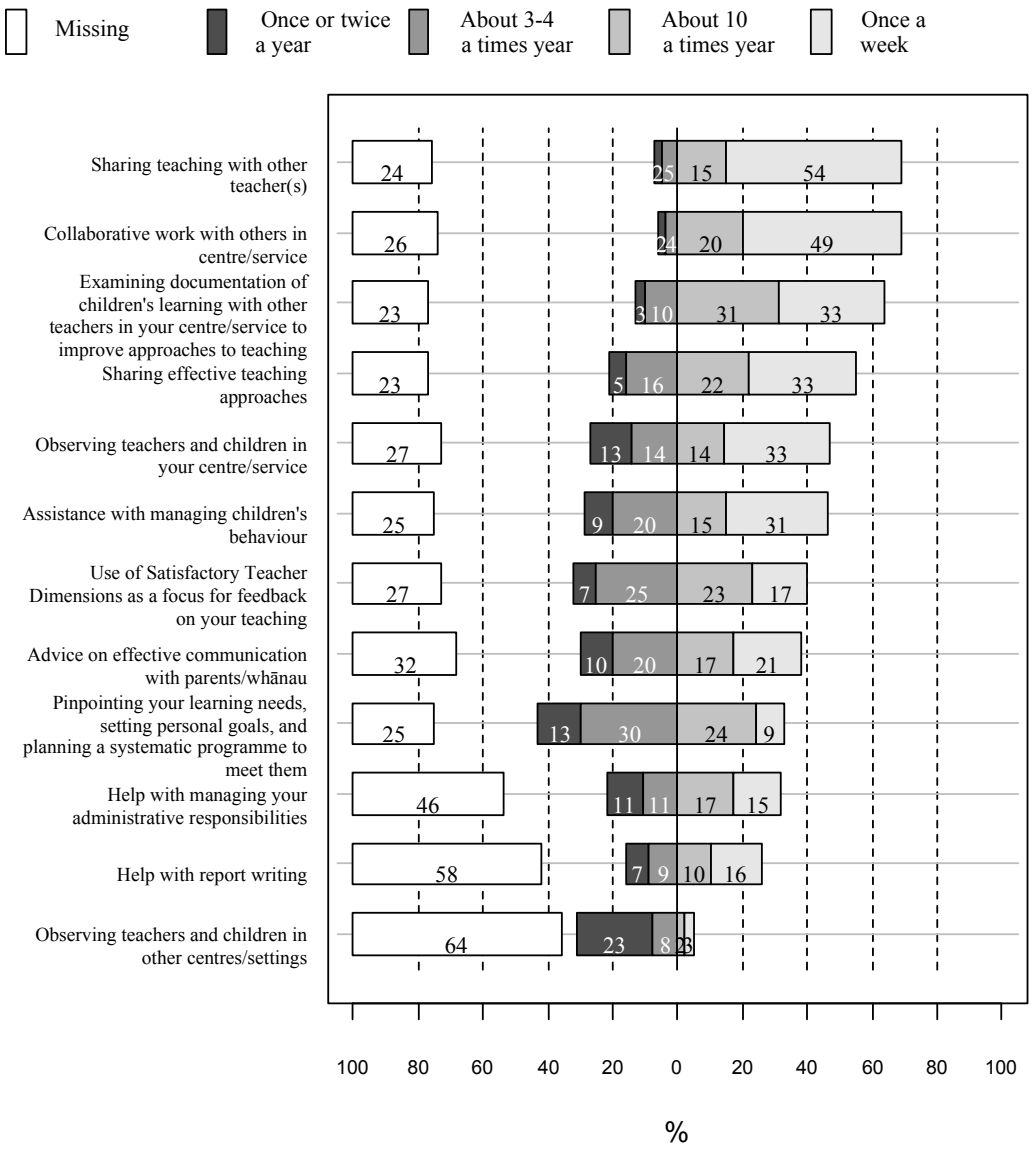
Figure 4 **Frequency with which activities associated with the mentor/tutor teacher/supervisor took place in the first year of the advice and guidance programme**




Notes: Where numbers on charts are not clearly legible they are generally less than 5% and therefore not of great importance to the interpretation of the results.

The vertical line at 0% represents a neutral response. The negative axis does not indicate a negative percentage it highlights a “negative” response.

Figure 5 **Frequency with which other activities took place in the first year of the advice and guidance programme**

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The vertical line at 0% represents a neutral response. The negative axis does not indicate a negative percentage; it highlights a "negative" response.

Our respondents thought that most of the induction activities listed in the surveys were important. Figures 6 and 7 show that over 80 percent of teachers considered it important to: observe their mentor teaching; observe other teachers and children; be observed and receive feedback on teaching; participate in collaborative work; and share teaching approaches with others. All of these activities have the potential to strengthen teachers' pedagogical understandings. Eighty-four percent of teachers thought that it was important/very important to be helped to teach in ways that

addressed children's specific learning needs (however, only 29 percent received this help regularly).

Figure 6 **Perceived importance of activities with the mentor/tutor teacher/supervisor undertaken in the first year of the advice and guidance programme**

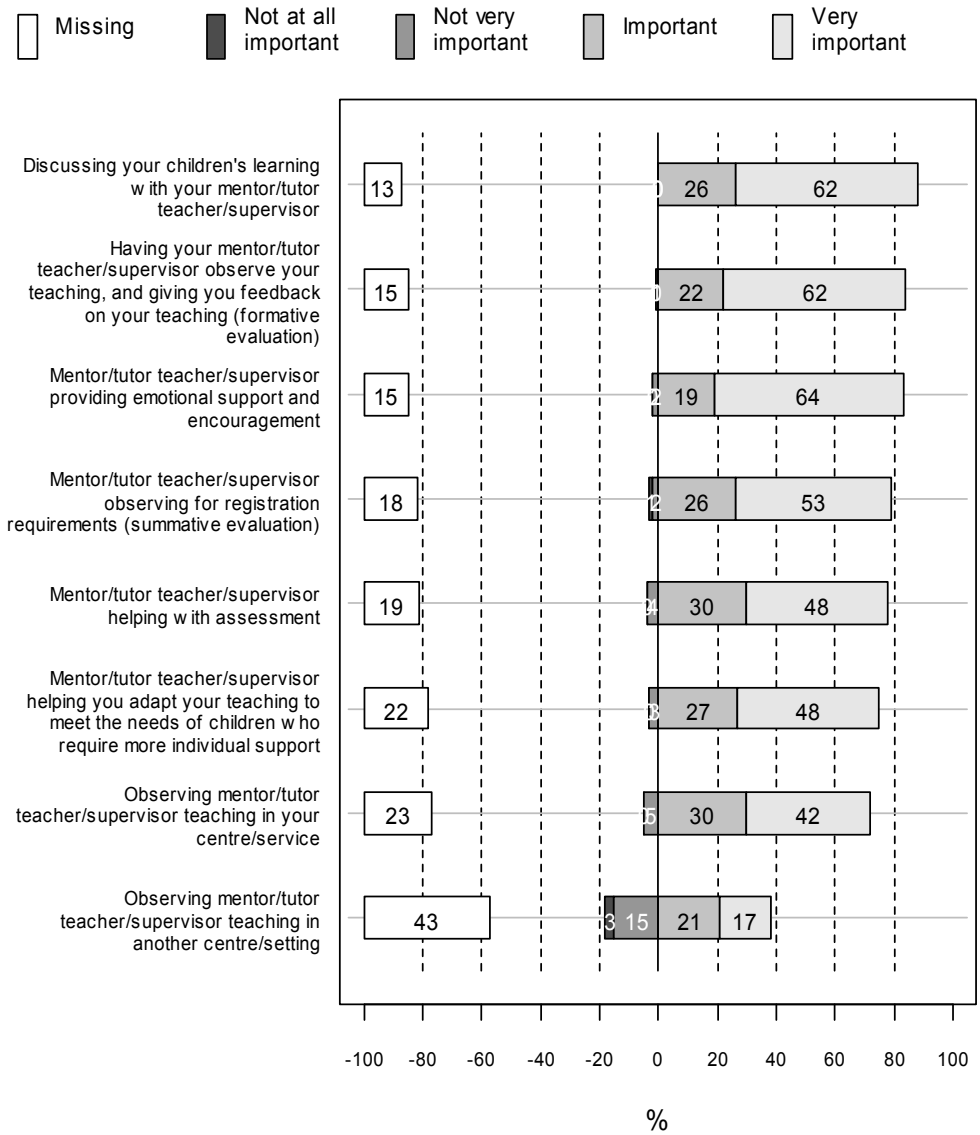


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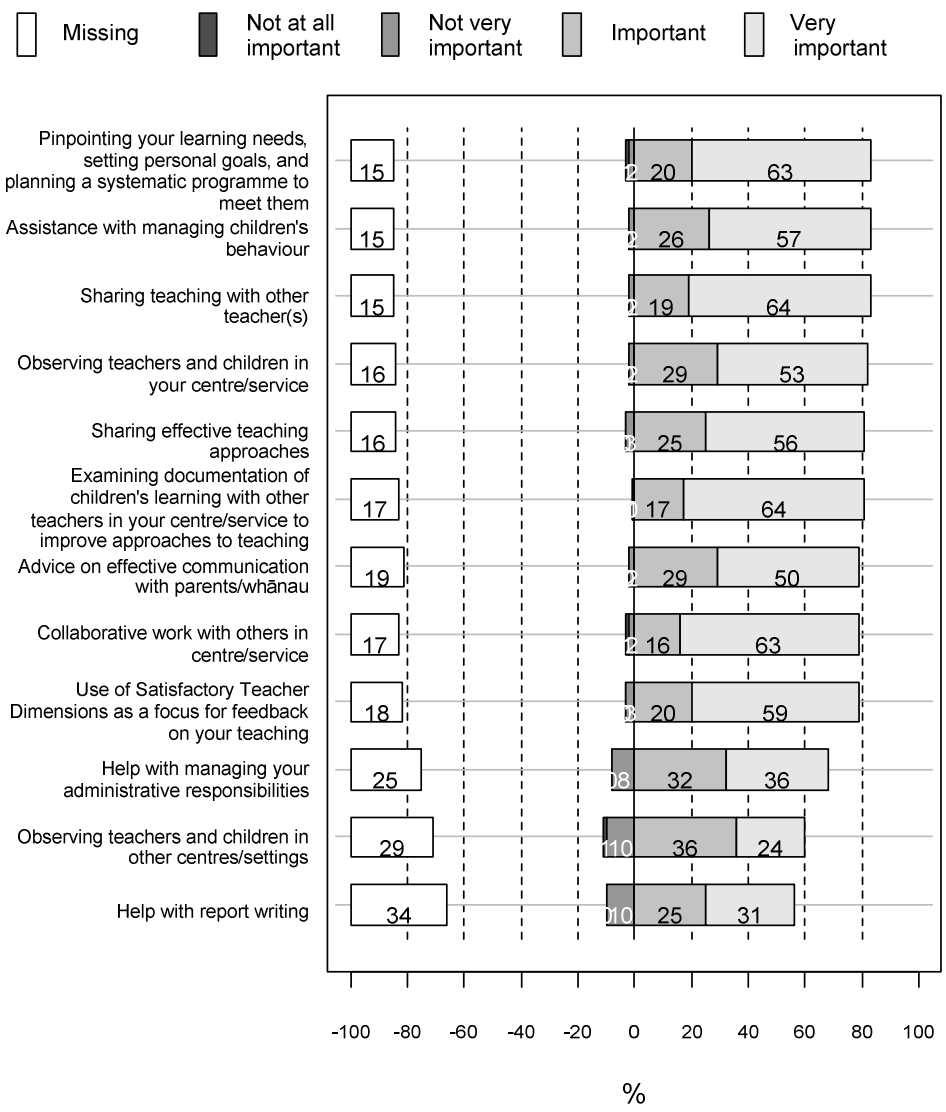
Figure 7 **Perceived importance of other activities undertaken in the first year of the advice and guidance programme**




Notes: Where numbers on charts are not clearly legible they are generally less than 5% and therefore not of great importance to the interpretation of the results.

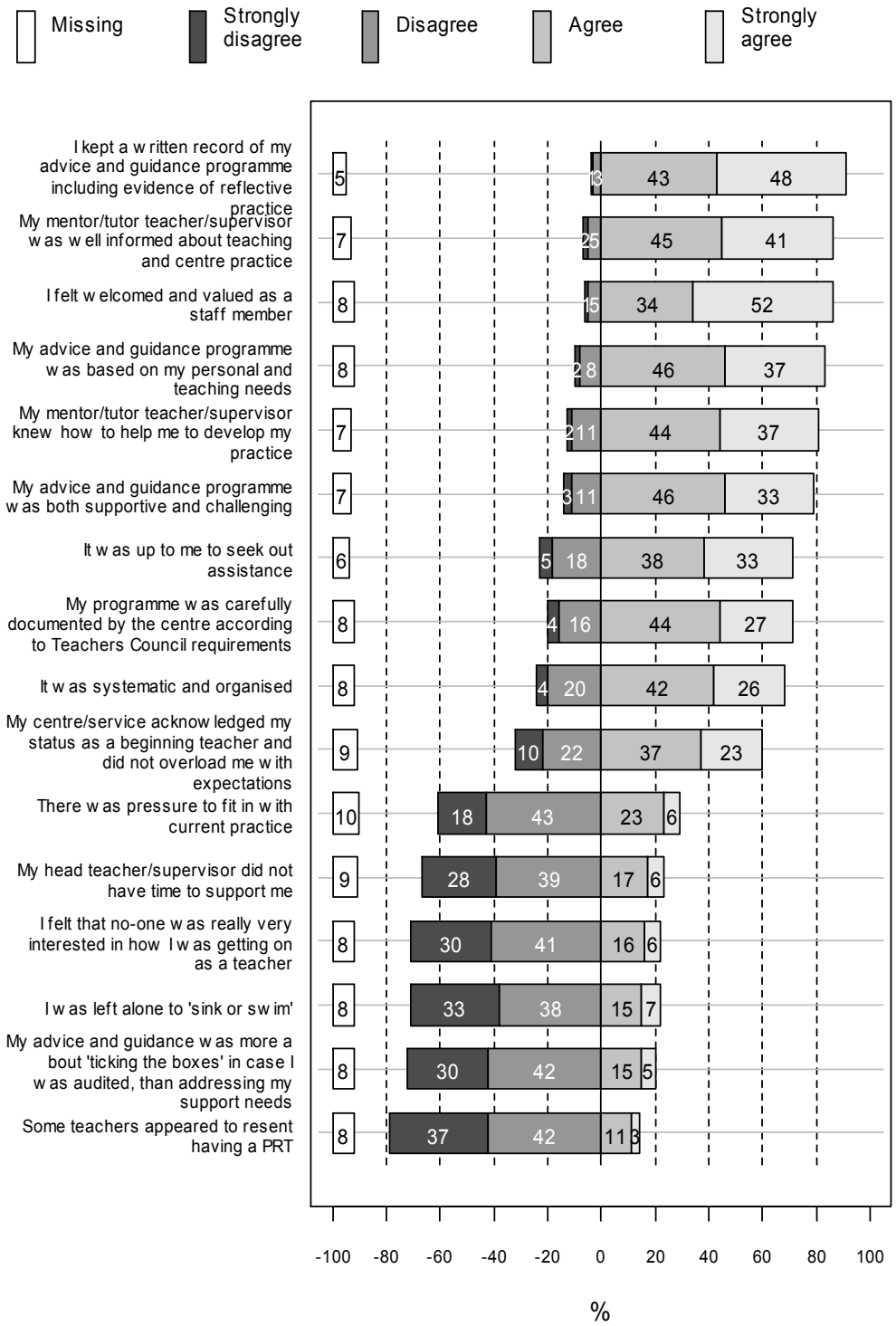
The vertical line at 0% represents a neutral response. The negative axis does not indicate a negative percentage; it highlights a "negative" response.

## ECE teachers' judgements about their advice and guidance programmes

In order to gain a picture of PRTs' views on a number of important aspects of induction, teachers were asked to indicate their level of agreement or disagreement with 16 statements about their own advice and guidance programmes (Figure 8). Because most teachers agreed with most statements, we have emphasised the items where teachers strongly agreed. Fifty-two percent of teachers strongly agreed with the statement that they were welcomed and valued as a staff member, and 48 percent strongly agreed that they had kept a written record of their advice and guidance programme. Forty-one percent strongly agreed that their mentor was well informed about teaching and centre practice, with 37 percent strongly agreeing that their mentor knew how to help them to develop their practice. About a quarter of teachers agreed strongly that their advice and guidance programmes were carefully documented according to Teachers Council requirements, and that their programmes had been systematic and organised. Clearly, many teachers were not strongly positive about important aspects of their induction.

In addition, 20 percent of teachers considered that their advice and guidance programmes were about "ticking the boxes", and the majority (71 percent) of teachers believed that it was up to them personally to seek assistance. Around a third of teachers considered that their status as a PRT was insufficiently acknowledged, and that they were overloaded with responsibilities.

Figure 8 **ECE PRTs' judgements about their advice and guidance programme**

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The vertical line at 0% represents a neutral response. The negative axis does not indicate a negative percentage; it highlights a "negative" response.

## ECE teachers' overall perceptions of advice and guidance programmes

About 40 percent of ECE PRTs judged that their tutor teacher had assisted them greatly to develop skill and confidence in teaching (Table 7). A slightly higher percentage (44 percent) strongly agreed that their tutor teacher had assisted them to meet the Satisfactory Teacher Dimensions. Less than a third of teachers strongly agreed that their induction programme had made a difference to their children's learning and achievement. This finding further suggests that significant numbers of PRTs require professional learning experiences during induction that have been shown to link to enhanced pedagogy and children's learning in ECE education (Mitchell & Cubey, 2003).

Table 7 **Percentages of PRTs assisted to a great extent (ECE sector)**

| Aspect | Assisted to a great extent *(n=183)* % |
|---|---|
| Tutor/mentor/supervisor assisted in developing confidence and skill in teaching | 41.5 |
| Tutor/mentor/supervisor assisted in meeting the Satisfactory Teacher Dimensions | 44.3 |
| Induction programme made a positive difference to their children's learning and achievement | 31.7 |

# Assessment of teaching

Table 8 shows the professional areas where our ECE respondents received formative feedback. Eighty percent indicated that they had been encouraged to reflect on their teaching in order to improve it, and about three-quarters received formative assessment on their curriculum planning and how they communicated with parents. Two-thirds received formative assessment on most other areas of teaching. Areas where less than half the teachers received formative feedback were use of ICT, grouping, and inclusive practices for Māori children (although when compared with the primary teachers they were almost twice as likely to have received formative assessment on inclusive practices for Māori).

Table 8 **Areas where teachers were provided with formative feedback**

| Activity | Number | Percentage |
|---|---|---|
| Encouraging you to reflect on your teaching to improve it | 146 | 79.8 |
| Curriculum planning | 140 | 76.5 |
| Matching curriculum to children's learning needs and interests | 135 | 73.8 |
| Communicating with parents and whānau | 132 | 72.1 |
| Using a range of teaching approaches | 128 | 69.9 |
| Helping with documentation of children's learning | 128 | 69.9 |
| Professional responsibilities and behaviour | 127 | 69.4 |
| Building positive relationships with children | 125 | 68.3 |
| Your relationships with other colleagues | 125 | 68.3 |
| Positive management of child behaviour | 124 | 67.8 |
| Responding constructively to children's disruptive behaviour | 119 | 65.0 |
| Inclusive practices for all children | 117 | 63.9 |
| Using assessment results to plan further learning for individuals and groups | 115 | 62.8 |
| Supporting te reo Māori me ona tikanga | 107 | 58.5 |
| Providing feedback to children on their learning | 105 | 57.4 |
| Encouraging children to think critically | 104 | 56.8 |
| Ways to engage parents in children's assessment | 102 | 55.7 |
| Management of time | 98 | 53.6 |
| Ensuring that assessment is fair, valid, and reliable | 96 | 52.5 |
| Finding appropriate resources | 96 | 52.5 |
| Ways to engage children in their own assessment | 95 | 51.9 |
| Devising an engaging education programme | 94 | 51.4 |
| Use of ICT in your centre planning and teaching | 88 | 48.1 |
| Grouping children for learning activities | 86 | 47.0 |
| Inclusive practices for Māori children | 83 | 45.4 |
| Other | 14 | 7.7 |

Note: As more than one answer could be given, percentages may not sum to 100.

The person most likely to provide formative assessment to ECE PRTs was identified as their mentor/tutor teacher/supervisor (43 percent), with about a quarter reporting that their head teacher assessed them (Table 9). About 7 percent were assessed by a senior teacher/professional adviser. Senior teachers may have been part of their centres or may have been employed by an umbrella organisation to provide services for a number of centres. The data are difficult to interpret because of the wide range of terminology used in the ECE sector for different supervisory roles.

Table 9 **Person responsible for providing assessment**

| | Formative assessment | | Summative assessment | |
|---|---|---|---|---|
| **Position** | **N** | **Percentage** | **N** | **Percentage** |
| Mentor/tutor teacher/supervisor | 78 | 42.6 | 85 | 46.5 |
| Head teacher/supervisor | 47 | 25.7 | 42 | 23.0 |
| Senior teacher/professional adviser | 13 | 7.1 | 12 | 6.6 |
| Other teacher(s) in centre/service | 6 | 3.3 | 6 | 3.3 |
| Assistant/deputy supervisor | 3 | 1.6 | 2 | 1.1 |
| Other | 13 | 7.1 | 15 | 8.2 |
| Unknown | 23 | 12.6 | 21 | 11.5 |

The Satisfactory Teacher Dimensions were used for both formative and summative assessment for about two-thirds of the ECE PRTs (Table 10), with about 15 percent reporting that the Professional Standards were employed[4]. Around 10 percent did not know what assessment criteria were used.

Table 10 **Set of criteria used for formative and summative assessment of ECE PRTs**

| | Formative assessment | | Summative assessment | |
|---|---|---|---|---|
| **Criteria** | **N** | **Percentage** | **N** | **Percentage** |
| Satisfactory Teacher Dimensions | 114 | 62.3 | 112 | 61.2 |
| Professional Standards | 28 | 15.3 | 25 | 13.7 |
| Don't know | 19 | 10.4 | 21 | 11.5 |
| Unknown | 22 | 12.0 | 25 | 13.7 |

Table 11 shows the evidence that was used to ascertain that teachers had met the requirements for full registration. Compared with other sectors, ECE teachers reported selecting a wider range of evidence to demonstrate that they had met the requirements for full registration. As well as records of observations, and written feedback from tutors, ECE teachers included notes on observations of children, how these had influenced their teaching, and examples of children's learning resulting from their teaching. A majority of teachers included artefacts such as photographs, and samples of communication with parents. These sources of evidence have the

[4] The Satisfactory Teacher Dimensions, which are published by the Teachers Council, are the standards required to gain and maintain registration as a teacher, and to renew Practising Certificates. The Professional Standards have been developed by the Ministry of Education and the major teacher unions, they are included in the employment agreements and are used by employers to appraise teachers for purposes of salary and career promotion.

potential to provide authentic ways to show how PRTs think about, plan for, and evaluate their teaching and their children's learning.

Table 11 **Sources of evidence used for decisions about full registration for ECE PRTs**

| Activity | Number | Percentage |
|---|---|---|
| Notes from your observations of children and comments on how these observations informed your teaching | 138 | 75.4 |
| Written feedback from your supervisor/tutor teacher at regular intervals throughout your advice and guidance programme | 133 | 72.7 |
| Records of observations of your teaching | 121 | 66.1 |
| Examples of how you assessed the children's learning | 141 | 77.0 |
| An outline of your advice and guidance programme for year one and year two | 104 | 56.8 |
| Appraisal records | 127 | 69.4 |
| Record of your reflection on your teaching | 150 | 82.0 |
| Record of professional learning (and how it impacted on your practice) | 128 | 69.9 |
| Examples of your feedback to children | 96 | 52.5 |
| A unit of teaching, showing objectives, teaching plans, assessment | 85 | 46.4 |
| Examples of child learning resulting from your teaching | 125 | 68.3 |
| Samples of how you have communicated with parents/whānau about children's learning and development | 127 | 69.4 |
| Samples of your feedback to children, e.g. how you have encouraged children to use and contribute to assessment | 100 | 54.6 |
| Photographs (with annotations) | 131 | 71.6 |
| Audio or videotapes of your teaching | 16 | 8.7 |
| Samples of newsletters etc. to parents | 121 | 66.1 |
| Letters of commendation from others (head teacher/supervisor, parents, colleagues) | 75 | 41.0 |
| Other | 16 | 8.7 |
| None of the above | 1 | 0.5 |

Note: As more than one answer could be given, percentages may not sum to 100.

## Other professional development and learning

For most of our respondents, the most common professional development activity was collaborative learning with colleagues in their own centres. Around two-thirds said that they frequently participated in centre/whole-service professional development, and a similar percentage reported that they frequently took an active part in centre/service self-review and development. Slightly more than half of the teachers frequently participated in external courses, and read regularly to improve their content knowledge. About half occasionally received guidance

from outside advisers, suggesting that teachers would benefit from greater engagement with external experts to help them to access new ideas and work together to enhance the quality of learning within their centres.

Less than 10 percent frequently attended beginning teacher support groups, and more than half had not attended any. The survey does not provide information on the reasons why teachers did not attend support groups. Possible reasons may include lack of support groups in their area, centres not prepared or able to release PRTs to attend, or meetings being held outside normal working hours. Whatever the reasons, many PRTs in the ECE sector are currently missing out on this source of external support.

Table 12 **Other ECE professional development and learning**

| Activity | Frequently % | Occasionally % | Not at all % | Unknown % |
|---|---|---|---|---|
| Collaborative learning with other colleagues in my centre/service | 73.2 | 20.8 | 3.3 | 2.7 |
| Participating in centre/whole-service professional development | 63.9 | 31.2 | 1.1 | 3.8 |
| Taking an active part in centre/service self-review and development processes | 61.2 | 32.8 | 3.3 | 2.7 |
| Participating in external courses or workshops related to teaching and learning | 55.7 | 37.7 | 4.4 | 2.2 |
| Guidance and encouragement from my head teacher/supervisor | 54.6 | 26.2 | 8.2 | 10.9 |
| Reading to improve my content knowledge | 54.1 | 39.9 | 2.7 | 3.3 |
| Guidance and encouragement from other teachers in the centre/service | 52.5 | 37.7 | 6.0 | 3.8 |
| Reading about theory and practice to extend my knowledge of ways to help children gain a deeper understanding and interest | 43.7 | 50.3 | 1.1 | 4.9 |
| Participating in external courses or workshops related to teaching in general | 38.3 | 44.3 | 12.0 | 5.5 |
| Engaging with professional associations | 33.3 | 46.5 | 12.6 | 7.7 |
| Familiarising myself with local resources | 25.7 | 59.0 | 11.5 | 3.8 |
| Guidance from support people, such as Early Intervention Teachers, GSE staff, senior teachers, professional development advisers | 25.7 | 51.4 | 18.6 | 4.4 |
| Collaborative learning with teachers from other centres/settings | 13.1 | 63.9 | 16.9 | 6.0 |
| Beginning teacher support groups | 9.3 | 25.1 | 54.1 | 11.5 |
| Involvement in the union | 9.3 | 18.0 | 65.0 | 7.7 |

## Other experiences that have contributed to PRT learning

A wide range of other opportunities to extend professional learning were identified in the respondents' qualitative data. Some of their comments[5] are classified under key areas, as follows:

### Own knowledge and networks

> Knowledge of Samoan language and culture. Networking with other Pacific Island centres. Knowledge of Māori culture, Tongan, Niue, Cook Island, Tokelau all contribute to my learning as a teacher.

### Wider leadership activities

> Given responsibilities at senior level very early in my teaching such as reviewing policies and setting new ones.
>
> Have been lead participant in year-long PD—Kei Tua o Te Pai [learning story exemplars].
>
> Change of position from teacher to head teacher of another centre. Huge learning curve for me. Dealing with parents as a head teacher. Observing students who have been on practicum at my initial centre of work. Interviewing for a new team member.
>
> Being put in the position of acting head teacher when the head teacher is away or sick. Very good way to learn about all aspects of running a centre.
>
> Member of board of trustees for primary school.
>
> Assisting student teachers as associate teacher has contributed to my own professional development because when their evaluating lecturers come to make assessments, comments about the centre and practices have been favourable.

### Participation in professional development initiatives in own centre

> As my centre has joined the ELP [Educational Leadership Project] I attended varieties of workshops/seminars, which helped me immensely to improve my teaching, documentation, assessment etc.
>
> This year our centre participated in the ELP for the entire year and I took it up as a challenge and attended ALL the workshops which were after school hours 6:30 to 9:00 and benefited a lot.

### Opportunities to visit other centres

> Being able to see other centres working, and watching how they do things. You pick up ideas of what you can implement and what you wouldn't implement ever.

[5] Comments have not been changed, although identifiers have been removed.

**Attendance at conferences and courses**

> Going to the ECE conference in Rotorua 2006. Meeting up with other PRTs every 3–4 months.
>
> Early Childhood Conference (Rotorua 2006).
>
> Childspace Conference (Wellington 2006).
>
> Attending the Childspace 'Enthusiasm for Education' conference Sept 15–16th 2006. Journals distributed by NZCER Press, e.g. *Early Childhood Folio*, *The NZ Annual Review of Education*, and ***set*** *Research Information for Teachers.*
>
> Going to a conference in Wellington, wonderful experience especially in year two when motivation was waning. Returning to post grad studies best thing I did.
>
> Attending professional development programmes workshops and TV programmes re ECE—example of other great teachers.
>
> Participation in research
>
> Working at a 'centre of innovation'. [Our centre] is researching 'How support for families aids children in their learning and development'. The nursery team I am a part of are working with two researchers at [xxx] University in gathering our data and writing a paper on our topic next year.

**Formal study and ongoing learning**

> Studying further has given me a greater knowledge and it keeps you up to date.
>
> More education. For example I'm still trying to finish the BEd.

## Satisfaction as a Teacher

Many PRTs in ECE settings were employed in centres throughout their initial teacher education programmes and would therefore be relatively well prepared for the realities of teaching. Eighty-five percent of teachers in ECE centres found teaching to meet or exceed their expectations. Eighty-eight percent thought their centre was "a great place to work". Only 16 percent were not as happy about teaching as they had thought they would be and 88 percent of ECE respondents expected to be teaching in five years time.

Table 13 **ECE Teacher satisfaction**

| | Agree % | Disagree % | Unknown % |
|---|---|---|---|
| Teaching meets or exceeds the expectations that I originally had | 85.3 | 7.7 | 7.1 |
| I am not as happy about teaching as I thought I would be | 15.9 | 78.1 | 6.0 |
| My centre/service is a great place to work | 88.5 | 8.8 | 2.7 |
| I expect to be still teaching in five years time | 88.5 | 7.6 | 3.8 |

Although most ECE teachers had a strong commitment to teaching, the following section illustrates for some teachers this appeared to be in spite of the quality of their induction programme.

## ECE teachers' suggestions for the improvement of teacher induction

A key theme in ECE respondents' suggestions for improvement of induction was the necessity for all teachers and employers to be aware that the programme of teacher preparation continues into the first two years of employment as a PRT. They identified the need for better communication with newly registered teachers and employers about expectations for them and their centres; better information and clarity about how to demonstrate that they have met the requirements for full registration; and more accountability within the system for the provision of effective advice and guidance programmes. Some typical comments were:

- Information:

  I think the Ministry or the concerned authorities should inform the PRTs about what they are entitled to receive from the Ministry for their professional development process.

  Having a person in the Ministry for each area to be able to liaise with people (beginning teachers) would be an advantage.

  Owners and managers need to be more aware of requirements for provisional teachers especially if they are not teachers themselves.

  Having the institutions doing the teaching [preparation] providing students [with] the knowledge of what is expected. Not just saying 'You still have two [years] teacher rego left, now bye.'

  Ask centre owners to draft a budget of how money will be spent over the two years so a discussion happens between the centre and the PRT at the beginning of registration about how the money could be spent. Gives PRT an idea of the amount and scope of what could be achieved. Brainstorm ideas. List of what people have used the money on in the past.

If the Teachers Council came to centres to inform all new teachers about the requirements they have, face to face.

Ensure that all teachers are doing the same amount of work towards registration, as I feel that is not happening.

Some centres actually need it spelt out to them how to use the PRT funding. Myself and another staff member (we are both NZEI members) ended up writing up PRT Guidelines for our management as we got sick of pestering them for funding. It took about six months before they took any notice of it.

- Expectations for experienced PRTs should acknowledge their previous experience:

  Please develop guidelines/format for teachers [experienced] working for years to become fully registered. I hope you understand that they need a different approach from teachers straight out of college.

  I have a teacher in my centre from England who has 25 yrs teaching 0–6-year-olds. The only thing she has not achieved is Te Reo and the Māori module. Why can these teachers not have a 3-month, 1-day a week in a class or distance learning on this module? This way these teachers can be registered earlier and be an asset in an area where teachers are still a problem.

- More external monitoring and accountability is required to ensure that teachers receive their entitlements:

  As I suggested in Question 25, there needs to be consistency between early childhood care and education settings in their approach and overseeing of teachers undergoing registration.

  It is very easy for employers to 'tick the box'. I believe that the Teachers Council needs to put some form of monitoring of employers into place to ensure that their part or obligations to the new teachers are being met.

  Each centre needs to have policy on teacher registration.

  They need to make sure all the clauses of the policy work!!!

  Grant needs to be used properly and given to [the] registered teacher.

  Many younger teachers I have met at courses do not feel they have any input into how their PRT funding is spent. It appears some centre owners embrace the PRT and the funding and use it as meant and others just spend it as they wish, without benefiting the PRT.

- All teachers must receive their teacher release time:

  Time should be allowed each week for reflective diary etc. (i.e. reflecting on relevant goals set that month with tutor). I have had to do this at home in the weekends.

  Having centre managers/supervisors be more supportive and offer PRT noncontact time during work hours to work on registration requirements—paper work.

  More time for registration/noncontact time—it is not being given enough in some centres.

1. We need time to do our folder.
2. Because we are not getting any time off the floor we are not able to do our folder.

- Adequate time for others to support PRTs.
- More guidance about evidence for attainment of requirements for full registration:

  Have the [registration] booklet ECE focused, rather than covering all education ages. Make it more relevant to ECE. Have relevant examples to ensure PRTs and mentors are on the right track.

  Encourage PRTs to have their supervisor work in their own centre with them, or at least be able to work with each other at regular intervals over the two years.

  Compulsory attendance once per term, networking with a cluster of centres in your area with PRTs. Release time paid for from PRT funding and meeting at MOE offices to talk about the four dimensions (one per term) with other PRTs.

  Workshops on the four dimensions of PRT. Keep them small and have participants from similar type centres, e.g. all kindergarten teachers or all day care teachers.

  Clearer guidelines for advice and guidance programmes.

- Provide opportunities to network with other teachers.
- Access to high-quality, relevant external programmes of support for PRTs.
- Opportunities for continuing professional development such as attendance at courses, conferences, and for further qualifications:

  Provide provisionally registered teachers with information on professional development.

  My centre did not allow me to get out to do courses a lot as they would get lower funding if I wasn't there. They would not allow me to see information on professional development.

The teachers' comments point to areas where essential system supports can be strengthened for PRTs. Improvements in these supports will lead to improvements in the teaching and learning conditions in the ECE sector which in turn are likely to enhance the learning of children.

# 3. Analysis of survey results for primary and secondary schools

## Purpose

The surveys were designed to provide the Teachers Council with data that:

> describe the nature of existing practices, including assessment processes, of advice and guidance programmes accessed by PRTs in a range of settings in New Zealand; and evidence for what is the impact of such programmes on the professional learning of the PRTs (Agreement for Services, p. 9).

## Survey methodology

NZCER developed a single survey instrument for PRTs in primary and secondary schools. The use of the survey methodology (to maximise sample size and to allow the responses to be standardised and compared) in combination with the sampling technique (required for ethical reasons) meant that predictably, response rates from teachers in Māori medium settings were low.[6] Each instrument included questions for all teachers to answer, as well as subsections for primary or secondary respondents. Survey instruments were sent to the Teachers Council which collated feedback from its advisory groups and stakeholders. The instruments were modified in response to feedback.

Appendix B contains the version of the survey instrument that was sent to primary and secondary teachers.

The survey instruments were divided into nine sections:

1. Details of teacher education programme and school information
2. Orientation experiences
3. Use of PRT time allowance
4. Mentoring experiences
5. Assessment of teaching
6. Other professional development and learning experiences
7. Satisfaction as a teacher

[6] This issue may be able to be addressed in the case study phase of the research project.

8. Suggestions for improvement of induction into the profession
9. Teacher demographic information

The short time frame for the project did not allow for extensive field testing. Four teachers in primary and secondary schools who had recently become fully registered teachers agreed to complete, return, and discuss the draft surveys with us. They reported no problems with the length or content of the survey.

## Sampling

The Teachers Council provided an anonymised list of PRTs who were nearing the end of their second year of provisional registration to NZCER to allow us to produce the school samples.[7] As discussed in the ECE section of this report (p. 4) because of inadequacies in the Teachers Council database, we made the decision to send surveys to all teachers for whom there was the required information rather than to sample. Surveys were mailed to 1834 teachers in primary, secondary and Māori medium schools. This resulted in a census of all possible respondents.

NZCER produced survey packs containing information about the survey, the survey, a stamped return envelope, and a consent form for teachers to complete if they were willing to allow us to approach them for participation in the focus groups. The Teachers Council addressed and mailed out the surveys to teachers' home addresses indicated on their database, in November 2006. The deadline for responses was 8 December 2006.

## Response rates

We were contacted by approximately 20 teachers who had been sent ECE surveys; in these cases we sent them the correct survey. It is likely that there were other teachers who received the wrong survey, but who did not let us know this. This is likely to have affected the response rate.

The response rate by the cut-off date was of concern, so the Teachers Council sent out reminder letters via email to those who had not responded. Some reminder letters were posted where email addresses were not available. The reminder letter generated requests from teachers asking for another copy of the survey which was mailed out to them by NZCER with the return deadline extended to 10 January 2007.

Of the 1834 surveys that were mailed to PRTs, 116 were returned as undeliverable, leaving a sample total of 1718. It appears that many teachers changed addresses in the two years following their applications for provisional registration. Completed surveys were received from 393 teachers and refusals/unable to participate replies were received from a further 21 teachers giving an overall response rate of 24 percent.

[7] According to Murray (2006) there are around 2500 school PRTs each year.

Although this response rate seems low we do not know the actual size of the population we surveyed. Teachers who were provisionally registered two years ago may not have continued in the profession and it is clear that many surveys did not reach their intended recipient. The response rate calculated as a ratio of returned surveys compared with the numbers that actually reached PRTs may well be much larger than 24 percent.

## Characteristics of the school sample

### *Gender*

We had surveys returned from 64 males in our sample of 393 teachers (16 percent). This is less than their percentage in the teaching workplace. Twenty percent of all primary teachers and 45 percent of secondary teachers are male (Murray, 2006).

### *Age*

Fifty-one percent of PRTs who replied to the survey were aged less than 30 years. However, 21 percent of new teachers were aged from 41–50 years (Table 44, Appendix C).

### *Ethnicity*

Most respondents were Pākehā. Māori comprised 8 percent of our sample, which is close to their percentage in the teaching workforce. Pasifika and Asian teachers each comprise about 2 percent of teachers in New Zealand schools, so they are slightly more highly represented in our sample (Table 45, Appendix C).

### *School sector*

Table 14 shows the distribution of respondents by school type. Slightly more respondents were from the primary sector (49 percent) than the secondary sector (40 percent). There were four responses from teachers in kura kaupapa Māori and whānau rumaki.

Table 14 **Distribution of teachers by school type**

| School sector | Number | Percentage |
|---|---|---|
| Primary | 165 | 42.0 |
| Intermediate | 34 | 8.7 |
| Secondary | 157 | 40.0 |
| Area school | 5 | 1.3 |
| Kura kaupapa Māori | 2 | 0.5 |
| Whānau rumaki | 2 | 0.5 |
| Composite[a] | - | - |
| Unknown | 28 | 7.1 |

[a] Composite schools cover both primary and secondary sectors so teachers in these schools would have responded as being a primary teacher or a secondary teacher based on the part of the composite school in which they taught.

### *Region*

The percentage of responses from each region (Table 46, Appendix C) was representative of the region's population.

The demographic distribution of the survey responders suggests that the results reported are representative of the PRTs in schools. However, as the response rate seems low we do not know how much nonresponse bias there is in terms of attitudinal data. Therefore, care should be taken when generalising these results.

## Initial teacher education programme

Most of the respondents graduated from one-year programmes for graduates, or three-year teaching degree programmes (Table 48, Appendix C). Our sample had a higher percentage of teachers (51 percent) who completed one-year graduate diplomas compared with national student intake figures (32 percent) for 2005 (Kane, 2005, p. 14). This is likely to be because of the relatively high number of secondary respondents, who typically undertake one-year initial teacher education programmes.

## Teaching appointments

Most teachers (83 percent) received a formal letter of appointment to their first teaching position. Less than half (47 percent) of the teachers were appointed to permanent positions for their initial appointments but this had increased to two-thirds by the time of their current appointment. For first positions, 59 percent of secondary teachers won a permanent position compared with 39 percent of primary teachers (Table 50, Appendix C).

### Number of teaching positions as PRTs

Over two-thirds (71 percent) of respondents had more than one teaching position in their first two years of teaching with about a third having three positions. Slightly more primary teachers than secondary teachers had three positions (Table 51, Appendix C). As in the ECE sector, this may have implications for the consistency of support they received at the start of their careers.

## Time Allowance

### Primary schools: Time allowance for support and guidance

We asked primary teachers if their schools used the 0.2 time allowance in their first year and 0.1 in their second year to support their advice and guidance programme. Table 15 shows that while in the majority of schools (83 percent) the 0.2 time allowance was used to support PRT induction, 15 percent missed out on the time to which they were entitled. The most common reason given for not receiving their full entitlement in both first and second years of teaching was that schools permitted only part of the time to be used.

Table 15 **Time allowance used to support advice and guidance programme**

| | First year | | Second year | |
|---|---|---|---|---|
| | N | Percentage | N | Percentage |
| Yes | 172 | 82.7 | 153 | 73.6 |
| No | 31 | 14.9 | 42 | 20.2 |
| Don't know | 4 | 1.9 | 5 | 2.4 |
| Unknown | 1 | 0.5 | 8 | 3.9 |

### Secondary schools: Provision of reduced teaching hours, advice and guidance programmes, and noncontact time

Table 16 shows that more than half of the secondary teachers were teaching more hours than agreed to in their employment contracts. Of those who said they were teaching more than 15 hours per week in their first year, the average number of hours reported was 16. This trend continued in the second year when the average number of hours taught by those who said they were teaching more than 17.5 hours was 18.5 hours. These numbers were also reflected in the amount of noncontact time reported by the same teachers. On average they reported only having four hours in both first and second years instead of the appropriate five hours. Around a third of secondary teachers were provided with the appropriate time for their advice and guidance programme.

Table 16 **Received appropriate time allowances**

| | First Year | | Second Year | |
|---|---|---|---|---|
| **Allowance** | **N** | **Percentage** | **N** | **Percentage** |
| No more than 15 (17.5) hrs of teaching | 73 | 46.5 | 81 | 51.6 |
| Five (2.5) hrs of advice and guidance | 48 | 30.6 | 51 | 32.5 |
| Five hours noncontact time | 116 | 73.9 | 117 | 74.5 |

A similar picture was seen for those teachers working part-time, although, rather puzzlingly, the average amount of weekly teaching was higher at 20 hours. Anecdotal evidence suggests that teachers employed on a part-time basis are not always clear about their hours of work, with some picking up additional hours when they relieve for absent colleagues.

Secondary teachers who taught for less than half-time and therefore were not entitled to an advice and guidance programme generally reported that their school provided some support, ranging from "a one-hour discussion on discipline at the beginning of the year" to regular meetings with their heads of departments (HODs), and inclusion in PRT support systems. Given that some "part-time" teachers appeared to be teaching more than a full time load, this support is likely to have occurred in time for which they were not paid.

## Secondary: Curriculum areas

Although three-quarters of the teachers surveyed were teaching only subjects for which they were qualified, almost 20 percent were teaching some subjects without having formal qualifications in that area (Table 17). The requirement to teach "out-of-field" has been identified (Ingersoll, 2003) as undermining efforts to improve teaching, and making the task of teaching harder, given that it is difficult to teach well what is not known well. Further analysis demonstrated that the more teachers were required to teach out-of-field the more likely they were to disagree that their school acknowledged their status as a beginning teacher, and the more likely they were to agree that no-one was really interested in how they were getting on as a teacher.

Table 17 **Extent to which teachers are teaching subjects for which they are qualified**

| Extent | Number | Percentage |
|---|---|---|
| Entirely | 119 | 75.8 |
| Mostly | 25 | 15.9 |
| Partly | 4 | 2.6 |
| Unknown | 9 | 5.7 |

## Orientation experiences

Teachers in both sectors were asked if they had been given a formal orientation to their new workplaces. Table 18 shows that this was much more common in secondary schools.

Table 18 **Had formal orientation to school**

| | Primary *(n=208)* | | Secondary *(n=157)* | |
|---|---|---|---|---|
| **Orientation** | **N** | **Percentage** | **N** | **Percentage** |
| Yes | 133 | 63.9 | 138 | 87.9 |
| No | 67 | 32.2 | 18 | 11.5 |
| Unknown | 8 | 3.9 | 1 | 0.6 |

Teachers were asked to indicate the induction activities that were provided for them during their orientation programme (from a possible list of 23 activities). They were asked to rate the extent to which they found these activities helpful (on a 3-point scale) and to rate the importance of these activities, even if they had not experienced them in their programmes.

Broadly similar orientation activities occurred in both school sectors (Table 19). It is interesting, given the importance of principal support identified in other literature (e.g. Youngs, 2002), that almost 20 percent of teachers did not have a meeting with their principal in their first week at school. Where teachers did meet with their principal, more primary teachers (58 percent) found this to be helpful than did secondary teachers (37 percent).

Around a third of teachers were not introduced to key support staff, or informed about school expectations for teachers. About 80 percent of teachers spent time with their tutor teacher/supervisor in the first week of school, and were shown how to access supplies and resources. These activities were mostly seen to be helpful.

Omission of information about advice and guidance programmes was common, and was identified as helpful by only 42 percent of secondary teachers. In our survey, only half of the PRTs were shown the induction support kit *Towards Full Registration* during orientation.

Less than half of primary teachers and only 22 percent of secondary teachers were told about PRT support groups in their area. Support groups for school PRTs are well established in Auckland, yet Auckland teachers were not better informed than teachers nationally. Thirty-eight percent of Auckland primary teachers and 27 percent of Auckland secondary teachers reported being given this information compared with 45 percent (primary) and 22 percent (secondary) nationally. Given that many schools fail to provide this information, perhaps this could be provided to teachers from the Teachers Council as part of the provisional registration process.

While about a quarter of teachers were told about subject associations, many more primary teachers (81 percent) reported that this information was helpful than did secondary teachers (48 percent).

Only about 20 percent of teachers met boards of trustees' members and few teachers found this to be helpful.

Findings from this section suggest that school leaders think carefully about the orientation that they provide for PRTs, and seek their views on how this process could be more helpful.

Table 19 **Orientation activities and perceived helpfulness**

| Activity | Primary (n=208) | | | Secondary (n=157) | | |
|---|---|---|---|---|---|---|
| | N | % | % Helpful[a] | N | % | % Helpful[a] |
| Introduced to rest of staff | 186 | 89.4 | 69.4 | 137 | 87.3 | 46.7 |
| Meeting with principal | 173 | 83.2 | 58.4 | 131 | 83.4 | 37.4 |
| Spent time with official tutor/supervisor | 167 | 80.3 | 87.4 | 125 | 79.6 | 72.8 |
| Shown how to access supplies and resources | 167 | 80.3 | 86.6 | 124 | 79.0 | 82.3 |
| Tour of school/map | 154 | 74.0 | 70.8 | 143 | 91.1 | 70.6 |
| Introduced to students | 146 | 70.2 | 66.9 | 81 | 51.6 | 43.2 |
| Information about administrative requirements | 143 | 68.8 | 79.0 | 114 | 72.6 | 60.5 |
| Introduced to key support staff and their roles | 132 | 63.5 | 75.0 | 101 | 64.3 | 62.4 |
| Expectations for teachers explained | 131 | 63.0 | 75.6 | 104 | 66.2 | 51.0 |
| Meeting with senior management | 123 | 59.1 | 60.2 | 115 | 73.2 | 47.0 |
| Information about NZEI/PPTA | 122 | 58.7 | 37.7 | 100 | 63.7 | 29.0 |
| Information about particular school context, decision making, students, community, school goals, etc. | 120 | 57.7 | 62.5 | 109 | 69.4 | 35.8 |
| Advice and guidance requirements and entitlements explained | 110 | 52.9 | 69.1 | 85 | 54.1 | 42.4 |
| The support kit "Towards full registration" was shown to me | 109 | 52.4 | 54.1 | 77 | 49.0 | 49.4 |
| Key policies and systems explained | 108 | 51.9 | 69.4 | 116 | 73.9 | 59.5 |
| Meetings with other PRTs in school | 97 | 46.6 | 72.2 | 136 | 86.6 | 57.4 |
| Information about beginning teacher groups outside the school | 94 | 45.2 | 57.4 | 35 | 22.3 | 34.3 |
| Social function with staff | 90 | 43.3 | 52.2 | 108 | 68.8 | 45.4 |
| Introduced to parents/whānau | 70 | 33.7 | 61.4 | 23 | 14.6 | 47.8 |
| Pōwhiri/formal welcome | 58 | 27.9 | 34.5 | 108 | 68.8 | 28.7 |
| Meeting with BOT member(s) | 50 | 24.0 | 28.0 | 27 | 17.2 | 3.7 |
| Information about subject associations | 47 | 22.6 | 80.9 | 42 | 26.8 | 47.6 |
| Informal "buddy" (not mentor) assigned | 38 | 18.3 | 81.6 | 72 | 45.9 | 55.6 |

Note: As more than one answer could be given, percentages may not sum to 100.

[a] The percentage of those who experienced the activity who rated the activity as very helpful.

Teachers generally rated most of the orientation activities noted in the survey as important, indicating broad support for the provision of comprehensive information at the beginning of their induction. Figures 9 and 10 show the induction activities teachers rated as most important during the first week of school. Not surprisingly, top of the list was being shown how to access teaching resources and supplies. There were some differences between sectors, with three-quarters of primary teachers and 55 percent of secondary teachers rating "being introduced to the rest of the staff" as very important. While both primary and secondary teachers thought it important to meet with their principal, 69 percent of primary teachers and 53 percent of secondary teachers rated meeting their principal as very important. This may reflect a tendency for secondary teachers to identify more strongly with their department than their school. Alternatively, there may be a message here about principal visibility in secondary schools. A large majority of teachers in both sectors considered it important to meet with their tutor teacher/supervisor, although secondary teachers did not rate this as highly as primary teachers.

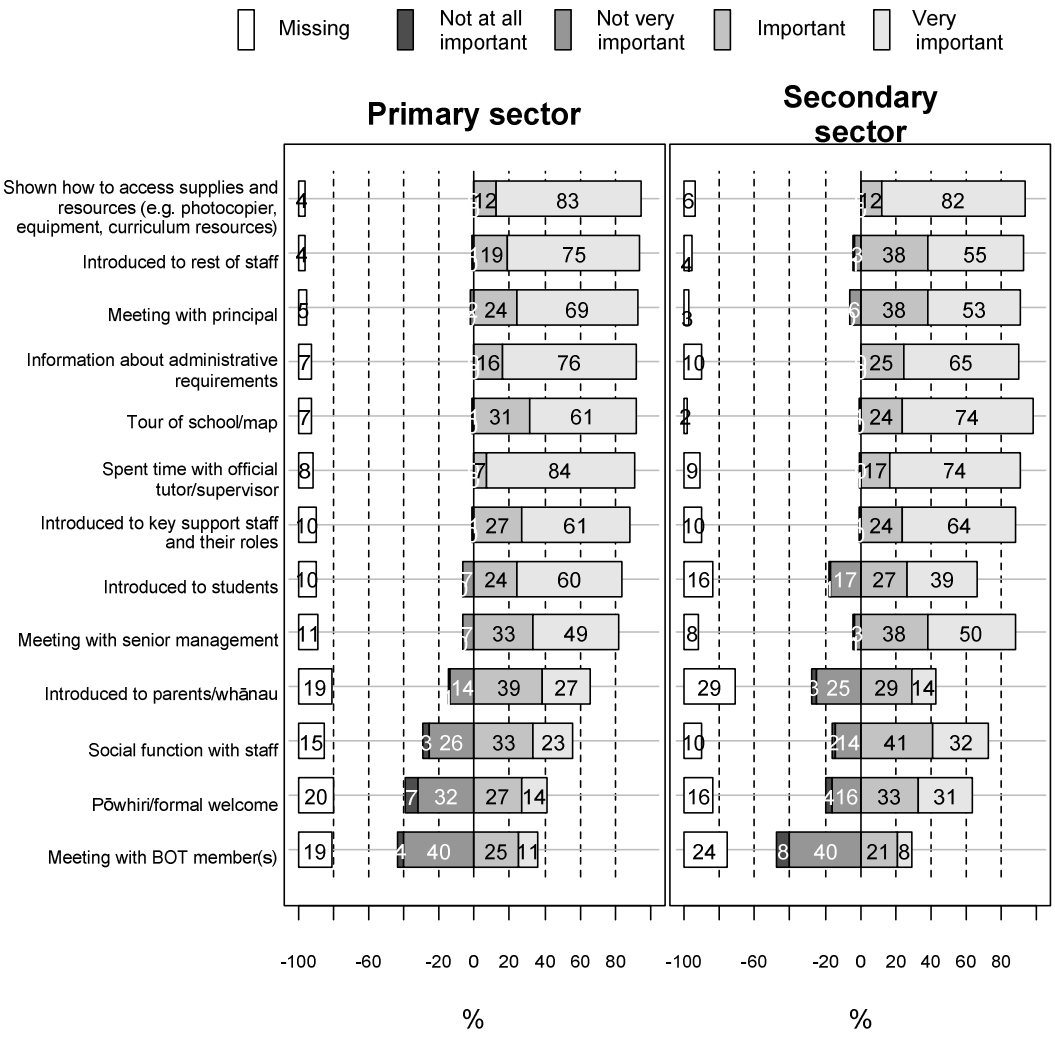
More secondary than primary teachers thought it important that they be welcomed by a pōwhiri or other formal welcome. Little importance was attached in either sector to meeting with the board of trustees.

Only half of the secondary teachers considered it important to be informed about beginning teacher support groups outside their schools, and only slightly more teachers thought that it was important to learn about subject associations.

Only around half of teachers in either sector had their advice and guidance requirements and entitlements explained to them, and those who did rated this as helpful or very helpful. Sixty percent of primary teachers thought it very important for this information to be part of their orientation as a PRT, compared with 45 percent of secondary teachers.

Although a third of teachers missed out on learning about the expectations their schools held for teachers, almost all teachers considered this information to be important. Sixty-three percent of primary teachers and over half the secondary teachers rated this induction activity as very important (Figure 10).

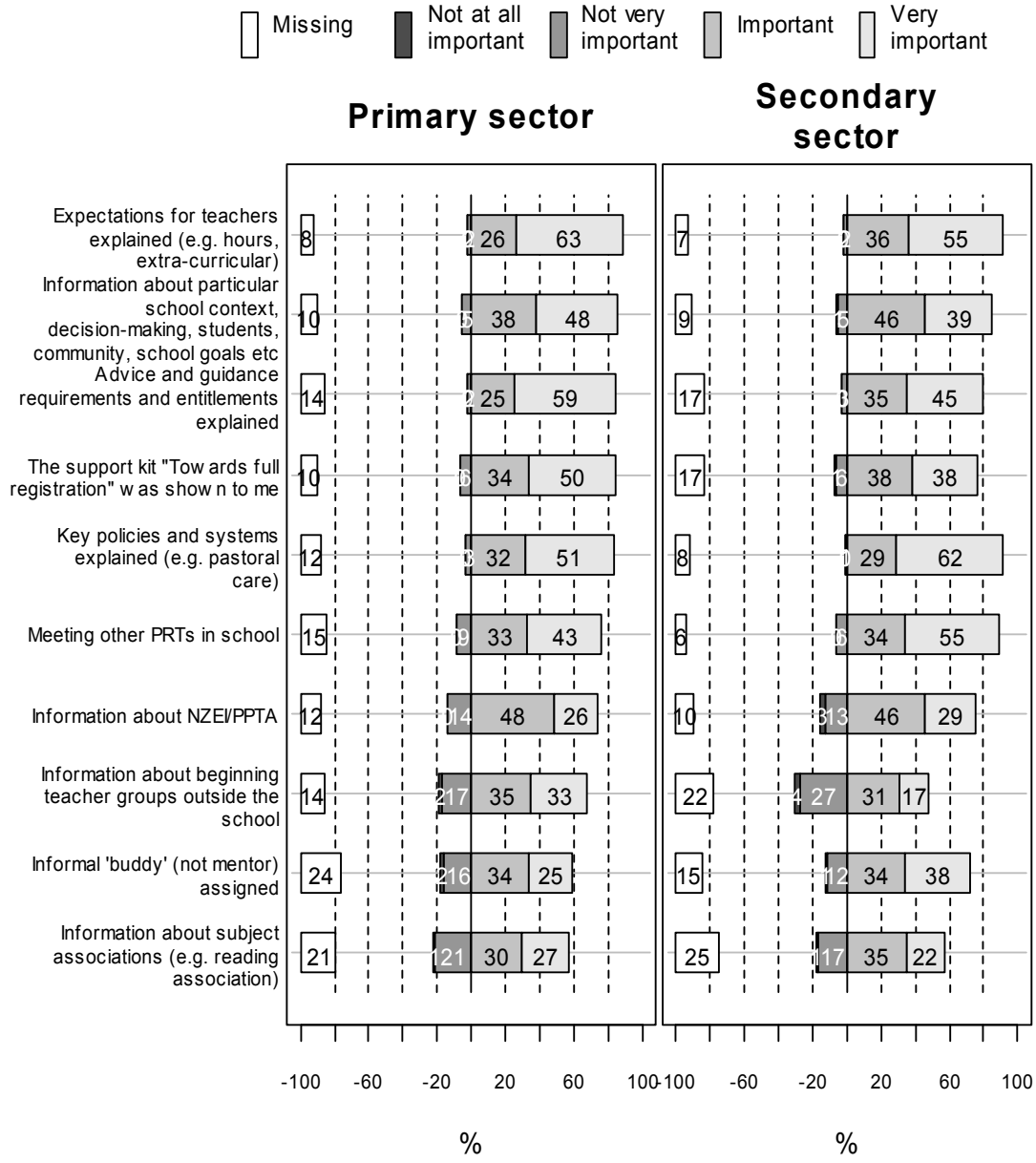
Figure 9 **Perceived importance of meeting groups of people, and being given critical information**




Notes: Where numbers on charts are not clearly legible they are generally less than 5% and therefore not of great importance to the interpretation of the results.

The vertical line at 0% represents a neutral response. The negative axis does not indicate a negative percentage; it highlights a "negative" response.

Figure 10 **Perceived importance of other information**




Notes: Where numbers on charts are not clearly legible they are generally less than 5% and therefore not of great importance to the interpretation of the results.

The vertical line at 0% represents a neutral response. The negative axis does not indicate a negative percentage; it highlights a "negative" response.

Table 20 shows teachers' overall judgements about the extent to which their orientation programme had assisted them to make the transition into teaching as a PRT. Around three-quarters of teachers in both sectors rated their orientation programmes as helping them to a "reasonable" or "great" extent, although 18 percent of primary teachers and 25 percent of secondary teachers were less positive.

Table 20 **Extent to which orientation programme assisted transition to teaching**

| Extent | *Primary (n=208)* | | Secondary *(n=157)* | |
|---|---|---|---|---|
| | N | Percentage | N | Percentage |
| A great extent | 87 | 41.8 | 52 | 33.1 |
| A reasonable extent | 73 | 35.1 | 62 | 39.5 |
| A limited extent | 29 | 13.9 | 34 | 21.7 |
| Not at all | 8 | 3.9 | 5 | 3.2 |
| Unknown | 11 | 5.3 | 4 | 2.6 |

## Use of PRT time allowance

The most commonly reported uses of the PRT time allowance for teachers in both sectors were for student assessment, reporting, and record keeping; lesson planning; locating resources; administrative tasks; and observing other teachers in their own schools (Table 21). Teachers also rated these activities as the highest in terms of importance to them. A high percentage of teachers, especially secondary, also used the Internet to search for teaching resources.

Secondary teachers were somewhat more likely to use their time allowance to meet with other beginning teachers and to document their progress towards full registration. The only area where there was a marked difference in the use of the PRT time was in visits to other schools, where primary teachers were three times as likely to have done so. This could be because secondary teachers do not receive a blocked period of teacher release time, which limits the time available to travel to and return from another school.

Table 21 **Activities done in PRT time allowance**

| | Primary *(n=208)* | | Secondary *(n=157)* | |
|---|---|---|---|---|
| **Activity** | **N** | **Percentage** | **N** | **Percentage** |
| Student assessment, reporting, and record keeping | 193 | 92.8 | 149 | 94.9 |
| Lesson planning | 188 | 90.4 | 147 | 93.6 |
| Locating and preparing resources within school | 187 | 89.9 | 146 | 93.0 |
| Administrative tasks | 172 | 82.7 | 140 | 89.2 |
| Observing other teachers in own school | 170 | 81.7 | 123 | 78.3 |
| Using Internet teaching resources | 152 | 73.1 | 132 | 84.1 |
| Meeting with other beginning teachers | 138 | 66.3 | 125 | 79.6 |
| Documentation related to gaining full registration | 136 | 65.4 | 114 | 72.6 |
| Tasks related to extra-curricular responsibilities | 135 | 64.9 | 107 | 68.2 |
| Considering evidence of teaching effectiveness | 132 | 63.5 | 118 | 75.2 |
| Visits to other schools | 130 | 62.5 | 34 | 21.7 |
| Liaising with other staff re pastoral issues with students | 111 | 53.4 | 121 | 77.1 |
| Meeting with other beginning teachers | 111 | 53.4 | 100 | 63.7 |
| Meeting with students | 105 | 50.5 | 74 | 47.1 |
| Total | 208 | - | 157 | - |

Note: As more than one answer could be given, percentages may not sum to 100.

# Mentoring

## Provision of an assigned mentor/tutor teacher/supervisor

Most teachers reported having an assigned mentor/tutor teacher/supervisor, although Table 22 indicates that 12 percent of secondary teachers and almost 5 percent of primary teachers did not have anyone specifically assigned to support and supervise them during their induction.

Table 22 **Did you have an assigned mentor/tutor teacher/supervisor?**

| Mentor | Primary *(n=208)* | | Secondary *(n=157)* | |
|---|---|---|---|---|
| | **N** | **Percentage** | **N** | **Percentage** |
| Yes | 196 | 94.2 | 137 | 87.3 |
| No | 10 | 4.8 | 19 | 12.1 |
| Unknown | 2 | 1.0 | 1 | 0.6 |

The survey provided space for teachers who did not have a formal mentor to comment further. Almost all of the 29 comments were made by secondary teachers, and reflect the concerns of new teachers who are left on their own to "sink or swim". Some teachers, especially those who had overseas teaching experience but who were provisionally registered in New Zealand,[8] were unconcerned that they had no mentor. Others from small, cohesive departments considered that they got the help they needed from their colleagues. The majority of comments, however, indicated that these teachers would have appreciated a formal mentoring programme:

> HOD was assumed to be the person assigned but regular support and guidance was non existent probably due to her heavy workload. I was very much flying solo for the whole 2.5yr period with only four HOD observations of my lessons made.
>
> System is not established on a 1-to-1 basis with our school. During my first year we had a variety of people acting as HOD so induction process and advice was haphazard. This is an area I feel our school needs to address.
>
> It is possible that the DP was supposed to do this—I am not sure because I never got a straight answer when I asked who this person was. I learnt fairly quickly who I could trust on the staff and I used these contacts to learn what I needed to know.
>
> There were several people 'assigned' to help but I was unclear about their specific roles. One was in charge of advice and guidance to all PRTs in school, but this was very general group advice and not individualised. Another was assigned to help with behaviour management, and my HOD was assigned to do classroom observations. I think it would be far better to have ONE person doing all of these roles, and providing one-to-one guidance.
>
> The principal decided we were going to meet for about 1hr every week for support—his support was minimal and meetings never happened.
>
> It would have been really good to have. It would have helped me immensely in my role as a form teacher and as a classroom practitioner using a multilevel discipline system.
>
> It's difficult to understand the process of how to get the full registration by all myself.
>
> Tutor teacher left after one term. Only two of us in syndicate. New teacher new to NZ and school. I helped orientate and assist her. New tutor teacher appointed in term 3. She was too busy to meet every week.

Throughout the surveys, there was the message that teachers in relieving positions considered that their schools frequently overlooked them, as this comment illustrates:

---

[8] Overseas teachers are likely to be granted provisional registration unless they can provide substantial evidence of professional support and appraisal for a full two years, five years' teaching following graduation from a recognised teacher education programme, and have held a senior teaching/management position.

> It would seem in my experience this is not seen as important to relieving teachers. This makes one wonder how this will affect the registration process for me long term. This is something no-one was able to tell me.

## Mentoring activities in primary schools

About 80 percent of primary PRTs considered that their advice and guidance programme was based on their personal learning needs and goals. The majority of PRTs in primary schools were formally observed and provided with feedback on their teaching, with opportunities to engage in mentoring activities, such as observing other teachers (Table 23) that were identified as important in our literature review (Cameron, 2007).

The survey results do, however, show that between 15 and 20 percent of primary teachers did not receive emotional support and encouragement over their two years of provisional registration, and that around a quarter of PRTs did not work in teams that assisted them to learn from their more experienced colleagues. While 90 percent of primary PRTs reported that they were able to discuss their students' work with tutor teachers in their first year, about 20 percent of PRTs did not have this support in their second year of teaching. About a quarter of primary PRTs were not in syndicates that worked together to examine the impact of their teaching on student learning.

Fewer than half of the PRTs indicated that they had seen their tutor teach in their first year of teaching. Only half the teachers reported that their mentors used the Satisfactory Teacher Dimensions as a focus for feedback on their teaching. This dropped to a third during their second year.

Table 23 **Mentoring activities occurring during advice and guidance programmes for primary PRTs**

| **Primary sector *(n=208)*** | **First year** | | **Second year** | |
|---|---|---|---|---|
| **Activity** | **N** | **Percentage** | **N** | **Percentage** |
| Having your mentor/tutor teacher/supervisor observe your teaching, and provide feedback on your teaching | 194 | 93.3 | 177 | 85.1 |
| Discussing your students' work with your mentor/tutor teacher/supervisor | 188 | 90.4 | 169 | 81.3 |
| Being observed for registration requirements | 181 | 87.0 | 164 | 78.8 |
| Assistance with managing student behaviour | 179 | 86.1 | 152 | 73.1 |
| Observing other teachers in your school | 176 | 84.6 | 146 | 70.2 |
| Sharing effective teaching strategies | 175 | 84.1 | 163 | 78.4 |
| Mentor/tutor teacher/supervisor providing emotional support and encouragement | 170 | 81.7 | 168 | 80.8 |
| Pinpointing your learning needs, setting personal goals, and planning a systematic programme to meet them | 166 | 79.8 | 145 | 69.7 |
| Mentor/tutor teacher/supervisor helping with curriculum and planning | 166 | 79.8 | 136 | 65.4 |
| Collaborative work with others in department/syndicate/team | 163 | 78.4 | 161 | 77.4 |
| Mentor/tutor teacher/supervisor helping you adapt your teaching/curriculum to meet the needs of students who require more targeted teaching | 157 | 75.5 | 128 | 61.5 |
| Help with report writing | 156 | 75.0 | 111 | 53.4 |
| Advice on effective communication with parents | 156 | 75.0 | 130 | 62.5 |
| Examining students' work with other teachers in your department/syndicate to improve approaches to teaching | 150 | 72.1 | 145 | 69.7 |
| Help with managing your administrative responsibilities | 132 | 63.5 | 101 | 48.6 |
| Mentor/tutor teacher/supervisor helping with student assessment | 131 | 63.0 | 118 | 56.7 |
| Observing teachers in other schools | 116 | 55.8 | 75 | 36.1 |
| Use of Satisfactory Teacher Dimensions as a focus for feedback on your teaching | 108 | 51.9 | 108 | 51.9 |
| Observing mentor/tutor teacher/supervisor teaching in your classroom | 107 | 51.4 | 68 | 32.7 |
| Observing mentor/tutor teacher/supervisor teaching in another classroom | 104 | 50.0 | 72 | 34.6 |

Note: As more than one answer could be given, percentages may not sum to 100.

## Mentoring activities in secondary schools

Seventy-eight percent of secondary PRTs indicated that their mentor provided them with emotional support and encouragement (Table 24). Around 70 percent of secondary PRTs considered that their advice and guidance programmes were planned around their own learning needs and goals. Almost all secondary PRTs (94 percent) were observed teaching and given feedback during their first year of teaching. However, as will be shown in the next section, observation and feedback did not occur frequently. This dropped to 88 percent in the second year, indicating that 12 percent of secondary teachers were not provided with teaching feedback after their first year. Similarly, about a quarter of teachers did not have opportunities to talk about their students' work with mentors in their second year of teaching. Over a quarter of teachers worked in departments that did not collectively analyse student work and promote shared professional understandings about how their students were learning. Without such support teachers are left without a professional environment to develop their learning about teaching, a situation which surely impacts negatively on student learning. Two-thirds of secondary teachers had a mentor who assisted them with curriculum and planning, and about 57 percent were helped with curriculum adaptation for students who required more targeted teaching.

Forty-seven percent of secondary teachers had seen their HOD teaching. Use of the Satisfactory Teacher Dimensions as a focus for teaching feedback was reported by 55 percent of secondary teachers.

Around 18 percent of secondary teachers reported that they had not been formally observed as part of their registration requirements, indicating that a significant minority of these teachers were recommended for full registration without any data from classroom observations.

Table 24 **Mentoring activities occurring during advice and guidance programmes for secondary PRTs**

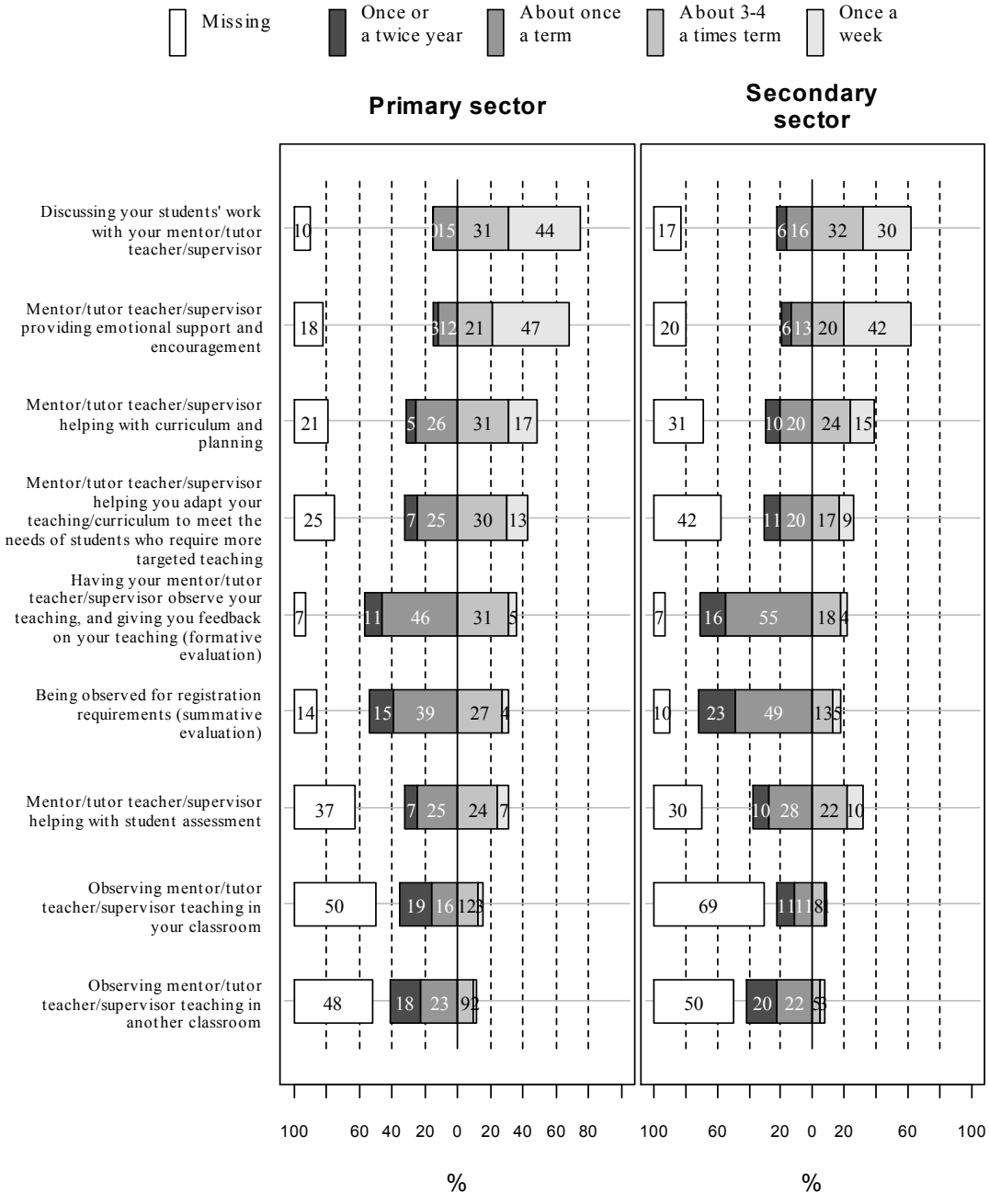
| **Secondary sector *(n=157)*** | **First year** | | **Second year** | |
|---|---|---|---|---|
| **Activity** | **N** | **Percentage** | **N** | **Percentage** |
| Having your mentor/tutor teacher/supervisor observe your teaching, and provide feedback on your teaching | 147 | 93.6 | 138 | 87.9 |
| Being observed for registration requirements | 141 | 89.8 | 129 | 82.2 |
| Assistance with managing student behaviour | 134 | 85.4 | 118 | 75.2 |
| Discussing your students' work with your mentor/tutor teacher/supervisor | 133 | 84.7 | 120 | 76.4 |
| Sharing effective teaching strategies | 128 | 81.5 | 126 | 80.3 |
| Observing other teachers in your school | 124 | 79.0 | 110 | 70.1 |
| Mentor/tutor teacher/supervisor providing emotional support and encouragement | 123 | 78.3 | 129 | 82.2 |
| Collaborative work with others in department/syndicate/team | 120 | 76.4 | 121 | 77.1 |
| Help with report writing | 116 | 73.9 | 78 | 49.7 |
| Examining students' work with other teachers in your department/syndicate to improve approaches to teaching | 113 | 72.0 | 110 | 70.1 |
| Mentor/tutor teacher/supervisor helping with student assessment | 109 | 69.4 | 107 | 68.2 |
| Pinpointing your learning needs, setting personal goals, and planning a systematic programme to meet them | 108 | 68.8 | 101 | 64.3 |
| Mentor/tutor teacher/supervisor helping with curriculum and planning | 105 | 66.9 | 101 | 64.3 |
| Advice on effective communication with parents | 101 | 64.3 | 66 | 42.0 |
| Mentor/tutor teacher/supervisor helping you adapt your teaching/curriculum to meet the needs of students who require more targeted teaching | 90 | 57.3 | 85 | 54.1 |
| Use of Satisfactory Teacher Dimensions as a focus for feedback on your teaching | 87 | 55.4 | 84 | 53.5 |
| Help with managing your administrative responsibilities | 86 | 54.8 | 73 | 46.5 |
| Observing mentor/tutor teacher/supervisor teaching in another classroom | 73 | 46.5 | 73 | 46.5 |
| Observing mentor/tutor teacher/supervisor teaching in your classroom | 45 | 28.7 | 40 | 25.5 |
| Observing teachers in other schools | 15 | 9.6 | 17 | 10.8 |

Note: As more than one answer could be given, percentages may not sum to 100.

## Frequency of support in primary and secondary schools in the first year

How often did teachers receive the various types of support? In addition to identifying the occurrence of mentoring, teachers also identified the frequency of the various types of support. Figure 11 shows the activities that directly involve the mentor and Figure 12 shows other supportive activities. The large percentage of "missing" responses, particularly for some types of support, is because those types of support were not provided. Most frequently help was given in discussing students' work, with this occurring once a week for 44 percent of primary teachers, and for 30 percent of secondary teachers. A third of primary teachers reported being formally observed for formative purposes on a regular basis (several times a term). This rate was somewhat higher than that reported for secondary teachers (22 percent). Only a third of primary and secondary PRTs were assisted frequently with student assessment, although a quarter had help about once a term. Although responses to earlier questions indicated that teachers had opportunities to observe their mentor's teaching, this activity also appears to be infrequent. We have not reported data on the frequency of support in the second year of induction programmes, as this is similar to that of the first year.

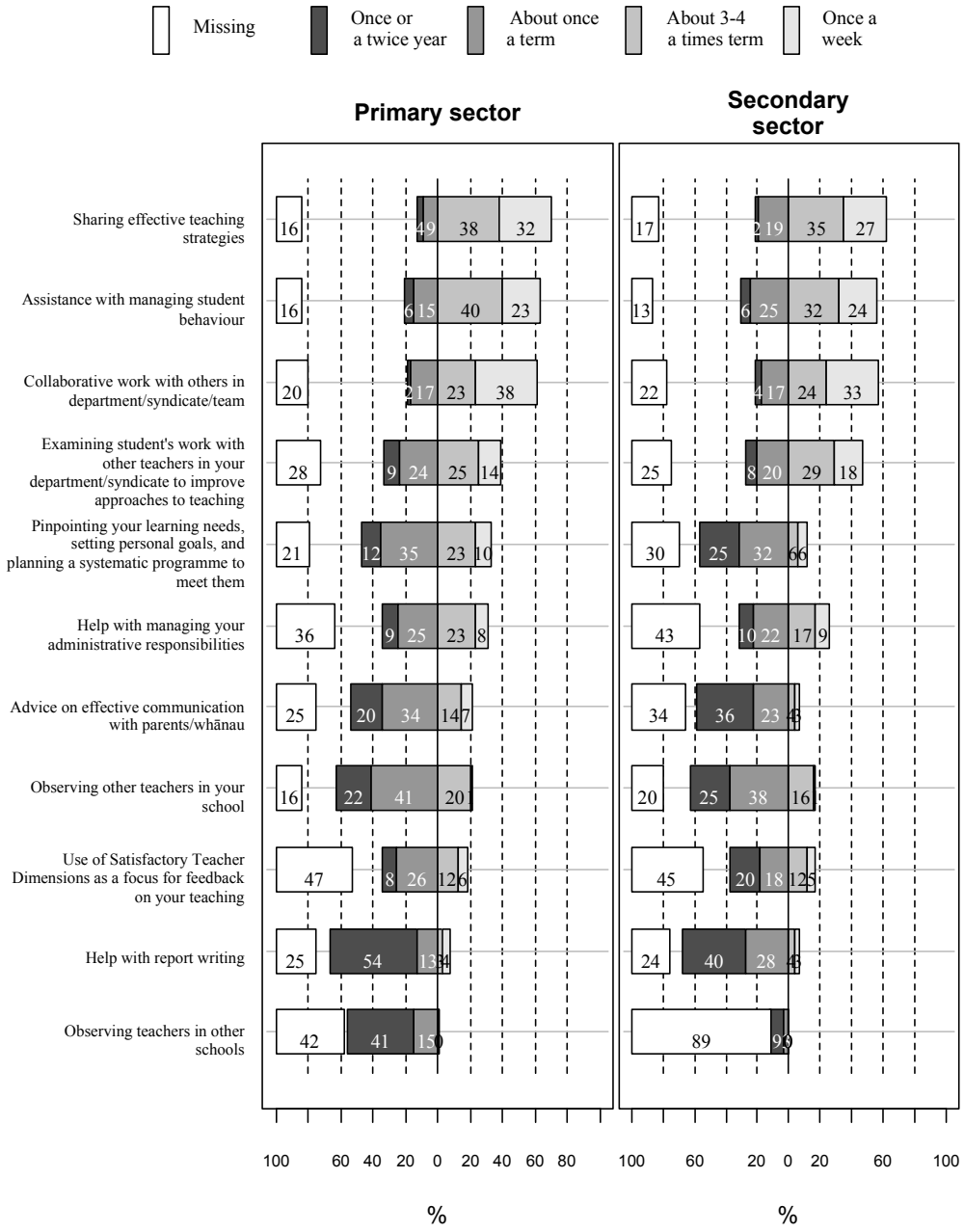
Figure 11 **Frequency with which activities associated with the mentor/tutor teacher/supervisor took place in the first year of the advice and guidance programme**




Notes: Where numbers on charts are not clearly legible they are generally less than 5% and therefore not of great importance to the interpretation of the results.

The vertical line at 0% represents a neutral response. The negative axis does not indicate a negative percentage; it highlights a “negative” response.

Figure 12 **Frequency with which other activities took place in the first year of the advice and guidance programme**




Notes: Where numbers on charts are not clearly legible they are generally less than 5% and therefore not of great importance to the interpretation of the results.

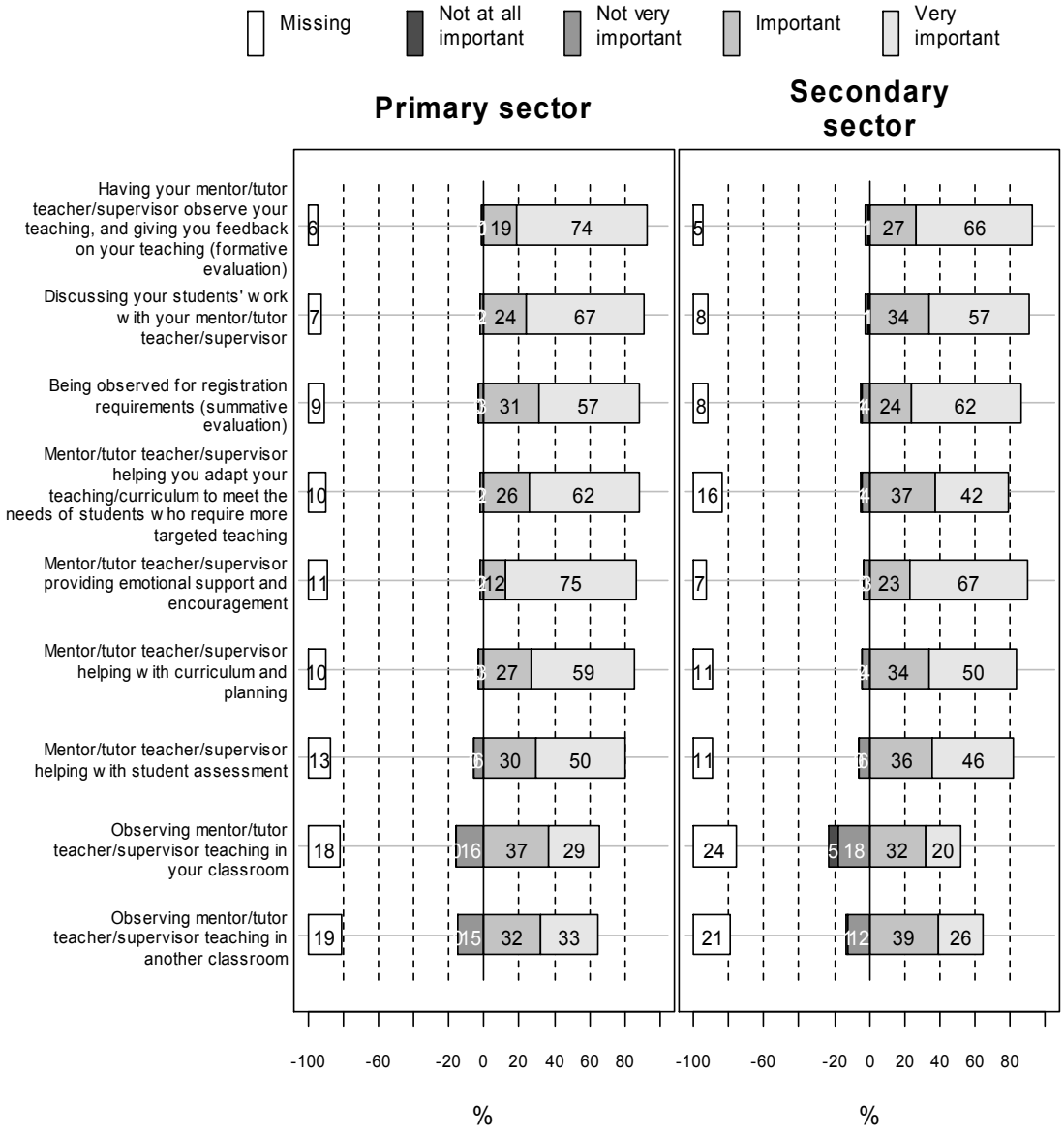
The vertical line at 0% represents a neutral response. The negative axis does not indicate a negative percentage; it highlights a “negative” response.

Figure 12 shows the other activities that occurred in advice and guidance programmes. Areas where assistance was provided more frequently were: sharing of teaching strategies; the provision of emotional support and encouragement; assistance with student behaviour; and opportunities for collaborative work.

Activities provided less frequently were: pinpointing PRT personal goals, and planning a systematic programme to meet them; managing administrative activities; communicating effectively with parents; and observing other teachers. Very few teachers reported having help with report writing.

Were the activities that happened more often also those that were perceived to be more important? Figures 13 and 14 show school sector teachers' views of the components of mentoring programmes. Both primary and secondary teachers rated "Having your mentor/tutor teacher/supervisor observe your teaching and give you feedback on your teaching" most highly, yet this occurred several times a term for only 22 percent of the secondary teachers and 36 percent of primary teachers. "Discussing the students' work with the mentor/tutor teacher/supervisor", "sharing effective teaching strategies", and "getting assistance with managing student behaviour" were seen to be very important (by almost three-quarters of the PRTs), and were among the activities reported to happen most frequently. Teachers considered help with curriculum adaptation to be important, and, as outlined earlier, teachers were given this help less often.

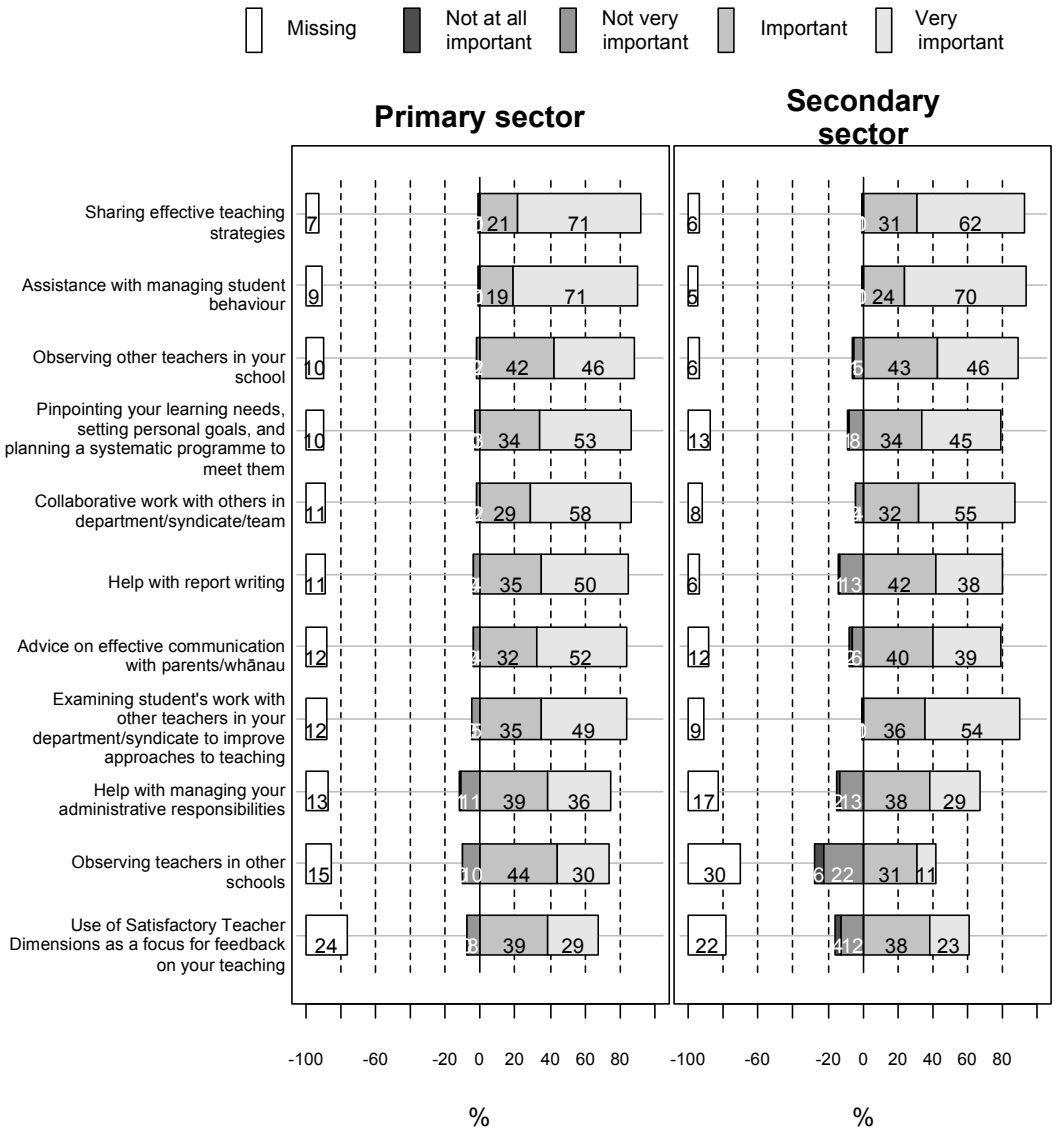
Figure 13 **Perceived importance of support from mentor/tutor teacher/supervisor in first year of programme**




Notes: Where numbers on charts are not clearly legible they are generally less than 5% and therefore not of great importance to the interpretation of the results.

The vertical line at 0% represents a neutral response. The negative axis does not indicate a negative percentage; it highlights a "negative" response.

Figure 14 **Perceived importance of other advice and guidance programme activities in first year of programme**




Notes: Where numbers on charts are not clearly legible they are generally less than 5% and therefore not of great importance to the interpretation of the results.

The vertical line at 0% represents a neutral response. The negative axis does not indicate a negative percentage; it highlights a "negative" response.

## Comparison between occurrence, frequency, and perceived importance of induction activities in primary and secondary schools

We were interested in the alignment between the activities that PRTs considered to be very important, those that occurred frequently (weekly or several times a term), and whether there were any meaningful differences between primary and secondary sectors. Overall, there were more commonalities than differences (Table 25).

The data show that both primary and secondary teachers valued most highly the provision of emotional support and encouragement, observation and feedback on their teaching, and assistance with managing student behaviour. While all were provided for most teachers, the frequency of these activities, particularly the classroom observations and feedback, was not high.

Teachers also considered it important to share teaching strategies with other teachers and this occurred frequently for the majority of teachers. Nevertheless, a sizeable group of teachers did not experience sharing on a regular basis. Collaborative work with other teachers was rated "very important" by around 55 percent of primary and secondary teachers, and occurred frequently for about two-thirds of teachers.

We were surprised that a minority of PRTs considered it very important to see their mentor/tutor teacher teaching, which may reflect the fact that this occurred at all for only half the primary teachers and slightly less for secondary teachers. Only 12 percent of PRTs observed their mentors teaching regularly.

Other small-scale New Zealand research showed that new teachers found observing their colleagues to be a very powerful occasion for professional development (Cameron et al., 2006), but only 30 percent of primary PRTs and 11 percent of secondary PRTs in this study rated observing their colleagues teaching as "very important". In primary schools, 60 percent of teachers were able to observe their colleagues teaching regularly, while only 16 percent of secondary teachers did so. However, most PRTs did some observations. These findings indicate that sitting in another teacher's classroom is not always sufficient to provide meaningful learning for other teachers. Observations probably need to be planned with a specific negotiated purpose with time set aside for discussion of a teacher's rationale for teaching decisions.

Primary teachers were much more likely to been helped with report writing, with half of them reporting assistance once or twice a year. They were also more likely to consider assistance in this area to be very important than were secondary teachers.

Table 25 **Comparison between occurrence, frequency, and perceived importance of induction activities in primary and secondary schools**

| Activity | Percentage of occurrence in first year as PRT | | Percentage where activity occurred frequently | | Percentage of teachers rating activity as "very important" | |
|---|---|---|---|---|---|---|
| | Pri | Sec | Pri | Sec | Pri | Sec |
| Mentor/tutor teacher/supervisor providing emotional support and encouragement | 82 | 78 | 68 | 62 | 75 | 67 |
| Assistance with managing student behaviour | 87 | 85 | 63 | 56 | 71 | 70 |
| Having your mentor/tutor teacher/supervisor observe your teaching, and giving you feedback on your teaching | 93 | 94 | 37 | 22 | 74 | 66 |
| Sharing effective teaching strategies | 85 | 82 | 70 | 62 | 71 | 62 |
| Discussing your students' work with your mentor/tutor teacher/supervisor | 86 | 85 | 75 | 62 | 67 | 57 |
| Help with report writing | 74 | 50 | 54[a] | 40[a] | 50 | 38 |
| Being observed for registration requirements | 90 | 90 | 31 | 18 | 57 | 62 |
| Collaborative work with others in department/syndicate/team | 80 | 76 | 61 | 57 | 58 | 55 |
| Mentor/tutor teacher/supervisor helping with curriculum and planning | 75 | 67 | 48 | 49 | 59 | 50 |
| Mentor/tutor teacher/supervisor helping you adapt your teaching/curriculum to meet the needs of students who require more targeted teaching | 64 | 57 | 43 | 26 | 62 | 42 |
| Examining students' work with other teachers in your department/syndicate to improve approaches to teaching | 78 | 72 | 39 | 47 | 49 | 54 |
| Mentor/tutor teacher/supervisor helping with student assessment | 76 | 69 | 31 | 32 | 50 | 46 |
| Pinpointing your learning needs, setting personal goals, and planning a systematic programme to meet them | 75 | 69 | 33 | 12 | 53 | 45 |
| Advice on effective communication with parents | 72 | 64 | 21 | 7 | 52 | 39 |
| Help with managing your administrative responsibilities | 56 | 55 | 31 | 26 | 36 | 29 |
| Observing mentor/tutor teacher/supervisor teaching in another classroom | 52 | 47 | 11 | 13 | 33 | 26 |
| Observing other teachers in your school | 84 | 79 | 60 | 16 | 30 | 11 |
| Use of Satisfactory Teacher Dimensions as a focus for feedback on your teaching | 63 | 55 | 18 | 17 | 29 | 23 |
| Observing mentor/tutor teacher/supervisor teaching in your classroom | 51 | 29 | 15 | 9 | 20 | 20 |
| Observing teachers in other schools | 50 | 10 | 15 | 9 | 30 | 11 |

[a] Once or twice a year.

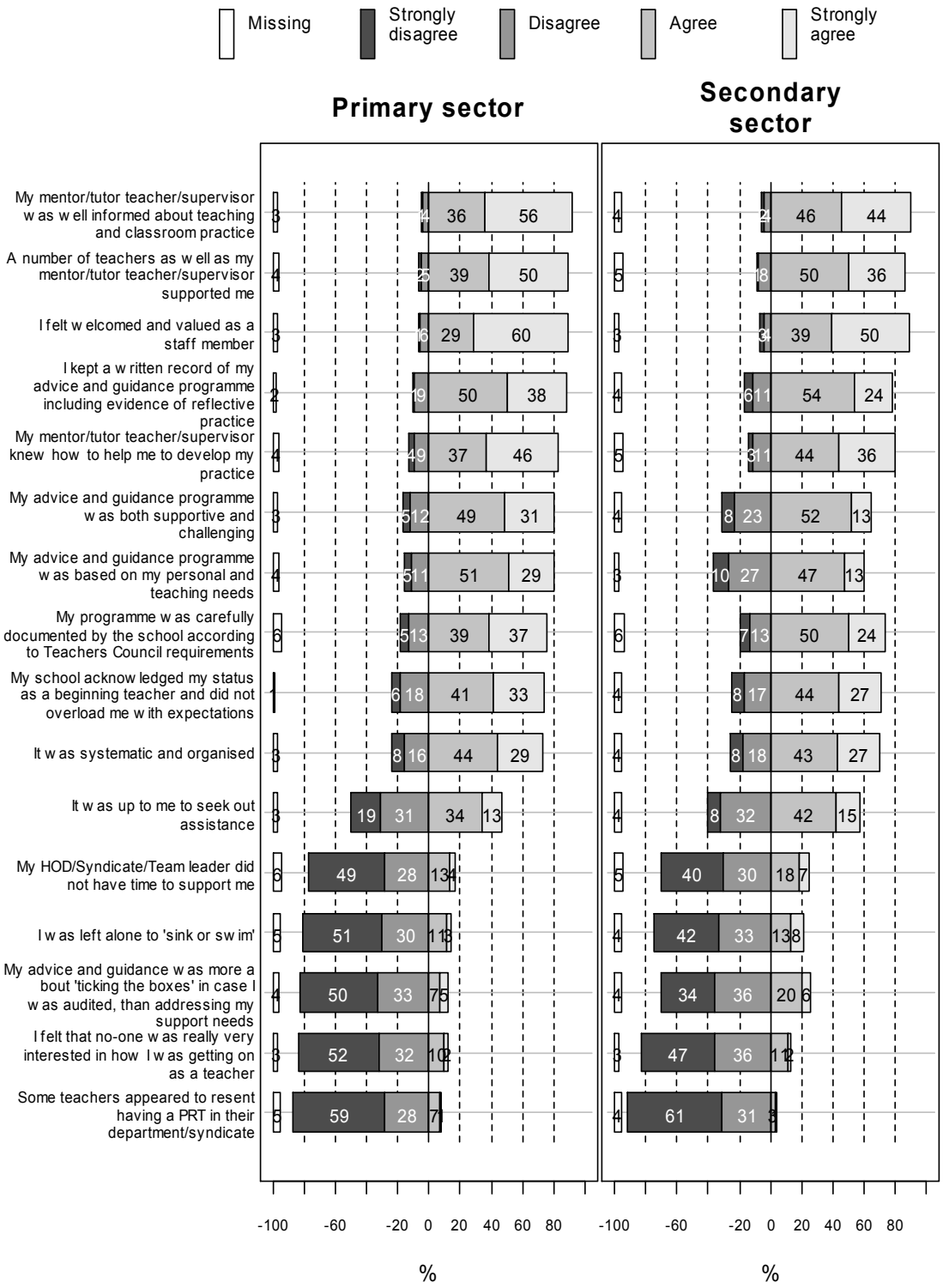
## Teachers' evaluations of their advice and guidance programmes

The survey asked teachers to indicate the extent to which they agreed with a number of statements about their advice and guidance programmes. Teachers' responses are shown in Figure 15. Again, primary and secondary teachers had similar responses, but primary teachers were typically more likely to strongly agree with positive statements than were secondary teachers. Overall, teachers agreed that their mentors were well informed, that they knew how to help them to develop their teaching practice, and that they were welcomed and supported into their workplaces. Most teachers agreed that they documented their advice and guidance programmes and included evidence of reflective statements.

Secondary teachers were more than twice as likely as primary teachers to disagree that their advice and guidance programmes were both supportive and challenging. Eighty percent of primary teachers and 60 percent of secondary teachers agreed that their advice and guidance programme was based on their personal and teaching needs. Forty percent of secondary teachers and 47 percent of primary teachers agreed that it was up to them to seek out assistance. Twenty-one percent of secondary teachers and 14 percent of primary teachers agreed that they had been left alone to "sink or swim", and about a fifth of PRTs considered that their induction programmes were more about "ticking the boxes", indicating that a significant minority of schools may not have a strong commitment to supporting their PRTs.

There was general agreement that schools documented their advice and guidance programmes according to Teachers Council requirements, although approximately 20 percent of teachers disagreed. About a quarter of teachers disagreed that their schools acknowledged their status as beginning teachers and did not overload them with expectations.

Figure 15 **PRT perceptions of their advice and guidance programme**




Notes: Where numbers on charts are not clearly legible they are generally less than 5% and therefore not of great importance to the interpretation of the results.

The vertical line at 0% represents a neutral response. The negative axis does not indicate a negative percentage; it highlights a “negative” response.

### *Overall judgements on advice and guidance programmes*

Table 26 shows the percentages of teachers who considered that their induction programmes helped them "to a great extent" on three key dimensions: developing confidence and skill in teaching; meeting the Satisfactory Teacher Dimensions; and impact on their students' learning and achievement. Primary teachers were more highly positive than secondary teachers on each dimension.

Over half of the primary teachers considered that their induction programmes helped them to a great extent to develop confidence and skill in teaching, compared with 39 percent of secondary teachers.

Only 44 percent of primary teachers and a quarter of secondary teachers indicated that their induction programmes had assisted them to a great extent to make a difference to their students' learning and achievement. This judgement may reflect the infrequent attention to areas which would strengthen PRTs' attention to the learning needs of their students. For example, as was shown in Table 25, only 39 percent of primary teachers and 47 percent of secondary teachers frequently examined students' work with other teachers to inform their future teaching. In addition, over a third of PRTs did not report any assistance with student assessment, and about a quarter received this help only once a term. These results suggest that mentors may need professional development that will strengthen their skill in directing their support towards enhancing student achievement, as well as helping them to address PRT concerns about behaviour management. As we pointed out in our literature review (Cameron, 2007) classroom management issues may reflect difficulties in using engaging and responsive pedagogies. Overall, there is more work needed if induction programmes are to make a strong impact on the quality of teaching and learning in schools.

Table 26 **Percentage of PRTs assisted to a great extent (school sector)**

| Aspect | Primary *(n=208)* % | Secondary *(n=157)* % |
|---|---|---|
| Tutor/mentor/supervisor assisted in developing confidence and skill in teaching | 51.9 | 38.9 |
| Tutor/mentor/supervisor assisted in meeting the Satisfactory Teacher Dimensions | 40.4 | 25.5 |
| Induction programme made a positive difference to their students' learning and achievement | 43.8 | 24.2 |

The qualitative comments made by PRTs provide more detail on the areas where teachers considered their advice and guidance programmes could have been better. Their comments are grouped according to key themes:

**More information required on school policies and approaches during orientation:**

I never received a formal introduction to the school and its systems and expectations which I believe should be mandatory.

A better intro pack/induction pack given at the beginning of one's teaching. Not enough of this was done at the start.

A better induction to the school (not sure about a lot of things that I had to just find out). More info on the little things like—lucky books, sausage sizzles, big school assemblies (certificates etc.).

Administrative information at start of year, e.g. form class protocols, roll book management etc.

Communicating with parents. Extra-curricula guidelines (e.g. going away with parents).

More time spent at the very beginning on orientation re processes etc.—it is impossible to grasp it all at once.

**More systematic and organised advice and guidance programmes**

A more systematic approach to my advice and guidance programme with outlined goals and feedback on these.

Lots—more orientation, more structured support programme. Specific mentor rather than just asking anyone for help.

Goal setting and understanding of the requirements of PRT.

Release time. Tutor teacher meetings regularly as I have had none in PRT2 [second year as PRT].

I would have appreciated more support in all areas. The lack of support forced me to resign.

More meetings with supervisor. Being told at the beginning of yr1 (and not yr2) about the extensive amount of 'evidence', i.e. reflections required for registration.

All areas would have been more supported if we had meetings with our PRT co-ordinator at an early stage.

I would have appreciated having someone come and observe my teaching on a regular basis. What documents I am supposed to have kept for full registration, I had to work it out on my own.

Knowing what to do and how much of it to actually attain my full registration. So far all I've done is sign a bit of paper.

**Knowledgeable, supportive, and consistent mentoring**

A more appropriate supervisor would have helped. I had communication problems and have now just left the school because nothing was done to improve things.

Tutor teachers who were in the same syndicate. Tutor teachers who were not so overloaded.

In my 1st yr it would have been good to have more support from my HOD. If it weren't for another teacher in the school who helped heaps (he just stepped in) I'm not sure I would have survived the 1st yr!!

I changed tutor teachers three times before the completion of my registration. I would have liked more continuity, challenge, and opportunity to further my learning outside the classroom.

Tutor teacher that wanted to do the job.

**Access to beginning teacher support groups**

My school does not attend any BT [beginning teacher] days for PD [professional development].

Being sent on more courses, especially with other PRTs.

**More support with student assessment**

Knowing if my students were on track or not. Not prepared for level assessment.

Assessment schemes were sometimes unclear and it would have been good to have my marking of NCEA checked more often to see that it has been done to the correct expectations.

NCEA marking help.

Assessment expectations.

Student assessment— school's method of recording.

NCEA moderation.

**Provision of the time allowance**

Not being forced to work more than the max hrs for 1st yr teachers. Realistically you are given no choice and complaints are ignored.

And my release time not being incorporated into technology time.

Other studies (TLRP, 2007) have confirmed that the majority of workers' learning occurs in the workplace, with support and feedback shown to be critically important for confidence, learning, retention and commitment particularly in the first few months. The teachers' comments indicate that in some schools the difficulty or challenge inherent in their new roles is made harder by overloading them, failing to provide information essential to their work, and not including them in work processes that allow them ongoing access to the knowledge they need to be successful.

## Assessment of teaching

> My mentor really had nothing to do with me, think we only ever spoke once or twice, that in staffroom 'hi', 'bye' kind of stuff. Observation and formative assessment of my lesson etc. would have been very good. The fact my HOD trusted me to do what I want, encouraged me to have faith in my ability was excellent: confidence building with some official assessment/help would have been good too.

In order to gain full registration the Teachers Council requires principals to testify that a PRT has been satisfactorily assessed against the Satisfactory Teacher Dimensions. It is expected that PRTs receive both formative and summative assessment in the four professional dimensions (professional knowledge, professional practice, professional relationships, and professional leadership) required for full registration.

Teachers identified the management of student behaviour as the key area in which they received formative assessment, with primary teachers also indicating high support for curriculum planning and feedback (Table 27). Many more primary teachers than secondary teachers received formative feedback on their use of assessment for student learning. While three-quarters of primary teachers received formative feedback on how they used assessment information to plan for future teaching, only 44 percent of secondary respondents were evaluated on this critical teaching practice. A quarter of primary teachers and a third of secondary teachers received formative evaluation of their use of inclusive practices for Māori students.

Table 27 **Areas where formative assessment was received**

| Area | Primary *(n=208)* | | Secondary *(n=157)* | |
|---|---|---|---|---|
| | N | Percentage | N | Percentage |
| Positive management of student behaviour | 177 | 85.1 | 136 | 86.6 |
| Curriculum planning | 172 | 82.7 | 99 | 63.1 |
| Providing feedback to students on their learning | 161 | 77.4 | 99 | 63.1 |
| Encouraging you to reflect on your teaching to improve it | 154 | 74.0 | 109 | 69.4 |
| Using a range of teaching approaches | 153 | 73.6 | 124 | 79.0 |
| Using assessment results to plan further learning for individuals and groups | 149 | 71.6 | 69 | 43.9 |
| Responding constructively to student misbehaviour | 139 | 66.8 | 115 | 73.2 |
| Matching curriculum to student learning needs and interests | 139 | 66.8 | 88 | 56.1 |
| Recording and reporting assessment information | 139 | 66.8 | 87 | 55.4 |
| Building positive relationships with students | 133 | 63.9 | 104 | 66.2 |
| Student grouping | 132 | 63.5 | 57 | 36.3 |
| Ensuring that assessment is fair, valid, and reliable | 126 | 60.6 | 84 | 53.5 |
| Communicating with parents and families | 122 | 58.7 | 51 | 32.5 |
| Encouraging students to think critically | 121 | 58.2 | 88 | 56.1 |
| Devising engaging lessons | 120 | 57.7 | 97 | 61.8 |
| Professional responsibilities and behaviour | 118 | 56.7 | 76 | 48.4 |
| Finding appropriate resources | 114 | 54.8 | 89 | 56.7 |
| Management of instructional time | 113 | 54.3 | 81 | 51.6 |
| Ways to engage students in their own assessment | 107 | 51.4 | 69 | 43.9 |
| Use of ICT in your classroom planning and teaching | 95 | 45.7 | 81 | 51.6 |
| Your relationships with other colleagues | 94 | 45.2 | 68 | 43.3 |
| Supporting te reo Māori me ona tikanga | 66 | 31.7 | 45 | 28.7 |
| Inclusive practices for Māori students | 56 | 26.9 | 54 | 34.4 |
| Internal moderation processes | 55 | 26.4 | 82 | 52.2 |
| Other | 4 | 1.9 | 3 | 1.9 |

Note: As more than one answer could be given, percentages may not sum to 100.

Table 28 (primary sector) and Table 29 (secondary sector) show that the most common source of both formative and summative feedback was the mentor/tutor teacher/supervisor, although principals, syndicate leaders, and senior management all contributed to assessment. Sixteen percent of teachers in both sectors did not identify any person who assessed them.

Table 28 **Person responsible for providing assessment – Primary**

| Primary sector *(n=208)* | Formative assessment | | Summative assessment | |
|---|---|---|---|---|
| **Position** | **N** | **Percentage** | **N** | **Percentage** |
| Mentor/tutor teacher/supervisor | 129 | 62.0 | 105 | 50.5 |
| The principal | 16 | 7.7 | 26 | 12.5 |
| Syndicate leader | 14 | 6.7 | 22 | 10.6 |
| Senior management (DP, AP) | 11 | 5.3 | 18 | 8.7 |
| Other teacher(s) in department | 2 | 1.0 | 0 | 0.0 |
| PRT co-ordinator | 0 | 0.0 | 3 | 1.4 |
| Other | 2 | 1.0 | 2 | 1.0 |
| Unknown | 34 | 16.4 | 32 | 15.4 |

Table 29 **Person responsible for providing assessment – Secondary**

| Secondary Sector *(n=157)* | Formative assessment | | Summative assessment | |
|---|---|---|---|---|
| **Position** | **N** | **Percentage** | **N** | **Percentage** |
| Head of department | 73 | 46.5 | 72 | 45.9 |
| Mentor/tutor teacher/supervisor | 31 | 19.8 | 25 | 15.9 |
| Senior management (DP, AP) | 15 | 9.6 | 21 | 13.4 |
| PRT co-ordinator | 5 | 3.2 | 9 | 5.7 |
| The principal | 3 | 1.9 | 4 | 2.6 |
| Other teacher(s) in department | 3 | 1.9 | 2 | 1.3 |
| Other | 2 | 1.3 | 2 | 1.3 |
| Unknown | 25 | 15.9 | 22 | 14.0 |

Table 30 (primary sector) and Table 31 (secondary sector) show that about 40 percent of PRTs were assessed against the Satisfactory Teacher Dimensions. Around 20 percent were assessed against the (Interim) Professional Standards. About a third of teachers did not know how they were assessed. These findings show that Teachers Council concerns about the assessment of PRTs are valid, and reinforce the need for revision of and professional development on the use of standards for registration decisions.

Table 30 **Set of criteria used – Primary**

| **Primary sector *(n=208)*** | **Formative assessment** | | **Summative assessment** | |
|---|---|---|---|---|
| **Criteria** | **N** | **Percentage** | **N** | **Percentage** |
| Satisfactory Teacher Dimensions | 84 | 40.4 | 85 | 40.9 |
| Interim Professional Standards | 33 | 15.9 | 48 | 23.1 |
| Don't know | 75 | 36.1 | 62 | 29.8 |
| Unknown | 16 | 7.7 | 13 | 6.3 |

Table 31 **Set of criteria used – Secondary**

| **Secondary sector *(n=157)*** | **Formative assessment** | | **Summative assessment** | |
|---|---|---|---|---|
| **Criteria** | **N** | **Percentage** | **N** | **Percentage** |
| Satisfactory Teacher Dimensions | 57 | 36.3 | 56 | 35.7 |
| Professional Standards | 29 | 18.5 | 38 | 24.2 |
| Don't know | 60 | 38.2 | 55 | 35.0 |
| Unknown | 11 | 7.0 | 8 | 5.1 |

Table 32 shows that the evidence most commonly used for full registration was: records of teaching observations; written feedback from mentors; and appraisal records. Secondary teachers (62 percent) were more likely than primary teachers (55 percent) to include notes on their observation of students, and comments on how these observations had informed their teaching. Half of the teachers included reflections on their teaching. Although half the primary teachers and slightly fewer secondary teachers included units of work, fewer than half of the teachers included further examples of their work with students (e.g. assessment, analyses of student learning, examples of formative feedback to students).

Table 32 **Sources of evidence for full registration**

| | Primary *(n=208)* | | Secondary *(n=157)* | |
|---|---|---|---|---|
| **Evidence** | **N** | **Percentage** | **N** | **Percentage** |
| Records of observations of your teaching | 176 | 84.6 | 141 | 89.8 |
| Written feedback from your mentor/tutor teacher/supervisor at regular intervals throughout your advice and guidance programme | 171 | 82.2 | 119 | 75.8 |
| Appraisal records | 167 | 80.3 | 130 | 82.8 |
| An outline of your advice and guidance programme for year one and year two | 134 | 64.4 | 94 | 59.9 |
| Notes from your observations of students and comments on how these observations informed your teaching | 114 | 54.8 | 98 | 62.4 |
| Record of professional learning (and how it impacted on your practice) | 107 | 51.4 | 92 | 58.6 |
| A unit of work, showing objectives, learning intentions, teaching plans, success criteria, assessment | 106 | 51.0 | 74 | 47.1 |
| Record of your reflection on your teaching | 105 | 50.5 | 88 | 56.1 |
| Examples of how you assessed the learning outcomes of your teaching | 102 | 49.0 | 54 | 34.4 |
| Examples of student learning resulting from your teaching | 99 | 47.6 | 64 | 40.8 |
| Samples of reports to parents and caregivers | 98 | 47.1 | 44 | 28.0 |
| Examples of your feedback to students | 75 | 36.1 | 50 | 31.8 |
| Samples of your feedback to students | 74 | 35.6 | 28 | 17.8 |
| Letters of commendation from others (principal, parents, colleagues, students) | 44 | 21.2 | 25 | 15.9 |
| Samples of newsletters etc. to parents | 35 | 16.8 | 10 | 6.4 |
| Photographs (with annotations) | 22 | 10.6 | 6 | 3.8 |
| Audio or videotapes of your teaching | 11 | 5.3 | 1 | 0.6 |
| Other | 9 | 4.3 | 11 | 7.0 |
| None of the above | 2 | 1.0 | 1 | 0.6 |

Note: As more than one answer could be given, percentages may not sum to 100.

## Other professional development and learning opportunities

There appeared to be wider opportunities for professional learning in primary schools, compared with secondary schools (Tables 33 and 34). Many more primary teachers than secondary teachers reported taking an active part in whole-school professional development, being involved in collaborations with their colleagues, and receiving guidance and/or encouragement from other teachers in the school. These activities which involve working alongside others, tackling

challenging tasks together, problem solving, and trying things out together, provide settings for new teachers to ask questions, get information, learn how others solve problems, give and receive feedback, reflect, and learn from their mistakes (TLRP, 2007).

Similar percentages of primary and secondary teachers (around two-thirds) received guidance and encouragement from their HODs or syndicate leaders. Around 40 percent of teachers reported participating in external courses. However, only 32 percent of primary teachers and just 16 percent of secondary teachers attended beginning teacher support groups such as those offered by School Support Services. Secondary teachers were more likely to seek out reading material to improve their specific content knowledge (53 percent) than were primary teachers (35 percent). Only a quarter of teachers reported engaging with their local subject or specialist associations, which appears to be a missed opportunity for professional growth. Subject associations can provide opportunities for teachers to encounter new ideas, and discuss problems of practice with an external learning community.

Table 33 **Professional Development activities – Primary (*n=208*)**

| Activity | Frequently % | Occasionally % | Not at all % | Unknown % |
|---|---|---|---|---|
| An active part in whole-school professional development programmes | 76.0 | 13.5 | 4.8 | 5.8 |
| Collaborative learning with other colleagues in my school | 69.7 | 26.4 | 2.4 | 1.4 |
| Guidance and encouragement from other teachers in the school | 69.7 | 24.0 | 3.4 | 2.9 |
| Guidance and encouragement from my head of department/syndicate leader | 66.8 | 21.2 | 5.8 | 6.3 |
| Guidance and encouragement from other teachers in my department/syndicate | 64.9 | 27.9 | 2.4 | 4.8 |
| Taking an active part in school development processes | 58.2 | 34.1 | 5.3 | 2.4 |
| Participating in external courses or workshops relevant to my teaching subject | 44.7 | 45.2 | 7.2 | 2.9 |
| Reading to improve my specific content knowledge | 35.1 | 60.1 | 2.4 | 2.4 |
| Beginning teacher support groups such as those organised by advisory services | 33.2 | 40.4 | 22.6 | 3.9 |
| Reading to extend my knowledge of ways to help students gain a deeper understanding and interest | 31.7 | 59.6 | 5.3 | 3.4 |
| Participating in external courses or workshops related to teaching in general | 29.3 | 53.4 | 11.5 | 5.8 |
| Engaging with subject or specialist associations | 26.4 | 52.4 | 17.3 | 3.9 |
| Guidance from support people, such as RTLBs, school counsellor, advisers | 26.4 | 51.4 | 17.8 | 4.3 |
| Familiarising myself with the local area and its resources | 21.6 | 52.9 | 21.6 | 3.9 |
| Beginning teacher support group in my school | 15.9 | 12.0 | 35.1 | 37.0 |
| Collaborative learning with teachers from other schools | 14.4 | 54.3 | 28.4 | 2.9 |
| Involvement in the union | 10.1 | 61.1 | 24.5 | 4.3 |
| NCEA marking (e.g. moderation meetings) | 4.8 | 7.2 | 69.7 | 18.3 |

Table 34 **Professional development activities – Secondary (*n=157*)**

| Activity | Frequently % | Occasionally % | Not at all % | Unknown % |
|---|---|---|---|---|
| Guidance and encouragement from my Head of Department/Syndicate leader | 66.2 | 26.8 | 3.2 | 3.8 |
| Guidance and encouragement from other teachers in my department/syndicate | 61.2 | 28.7 | 4.5 | 5.7 |
| Guidance and encouragement from other teachers in the school | 56.7 | 38.2 | 3.2 | 1.9 |
| An active part in whole-school professional development programmes | 56.1 | 22.9 | 8.9 | 5.1 |
| Reading to improve my specific content knowledge | 53.5 | 39.5 | 5.7 | 1.3 |
| Collaborative learning with other colleagues in my school | 52.9 | 36.9 | 6.4 | 3.8 |
| Beginning teacher support group in my school | 37.6 | 34.4 | 9.6 | 18.5 |
| Taking an active part in school development processes | 36.9 | 45.9 | 14.0 | 3.2 |
| Reading to extend my knowledge of ways to help students gain a deeper understanding and interest | 36.3 | 54.1 | 7.0 | 2.6 |
| Participating in external courses or workshops relevant to my teaching subject | 31.9 | 62.4 | 3.8 | 1.9 |
| NCEA marking (e.g. moderation meetings) | 28.7 | 40.1 | 24.8 | 6.4 |
| Engaging with subject or specialist associations | 25.5 | 57.3 | 14.7 | 2.6 |
| Participating in external courses or workshops related to teaching in general | 22.9 | 56.1 | 17.8 | 3.2 |
| Familiarising myself with the local area and its resources | 22.9 | 47.8 | 26.8 | 2.6 |
| Guidance from support people, such as RTLBs, school counsellor, advisers | 15.9 | 51.6 | 28.0 | 4.5 |
| Involvement in the union | 15.9 | 51.0 | 29.3 | 3.8 |
| Beginning teacher support groups such as those organised by advisory services | 15.9 | 33.1 | 41.4 | 9.6 |
| Collaborative learning with teachers from other schools | 8.3 | 52.2 | 35.7 | 3.8 |

Teachers commented on other experiences that had contributed to their professional learning. The most frequently mentioned experience was related to participation in extra-curricular activities, particularly in secondary schools. While these activities may help build knowledge of students, and contribute to supportive relationships, they are unlikely to directly impact on specific teaching practices such as the provision of formative assessment. The other commonly reported areas for professional learning were external subject support, using teachers' own networks, learning from

their own teaching, and opportunities for wider leadership within and outside the school. Three secondary teachers identified the support from Specialist Classroom Teachers (SCTs). The SCT pilot scheme began in secondary schools in 2006, the second year of teaching for the PRTs in this study. A few teachers indicated that study for advanced qualifications assisted their professional learning.

Examples of typical comments are shown under headings below:

**Involvement with extra–curricular activities**

> Being involved in E.O.T.C. [Education outside the classroom] fieldtrips. Coaching has helped. Supporting students with school/extra–curricular activities, e.g. watching sports games, productions, etc.
>
> Engagement in extra–curricular activities, e.g. school production.
>
> Taking part in the various extra–curricular activities offered by our school such as sports, prize giving, kapa haka, blessings, school ball, parents' evenings, and so on.
>
> Coaching a college sports team was advantageous.

**Support from external advisers**

> Having a senior teacher organised by [xxx] College of Education to provide specific support for my learning area. This was excellent as in 2nd year I was the only NCEA Art Teacher for an hour's drive all round.
>
> 1st year—Pasifika Literacy Co-ordinator.

**Using personal and professional networks**

> Staff revival camps. One-on-one with colleagues after hours.
>
> Discussions with parents and friends who are teachers.
>
> Talking to other PRTs and colleagues from my yr at Teachers College (same subject).
>
> Keeping in touch with my colleagues with whom I studied was a very big help. Plus keeping in touch with my mentor (the one under whom I spent eight weeks of practical teaching in school). When I really got stuck I rang up my professional colleagues at university. Plus meeting with other teachers from other schools teaching the same subject. Plus being allowed to be a member of CETA [Commerce and Economics Teachers Association].

**Wider leadership activities**

> Gifted and Talented conference. Becoming a demonstrator for NDP [Numeracy Development Project] teaching other teachers. Being an associate teacher for [initial teacher education] students.
>
> I am school co-ordinator for a Government initiated Performance Enhancement in the North Waikato initiative, and through this role I meet with knowledgeable and

dedicated teachers of literacy—they support, inspire and guide me. I otherwise find myself seeking guidance and advice as the needs arise.

PE/PA [Physical education/Performing arts] contract—becoming a lead teacher.

Lead teacher—Roadsense. Forming an Indian Cultural Group based on needs of school community—a dance group which has performed at cultural festival. Meeting place for parents (new to school, support for all Indian parents).

Staff rep on BOT—involved in governance of school has made me more aware of my practice within the "bigger picture".

**Involvement of specialist classroom teacher**

This year having the support of the SCT has been awesome. She has observed my classes and given help with student behaviour problems. She is always available and has lots of words of wisdom.

**Learning from practice**

Having to actually teach!!! And then working things out for myself, e.g. improvements needed.

My own experience every day in a classroom—trial and error—improving practicing—doing, reflecting, improving. Asking students' opinions/thoughts etc.

Journaling my reflections—trying to act on these. Observing children's engagement in my lessons and their work. Observing children's verbal feedback and inquiry on lessons taught.

**Opportunities to work with external colleagues in subject area**

Being on markers' panel for NCEA external achievement standards.

Marking [to] NCEA standard.

Tutorials for NCEA students.

**Formal study and ongoing learning**

I continued with study online in my first year and completed my Honours Degree to help me to stay positive about teaching. This allowed me to access the [xxx] School of Education for guidance I required to get me through a year without an effective A and G programme. In this my 2nd year as a PRT I have completed two masters papers in areas where I am passionate to increase my knowledge of teaching.

Coming up against a lack of depth of knowledge in many areas has meant I have looked outside the school and applied to start postgraduate study in 2007 in literacy, but this has not been supported.

Involvement in research with [xxx] University College of Ed.

## Satisfaction as a teacher

Table 35 shows that despite gaps in the provision of support to PRTs, 84 percent of primary and secondary teachers found teaching to meet or exceed the expectations they originally had. Around 84 percent thought that their schools were a great place to work. Almost 80 percent expected to be teaching in five years time. On the other hand, about 22 percent were not as happy about teaching as they thought they would be. Our data suggests that while the majority of teachers are satisfied with their work as teachers, there is considerable scope for improving their workplace learning to enhance the quality of their teaching.

Table 35 **Teacher satisfaction – Primary and secondary sectors**

| | Primary *(n=208)* | | | Secondary *(n=157)* | | |
|---|---|---|---|---|---|---|
| | Agree % | Disagree % | Unknown % | Agree % | Disagree % | Unknown % |
| Teaching meets or exceeds the expectations that I originally had | 87.5 | 11.1 | 1.4 | 81.5 | 14.6 | 3.8 |
| I am not as happy about teaching as I thought I would be | 22.6 | 76.0 | 1.4 | 21.0 | 76.4 | 2.6 |
| My school is a great place to work | 83.7 | 13.0 | 3.4 | 84.7 | 12.7 | 2.6 |
| I expect to be still teaching in five years time | 82.7 | 13.5 | 3.9 | 79.7 | 15.9 | 4.5 |

## Primary and secondary teachers' suggestions for the improvement of teacher induction

Most of the suggestions made by PRTs emphasised the need for clearer understandings of the importance of induction (by new teachers and their schools); ensuring that induction happens; and that it meets the specific needs of teachers. There were many comments about the failure of some schools to allocate resources and time for PRT support. There were also many criticisms about the current processes that are being used to document PRTs' advice and guidance programmes. There are strong messages from the new teachers we surveyed that:

- Provisionally Registered Teachers need to begin teaching with more and better information on how to demonstrate that they have met the criteria for full registration.

> A copy of the 'Induction' experiences can be sent to the PRT/beginning teachers—this will help them to know what they are required to do and what other support they can receive from their school.
>
> Should I have had [a] PRT advice and guidance programme in my first yr of teaching, when day-to-day relieving at a range of different schools and yr levels?? Graduates need this clarified.

- More external monitoring and accountability is required to ensure that teachers receive their entitlements.

> Some schools appear to have a strong induction programme in place for their beginning teachers, others I believe use the beginning teacher's ignorance of the rules to use their 0.2 to subsidise or fund other areas of the school. I am unsure how or if such practice is monitored but there appear to be variances in different schools.
>
> Follow up (on schools) or support to PRTs who do not receive their release time. Tutor teachers must be fully aware of requirements toward positively supporting PRTs. Release teachers (0.2) to be of assistance and ease teacher workload.
>
> > 0.2 A&G time should only be used for beginning teachers and their tutor teachers or mentors. (Senior teachers from other syndicates were released instead.)
>
> I didn't find out about 0.2 allowance and when I did I was told it was too late. I was never told about it for a second year.
>
> Perhaps have a team that makes random visits to schools with PRTs to check that everything that should be, is in place, e.g. appropriate release time, active tutor teachers etc... Have a way of informing PRTs of exactly what they should expect/ are entitled to that does not rely on the school providing it.
>
> 1/ Demand that each school has a functioning policy and procedure for PRT induction.
> 2/ Make all senior management team accountable for PRT induction, specifically as far as their appraisal documents are concerned—check with the PRTs.
> 3/ Ensure that responsibility for PRT induction and administration is specifically allocated in personal job descriptions.
> 4/ Ensure that immigrant teachers know what supporting evidence they can provide to assist them with full registration.
> 5/ Provide each PRT with a checklist so that they can monitor the performance of their supervisor as far as admin towards full registration is concerned.

- Schools need to devote adequate time to orientating new teachers to "the way we do things around here" so they are not left to find these things out for themselves.
- It helps to have a face-to-face meeting with the school principal and know that s/he is committed to supporting them as a teacher.
- PRTs, tutor teachers and schools, require greater understanding of what the Teachers Council is looking for in terms of documentation.
- The documentation process should not be unreasonably time consuming, detracting from time spent in teaching-related tasks.

> A guidance programme is great but can actually increase workload to a point where a PRT (or tutor teacher) is using release time to meet admin requirements of the programme rather than improving teaching and learning.

I felt my tutor was excellent and supported me throughout the 2yrs, I learnt a lot from her advice. The diary I had to keep for registration was another administrative task for both of us. Simplification or prestructured forms would help.

Make sure you are not increasing the workload for B/Ts. I am a mature beginning teacher and I do not do written reflections. I am a reflective person but I do not need to write it down. If a lesson hasn't gone well I will think to myself how can I improve this or teach this another way. I am continuously thinking about school. To be on top of things and organised I do not have the time to write reflections. At college we had to do this, a lot of the younger students just made it up.

There needs to be some recognition that some people are not big on writing out their reflective thinking. Time is short in teaching, and writing about your reflections is time we don't have. I was one of the random PRTs chosen to have to provide evidence of my professional development. I have no problem with this but for the timing of the request. It did not happen at the time I applied for registration. It did not happen at the time the money was taken out of my account. Instead it happened a month later, in the middle of me trying to complete reports, and only 2 weeks before I am supposedly due to 'celebrate' my full registration.

- Care is taken to provide the right sort of tutor teacher/supervisor who is interested in mentoring a PRT, has the time to do it, and knows how to do it.

  Tutor teachers should only be paid the allowance if they do the work. My tutor teacher in my 1st yr only observed me once, and only as part of a whole school maths observation. I observed his teaching once. My tutor teacher in my 2nd yr observed me 8 times in the 2mths leading up to registration, but I never observed her teaching.

  It is so important/critical really to have a supportive and knowledgeable mentor/ HOD. I have been so lucky with my HOD/mentor and she has provided me with a positive and successful start to my teaching career. I appreciate the .8 and .9 loads to slowly get you into the swing of things. I expect I would have fallen over without that precious and valuable 'spare' time to plan and get my resources together for my classes. It is SO important.

  I have benefited from having a walking DP [Deputy Principal] as my tutor teacher. He was very focused on ensuring that the PRTs received as much support as they needed to become effective teachers and set up an extremely thorough A and G [Advice and Guidance] programme. Because he is a walking DP, he always has time to talk with the PRTs. He is also very passionate about students' learning and is an experienced teacher, but is very forward thinking. I think if all tutor teachers were like mine, there would be many more effectively inducted PRTs!

  Within our school we had a new HOD appointed for my second year who had no/ very limited experience with staff training or assessment. There needs to be a recognised qualification and process that people put into this position need to be qualified in. This includes giving people with this PRT training responsibility time to focus and do the job. Having a .2 time allowance is not extremely helpful without your HOD/mentor/trainer having at least a .1 allowance to give guidance.

Some sort of standards mentors have to achieve before taking on a PRT.

Limit number of PRTs per mentor.

- Ensure PRTs meet early with their tutor teachers/supervisors to clarify expectations and set up a regular process for personalised support and feedback.

> My PRT programme was the same in yr 1 and 2. Very repetitive. There are about 20 PRTs at my school. Often I just felt like 'one of the crowd'. No one-on-one advice. They are able to access specialised support in areas where they need it, before it becomes a real problem. This includes early help with classroom management, dealing with problem behaviours, curriculum needs, and interacting with parents.

> More help and advice on behaviour management. Setting of routines and rules within the classroom at the beginning of the yr, e.g. simple things such as acceptable noise level and how to control it. Videos and/or observations. Things that you cannot get on practicum.

> It would be good to be schooled up more on dealing with parents—more role plays needed! Some parents can be rude and aggressive especially to beginning teachers.

- Teachers in secondary schools who were the sole teacher in their subject identified the need for early support from external subject specialists or advisers, or regular opportunities for support from teachers of the same subject in other schools.
- They are observed regularly and are provided with feedback that is useful to them.
- They have opportunities to observe models of good teaching practice, both within and outside their own schools.

> During the 2 yrs I would have liked more time to observe teachers in other schools. My school talked about this for a few terms but time constraints meant this did not always happen.

> . Encouragement for schools to value the knowledge PRTs gain on courses and to share it as other staff do. Schools to support a culture of learning across staff not just PRTs and foster collegiality in schools and across schools. Learning should not be limited to in house PD.

- They have opportunities to network with other teachers.

> Regular local cluster meetings with other PRT in your area—to develop resources, encourage, share ideas. Time allowance included in teacher's timetable as set period so NOT used as relief in that time slot and focuses PRT to do development work/ reflections in more formal manner. Requirement for PRT to visit other schools in area to compare/contrast teaching schemes/discipline methods/school structures (1 per term?).

- They have time and opportunities to learn from their more experienced colleagues, particularly in the area of assessment where they have had little previous opportunity to develop an understanding of appropriate criteria for evaluation.
- They are able to access high-quality and relevant external programmes of support for PRTs.

> All PRTs should be given a chance to attend beginning teacher courses in their first year.

- They have opportunities for continuing professional development such as attendance at courses, conferences, and for further qualifications.
- They want to be able to participate in extra-curricular activities.
- They do not want to be overloaded with too many expectations.

> Too much going on, no time to breathe! More personal, in class support for LTR, [long-term relievers] as they are made to not feel as important as other new staff, because they are 'just a filler'. My last comment is that since I have been working as a part-time tutor at the local polytech (2006) I have not felt any of this demoralising, anti-confidence building that I did working at [xxx] High school in 2005. And my students pass their unit standards and their age ranges from 17–60yrs!

- Advocate for the importance of supporting new teachers for both years of the induction period.

> A campaign that portrays the second year of the induction programme as important, as I encountered a lot of negativity over this since people were unable to see value.

> Second years tend to get a bit lost, first year was GREAT. I felt very supported. Would be nice to feel this during second year also.

# 4. Analysis of focus groups

## Introduction

The tutor teacher at our school is one of the deputy principals. He is responsible for ensuring that all the classroom programmes are up to scratch, and, with the principal, has a very clear vision of the kind of teacher they want to have in the school. We were allocated our full allowance of one day per week in the first year and one day per fortnight in the second, despite being an intermediate where we also receive release time of 1 hour per week for arts, one and a half blocks per week for technology. It is realised that the workload on beginning teachers is enormous and that they really do need this time for preparation, planning, etc. All the BTs have the same tutor, and our meetings were a group session, unless discussing our observations. We always had a weekly meeting, which lasted for one to one and a half hours. The agenda was emailed prior and we were encouraged to take notes which we emailed to our tutor afterwards. During this time we discussed problems with children, behaviour and delivery of the curriculum, and advice and suggestions were always plentiful and workable. Positive comments on aspects of teaching which were considered good practice were always given so self-esteem was constantly bolstered. We had two observations per term, and the notes taken during these were copious. The discussions which followed were thorough and detailed, and were a two way process. At the end of each term a report was co-constructed, covering all the aspects of effective teaching practice, and goals to work on for the next term. We also visited other teachers' classrooms to observe their teaching practices and behaviour management and then discussed what we had observed. I knew that I could ask anything anytime, and that I would receive all the support I needed.

Our tutor teacher had been on a course for tutor teachers and was implementing their guidelines to the letter. A clearfile folder was provided for us, complete with all the tracking sheets required, so that all we had to do was fill in the blanks each week. This folder also included all the details of what the BT advice and guidance programme was all about; the responsibilities of our tutor and our responsibilities. We knew exactly what was required of us right from the beginning.

We were constantly reminded about the requirement to keep our folder up to date, in case we were audited, but it was still a shock when mine was called for! Thank goodness it was up to date and completed fully. The only thing which I hadn't paid much attention to was the reflections, but we are always encouraged to reflect on our unit plans, so I was able to use these.

(A description of an advice and guidance programme emailed by an intermediate teacher who was unable to attend the focus group.)

The focus group phase of this project was intended to provide more detailed information on the induction experiences of teachers in ECE, primary, secondary, and Māori medium settings who appeared from their surveys to have experienced systematic and supportive programmes of advice and guidance. The focus groups were intended to further explore participants' views of the features of effective induction experiences, and their perceptions of the impact on their professional growth towards becoming fully registered teachers. They were intended to highlight helpful practices from the different sectors, and, while they cannot be generalised to all PRTs, the findings point to areas that can be explored more systematically in subsequent research.

# Methodology

## Approach to recruiting focus group participants in ECE centres and English medium schools

Focus group participants were selected from teachers who indicated from their survey responses that:

(a) they had had systematic and supportive induction experiences,

(b) they were willing to be contacted to be invited to a focus group.

This strategy produced a list of names of teachers who were scattered across most districts in the country. There were a number of constraints to work around in creating the focus groups. The major constraint was the time frame allowed for this work. The first groups were held within a week of obtaining possible participants from the data analysis, and the rest were held within the following 10 days. This tight time frame meant that in some cases there was insufficient time for some teachers to renegotiate their other responsibilities, and we had to contact other teachers.

It was necessary to hold groups at the end of PRTs' working days, as they could not be expected to travel long distances. We generated a list of 30 potential ECE teachers and 31 potential school teachers in Auckland, Palmerston North, Hamilton, and Wellington. While we would have liked to have included teachers from the South Island there were insufficient numbers of PRTs from any area whose surveys indicated that they had experienced systematic and supportive induction, and who also agreed to be contacted for a focus group. While there were enough eligible participants in Hamilton, the time frame for the project did not allow us to arrange groups in this area.

Where possible we tried to obtain diversity within the focus groups. For example, in Auckland we held an ECE focus group in South Auckland to maximise attendance of Māori and Pasifika PRTs, and held another ECE group in Hobsonville to attract teachers in low-income and more rural areas, as well as teachers from the higher socioeconomic North Shore.

All potential ECE teachers were telephoned during working hours, as not all had contact emails. This was followed by a formal letter of invitation, outlining the purpose and importance of the focus groups. In several instances we were asked to speak to centre supervisors to seek permission for the teacher to be released to attend. In most cases, this permission was granted. Teachers in schools were sent initial emails, followed by formal invitation letters.

Ideally we would have liked to "over-recruit" (to allow for the inevitable no-shows, and last-minute emergencies), but there were insufficient numbers of teachers to do this. More teachers may have been prepared to attend a focus group if the project budget had allowed for the provision of teacher release time, and if they had more notice.

The focus groups were held in locations as convenient as possible to the teachers' workplaces. Some were held at faculties of education, as they were familiar locations to participants and had convenient parking. Others were held in ECE centres or schools near to teachers' workplaces. The ECE groups were held from 3.30pm to 5.00pm, and the school groups from 4.30pm to 6.00pm. Refreshments were provided for the participants, and they all received a $20 petrol voucher.

In most cases focus groups comprised between three and six participants, with a facilitator (an NZCER researcher) and a notetaker. The participants were seated around a small table with their names written on numbered, folded cards in front of them. Each session followed the same structure with the same written questions and identical questions were put to the groups. The focus group questions are located in Appendix D.

The facilitator's role was to guide the discussion from topic to topic, probe and encourage discussion, and ensure that all participants were able to contribute their views. The notetaker recorded the participants' comments in note form. All focus groups were tape recorded, but were not transcribed. The notes were used to produce a summary of each interview within 24 hours of the group, with the tapes used for checking or quotes.

## Details of focus groups

Seven focus groups were held in Auckland, Wellington, and Palmerston North as shown below.

Table 36 **Details of focus groups**

| Sector | Location | Teachers meeting the criteria | Accepted invitation | Did not respond | Declined to participate | Reasons for declining participation | Attended focus group |
|---|---|---|---|---|---|---|---|
| ECE | South Auckland | 11 | 5 | - | 6 | Owner not able to release; too anxious to come; on leave | 4 |
| ECE | Hobsonville | 9 | 7 | - | 2 | Not able to be released | 6 |
| Primary | Auckland | 7 | 5 | - | 2 | After school meetings | 4 |
| Secondary | Auckland | 10 | 4 | 2 | 4 | After school meetings and extra-curricular responsibilities | 2 |
| Primary | Wellington | 7 | 5 | - | - | | 4 |
| ECE | Wellington | 4 | 4 | - | - | | 2 |
| Primary/ Secondary | Palmerston North | 5 | 3 | | 2 | Illness of friend | 3 |

Almost every group had a number of teachers who were unable to attend at the last moment (e.g. sick children, supervisor had to leave for meeting so the teacher was needed in centre) and others failed to show. Two of these teachers responded to a summary of their focus group that was sent to them later. We picked up a teacher from a centre where two teachers had agreed to participate, but they were short-staffed on the day of the interview, and the teacher who was able to drive was required to remain in the centre.

A breakdown of focus group participants and information about their workplaces is shown below.

### *South Auckland ECE focus group*

This group was held in a state kindergarten, and represented a good mix of ethnicities and types of centres.

Table 37 **South Auckland ECE focus group**

| Gender | Ethnicity | Type of centre | Owner of centre | Location of centre |
|---|---|---|---|---|
| Female | Pākehā | Free kindergarten | Incorporated society | Manukau City |
| Female | Samoan | Education and care | Privately owned by a company | Papakura |
| Female | Indian | Education and care | Public education institution | Otara |
| Female | Samoan | Education and care | Community education service (Samoan) | Papakura |

### *Hobsonville/North Shore ECE focus group*

This focus group included Pākehā, Māori, and Indian PRTs from a range of different centres.

Table 38 **Hobsonville/North Shore ECE focus group**

| Gender | Ethnicity | Type of centre | Owner of centre | Location of centre |
|---|---|---|---|---|
| Female | Pākehā | Education and care | Privately owned | Albany |
| Female | Pākehā | Free kindergarten | Incorporated society | Hobsonville (rural) |
| Female | Māori | Education and care | Incorporated society | Glenfield |
| Female | Pākehā | Education and care | Privately owned | Swanson (rural) |
| Female | Indian | Education and care | Private Trust | Henderson |
| Female | Pākehā | Education and care | Privately owned | Kumeu |

### *Wellington ECE focus group*

Four teachers accepted invitations to attend this focus group, but a teacher from a state kindergarten and a Samoan Aiga failed to show.

Table 39 **Wellington ECE focus group**

| Gender | Ethnicity | Type of centre | Owner of centre | Location of centre |
|---|---|---|---|---|
| Female | Samoan | Education and care | Privately owned by a company | Evans Bay |
| Female | Pākehā | Home-based network | Incorporated society | Wainuiomata |

### *Auckland primary school focus group*

Table 40 **Auckland primary school focus group**

| Gender | Ethnicity | Location of school | Decile |
|---|---|---|---|
| Female | Pākehā | Epsom | 10 |
| Female | Pākehā | North Shore | 10 |
| Female | Indian | Howick | 10 |
| Male | Pākehā | Rural Manawatu (subsequently moved to Auckland) | 7 |

The majority of Auckland school sector teachers who reported supportive and structured programmes of induction and who permitted us to contact them for a focus group were from high-decile schools. One teacher who was unable to attend later emailed us a personal reflection on her advice and guidance programme.

### *Wellington primary school focus group*

This group comprised four female teachers from suburban Wellington schools. Two were from high-decile schools and two were from low-decile schools. One of the teachers who had agreed to attend the Wellington focus group was unable to attend as she had to take a child to the hospital.

Table 41 **Wellington primary school focus group**

| Gender | Ethnicity | Location of school | Decile |
|---|---|---|---|
| Female | Pākehā | Karori | 10 |
| Female | Samoan | Lower Hutt | 2 |
| Female | Pākehā | Porirua | 3 |
| Female | Pākehā | Porirua | 9 |

### *Auckland secondary school focus group*

Only four secondary teachers of the 10 eligible teachers we approached were able to be interviewed. One teacher had decided to retrain as a primary school teacher and had a lecture at the time of the focus group. Another told us that she was "too busy and too pressured", while another had an after-school meeting. One of the two teachers who had planned to attend had to go home to look after a sick child, and the second said that he had not received his letter of confirmation. He responded individually to the summary of the focus group, and his comments have been included in the Auckland secondary focus group summary.

Table 42 **Auckland secondary school focus group**

| Gender | Ethnicity | Location of school | Decile |
|---|---|---|---|
| Female | Pākehā | North Shore | 10 |
| Female | Pākehā | Pakuranga | 9 |

### *Palmerston North secondary/primary focus group*

There were three women teachers at this focus group. A fourth teacher had wanted to attend, but she had a seriously ill friend, and later sent her comments on her experiences by email.

Table 43 **Palmerston North secondary/primary focus group**

| Gender | Ethnicity | Location of school | Decile |
|---|---|---|---|
| Female | Pākehā | Levin | 4 |
| Female | Pākehā | Palmerston North | 4 |
| Female | Pākehā | Palmerston North | 6 |

## Approach to selecting participants from Māori medium schools

Only four teachers in Māori medium contexts replied to the survey. Two of this group reported systematic and supportive induction experiences. They both agreed to be interviewed by telephone by a Māori researcher. Telephone interviews were conducted with the two PRTs in Māori immersion settings. One teacher was from a bilingual unit in a decile 6 inner city primary school and the other teacher taught in a decile 2 rural kura kaupapa Māori composite school teaching years 1–15. The interviews consisted of the same core questions as the other groups with the addition of two further questions:

1. What do you think are the particular issues that PRTs in Māori medium contexts face in becoming fully registered teachers?
2. What advice would you give to the Teachers Council to ensure that teachers in Māori medium contexts are supported to become effective teachers during their period of provisional registration?

The interviews were conducted in Māori, audio taped by a Māori researcher, and summarised in English for this report.

# Findings from focus groups

Participant responses have been reported according to each research question in the focus groups in the ECE and school sectors. There is some overlap across the different areas. We debated about the wisdom of reporting findings separately for each sector, but given the commonality of views,

we have presented them under the key themes, while noting any differences of views between sectors.

## The most important part of advice and guidance programmes

### *A welcoming workplace*

> Schools need to see PRTs as valuable assets 'in the making', and as such, should be supporting them regularly to become a knowledgeable and integrated member of staff. (Secondary)

Teachers in the mainstream school sector talked about how the impact of responsibility for a group of learners had hit them hard. All had a need for support, understanding, reassurance, and guidance, whatever sector they were from. They stressed the importance of a culture that valued their new PRT; made time to talk with them; indicated their willingness to be approached for assistance; shared resources; accepted that PRTs would "make mistakes"; and shared a commitment to their success.

> You've been chosen because the school saw something in you. Potentially you've got an awful lot to contribute, but it's going to take an awful lot of time before that can happen. (Primary)

> Friendly and welcoming staff. The school gave me wine and flowers to celebrate the end of the first week of term. (Primary)

> Being treated as an equal by other staff members from other departments. (Secondary)

> Support from department; emotional and resources. Acceptance that I was a first year teacher; backup in discipline etc. (Secondary)

> In my first year it was being welcomed as part of a large staff and being taken through school admin processes step by step (as a group of PRTs) over several well-spaced sessions. It got me 'in' to the school so I began functioning as part of the staff-team quickly. (Primary)

It was pointed out that it takes a while for new teachers to become familiar with aspects of workplace practices that are second nature to veterans. PRTs appreciated when teachers running meetings made an effort to ensure that they understood, encouraged them to contribute, and did not rush through meetings.

ECE teachers emphasised the importance of a centre commitment to the support of PRTs, with people looking out for opportunities that could benefit their newest colleagues.

> Support from the head teacher at my centre. This was crucial for me personally to have this support right on hand because I often felt like I wasn't 100 percent sure if I was doing the right thing. (ECE)

> Good centre support, i.e. focused on providing/supplying a sound advice and guidance programme including resources and time to achieve this. (ECE)

### *Guaranteed access to regular "release" or "noncontact time"*

Primary and ECE teachers emphasised the importance of receiving their full allocation of release or noncontact time.

> Having a guaranteed one day's release each week in the first year because I needed that opportunity to get to grips with planning, making resources and assessments and observations. Also accessing online resources. Initially things like analysis of running records take a long time, and gradually get faster. (Primary)

> Release time for planning/catch-up/resource making so evenings/weekends weren't totally taken up. Having that day saved weekends and weekends. (Primary)

> Noncontact time available for working on registration requirements. I could document my reflections and learning stories and also discuss them with my supervisor. (ECE)

### *Relationship with tutor teacher/registration supervisor/HOD/mentor*

There was strong agreement among participants in all sectors that the choice of supervisor was fundamental to a productive advice and guidance programme, and that a successful mentoring relationship was built on a foundation of mutual respect. Several of the ECE teachers had initial experiences where they had not had a sound relationship with a mentor, and had changed centres. These teachers were now able to appreciate how they had grown substantially with a new mentor.

The high levels of teacher turnover were also evident in the survey, although reasons for changing teaching positions were not canvassed. High turnover is likely to be disruptive to programmes and to children's learning. Participants felt that ideally the same mentor would scaffold their learning across the two years and this was seen to provide a reliable source of support.

> Time to build up a professional relationship through trust and honesty. Being organised made my PRT time a pleasant learning journey and chunked down into small parts to be achieved successfully as my confidence grew about my ability to function within the school meeting assessment, monitoring, classroom programme expectations. (Primary)

> Having an independent supervisor outside of the centre. It enabled me to offload when I was in an uncomfortable position in my professional development, e.g. no funds or time allocated to me to do tasks required. [This was first centre. Teacher changed jobs.] When I left the centre the same supervisor was very supportive so I am now in new employment and nearing completion of my provisional registration. (ECE)

> The support from the centre supervisor. Professionally she is very skilled and is willing to share her knowledge. Regular meetings are scheduled; I am always up with every aspect from finances to available courses. (ECE)

### *Mentor knowledge*

> You end up with one person with bad habits and then they teach someone else and then they teach someone else, and before you know it you've got a profession that isn't actually meeting the standards that you want it to. (Primary)

While mentor knowledge was seen as important by all groups, not surprisingly, given the shortage of fully registered teachers in the ECE sector, some ECE teachers considered that their mentor teachers were not well informed about registration requirements.

### *Regular and specific supervision*

It was clear from the discussion that having a regular time set aside each week to meet with mentors was perceived as very helpful by new teachers.

> I could bring up questions and clarify issues on a regular basis without forgetting things. You didn't feel guilty about interrupting them at other times because you knew this time was set aside for you. It meant you could work on small goals rather than be bombarded with things to achieve. An opportunity for keeping a record of progress and opportunity to learn about school processes etc. which weren't relevant to discuss at team meetings. I got lots of positive feedback. It was an affirming time. (Primary)

> Direct discussions with HOD re guidance, school expectations, department expectations, school ethos, strategies within the parameters of a special character school, methods that work with boys, help with disruptive students, and disciplinary strategies. (Secondary)

> The one-to-one meetings with my tutor teacher. The way she organised my programme ensured we covered all areas, but it was tied and linked with what we had discussed back in the classroom. Also bringing a larger teaching perspective to any issues. (Primary)

> Consistency—having the one person to go to for support and guidance. If ever a situation arose that I needed help with there was never hesitation as to who I should go to. It's important to establish the relationship with that person as they basically signed off your registration. It also made it easier for the kids you taught to just have that same person popping in and out. (Primary)

> Reassurance that I was doing a reasonable job with evidence that would be acceptable to the Teachers Council. (ECE)

In primary schools, having tutor teachers in the same teaching team made it easier to provide supervision and guidance that was relevant to the PRTs' needs.

### *Observing and being observed*

Primary teachers were more likely to identify the benefits of both observing practice and being observed, although some secondary teachers also commented on the value of being observed.

> Tutor teacher observations of you, and you of them and the associated feedback. 'You think, why haven't I been doing that?' (Primary)

> Head of faculty observing my teaching at least once a term. I got specific feedback and ideas, subject ideas and teaching ideas. (Secondary)

Secondary teachers emphasised that it was more helpful for them to observe teachers in their subject areas, as the strategies that teachers in different subject areas used were not always applicable to their subject.

It appeared from all of the focus groups that the ECE PRTs had not generally been formally observed; they tended to see this as "being treated like a student teacher", and preferred general incidental feedback. However, in one group a teacher said that her mentor teachers did close observations of her, following her around, and giving her good feedback. One teacher said that in home-based settings observations could be quite obtrusive and intimidating for the teachers and children. The ECE teachers who had been formally observed found that this contributed to their development as teachers. They also spoke about the value of feedback from parents, and their colleagues and co-workers at staff meetings.

## What sort of experiences helped you to "settle in" right at the beginning of your PRT time?

### *Information*

Participants in all groups emphasised that as well as being made to feel welcome, "information is the key" to their initial orientation to their workplaces. An orientation booklet for all teachers with basic information provided at the time of appointment was given as an example of a way to provide PRTs with contextual information about their workplaces.

Others emphasised the importance of well organised and helpful orientation programmes.

> The one-day orientation programme organised by the person in charge of year 1 teachers was helpful in orienting to school policies, admin, detentions, rolls, discipline methods and policies, introductions to key support people, etc. Welcome from department was really important and reassurances that support would always be there. (Secondary)

Clearly presented written materials were also appreciated by focus group participants.

> Fantastic advice and guidance programme; well written package, easy to follow. (ECE teacher referring to her kindergarten association guidelines)

> [University] booklet with all the PRT responsibilities spelled out. (Secondary)

The focus groups reinforced the survey finding that all new teachers need to be aware of induction requirements and entitlements before they begin teaching. Three of the ECE teachers were initially alarmed that they still had more work to do before they were fully registered. One told us:

> I had no understanding why this was going to be collected. It was a big surprise and I didn't want to do it.

While most of the teachers in the ECE sector were clear about the relationship between gaining a teaching qualification and becoming fully registered, they had been unaware how time consuming the process of documenting their progress towards meeting registration requirements would be. Teachers in one focus group recalled that while they vaguely remembered being informed about the requirement to document their progress towards meeting full registration requirements during their initial teacher education (ITE), this had occurred at the end of their preparation, when they had been "so exhausted and excited about finishing" that they "didn't really listen". They considered that at the end of an initial teacher education programme was "not the right time" to learn about the registration progress. Possibly this should be foregrounded in early lectures, and referred to throughout ITE so there is no surprise and resentment at the end. Some providers currently mentor student teachers to collect evidence of their attainment of graduation standards, and the national graduating teacher standards to be introduced in 2008 will provide an incentive for all teacher education providers to ensure that their graduates know how to link their professional practices to standards.

A secondary teacher, despite her positive survey responses, had no idea that she was required to keep evidence of her advice and guidance programme saying, "I thought the school just signed you off." By contrast, the other secondary teacher in this focus group had experienced a highly structured programme (although the impetus for this was apparently because a teacher at the school had been audited the previous year, and required to provide further documentation to the Teachers Council).

### *Fostering social relationships*

Early social events, including being invited to the end-of-year assembly and morning tea prior to starting at a school, were identified as assisting with transition as a PRT.

Teachers in schools with several beginning teachers appreciated opportunities to meet together, especially at the beginning of the year. They identified PRT meetings where they could bounce ideas off each other with a co-ordinator leading the discussion as well as more formal meetings with an agenda, and structured discussion on topics such as classroom management.

Secondary teachers pointed to the value of an informal "buddy teacher" with whom to share experiences and informal chat as this "helped point [them] in the right direction". Pairing first and second year PRTs was identified as a helpful way of providing an additional source of support for new teachers.

A male teacher said that his school had a "male support group" that met weekly.

### *Informed employers and mentors*

Teachers felt that employers should be well informed about registration requirements. This appeared to be more of an issue in ECE centres with many teachers making comments such as "Every employer needs a clear understanding of their duty."

An exception to most ECE teachers was the woman who described her employer as "very switched on" and who led teachers purposefully through the registration process in a "relaxed and reflective" manner. Some ECE teachers reported that their own employers weren't sure about the process and therefore weren't much help, although they gave them time and professional development opportunities. These teachers relied on external supervisors to provide guidance.

ECE participants agreed that some centres did not give time or support, and several began their periods of provisional registration in such centres, but had now left. There was a shared perception that some private employers did not prioritise new teacher support, that management responsibilities were often given before teachers were ready to assume them, and that professional development was not adequately supported.

Teachers in primary and secondary schools stressed that PRTs and mentor teachers needed to develop a shared understanding of the registration "journey", and recommended that PRTs and their mentors both attend a meeting "run by the Teachers Council" at the start of the period of provisional registration.

### *Integration of personal support with supporting teacher learning*

Focus group participants agreed that workplace cultures that focused on assisting all teachers to learn from and support each other were the best platform for learning to teach. Individualised personal and professional supports were also seen to be important. Open-minded staff who valued the contribution made by PRTs, and made them "feel that they are valued, worth investing in" set the scene for motivated teachers.

> Positive feedback is necessary. You need to know that they believe in you, when you doubt yourself. Everyone is allowed to mess up sometimes. (Primary)

Teachers in the school sector felt strongly that "schools shouldn't have more PRTs than they can support properly". This was also a message from the survey. In their view schools need to consider carefully whether they had the right mix of teachers with the right skills to support new teachers effectively. In primary schools the decision about who to employ as the PRT release teacher was identified as equally important as the decision about tutor teachers. A capable and regular PRT release teacher can make the work of the PRT significantly more manageable by sharing responsibility for the classroom programme as well as contributing to their overall induction support.

> Having the same PRT release teacher each week. In the beginning the PRT release teacher said she would take responsibility for planning that day, to take the burden off me and I took over when I felt ready. It was like having two tutor teachers.

> Sometimes the PRT release teacher stayed in the class and team taught with me. (Primary)

> Having a PRT release teacher with different strengths from me meant that that teacher took a curriculum area [music] I was not confident in, so I didn't have to worry that the class was missing out. Later on, when things were more under control, I could also learn from that teacher. (Primary)

## In what ways were advice and guidance programmes responsive to PRTs' professional learning needs?

Teachers stressed that they brought different experiences and skills to their teaching, and that good advice and guidance programmes should be tailored to the needs of each teacher, although there was a place for some generic information. Even at the early stage, effective mentors sought PRT input into their advice and guidance programme.

Some primary PRTs had been appointed to teaching positions in areas of the school where they had not had previous experience (such as new entrants), so it was essential that the school provided opportunities for the teacher to visit other classrooms, or other schools. Similarly, secondary teachers who were the only teacher in their subject area reported that using some of their PRT time to meet with teachers in other schools went some way to addressing their professional isolation.

In one primary focus group two PRTs were critical that they did not feel sufficiently well prepared to teach literacy and numeracy effectively, which required their school to "fill the gaps" by providing opportunities for observation in other classrooms and further pedagogical support.

> We needed to come out of teachers college knowing about numeracy and literacy. We didn't get this at teachers college. I wouldn't have needed so much professional development if we had. We felt behind the eight ball. (Primary)

This appeared to be an isolated experience and did not emerge as an issue in the survey or in other groups.

Teachers agreed that their mentor needed to have a framework for support, which focused on small areas at the beginning, and where there was a logical progression to wider areas.

> Have an advance plan so that everything gets done in manageable bits. (Primary)

> We focused on how I managed transitions for the first few weeks, and then moved onto the reading programme, then running records. One thing at a time makes it manageable. Being observed and observing was built into this. (Primary)

Teachers emphasised that tutor teachers and school leaders needed to protect PRTs from their tendency to overwork as this exchange illustrates:

> Tch 1: Especially if you are a perfectionist and really struggle with the fact that it's not as good as you would want it to be, but you can't physically fit another minute into the day to make this bit any better, not just yet you know.
>
> Tch 2: And coming to grips with the fact that a teacher's 'to do' list is never empty.
>
> Tch 3: I really struggled with that to start with. You know you could stay till 5.00pm and get two more things ticked off. If you stayed till 5.45pm you could get another few ticked off…
>
> Tch 2: But you've added another four in the meantime.
>
> Tch: That's right. And you've got no life, and you've got two kids to go home to, and actually you don't want to be at school every weekend. (Primary)

This suggests that mentors and school leaders need to monitor PRT workload and let them know when enough is enough. One principal reportedly said to a PRT, "Pack your bag, you're going home."

Teachers also agreed that at the beginning the mentor needed to take the initiative as new teachers weren't necessarily aware of the kinds of experiences that would further their learning, particularly when arranging for observations of other teachers. They agreed that the mentor teacher was in the best position to identify what the next observational focus should be, who the best teacher would be to provide this focus, and to negotiate with the observed teacher what specific approaches and strategies she should model. The focus group members considered that without a specific observation focus they were less aware of what to look for, and they had not felt particularly confident in arranging their own observations. PRTs gained full benefit from observations when there was time available to debrief with the observed teacher about the lesson.

Focus group members felt that mentor teachers needed to be aware of relevant courses and workshops that were available outside school so that PRTs could access these courses. This was identified in all sectors as useful support for individual teachers.

Generally, teachers who attended the School Support Services courses for beginning teachers found them to be very worthwhile.

> In [xx] there were 6–8 meetings a year and I went to them all. They were good for socialising with other teachers, catching up and sharing ideas. (Primary)

The members of one focus group had all attended the School Support Services support groups for PRTs and agreed that overall they contributed to meeting their learning needs. They were supported to build their PRT folder, and keep a log book of goals, evidence and reflections, which greatly assisted them to see that they were meeting the Satisfactory Teacher Dimensions. It was noted that attendance dropped off across the year, which was attributed to PRTs not being released to attend. In a secondary teacher focus group, neither teacher attended as they were told "You don't need to go to these."

Generally, the ECE teachers did not know whether there were School Support Services meetings for PRTs in their sector, but an ECE teacher from one group had attended two meetings at the College of Education about the registration process, which had helped her to frame what she had to do.

ECE teachers were in agreement that advice and guidance programmes needed to reflect whether the PRT had worked in ECE for a long time or was a new entrant to the profession. Teachers in some groups felt that the registration process required them to "repeat stuff we had already done".

> I know I can do it. My supervisor knows I can do it, but I have to prove that I can do it. (ECE)

A contrary view was that because there have been "huge shifts in practice over the past 10 years" it is incumbent upon each teacher to demonstrate that they have met each competency.

In one focus group an ECE teacher said that initially she had not taken the registration process seriously because she had taught for several years before beginning her registration. Her mentor teacher had high expectations for all PRTs and was "very strict" resulting in the PRT "doing my job properly". An issue for another ECE PRT was that her supervisor did not have the knowledge to tailor her support to her needs: "She did what she had gone through like a 'pass-on'."

ECE focus group members generally showed a thorough familiarity with the Satisfactory Teacher Dimensions, and had worked systematically through them collecting evidence that they had achieved them. They had found it helpful to "chunk" the subcomponents into bigger pieces to make the process more manageable. In contrast, some of the primary and secondary teachers said the Satisfactory Teacher Dimensions were used only in appraisal processes once a year and others did not know what they were.

## Opportunities to explore and extend teaching practice towards quality teaching practices

The key message that emerged from discussions about exploring and extending practice was that teachers appreciated work contexts that provided access to a range of opportunities to develop professionally. Teachers in the focus groups had both formal opportunities (as in school-based professional development contracts) and informal development of knowledge and skills that occurred on the job in their workplaces.

Learning in context, by visiting other classrooms or areas in their own workplace, and in other workplaces, was highly valued. Teachers appreciated access to models of practice that showed them more skilful ways of teaching, and colleagues who were able to talk them through the reasons for their approaches, and who were responsive to questions.

Feedback from observations was identified by participants as being important in promoting better teaching practices.

> You need realistic feedback, you need to be told. It's not a personal attack. (Primary)

In terms of precise feedback, one teacher described being videoed teaching literacy as part of an assessment contract, and recommended this strategy for inclusion in advice and guidance programmes.

Working collectively with colleagues, and talking about the "little nitty gritty" things, as well as the wider picture was seen to advance their confidence and practice.

## Opportunities that helped to lay the foundations for continuing professional growth

> PD, it makes you wake up again.

Teachers in all the focus groups had been offered opportunities to keep on learning, although to differing degrees. Few teachers had been to conferences, although an ECE teacher had been supported to attend a conference in Melbourne, and another ECE teacher was planning to attend the Early Childhood conference later this year. Teachers agreed that attendance at appropriate conferences would widen their horizons and keep them up to date with current approaches in their area.

Teachers also agreed that they learnt from external advisers.

> A history adviser came up and spent two hours giving me lots of ideas, contact people and websites to look up. (Secondary)
>
> Junior Science Teachers' cluster day PD was great. (Secondary)
>
> Numeracy Project (co-ordinator came in and worked with the maths staff). It revived us all and got us thinking about how kids think—very hands-on. (Secondary)

Several of the ECE teachers were upgrading to a degree from their diploma, which they considered to be a further contribution to their professionalism. They agreed that having a degree would result in their becoming better informed, particularly with regard to research, which would empower them to lead others in their centres.

Other ECE teachers said that their centres had subscriptions to professional journals, and that these journals were readily available in their centres. These teachers used their release time to keep up with professional reading.

Participation in Ministry of Education projects was described as a "huge journey" by teachers from two ECE centres.

## Documenting progress towards full registration

> When you look back, you see a clear path that brought you here. But you created that path yourself. Ahead there is only uncharted wilderness… In the final analysis; it is the walking that beats the path. It is not the path that makes the walk ( De Gues, 1999, p. 155 cited in Hargreaves & Fullan, (1998).

Most of the teachers in the focus groups were nearing the end of their period of provisional registration, although a minority had applied for full registration. It was probably too soon for many to be able to look back and see that there was a path that they had followed (or created). Like most people in an unfamiliar craft in uncharted waters they wanted a map that told them what to do and exactly where to go. For the most part they appeared to view the registration process as a series of hurdles that had to be jumped and documented, rather than as an opportunity for professional growth.

Some teachers had supervisors who used the Satisfactory Teacher Dimensions as a framework for reflections. For example, one ECE PRT had a tutor teacher who took two dimensions at each supervision meeting, and asked her to gather evidence of how she had met them before they next met.

Participants generally agreed that this process was not well understood in many workplaces, and appeared to be reliant on the knowledge of individual mentors. They also felt that the standard required was not well understood. Participants described four broad strategies for dealing with the documentation process:

### *1. Pile everything in a box or folder*

This strategy involved collecting everything that looked relevant. This included items such as written observations of their teaching, staff meeting minutes, minutes of meetings with tutor teachers, observations of other teachers, visits to other workplaces, courses attended, and personal reflections. Focus group participants made little mention of artefacts produced during their day-to-day work, such as programme planning and evaluation, photographs, or analysis of children's work, although ECE teachers had included learning stories. This approach produced an unsorted collection of resources that were not well linked to the teacher's achievement of the Satisfactory Teacher Dimensions.

### *2. Do nothing*

Few of the teachers in the focus groups were in this category. However, a few who had just learnt that they were meant to keep evidence in case they were audited could be classified in this group.

### *3. Write reflections*

These teachers wrote reflections on how they had achieved the Satisfactory Teacher Dimensions.

### *4. Purposefully select evidence relevant to the Satisfactory Teacher Dimensions*

These teachers described collecting evidence that demonstrated their achievement of the Satisfactory Teacher Dimensions. However, we were not able to discern from the discussion how the links were actually made.

## Findings from telephone interviews of teachers in Māori medium teaching contexts

The inclusion of only two teachers from Māori medium contexts is a major omission in the study. Further investigation using more responsive methodologies than were available to this phase of the research are required to provide valid information to better inform induction policy and practices in this sector. The following is a summary of these two teachers' responses to the interview questions.

### What sort of experiences helped you to "settle in" right at the beginning of your PRT time?

Both teachers identified a supportive school atmosphere as important when they began teaching. In their experience, support was given when and where it was needed. The support "never felt overbearing or critical" and teachers were able to use their own judgement. Working alongside other Māori teachers and knowing most of the teaching staff prior to working in the school also helped them to settle, as well as having prior understanding of how the school systems and management operated at a broad level. Both teachers said that a strong emphasis on kaupapa Māori throughout the school was an important influence.

### In what ways was your advice and guidance programme responsive to your own professional learning needs?

Both teachers had two tutor teachers who shared the role. This was helpful because their strengths were in different areas. Their tutor teachers were "great role models", and were very experienced, with a solid understanding of kaupapa Māori. Although teacher release was managed and organised by tutor teachers, how this was used was left to the discretion of the PRTs.

### What opportunities did you have to explore and extend your teaching practice?

Observations in other classes within the school were mainly focused on literacy and numeracy. Some observations involved visits to other schools. Classroom observations of PRTs were also conducted by tutor teachers each term as part of the school appraisal system. This involved setting and monitoring of goals, checking planning, noting areas of strength and areas needing improvement, as well as any follow up that was identified.

School-wide professional development included Information and Communication Technology, physical education, and library skills. One teacher was involved in the Poutama Tau professional development programme for teachers in Māori medium education who are teaching numeracy, as well as kōrero/conversations around bilingual/immersion pedagogy. Other areas included using assessment tools effectively and resource development and working alongside a Resource Teacher of Māori once every week during release time for a year.

### What learning opportunities have helped to lay the foundations for your continuing professional growth?

The PRTs in Māori medium schools considered that having a degree of personal autonomy, freedom, and flexibility contributed to their high levels of motivation and inspired them to continue their professional growth. Being surrounded by people who were 'good at what they do' provided the necessary skills that they believed could be transferred to any other school. Neither teacher was aware of any cluster networks outside of the school, although they were able to network with other PRTs in their schools.

### How were you assisted to gather information to document your progress towards full registration?

Full registration was related to their performance reviews. One teacher in the school was responsible for ensuring the Teachers Council requirements were met by PRTs and documented by tutor teachers. Teachers did not think that their tutor teachers had had any specific preparation or support for their roles.

### What do you think are the particular issues that PRTs in Māori medium contexts face in becoming fully registered teachers?

Our interviewees identified the lack of good role models and helpful tutor teachers as an issue. They also saw the additional workload in creating and translating resources and managing time as a specific issue for PRTs in Māori medium settings. The teacher in the bilingual class identified the burden of working across and between different world views and language systems.

### What advice would you give to the Teachers Council to ensure that teachers in Māori medium contexts are supported to become effective teachers during their period of provisional registration?

Teachers emphasised that it is important for both the school and tutor teachers to know how to support without pressure and with aroha. More structured programmes are needed to ensure tutor teachers are effective.

## Advice to the Teachers Council from focus groups and interviews

Focus group participants and Māori interviewees had little idea about the structure and functions of the Teachers Council. They appeared to see it as a large government bureaucracy with an audit focus. This may account for the somewhat prescriptive nature of their suggestions. Despite the focus group participants being chosen on the basis of reportedly quality induction experiences

their advice echoed that from the national surveys. This advice can be grouped under the following headings:

1. Ensure that all PRTs and their employers are aware of their responsibilities and entitlements:
   - Withhold induction support grants to ECE centres until the employer has attended a workshop outlining their responsibilities in relation to advice and guidance programmes.
   - Require workplaces to release PRTs to attend mandatory support programmes in their areas.
2. Strengthen employer accountability:
   - Institute contracts for all schools and centres that specify what must be provided for PRTs (such as noncontact time, attendance at meetings, number of observations, etc.).
   - Induction approaches should be embedded within the framework of operation, including the administration and use of the support grant (i.e. make it clear and transparent with identified accountability to the Ministry of Education and the Teachers Council).
   - Employers must be able to document how all induction funding has been spent.
   - Failure to deliver should result in consequences for the employer rather than for the PRT.
   - It was suggested that no workplace should be able to employ a PRT if it has issues identified by the Educational Review Office because it would be unlikely to provide a good learning environment for a new teacher.
3. Build the knowledge and skills of mentors/supervisors:
   - Fund release time for mentors/supervisors so that they get a chance to develop their approaches to mentoring.
   - Pay mentors more.
   - Require mentors to be trained and assessed (as mentors) before they mentor new teachers.
4. Strengthen the process of documenting achievement of registration standards:
   - Assess all of the "portfolios", rather than auditing 10 percent. Focus group members wanted feedback on their efforts.
   - There needs to be more understanding of the purpose of the portfolios, and of the standard that is required.
   - Provide more systematic support and guidance to PRTs throughout the process of documenting their achievement of the registration process.
   - Build capability within the profession by releasing teams of teachers to learn to assess PRTs' evidence for full registration.
5. Assist ECE registering teachers to find a supervisor. It should not be their responsibility to find one.
6. Provide the PRT support grant to ECE teachers who are not in permanent positions.

# 5. Summary of main findings and discussion

The surveys, focus groups, and interviews provide information that will be useful for improving the quality of the processes involved in achieving full registration for ECE, primary, and secondary teachers in New Zealand. While there are some differences between sectors, there are a number of experiences that are common to teachers across all sectors.

The main findings of this phase are as follows:

1. While the majority of PRTs were still enjoying teaching, 16 percent of ECE teachers, 23 percent of primary teachers, and 21 percent of secondary teachers were not as happy about teaching as they had expected to be. Twenty percent of secondary teachers, 17 percent of primary teachers, and 11 percent of ECE teachers did not expect to be teaching in five years' time.

2. There were differences between sectors in the levels of commitment shown to ensuring that PRTs were provided with induction programmes that supported their entry into the teaching profession. A large proportion of PRTs in all sectors considered that it was up to them personally to seek out assistance, although this was much higher in the ECE sector. Seventy-one percent of ECE teachers, 47 percent of primary teachers, and 57 percent of secondary teachers were in this position. About the same percentage of ECE teachers (22 percent) and secondary teachers (21 percent) considered that they had been left alone to "sink or swim" compared with 14 percent of primary teachers. Twenty percent of ECE teachers, 26 percent of secondary teachers, and 12 percent of primary teachers considered that their employers saw the registration process primarily as a compliance exercise for audit purposes rather than as a support process.

3. Almost all primary PRTs (89 percent) agreed (29 percent) or strongly agreed (60 percent) that they felt welcomed and valued as a staff member and strongly agreed (50 percent) that a number of teachers as well as their tutor teacher had supported them. Almost all secondary PRTs (89 percent) also agreed (39 percent) or strongly agreed (50 percent) that they felt welcomed and supported as a staff member and strongly agreed (36 percent) that a number of teachers as well as their tutor teacher had supported them. Similarly, 86 percent of ECE teachers agreed (34 percent) or strongly agreed (52 percent) that they had felt welcomed and valued as a staff member.

4. There were commonalities in PRTs' views of the overall contribution made by their tutor/teacher supervisors to their developing confidence and skill in teaching. Fifty-two percent of the primary teachers, 39 percent of the secondary teachers, and 42 percent of ECE respondents indicated that their mentor supported them to a great extent.

5. There were differences between sectors in the extent to which PRTs considered that their induction programmes had a strong, positive impact on their children's/students' learning and achievement. While 40 percent of primary teachers found their advice and guidance programmes had made a positive difference to a great extent, only a quarter of secondary teachers and a third of ECE teachers made this judgement.

6. Teachers in all sectors were likely to have had several teaching positions with around a third of teachers employed in the same teaching position over the two years of their registration period. Forty-five percent of ECE, 41 percent of primary, and 30 percent of secondary PRTs reported having three or more teaching positions.

7. While most PRTs were provided with an orientation to their workplaces, a significant minority of teachers found their orientation to be of limited or little help. Twenty percent of school PRTs did not have an opportunity to meet with the principal of their school. When this did occur two-thirds of primary teachers found this to be helpful. Only a third of secondary teachers found their meeting with their principal to be helpful.

8. PRTs' responses indicated that many may not have had access to all of their time allowance for induction. Interpreting their responses is somewhat complicated, because of different systems in ECE, primary, and secondary schools, and because of possible teacher misunderstandings about the intended uses of induction funding. ECE centres and primary schools receive a specific funding allocation to support each teacher's induction, while in secondary schools the allowance is used to reduce the number of teaching periods for each PRT. The funding in ECE centres was reportedly used to provide relievers to enable PRTs to attend courses or to have noncontact time, professional development courses, external supervisors, provision of professional resources such as books and journals, and the purchase of equipment for the use of the teacher, such as laptops and digital cameras. Forty percent of the ECE teachers reported that they had noncontact time to work on their registration requirements, and almost half had not attended any professional development courses. Some teachers in the ECE sector focus groups claimed that they had no noncontact time and that they did not think that their employers had used any of the induction funding to support their induction. However, these teachers were unaware that their centres may have used some of the funding for relievers or external registration supervisors.

   In primary schools, the use of the 0.2 time allowance can be flexibly used to provide time for the mentor to support the PRT, as well as classroom release time for the PRT. Eighty-three percent of primary teachers reported receiving their release time. As with the ECE sector, some primary teachers may not appreciate that the time allowance is not exclusive release time for them.

   The system in secondary schools does not provide time for the mentor teacher to be released, although HODs now have a small time allowance to support PRTs. More than half of the secondary teachers were teaching more hours than provided for in their employment contracts, which reduced their noncontact time and time available for advice and guidance.

9. Teachers used the time allowance somewhat differently in the different sectors. Most secondary teachers used their noncontact time primarily for planning, preparation, assessment, and administrative tasks, not specifically for planned professional learning. While 85 percent of secondary PRTs observed other teachers, this occurred regularly for only 16 percent, and few found classroom observations to be particularly helpful. Their other responsibilities, such as pastoral and extra-curricular activities, ate into noncontact time for more than half of the secondary PRTs. However, given that their HOD was unlikely to have been available at the same time as the PRT was "free", the logistics of providing common time for support and guidance are challenging (but not impossible) in secondary schools. While the introduction of the Specialist Classroom Teacher scheme was seen to have the potential to contribute positively to induction in secondary schools, PRTs emphasised they required access to subject-specific knowledge and skills as well.

   Similar percentages of primary teachers used their release time primarily for planning, preparation, assessment, and administrative tasks, and they also spent time on tasks related to their extra-curricular responsibilities. Half the primary teachers compared with two-thirds of the secondary teachers used some of their release time for communication about pastoral issues. They were three times as likely to have visited other schools as their secondary colleagues, and more than three times as likely to regularly observe other teachers. Thirty percent of primary PRTs considered it "very important" to engage in classroom observations.

   Similar proportions (about three-quarters) of ECE and other teachers used noncontact time to work on documentation related to gaining full registration. However, this was the most commonly reported activity by ECE teachers compared with about ninth in frequency for primary and secondary teachers. From focus group discussions it appears that much of the discretionary time available to ECE teachers is used to "work on" their registration folders, by selecting evidence in relation to the Satisfactory Teacher Dimensions. Half the ECE teachers reported formally undertaking frequent classroom observations of teaching processes in their centres and 40 percent considered this activity to be very important. Half of the ECE PRTs had visited other ECE settings in their noncontact time but this happened very rarely.

10. Almost all PRTs had assigned mentors. Around 8 percent of ECE teachers, 5 percent of primary teachers, and 12 percent of secondary teachers had no assigned mentor.

11. Primary, secondary, and ECE PRTs rated mentor provision of emotional support and encouragement as the most important mentoring activity. This occurred frequently for 68 percent of primary teachers, 62 percent of secondary teachers, and 50 percent of ECE teachers. Good working relationships are essential if PRTs are to be responsive to feedback from others on their progress, strengths, and learning needs as teachers.

12. Provision of feedback on teaching was also seen to be very important by three-quarters of primary PRTs and two-thirds of secondary and ECE PRTs. Primary teachers were observed more frequently. Around half the primary and secondary teachers were observed and given formative feedback once a term in their first year, but a third of the primary teachers were observed three or four times a term, compared with 18 percent of secondary teachers. A third of ECE teachers indicated that they were observed once or twice a year (compared with 11 percent of primary teachers and 16 percent of secondary teachers) and 30 percent had more frequent observations. Eighteen percent of ECE teachers, and 7 percent of school PRTs did not select any option, suggesting that there may have been no evaluation of their classroom practice.

13. Mentor teachers did not generally provide adequate opportunities for their PRTs to watch them teach. Around half of the teachers in all sectors did not indicate that they had seen their mentor teach. Less than a quarter of primary and secondary PRTs, and 11 percent of ECE teachers reported that they had observed their mentor teaching three or four times a year.

14. Nor were there frequent opportunities for PRTs to observe their colleagues teaching. While 80 percent of all PRTs reported that they had done so, only in primary schools did observations of other teachers happen frequently for the majority (60 percent) of teachers. Forty-seven percent of ECE teachers and 16 percent of secondary teachers had frequent opportunities to observe their colleagues teaching.

15. Significant numbers of PRTs appeared to have missed out on formative feedback on key aspects of pedagogy that are linked with student achievement:

    a) For example, around 40 percent of teachers in all sectors were not given formative feedback on their encouragement of critical thinking in children/students.

    b) ECE PRTs were much more likely to report being given feedback on how they were linking the curriculum with children's interests and needs (74 percent), compared with 59 percent of primary teachers and 33 percent of secondary teachers.

    c) ECE teachers were much more likely to be provided with a formative assessment of their efforts to reflect and value te au Māori. Fifty-nine percent of PRTs in ECE teaching contexts received feedback on their support of te reo Māori me ona tikanga in their programmes, compared with 32 percent of primary PRTs and 29 percent of secondary PRTs. Forty-five percent of ECE PRTs reported feedback on inclusive practices for Māori students, compared with 34 percent of secondary PRTs and 27 percent of primary PRTs.

    d) Feedback on communicating with parents and families was provided for 72 percent of ECE PRTs, 59 percent of primary PRTs, and 33 percent of secondary PRTs.

    e) Primary PRTs were much more likely to have been given feedback on using children's assessment results to plan further learning for individuals and groups. Seventy-two

percent of primary teachers reported that they were given this feedback compared with 63 percent of ECE PRTs, and 44 percent of secondary teachers. Seventy-eight percent of primary teachers reported that they had been given formative assessment on how they provided feedback to children on their learning, and 51 percent had been advised on how they involved children in their own assessment. Sixty-three percent of secondary PRTs and 57 percent of ECE PRTs reported that they had been given formative assessment on how they provided feedback to children on their learning, and 44 percent of secondary teachers and 52 percent of ECE teachers had been advised on how they involved children in their own assessment. More primary teachers (61 percent) reported that they had been given feedback on ensuring that their assessment was fair, valid, and reliable than secondary teachers (54 percent) and ECE teachers (53 percent).

16. For programmes of advice and guidance to be of most benefit they need to be evidence-based. That is, they need to be based on data about the teaching practices that are going well, and those that need strengthening. While 80 percent of primary teachers, 69 percent of secondary teachers, and 78 percent of ECE teachers considered that their advice and guidance programmes were based on their identified needs and personal goals, the gaps in provision of information on important pedagogical practices for many teachers suggest that the advice they received may not have been adequately focused towards the improvement of teaching practices and understandings that have been shown to enhance children's and young persons' learning.

17. The data indicate the need for specific mentor selection, training, and support. While most PRTs reported that they received basic personal, emotional, and logistical support, too many PRTs felt that it had been up to them to access the support they needed, and too few had had sufficient opportunities to observe and discuss examples of good teaching practice, and to receive precise targeted feedback on their own teaching. Mentors generally take on these roles on top of other teaching and workplace responsibilities, which can be prioritised ahead of the mentoring role. They need sufficient dedicated time, support, and ongoing professional development if PRTs are to be given the quality structured mentoring that is required for effective induction.

18. The data also indicate that professional learning for PRTs is not a high priority in many workplaces. This could reflect the culture of busyness in schools, but, overall, a significant minority of teachers were largely left to their own devices during their induction period. Despite the lack of supervision and assistance these teachers were recommended for full registration as teachers. This neglect constitutes a significant lost opportunity to strengthen the quality of teachers in New Zealand.

19. PRTs tended to be uncertain about the criteria that were used to assess them, although more ECE teachers (62 percent) indicated that the Satisfactory Teacher Dimensions were used, compared with 40 percent of primary and secondary teachers. Around a third of primary and secondary teachers did not know what criteria were used.

20. There was a strong message from the surveys and focus groups that teachers in all sectors wanted more direction about the evidence required to satisfy the Teachers Council that they have met requirements for full registration. Many teachers put a lot of effort into gathering material as evidence of their having participated in an advice and guidance programme, but this material may not have been linked to demonstrations of specific pedagogical approaches and the impact of these approaches on children's and young persons' learning. Some PRTs reported that regular attendance at PRT workshops that were focused on the discussion and documentation of their attainment of the Satisfactory Teacher Dimensions provided a strong source of support and specific guidance. Unfortunately, few PRTs were able to access these programmes.

21. Overall, this study demonstrates that the current system of support and assessment for PRTs depends on the contexts existing in individual workplaces. It has shown that there is inconsistent support across the sectors, and that the summative assessment processes for making decisions about full registration are not sufficiently valid or rigorous to provide confidence that PRTs have demonstrated the knowledge, skills, and dispositions required for effective teaching.

## Discussion

The results of this survey provide evidence that while almost all PRTs reported that they had felt personally welcomed and valued by their workplaces, many did not receive the level of support, mentoring, and assessment to which they were entitled. Some teachers, particularly in the ECE sector were expected to take on management or other responsibilities in their first year as a PRT. Too much challenge too early in a career has the potential to create challenges to health and wellbeing and may divert PRTs' energies from their teaching practices.

The data revealed that many PRTs reported they were expected to work independently and that it was up to them personally to seek out assistance or to find their own way. This was particularly common for ECE teachers with almost three-quarters of PRTs needing to seek out guidance, and over 20 percent agreeing that no-one was very interested in how they were getting on as a teacher. Overall, more primary teachers appeared to have had induction programmes they perceived to have assisted them to develop confidence and skill in teaching, and to have impacted on their children's learning, than their colleagues in secondary schools and in the ECE sector. However, there is no reason for complacency about the quality and consistency of induction programmes in any education sector.

The data from this study indicate the need for collaboration between all those individuals and agencies that have a stake in teacher induction. This means that the Ministry of Education, the Teachers Council, the Education Review Office, schools, centres, external providers, initial teacher educators, in-service providers, and policy makers need to develop comprehensive and aligned approaches to teacher induction. All participants need to be clear about policies and

expectations for the use of the funding for induction. Accountabilities for the use of funding may need to be strengthened, particularly in the ECE sector where funding is new.

The success or otherwise of induction programmes in schools or centres is likely to depend to a large extent on the learning conditions experienced by all teachers in these settings. This suggests that future structural or procedural changes to the system of induction will have stronger impact when implemented in cultures that prioritise teacher and student/children's learning. A sizeable minority of PRTs in our study did not find themselves in cultures that were committed to their professional growth and success as teachers. The findings indicate the need for policies and practices that support consistently high-quality induction into the profession, and that contribute to the development of workplace practices that allow PRTs to make the most of their talents and skills and develop their expertise. Discussions in the focus groups and comments in the surveys indicated that some PRTs had left their first workplaces because of a perceived lack of support. A few survey respondents had already left teaching. The high levels of teacher turnover evident in this study have implications for the workplaces that lose teachers, those that re-employ them, and the consistency of teaching and learning programmes.

Currently, many workplaces do not appear to have provided the quality and frequency of specific pedagogical support that would be likely to lead to more effective teaching and successful learning. Although most PRTs were provided with mentors, only in the primary sector did more than half the PRTs (52 percent) indicate that their mentors had helped them to develop confidence and skill in teaching to a great extent. Research indicates that new teachers need to have access to the knowledge and thinking of their more expert colleagues within an *integrated professional culture* (Kardos, 2005) through structures that provide opportunities for teachers to work together collaboratively. PRTs in our study typically reported that their colleagues were very willing to share ideas and resources, but that there appeared to be infrequent opportunities for scheduled and focused work together to strengthen children's and young persons' learning and achievement. An implication from this study is that any improvements in the support and guidance provided for PRTs must be aligned with school/centre improvement efforts. PRTs frequently referred to current professional developments focussing on collective teacher learning as supporting their induction, suggesting that these initiatives can be a powerful component of system supports for new teachers. If mentors and PRTs were part of the same professional learning community, this would enhance mentoring relationships, create common expectations for classroom observations and feedback, and contribute to a shared language for talking about learning and teaching. This suggests that mentors and PRTs should, if possible, share similar teaching levels or subjects, and be physically located close to one another. The shortage, quality, and accessibility of mentors in the ECE sector raises a unique set of problems, which can only be addressed through collective action within the sector with support from the Teachers Council and the Ministry of Education. It is inequitable for ECE PRTs to carry the responsibility of finding their own mentors.

In addition, the data point to the need for the selection of mentors to be taken seriously, so that PRTs have access to someone who has the disposition, personal qualities, and relevant teaching expertise to support them. As well, mentors need to be provided with time and ongoing

professional development to develop their knowledge and skills in the support of PRTs. As well as being part of an integrated school culture, mentors' expertise will be enhanced when they are part of a mentoring community external to their workplaces.

It is critical that full admission to the teaching profession is based on valid assessment practices that use clearly understood expectations. Currently, the assessment practices, when they occur, are effectively the judgements of individuals in workplaces, using a limited range of measures. There is no substantive external moderation of these judgements. The data also indicate that in too many instances, decisions about the awarding for full registration were ad hoc, and that the Satisfactory Teacher Dimensions were reportedly used for only 40 percent of primary and secondary teachers, and 62 percent of ECE teachers. Around a third of teachers in the school sector did not know what criteria were used to recommend them for full registration.

While most teachers collected "evidence" in case their applications for full registration were audited by the Teachers Council, they did not have enough information or assistance about the information to include. ECE teachers reportedly collected a greater range of evidence related to the Satisfactory Teacher Dimensions. Given that keeping an evidence-based portfolio was likely to be unfamiliar to many mentors they may not have been able to provide guidance in this area. PRTs reported that they were required to include evidence of "reflections" on their teaching, but reflections that occurred in the absence of informed feedback from others, which was the situation for a number of teachers, were unlikely to have provided valid evidence that they had met requirements for full registration. Louis, Kruse, and Marks (1996) have pointed out that " without professional community, most individual teachers will find it difficult to sustain the level of energy needed to reflect continually on and improve their practice for the benefit of authentic student achievement" (p. 178).

Given that the Teachers Council is reviewing the Satisfactory Teacher Dimensions, and that new graduating teacher standards are to be introduced in 2008, it is timely for a thorough review of the system for awarding full registration to teachers. The process could provide a fruitful opportunity for the educational community to clarify the requirements for full registration in each sector, and the process by which this is best achieved. Efforts to enhance the quality of teacher learning in the first two years of teaching also provide an opportunity to strengthen the understandings and pedagogy of all teachers, and contribute to enhanced learning for students and children.

A significant limitation of this study is the inadequate information on induction for teachers in Māori medium settings. Feedback from the teachers who did participate suggests that the issues and priorities in these settings are rather different, and that approaches that involve more than "translation" of mainstream requirements will be necessary. We suggest that this issue be a specific focus of the Phase 3 (case study) research.

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# Glossary

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| BTTA: | Beginning Teacher Time Allowance |
| DP: | Deputy Principal |
| ECE: | Early Childhood Education |
| ERO: | Educational Review Office |
| HOD: | Head of Department |
| ICT: | Information and Communications Technology |
| ITE: | Initial Teacher Education |
| NCEA: | National Certificate of Educational Achievement |
| NZCER: | New Zealand Council for Educational Research |
| NZTC: | New Zealand Teachers Council |
| PD: | Professional development |
| PRT: | Provisionally Registered Teacher |
| RTLB: | Resource Teachers: Learning and Behaviour |