Fostering Our Next Generation of Teachers:

Induction and Mentoring

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trb
Teachers Registration Board
OF SOUTH AUSTRALIA

Acknowledgements

Induction and mentoring is pivotal for ensuring the quality and professionalism of our next generation of teachers. While research highlights many of the challenges and issues in these areas generally, the Teachers Registration Board of South Australia is especially committed to the quality aspects around induction and mentoring that support Graduate teachers in moving from Provisional to (full) Registration.

There are three key stages in becoming a full member of the teaching profession in South Australia. The first stage is to undertake initial teacher education (ITE) in an accredited teacher education program. The second stage is to successfully graduate from the ITE program and to become Provisionally Registered. The third critical stage is the journey from Provisional to (full) Registration, which demonstrates that the teacher is now able to meet the Proficiency stage of the Australian Professional Standards for Teachers. To explore this journey within South Australia, the Induction and Mentoring Project set out to capture and synthesize the quality experiences of teachers from a number of perspectives. Participants in the project involved teachers who had recently transitioned to (full) Registration, teachers who had mentored them through this process and senior leaders in schools/sites who acted as evaluators.

We acknowledge the time and commitment of all these teachers and leaders for their participation in the focus group and individual interviews used for data collection. Additionally, we are appreciative of personnel from a range of stakeholders who gave of their time to meet and discuss their insights around this critical area of teacher professionalism. It was through all these honest, open and detailed discussions with so many interested and concerned teaching professionals that we were able to collect such rich and useful findings.

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The Teachers Registration Board South Australia contracted Associate Professor Debra Panizzon to design the induction and mentoring project and to oversee its implementation. The Board gratefully acknowledges her expertise and dedicated work in completing this task.

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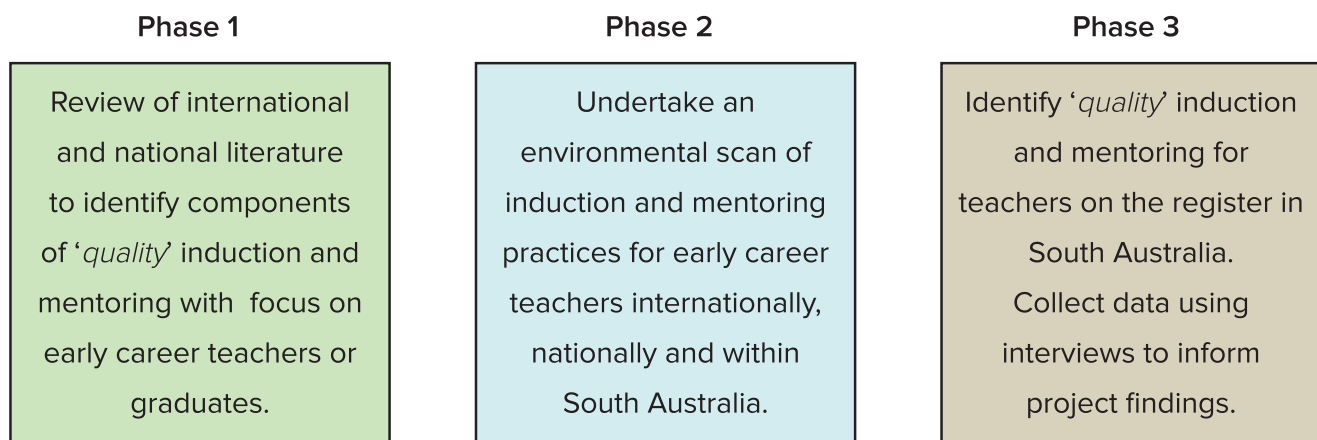
Executive Summary

The aim of the project was to collect and review information regarding the *quality* of induction and mentoring available to Provisionally Registered Teachers (PRTs) and to develop recommendations that support *best practice* in these areas to facilitate a timely transition of teachers to (full) Registration in South Australia.

The project was undertaken between November 2016 and December 2017.

Guiding the project were three Research Questions:

RQ1. What constitutes '*quality*' induction and mentoring generally?

RQ2. What constitutes '*quality*' induction and mentoring as teachers move from Provisional to (full) Registration?

RQ3. What does '*quality*' induction and mentoring look like for registered teachers in South Australia?

To explore these questions, the project involved three distinct phases:

Phase 1	Phase 2	Phase 3
Review of international and national literature to identify components of '*quality*' induction and mentoring with focus on early career teachers or graduates.	Undertake an environmental scan of induction and mentoring practices for early career teachers internationally, nationally and within South Australia.	Identify '*quality*' induction and mentoring for teachers on the register in South Australia. Collect data using interviews to inform project findings.

Phase 3 was the data collection component of the study. Initially, personnel from 13 stakeholder groups in South Australia (e.g., Primary Principals Association, Preschool Directors Association of South Australia) were interviewed. Following these, focus group and individual interviews were conducted with 69 teachers representing 27 schools or sites across South Australia. Approximately 44% of teachers interviewed were from the Department for Education (formerly the Department for Education and Child Development), 17% from Catholic Education South Australia, and 10% from Association of Independent Schools of South Australia. The remaining 21% of the sample comprised early childhood teachers in pre-school or long day care centres, temporary relief teachers (TRT) and retired teachers. Within the sample, seven schools across South Australia were visited to interview principals and senior teachers overseeing the induction and mentoring of new teachers, and PRTs who had transitioned recently to (full) Registration.

Evidence from the research literature (Alliance for Excellent Education, 2004; Cameron, 2007; Fideler & Haselkorn, 1999; Goldrick, 2016) was used to develop a framework summarising the key constituents of quality induction and mentoring. In selecting teachers and site personnel to interview for the study, these criteria were applied to ensure that data were captured for *quality practices* only. With all findings analysed, seven case studies were developed to capture both the context and the nature of the practices used to support Provisionally Registered teachers to transition to (full) Registration. Four of these cases represent individual teachers while the other three provide a school-based perspective around quality induction and mentoring.

South Australian context for the study

An analysis of the data held by the Teachers Registration Board of South Australia (TRBSA) identified that the total number of teachers registered as of 1st March 2017 was 36 814. In terms of age, 47% of the total number of teachers were between 20-44 years of age, 43% were aged between 45-64, with the remaining 10% aged 65 and over. The modal age (most frequently occurring) was 60-64 followed closely by 30-34 representing 13% and 12% of all teachers registered.

Of these, 8 217 teachers held Provisional Registration representing 22% of the total register with a proportion of this group of teachers maintaining this level of registration for many years. Tracking the numbers of teachers registering between 2010 - 2016 and then transitioning to (full) Registration during this period, highlighted some key insights.

Teachers of all age groups required more than one term of registration to move from Provisional to (full) Registration. In exploring possible factors impacting this outcome, it is important to remember that teachers who are not currently teaching (e.g., in seconded positions, teaching in university, on extended leave) or those teaching overseas are unable to gain the 200 days of teaching in South Australia that is required to successfully make the transition. Unfortunately, it was not possible to identify the actual numbers of teachers aligned to these categories during the period investigated as these data were not captured. However, use of postal locations of teachers over this same period identified 66 teachers as being overseas.

The other group of teachers likely to be represented are Graduates who usually find employment as TRTs or on short-term contracts. These teachers often encounter considerable difficulty in finding consistent ongoing work to meet the 200 days of teaching required for transition during their first term of registration. They also experience difficulty in being able to identify a suitably qualified teacher to act as a mentor in providing feedback as they navigate the transition process and also an evaluator prepared to work with them given that they are not employed permanently in a site.

Research perspective (Phase 1)

A clear message emerging from the literature is that induction and mentoring makes a difference in not only retaining teachers but also ensuring that they are provided with the opportunities and support required to transition as seamlessly as possible into the profession. While the two terms are often linked - they are different in their focus and intention. Induction is a *process* whereas mentoring is one of a number of *actions* that can support the induction process. The research highlights the important contribution made by mentoring as part of induction while acknowledging that it is not sufficient on its own. Other actions (i.e., access to teacher networks) are also required in addition to mentoring, particularly in hard-to-staff sites or those dealing with children and students from low SES backgrounds (Strong, 2005).

Induction in education has moved substantially from its initial position as merely orientating new teachers into a site to being conceptualised as just the beginning stage of the professional learning journey of teachers. This view is supported strongly by the teacher development research literature and is evident in the Australian context as teachers are required to move from the Graduate to Proficient Australian Professional Standards for Teachers (APST) with the potential to progress to Highly Accomplished and Lead Teachers over the course of their professional careers (Australian Institute for Teaching and School Leadership [AITSL] 2012a, b). Mentoring becomes a key component of this ongoing process as teachers seek professional advice, direction and insights from colleagues with greater expertise and experience.

Given the critical role of induction and mentoring, there is a need to investigate not merely the presence or absence of these programs as part of a site but rather the *quality* of those programs that make a difference to teachers (Smith & Ingersoll, 2004). In reviewing the literature, a large number of common components or criteria emerged. Aligned closely to mentoring is the important attributes required of mentors if they are to provide quality mentoring for teachers and move beyond just 'ticking boxes'.

Environmental scan of induction and mentoring programs (Phase 2)

New Zealand has undertaken substantive work in this area with findings from two key longitudinal research studies providing critical evidence to inform the process through which Provisionally Certified (Registered) teachers move to Full Certification. Insights, such as the development of a Guideline Handbook for teachers moving through the process and the importance of mentors having access to specialised professional learning, are worthy of consideration as the TRBSA seeks to further enhance and support the profession in this space. Similarly, the Teacher Performance Appraisal used by the Ontario Ministry of Education as part of their compulsory New Teacher Induction Program provides an explicit process that must be implemented in assessing whether teachers are 'Satisfactory' and ready to teach.

Within Australia, AITSL provides considerable information and resources around teacher induction and mentoring via its website. Similarly, a number of the Australian Regulatory Authorities include information around the induction and/or mentoring of new staff. The level of detail provided openly (i.e., without logging into a portal) does vary across states and territories. However, one area that is not elaborated upon to any extent is the actual process of transitioning in terms of what this looks like at the school/site level. Hence, there is an opportunity for regulatory authorities to 'personalise' this area to better inform Provisionally Registered teachers and their evaluators through this process. The current project being undertaken by TRBSA is well placed to provide both information and data to support teachers, mentors and evaluators as they navigate these 'changing waters'.

Quality induction and mentoring results (Phase 3)

Stakeholder insights

Stakeholder representatives recognised the important role of PRTs in schools or sites given their deep understandings of the APSTs, expertise in implementing digital technologies in their teaching, and the general enthusiasm they bring into the teaching environment. However, they also recognised that these teachers are new to teaching so require ongoing guidance and direction if they are to develop their professional expertise. While an awareness of the procedural expectations and requirements of the school/site is important, a more critical aspect for these teachers is in understanding how teachers adapt, alter and develop pedagogies in ways that nurture all children and students to become competent, independent learners.

Stakeholders also identified a range of potential challenges around the mentoring of PRTs. There was a shared view that the nature of teaching had changed in that it had become more politicised with teachers under increasing pressure to 'get results', with principals and leadership teams also feeling this pressure. Changes in parenting (had in many cases) altered the kinds of tasks and responsibilities that teachers were negotiating as part of their daily duties in schools/sites. As such, while the induction and mentoring of PRTs was a key priority, they recognised that teachers were busy in their ever-expanding roles. The bottom line though is that if teaching as a profession is to meet the needs of our students, it is the responsibility of every teacher to support and nurture the next generation of teachers.

The early childhood and special education contexts accentuated the complex and often pressured environments in which many of our teachers are working. In considering induction and mentoring, it is crucial to think of all the diversity that prevails within the South Australian teaching profession because 'a one size fits all model' will simply not work in all situations.

Newly transitioned teacher insights

All teachers 'new to teaching' experienced orientation as part of ongoing induction in their site. Orientation consisted of both formalised workshops along with informal meetings with various members of the leadership team. Following on from orientation, the majority of the teachers also participated in regular meetings with a senior member of the leadership team and their mentor as part of an ongoing induction process. A mentor and/or a 'buddy' was allocated in most instances but teachers spoke about being able to seek help from a number of other staff at any time. Mentoring was evident in a variety of ways. Graduate primary teachers valued the opportunity to work *"as a team with teachers teaching the same year level"*. These were authentic experiences as the team planned for teaching with discussions of curriculum and strategies along with assessment as part of this collaboration. Secondary teachers were often part of a curriculum specialist area (e.g., English) with mentors holding deep content knowledge, pedagogical content knowledge along with a diversity of ways in which to support student learning.

In most instances, these PRTs were not daunted at all by the transition process and felt they were supported fully within their school/site environments. For this group of teachers, reflecting on their work against the standards was considered part of the teaching process. While the transition process was time-consuming in terms of collecting and annotating their evidence, they felt more confident in moving forward and comfortable around the practice of collecting this type of evidence. Some even mentioned "*how empowering the process was*" because it gave them the opportunity to reflect deeply about their own practice. All of the teachers spoke about the important role of the evaluator in supporting them through the process although not all evaluators were experienced. This identifies a possible area of support required for new evaluators in order to maintain rigour around the transition process from Provisional to (full) Registration.

It was clear from the insights provided by these teachers that the school/site environment played a critical role in their ability to move to (full) Registration. Having teachers as friends and colleagues in other sites, the teachers interviewed were cognizant that the support, guidance and direction they had received were not universal and they were most appreciative of their experience. All teachers mentioned the important role of the evaluator for ensuring high standards in the process. Finally, as a group the newly transitioned teachers identified a number of challenges in this area. These related to the need for a supportive and experienced evaluator; clarity around the expectations in moving from Provisional to (full) Registration (i.e., what is the process within the site); and, the potential difficulties for TRTs and those on short-term contracts in successfully navigating through the transition process.

Mentor and/or evaluator insights

The mentors and/or evaluators demonstrated a broader and holistic understanding around the induction and mentoring of PRTs. In their view, induction was not perceived as a short-term activity but as a process requiring time so that each individual teacher could be mentored to build their pedagogical expertise in their journey of becoming competent, effective and well-rounded teachers. Orientation and the on-boarding of new teachers was only considered as the first step around induction.

Many of these teachers spoke about the pivotal opportunities provided in their sites to support the professional growth of PRTs. These included ongoing meetings with a mentor or coordinator (overseeing new teachers), attendance at specially-selected workshops both within the site and externally, and classroom observations followed by the provision of constructive feedback. The process of transitioning new teachers from Provisional to (full) Registration was not often conceived as another activity to complete but was actually embedded within an induction and mentoring program available at the site - "*It is just the way we do things here*" (Trevor, secondary teacher mentor). Linked to these programs was professional learning because it was through these opportunities that new teachers (along with other staff) accessed information/ideas and continued to develop their pedagogical practices.

The option of engaging highly suitable mentors with extensive expertise *outside of the site* was also discussed during the interviews. In particular, examples were identified whereby retired principals were being employed by schools to work with preservice, PRTs and other members of staff in different capacities. These experts provided a broader perspective of teaching from their previous educational positions and a degree of separation to these roles because they were not involved in the day-to-day lives of the teachers being mentored. Hence, for some teachers there was a degree of 'safety' with these mentors.

Another crucial aspect discussed by participants was preservice teachers. In the views of mentors, the kinds of placements experienced by preservice teachers really mattered because it was at this point that induction into the profession actually began. They recognised the considerable pressure being experienced by teachers in some sites given the number of preservice teachers being accepted for placements. Part of the issue discussed here was that not all teachers mentoring these preservice teachers were ideally suited. The other key component mentioned by these mentors/evaluators was a perceived lack of direction from providers in working with the preservice teachers and completing the placement reports.

Schools recognised for quality induction and mentoring programs

In the schools demonstrating *quality induction and mentoring* there was a culture of building teacher professionalism, beginning with PRTs but not stopping once (full) Registration was attained. Supporting, encouraging and challenging teachers to continue growing and reflecting on their practice and those of their colleagues was pivotal to the school culture. Each of the schools had key working groups established that pursued particular aspects of teacher practice in relation to the APSTs and in relation to other priority areas relevant to positioning the school in moving forward.

Fundamental to all schools was a formalised induction process that was provided for all PRTs including TRTs in some cases. While this began with traditional orientation activities, it continued for an extended period with new teachers having access to a 'buddy' and/or mentor. These schools had a member of the senior management team (i.e., Coordinator of Teaching and Learning) with the role of overseeing PRTs although in most cases this role involved the leadership of teaching and learning of all teachers across the school. Professional practice within these schools often included the observation of lessons for *all* staff with constructive feedback and discussion considered a critical part of the process. Similarly, in some schools experienced teachers modelled practices for other teachers with a view that sharing "*good ideas that work in the classroom benefits everyone*". As such, the process of transitioning to (full) Registration was not an isolated practice but embedded into a broader framework around induction and mentoring for all teachers.

Characteristic for all of the schools visited was that induction, mentoring, professional learning and the transitioning process of teachers to (full) Registration was highly integrative aligned to an annual professional management review or a similar process in the schools. Seen in this light, an interview conducted with a teacher helped identify goals for the next year that could be aligned to appropriate professional learning to support the attainment of these goals. For PRTs, these discussions would also focus on their progress towards the Proficient level of the APSTs. Alternatively, for more experienced teachers the discussion might be around other opportunities for their growth including applications for the Highly Accomplished or Lead Teacher levels of the APSTs. Interviews conducted with PRTs and mentors/evaluators in these schools highlighted that the induction programs and mentoring processes were useful and valued highly by the teachers in general.

A final observation gained about these schools was that while each of the leadership teams appeared to have a cohesive and positive overview they also perceived that this was "*an evolving process where they are constantly seeking to refine their ideas and thinking*". Hence, stagnation was certainly not on the agenda in these schools.

Exemplary quality case studies

A series of case studies provide a variety of perspectives that personalise the experiences of newly transitioned teachers. The cases represent early childhood and secondary teachers with full-time employment along with a primary teacher employed for six years as a TRT and on short-term and long-term contracts. What was consistent for these teachers was the number of quality attributes around induction and mentoring that were identifiable in their cases. Regardless of their employment status, these teachers were supported and guided by both senior staff and their colleagues to successfully move to (full) Registration. They experienced a rigorous process thereby maintaining the high standards required of any professional. While these four cases explore induction and mentoring through a teacher lens, the three school cases demonstrate how leadership in sites ensures that teachers who are new to the profession receive quality induction and mentoring in a coordinated, transparent and equitable manner.

RECOMMENDATIONS

The following recommendations based upon the results from the study are presented within four broad categories:

• Improving rigour in assessing the transition process of the profession;

• Understanding induction and mentoring within broader educational contexts;

• Enriching communication and support; and,

• Enhancing advocacy and support more broadly for the profession.

Structured in this way, the recommendations immediately target the day-to-day responsibilities of the TRB while broadening out to consider other ways in which the TRB might contribute to the induction and mentoring of PRTs more generally.

Improving rigour in assessing the transition process of the profession

1. The TRB review its current process for assessing teacher transition from Provisional to (full) Registration to enable *best practice* of the process in South Australia.

2. The TRB increase the number of teachers randomly audited to a maximum of 10% as part of the Transition from Provisional to (full) Registration (TPR) process. This will assist in ensuring rigour and consistency in the evaluation process and alignment with national standards.

3. The TRB provide examples of the types of evidence that might be used by PRTs to demonstrate attainment of the Proficient level of the APSTs. These examples might include the types of evidence that could be used by TRTs and teachers on short-term contracts who find it difficult to demonstrate particular standards (e.g., Standard 5).

Understanding induction and mentoring within broader educational contexts

4. The TRB explore the nexus between the final year placements of preservice teachers (where induction and mentoring into the profession begins) and their entry onto the TRBSA Register with Provisional Registration. Greater awareness of this space is important given that it is successful completion of the Teacher Performance Assessment combined with final year studies that provides evidence of learning, ensuring that teachers exit Initial Teacher Education programs having attained the Graduate level of the APSTs.

5. The TRB explore induction and mentoring in different educational contexts, such as Early Childhood Education, Special Education, Youth Education Centres, and schools/sites in other unique contexts. Enhanced awareness of these contexts will help identify principles for induction and mentoring that are intrinsic to education in its broadest sense.

Enriching communication and support

6. Professional support for evaluators be provided through:

    a. Provision of workshops especially targeted at evaluators;

    b. Provision of a 'Guidelines for Evaluators' document that is accessible from the website; and,

    c. Provision of 'quality case studies' on the website that are demonstrative of the rigour expected as part of the TPR process by evaluators.

7. The TRB provide workshops/conferences and videos targeted at senior leadership to share 'quality practice' around the induction and mentoring of PRTs. As part of these professional learning opportunities, schools/sites identified through the Induction and Mentoring Project could be invited to share their practices. While AITSL already provides many resources, sharing examples of 'quality practice' within South Australia ensures relevance for our own teachers while celebrating the quality of practice evident locally.

Enhancing advocacy and support more broadly for the profession

8. The TRB to advocate with appropriate stakeholders regarding the need for professional learning specifically targeted for mentors so that they are prepared to support PRTs in ways that move beyond the day-to-day issues of teaching.

9. The TRB to advocate that quality mentoring requires expertise, effort and time from the mentor so needs to be recognised as a critical role within a school/site with appropriate support provided for the mentor. However, as the number of Highly Accomplished and Lead Teachers in schools/sites increases there will be more teachers available to take on this mentoring role as part of their position in these higher levels of the APSTs.

10. The TRB advocate for groups of teachers who find it difficult to transition given that they are not employed fully by a particular site so find it extremely difficult to build the relationships required with appropriate evaluators to move to (full) Registration.

Contents

1. Introduction

"After decades of assuming that teachers teach alone and get better only through their own individual trial and error, there is increasing commitment to the idea that all teachers are more effective when they can learn from and be supported by a strong community of colleagues"

(Hargreaves & Fullan, 2000, p. 2).

Induction and mentoring programs are not new having appeared on the educational landscape from the mid-1980s. Over the years though there has been a considerable shift in what comprises these programs resulting in great diversity in what is actually experienced by teachers. The key to understanding this shift is recognising that what is meant by induction and mentoring has changed or developed over time although in many cases the way in which these are implemented in schools and educational sites has remained quite static (Feiman-Nemser, 2012).

A review of the plethora of research available in the area identifies that most of this work arose out of concern for the high attrition rates of teachers from the profession, especially in the US. The view was that by making induction and mentoring part of the requirements for early career teachers there would be an increase in the number of teachers retained over time (Ingersoll, 2003). Importantly, this issue still prevails in the US but is also evident in other western countries, such as the United Kingdom.

In Australia, induction and mentoring programs are considered as pivotal in supporting teachers to move from the Graduate A*ustralian Professional Standards for Teachers* (APST) (Australian Institute for Teaching and School Leadership [AITSL], 2012a) to the Proficient standards required by fully registered or accredited teachers. The South Australian project discussed in this report focuses on this particular aspect of induction and mentoring rather than on the retention of teachers. In our view, teacher retention is a likely outcome when development within the teaching profession is considered as a continuum of growth from preservice, Graduate and then onto Proficient, Highly Accomplished and Lead Teacher career stages (AITSL, 2015a).

1.1   Scope and purpose of the project

It is a requirement in South Australia that all teachers must be registered to teach in a pre-school, primary, middle or secondary school, as well as early childhood teachers in long day care sites.

Within South Australia, all Graduate teachers apply initially for Provisional Registration. Once they have completed 200 days of full-time (or part-time equivalent) satisfactory teaching

service within the previous 5 years and achieved the Proficient level in each of the APSTs they can submit an application to transition from Provisional Registration to (full) Registration (TPR). It is the responsibility of the Provisionally Registered teacher (PRT) to submit the application to the Teachers Registration Board of South Australia (TRBSA) for processing.

The aim of the project is to collect and review information regarding the quality of induction and mentoring available to PRTs and to develop recommendations that support *best practice* in these areas to facilitate a timely transition of teachers to (full) Registration in South Australia.

1.2   Research methods and analyses

Underpinning the Induction and Mentoring Project are three main research questions with a number of subsidiary questions that provide a frame to guide data collection and analyses.

1.2.1   Research questions

1.   What constitutes '*quality*' induction and mentoring' generally?

a.   How is induction and mentoring defined?
b.   What does the research indicate about what makes 'quality' practice in this area?

2.   What constitutes quality induction and mentoring as teachers move from Provisional to (full) Registration?

a.   What programs for induction and mentoring are available for teachers? Other professions?
i. Internationally
ii. Nationally
iii. South Australia
b.   What guidance is provided publicly by various jurisdictions in Australia?
c.   How does this information apprise the Induction and Mentoring Project?

3.   What does '*quality*' induction and mentoring look like for registered teachers in South Australia.

a.   In general, what is the nature of quality induction and mentoring in South Australia in the present environment?
i. What is meant by induction for teachers 'new' to the profession?
ii. Who mentors these teachers? How are they selected? What support is available to the mentor?
iii. Are formal induction and mentoring programs prevalent in sites?

b. What criteria/components of induction and mentoring are identifiable in successful applications from teachers transitioning from Provisional to (full) Registration?

   i. How do evaluators judge or assess whether a teacher demonstrates a particular teaching standard?

   ii. What is the nature of the evidence collected by PRTs? How is this shared with evaluators? How is this documented? Over what time-frame?

   iii. Is there sufficient rigour and consistency in the TRB transition process?

c. What are the key challenges around the transition of teachers from Provisional to (full) Registration?

1.2.2   Design and scope of the project

In order to address these questions, the project involves three distinct phases (see Figure1.1).

Phase 1		Phase 2		Phase 3
Review of international and national literature to identify components of '*quality*' induction and mentoring with a focus on early career teachers or graduates.	**+**	Undertake an environmental scan of induction and mentoring practices for early career teachers internationally, nationally and within South Australia.	→	Identify '*quality*' induction and mentoring for teachers on the register in South Australia. Collect data using interviews to inform project findings.

Figure 1.1: Overall design of the Project

Phases 1 and 2 involved the collection of evidence upon which quality practices around induction and mentoring were determined in Phase 3. The actual methods used to collect relevant data along with the forms of analyses undertaken are summarised in Table 1.1. As demonstrated, the data for the project are highly qualitative, which is appropriate given the nature of the research questions underpinning the study.

A key component for Phase 3 involved the identification of teachers that received a 'quality' induction and mentoring process in their TPR. This was determined through the audit of TPR applications, which is completed quarterly by the Project Officers, Professional Teaching Standards. As part of this audit, teachers selected at random must submit a summary record of the evidence shared with the evaluator in their site as part of the TPR process. Once submitted, Project Officers scrutinise each summary so are in a position to identify 'quality' submissions. Teachers who had transitioned recently (referred to as mentees) providing quality submissions were invited by the researcher to participate in a focus group or individual interview. Similarly, the mentors (and/or evaluators) who worked with these teachers were invited to participate in a separate interview.

Table 1.1: Overview of research methods

Phases	Research Activities	Data/Broad Analyses
1	• Literature review including documents provided on the AITSL website.	• Identification of key aspects of induction and mentoring discussed in the literature. • Development of a framework of criteria using these key aspects from the literature as a basis.
2	• Access current TRB data regarding PRTs and the timeframes associated with their transitions • Develop and meet with a reference group of key personnel of relevant stakeholders in South Australia. • Seek induction and mentoring programs provided by stakeholders for PRTs via relevant documentation provided on the website. • Collection of relevant documentation from stakeholders or from a search of relevant websites, with clarification via individual interviews. • Conduct individual interviews with stakeholders.	• Capture data and produce a series of pivot tables and graphics. • Identify patterns evident in the data e.g., timing for transition available; proportion of teachers transitioning etc. • Identify key components incorporated into these programs from the documentary evidence. • Content analysis of interview transcripts and the programs available. • Identify the aspects of quality or best practice around induction and mentoring.
3	• Identify quality applications from teachers transitioning from Provisional to (full) Registration submitted to the TRB. • Invite recently transitioned teachers and mentors to participate in the project through the Registration Buzz. • Select teachers for each focus group ensuring various cohorts of teachers are represented e.g., temporary relief teachers (TRTs, contracts). • Conduct focus group and individual interviews to explore teachers' experiences of induction and mentoring. • Distribute interview protocol electronically to teachers unable to participate in interviews. • Hone in on the actual process experienced by teachers as part of this transition process. • Analyse all data, collate and synthesise findings. • Use these analyses of interviews and documentation to select individuals or sites as Case Studies that represent the diversity of teachers on the TRBSA register.	 • Content analysis of interview transcripts. • Identify key aspects of a rigorous process in evaluation of PRTs. • Explore variations across these examples according to the employment status (TRT, contract etc). • Identify the aspects of quality or best practice around induction and mentoring • Analyse responses against the framework developed for the literature for selection of representative Case Studies.

In terms of the interviews conducted in Phases 2 and 3, three different protocols were developed for:

- Representatives from stakeholders (Appendix 1);
- Teachers who had recently transitioned to (full) Registration (Appendix 2); and,
- Teachers who had mentored and/or evaluated Provisionally Registered teachers (PRTs) (Appendix 3).

While developed to explore the particular insights for each specific group, there was a high degree of commonality of items across the three protocols.

1.2.3   Research sample

Data were collected using both focus groups and individual interviews conducted in metropolitan and country locations. Two focus groups and five individual interviews were held at the TRB office with all other interviews undertaken in schools/sites in locations across the state. However, a small number were conducted by phone or as an email attachment for completion at the teacher's convenience (i.e., electronic engagement). A summary of the participants in the research sample for the project is provided in Table 1.2.

Table 1.2: Sample overview

Stakeholder groups interviewed	Interviews (focus group/individuals)		Electronic engagement	
	Mentees	Mentors/Evaluators/ Leadership	Mentees	Mentors/ Evaluators
13	25	33	7	4

The research sample included staff from 27 schools or sites across South Australia. It represented (as much as possible) teachers employed as a TRT, on contract and those in permanent part-time and full-time positions. The sample was inclusive of teachers from the Department for Education, Catholic Education South Australia (CESA), the Association of Independent Schools of South Australia (AISSA), and various pre-schools and long day care centres. Table 1.3 summarises the representative nature of the research sample with results presented as proportions of the total number of teachers involved N = 69 (which excludes the stakeholder cohort).

As demonstrated there was an even proportion of participants across primary (excludes early childhood teachers) and secondary schools with 15% of the sample representing teachers from early childhood pre-schools and long day care centres and 11% TRTs. The largest proportion of teachers were from the Department for Education system (44%), followed by the CESA system (17%) and AISSA (10%). Note the remaining 21% represented early childhood, TRTs and Retired teachers working in independent pre-schools or centres or across all three systems/sectors.

Table 1.3: Representativeness of the research sample

	Primary (excludes Early childhood) (%)	Secondary (%)	Early childhood teacher (%)	Temporary Relief Teacher (TRT) (%)	Retired (%)
Department for Education	23	21			
Catholic Education South Australia (CESA)	7	10	15	11	3
Association of Independent Schools of South Australia (AISSA)	5	5			
Total	**35**	**36**	**15**	**11**	**3**

As part of data collection, seven schools were visited by the researcher and a member of the Professional Standards team. During these visits, interviews were conducted with the principal and/or key members of the school leadership involved in overseeing the induction and mentoring of teachers. Part of these interviews explored the process established in the school for moving teachers from Provisional to (full) Registration.

Two other key groups were interviewed specifically as part of the project. The first were Directors and/or leadership teams from pre-schools and long day care centres in Adelaide. The second were teachers from special education schools that specialise in teaching students with intellectual disabilities and special learning needs. These examples demonstrate the unique and diverse educational settings in which teachers are working in South Australia.

1.2.4   Developing the 'quality' framework around induction and mentoring

Pivotal to the project is a framework for deciding the key constituents of quality induction and mentoring for teachers moving from Provisional to (full) Registration. A framework was developed from the review of the research literature. Special attention was attributed to a small number of studies that were targeted at achieving a similar goal, such as Alliance for Excellent Education (2004), Cameron (2007), Fideler and Haselkorn (1999), Goldrick (2016) in addition to a range of documents produced by AITSL. These studies along with the work from AITSL are discussed in Section 2 while the actual framework developed for the Induction and Mentoring Project is provided in Section 9 prior to the presentation of individual case studies from the project.

2. Quality Induction and Mentoring: A Research Perspective

Substantive work has and is being conducted globally in the area of induction and mentoring of teachers to ensure the nurturing and retention of quality teachers within the profession, especially Graduates. The significance of this focus lies in current findings from the US suggesting that 40-50% of teachers leave teaching within the first five years of teaching (Ingersoll, 2003). To date, the position in Australia is not as clear due to fragmented data that is difficult to access across jurisdictions (Buchanan, Prescott, Schuck, Aubusson & Burke, 2013). While this type of employee turnover and career change is expected, teaching appears to have a higher turnover compared to many other professions, such as architects, lawyers, pharmacists and nurses (Ingersoll, 2003). In countries like the US this is having dire consequences where the modal teacher is *"a beginner in his or her first year of teaching"* (Ingersoll & Strong, 2011, p. 204) and a shortage of teachers plagues schools, especially in hard-to-staff inner city locations that have high levels of ethnicity along with students from low socio-economic backgrounds. Importantly, research indicates that these documented shortages, especially for mathematics, science and minority teachers is not due to insufficient graduates but the result of a *"revolving door"* (Ingersoll & Strong, 2011, p. 202) as substantive numbers of teachers leave the profession before retirement (Achinstein, Ogawa, Sexton, & Freitas, 2011; Ingersoll & May, 2011; Ingersoll & Perda, 2010; Ingersoll & Strong, 2011).

So, there are two issues raised in the research around induction and mentoring in relation to workforce planning. The first is about ensuring *quality* in our teachers along with increasing the rates of retention of early career teachers in the profession. The second is that in order to achieve these outcomes, a sufficient number of experienced or *Highly Accomplished* and *Lead Teachers* are required to adequately support teachers if they are to progress from the Graduate to Proficient APST so that it is not onerous on the prevailing teacher workforce (HayGroup, nd).

The following literature review provides a broad overview of some of the main findings identified in the research around induction and mentoring. AITSL has already provided quite extensive reviews of some of the literature in this area as resources on its website. As such, the following review deliberately seeks to provide a more historic perspective of the research in which to locate these resources. Hence, this review represents a breadth of critique with reference to the seminal research available in this area in order to situate the South Australian Induction and Mentoring Project.

2.1   What is induction and mentoring?

In contrast to other professions, teaching graduates attaining employment are expected to assume the full pedagogical and legal responsibilities of their role from their first day of teaching (Tynjälä & Heikkinen, 2011). Even though new to the work, there is no 'grace period' with the effectiveness of their teaching having an immediate impact on their students (HayGroup, nd). While Initial Teacher Education provides the foundational theoretical underpinnings and basic practical opportunities for pre-service teachers in a low-risk supportive environment, it rarely offers all of the *"knowledge and skills necessary to successful teaching"* with *"a significant portion acquired only while on the job"* (Ingersoll & Strong, 2011, p. 203). Hence, educational sites and schools are key because they provide an environment in which graduates can build their knowledge and understanding of teaching in ways that support student learning. Pivotal in this process is that graduates are able to learn from the expertise and experience of their colleagues.

Underpinning the professional growth of teachers are induction and mentoring. According to the National Association of State Boards of Education ([NASBE], 2012) and results from the 2008 Teaching and Learning International Survey (TALIS), there is considerable variation across countries in the use and understanding of the two terms (Jensen, Sandoval-Hernandez, Knoll & Gonzalez, 2012).

While being used frequently as synonyms in policy documentation or in teacher discussions, they are quite distinct in their purpose. Hence, it is important to build a shared understanding of the terms.

AITSL (2016, p.2) defines induction as:

"A formal program and other support provided to assist early career teachers who have achieved the Graduate career stage in the Standards to move to the Proficient career stage – to learn, practise and refine the elements of the professional role that are best acquired while teaching. Induction represents a more substantial and intense commitment to learning on the part of the early career teacher and those who support them, than the continuing professional development that is available to all teachers."

While this definition focuses on graduate teachers, AITSL (2015a, p. 6) also considers induction to be a:

> *"Comprehensive, coherent, and multi-year professional development process consisting of a carefully crafted array of people and activities designed to acculturate and train a new teacher to the goals and visions of a school or the school district."*

Here there is recognition that induction is a process relevant not just to the beginning teacher but also to a teacher who is 'new' to a particular site. However, Wong (2004, p. 42) pushes the idea of induction even further by defining it as:

> *"A system-wide, coherent, comprehensive training and support process that continues for two or three years and then seamlessly becomes part of the lifelong professional development program."*

Therefore, rather than perceiving induction as an intervention provided either for early career teachers or teachers new to a particular site(as indicated by AITSL), it might be conceptualised more broadly as forming part of the professional learning continuum that ensures ongoing teacher growth throughout the profession (Feiman-Nemser, 2001a). Figure 2.1 captures this way of thinking about teacher professionalism in light of the APST (AITSL, 2012a) and the *Australian Teacher Performance and Development Framework* (AITSL, 2012b) whereby the major focus is on teacher career recognition, progression, and promotion. The figure is explained more fully in the following sections of this report.
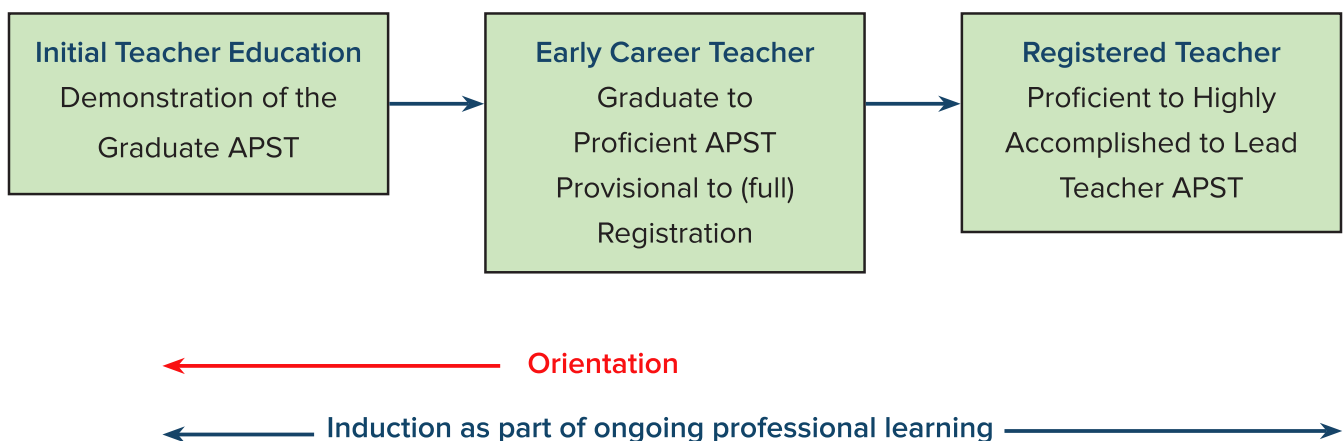

Figure 2.1: Overall design of the Project

In contrast, mentoring is one means of providing individualised support involving the pairing of a graduate with an expert in the field (Feiman-Nemser, 1996). As with induction, it is a highly contested concept with a multitude of meanings (Kemmis, Heikkinen, Fransson, Aspfors & Edwards-Groves, (2014). The reason for this diversity stems from the basis that mentoring is understood and enacted in various ways given that people relate to one another quite differently depending on the type of mentoring they experience. For this reason, AITSL (2016, p. 7) uses the term *practice-focused mentoring*, which is defined as:

> *"A strong professional relationship that attends to the professional development of early career teachers through ongoing observation, conversations, evidence about and assessment of practices, goal-setting aligned with standards of quality teaching, and technical."*

The role of a teacher-mentor is to ensure that the early career teacher improves their knowledge and pedagogy to enhance student learning while also developing an understanding of their own professional responsibilities as a teacher. Critical to this relationship is that the mentor "*welcomes them into a collaborative professional learning community*" (Feiman-Nemser, 2012, p. 10). The role of a mentor though has actually changed substantially over the last two decades with a move away from merely providing short-term advice and emotional support, to a more intensive enterprise that helps to build and strengthen the quality of teaching over the career. In Australia this includes the role of mentors in supporting teachers to demonstrate Proficient to Highly Accomplished and Lead Teacher APSTs.

Put simply, induction is a *process* while mentoring is an *action* (Wong, 2004). Hence, they are not interchangeable terms. While mentoring is often aligned to induction, there are many other activities or actions that support the process of inducting individuals into a profession (see Figure 2.2).

INDUCTION
- Workshops
- Networks (e.g., associations)
- **Mentors, facilitators, coaches**
- Demonstration classrooms
- Administrative support
- Learning circles (e.g., professional learning community)
- Portfolio, video

Figure 2.2: Possible component of induction programs (adapted Wong, 2004, p. 49)

As demonstrated here and elsewhere in the literature, induction can involve many different foci or strategies with mentoring representing only one possible mechanism or approach. It is important to recognise the existence of this range of possibilities given that some research indicates that mentoring on its own is necessary but not sufficient (Strong, 2005) – especially in low SES or hard-to-staff sites or schools (Ingersoll & Strong, 2011). Part of the issue with mentoring is that *what is provided* to the mentee varies substantially across educational sites and systems. This aspect is elaborated upon more fully in the following section.

2.2   Variations around induction programs and mentoring

As mentioned earlier, there is considerable diversity evident in reviewing the international research and published reports as to what constitutes induction and mentoring. For example, in some countries induction focuses only on orientation (see Figure 2.1) with little follow-up of teachers considered over the longer term. Similarly, mentoring is often conceived as a short-term activity involving *"a single meeting between mentor and mentee at the beginning of a school year"* (Ingersoll & Strong, 2011, p. 203).

Hargreaves and Fullan (2000) provide an historical perspective that helps to explain this diversity by considering induction and mentoring in relation to the changing nature of teacher professionalism over time. In this work, they identify *Four Ages of Professionalism*.

1. *Pre-professional age*: Teaching catered for the mass education of students with the most common strategies being recitation or lecturing by teachers, note taking by students, and questioning from the teacher with answers provided by students stationed at desks set out in single rows. Learning to be a teacher in this context occurred through practical apprenticeship as teachers accessed little technical training. As such, refinements occurred on the job within the classrooms that the novice teachers learned to control.

2. *Age of the autonomous professional:* Commencing in the early 1960s, teacher status improved in many countries with the terms *autonomy* and *professional* linked to teaching. However, teaching was still undertaken in isolation. While in-service occurred, the benefits were implemented rarely in schools as course attendees often returned to find less enthusiastic colleagues who had not shared the same learning experience. Induction and mentoring programs with novices began at this time with recognition that teaching was actually more difficult than first thought. Characteristic of this stage was that teachers were not prepared to cope with any deviation away from the established routine in their classrooms, i.e., they were ill-equipped to deal with change.

3. *Age of the collegial professional:* By the mid-1980s, the increased complexity of schooling meant that most teachers were responding to classroom challenges in an ad hoc manner in complete isolation from others with little sharing of ideas and strategies.

This high level of teacher autonomy was not sustainable because of the intellectual demands on individual teachers. At the same time, a knowledge explosion widened the curriculum demands on teachers who were required to differentiate work to cater for student diversity including those with special needs. These changes led to increased collaboration between teachers as they shared their practices and resources to reduce the workload on the individual. Within this new culture of collegiality, teachers developed common purposes around their teaching and ways of coping with uncertainty. Pivotal to this age was a focus on continuous professional learning for teachers.

4. *Fourth professional age*: Characteristic of the 21st century was a blurring of all types of boundaries, i.e., geographical, social, and cultural. Teachers were now required to increase their involvement within more diverse communities, to increase their levels of engagement with professional networks, and to develop a greater depth and breadth of teacher knowledge and professional learning to cope with rapid and dramatic change in education. However, this all occurred *"in the midst of intense pressure and contradictory trends of centralization and school-based management"* (Hargreaves & Fullan, 2000, p. 2).

As outlined here, teaching as a profession has moved substantially over time. So, too, have the requirements of induction and mentoring programs so that they adequately support graduates in developing their competency and understanding around pedagogy, and the ever-changing expectations around teaching that is evidenced in these four ages of professionalism.

In terms of induction specifically, Feiman-Nemser (2012) discuss three main historical shifts regarding its nature and implementation:

1. A *"temporary bridge designed to ease the new teacher's entry into teaching"*;

2. As *"individualised professional development"* in line with standards-based reforms;

3. As a *"process of incorporating new teachers into collaborative professional learning communities"* (p. 11).

Further details of these shifts are provided in Table 2.1.

Table 2.1: Major shifts in teacher induction*

	Goals	Components of program	Outcomes
Induction as Temporary Bridge	• Ease transition to teaching • Address the issues of beginning teachers and reduce stress	• Lower workload • Orientation to school/site community • Offer advice and emotional support through buddy system	• Survival and retention of teachers
Induction as Individualised Professional Development	• Foster graduate teacher development • Promote effective teaching and learning for all students	• School/site and community orientation • Lower workload • Curriculum guidance • Intense mentoring for at least 2 years, including initial training, ongoing professional development, and appropriate alignment of teacher and mentor • Administrative support	• Enhanced teaching and learning • Teacher retention and satisfaction
Induction as Cultural Transformation	• Reduce teacher isolation • Graduate teachers incorporated into an integrated school/ site community where continuous learning of teachers is supported	• Lower workload or team teaching used • Intense mentoring (as above) • Learning teams that are inter-generational • Administrative involvement	• Continuous learning of all teachers • Teaching and learning is the responsibility of the collective • Quality learning environment for students • Enhanced student achievement • Rewarding career path for teachers

*Adapted from Feiman-Nemser (2012)

Upon reflection, there is considerable alignment between the shifts identified in this table in relation to induction and the ages of professionalism explained by Hargreaves and Fullan (2000). The work of Feiman-Nemser (2012) clearly highlights the development that has occurred around induction as the expectations and quality of the teaching profession has improved, particularly over the last fifty years or so. However, it also helps to explain some of the prevailing issues, such as the wide variation in the quality of induction experienced by teachers with implementation at the site level often involving a random set of activities (orientation sessions, meetings with supervisors, and developmental workshops) that lack cohesion, longevity or any consistency (Ingersoll & Strong, 2011).

In their more recent synopses, AITSL (2016) suggests that any induction program should include four broad areas that encapsulate the critical findings emerging from the literature:

- *Orientation*: Helping new teachers understand the culture of a school or site. This requires an understanding of the more formal requirements around policies, practices, procedures and compliance expectations along with informal operational aspects in relation to administration and interpersonal components.
- *Professional practices*: Providing graduates with advice, feedback, access to quality teaching practice, evidence of their impact on student learning, and the chance to reflect and critique their own practices.
- *Professional identity*: Assisting graduates understand what is expected of teachers both in the schools/sites but also in relation to the technical, ethical, intellectual and cultural aspects of their responsibilities as a professional. This requires immersion in formal and informal networks while building relationships with students, peers and parents.
- *Wellbeing*: Alerting graduates to the trials and tribulations of the daily life of teachers while fostering their resilience and emotional wellbeing through supportive connections with their colleagues.

According to the research, all four areas (regardless of their wording) are necessary if induction is to make a difference to teachers and ultimately their students. Results from numerous studies indicate that as the number of induction components increases, the rate of teacher turnover decreases – suggesting that graduates are receiving the support required to make the transition competently into the teaching profession (Smith & Ingersoll, 2004).

Mentoring, too, has changed substantially in the last two decades from a focus on immediate short-term practical advice and emotional support to an ongoing commitment that strengthens teaching throughout a career (Ingersoll & Strong, 2011). In line with induction, mentoring has evolved from merely providing a new teacher with a *"veteran teacher who has a firm grasp of effective instructional practices"* (National Association of State Boards of Education [NASBE], 2012, p. 7).

To demonstrate this point, Wang and Odell (2002) categorised mentoring into three different groups:

1. *Humanistic*: Mentors provide psychological and emotional support, serving as a counsellor helping teachers deal with personal problems, identifying their needs as a teacher, and being comfortable in their role as teacher. Key to this view of mentoring is its interpersonal nature.
2. *Situated apprentice*: Mentors are sources of technical support. Essentially, they help teachers develop the required practical knowledge for teaching, such as useful skills and strategies, and appropriate resources while developing an understanding of the culture and contexts of teaching.

3. *Critical constructivist*: Mentors support teachers in learning *"to teach for social justice"* (p. 497) to support freedom, equality and human dignity for all students. Building the knowledge of teaching in this category involves a continuous process of collaborative inquiry into teaching practices.

While these are useful, many different categorisations are available as researchers attempt to identify the aspects of mentoring that make a difference for teachers. For example, Hudson and Skamp (2003) suggest that the mentoring of primary teachers requires a focus on five factors: personal attributes, system requirements, pedagogical knowledge, modelling, and feedback. However, what is important is that regardless of the categorisations used, mentoring programs continue to vary because they have different purposes (i.e., graduate versus new teachers to a site); duration (i.e., one-off versus ongoing); intensity (i.e., once per month versus weekly meetings); and, ways of selecting and developing mentors (Ingersoll & Smith, 2004).

As a means of overcoming the variation and nature of mentoring programs, AITSL (2016) use the term *practice-focused mentoring* that encapsulates the following activities (p. 8):

- *A mentor and early career teacher having a common teaching area;*
- *The mentor coaching, supporting and challenging the early career teacher to improve practice;*
- *The mentor modelling good practice addressing agreed subject content and teaching practices;*
- *Using observations and data to focus attention on learner outcomes and encourage reflection by the early career teacher and mentor on their practice;*
- *Using information about learner outcomes to enable the early career teacher to improve the effectiveness of teaching approaches;*
- *The mentor playing a role in support of the early career teacher's wellbeing;*
- *Regular, scheduled discussions and activities taking place, and sanctioned time set aside for mentor-teacher interactions; and,*
- *Using multiple mentors, online media or networks to draw on expertise.*

Critically though, what is not discussed excessively is the nature of the mentors. Feiman-Nemser (2001b) suggests that mentors need to:

"Interact with novices in ways that foster an inquiry stance. They cultivate skills and habits that enable novices to learn in and from their practice. They use their knowledge and expertise to assess the direction novices are heading and to create opportunities and conditions that support meaningful teacher learning in the service of student learning" (p. 18)

Hence, the quality of the mentor is the key to ensuring an effective mentoring process for the mentee. As articulated in the AITSL criteria above, it is important for mentors to display a number of personal and academic attributes in their role with these discussed further in the next section.

2.3   Characteristics of 'best practice' induction and mentoring

Induction and mentoring programs are accessible across Australia. However, quality and comprehensive induction that actually supports teachers through mentoring *"still challenges most states and districts across the country"* (NABSE, 2012, p. 6). While referring to the situation in the US, this statement seems equally applicable in the Australian context given the specific emphasis on this area by AITSL in the last two years.

So, according to the research and other published documentation: *What are the main characteristics comprising quality or best practice around induction and mentoring?* This question is addressed using the findings from key studies and seminal reviews of the literature (e.g., Feiman-Nemser, 2001b; Ingersoll, 2003; Ingersoll & Smith, 2004; Ingersoll & Strong, 2011) along with the online resources provided on the AITSL website (i.e., AITSL, 2015a; Cameron, 2007; HayGroup, nd).

To provide an initial broader perspective, Wong, Britton and Granser (2005) completed a study comparing the induction and mentoring programs across five countries: Switzerland, Japan, France, New Zealand, and China (Shanghai). Even though the approaches used within each country varied substantially, three major similarities were identified.

1. There was evidence of a highly structured, comprehensive (i.e., over a period-of-time) and carefully monitored set of experiences provided for all teachers.
2. There was always a clear focus on the professional learning of teachers to enhance growth as a professional with induction viewed as just one phase in what was conceived as a lifelong learning process.
3. Collaboration was fostered as part of the process, it was accepted by the teachers involved, and was understood to form part of a *culture of teaching*. As such, practices, resources, language, and experiences were to be shared to build a group identity.

Within the US, Alliance for Excellent Education (2004), Fideler and Haselkorn (1999), and Whisnant, Elliott and Pynchon (2005) identify a number of similar components regarding the comprehensive induction of new teachers (see Table 2.2).

Table 2.2: Summary of key components of quality induction programs

Component	Structure/function
Orientation program	• Address site and district norms • Identify available resources
Quality, structured mentoring	• Select mentors according to rigorous criteria • Establish provisions of time, support, and/or stipends • Assure the mentor/mentees match and have a common teaching focus
Common planning time	• Focus on lesson planning • Use student assessment data to guide planning • Promote collaboration
Intensive and ongoing professional learning	• Identify the teaching needs of the graduate teacher and mentor • Expand content knowledge • Address diversity in learning and culture
External network of teachers	• Enable mentors and mentees to gather in similar groups • Encourage reflection of practice within the groups
Standards-based evaluation	• Link standards to teacher practices • Support demonstrations of effective teaching • Encourage peer review of teaching

Adapted from Whisnant et al., 2005

The NASBE (2012), again for the US context, identified the following components that appear to corroborate many of the components detailed in Table 2.2:

• Multi-year support for new teachers for at least two years;

• Mentoring utilising selected and well-prepared mentors;

• Regular shared time for planning with other teachers;

• Ongoing professional development; and

• Evaluation of new teachers against the teaching standards with feedback provided at frequent and appropriate levels.

Similarly, a review of all Australian and international research literature in the area by Kearney (2012) found the following components to be the keys to effective induction programs:

• Provision of a mentor;

• Opportunities for collaboration;

• Structured observations of other classes;

• Reduced teaching and/or release time;

• Evaluation of teacher progress;

• Opportunities for professional discussions and communication;

• Professional support and professional networking; and

• Ongoing engagement in professional learning.

Finally, AITSL also identify characteristics of "*effective*" induction and mentoring programs in their *Graduate to Proficient: Australian guidelines for teacher induction into the profession* (AITSL, 2016, p. 6).

- **Practice-focused mentoring** with ongoing access to mentoring that is intent on supporting a teacher's growth and impact. More specifically this form of mentoring is about:

    - Sharing a common teaching area;

    - Coaching, supporting and challenging the early career teacher to enhance practice;

    - Modelling of good practice (including subject content and teaching practices) by the mentor;

    - Focusing on learner outcomes through observations and collected data while encouraging reflective practice by the early career teacher;

    - Using information about learner outcomes to enhance the teaching approaches likely to enhance student learning further;

    - Supporting the wellbeing of the early career teacher;

    - Meeting frequently with a focus around activities and discussion with this recognised as "sanctioned time" for mentor-teacher interactions (p. 8); and,

    - Drawing on expertise by using multiple mentors, online media or networks.

- **Leadership contact** that assists and supports early career teachers with their wellbeing while also helping them to understand the expectations around teaching at both a school/site and broader professional level.

- **Networks and collaboration** to ensure that teachers are part of informal and formal teaching groupings within and outside of the school/site so as to facilitate the sharing of insights, knowledge, and skills.

- **Targeted professional learning** throughout the induction period with a focus on issues that are relevant to early career teachers.

- **Study of teaching** by observing the teaching of colleagues and being viewed by others with the intention to reflect on, analyse and evaluate individual practices.

- **Practical information** regarding school/site and education practices, and matters of compliance along with broader professional responsibilities.

- **Time allocation** that is set aside for structured activities.

There is evidence that AITSL have incorporated many of the key and consistent components deemed as indicators of quality and effective induction and mentoring practices available in the literature. While considerable emphasis is placed on the mentor as part of this process, without care in selecting and educating these mentors the potential quality of the mentoring process may be compromised. For example, a research study by Crouch, Davis, Wiens and Pianta (2012) of 77 graduate teachers found that mentor characteristics (e.g., taught the same year level; same content specialisation) in addition to the time spent with a mentor had the most significant impact on the quality of the mentoring as perceived by the teachers involved. However, an important qualifier here is that increased time with a mentor does not necessarily foster higher quality mentoring. What is critical in terms of time is the *type of experiences* shared as the two (or more) build an ongoing collaborative relationship (Crouch et al., 2012; Smith & Ingersoll, 2004).

Being a mentor is not an easy undertaking. The mentor requires the cognitive aptitude to impart knowledge and a range of teaching skills including communication, collaboration, evaluation, problem-solving and decision-making in working with their mentees (Graves, 2010). However, there is a balance required here in that while the mentor might know more than the graduate about school/site procedures and various aspects of teaching, the mentee may know more about recent changes in curriculum, digital technologies, current teaching standards (i.e., APST) or related teacher education research. Hargreaves and Fullan (2000) actually warn that if left unmonitored, the mentorship relationship can become oppressive with mentors perceived "*more like tormentors*" (p. 3). This view is important because it reinforces the pivotal role played by the mentor, hence the need for care in their selection.

2.4   Teacher access to induction and mentoring

The availability of teachers to induction and mentoring programs has increased over time in the US. In 2011, Ingersoll & Strong found that in the previous two decades the percentage of graduate teachers reporting access to a program of induction had increased "*from about 40% in 1990 to almost 80% by 2008. By 2008, 22 states were funding induction programs for new teachers*" (p. 202). Comparable international findings are available from the *Teaching and Learning International Survey* (TALIS) that is conducted every five years with funding provided by the Organisation for Economic Cooperation and Development [OECD]. Results for 2013 indicate that induction and mentoring programs were reported at low levels in many countries with little difference evident between what was received by primary, lower and upper secondary teachers. However, in Australia, England, the Netherlands, Malaysia, Singapore, and Flanders (Belgium), teachers reported that formal induction programs were readily available to new teachers in the majority of schools/sites. Teachers in these countries also reported high levels of access to informal induction programs (Freeman, O'Malley & Eveleigh, 2014).

According to the TALIS report, Australia is considered a leader in the provision of induction for new teachers to a school with 91% of principals reporting the existence of these practices in comparison to the TALIS average of 44% (Freeman *et al.*, 2014). Interestingly though, there is a difference between the views of principals and the levels of induction reportedly accessed by teachers in their schools. For example, approximately 53% of all teachers indicated their participation in a formal induction program; 52% of all teachers engaged with informal induction activities (i.e., not part of a program); and finally, 61% of teachers received general and/or administrative introductions to the school (i.e., orientation).

It is useful to reiterate two key findings for Australia:

1. There are clear differences between what principals and teachers reported in terms of the 'provision of' and 'attendance around' induction; and

2. Even though 91% of principals reported the availability of formal induction programs to all new teachers, only 4% provided formal induction programs specifically designed for 'teachers who were new to teaching'.

A survey conducted by AITSL in 2016[1] of early career teachers and school leaders corroborated these findings from the TALIS report. AITSL found that although 89% of school leaders reported the provision of formal induction programs in their schools, only 49% of early career teachers acknowledged having experienced formal induction in their commencement at the school. Part of the discrepancy between school leaders and teachers might be the lack of discernment between the findings from 'teachers new to teaching' and 'new teachers to a school'. This point of difference emerged in the

AITSL 2016 survey with early career teachers keen to receive more information around professional identity and teacher wellbeing as part of their formal induction than merely orientation. Hence, these findings raise the question: *Might induction programs need to differ in their nature, content and foci when provided to experienced teachers beginning in a new school compared to those teachers new to teaching and starting their first teaching position?*

Mentoring is the predominant form of support provided to new teachers in most countries (Ingersoll & Smith, 2004). However, as mentioned earlier, it is not the only strategy to induct teachers into the profession. Unfortunately, it was difficult to extricate proportions of teachers accessing mentoring as a separate entity from induction given that the two were often linked in the literature accessed for this report.

2.5   Summary

What is a clear message emerging from the literature is that induction and mentoring makes a difference in not only retaining teachers but also ensuring that they are provided with the opportunities and support required to transition as seamlessly as possible into the profession. However, it is critical to recognise that while the two terms are often linked they are different in their focus and intention. Induction is a *process* whereas mentoring is one of a number of *actions* that can support the induction process. While the research identifies the important contribution made by mentoring as part of induction, other actions (i.e., access to teacher networks) are required in addition to mentoring in hard-to-staff sites or those dealing with children and students from low SES backgrounds (Strong, 2005). Mentoring is necessary but is not sufficient on its own.

Importantly, induction in education has moved substantially from its initial position as merely orientating new teachers into a site to being conceptualised as just the beginning stage of the professional learning journey of teachers. This view is supported strongly by the teacher development research literature and evident in the Australian context as teachers are required to move from the Graduate to Proficient APSTs with the potential to progress to Highly Accomplished and Lead Teachers over the course of their professional careers (AITSL 2012a, b). Mentoring then becomes a key component of this ongoing process as teachers seek professional advice, direction and insights from colleagues with greater expertise and experience.

Given the critical role of induction and mentoring, there is a need to investigate not merely the presence or absence of these programs as part of a school or site but rather the *quality* of those programs that make a difference to teachers (Smith & Ingersoll, 2004). In reviewing the literature, a large number of common components or criteria emerged. Aligned closely to mentoring is the important attributes required of mentors if they are to provide quality mentoring for teachers and move beyond just 'ticking boxes'.

In acknowledging that induction and mentoring go beyond the initial stage of a teacher's entry into the profession, Goldrick (2009) articulated "*there is no period as formational to a teacher's career as the initial years in the classroom*" (p. 3). Hence, the focus of the TRBSA Induction and Mentoring Project, which is deliberately targeted at exploring these aspects in relation to teachers who have demonstrated the Graduate standards and are moving to the Proficient standards. It is not about the induction of teachers 'new to a site'. The placement of this project in relation to teachers' ongoing professional learning as conceived within the literature and by AITSL (2012a, b) is presented in Figure 2.4.

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1.   Thttps://www.aitsl.edu.au/docs/default-source/aitsl-research/spotlights/spotlight-induction.pdf

TRBSA Induction and Mentoring Project

Initial Teacher Education	Early Career Teacher	Registered Teacher
Demonstration of the Graduate APST	Graduate to Proficient APST Provisional to (full) Registration	Proficient to Highly Accomplished to Lead Teacher APST

Orientation

Induction as part of ongoing professional learning
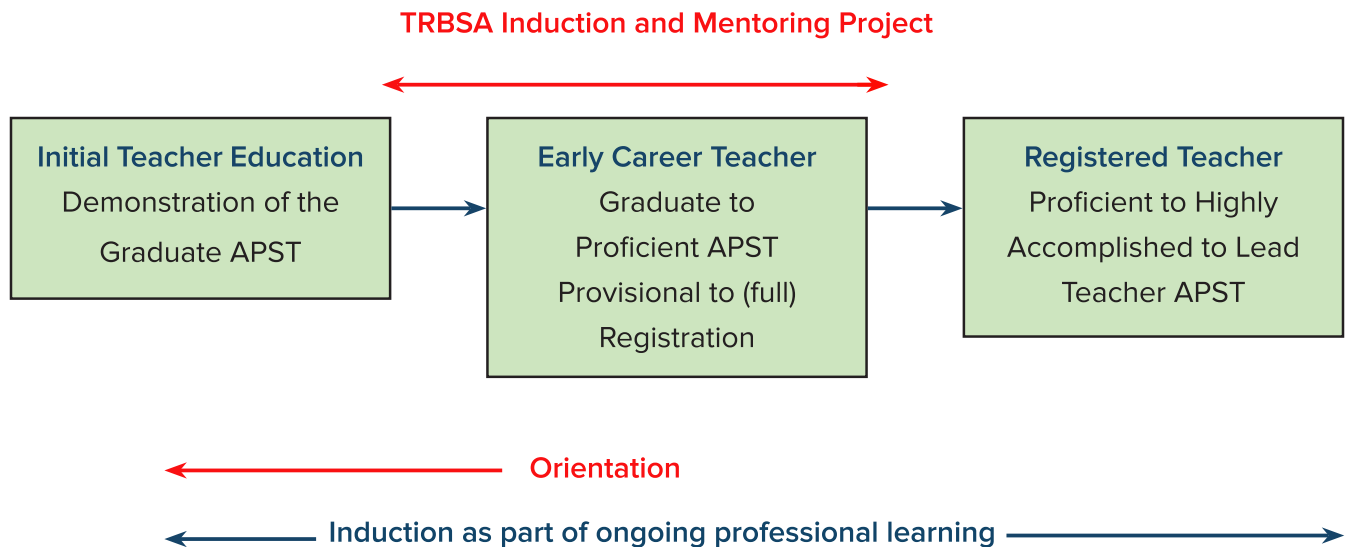
Figure 2.3: Positioning the TRBSA project within the professional learning continuum for teachers

Finally, in preparing the summary of research and documentary literature provided in this section, the following points were noted in relation to induction and mentoring.

1. The majority of research conducted in the area until very recently has focused mainly on the retention of teachers and not on the importance of induction and mentoring for ensuring the quality of teachers in the profession.

2. The research often does not discriminate between what might be appropriate induction for a teacher new to a site compared to that required for a teacher in their first teaching position. Clearly, there are important differences to consider between these two groups.

3. The role of a mentor in relation to induction is readily available while the ways and means of supporting and selecting appropriate mentors is scant in the literature.

4. The literature does not actually delve into the mentoring process or ways in which mentors might assess the degree to which graduate teachers demonstrate professional competency as required for the next stage of a teacher's career.

These points are important to recognise and have been considered carefully in designing, conducting and analysing the data for the TRBSA Induction and Mentoring Project.

3. Environmental Scan of Induction and Mentoring Programs

To gain a sense of the work already being undertaken around teacher induction and mentoring, an environmental scan was conducted. This involved the collection and review of documentation and other resources from the websites of regulatory authorities and relevant stakeholders identified as working in the space. A summary of key international, national, and South Australian initiatives are summarised in this section.

3.1   International

3.1.1   Education Council New Zealand, New Zealand

Substantial work on induction and mentoring was undertaken in New Zealand with completion of a major longitudinal research project entitled *Learning to Teach* (Cameron, 2007; Cameron, Dingle & Brooking, 2007). The project consisted of a literature review, online survey of Provisionally Registered teachers and a series of case studies of exemplary induction across a variety of settings (Aitken, Ferguson, McGrath, Piggot-Irvine & Ritchie, 2008). The research found that the quality of induction experienced by early career teachers was highly variable with recommendations that improvement in practice was required.

Currently, the Education Council New Zealand requires that Provisionally Certificated teachers (PCTs, a move away from the term registered) must participate in an induction program with a Fully Certificated teacher for at least two years as one of the criteria to move to Full Certification. Other key components of induction and mentoring include:

1.   An emphasis on practice-focused professional learning for Provisionally Certificated teachers (PCTs);

2.   A range of professional development opportunities;

3.   Evaluations of professional practice based on the *Practising Teacher Criteria*; and

4.   Active support and commitment from professional leaders.

In order for PCTs to move to Full Certification they are required to have an uninterrupted period of two years of teaching experience supervised by a teacher-mentor and to meet the Practising Teacher Criteria. Furthermore, PCTs must collect documentation that includes a brief explanation of the induction and mentoring program experienced; samples of documentation from the program; and other evidence to assist the Education Council determine whether the requirements for Full Certification have been attained[2].

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2.   https://educationcouncil.org.nz/content/being-issued-full-practising-certificate

In viewing the Education Council of New Zealand website, the following were noted:

- Mentors have access to a wide range of relevant resources and professional development courses[3].

- PCTs are encouraged to check with their employers regarding their induction and mentoring entitlements[4].

- A *Guidelines Handbook* for all teachers involved in the induction and mentoring process is available that clarifies: (i) the role of each participant in the process; (ii) how a supportive school culture might be fostered; and, (iii) how mentors might support early career teachers to transition through the process[5].

- PCTs have access to a range of resources (in addition to those specifically about induction and mentoring) that guide them through the process of transitioning i.e., a handbook entitled Practising Teacher Criteria (equivalent to APST Proficient level). There is also a step-by-step guide to applying for Full Certification[6].

The information, expectations around Certification, and resources discussed here are just a very brief summary of what is available from the Education Council New Zealand. It is clear from reviewing all the information and documentation freely available that the work undertaken by New Zealand has provided the research basis that is informing the work currently underway by AITSL in Australia.

3.1.2   New Teacher Induction Program, Ontario Ministry of Education

The program is the first step on a continuum of professional learning available to support effective teaching, learning and assessment practices. Conducted over the period of one year, new teachers (i.e., beginning teachers or those who are new to Ontario) are able to continue to develop the depth of knowledge and required skills around teaching to ensure a higher degree of success as teachers in Ontario. Completion of the New Teacher Induction Program (NTIP) is mandatory for all new teachers in public schools in Ontario.

The induction process offers three broad elements:

1. Orientation for all new teachers to a school/school board;

2. Mentoring for new teachers by experienced teachers;

3. Professional development and learning in the areas of

   - literacy and numeracy strategies; safe schools; student success; and

   - classroom management; effective parent communication skills; and, teaching strategies that address the learning and culture of diverse learners and students with special needs.

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3.   https://educationcouncil.org.nz/content/guidelines-induction-and-mentoring-and-mentor-teachers
4.   https://educationcouncil.org.nz/content/mentoring-entitlements-provisionally-registered-teachers
5.   https://educationcouncil.org.nz/sites/default/files/Guidelines%20for%20Induction%20English%20web.pdf
6.   https://educationcouncil.org.nz/content/being-issued-full-practising-certificate

A range of resources is also available on the website[7] but most notable are two manuals. The first, entitled *New Teacher Induction Program: Induction Elements Manual* (Ontario Ministry of Education, 2010a), provides information about the expectations and requirements for new teachers to gain full Certification. It outlines the roles and responsibilities of the principal, mentor and superintendent; aspects of effective induction practices; and, aspects around reporting and evaluation. The second manual, T*eacher Performance Appraisal: Technical Requirements Manual* (Ontario Ministry of Education, 2010b) is highly relevant to the current TRBSA Induction and Mentoring Project. The manual actually specifies the components involved in appraising whether or not a new teacher demonstrates the competencies of a certified teacher. The process involved is termed a Teacher Performance Appraisal (TPA) and it has two components – one for beginning or 'new' teachers, and the other for experienced teachers from outside of Ontario who have not completed the NTIP. The components comprising the TPA vary depending on which of the two categories is applicable to the new teacher. Excluded from the TPA process are teachers not employed within the publicly-funded education system and instructors in teacher education institutions.

The key components of the TPA detailed in the manual include:

- A performance appraisal framework;

- Articulation of the roles and responsibilities of principals, teachers and School Boards;

- The 16 competencies (similar to APST) that must be demonstrated by a new teacher (see Table 3.1);

- Scheduling requirements around the appraisal including its timing, frequency, and the conditions that might impact teachers (e.g., teacher absences);

- Requirements around participation in the NTIP;

- Requirements around the development of an annual learning plan;

- Requirements around parental and student input;

- Actual performance appraisal procedures;

- Performance ratings for teachers;

- Information concerning the termination of a teacher's employment (should they not meet the competencies; and,

- Inclusion in the appendices of mandatory and optional TPA-related forms that might be used by schools as part of the process.

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7.   http://www.edu.gov.on.ca/eng/teacher/induction.html

As detailed in Table 3.1, the 16 teacher competencies are grouped around five domains. While this represents the full list for experienced teachers, those shaded are competencies that must be demonstrated by new teachers in order to successfully attain Full Certification.

Table 3.1: Competency statements for Ontario

Domain	Competency
Commitment to Pupils and Pupil learning	• Teachers demonstrate commitment to the well-being and development of all pupils. • Teachers are dedicated in their efforts to teach and support pupil learning and achievement. • Teachers treat all pupils equitably and with respect. • Teachers provide an environment for learning that encourages pupils to be problem-solvers, decision makers, lifelong learners, and contributing members of a changing society.
Professional Knowledge	• Teachers know their subject matter, the Ontario curriculum, and education-related legislation. • Teachers know a variety of effective teaching and assessment practices. • Teachers know a variety of effective classroom management strategies. • Teachers know how pupils learn and the factors that influence pupil learning and achievement.
Teaching Practice	• Teachers use their professional knowledge and understanding of pupils, curriculum, legislation, teaching practices, and classroom management strategies to promote the learning and achievement of their pupils. • Teachers communicate effectively with pupils, parents, and colleagues. • Teachers conduct ongoing assessment of pupil's progress, evaluate their achievement, and report results to pupils and their parents regularly. • Teachers adapt and refine their teaching practices through continuous learning and reflection, using a variety of sources and resources. • Teachers use appropriate technology in their teaching practices and related professional responsibilities.
Leadership and Community	• Teachers collaborate with other teachers and school colleagues to create and sustain learning communities in their classrooms and in their schools. • Teachers work with professionals, parents, and members of the community to enhance pupil learning, pupil achievement, and school programs.
Ongoing Professional Learning	• Teachers engage in ongoing professional learning and apply it to improve their teaching practices.

Competencies used for appraising the performance of new teachers to teaching
(Ontario Ministry of Education, 2010b, p. 20)

Of particular interest to the present study are the more specific details concerning the TPA process provided in the documentation. For example, all new teachers must be appraised twice in the first year of teaching against the eight competencies shaded in Table 3.1. The responsibility to undertake these appraisals lies with the principal or a delegated leader in the school, such as the deputy-principal or teacher in a leadership role. Each appraisal includes the five following.

1. *Appraisal meetings*: A pre-classroom observation meeting initiates the process with the new teacher and supervisor discussing the lesson plan along with the student expectations and outcomes that are the focus of the lesson. A post observation meeting follows with a review of the lesson outcomes, reflection on key observations including teacher strategies and practice, which is followed by a discussion about the demonstrated competencies.

2. *Classroom observation*: It is expected that at least one lesson observation is undertaken by the supervisor.

3. *Summative report*: The report summaries dates and times for the appraisal meetings, notes pertaining to the classroom observation(s), and the competencies demonstrated by the new teacher. The report is signed by the teacher and supervisor with the signed copy sent to the School Board.

4. *Rating of overall teacher performance*: The new teacher is deemed as either Satisfactory or Development needed with the rating comprising the Summative Report. The supervisor is also required to provide appropriate evidence in the report to support the performance assessment rating allocated.

5. *Process available to provide further support*: For teachers deemed as Development needed with their first TPA, they are able to receive an extended period-of-time on the New Teacher Induction Program with a subsequent TPA occurring later in the year.

3.1.3   New Teacher Centre, California

The centre aims to improve student learning by enhancing the effectiveness of new and experienced teachers and their principals by working with school districts and state leaders. As part of this brief, the New Teacher Centre (NTC) provides extensive programs and resources for teachers and educational stakeholders around:

- Teacher induction and mentoring;
- Instructional coaching;
- School leadership; and,
- Teaching, Empowering, Leading and Learning (TELL).

Elaborating upon induction, the NTC specify "*a comprehensive and systemic approach to teacher induction is essential to increasing teacher effectiveness, reducing teacher churn and improving student learning*"[8]. They identify five components for success in this type of program.

1. *Capable instructional mentors* requires preparation, ongoing professional development, and access to a community of practice focused on supporting new teachers through the complexities of their practice.

2. *Effective principals* have the potential to influence substantially the degree to which new teachers thrive in a school. As with mentors, principals need to build their own capacity to create and nurture positive and supportive learning environments for all their teachers but especially their new teachers.

3. *Multiple supports structure for beginning teachers* includes a mentor, principal, along with access to systematic school protocols that help mentors and teachers collect and analyse data around their practice and student learning. Other useful structures might include a community of practice with guidance around teaching standards, differentiated teaching, social and emotional learning, and innovative technology.

4. *Strong program leaders* provide a vision within a school that looks beyond the initial years of teacher practice to longer-term professional growth as a teacher.

5. *Ongoing program evaluation* is critical for ensuring continuous program improvement over time. It requires data collection in relation to teaching and the impact on student learning through stakeholder surveys, artefacts from program implementation, insights around teacher satisfaction and retention, and views obtained through focus groups or interviews.

A key function of the NTC is to provide programs of this type and associated resources for public access (with those only for induction discussed here). This raises the question: How effective have these programs actually been? To address this question, the NTC monitored state policies that supported new teachers and school principals. Results from their 2015-2016 report indicated that:

> *States have made only limited progress over the past several years. A small handful of states have taken clear steps forward in improving multiple areas of state policy ... Several states have made progress in specific areas of new educator induction.*

(Goldrick, 2016, p. i).

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8.   https://newteachercenter.org/approach/teacher-induction/

In terms of individual states, the NTC found that only Connecticut, Delaware and Iowa met the criteria for high-quality new teacher support. These states required schools and districts to provide assistance for new teachers over multiple-years; completion of an induction program to obtain a professional license; and, provision of dedicated funding for new teacher induction and mentoring. In addition to these three states, Hawaii required and funded a multiple-year induction program for teachers and school principals although not for the purpose of licensure. According to Goldrick (2016), even though these four states are "*pacesetters in several areas of support*" (p. iii), they do not actually meet all nine of the specified Induction Policy Criteria used to define *quality around teacher induction* by the NTC. These Policy Criteria include:

- Teachers served

- Mentor quality

- Time involved

- Program quality

- Program standard

- Funding provided

- Educator certification/licensure

- Program accountability

- Teaching conditions.

Importantly, many of these are consistent with criteria identified from the initial review of literature in Section 2. However, what is different is that the actual requirements for each of these criteria are specifically detailed in the policy document. Given the relevance of these criteria to the current project, full details are provided in Appendix 4.

3.1.4   Shanghai (China)

As an alternative to the traditional western perspectives discussed so far, Shanghai as the most populace city in China is also included. The reason for this is that it is one of the specific cases referred to in the literature review undertaken by the HayGroup (nd), which is available from the AITSL website. However, Shanghai is also discussed in a summary report from the Grattan Institute entitled, *Catching up: Learning from the best school systems in East Asia* (Jensen, 2012).

From a context perspective, teachers in Shanghai deal with larger class sizes while having fewer classes to teach when compared to other educational systems. For example, teachers often work with up to 40 students in each of their classes but only teach from between 10-12 hours per week. A larger class size in Shanghai provides greater time for teachers to spend on teacher-related activities as part of mentoring, which is available for all teachers. This is quite different to the US experience where a teacher might work with 23 students per class (on average) while teaching 30 hours per week.

Much of the success for Shanghai has been attributed to induction and mentoring that is considered by Jensen (2012, p. 21) as "*gold standard*". Mentoring involves:

- All teachers and is focused on the basics of student learning and teaching with little emphasis on administrative or emotional support;

- Classroom observations of both new and experienced teachers with constructive feedback provided by mentors and other colleagues;

- A concentration on core teaching skills, such as pedagogy that is subject-specific, diagnosing student learning, classroom management, and research skills;

- Frequent meetings conducted on a regular basis with time for mentoring and induction counting towards professional learning; and,

- Teachers working in research groups with the aim of developing and evaluating 'innovative' practice. For example, it is not possible to be promoted in Shanghai to an advanced teacher status without having a peer-reviewed published article.

In terms of induction, all new teachers have a number of specialist mentor teachers who observe their lessons and provide constructive feedback. Mentors also help with lesson planning while ensuring that new teachers are part of ongoing collaborations with their colleagues. They also model demonstration lessons to new teachers with detailed discussions following these observations to deconstruct the planning, design and outcomes of the lessons. Importantly, outstanding teachers are not promoted into leadership roles positioned outside of the classroom but promoted into roles where they mentor teachers in other schools. Hence, outstanding teachers remain as classroom practitioners in this system.

3.2   Australia

The website for each regulatory authority in Australia was searched to identify two components. First, the list of requirements expected of teachers in order to move from Provisional to (full) Registration. Second, the induction and mentoring opportunities made available to teachers by the regulatory authority. It should be noted that professional placement completed as part of an undergraduate teaching degree was not included in the summaries provided in the section below. While it might be argued that an internship as the final placement comes under the banner of induction and mentoring, the present project is focused specifically on the process involved in transitioning teachers from the Graduate to the Proficient APST.

3.2.1   Australian Institute for Teaching and School Leadership (AITSL)

AITSL provides national leadership in promoting excellence around the profession of teaching and school leadership. The teaching requirements for teachers to move to (full) Registration is provided in the following quote from AITSL:

> *"Regulatory authorities will specify a minimum time period (of no less than 80 days of teaching and not exceeding the equivalent of one year full-time teaching) in an Australian or New Zealand school setting in which the teacher demonstrates they have met the standards to the satisfaction of the regulator before an applicant may apply for full registration."*[9]

However, it is then up to the particular regulatory authorities in each state and territory in Australia to develop their own specific requirements, which are articulated for each of the authorities in this section of the report.

Induction of teachers is a current key area of interest for AITSL given their focus on quality teaching. The *Induction for Beginning Teachers'* video[10] produced by AITSL suggests that induction is most effective in environments where there is a "*strong learning culture and collaborative relationships*" that are then "*shared across the profession*". It also indicates that high quality induction comprises four major components:

- Professional practices;
- Professional identity;
- Professional wellbeing; and,
- Professional orientation.

These components were discussed in detail in Section 2.1 so are not repeated here. What is important to acknowledge though are the extensive resources for induction and mentoring that are available on the AITSL website. Along with the key reviews and papers cited in this report, the following articles are also readily accessible:

- Induction fact sheet (AITSL, nd);
- Innovation in induction processes (AITSL, 2014a);
- Induction round table: Becoming a professional practitioner (Cameron, Le Cornu, Peters, & Commins, 2014);
- Six case studies of innovative approaches to induction (AITSL, 2014b);
- Induction environment scan report: case studies (AITSL, 2015b); and,
- Insights teacher induction: Annotated bibliography (AITSL, 2015c).

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9.   http://www.aitsl.edu.au/registration/nationally-consistent-registration-of-teachers/elements-of-nationally-consistent-registration-of-teachers/initial-period-of-registration
10.   http://www.aitsl.edu.au/induction/guidelines

A free mobile phone application entitled *My Induction* was released in late February 2017. The application allows teachers who are beginning their professional careers to engage with resources and activities that support their development; access tips and solutions to common issues from expert teaching professionals; and, track their professional wellbeing[11]. Further digital resources are also available, such as PowerPoints of research presentations and case studies of teachers from six schools across Australia. The schools are Baynton West Primary School (WA), Kadina Memorial School (R-Year 1 in SA), Malvern Central School (Primary in Victoria), Macquarie Primary School (ACT), Rockhampton Girls Grammar School (Prep-Year 12 in Queensland), St John's College (Secondary in NSW)[12].

As demonstrated by the array of documentation discussed above and in other sections of this report, AITSL have produced a wide range of resources that are teacher-directed while being freely available through the website (see previous footnotes).

3.2.2 New South Wales Education Standards Authority

Teacher requirements to attain full accreditation include:

Minimum days teaching service	Evaluation against Proficient levels of the Australian Professional Standards for Teachers	Other notes
180 (flexible)	The teacher is assessed by a Supervisor who is an experienced teacher (NSW does not currently require all teachers to be accredited, so no specific requirements about that person's status). They view the teacher's evidence of meeting the APST at the Proficient level in a holistic manner. If the Supervisor is not the site's principal/ leader the accreditation report must be signed by them too. The accreditation report is then submitted to the site's Teacher Accreditation Authority (if the principal is not the TAA) i.e. in Catholic schools there is one TAA for each diocese.	Upon gaining Proficient Accreditation a teacher must be re-accredited by the Teacher Accreditation Authority (TAA) at each renewal (5 years) to maintain their status.

11.   http://www.aitsl.edu.au/induction/my-induction-app?utm_source=ATRAs&utm_campaign=cdc94ee5fc-My_Induction_app_ATRAs_21_02_2017&utm_medium=email&utm_term=0_8991c76413-cd-c94ee5fc-85068321

12.   http://www.aitsl.edu.au/induction/case-studies

In terms of induction, *The Great Teaching, Inspired Learning: Blueprint for Action*[13] was introduced in 2013 with the aim of ensuring that all early career teachers receive high-quality support upon their entry into the profession. An online resource on the website entitled *Strong Start, Great Teachers*[14] works through various facets around the induction and mentoring of beginning teachers. The program actually presents the resources in various phases so that teachers can move through these phases at their own pace.

Major changes have occurred since 2014 around the support available to new teachers. For example, all permanent beginning teachers in the first year of teaching are given two hours of release time each week that can be used for professional learning, the preparation of lessons, receiving advice and guidance from more experienced teachers, or spending extra one-on-one time with students or talking to parents. In their second year of teaching, new teachers receive one hour per week for the above activities with the view that this time might also support finalisation of their accreditation at Proficient level of APSTs.

Further support also became available to 40 or so schools with significant numbers of beginning temporary teachers with the allocation of eight new mentor teachers. Each of these mentors was based in a particular school while working with beginning teachers across five or so identified schools.

Importantly though, schools are also required to consider the needs of casual or short-term temporary beginning teachers so that they too have access to:

- Face-to-face or online professional learning forums; and
- Other opportunities to access structured support provided by clusters of schools where the teachers spend most of their time.

As a means of supporting these early career teachers, expectations are specified in relation to mentoring. For example, permanent and long-term temporary beginning teachers receive:

- Reduced responsibilities or teaching workloads;
- Ongoing feedback and support embedded into collaborative practices;
- Access to professional learning that focuses on classroom and behaviour management, strategies to build student engagement, collaborative professional practices in building relationships with parents and care givers; and
- Support from mentors who are able to access specific learning and have flexibility in relation to their teaching responsibilities.

13.   http://www.nswteachers.nsw.edu.au/great-teaching-inspired-learning/blueprint-for-action/entry-into-the-profession/
14.   http://www.ssgt.nsw.edu.au/

3.2.3 Queensland College of Teachers

Teacher requirements to attain (full) Registration include:

Minimum days teaching service	Evaluation against Proficient levels of the Australian Professional Standards for Teachers
200	The teacher is assessed by a reviewer who is the principal or deputy principal of the school, or an appropriate person with Full Registration approved by QCT in other education settings.. They view the teacher's evidence of meeting the Proficient level of the APST, taking account of all focus area descriptors, and make recommendations.

Regarding induction, the information on the website states that teachers moving from Provisional to (full) Registration are expected to "*participate in all aspects of the induction process offered by the school and actively engage in reflection on practice*"[15]. A number of resources are available on the website for Provisionally Registered teachers including fact sheets and quick start guides[16]. A Guidelines Booklet is also provided and even though targeted at the Provisionally Registered teacher, it contains useful information for the reviewer (i.e., equivalent to an evaluator in SA), such as a context for the process, clarification of the role of reviewer, and examples of acceptable evidence that could be used to substantiate each focus area[17]. Specific information is also provided for supply teachers (i.e., relief or casual teachers) regarding the strategies they might use to attain (full) Registration[18]. Most recently, a new version of the guidebook has been developed for early childhood teachers using targeted language and examples of evidence that are relevant to context.

In terms of mentoring beginning teachers, the website refers to a ClassMovies Channel where teachers are able to share their stories[19]. Furthermore, teachers are able to access key training webinars or workshops from employer programs in relation to induction and mentoring (personal communication via email 26/6/2017).

15.   http://qct.edu.au/registration/applying-to-move-from-provisional-to-full-registration
16.   http://www.qct.edu.au/registration/transition-to-full-registration
17.   http://www.qct.edu.au/pdf/TransitiontoFullRegistration_Providingevidenceofpractice.pdf
18.   http://www.qct.edu.au/pdf/Strategiesforsupplyteacherswishingtoprogresstofullregistration.pdf
19.   http://qldct.schoolzineplus.com/newsletter/28278#a5

3.2.4 Teacher Quality Institute (ACT)

Teacher requirements to attain (full) Registration include:

Minimum days teaching service	Evaluation against Proficient levels of the Australian Professional Standards for Teachers	Other notes
180	A teacher is assessed by a Professional Guidance Panel. It consists of the principal or their delegate, the teacher's mentor/supervisor, and other teachers as negotiated. They view the teacher's evidence of meeting the Proficient level of the APST and make a recommendation.	The teacher must participate in a work-embedded assessment in their school and include information from this in their evidence to the panel.

Induction is referred to on the website in relation to the professional learning available for teachers through approved providers (e.g., Individualised Learning Plans (ILP) through the Student Engagement and Disability Services Branch). Mentoring is also available through two key workshops that build the capacity of teachers around the transition process from Provisional to (full) Registration.

- *Take the Lead* (1.5 hours duration) aimed at building school leaders' knowledge around the Standards so that they are confident in working with PRTs as part of the Professional Guidance Panel. It is this panel comprising the principal (or delegate), supervisor (executive teacher) and mentor that assesses the evidence provided by a PRT, collates a final report regarding this evidence, and provides a recommendation to the Teacher Quality Institute (TQI).

- *Capturing Practice* (2 hours in duration) targeted at PRTs in supporting them to move to (full) Registration. During the workshop, the kind of evidence that might be used as part of the process is discussed along with how this might be annotated against all of the standards and focus areas. Mentors often attend these sessions with the PRT. The workshop is conducted each term although some schools may negotiate to have the workshops conducted at the site level.

Two key handbooks produced by the TQI provide a comprehensive range of documentation that supports teachers and leadership in the transition process:

- Progressing from Provisional to (full) Registration: A guide for Provisionally Registered teachers; and

- Progressing from Provisional to (full) Registration: A guide for Professional Guidance Panels of Provisionally Registered Teachers.

In addition to these workshops, the TQI also coordinates three different networks that address the specific needs of beginning, mentor and casual teachers. These networks hold regular meetings that vary on scheduling depending on the network involved. A critical inclusion here is a network for casual teachers who play a key role in schools while often receiving minimal professional support.

3.2.5 Teacher Registration Board of Northern Territory

Teacher requirements to attain (full) Registration include:

Minimum days teaching service	Evaluation against Proficient levels of the Australian Professional Standards for Teachers
180	The teacher is assessed by a Panel, appointed by the principal, consisting of a senior teacher, a fully registered teacher nominated by the applicant (e.g. mentor), and another fully registered teacher who is familiar with the applicant's work. They view the teacher's evidence of meeting the APST at the Proficient level in a holistic manner and make an appropriate recommendation.

Specific information regarding induction and mentoring is not evident on the website. However, a range of resources is available to assist assessors in the process of transitioning teachers from Provisional to (full) Registration. These resources include a set of information sheets, flowcharts, and a video describing the roles of principals, mentors, and panel members who might be involved in the assessment process. There are also a set of templates and guiding comments or suggestions to facilitate this process[20].

Contact with the TRBNT identified that information sessions are provided for Provisionally Registered teachers, school leaders and mentors. The information sessions are offered once per semester in a variety of locations including Darwin, Palmerston, Alice Springs and Katherine. Additionally, sessions are provided via skype for those teaching in remote areas. While the sessions are focused around the sharing of information, they also provide a chance for teachers to ask questions about their specific circumstances (Email received from TRBNT personnel, 21/6/2017).

3.2.6 Teacher Registration Board of Tasmania

Teacher requirements to attain (full) Registration include:

Minimum days teaching service	Evaluation against Proficient levels of the Australian Professional Standards for Teachers
185	The teacher is assessed by a Workplace Panel of teachers with (full) Registration including a colleague, the principal or their delegate, and one other teacher (special process applies for teachers in other education settings). The panel must be satisfied that all 37 foci of the APST are met at the Proficient level.

In relation to programs, these are not readily identifiable on the website but there is a range of resources evident. These include an information pack targeted at the Provisionally Registered teacher while containing resources and templates for the evaluating teacher and site leader[21].

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20.   http://www.trb.nt.gov.au/registration/provisionally-registered-teachers
21.   http://www.trb.tas.gov.au/Documents/Change%20of%20Registration%20Category%20-%20 Information%20for%20Applicants.pdf

3.2.7 Teacher Registration Board of Western Australia

Teacher requirements to attain (full) Registration include:

Minimum days teaching service	Evaluation against Proficient levels of the Australian Professional Standards for Teachers
100	The teacher is assessed by an appropriate person who holds (full) Registration. Usually this is the principal or principal's delegate (e.g. teacher's line manager, a senior teacher) or the person with day-to-day management responsibilities for the teacher in other education settings. This person views the teacher's evidence of meeting the Proficient level of the APST, taking account of all focus area descriptors, and makes a recommendation.

Specific information regarding the induction and mentoring of Provisionally Registered teachers is not readily available on the website. However, the Professional Standards Policy[22] indicates that these teachers are expected to be mentored during the transition process from Provisional to (full) Registration (p. 4). Additionally, they must have completed the Institute for Professional Learning Graduate Teacher Induction Program (p. 4).

A range of resources is also available from the TRBWA website including a booklet similar to the Queensland College of Teachers. The booklet provides guidance to the Provisionally Registered teacher and their evaluator regarding the transition process to (full) Registration. It provides examples of acceptable evidence, details the role of the evaluator, and includes possible templates that might be used during the process[23].

3.2.8 Victorian Institute of Teaching (VIT)

Teacher requirements to attain (full) Registration include:

Minimum days teaching service	Evaluation against Proficient levels of the Australian Professional Standards for Teachers	Other notes
80	The teacher presents the results of their Inquiry Approach to a Panel in their school/site e.g. the principal or their delegate, a registered teacher who has already participated in VIT's mentoring program, and a teaching colleague nominated by the applicant and who knows their work. The panel must be satisfied that all 37 foci are met at the Proficient level.	The Inquiry Approach is completed by the teacher with a class/group of children they are teaching. Teachers then determine the current level of learning, devise a question for inquiry, develop their professional knowledge, and put this into practice. Finally, the teacher assesses and reflects on the impact of this teaching on the learners.

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22.   http://www.trb.wa.gov.au/SiteCollectionDocuments/Policy-Professional-Standards-Policy.
         pdf#search=induction

23.   http://www.trb.wa.gov.au/SiteCollectionDocuments/Guideline-Transition-to-Full-Registration-Evidencing-
         the-Professional-Standards.pdf

As to induction and mentoring, VIT provide the most comprehensive array of readily-available resources (of all Australian jurisdictions) specifically for PRTs in order to transition to (full) Registration. While many of these resources relate to the PRTs, there are also provisions for mentors. The *Effective Mentoring Program* is a research-based collaborative initiative between VIT and the Department of Education and Training with support from the Association of Independent Schools and Catholic Education Melbourne. It is a free, two-day program to prepare teachers with (full) Registration to be able to mentor PRTs[24]. The only stipulation with the program is that inclusion requires the interested teacher to participate on both days. There are two versions of the programs - Teacher Mentors and Early Childhood Teacher Mentors.

The program is influenced by Professor Helen Timperley's teacher inquiry and knowledge building approach to professional learning[25]. While this particular model is not just relevant to early career teachers, it does feature in the *Supporting Provisionally Registered Teachers* guide and is used as a directional tool for new teachers and their mentors[26.] This guide also assists the PRT in selecting the most appropriate evidence for their evaluator, which is especially useful given that PRTs must be signed off against all 37 focus areas of the APST[27]. There is also *A Reflective Guide to Mentoring and being a Teacher-mentor* that is available to support PRTs through the transitioning process[28].

Other resources available to PRTs include a range of videos that address topics, such as:

- How to choose the learners for your evidence-based process;

- How to work with your mentor or experienced colleague; and

- How to evaluate your practice (to name a few available).

There are also VIT seminars for PRTs only along with sources of support[29]. This same link also provides additional resources for evaluators around making a recommendation for a PRT to move to (full) Registration.

3.2.9   Other

Principals Australia Institute (PAI) provides Graduate and Grow workshops targeted at school leaders to better inform them around the induction, preparation and mentoring of graduate teachers. The workshops are conducted around Australia with an Events Calendar available on the website link . Workshops are based upon a detailed resource kit that was developed a few years ago by PAI, which consists of guidebooks, information cards and online webinars (Email received from PAI personnel, 20/6/17).

24.   http://www.education.vic.gov.au/school/teachers/profdev/Pages/mentorprog.aspx
25.   http://www.vit.vic.edu.au/registered-teacher/moving-to-full-registration/inquiry-approach
26.   http://www.vit.vic.edu.au/registered-teacher/how-to-train-as-a-teacher-mentor
27.   http://www.vit.vic.edu.au/__data/assets/pdf_file/0020/15419/PRTGuide_EvidenceBasedProcess_2016_v12final.pdf
28.   http://www.education.vic.gov.au/Documents/school/teachers/profdev/Reflectiveguidetomentoringschools.pdf
29.   http://www.vit.vic.edu.au/registered-teacher/moving-to-full-registration

3.3   South Australia

Prior to undertaking the environmental scan for South Australia, a stakeholder meeting was held in November 2016. Following this, all these stakeholders were interviewed individually to explore what was available for graduate and new teachers in relation to induction and mentoring.

3.3.1   Teachers Registration Board of South Australia

Teacher requirements to attain (full) Registration include:

Minimum days teaching service	Evaluation against Proficient levels of the Australian Professional Standards for Teachers
200 (or part-time equivalent) within 5 years	The teacher is assessed by an evaluator who holds (full) Registration and is in a line-management role to the teacher. The evaluator should have sufficient familiarity with teaching practice to make a holistic judgement about eligibility for (full) registration. The evaluator views the teacher's evidence of meeting the Proficient level of the APST and makes a recommendation. If the evaluator is not a professional leader (e.g., Principal, Deputy Principal etc) then the recommendation must also be endorsed by the professional leader.

In accordance with the nationally consistent approach to registration and TRBSA policy, a teacher should only hold Provisional Registration (PR) for 2 terms (6 years). Teachers are expected to meet transition requirements within their initial term of Provisional Registration. If a teacher has not been able to meet the requirements of (full) Registration they can apply to renew for one further term of three years. If teachers are still unable to meet the requirements after two terms, they are required to make a new application for Provisional Registration under a modified process.

The TRB website[31] provides considerable information regarding the TPR process. The resources include a timeframe, the role of the evaluator, examples of the types of evidence that demonstrate the Proficient level of the APSTs, and a summary record of evidence template to be used by teachers as part of the process.

3.3.2   Association Independent Schools in South Australia (AISSA)

AISSA represents 96 schools across South Australia with considerable diversity including independent schools to more specialist schools, such as the School for the Gifted, Montessori, Steiner and Islamic schools. While Lutheran schools also fall under the umbrella of AISSA, they form their own system comprising 35 schools. There are approximately 3 600 teachers within AISSA although it is not known what proportion of this number represent Provisionally Registered teachers. Importantly, AISSA has no authority within schools or sites with communication occurring through principals.

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31.   https://www.trb.sa.edu.au/transition-to-full-registration

In this context, the provision of induction and mentoring of graduates and new teachers is the sole responsibility of individual schools/sites. However, AISSA does offer a formal *Early Teacher Program* for teachers employed in the sector that is conducted over four and a half days during a year. The program has been offered over the last five years. The program offers a mix of orientation activities (e.g., introduction to the profession) while addressing fundamental aspects around teaching, such as ways of differentiating the curriculum to meet the needs of a diversity of learners. It also provides opportunities for participants to participate in workshops with national and international educators. A key component of the program is that it allows mentors to work with their graduates thereby nurturing this critical relationship. In this way, the program develops the confidence of early career teachers while recognising the need to support mentors in their role within schools/sites.

3.3.3   Australian Education Union (AEU) - South Australia Branch

The AEU in South Australia has a membership of approximately 13 500 teachers and allied educational staff, principals and administrators mainly in government and Technical and Further Education systems. The association represents its members industrially and professionally in diverse forums.

Professional learning for early career teachers is available with workshops conducted in metropolitan Adelaide and regional areas of South Australia. While some of these workshops comprise part of a broader program, others are offered to teachers as 'stand-alone' sessions. The professional learning offered by the AEU is focussed around three broad areas:

- Professional information and resources, such as behaviour management, engagement of students and report writing as these are key areas of need for early career teachers;
- Industrial aspects around teaching; and
- Wellbeing of teachers, such as strategies for coping in the workplace.

Sessions are free to all members and conducted by staff from the AEU although they contract specific individuals or associations to provide particular sessions e.g., TRBSA staff are always involved in the annual conferences.

In addition to the workshops discussed above a number of other activities are conducted annually including:

- Getting a Head Start conference consisting of workshops based upon the three key areas identified above;
- State New Educators conference as a three day event for teachers in their first three years of teaching; and,
- Specific classroom management/engagement workshops.

3.3.4   Catholic Education South Australia (CESA)

CESA is the executive and policy implementation arm of the South Australian Commission for Catholic Schools. Within the system there are 103 schools, with approximately 6 000 teachers and 48 000 students. As of the beginning of 2017 there were approximately 187 PRTs employed in some capacity by CESA.

It is an expectation that every Catholic school has a contact person to work with PRTs with CESA providing a number of activities or strategies for both graduates and teachers who are new to CESA schools. These include:

1. Participation in a two-day induction program at the beginning of the year. While the first day has a theological emphasis, the second day is focused on professional practices, such as industrial matters, ways of working with parents to build relationships, and child-teacher protective practices.
2. Distribution of a newsletter to relevant teachers in schools every fortnight. The newsletter comprises two sections. The first is directed at the PRT coordinator or contact person while the second section addresses aspects of particular relevance to PRTs.
3. Availability of a Consultant Early Career Teacher within CESA with the designated role of liaising with PRTs in country and metropolitan areas. Ideally, PRTs receive an initial face-to-face visit to build a professional relationship that is followed up via phone, email or Cisco video conferencing facilities available at head office. The visits are about supporting the PRTs academically but also in relation to their professional and social wellbeing. The latter is especially important for country teachers who may be away from friends and family and trying to fit in with the community. Importantly, these visits ensure that PRTs recognise they are part of a school but also a larger system so there is support available.

In addition to these resources, PRTs are also able to access professional learning days that are available to all teachers working in CESA. While not especially focussed on PRTs, these ensure that the teachers are able to access not only school-based professional learning but also the broader programs available across the system.

The Early Years is an emerging area for CESA since 2013 comprising:

- Eight pre-schools and/or Early Learning Centres with staffing funded by the state;
- 36 Occasional Care and Playgroups across the state; and
- Eight independent, community or diocese driven sites that access the resources available through CESA.

Key areas of foci for the team are around the sharing of pedagogies in relation to the Early Years Learning Framework (EYLF) and the provision of an Early Years Leaders Course with participation by teachers and principals. A further area currently on their agenda is induction and mentoring as it relates specifically to the early years.

3.3.5 Department for Education

The Department for Education manages South Australia's public education system with the goal of providing world-class early years, primary and secondary education across all curriculum areas. According to the data for 2017, there were 523 Department for Education schools across South Australia with a total of 29 409 employees representing 23 210 full-time equivalent teaching positions (Department for Education, 2016). At the time of interviewing personnel from the Department for Education in 2016 there were 650 early career teachers employed by the Department for Education located in metropolitan, regional and rural areas. An early career teacher is defined by the Department for Education as a teacher in their first one to two years of teaching thereby including teachers with Provisional Registration.

A major initiative from the Department for Education was the *Early Career Teacher Development Program* launched in January 2017 to support the early career teachers within the system. The program is available electronically with a focus around the induction and mentoring of teachers. Six online modules are available for completion by teachers in their own time with these modules providing specific information and ideas around quality mentoring. Supporting these modules is a range of resources including links to the AITSL Induction Guidelines.

However, for those teachers who prefer face-to-face contact, *Success Workshops* (based around the online program including workshops especially for mentors) are conducted in week five of every term for teachers in metropolitan areas, such as southern Adelaide, Norwood, Elizabeth and at the Education Development Centre in Hindmarsh. These locations vary to minimise travel for teachers and so increase participation. To support teachers in regional and rural areas, workshops are conducted in week six across sites including the Riverland, Yorke Peninsula, the Limestone Coast, and Whyalla. Further workshops are conducted during every term break specifically for teachers who are not funded, such as temporary relief teachers (TRTs) or those on contracts in Department for Education schools. Importantly, the Department for Education team recognises that the program needs to be modified slightly for these teachers given that they do not have the full teaching responsibilities while having to operate in someone else's classroom. As such, their context for working in a school is very different to the usual classroom teachers.

In addition to this set pattern of workshops, the team is also prepared to conduct the workshops in schools identified as having a large number of PRTs. For example, at the time of the interview, the Department for Education team were devising a tailored program for a school in a rural area where there were 10 new teachers.

Another new initiative provided in 2017 is the *Visiting Mentor for Early Career Teachers* program. As part of this program, eligible early career teachers are linked to a mentor who visits them in their teaching site. Importantly, these mentors are *Highly Accomplished* or *Lead Teachers* who have completed specific professional learning around the mentoring of early career teachers[32].

In terms of induction and mentoring in the area of leadership, the Department for Education initiated two separate programs in 2016. The first program allows new leaders to work as a pair with a leadership advisor. To facilitate the advisor role, the program employs either retired principals/directors or current principals in other sites to take on the role of mentoring newly positioned new leaders for a period of up to 12 months. It is left up to the partnership to negotiate the type of support required given that each context varies. While the retired leaders are paid for their services, the employed principals are provided with release time to recompense for involvement.

The second program focuses on succession planning and is referred to as the *Secondary Aspiring Leaders* program. Here the focus moves from principals and directors to the next layer of leaders in schools/sites so as to accelerate their development as a future leader. Part of the process involves identifying teachers with talent and leadership potential using a number of components including psychological assessments that identify strengths and weaknesses. Again part of the program involves the potential leaders being linked to a 'buddy' or mentor.

3.3.6 Early Childhood Sector

The early childhood sector is a key area of interest and focus in South Australia. At present, each long day care site is required to employ at least one early childhood teacher dependent on the number of children attending that site. As from 2020 there will be changes to the number of teachers required and the possibility of other qualified positions being introduced. For this reason, a number of different stakeholders representing early childhood across the state were interviewed as part of this study.

While the Department for Education, CESA and AISSA direct their own centres, many children receive long-day care and/or sessional care from community-based centres that are either managed as *not for profit* or *for profit* institutions. Data collected from the interviews highlighted the diversity and complexity of this particular sector, especially for individuals employed on site as early childhood teachers.

Pre-schools and long day care centres are each licensed for a certain number of places dependent on their circumstances with the ratio of children to staff determined by the National Quality Framework. The combination of staff employed including Directors, teachers, co-educators, school support officers and early childhood workers is reflective of the age of the children and the appropriate level of care required. Therefore, each site is likely to comprise a combination of staff with varying qualifications, job descriptions and conditions. Complicating this further is that many staff prefer part-time work for personal reasons resulting in a constant shuffling of staff by the Directors of these centres.

In terms of induction and mentoring for PRTs, one of the difficulties in this context is that Directors of long day care sites may not be registered teachers. As such, they are not

32.   https://www.facebook.com/EarlyCareerTeachers/photos/pb.510029369032966.2207520000.1500862109. /1438792762 823284/?type=3&theater

necessarily up-to-speed with the APSTs and how to support teachers in transitioning from Provisional to (full) Registration.

3.3.7   Hartley Institute

The Institute is a not-for-profit organisation established in late 2015 to engage with teachers and school leaders to provide quality professional learning programs to help teachers enhance their classroom practice. There are five major areas of focus within the institute:

- Professional development of teaching staff with programs around mentoring, coaching and action-learning;
- Programs for non-teaching staff including topics such as compliance, reporting, business analytics and change management;
- Middle management programs that aim to build the capacity of middle managers around how to change and build culture to enhance school improvement;
- Wellbeing as a key element of any professional learning strategy is a key area with emphasis on building staff social and emotional wellbeing; and,
- Leadership at all levels with professional learning opportunities provided for all aspiring leaders.

A *New Teachers* program was planned for 2017, targeted specifically for teachers in their first five years in the profession. While coordinated through the Hartley Institute it was developed and presented by *Education Changemakers*[33]. Unfortunately, the program was not held due to insufficient numbers of teachers registering for the event.

3.3.8   Independent Education Union of South Australia (IEUSA)

The IEUSA represents approximately 3 000 teachers and 680 support staff in non-government schools, early childhood centres, and other non-government educational institutions. It is the professional and industrial voice of staff in the non-government sector in South Australia ensuring advocacy of all members at various levels within the state.

Formal induction programs are not provided by the IEUSA but the organisation does provide teachers with access to a program of professional learning that is either available face-to-face or online. Examples of the professional learning topics offered in Term 1, 2017 were:

- Domestic Violence – a workplace issue;
- Emotional Health and Resilience;
- Managing your secondary classroom;
- Great techniques to start your lessons;
- How to get the best from curriculum organiser online; and
- Social skills programs for students with diverse needs.

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33.   http://educationchangemakers.com/

While not comprising a formal program around induction, the majority of these appear to be highly useful and appropriate for all teachers including graduates with these topics sorely needed by this group of teachers.

3.3.9 Other

The Australian Council for Health, Physical Education and Recreation (ACHPER) South Australian branch conducted a seminar for early career teachers. The seminar focused on behaviour management, report writing, parent interviews, programming and sequencing learning. The association also offered the opportunity for mentors to work with early career teachers throughout 2017.

3.4 Induction and mentoring in other professions

Nursing is a profession that aligns strongly with teacher education in that Registered nurses are required to meet a set of national competencies or standards under the guidance of the Nursing and Midwifery Board of Australia[34]. Registered nurses begin their careers on Level 1 with the opportunity to advance to Level 6 (i.e., Director of Nursing) with movement between each of these levels requiring ongoing professional development. Appointment to higher classifications can occur via merit-based processes or through demonstration of competency related to professional practice standards. However, a major difference from teachers is that once a nurse completes their three-year degree, including final practice placements, they are considered *fully* Registered so are able to apply for any Level 1 Registered nursing position (Australian Nursing and Midwifery Accreditation Council [ANMAC], 2012).

Importantly, even though Registered nurses enter their first position being fully registered, there is a recognised need by the nursing profession that graduates require some form of support in transitioning into this new role. In most hospitals (public, private, across Australia and overseas) there is a preceptor or equivalent (as the term differs across contexts) who is a senior staff member with an informal role of supporting new staff (i.e., mentor). The actual role of the preceptor varies across hospital settings but usually includes bedside clinical teaching, answering questions from the graduate, and the provision of formal written feedback regarding the progress of the graduate. At the next level is an educator with the formal role of support in relation to orientation, clinical, and psychosocial education around nursing. However, not every hospital has educators on every ward with most placing them in high acuity areas. Transition Support Educators are also used to oversee graduate support across organisations and this is the same in most public/private hospitals.

While these support or mentor roles are evident in most hospitals in one form or another, work in the area suggests that many graduates are somewhat timid about airing their questions and difficulties with the preceptor and educator given that these senior staff members are responsible for providing written feedback to the graduate. What was found

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32. https://www.facebook.com/EarlyCareerTeachers/photos/pb.510029369032966.2207520000.1500862109./1438792762 823284/?type=3&theater

to be missing in this process by Transition Support Educator Jayne Hartwig (Women's and Children's Hospital South Australia) was the need for graduates to have a 'buddy', such as a postgraduate Registered nurse (i.e., one who transitioned recently). The advantage of this person is that they are familiar with the experiences of the new graduate so more likely to relate to their immediate needs on the ward. As a result, Jayne established a 'postgraduate buddy system' in a local major hospital, which has received extremely positive feedback from the graduates involved. So successful is the program that 70% of graduates in 2016 volunteered to be buddies to graduates in 2017. The actual nature of this partnership is left to the individual but might involve pairing up together on the ward for allocations as well as regular debriefing discussions. Many of these buddies also volunteer to participate in the weekly debriefing sessions that are facilitated by the Transition Support Educator each week for the graduate nurses.

What emerges from the experiences of Registered nurses is that the graduates enjoy the three-tiered support system that is accessible as they transition into their new positions. Being partnered with a 'buddy' who understands the stresses and difficulties in making this transition appears to provide 'the missing link' for many graduates. Both the preceptor (equates to a mentor) and educator as senior staff members, ensure that the graduate is also able to work under the watchful eye of more experienced staff.

In terms of the corporate sector, the HayGroup (nd) found that research regarding the availability of induction programs within the corporate sector is scarce. The suggested reason for this is that there is perhaps not the same 'sink or swim' issue in many other professions that is associated with teaching whereby new teachers take on the full responsibilities of teaching from day one.

Clearly, non-educational organisations (i.e., businesses) including private and not-for-profit organisations are different from educational sites. Yet, their approaches to induction can provide useful insights for the education sector. Part of the reason for this is that in order to maintain a competitive operating environment, they need to attract appropriate employees but also to develop and retain their workforce over time. This is most often achieved through cost-effective and efficient induction practices. In the majority of cases, non-educational organisations refer to induction activities as orientation or "*onboarding*", which as with education can vary in duration, content, and approach (AITSL, 2015a, p.6).

In terms of characteristics of induction and mentoring, the Australian Association of Graduate Employers (AAGE) recommends that an induction process should:
- Recognise the importance of the socialisation aspects of induction with graduates incorporated into groups to promote teamwork and the formation of support networks.
- Focus on providing clarity so that graduates can view their role in the broader context of the organisational strategy.

- Introduce graduates to the organisation's culture through interacting with a range of employees, including senior leaders so that expectations for new graduates are established.
- Provide graduates with a mentor or a 'buddy' as initial support while helping to facilitate learning in relation to the organisation (HayGroup, nd).

3.5   Summary

It is clear from the environmental scan that induction and mentoring for teachers who are either new to teaching or to a site are available in a number of countries. New Zealand has undertaken substantive work in this area with findings from two key longitudinal research studies providing critical evidence to inform the process through which Provisionally Certified (Registered) teachers move to Full Certification. Insights, such as the development of a Guideline Handbook for teachers moving through the process and the importance of mentors having access to specialised professional learning, are worthy of consideration as the TRBSA seeks to further enhance and support the profession in this space. Similarly, the Teacher Performance Appraisal used by the Ontario Ministry of Education as part of their compulsory New Teacher Induction Program provides an explicit process that must be implemented in assessing whether teachers are 'Satisfactory' and ready to teach.

Within Australia, AITSL provides considerable information and resources around teacher induction and mentoring via its website. There is also a team within AITSL undertaking related research. Similarly, a number of the Australian Teacher Regulatory Authorities include information around the induction and/or mentoring of new staff. Not surprisingly, the level of detail provided openly (i.e., without logging into a portal) does vary across states and territories. However, one area that is not elaborated upon is the actual process of transitioning in terms of what this looks like at the school/site level. Hence, there is an opportunity for regulatory authorities to explicate and 'personalise' this area further to better inform PRTs and their evaluators through this process. The current project being undertaken by TRBSA is well placed to provide both information and data to support teachers, mentors and evaluators as they navigate these 'changing waters'.

4. South Australian Context: Insights from the TRBSA Data

In order to gain a sense of the South Australian context regarding the transition of teachers with Provisional Registration to (full) Registration, the TRBSA data were interrogated to identify key patterns that might inform the Induction and Mentoring Project. The importance of these data is that they highlight the difficulty faced by some teachers in meeting the more timely requirements regarding the transition to (full) Registration. Within this section, Provisionally Registered teachers (PRTs) is used given that this initial level of registration is required in order to teach in any school or site in South Australia.

The section also includes a summary of the key issues identified by the Project Officers, Professional Teaching Standards, from their assessment of individual transition from Provisional to (full) Registration applications. While adding to the contextual information it also provides useful insights for evaluators and teachers in sites regarding aspects that are likely to hinder the processing of these applications from an administrative perspective.

4.1   Demographics

The total number of teachers registered with the TRBSA as of 1st March 2017 was 36 814. In terms of age, 47% of the total number of teachers were between 20-44 years of age, 43% were aged between 45-64, with the remaining 10% aged 65 and over. The modal age (most frequently occurring) was 60-64 followed closely by 30-34 representing 13% and 12% of all teachers registered.

Of these, 8 217 teachers held Provisional Registration representing 22% of the total register with a proportion of this group of teachers maintaining this level of registration for many years. An overview of the PRTs in relation to the age is provided in Figure 4.1.
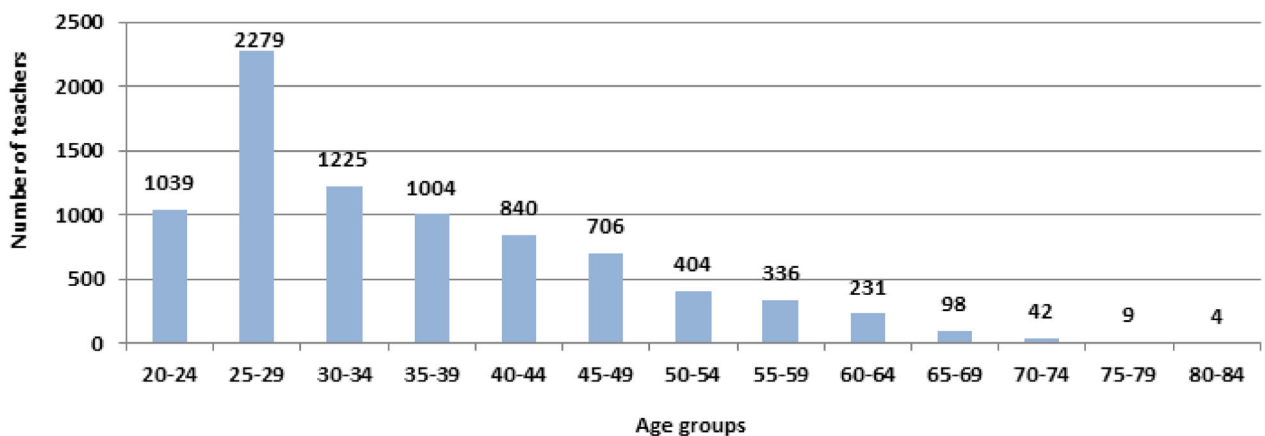

Figure 4.1: Number of PRTs across age groups as of 1/03/17 (*N*=8 217)

As shown, most PRTs are between 20 and 49 years of age. However, there are still quite reasonable numbers of teachers with this level of registration in the more advanced age groups. Part of this is because Graduate or PRTs on the register may comprise any of the age groups given increasing numbers of individuals taking up teaching as second or third career choices. Additionally, a proportion of the teachers represented as PRTs may not be able to move to (full) Registration so maintain Provisional status (e.g., those teaching overseas). Evidence for this is provided in Figure 4.2 with the number of years on the register in relation to age.

As demonstrated here, the majority of teachers have only held Provisional Registration between 0-5 years but there is clearly a proportion who have maintained this level of registration throughout their professional lives. It should be noted that the category 0-5 years on the register is represented by teachers from 11 age groups ranging from 20-24 (N=1 039) and including 70-74 (N=2).
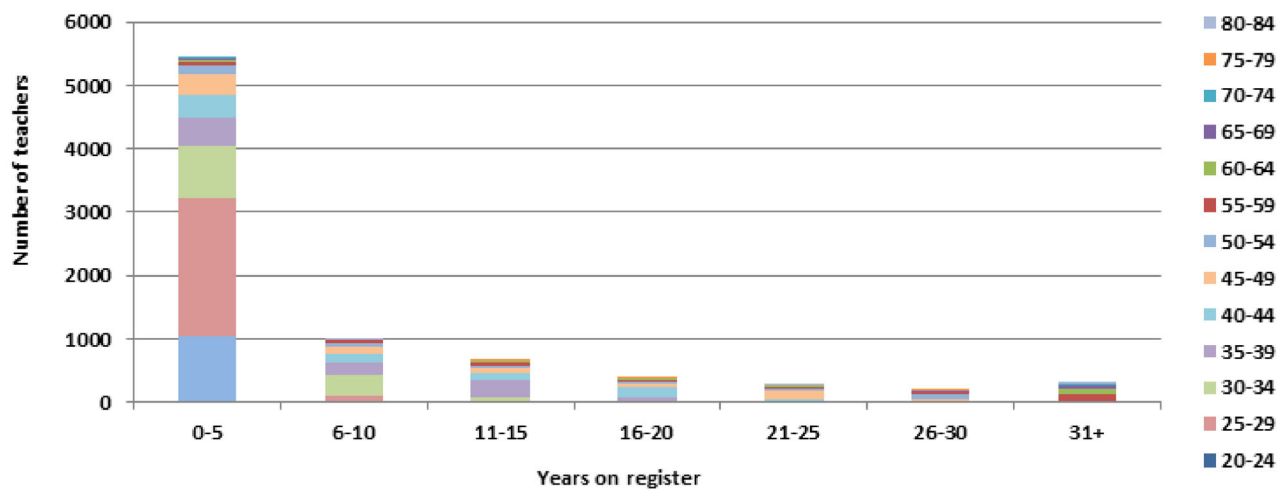
Figure 4.2: Number of years as PRTs on SA register in relation to age

In order to gain a deeper insight as to the actual progress of teachers in moving from Provisional to (full) Registration, data were collated for teachers who first registered between 2010-2015 and closed at the end of 2015. A total of 8 528 teachers were captured during this time-frame. The numbers of teachers attaining full Registration over the six-year period were then extracted in order to track each cohort over the period. A summary of these data as actual numbers of teachers is provided in Table 4.1.

Table 4.1: Numbers of teachers transitioning to (full) registration from 2010-2015

First registered January	Transition from Provisional Registration						Total
	2010 End year	2011 End year	2012 End year	2013 End year	2014 End year	2015 End year	
2010	12	56	497	127	45	159	**896**
2011		14	141	238	137	109	**639**
2012			5	79	214	351	**649**
2013				2	59	473	**534**
2014						52	**52**
2015							
Total	12	70	643	446	455	1 144	2 770

As demonstrated here, a total of 2 770 teachers had moved from Provisional to (full) Registration during this period. In reading this table, 896 teachers who first registered at the beginning of 2010 had gained (full) Registration by the end of 2015 while 639 teachers registering in 2011 had transitioned by the same date. While this shows a general pattern of success over the years in the move of teachers to (full) Registration, it is not overly helpful in that it provides no indication of what proportion these figures represent of the total number of teachers actually registering in each of these years. To gain a clearer pattern, these were calculated as a percentage of the grand total of teachers joining the register each year from 2010-2015 (N=8 528) (see Table 4.2).

As viewed here, 75% of teachers who initially registered in 2010 attained (full) Registration by 2016 while 50% of teachers registering in 2011 had transitioned by 2016. Clearly, the proportion decreases each year and this pattern is expected in the more recent years given the reduced time available to teachers. However, what is especially noticeable about this 2010 cohort compared to the years that follow is that approximately 48% of the total number of teachers registered worked through the process by the beginning of 2013, which represents (roughly) their initial term of registration (see the shading). Another 28% then successfully transitioned during their second term of registration. Notably, this cohort represents the highest rate of transition over the first three years (or initial term) of registration than any group of teachers. For example, in 2011, approximately 31% of teachers transitioned over the initial 1-3 year period, 21% in 2012, 37% in 2013 with the latter two years falling outside this three-year window. This pattern suggests that when compared to 2010, teachers have required more time to transition to (full) Registration.

Table 4.2: Proportion of teachers transitioning to (full) registration from 2010-2016

First registered January	Transition from Provisional Registration						Total Number Registering	% Total each year
	2010 (end) %	2011 (end) %	2012 (end) %	2013 (end) %	2014 (end) %	2015 (end) %		
2010	1	5	42	11	4	13	**1 191**	**75**
2011		1	11	19	11	9	**1 271**	**50**
2012			0.4	6	15	25	**1 402**	**46**
2013				0.1	4	33	**1 430**	**37**
2014						3	**1 624**	**3**
2015						0.1	**1 610**	
Grand Total							**8 528**	

Represents approximate initial term of registration for each cohort

Another important aspect highlighted in the table is that even with the 2010 cohort, there were still 25% of teachers who had not transitioned after six years of registration. Remember that all of the teachers represented by these data were 'new' to the TRBSA register in 2010. Table 4.3 provides the numbers of teachers still holding Provisional Registration and their proportion of the total number of teachers for each of the years viewed.

Table 4.3: Proportion of teachers NOT transitioning to (full) registration from 2010-2016

First registered (1/01)	Teachers remaining on PR	Total registered each year	% of remaining PR as total for each year
2010	295	1 191	**25**
2011	632	1 271	**50**
2012	753	1 402	**54**
2013	896	1 430	**63**
2014	1 572	1 624	**97**
2015	1 610	1 610	**100**
Grand Total	**4 466**	**8 528**	

As demonstrated in this table, the proportion of teachers who remain as PRTs is high for those registered in 2011, 2012, and 2013. It is difficult to really comment at this stage on the teachers registered in 2014 and 2015 given they were still within their initial term of registration at the time these data were analysed. Finally, just to highlight the potential scope of the issue, a total of 8 528 teachers registered between 2010-2015 with 2 770 (i.e., 32% of the total) transitioning to (full) Registration by the end of 2015. So, this leaves 5 758 (i.e., 67%) teachers who still held Provisional Registration at the beginning of 2016 from across these cohorts of registrants.

Having tracked through the teachers transitioning during the period investigated it is interesting to view this in relation to age (Figure 4.3).
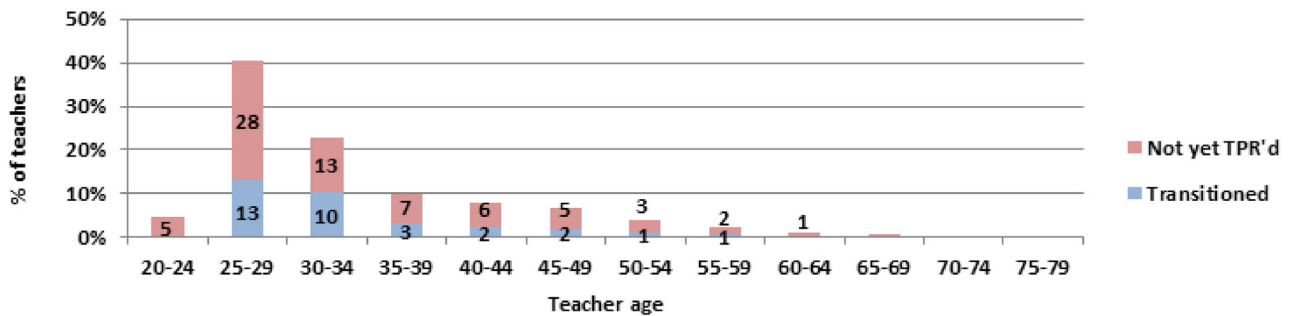
Figure 4.3: Percentage of teachers transitioning or not to (full) registration from 2010-2015 (*N*= 8 528)

 As evidenced here, teachers in most age groups made some attempt to move to (full) Registration indicating that it is not just the younger teachers who are focused on making this transition. To unpack these data further, the numbers of teachers transitioning from Provisional Registration in relation to age and the number of years taken is provided in Table 4.4.

Table 4.4: Numbers of teachers transitioning to (full) registration by age from 2010-2015

Age Bracket	0	1	2	3	4	5	Remain PR	Total
20-24							397	**397**
25-29	12	179	552	288	48	24	2 347	**3 450**
30-34	13	98	453	174	49	82	1 084	**1 953**
35-39		34	133	49	15	24	583	**838**
40-44	3	29	102	36	14	14	483	**681**
45-49	2	22	94	31	14	10	411	**584**
50-54	2	12	56	22	9	3	226	**330**
55-59	1	11	24	13	3	2	128	**182**
60-64		1	7	1	2		67	**78**
65-69		1	1	1			24	**27**
70-74							7	**7**
75-79							1	**1**

Represents approximate initial term of registration

The figures presented here reiterate the findings discussed in relation to Figure 4.3 and demonstrate that teachers across all age groups attained (full) Registration. The shading in apricot identifies the initial term of teacher registration showing clearly that only a particular number of teachers moved to (full) Registration in this time.

4.2   Evaluators for the Transition from Provisional to (full) Registration

In order to gain some perspective of the positions held by evaluators for teachers transitioning between 2010-2015, a tally of the data was conducted. Figure 4.4 summarises these data with the proportion of each category of evaluators calculated as a percentage of the total number of applications received. Also identified are the representations across Department for Education (DfE), Catholic Education South Australia (CESA) and Association of Independent Schools of South Australia (AISSA) and other private educational sites/centres.

As viewed here, principals or head of schools accounted for 45% of the evaluators for this group of teachers, which is unexpectedly high given these are busy professionals. The other two main groups of evaluators were deputy, assistant principals or heads of primary, middle or secondary schools with 25% of applications, and coordinators or various heads/coordinators of faculty in relation to 21% of applications.
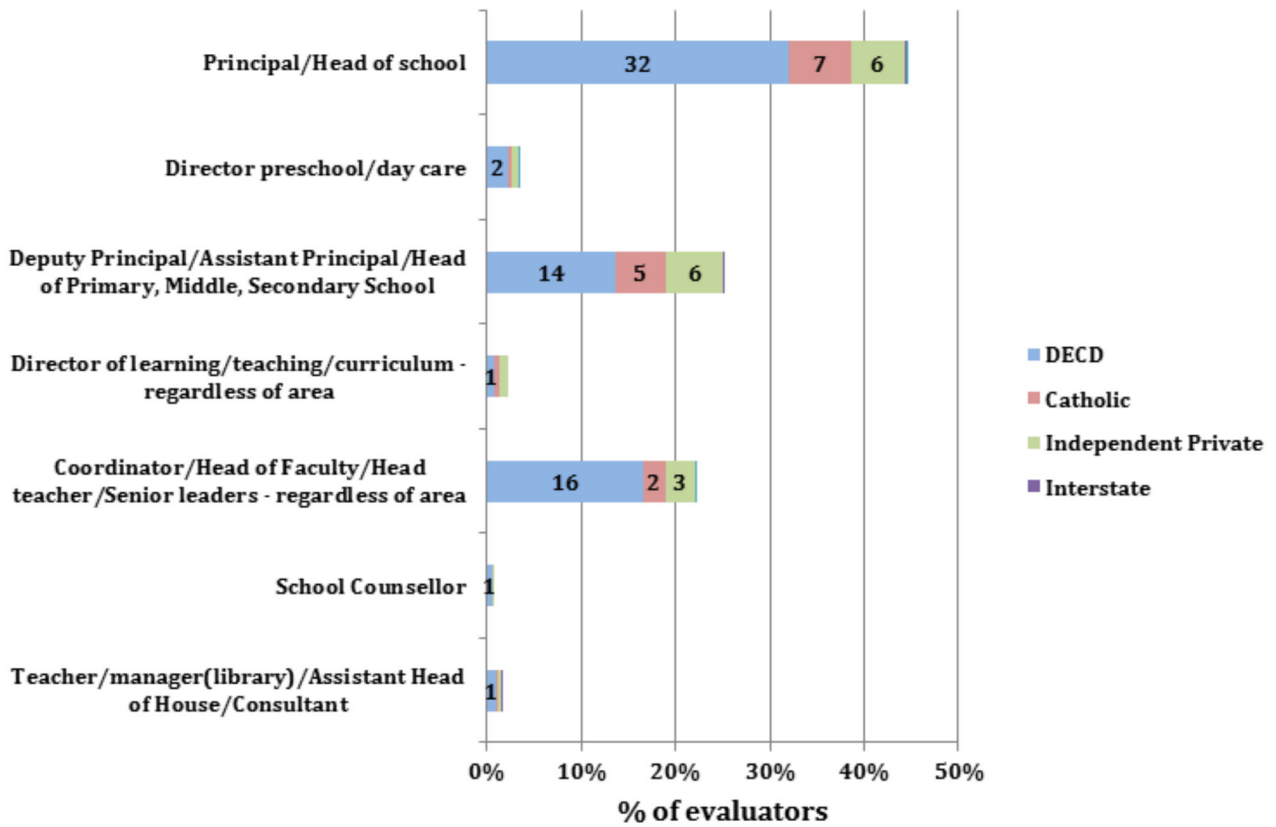
Figure 4.4: Evaluators for teachers transitioning to (full) registration for 2010-2015 (*N*=2 770)

4.3   Movement of graduate teachers from providers through transition process

In this section the data for the 8 528 teachers gaining Provisional Registration in South Australia for 2010-2015 is discussed in relation to providers. In terms of the total number of this cohort of teachers, 73% graduated from providers in South Australia, 16% held qualifications from interstate providers, 6% gained their teaching qualifications from overseas while the qualifications for the remaining 5% were not documented (Figure 4.5).
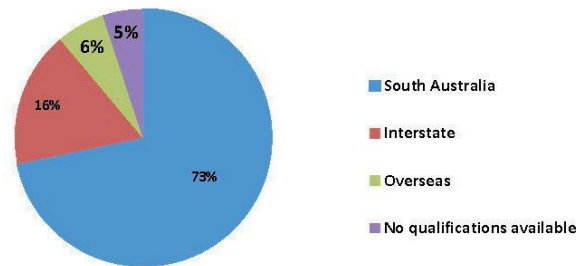

Figure 4.5: Graduate qualifications in relation to providers (*N*=8 528)

To gain a more detailed understanding of these data, the numbers of teachers transitioning over the six-year period were documented. Note also that the proportion of teachers who attained (full) Registration along with those who retained Provisional Registration are identified for each of the providers (see Table 4.5). In order to ensure anonymity of data, the providers are labelled using letters and numbers along with a university or non-university code.

Table 4.5: Numbers of teachers transitioning to (full) registration in relation to providers for 2010-2015

Providers	Years to transition						Maintain PR	(full) Registration	Total
	0	1	2	3	4	5			
University A % of total	7	104	323	105	30	40	1 136 65%	609 35%	**1 745**
Non-university 1 % of total							3 100%	0 100%	**3**
Non-university 2 % of total			1					1 100%	**1**
Non-university 3 % of total		5	38	11	5	4	112 64%	63 36%	**175**
Non-university 4 % of total			1					1 100%	**1**
University B % of total	3	48		86	12	17	566 64%	321 36%	**887**
University C % of total	12	144	155	305	73	69	2 230 65%	1 225 35%	**3 455**
Interstate % of total	7	53	622	70	18	14	1 025 75%	340 25%	**1 365**
Overseas % of total		19	178	30	11	13	350 70%	150 30%	**500**
No qualifications data % of total	4	14	27	8	5	2	336 85%	60 15%	**396**
Total	**33**	**387**	**1 422**	**615**	**154**	**159**	**5 758**	**2 770**	**8 528**

The table provides a number of useful pieces of datum. As seen here, 1 745 Graduates with qualifications from University A were registered by the TRBSA during this specified timeframe. Of these, 35% successfully transitioned to (full) Registration with the remaining 65% retaining Provisional Registration. The high proportions of teachers who did not move to (full) Registration after six years corroborates the data presented earlier.

The importance of these data and the emerging patterns demonstrate the key role of the TRBSA in being able to actually monitor the progress of Graduate teachers as they enter the teaching profession beginning as PRTs and moving forward to (full) Registration indicating attainment of the Proficient level of the APST (AITSL, 2012a).

4.4 'Hotspots' for transitioning teachers from Provisional to (full) Registration

To gain a pattern of the schools that supported teachers in moving from Provisional to (full) Registration over the period 2010-2015, a tally was undertaken. Numbers of teachers transitioning in schools were collated into four major categories representing the Department for Education, Catholic, Independent/Private schools and those that were located in another state/territory (Figure 4.6).
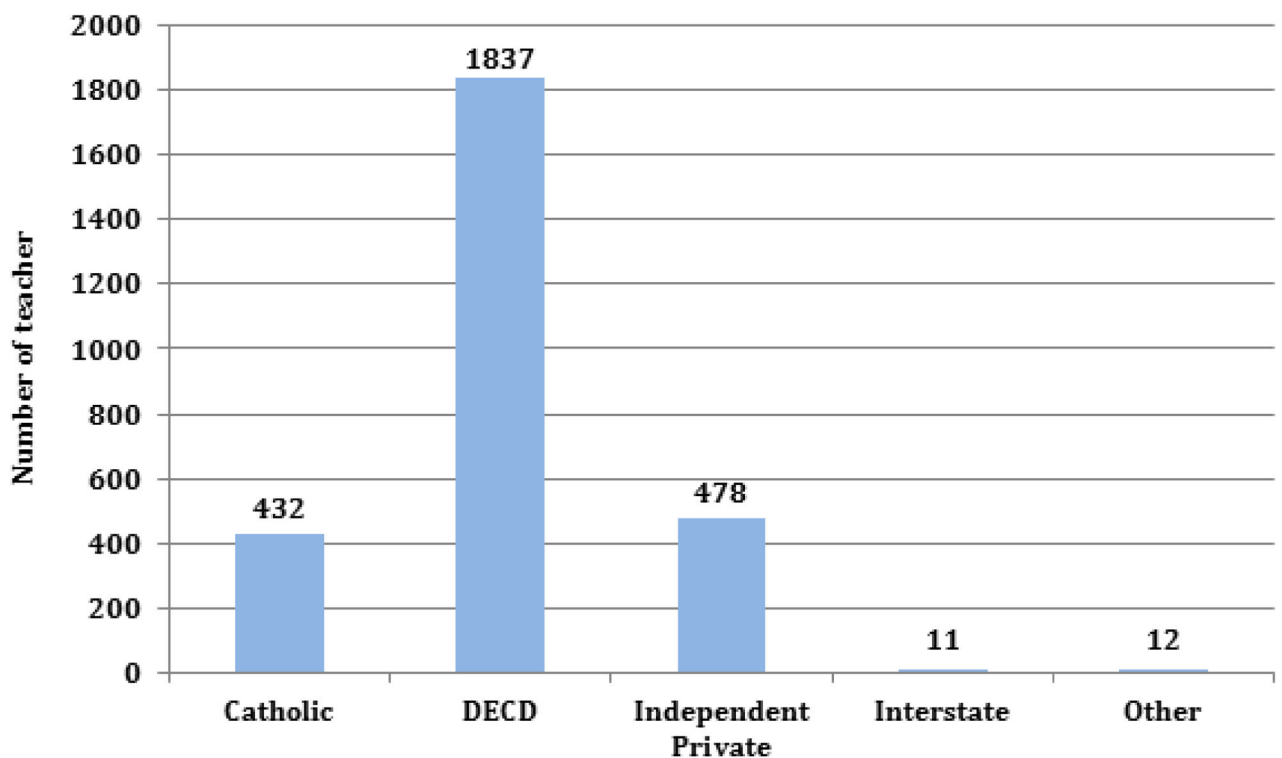

Figure 4.6: Schools and sites of evaluation of PRTs successfully moving to (full) Registration (*N*=2 770)

Not surprisingly, the Department for Education accounted for the majority of sites with representation identified for all the systems/sectors. When these data are considered more closely there were approximately 38 schools where 10 or more teachers transitioned from PRT to (full) Registration over the six-year timeframe (Figure 4.7).
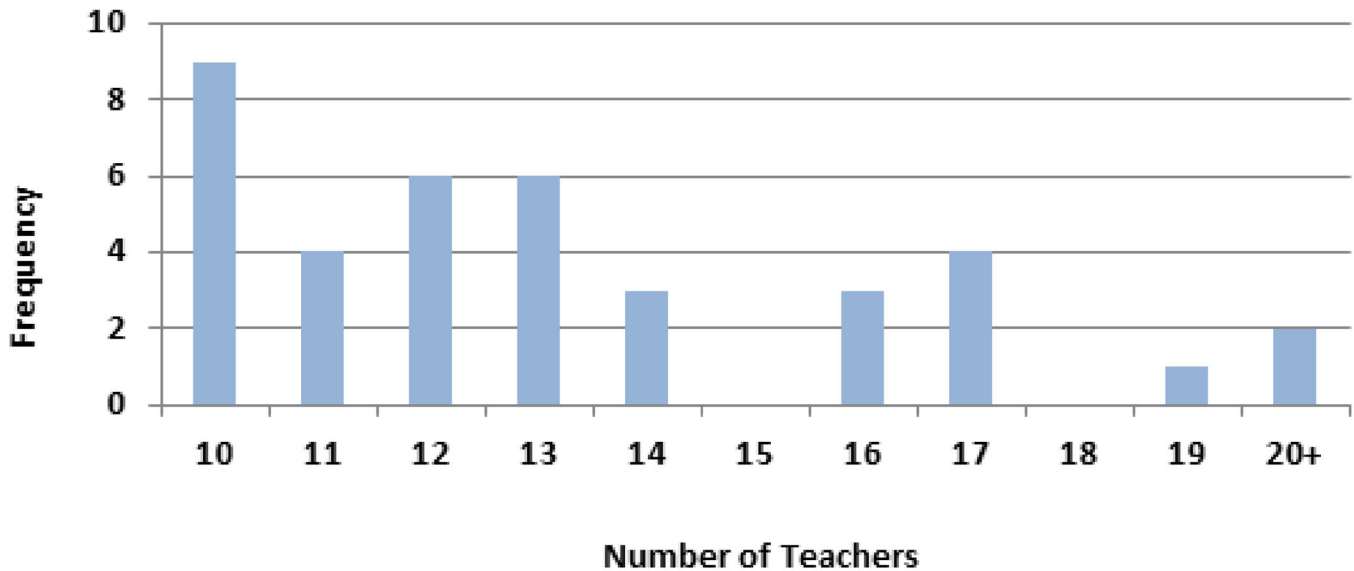

Figure 4.7: Schools with 10 or more teachers transitioning to (full) Registration

While these data highlight potential 'hotspots' of schools that supported teachers in their transition to (full) Registration, it is important to recognise that these numbers are likely impacted by a range of factors. Two of the most obvious include: (i) the size of the student population in the school in terms of the teacher to student ratio; and, (ii) the number of PRTs actually employed within each of the schools during the timeframe.

4.5 Issues in assessing transition from Provisional to (full) Registration

To gain actual data from the assessment of the applications of teachers applying to move to (full) Registration, the Project Officers documented the main issues dealt with that slowed the processing of applications over a timeframe. During 10/05/2017 to 12/09/2017, 279 applications were submitted. A summary of the issues identified is provided in Table 4.6.

Table 4.6: Assessment of TPRs (*N*=279)

Issue	Frequency (% of total)	Comments
Statement of service not provided	18	
Signed by assistant principal	4	
Application signed by professional leader but details omitted from form	4	
Form not counter-signed by professional leader	3	
Evaluation dates omitted	3	
Audit declaration unsigned or had an invalid date	2	
Recommendation incomplete on the form	2	Often unsigned, unticked
Application not original	2	Photocopy/photo-copied signatures
Ineligible – insufficient service	2	
Evaluator ineligible	1	Provisionally Registered teachers are not able to evaluate another teacher
APSTs not ticked on form	1	
Other	4	
No issues	65	

Approximately 65% of all applications were processed without any difficulties. As demonstrated above, the lack of inclusion of a statement of service was the most prolific issue. Inclusion of these statements with the application is required to verify the completion of at least one year of full-time (or the part-time equivalent of 200 days) satisfactory teaching service within the last five years in Australia or New Zealand. These documents are provided by employers but can vary across sites.

In terms of the remaining issues, some of these indicate a lack of thoroughness on the part of the teacher submitting the application with details incomplete or inclusion of incorrect signatures. In contrast, signage of the application by an ineligible evaluator or principal who does not hold (full) Registration lies outside of the responsibility of the PRT concerned.

Ultimately, these administrative issues delay the TPR process for the teacher involved and often require significant follow up by the Project Officers. While major changes were made to the TPR application form, including the addition of a checklist, it is clear that there are some issues that require greater attention to detail by the teacher concerned e.g., completion of all details on the form. It is also possible for any teacher to access the Public Register to check that their evaluator and/or principal holds (full) Registration. A review of communication strategies regarding these issues may be required.

4.6   Summary

These results indicate that teachers of all age groups appeared to require more than one term of registration to move from Provisional to (full) Registration. In exploring possible factors impacting this outcome, it is important to remember that teachers who are not currently teaching (e.g., in seconded positions, teaching in university, on extended leave) or those teaching overseas are unable to gain the 200 days of teaching in South Australia required to successfully make the transition. Unfortunately, with the current TRBSA data it is not possible to identify the actual numbers of teachers aligned to these categories during the period investigated here. However, given the postal locations of teachers first registering in this same period, it appears that 66 teachers were overseas as of 1/09/2016.

The other group of teachers represented highly in the non-transitioned cohort are Graduates who usually find employment as TRTs or on short-term contracts. The professional learning evaluation undertaken in 2015-2016 by the TRBSA found that these teachers encountered considerable difficulty in finding consistent ongoing work to meet the 200 days of teaching required for transition during their term of registration. The other major factors impacting them included being able to identify a suitably qualified teacher who could act as a mentor in providing feedback as they navigated the transition process and also an evaluator who is in a line management role prepared to work with them given that they were not permanently in the site. Hence, it is critical for the Induction and Mentoring Project to ensure adequate representation of TRTs and those on contracts as part of the data collection process.

5. Stakeholder Insights

In order to gain a broader perspective of induction and mentoring, a reference group was established with an initial meeting held by the TRBSA to introduce the project. Following this meeting it was agreed to interview a key representative(s) from each of the stakeholder groups to explore aspects related to the employability of PRTs along with policies, procedures and programs available in relation to the induction and mentoring of teachers generally.

In this section, major findings from the data obtained from individual interviews with key stakeholders are discussed. While most of the views of stakeholders are not identified separately, the early childhood and special education sectors are the two exceptions. The main reason for this decision is that these two sectors demonstrate the unique and complex nature of teaching in South Australia and the challenges around induction and mentoring of our PRTs.

5.1   Value of Provisionally Registered teachers

During these individual discussions with stakeholders there was strong consensus that PRTs were critical to the future teaching profession and required support from experienced and effective teachers to nurture their ongoing development and growth as teachers. While this often required considerable time on the part of more experienced teachers, it was recognised that PRTs contributed positively to the workplace by demonstrating:

- A highly developed understanding of the *Australian Professional Standards for Teachers* (APST) when compared to more experienced teachers;

- Greater proficiency and expertise in documenting and tracking their own professional progress and development as a teacher;

- A higher level of confidence and a progressive attitude regarding the ways in which digital technologies might be implemented to enhance their teaching; and,

- A willingness to be observed in the classroom, receive feedback, and work on the constructive advice received from their more experienced peers. Many PRTs actively sought this type of engagement with a mentor teacher with whom they had established a level of trust.

As such, PRTs were described by various stakeholder representatives as being a "breath of fresh air" for the staff especially in schools or sites where there had been minimal movement of teachers for a number of years. As explained by two of the stakeholders:

" *These early career teachers are helping to change the culture as they are used to e-portfolios, receiving feedback and developing their own learning goals whereas teachers who have been teaching for some time are not as accustomed to these changes that are now required.*

" *PRTs are the best way of changing the culture of a school – they are used to being observed, they are seeking feedback, they know the standards and how to work with them, and they are looking for a mentor and process for collaborating. Start here and build the culture from them.*

However, there is a cost for the school/site and that is the ongoing support required to build on the initial abilities and attributes of the PRTs so that they too become highly competent teachers and practitioners.

5.2   Workforce planning

Regarding employability, it was acknowledged by many of the stakeholders that preservice teachers demonstrating a high degree of competency in their final practicum from their Initial Teacher Education program had a greater chance of being employed in the same school/site should a position become available. Even though initial offers of employment were likely to be short-term contracts rather than permanent and full-time positions, it was also recognised that perseverance with a school/site or small group of sites would likely lead to a permanent positon in the future.

Exploring these ideas further, stakeholders were unaware of any policies in place in schools/sites to ensure that a proportion of teachers employed each year were PRTs. As such, the general employability of this group of teachers across systems and sectors varies greatly. While some stakeholders recognised the paucity of PRTs in some schools/sites, others were able to identify specific schools/sites that proactively sought PRTs to ensure the number of teachers required to meet student demand. This is especially the case in sites located in country areas where their very livelihood depends on being able to recruit and retain these PRTs. It is often in these country schools/sites that PRTs gain a permanent position in a shorter timeframe than their peers within metropolitan Adelaide.

However, what is especially difficult for many of these schools/sites is that once the PRTs have transitioned to (full) Registration and developed their capacity as teachers, they frequently apply for positions in metropolitan locations. These findings are not surprising or new with the factors influencing the decision to move already available from a large survey completed across Australia (Lyons, Cooksey, Panizzon, Parnell & Pegg, 2006). So precarious is the situation in some country locations that stakeholders described how teachers were not able to participate in face-to-face professional learning during school teaching time as it was not possible to find suitable TRTs to cover the absences of missing staff.

5.3   Support for Provisionally Registered teachers within the school/site setting

Section 3.3 provided details of the various programs available to teachers and schools/sites through a range of stakeholders. The discussion in this section focuses on the stakeholder view about how induction and mentoring actually plays out in schools and sites – the way in which they are actually implemented.

In terms of induction, all stakeholder representatives were aware that new and PRTs received some form of *onboarding process* that introduced them to the structural and procedural routines of the school or site. This usually involved a dedicated member of the senior leadership team and a meeting with the principal or director (in the case of the early childhood sector). However, in most cases the stakeholders were not aware of induction moving beyond these basic procedures in what is referred to in the research literature as *orientation*.

Mentoring of new and PRTs appeared less well defined or understood in terms of implementation within schools/sites. It was clear from the views expressed by the stakeholders that they were aware of considerable variability in the nature and degree of mentoring available to PRTs. Within most sites, mentoring was conducted in an informal manner. It was rare for stakeholders to be able to identify sites in which there was likely to be a structured or formal process of mentoring PRTs.

When asked about some of the key components involved in mentoring, stakeholders mentioned and elaborated upon the following eight aspects.

1. In many sites, a dedicated member of staff in a position of responsibility (e.g., Director of Teaching and Learning) coordinated PRTs and monitored their progress. This person might also have the role of evaluator of all PRTs thereby ensuring a degree of consistency in the process.

2. Mentoring was perceived as being critical to the "*culture of the school and what is done to support all teachers*". However, the perception of stakeholders was that some teachers did not view the role of mentor as a component of their general responsibilities as a teacher thereby placing a greater burden on those teachers in the site prepared to take on this role. The impact of this was considered especially difficult in rural and regional schools that often attracted larger numbers of PRTs because there was the potential for burnout of a small group of mentor teachers.

    > *Really, all experienced teachers should be mentoring newer teachers as part of their professional responsibility. But we are aware that this does not always happen – some staff readily take on the responsibility while others consider it as an 'add-on' to their normal role.*

3. The allocation of mentors appeared quite random. A mentor might emerge as PRTs forged relationships with staff sharing similar teaching interests, such as a related discipline area (e.g., English, for secondary teachers) or the year level of students taught (e.g., primary teachers). Some stakeholders referred to a 'buddy system' whereby schools/sites allocated a teacher to a PRT although the actual purpose and nature of this pairing was left up to the individuals involved. In contrast, other stakeholders were aware of schools/sites where there was a more structured approach to the pairing of mentors with PRTs with specific targets embedded within this relationship (e.g., regular meetings, targeted discussion around a particular topic or aspect of teaching and learning).

" *This is a key area for Highly Accomplished and Lead Teachers in any school as this is what must be demonstrated to achieve these standards. However, this depends too on whether teachers are going to want to go through the process involved in demonstrating these standards.*

4. Stakeholders perceived differences between the role of a 'buddy' and that of a mentor. A buddy was perceived as being a person the PRT might immediately feel some connection towards – the person they might question in relation to the environment and process e.g., general classroom routines and/or site administrative protocols. In contrast, mentors were described as individuals more likely to nurture a deeper professional relationship around pedagogy and teacher professionalism. They were able to challenge the PRT to think more intensely about their practices often over the longer-term to encourage professional growth. As stated by one stakeholder:

" *Having a friend for a chat is an important thing, such as a buddy who might be just a bit further along than yourself. But then this person might not necessarily know what will be needed to develop further. Sometimes you do not actually know what you need at the time. Whereas a mentor is more experienced and so has a broader understanding of where the journey might need to go.*

Stakeholders considered that both were important for the PRT as they fulfilled potentially very different roles in supporting the PRT for a period of time.

5. The length of mentoring also varied from being a focus on the first year of teaching while in some schools/sites the 'buddy system' was established for the first two years of teaching. Thinking further into the future, stakeholders spoke about the need for additional mentors to support teachers moving from Proficient to Highly Accomplished and from Highly Accomplished to Lead Teacher levels of the APSTs.

6. Support provided by schools/sites for these mentoring relationships varied with few mentors receiving time allocation or some form of recognition of the additional duties as part of their workload.

7. Alternative ways around mentoring were also discussed by stakeholders. For example, it was noted that primary teachers often worked in teams as the teachers teaching Year 2 met and collaborated to design, prepare and implement their teaching with students. This kind of environment was ideal in that it reduced the level of responsibility for mentoring across the group while ensuring that the PRT accessed a number of mentors, each perhaps offering different ideas, skills and insights.

> *Working teams of teachers is a really useful way of mentoring newer staff. This might happen in the preparation of teaching programs and the kinds of experiences provided for students but also around assessment. It is also really authentic with all teachers working on actual work that needs to be available at a certain time.*

8. It was acknowledged that in most instances, mentors were "learning in the role" although mentor workshops were available for personnel in some systems/sectors. However, there was little real insight regarding how widely these types of workshops might be accessed by potential mentors.

It is clear from this discussion with stakeholder representatives that there are instances of quality practice around induction and mentoring occurring in schools and sites. However, what was also evident is that there is considerable diversity. Ultimately, this variation impacts our PRTs as they attempt to learn from their experienced professional colleagues and broaden their knowledge and understanding of the nuances around teaching and ways of enhancing student learning.

5.4   Perceived challenges around induction and mentoring

Stakeholders discussed the following key challenges regarding the availability of quality induction and mentoring of PRTs across schools/sites. These have been categorised around key themes in the following discussion.

5.4.1   Teachers on short-term contracts and temporary relief teachers (TRTs)

All stakeholders recognised the high degree of difficulty experienced by PRTs who are working as TRTs or on short-term contracts for extended periods-of-time in establishing the kind of relationship required with an evaluator to be able to move to (full) Registration. This is problematic in that most PRTs may be locked into these short-term forms of employment for extended periods. Accentuating the difficulties for these teachers further is that many rely on other jobs in addition to teaching to supplement their income so they are constantly juggling between having to earn enough money to survive while wanting to pursue their teaching careers.

5.4.2 Confusion around the transition from Provisional to (full) Registration process

A number of the stakeholders identified prevailing confusion among PRTs around terminology with Provisional Registration, Proficient levels of APSTs, and probation all used by different stakeholders. Preservice teachers from the four main providers in South Australia engage in workshops conducted by the Project Officers, Professional Teaching Standards, from the TRB where these components and the processes involved are explicated. However, there are also preservice teachers applying for placements and Registration in South Australia who are completing their teaching degrees through providers in other states and territories. Hence, they may not have access to this type of information, which might account for some of this confusion.

Linked to the process, there also appears to be a view by some teachers that it is the responsibility of the school/site to "*let them know what needs to be done*". While there is a degree of truth in this statement, the PRTs must continue to be encouraged to manage the transition process by taking charge of their own needs and being proactive in finding and working with an evaluator. The ownership around registration ultimately lies with the individual teacher.

5.4.3 Lack of awareness of experienced teachers around Australian Professional Standards for Teachers (APSTs)

Some stakeholders recognised the need for a degree of sensitivity in this area given that PRTs are likely to hold a deeper understanding of the APSTs than their potential mentors and/or evaluators. How this plays out in a particular school/site might vary but it is important that experienced teachers do not feel under-prepared in working with these PRTs in relation to the standards. To overcome angst, a shared understanding and language around the standards is required to facilitate open communication within a site, system or sector.

5.4.4 Support of mentors in working with Provisionally Registered teachers (PRTs)

Stakeholders supported fully the need for mentors to be available for PRTs within the school/site environment. However, a number of the stakeholders spoke about the challenge of trying to get mentors and leaders onboard with the mentoring role as leaders are often under pressure to allocate time release for the teachers involved. Given that teaching "*is already extremely busy*" there may be a tendency for a proportion of teachers to disengage from taking on the role of mentoring because of the time commitment and energy involved "*for little reward*".

Collectively, the stakeholders acknowledged that the mentoring of PRTs or any teacher requires specific qualities along with specialised skills, such as high levels of communication. Yet, few mentors are able to access workshops or a program of study especially targeted at this area. Similarly, evaluators who play a specialised role around ensuring the rigour of the process of transitioning from Provisional to (full) Registration

seemingly "*learn on the job*". Stakeholders considered though that as the number of teachers seeking the Highly Accomplished and Lead Teacher levels of APST increased, there was an opportunity to address the mentoring issue given that teachers attaining these levels must demonstrate a degree of expertise in mentoring other teachers. However, care must be taken around how this might be structured and implemented so as not to disengage teachers while ensuring that PRTs are gaining the support required to continue their professional growth and development.

Individual stakeholders raised a number of different questions around mentoring. For example:

1. *Are mentors assigned? If so, how, using what criteria?*

2. *Is there much use in assigning a mentor with a PRT when there is little interest from the mentor in pursuing this type of relationship?*

3. *Do schools/sites develop a list of potential mentors so that PRTs can select from this list?*

4. *If so, how does the principal/site leader ensure a workload for all staff that is equitable for their position?*

These are not easy questions to address and require careful consideration otherwise the impact on PRTs and the site may be negative rather than positive.

Stakeholders reiterated that mentoring becomes especially difficult in some schools/sites where there may not be appropriate mentors available. This was considered more likely in secondary schools located in regional and rural areas where the PRT may be the only physical education teacher. "*While general mentorship might be possible, how is the PRT mentored within the discipline area?*" This same level of difficulty is evident in long day care centres where there may only be one registered teacher in a centre who is part-time.

A final challenge was mentioned by a number of stakeholders around the tendency for some schools and sites to "*potentially stagnate as teachers remain with little movement of new staff*" into the environment. In some instances, this stagnation may lead to a degree of complacency with teachers not wanting to change or take on additional responsibilities. This becomes difficult for the leadership team to actually negotiate while making conditions especially difficult for PRTs coming into the site.

5.5   Early childhood sector

Discussions with Directors and other personnel in the sector highlighted the difficulty experienced by some providers in supporting the development and progress of qualified teachers working in long day care facilities. With a variety of staff employed to care for and educate children from young babies through to the pre-school years, educators compared to PRTs, have very different roles and responsibilities depending upon their employment

status. As identified by some Directors, the lack of consistency across all these positions and the relatively small nature of most centres caused a degree of disruption or disharmony given that there was a need for all personnel to work collaboratively. One Director actually referred to the ostracism experienced by a PRT in the centre by other personnel that resulted in the teacher's resignation.

It was noted by Directors that PRTs often feel professionally isolated within this environment as they lack access to suitably qualified colleagues who could provide appropriate levels of induction and mentoring. Unless connected to teachers outside of the centre, the PRTs were likely to miss opportunities for professional learning and the chance to link to broader educational networks. Not surprisingly, the move from Provisional to (full) Registration was problematic for many Directors who were unable to support their teacher(s) through this process given their own lack of teacher qualification, confusion around the APSTs, and minimal understanding and working knowledge of how these standards related to teaching and learning. Consequently, Directors in this position had to negotiate an alternative individual to act in the role of mentor and evaluator for PRTs working in their centres.

The TRB recognised the difficulties faced by PRTs employed as early childhood teachers in transitioning to (full) Registration so established a modified process. As part of this process, the Project Officers, Professional Teaching Standards, work and negotiate with the Director of a centre to undertake the transition process with their PRT. Even though these Directors are not fully registered teachers, they are considered to be in the best position to be the evaluator given they are the line manager in the site. PRTs then share their evidence to demonstrate that they are working at the Proficient level of the APST at the site level, but must also complete and submit to the TRB an *Application Form and Summary Record of Sources of Evidence* document. Once submitted, the Project Officers discuss the application in detail with both the PRT and the Director before a final decision is made regarding the teacher's registration status.

For many early childhood centres in South Australia, they are a prime target for PRTs hoping to gain initial employment. However, once they have attained (full) Registration many will move on to the school sector leaving centres in the precarious situation of having to employ another replacement teacher who is likely to be a graduate. This constant movement of PRTs into early childhood centres (often because of the lower wages and working conditions) and the resignation of these teachers once they gain (full) Registration places ongoing pressure on these centres further adding to the disruption referred to earlier by many Directors. This means that many early childhood sites are in a constant state of nurturing and supporting PRTs who then move on.

Having explored the early childhood context and some of the key issues around the induction and mentoring of PRTs, there are centres in South Australia who actually employ a larger number of PRTs and move them successfully to (full) Registration. Within

these centres, Directors and leadership personnel spoke confidently about the process and evidence used to assess teachers against the APSTs using a focus on curriculum, pedagogy and the journey of the teachers involved.

A key point made by teachers within the early childhood sector was the need for the APSTs to reflect the early years in both the language used and the expectations around the standards.

5.6   Special education area

There are a number of schools/sites in South Australia that are committed to high quality and effective teaching and learning for students in Reception to Year 13 with special needs. Most sites cater for a range of students including those with severe physical and intellectual disabilities along with students identified on the Autism Spectrum. Over the last few years, there has been a general change from individual sites catering for students with specific disabilities (i.e., severe physical needs) to each site supporting a greater range of students. This transition has come at considerable cost as sites need to accrue the resources necessary to accommodate students, which also includes teachers and other staff with the expertise required (e.g., school support/services officers [SSOs]).

Teachers working in these sites do not need a special education degree although many do hold this qualification. As such, teachers are able to move back into mainstream early childhood, primary, middle or secondary schooling at any time. Discussions with personnel from the special education sites identified the following issues around teacher retention, induction and mentoring in general.

1. Sites are "*desperate for teachers – it is actually difficult for us to take leave because it is hard to find relief teachers*" (Mary, secondary special education school).

2. There is a prevalence of teachers employed on contracts, which is necessary to provide flexibility so that sites can increase or decrease their staff in line with changes in student numbers.

3. Experienced teachers are permanently lost from sites given the need to balance teacher to student ratios. Unfortunately, once these teachers move back into mainstream education they are highly unlikely to return to the special education sites.

4. The demanding and stressful nature of the work on teachers also results in considerable turnover in some sites.

These issues create in general a lower rate of retention of teachers in the sector with a lack of widespread stability. Given that "*it is a growing area*" with more severely physically and intellectually disabled children living into adulthood there is almost a 'crisis in waiting' in this special education area. As such, there is an urgent need for workforce planning to ensure that the next generation of teachers are prepared to teach in this highly specialised sector.

Special education highlights a very different educational context to consider in relation to induction and mentoring. *What is required to support PRTs and inexperienced teachers within these types of sites especially when the number of experienced teachers is low? What does induction look like? How are these teachers mentored?* Alternatively, for the small cohort of teachers who remain in the sector for their careers, *how are these individuals encouraged and mentored to continue their professional growth over time?* The Banksia School case study (see Section 9) provides an interesting example of how one special education school is overcoming these issues.

5.7   Summary

As demonstrated in this section, the stakeholder representatives recognised the important role of PRTs in schools or sites given their deep understandings of the APSTs, expertise in implementing digital technologies in their teaching, and the general enthusiasm they bring into the teaching environment. However, they also recognised that these teachers are new to teaching and so require ongoing guidance and direction if they are to develop their professional expertise. While an awareness of the procedural expectations and requirements of the school/site is important, a more critical aspect for these teachers is in understanding how teachers adapt, alter and develop pedagogies in ways that nurture all children to become competent, independent learners.

Stakeholders also identified a range of potential challenges around the mentoring of PRTs. There was a shared view that the nature of teaching had changed in that it had become more politicised with teachers under increasing pressure to 'get results', with principals and leadership teams also feeling this pressure. Changes in parenting (had in many cases) altered the kinds of tasks and responsibilities that teachers were negotiating as part of their daily duties in schools/sites. As such, while the induction and mentoring of PRTs was a key priority, they recognised that teachers were busy in their ever-expanding roles. The bottom line though is that if teaching as a profession is to meet the needs of our students, it is the responsibility of every teacher to support and nurture the next generation of teachers.

The early childhood and special education contexts accentuated the complex and often pressured environments in which many of our teachers are working. In considering induction and mentoring, it is crucial to think of all the diversity that prevails within the South Australian teaching profession because 'a one size fits all model' will simply not work in all situations.

6. Newly Transitioned Teacher Insights

Focus group and individual interviews conducted with recently transitioned teachers provided a number of key findings regarding their experiences of the process. In this section, these findings are discussed using headings based on the main questions asked during the interviews (see Appendix 2). Pseudonyms are used for quotes to ensure the confidentiality of the teachers interviewed.

6.1   Background of the teachers

Approximately half of the recently transitioned teachers interviewed for this project had been teaching for over five years and were still on contractual appointments in schools/ sites. These teachers spoke at length about the "*last minute way*" in which they were offered a short or long-term contract in a site. Many had tried for some time to gain permanent employment in sites but found it difficult to compete with more experienced teachers applying for the same positions. A scenario described by a number of PRTs included the appointment of a new principal to a school with the subsequent employment of other teachers from the previous school. There was no issue with the employment process because the moving teachers were highly experienced but the problem for many PRTs is that they are simply "*not able to compete for the same positions*".

Interviewed early childhood teachers were employed in centres with other teachers along with Directors who held (full) Registration. As such, they had not encountered many of the difficulties around induction and mentoring as described in Section 5.5 of this report.

6.2   Availability of formal and informal induction and mentoring in sites

Most of the PRTs experienced a form of induction but this varied widely. The main type of induction mentioned was orientation to ensure that new teachers were aware of the protocols, policies, occupational health and safety requirements, and the "*ways in which things are done at the school*". A number of the teachers also attended an informal meeting with the principal/site leader as part of their induction process. As explained by Trevor (secondary teacher):

> *A meeting with leadership occurred first up – this included the principal. During this meeting we had a discussion around the school procedures and processes but also part of this was a whole school tour and introduction to staff members and their roles!*

Approximately 14 of the teachers interviewed experienced a formal induction process that occurred at the beginning of the year or in the year in which they were offered employment (i.e., December 2016 for January 2017 start). During the day, the PRTs attended a number of workshops presented by various members of the leadership team. The sessions included aspects around general orientation while targeting curriculum and assessment generally, classroom management, along with other key areas of responsibility, such as reporting and dealing with parents. Rather than being conducted within their own sites, some teachers attended induction programs over a number of days that were provided by AISSA, CESA, the Department for Education or other private external providers.

For PRTs beginning employment in regional or rural schools/sites, part of their induction process involved staff helping them to settle within the local community. This might include the provision of some initial accommodation while also introducing them into social networks (i.e., Country Fire Authority [CFA]) in order to minimise feelings of isolation given that these teachers were usually away from family and friends.

In terms of mentoring, some teachers were allocated a 'buddy' who would then address their questions as they arose on a daily basis while others either had a mentor assigned or "*found one on their own*". Alignment of mentors in early childhood and primary education usually involved an experienced teacher working in the same year level as the PRTs. In secondary education, a mentor was often selected from the same discipline area (e.g., English) but this was not always the case. For most of the teachers interviewed for this project, the mentors had volunteered to take on the responsibility. The teachers' experiences highlighted different models of mentoring that operated in schools/sites. For example, Lilian (a primary teacher) spoke about working as a team on curriculum planning and other aspects relevant to teaching.

> *I was shown around the school to meet other staff and shown all the facilities e.g., library, hall, prep area, toilets and first aid. I was given an induction folder and a senior admin staff member went through this with me. This included school policies and procedures e.g., hot weather, behaviour. It also included a school map, yard duty zones, contact details, school timetables etc. A more informal induction occurred as I joined the junior primary team and they provided lots of information and also answered lots of questions from me in regards to managing a classroom, resources and programs used by the school; behaviour management strategies; and reporting and assessment tools. The ongoing discussions we had over time became critical to my work as a teacher!*

The mentoring experienced by Lilian was common among early childhood and primary teachers and was regarded highly. In their view, being able to work on a daily basis with experienced teachers who were also colleagues provided induction and mentoring in ways that were authentic. For teachers like Sharon (primary teacher) who found her own mentor, the results were still successful.

> *It resulted in a mentee/mentor-like relationship where we would do lesson planning together, align term topics, design assessment pieces and moderate together etc. The school was supportive of team teaching and aligned Non-Instructional Time (NIT) timetables where possible so that teachers in the same year levels could work together. My colleague was not specifically chosen as a mentor, but her experience and openness to working with new teachers resulted in us developing that relationship.*

A team approach as described in these quotes was not common in secondary schools but did exist as articulated by Karen.

> *I worked in a language unit during my first year so that the staff that I was working with were a team - so I could ask for support as needed. Within this team, the language unit leadership member was also my mentor. We talked on a daily basis about lessons and how to teach certain things. We also set up meetings that were like mini-professional development times – working in this way really supported but also challenged my views about teaching, which was important for my professional growth.*

However, two of the teachers interviewed identified that they received "*no induction or mentoring*" and felt "*like I was really thrown in at the deep end!*" In the absence of support, they actively took initiative by seeking possible mentors in the site, focusing on those members of staff who they felt might be supportive of their needs. Unfortunately, one of the early career teachers who had been working in a country school on a short-term contract did not receive the support, direction and guidance required and found the whole experience "*totally overwhelming and difficult*" so resigned from the position and moved back to Adelaide.

6.3   Transition from Provisional to (full) Registration process

The majority of transitioned teachers considered that they were "*well-informed about how to move through the process in dealing with the standards*" and in being able to reflect on their practice. However, it was clear that some confusion often occurred regarding the actual steps involved in actually working through the process.

Generally the PRTs relied on their mentor and/or evaluator to provide some guidance around the expectations of the process. The teachers spoke about regular meetings with their mentors during which they shared their evidence in relation to each of the standards. Feedback was provided, which then helped the PRTs to further explicate their practice in relation to their evidence. Many of the teachers were observed on at least one occasion by their evaluator although the majority spoke about a culture within their schools/sites where "*lesson observation was a common occurrence*". It was clear that mentors and evaluators tended to be cognizant not only of their teaching but also of their ability to connect with students and their parents. Insights regarding the transition process are detailed in the following quotes from teachers.

> *In my situation, the mentor relationship with my junior primary team was more in relation to the daily running of the classroom, lesson planning and behaviour management. The other two teachers who I would also call mentors were supportive of the transitioning process and I did show them drafts of my portfolio and discussed my evidence examples with them. They also helped me with breaking down the standards to understand them better.*
>
> (Rob, primary teacher)

> *My evaluator (my principal) was aware of how I was putting together my portfolio and was supportive and available when needed. I showed her my portfolio in the beginning to ensure I was on the right track but then didn't really show her again until it was finished. At this stage she asked me lots of questions as she worked through my evidence and documentation. I think my evaluator was very familiar with my teaching and also happy with how I was approaching the TPR process and my portfolio set up. I feel she would always make time for me if I had needed to discuss the process with her.*
>
> (Evan, secondary teacher)

> *It was understood by all PRTs that our principal would be the evaluator. I had been teaching at the school for 3-4 terms before I started putting together my portfolio for transitioning to (full) Registration. I knew my principal quite well in a professional capacity as she was extremely supportive of me from the very beginning. I feel she has high expectations (in a good way), leads by example, and inspires me to work hard and aim high. She is also very encouraging of teachers undertaking professional learning and improving their teaching practice, as well as working together and developing strong relationships with colleagues. She often visited classrooms but also trusted her teaching teams. This together with knowing the students in the school and being aware of student results meant she was familiar with my teaching. This relationship developed throughout the transition process as I became more actively involved in learning projects at the school and also when I had my own class which involved more ongoing responsibility and in-depth planning, teaching and reporting.*
>
> (Lilian, primary teacher)

Clearly, these quotes demonstrate that there was an established relationship between the mentor and/or evaluator and the PRT. A high degree of quality practice is also evident in these transition processes with a high standard of achievement expected from these transitioned teachers.

One of these teachers actually stated:

> *I found it difficult initially as no one had done it before. But there were now three of us doing it together. I knew our principal was quite tough because the other two teachers had to work through their portfolios with her a number of times. So, I really concentrated on my annotations – reflections about my practice really – in relation to the evidence and I think it was this writing that got me over the line.*
>
> (Ben, secondary teacher).

One of the areas of difference in the transitioning process shared by the teachers was the type of meeting that occurred between the mentee and evaluator. In some sites, meetings were less formal and happening in an ad hoc manner often initiated by either teacher. Alternatively, in other sites mentors and/or evaluators often established formal meeting arrangements with the transitioning teachers. This more formalised structure was more apparent in schools with higher numbers of PRTs, which also tended to have a senior member of staff designated to working with and monitoring the progress of new teachers generally.

However, a key finding that emerged from the interviews with newly transitioned teachers was the lack of understanding as to how they might collate and present their evidence to their evaluator. Examples that were identified by the teachers included a hard-copy portfolio, electronic portfolio (using Google sites), or an electronic blog.

> *I found the hardest thing was knowing exactly how to present this evidence and then how much did I need. When I asked others, many had done it using folders and paper but I wanted something more dynamic – something that could change easily over time and be modified simply. That is why I used Google Sites!*
>
> (Trevor, secondary teacher).

The documentation aspect was one of the most confusing aspects for the transitioned teachers. During the interviews, teachers suggested that having access to examples of how evidence against the standards might be compiled could be "*extremely useful*". The AITSL website does provide guidance about how teachers' work samples might be annotated but does not provide possible ways of collecting and presenting this evidence.

Another aspect that teachers admitted to struggling with initially was in thinking that the evidence for transitioning had to be developed on top of their normal teaching. It was an epiphany for some teachers when they realised during discussions with their mentors that they should be using their actual teaching resources and annotating these in order to demonstrate their attainment of the Proficient standards. As shared by Trevor (secondary teacher):

> *I realised that my records - like planning, evidence, anecdotal notes, pictures of student work, data analysis - were useful. I always made sure that any administration or student growth was documented in some sort of form, which was succinct and clear.*

The other input that all the teachers found "invaluable" was the guidance and direction offered by other newly transitioned teachers. However, this was only possible in schools where there was a critical mass of PRTs, which tended to be in schools/sites outside of metropolitan Adelaide.

A final insight shared by a number of these teachers was that their process to (full) Registration was often part of an annual discussion of their teaching more generally with their line manager i.e., performance management or review. Forming part of this discussion was the identification of teaching goals and possible professional learning that might be valuable, which might align to the PRTs wanting to move to (full) Registration. As such, the line manager/evaluator was able to develop a relationship and rapport with the teacher while being aware of their interactions with students, parents and other staff. The move from Provisional to (full) Registration in these schools/sites was seen as part of a continuum of professional growth.

6.4   Relevant resources

The majority of transitioned teachers interviewed attained the information required to move to (full) Registration from their mentors or the senior teacher responsible for overseeing new teachers in the site. It is clear from the interviews that the schools/sites represented by most of these teachers are proactive in keeping teachers' registration on the agenda. As explained by Sharon (primary teacher):

> *I was sent an email from the TRB and I researched the prerequisites on my own account. Upon finding out that I was eligible, I calculated my days worked (at this point it had been almost two whole years teaching), I printed my application off and booked a meeting with my principal to talk through the process. My principal also mentions the need for teachers to move to (full) Registration during staff meetings once or twice a year and assures staff that she can help with this process.*

Additionally, most teachers accessed the AITSL website at some point in the early stages of the process to retrieve the Proficient standards. They also visited the TRB website to download their application forms while a few mentioned accessing other relevant information available on the site regarding the process of transitioning to (full) Registration.

Those teachers employed in Department for Education sites identified the face-to-face workshops available to support teachers in moving from Graduate to Proficient APSTs extremely useful. As expressed by Paul (secondary teacher) "*it was really good to get an idea about the process and the evidence used. Others had told me to keep my eye on the evidence so I found these workshops very helpful*".

In contrast, teachers who worked mainly as TRTs or on short-term contracts found the TRB website pivotal to their understanding of the transition process. They also sought

information from Facebook sites, such as Teachers of Adelaide or Relief Teachers of Adelaide. The problem with the latter sites though is that the information shared by teachers is not always consistent with TRB policy, which can cause confusion within the profession.

6.5   Issues around induction and mentoring

During the interviews, the teachers were asked how their transition process compared to that of their colleagues in other schools/sites. While a number of teachers had no anecdotal evidence to contribute to the discussion, those able to compare mentioned "*my friend [in another school] received very little help at all and actually I was helping her with the information I had received*". In addition to the lack of support or help available, two teachers also shared that their friends (in other schools) had not appeared to go through the "same rigour in their process".

> I *think there may be inconsistencies across evaluators! Some evaluators may have extremely high standards and some may be more relaxed. This could potentially affect the validity of the whole process. Are there guidelines for evaluators?*
>
> (Lilian, primary teacher).

A number of other issues were also identified during the interviews with these transitioned teachers including:

1. Teachers need guidance about ensuring that their evidence aligns to the Proficient standards and not to the Graduate standards. As articulated by Trevor (secondary teacher):

> *Making sure the evidence is at the Proficient standard is important – sometimes I looked at my resource and thought that it was the teaching that I did with it that actually brought it up to the Proficient level and not the actual resource. So this is where my annotations and explanations became really important – but it took me a little time to realise this!*"

2. Teachers recognised the difficulty experienced by TRTs and those on short-term contracts in being able to transition to (full) Registration. Some of the teachers were highly vocal about this because they too had started their teaching careers employed in these capacities. The issue identified was that as a TRT, the staff in schools/sites were often "*unaware of your presence*" so that you could actually enter a site and work with the allocated classes with little real interaction with other members of staff. One of the teachers interviewed reinforced the need for TRTs to be proactive during the work in schools/sites:

> *I made sure that when I did relief teaching that I asked questions of other staff so that they remembered me and got to know me. I made sure I was on the radar because otherwise it is hard to build a relationship with someone who might be a mentor and of course be the evaluator. But it was only by gaining a couple of long-term contracts that I was eventually able to get over the line*"
>
> (Greg, secondary teacher).

3. A few of the teachers found that their evaluators were not very experienced so not completely aware of the process or the expectations. This was especially problematic with the type of evidence and the way in which it might be shared with both the PRT and evaluator unfamiliar with the process. While the transitioning teacher was looking for support and advice, the evaluator was only "*learning as we worked through the process together*" (Emily, primary teacher).

4. Teachers felt on the most part prepared to transition and had some idea of what was expected of them by their evaluator and from the school/site generally. However, they felt that there were lots of gaps for many other PRTs who were in schools/sites where transitioning to (full) Registration was really "*not on the agenda*". Many of the teachers interviewed were in sites where registration was checked by senior leadership while being mentioned during staff meetings. The teachers were aware that this was not the case more generally.

6.6   Summary

All teachers 'new to teaching' experienced orientation as part of ongoing induction in their site. Orientation consisted of both formalised workshops along with informal meetings with various members of the leadership team. Some of these workshops may have been provided internally while others attended workshops from external providers. Following on from orientation, the majority of the teachers interviewed also participated in regular meetings with a senior member of the leadership team and their mentor as part of an ongoing induction process. A mentor or a 'buddy' was allocated in most instances but teachers spoke about being able to seek help from a number of other staff at any time. Mentoring was evident in a variety of ways. Graduate primary teachers valued the opportunity to work "*as a team with teachers teaching the same year level*". These were authentic experiences as the team planned for teaching with discussions of curriculum and strategies along with assessment as part of this collaboration. Secondary teachers were often part of a curriculum specialist area (e.g., English) with mentors holding deep content knowledge, pedagogical content knowledge along with a diversity of ways in which to support student learning.

In most instances, these PRTs were not daunted at all by the transition process and felt they were supported fully within their school/site environments, which is why they were invited to participate in this project. For this group of teachers, reflecting on their work against the standards was considered part of the teaching process. While the transition process was time-consuming in terms of collecting and annotating their evidence, they felt more confident in moving forward and comfortable around the practice of collecting this type of evidence. Some even mentioned "*how empowering the process*" was because it gave them the opportunity to reflect deeply about their own practice. All of the teachers spoke about the important role of the evaluator in supporting them through the process although not all evaluators were experienced. This identifies a possible area of support required for new evaluators in order to maintain rigour around the transition process from Provisional to (full) Registration.

It was clear from the insights provided by these teachers that the school/site environment played a critical role in their ability to move to (full) Registration. Having teachers as friends and colleagues in other sites, the teachers interviewed were cognizant that the support, guidance and direction they had received were not universal and they were most appreciative of their experience. All teachers mentioned the important role of the evaluator for ensuring high standards in the process. Finally, as a group the newly transitioned teachers identified a number of challenges in this area. These related to the need for a supportive and experienced evaluator; clarity around the expectations in moving from Provisional to (full) Registration (i.e., what is the process within the site); and, the potential difficulties for TRTs and those on short-term contracts in successfully navigating through the transition process.

7. Mentor and/or Evaluator Insights

Teachers who had mentored or evaluated teachers with Provisional Registration were also interviewed. The focus for these discussions was to unpack the nature of induction and mentoring available in the respective sites and aspects about the role of mentors/ evaluators in the transition process. Within this section, results are discussed using headings that align to the key questions asked during the interviews (see Appendix 3). Pseudonyms are used for quotes to ensure confidentiality of the teachers interviewed.

7.1   Background of mentors/evaluators

The participants were employed as part-time and full-time teachers while also including semi-retired principals and senior teachers currently working as TRTs. The group also represented the early childhood, primary and secondary sectors. While the majority of teachers were identified through the transition from Provisional to (full) Registration audit, a few volunteered for involvement having read an article about the project in the Registration Buzz. The results presented in this section demonstrate a variety of perspectives from quality practice (in the majority of instances) through to useful insights around the reality of some sites where induction and mentoring may not be high priorities.

7.2   Provision of formal and informal induction and mentoring in sites

In most of the sites represented in the interviews both formal and informal induction and mentoring processes were evident. Mentors/evaluators spoke about new teachers being invited to attend the site in Term 4 of the year prior to their start date in order to meet key personnel including senior leadership and their line manager. A large part of this initial meeting was to begin the orientation process ensuring that new teachers gained a sense of the site and some of the basic procedures. At the beginning of the following year, the new teachers often attended a site day prior to the allocated professional learning day that was attended by all staff. On the 'new teacher only' day, they received additional information around occupational health and safety, general administration processes, and site policy and procedures. This aligns to what is identified in the literature as the 'orientation' component of induction.

As additional support for induction, a number of the sites either provided or encouraged their new teachers to attend specially designed workshops that were available within the system/sector or conducted by external providers. The nature of these workshops varied but they usually addressed aspects deemed to be useful to teachers at the start of their careers (i.e., working with special needs students; assessment and reporting). So, not only were these workshops part of the induction process for the teachers but they also

comprised professional learning. This overt linkage between professional learning as part of the induction process demonstrates the type of continuum involved in nurturing the professionalism of teachers as described in the research literature (see Figure 2.4).

Of interest was that in the sites represented by the teachers interviewed, orientation was only the beginning of the induction process with ongoing meetings conducted by the principal and/or a member of the senior leadership team (e.g., deputy principal). The number of meetings available and the length of time that these were offered to new teachers varied across sites. Meetings between mentors and new teachers might be formal and structured with a focus around a specific teaching and/or learning component or informal, such as a rigorous conversation in the hallway.

It was interesting to note that in a small number of the primary schools represented at the interviews, the deputy principal or Director of Learning and Teaching (or equivalent) provided brief initial orientation to TRTs too. However, this type of opportunity seemed rarely available to TRTs.

In terms of mentoring, a buddy system operated in many of the schools. The role of the buddy was to provide the new teacher with someone who "*knew the ropes and could help with the everyday information required*". Mentors were available in schools and these were accessed in one of two ways. In most instances, new teachers established a relationship with a particular member of staff who they considered might provide the guidance and help necessary. In other schools, mentors were allocated as part of a more formal process with great care taken by members of the leadership team to align new teachers with mentors who shared common interests. As to the role of a mentor:

> *I see my role is about being a coach, guide, peer and mentor – helping with the photocopier but I can talk through how to deal with a parent/teacher interview for the first time but I do not sign off with them. I am there to help and guide in whatever capacity they need but I will also challenge their thinking around teacher practice!*

(Ann, mentor in primary school)

Key to this view is that mentoring is more than just providing information about the daily routine. It is about experienced teachers being better positioned to direct and even challenge new teachers who are unfamiliar with broader professional expectations. However, mentoring is not only just about teachers new to teaching:

> *We are a little behind the game really where we think that you only need a mentor at the start of your career. Moving to Highly Accomplished I might be mentoring new teachers but am looking at more experienced practitioners to inform my progress.*

(Valerie, mentor in primary school)

The insight shared here demonstrates that quality mentors understand that professional growth means that mentoring becomes part of the journey as one progresses from one period and positon to another with each step in their journey requiring some form of mentoring. What is difficult though is that the nature and role of mentoring does not have a shared meaning with different teachers impacted by their own experiences:

> *Mentoring is a minefield in schools because teachers will mentor for a number of different reasons. Some want to mentor in the ways that they have experienced. Some have been bitten and are just not interested in mentoring other teachers. It is or can be a lot of work to do well!"*

(Alan, retired principal)

Another point made by the teachers interviewed is that Step 9 teachers in Department for Education sites should be mentoring teachers as part of their role at this level. Yet, a number of mentors mentioned that this was not always the case:

> *The step 9 teachers should actually be doing this mentoring but many actually choose not to get involved. For some of them they have either been burned or are at a stage where they may be cruising and are unprepared to do all the hard yards anymore.*

(Mary, retired principal)

 In the interviews with participants, it was clear that the more informal aspects of induction and mentoring played out quite differently depending on the school/site. For example, mentors in the early childhood and primary settings spoke about the way in which teams of teachers working at a particular year level prepared their teaching in a collaborative manner. This often involved regular meetings where all aspects of teaching were shared so that PRTs learned directly from those with more experience.

In contrast, within secondary school environments teams were located around subject discipline areas in most instances. The degree of collaboration though did vary depending on the individuals involved. In one school, Year 9 English teachers prepared units of work together around particular themes and developed appropriate assessment tasks for the students as part of these discussions. Supporting this professional networking was the physical location of all English staff in the same workspace (e.g., their own staff area) that facilitated ongoing and informal conversations about all aspects of teaching – student activities, classroom management, ways of integrating various digital technologies into assessment, and tips around teaching particular content areas.

Having a designated member of the leadership team to oversee or coordinate the induction and mentoring of all new teachers in the site (including TRTs) was a common practice among this group of interviewees. The role of these coordinators was very focused around supporting teachers to become successful professionals while nurturing their

wellbeing. It was the responsibility of these individuals to develop a relationship with all new teachers, visit them in their classrooms and have regular formal or informal discussions about their progress. Clearly, having a senior leader with the designated role of working with new teachers is likely to be more common in sites that employ larger numbers of PRTs but there were a number of exceptions. For example, some of the mentees interviewed were in sites that did not employ large numbers of PRTs yet from their view "*providing these teachers with sound induction and a mentor over an extended period of time helped to build professionally competent teachers for the future*" (Kathryn, Director of Teaching and Learning).

An important realisation made with this group was that even though new teacher induction and mentoring were high priorities, they did recognise that in general little substantive support was really provided to TRTs except if they were employed on short-term or long-term contracts. However, a number of the sites represented did make some of the professional learning offered at the site available to TRTs employed on a regular basis.

In closing, participants were asked about any professional learning they had received for their role as mentor and/or evaluator. One of the teachers interviewed had attended a two-day workshop conducted by consultants in Queensland while another three teachers had completed workshops available through their system or sector. All of the teachers interviewed acknowledged that this type of professional learning would be "*most useful*" given that they had acquired their skills around mentoring in an ad hoc manner.

7.3   Transition from Provisional to (full) Registration process

For the teachers interviewed, the transition process was perceived as an extension of the induction and mentoring already available to new teachers in sites – it was not considered an 'add-on'. In the majority of the sites represented in the interviews, new teachers were already being observed in their lessons and receiving feedback from mentors. Relationships established with new teachers at the beginning of employment were nurtured making the transition process "*just a natural progression*" for the PRTs.

The view of evaluators and mentors was that the transitioning teacher had to initiate and take control of the process. There appeared to be two models evident in the way that sites worked with PRTs to move to (full) Registration.

- Model 1: Mentors worked with teachers to ensure they were aware of the process involved although most agreed that PRTs were well-informed regarding the APSTs generally. Mentors often checked that transitioning teachers were collecting appropriate evidence as part of their normal teaching practice while making themselves available to check this evidence and talk through aspects with these teachers on a regular basis. Within this model it was these highly capable, supportive and experienced mentors who did most of the key work. However, with most of the groundwork completed, evaluators conducted final interviews with the PRTs to check through the evidence having also observed their lessons on at least one occasion.

- Model 2: In other sites, mentors were not so heavily involved in the transition process with teachers talking directly with their evaluator right from the outset. While the mentor provided support in all aspects of professional practice, it was the role of the evaluator to monitor the transition process. Regular meetings between the PRTs and the evaluator were conducted with evidence of meeting particular APSTs at the Proficient level shared and discussed. It was recognised that conversations of this kind should be conducted early in the process so that the teacher and evaluator were on the same page right from the outset.

7.4   Issues around induction and mentoring

Key challenges identified by these teachers focused generally on the lack of adequate professional learning for potential mentors and evaluators, especially given the changing environment in relation to APSTs. The second area of concern was in relation to initial teacher education placements. While these two concerns appear as quite discreet entities, they are actually linked as demonstrated by the following insights from mentors and evaluators.

1. A number of mentors/evaluators found themselves in the role with little background or opportunity to hone and develop their skills and expertise. All of the teachers recognised the importance of having confident and highly capable mentors able to ensure that the next generation of teachers develop professionally to their full potential. As expressed by Bob (secondary teacher mentor):

> *I would like to see the role of mentors raised – it is lost in too many schools. The whole education spectrum and supporting these up-and-coming teachers to be the best they can be matters. The people who take them on as preservice teachers as a mentor need to be credible and it needs to be done really, really well. It seems to be a bit wishy-washy – needs to be robust with a high degree of credibility!*

2. The shared view was that mentor selection required careful consideration to ensure quality in the process. While it was positive that PRTs might select a teacher they build an immediate rapport with, this colleague might be a helpful 'buddy' but may not be an appropriate mentor.

Sometimes people pick a mentor who is like them and this is not the best person. Often they are then being mentored not by the best person for the job – they might not understand the standards and that soon becomes evident. So early career teachers might come out, choose their mentor, but then see they do not know them. I do not think you can do this job of mentoring without having a very good understanding of the standards. Not just about what the 7 standards are – but the focus areas and then how the evidence aligns to the standards. I think that mentoring has changed quite significantly with the new standards. What used to be a mentor is probably what is not needed now. It is not about procedures but much more than this.

(Bronwyn, primary teacher evaluator)

The latter point made by Bronwyn is pertinent in that the role of a mentor has likely shifted in the current environment with increased accountability of the teaching profession and the implementation of the APSTs. PRTs more than ever need to be supported not just in the day-to-day aspects of teaching but in ways that challenge and motivate them to continue as learners.

3. Regarding preservice teachers, the participants identified the following key areas of concern.

   a. Many preservice teachers arrived in schools/sites with no support from the providers. Often there were no visits to observe the preservice teacher with the mentor left "*to their devices*". The teachers considered this as being "*extremely unhelpful*".

   b. Teachers in schools/sites were required to judge the competency of preservice teachers and write their final reports but with no moderation around this process available. Complicating this further was that each of the providers used very different report templates. There was a view that teachers would prefer one report for a final year student and would appreciate clarity about what was expected in their role as mentor for these preservice teachers.

   c. A number of participants commented that some schools are "*bursting at the seams*" with preservice teachers. The point raised was that it placed considerable pressure on teachers already mentoring these preservice teachers. Ensuring quality in the process was difficult when the number of preservice teachers became overwhelming. Mentors spoke about the potential 'burn-out' associated with this level of ongoing commitment with preservice teachers.

   d. It was clear from the discussion with these mentors that there was a degree of concern about the potential lack of consistency in the sign off for the final placement reports of preservice teachers. In some schools, it was clear that there

was a process involved with the deputy or assistant principal also signing the report to ensure a degree of consistency within the site. Teachers shared the view that the process was open to supervising teachers either passing or failing a preservice teacher without basing their decision on the ability of the preservice teacher to demonstrate the Graduate standards.

7.5 Mentoring TRTs by creating an informal 'community of practice'

Operating within the northern region of South Australia for the last 17 years is a group of Permanent Relief Teachers (PRT) working in Department for Education schools. Initially, the group received specific professional learning offered to them by the Department for Education but this had ceased some time ago. The group decided to continue meeting periodically to discuss aspects around their teaching contexts while extending the group to include TRTs to create their own community of practice. The group meets periodically while members remain connected through email. The purpose of the learning community is to discuss and share ideas and insights related to their teaching. Members of the community also communicate with one another about various opportunities available for professional learning. As articulated by one of the founding members, this type of work "*can be very lonely and it is good to be able to talk with others in the same sort of role as they better understand the issues we face*". However, along with this sharing, members of the community are keen to mentor new teachers in the region given their own experiences in the role as TRT for most of their teaching careers. Hence, this community of practice fulfils the role of induction and mentoring of other teachers, especially TRTs employed in the region, in a voluntary and informal capacity. It is important to acknowledge these types of initiatives given the critical function they fulfil in areas of high need like rural and regional South Australia.

7.6 Other points raised

As part of the interview, participants raised two additional points they wanted to share related to induction and mentoring. The first was the need to consider not only TRTs but also experienced teachers who may have been out of the teaching workforce for some time (i.e., illness, secondment to another position, parenting leave). Mentors who had been in this position reported how difficult they found it coming back into teaching as schools/sites and education can "*potentially move very quickly in a short space of time*". Teachers spoke about how access to some induction and mentoring upon their return would have enhanced their confidence and reduced their stress while ensuring that they were "*up-to-speed*".

The second point was in relation to the valuable contribution made by mentors who were paid by sites to work with the teaching staff in supporting PRTs in a variety of ways. In one

of the country schools visited for this project, a retired principal (Rob, a pseudonym) had undertaken professional learning around the mentoring of preservice teachers. Using these same key principles, he was working in the school with line managers to develop their mentoring skills. An extension of Rob's role was as a teacher liaison for preservice teachers from a South Australian university and the school. The current principal of the school acknowledged the impact of this approach in building the professional expertise of staff in mentoring preservice teachers through and PRTs.

Further insights that corroborated the approach undertaken by Rob were obtained through an interview with another retired principal (Marilyn, a pseudonym) who was employed to support and mentor PRTs. Much of Marilyn's time involved working with teachers in more isolated country schools, including the APY lands. In this role, Marilyn undertook a 'road show' (given her residence in Adelaide) moving from school to school for a period of time. While some schools requested her expertise in the teaching of primary mathematics by working in classrooms with PRTs, Marilyn was engaged in a number of different capacities. For example, in some schools she observed PRTs, in others Marilyn modelled quality teaching practices, while in others she worked with larger groups of teachers with a whole-school focus around professional learning.

These two examples of mentoring by retired principals highlight the important opportunities that could be available to many schools regardless of their geographical location if adequate funding was available. However, as with any type of mentoring it cannot be assumed that all retired principals and/or teachers would be ideal in this type of role so there would still need to be some kind of screening process in place to ensure the selection of quality mentors.

7.7   Summary

The mentors and/or evaluators interviewed demonstrated a broader and holistic understanding around the induction and mentoring of PRTs. In their view, induction was not perceived as a short-term activity but as a process requiring time so that each individual teacher could be mentored to build their pedagogical expertise in their journey of becoming competent, effective and well-rounded teachers. Orientation and the onboarding of new teachers was only considered as the first step of induction.

Many of these teachers spoke about the pivotal opportunities provided in their sites to support the professional growth of PRTs. These included ongoing meetings with a mentor or coordinator (overseeing new teachers), attendance at specially-selected workshops both within the site and externally, and classroom observations followed by the provision of constructive feedback. The process of transitioning new teachers from Provisional to (full) Registration was not often conceived as another activity to complete but was actually embedded within an induction and mentoring program available at the site - "*It is just the way we do things here*" (Trevor, secondary teacher mentor). Linked to these programs was professional learning because it was through these opportunities that new teachers (along

with other staff) accessed information/ideas and continued to develop their pedagogical practices.

The option of engaging highly suitable mentors with extensive expertise *outside of the school* was also discussed during the interviews. In particular, examples were identified whereby retired principals were being employed by schools to work with preservice, PRTs and other members of staff in different capacities. These experts provided a broader perspective of teaching given their previous educational positions while ensuring a degree of separation given they were not involved in the day-to-day lives of the teachers being mentored. Hence, for some teachers there was a degree of 'safety' with these mentors.

Another crucial aspect discussed during interviews was preservice teachers. In the views of mentors, the kinds of placements experienced by preservice teachers really mattered because it was at this point that induction into the profession actually began. They recognised the considerable pressure being placed on teachers in some sites due to the numbers of preservice teachers being accepted for placements. Part of the issue discussed here was that not all teachers mentoring these preservice teachers were ideally suited. The other key component mentioned by these mentors/evaluators was a perceived lack of direction that was available from providers in working with the preservice teachers and completing the placement reports.

8. Schools recognised for quality induction and mentoring programs

During the interviews conducted with stakeholders the names of sites known to provide high quality induction and mentoring programs were identified. These sites were checked against the TRB data to quantify the number of teachers who had transitioned from Provisional to (full) Registration in these sites between 2010 and mid-2017. Only sites with over 12 teachers transitioning over this time-period were selected. A final list was compiled for potential visitation by the project team ensuring representation of the Department for Education, CESA and AISSA while inclusive of metropolitan and country locations.

Within each site visited the principal and/or key senior member of leadership overseeing new teachers with Provisional Registration were interviewed. Where possible, evaluators and/or mentors were interviewed while a separate interview was conducted with teachers who had transitioned recently at the site. In this section, findings at the site level are discussed while mentor and transitioned teacher insights were collated into Sections 6 and 7 of this report.

Findings as with the previous sections are presented under headings that align to the key questions asked during the interviews. Care has been taken to hide the identity of individual sites with pseudonyms used to reference quotes from particular sites.

8.1   Contexts

Seven schools were visited with key features about the context of each site provided in Table 8.1. Note that an early childcare centre was not part of the sample, however early childhood is represented in schools catering for students R-12.

Table 8.1. Background information for sites visited for quality induction and mentoring programs

Site	System/ sector	Location	Students	Brief notes
Wattle School Years 8-12	CESA	City - outskirts	≈ 900	• 40% of staff < 5 years teaching • Lots of experienced staff too
Moreton Bay School Years 8-12	CESA	City - outskirts	≈ 850	• High numbers of students from disadvantaged backgrounds • Take on large number of Graduates, currently have 7 teachers on contracts
Lilly Pilly School R-12	DfE	Country	≈ 1200	• Students collected from wide area • Large number of PRTs with 8 Graduates in the school currently
Eucalyptus School R-12	DfE	Country	≈ 550	• Hard-to-staff school • Frequent turnover of staff • Large numbers of PRTs • Use of a pool of Permanent Relief Teachers to cover teacher absences
Callistemon School R-12 *Adapted from Feiman-Nemser (2012)	DfE	City	≈ 1200*	• Cater for a wide diversity of students • A transient student population • Large numbers of contract teachers to fill gaps as required
Grevillia School R-12	CESA	City	≈ 1000	• Cater mainly for mid-high SES students • Low number of teachers transitioning presently
Melaleuca School R-12	AISSA	City	≈ 800	• Cater mainly for mid-high SES students • Strategically trying to employ more PRTs as part of workforce planning

*FT = full time equivalent not inlcuding part-time students

Clearly, many of these sites are employing Graduates who are PRTs. While most of the sites are located in outer metropolitan Adelaide or country areas, the city sites included in the sample were keen to employ PRTs as part of their workforce planning into the future.

8.2   Formal induction and mentoring programs

All of the schools visited had a formal induction program in operation for teachers new to teaching that was in many instances equally relevant to teachers new to the school. However, there was recognition that these two groups of teachers had different requirements. For example, while the orientation component (i.e., school policies and structures) of induction is applicable to both, teachers new to teaching require ongoing induction if they are to develop professionally (see Section 2 of this report). It was evident

from discussions with senior leaders in these schools that they were aware of these differences so had implemented strategies around induction to cater to the needs of both groups of teachers.

With this differentiation identified, the induction program was highly structured with initiation for new teachers in the latter part of Term 4 of the year prior to official commencement at the school. This day provided new teachers with the opportunity to meet with and liaise with senior leadership, the line manager and other staff the teacher(s) might be working with on a daily basis. It also facilitated the collection of documentation, such as school curriculum, policy documents and other information to prepare for teaching. A few of the schools actually commenced employment for their new teachers at this point in time.

The next substantive step in the process was a full-day session for all new teachers usually the day before an all-teacher professional development day held at the beginning of the school year. As part of the new teachers' day, staff received targeted workshops to address particular aspects of teaching including discussions about the expectations of staff and students. Key to this day was introducing the new teacher into the school culture. However, the other important outcome of this day was that it ensured that these teachers would be able to participate in the all-staff day having some background to the school and the operational systems thereby maximising the learning opportunity for the new member of staff.

> *It is important to think of induction carefully – new teachers need the nuts and bolts for teaching but they also require an understanding of the culture of the school and our priorities. This day allows for the basics to be addressed while ensuring that new teachers can attend the full-day staff day and participate in the day because they have some of the important background information.*
>
> (Director Teaching and Learning, Melaleuca School)

Each of the schools provided a senior leader in the role of working with new teachers e.g., Director of Teaching and Learning, Director of Staff. Time was allocated to build a rapport with these teachers and support them through appropriate induction experiences. Many of these senior teachers were also the evaluators for the transition process from Provisional to (full) Registration. Discussion with these key teachers identified a high degree of teacher expertise that was brought to their role with a number having been in the school for many years. In the one or two schools where these key teachers were relatively new, they brought with them extremely useful insights from other states in Australia. For example, a Director of Staff in one of the schools had worked in a Victorian school so was cognizant of the registration transition process required by the Victorian Institute of Teachers (VIT).

In addition to the formal workshops around induction, most of these schools continued the process over the remainder of the year with regular meetings scheduled between PRTs

and the senior leader overseeing them. This usually involved a one-on-one meeting with the focus either negotiated between the pair (i.e., coordinator of induction program and PRT) or led by the PRT who might come along with points of confusion or an area in which they might be seeking support, e.g., how to deal with an aggressive parent. Within these schools, there was a high degree of structure and formality with enough flexibility to ensure that PRTs could obtain the support required at any point in time.

Alongside induction, a 'buddy' or mentor was allocated to PRTs in each school, with this partnering being undertaken by the members of the senior leadership team. The pairing of teachers was often considered carefully. While subject discipline knowledge might be one criterion used in secondary schools, it was not the only one. For example, the Deputy Principal of Eucalyptus School spoke about aligning new teachers with experienced teachers who were able to manage the learning environment and so enhance student learning. Given the school was referred to by staff as a "*hard-to-staff school*" there was evidence that these types of pairings of teachers could be highly successful with engaging students and keeping them "*on task*". Alternatively, in primary schools, a mentor was usually allocated by placing the new teacher with a teacher teaching the same year level. However, within each school visited there was a view that PRTs were likely to access other experienced teachers as they recognised particular areas of their own professional need. In fact, this practice was encouraged by the senior leadership.

In addition to the pairing of teachers, most of these schools also had professional working groups in place that focused on topical priority areas. For example, in Callistemon School, each PRT in their first three years of teaching was placed in a professional learning team (with other experienced teachers) with a focus on student learning outcomes that aligned to demonstrating the Graduate to Proficient APST. These teams then provided the opportunity for Provisionally Registered teachers to access the guidance and direction required to support the move to (full) Registration. Additionally, the PRTs also joined teaching teams where the emphasis was on pedagogy, such as embedded formative assessment. The clear advantage of having these groups established formally in the school was that meeting times for these across-school groups were structured into the timetable overcoming the constant juggle to find times to meet on a regular basis.

An alternative mentoring structure was evident at Moreton Bay School where the entire staff and student population were divided into four houses. In terms of teachers, the groups were mixed representing teachers from different year levels and content discipline areas. Teachers even sat in their individual house staff rooms so that much of their professional time was spent with colleagues in the same house. Leading each house were two Directors, one for Pastoral Care and the other for Teaching and Learning. However, working alongside this house-system were specialised teachers and professional learning groups loosely based around the APSTs. The purpose of these groups was to support the individual teaching goals of teachers through a process of discussion.

Given that mentoring and/or a competent 'buddy' programs were evident in all of these schools, questions were asked about whether formal professional learning of mentors was available. The responses varied although all schools had some mechanism for enhancing the capacity of teachers to mentor others. In two schools, providers were brought in from interstate to conduct workshops for teachers around aspects of mentoring. In other schools, professional learning was conducted 'within house' by more experienced teachers or by accessing former principals to work with both mentors and PRTs. Within all the schools visited, the role of mentor was regarded highly with recognition that careful selection of teachers was required if any formal mentoring program was to ensure quality in the teaching profession.

Finally, an important observation made about these schools was that induction and mentoring formed part of a broader annual process referred to as "*professional review*", "*professional management*" or "*a cycle of continuous improvement*". In these schools, all teachers shared their teaching goals and plans with their line manager, Director of Teaching and Learning or equivalent. Induction and mentoring along with professional learning aligned to this process as teachers discussed the kinds of professional learning that might help them achieve their teaching goals for the year. For PRTs, the discussions focused around the ways in which they might work through the transition process to ensure attainment of (full) Registration. Senior leadership in these schools demonstrated an integrated way in conceptualising, implementing and supporting their staff in relation to professional learning, induction and mentoring as part of building the professionalism of all teaching staff whether early career, Proficient, Highly Accomplished or Lead Teachers.

8.3   Transition from Provisional to (full) Registration process

As mentioned above there was a seamless and integrative process for supporting staff to move to (full) Registration that aligned to a much broader professional framework in these schools. Amanda, Director of Staff at Wattle School, expressed this view clearly suggesting that "*we need to help new teachers understand that the move from Provisional Registration to (full) Registration is integral to their practice not additional work*". Key here is that it is not about attaining the endpoint of (full) Registration but about viewing the process as part of a lifelong journey of professional growth that builds expertise.

Given this perspective, it was not surprising that members of the senior leadership team who were interviewed were not necessarily able to add additional components about induction and mentoring as it related specifically to the transition process. For example, in these schools, lesson observations were part of the experience of *all* teachers not just PRTs. Observations of highly experienced teachers were undertaken by the senior management team while all PRTs were encouraged to observe and be observed by their colleagues to obtain constructive feedback. Discussion of this feedback was considered a critical part of this process with *all* teachers encouraged to reflect on their teaching in an ongoing manner.

A key 'champion' who was usually the evaluator was available in these schools with a role dedicated to ensuring that PRTs were able to seek advice as required specifically about demonstrating the Proficient standards and the kinds of evidence that might be used. The number of PRTs involved varied across schools with Wattle School having 15 PRTs at the time of the interview for the project compared to Grevillea School with two teachers. Of course, these numbers varied from year to year depending on changes in staffing. The other interesting aspect about these schools is that PRTs also included teachers who had been teaching for some time but had not actually transitioned to (full) Registration.

In discussing the process of assessing the evidence provided by PRTs against the standards, all the leaders/evaluators interviewed spoke about the rigour involved in the process and why they considered this essential for the profession.

> *If you value your profession you can't just go tick, tick – there must be rigour in the process. We expect our students to be rigorous learners then we need our staff to do the same.*
>
> (Principal, Eucalyptus School)

Importantly, comments of this type were shared by members of the senior leadership in all the schools including those that were considered as 'hard-to-staff'. Ensuring a high degree of credibility around the transition process was at the core of "*good teaching practice*" in these schools. During interviews, members of the senior leadership shared examples of PRTs who had approached them to sign off on their transition to (full) Registration and who were most disappointed when refused. In most cases this occurred because the PRT was deemed not be operating at the Proficient standard and had not actually spoken with the evaluator about expectations and the process required.

Most evaluators established structured and regular times to meet with PRTs as part of monitoring their progress around transition. In most cases, the focus was around the type of evidence used to demonstrate attainment of the standards while PRTs might be especially concerned with how they should be collating their evidence and presenting it to their evaluators. Generally, evaluators were open to a variety of formats and were comfortable for PRTs to implement a style that worked for the individual. Evaluators spoke about document folders, electronic portfolios, blogs, or websites using Google Sites as being possible formats that PRTs might use. The key here though was that both the PRT and the evaluator were "*on the same page in terms of the standards or expectations*" with these needing to be ascertained very early in the process.

8.4   Issues around induction and mentoring

The only issue discussed within these schools was in relation to TRTs. When asked specifically about the opportunity for TRTs to work through the transition process, the leadership teams acknowledged that this was difficult and they recognised they did not really have an effective process that especially supported this important group of teachers. However, each of the schools visited did allow PRTs on short-term contracts and working on a regular basis as TRTs to participate in the induction program along with some of the professional learning available to all staff. Two of the schools even provided TRTs with a range of teaching resources and actually observed their lessons with feedback provided. In these instances, the TRTs were included (albeit in a modified way) into the processes in place for permanent teachers in the school.

Further support was available to TRTs in Lilly Pilly School where a group of Permanent Relief Teachers had established a group inclusive of all TRTs in the area. Part of their role was to organise professional learning relevant to these teachers while also providing mentoring for Graduates who begin their teaching career as TRTs. More information about this group was shared in Section 7 of this report.

During the interviews, senior teachers identified that part of the difficulty for TRTs in making the transition to (full) Registration was that although they could provide evidence of meeting the Proficient level for a number of the APSTs, some standards were particularly challenging. For example, Standard 5 that focuses on assessment is almost impossible for TRTs to address unless they have a short-term contract where they have the opportunity to prepare assessment tasks for students.

8.5   Summary

In the schools demonstrating *quality induction and mentoring* there was a culture of building teacher professionalism, beginning with PRTs but not stopping once (full) Registration was attained. Supporting, encouraging and challenging teachers to continue growing and reflecting on their practice and those of their colleagues was pivotal to the school culture. Each of the schools had key working groups established that pursued particular aspects of teacher practice in relation to the APSTs and in relation to other priority areas relevant to positioning the school in moving forward.

Fundamental to all schools was a formalised induction process that was provided for all PRTs including TRTs in some cases. While this began with traditional orientation activities, it continued for an extended period with new teachers having access to a 'buddy' and/or mentor. These schools had a member of the senior management team (i.e., Coordinator of Teaching and Learning) with the role of overseeing PRTs although in most cases this role involved the leadership of teaching and learning of all teachers across the school. Professional practice within these schools often included the observation of lessons for *all*

staff with constructive feedback and discussion considered a critical part of the process. Similarly, in some schools teachers modelled practices for other teachers with a view that sharing "*good ideas that work in the classroom benefits everyone*". As such, the process of transitioning to (full) Registration was not an isolated practice but was embedded into a broader framework around induction and mentoring for all teachers.

Characteristic for all of the schools visited was that induction, mentoring, professional learning and the transitioning process of teachers to (full) Registration was highly integrative aligned to an annual professional management review or a similar process in the schools. Seen in this light, an interview conducted with a teacher helped identify goals for the next year that could be aligned to appropriate professional learning to support the attainment of these goals. For PRTs, these discussions would also focus on their progress towards the Proficient level of the APSTs. Alternatively, for more experienced teachers the discussion might be around other opportunities for their growth including applications for the Highly Accomplished or Lead Teacher levels of the APSTs. Interviews conducted with PRTs and mentors/evaluators in these schools highlighted that the induction programs and mentoring processes were useful and valued highly by the teachers in general.

A final observation gained about these schools was that while each of the leadership teams appeared to have a cohesive and positive overview they also perceived that this was "*an evolving process where they are constantly seeking to refine their ideas and thinking*". Hence, stagnation was certainly not on the agenda in these schools.

9. Exemplary Quality Case Studies

Within this section, the criteria used to select a number of case studies that exemplify quality induction and mentoring are explained. Following this, a series of cases are presented that explicate the journeys of a number of teachers as they navigated or supported each other through the transition process from Provisional to (full) Registration.

9.1 Quality criteria

The review of literature in Section 2 of this report highlighted a number of common characteristics indicative of quality induction and mentoring. These characteristics were collated to produce a framework (Table 9.1) for use in identifying case studies for the current project. Importantly, this framework has focused on the attributes of comprehensive induction and practice-focused mentoring given that both of these provide a deeper and more intensive experience for teachers in terms of enhancing teaching quality. The main research literature used to develop this framework was Alliance for Excellent Education (2004), Cameron (2007), Fideler and Haselkorn (1999), Goldrick (2016) in addition to a range of documents produced by AITSL.

Key to this framework is the generalizable themes that emerged from the research (see column 1) as mapped against the four areas used by AITSL (2016) to inform teacher practice (see column 2) in relation to induction and mentoring. Finally, the third column provides a list of actual features or attributes for induction and mentoring that align to the key themes evident in the research literature.

9.2 Case study selection

Initially, the criteria from Table 9.1 were used to choose possible cases from the sample of teachers interviewed and schools visited as part of this project. With a short-list identified, possible cases were scrutinised further to ensure that the final cases represented teachers and/or schools from the Department for Education, CESA and AISSA. Additionally, care was taken to select cases demonstrative of the diversity of teachers on the South Australian Register of Teachers (i.e., early childhood teachers, temporary relief teachers).

The seven case studies that follow represent four different teachers and three school-based cases.

- Travis is an early childhood teacher employed full-time.
- Amanda is a primary teacher employed at the time of interviews on short-term and longer-term contracts.
- Simone is a secondary teacher employed full-time.
- Emily is a secondary teacher who is also a mentor for PRTs.
- Lilly Pilly School is located in country South Australia.
- Melaleuca School is located within metropolitan Adelaide.
- Banksia School is a special education site located within metropolitan Adelaide.

As with other sections of this report, pseudonyms have been used.

Table 9.1. Comprehensive induction and practice-focused mentoring framework: Characteristics of 'quality' or 'best practices'

Characteristics (Research generated)	AITSL four areas	Demonstrated features or attributes (Research generated)
Orientation program	Orientation Wellbeing	• Address school, district and broader expectations around relevant policies and procedures (e.g., Child protection, Health & Safety etc) • Detail the roles and professional responsibilities of teachers and other key teachers in leadership roles • Detail the roles of key non-teaching staff in the school • Identify available resources within the school • Support and encouragement from principals both academically and in relation to wellbeing
Structured or practice-focused mentoring with a focus on 'quality'	Professional practices Wellbeing Professional identity	• Select mentors according to rigorous criteria – importance of more than one mentor • Provide time on a regular basis, over a two-year period to enhance mentees' practices • Assure the mentor/mentees share a common teaching focus • Support, coach and challenge mentees in relation to teaching practice • Focus on activities and discussions that allow mentors and mentees to interact • Assure regular/scheduled meetings with clear purpose • Provide stipends or funds to support process
Study teaching with common planning time and opportunities to share and reflect on teaching practices	Professional practices	• Focus on lesson design and planning in relation to curriculum • Use of student learning and assessment data to guide future planning • Promote collaboration and critical reflection among teachers • Promote lesson observations of peers and constructive feedback • Provide reduced workloads for mentees and mentors
Intensive, targeted and ongoing professional learning		• Identify the teaching and learning needs of the teacher and support appropriate professional learning • Expand content knowledge and pedagogical content knowledge • Address diversity in learning and culture • Identify needs of mentors and support appropriate professional learning • Provide support around establishing relationships with parents/guardians
Network of teachers	Professional identity	• Encourage teachers and mentors to gather in similar groups • Encourage reflection of practice within these groups • Encourage collaboration of teachers in relation to research or project-based work in the site/community to create communities of practice • Ensure connection and collaboration with other professional networks positioned outside of the school (i.e., professional associations)
Standards-based evaluation	Professional practices	• Link relevant standards to teacher practices • Encourage peer review of teaching with focused feedback provided (formative assessment) • Use relevant teaching standards to judge teacher capability (summative assessment)
Leadership contact and commitment	Professional practices Professional identity	• Ensure that induction aligns to existing school development programs and policies • Continue to strengthen workplace conditions that support teacher ongoing professional learning • Create a positive culture that is supportive and nurturing of staff and students

AITSL, (2016), Alliance for Excellent Education (2004), Cameron (2007) Fideler & Haselkorn (1999), NASBE (2012), Whisnant, et al (2005), & Youngs, (2002)

9.3   Travis

Context: Early childhood teacher

The early childhood sector is extremely diverse in South Australia. While many centres align to the Department for Education, CESA or AISSA, a substantial number of centres are managed as *not for profit organisations* providing long-day care and/or sessional care for children. Directors in many of these long-day care centres are not qualified teachers so do not need to hold Teacher Registration. As such, they are limited in the degree to which they are able to mentor Provisionally Registered teachers in moving to (full) Registration.

Professional journey

Travis is an early childhood teacher employed in a non-Department for Education childcare centre in metropolitan Adelaide. The centre is large so employs a number of early childhood teachers with the Director being a teacher holding (full) Registration.

Travis has been teaching for over six years and only just moved from Provisional to (full) Registration at the time of the interviews. The chief reason for the length of time required for his transition was his employment in a series of short-term contracts over a period of time. The lack of consistency in his work made it difficult for him to establish a rapport with staff who could then support him in moving through the transition process. His latest site provided both a mentor and evaluator along with the opportunity to learn from and work with highly experienced early childhood teachers.

Moving to (full) Registration in the centre was not difficult given the focus on building and nurturing staff right from the beginning of their employment in the centre. An orientation process was provided for all staff but ongoing induction occurred over a longer term with participation in key programs that provided teachers and educators with opportunities for collaboration and professional discourse. Teachers were encouraged to be critical thinkers and to reflect on their own teaching and the learning of their children. At the heart of all this work was collaboration with Provisionally Registered teachers (PRTs) mentored by experienced practitioners while also supporting one another through the transition process. Given the size of the centre, one of the other advantages for Travis was that there were a number of teachers employed that provided a critical mass for mentoring and supporting the progress of all PRTs.

The Director was aware of the PRTs employed in the centre and had a timeline established to support each teacher in moving to (full) Registration in a timely manner. Observations of children's learning were not conducted formally given that teacher practice was open to all with a culture of teachers and educators wandering freely through all learning spaces. Within this rich climate, Travis met regularly with his Director who was his evaluator. During these meetings, evidence of practice was shared with constructive feedback provided by the evaluator. As part of these conversations, issues and challenges in relation to curriculum

and pedagogy were explored. However, key to all these discussions was reflection — not in a superficial way but where a deeper understanding of what learning might look like for each child and how this learning might be extended further. All of these discussions were aimed at ensuring that Travis demonstrated a deep understanding of the Proficient APSTs. As mentioned by Travis:

> *Over the six years of teaching, I have been challenged and rewarded as I became proficient in the teaching standards. I have had many opportunities to become a reflective teacher with a passion for building secure, reciprocal relationships with children and families. Discussions with other teachers and our Director have ensured that I am thinking deeply about my teaching practice!*

9.4   Amanda

Context: TRT and contractual teacher

Amanda is a primary teacher who was able to transition to (full) Registration having been employed as a TRT, and on short-term and long-term contracts. At the time of conducting the interview, Amanda had been teaching for six years and had still not gained full-time, permanent employment. It took Amanda five years to move from Provisional to (full) Registration.

Professional journey

Amanda worked predominantly within CESA in a number of primary schools. Amanda received basic orientation in these schools with the deputy principal introducing the school routines, including Occupational Health and Safety. However, it was not until she became a regular in one or two schools that Amanda really benefited from ongoing induction as teachers in the same year level included her in their professional conversations. Working with a team of primary teachers all teaching the same year level of students provided excellent induction into the world of programing, planning for teaching and thinking about assessment. It was this collaborative team approach that provided Amanda with the mentoring required as an PRT. Further support for Amanda came from the allocation of a formal mentor. As described by Amanda:

> *We planned units of work together, discussed how the class would be run, and both brought our previous teaching experiences to our classroom. She has been there to answer my questions and offer advice when I needed her opinion, especially with things like report writing.*

There are two key points to note about Amanda. The first point is that she made a conscious decision to limit the number of schools in which she worked so that she could build and establish sustained professional relationships. The second point is that it was by undertaking short-term contracts and acting as a TRT in these schools that she was able to gain a one-year contract in one of these schools.

Clearly, the opportunity for Amanda to move from Provisional to (full) Registration came about because Amanda deliberately sought employment in the same schools. This is potentially a risky strategy but paid off for Amanda because it enabled her to build a relationship with a potential evaluator – "*a teacher who knows my work*". In Amanda's case, it was the evaluator who actually suggested that she was ready to move to (full) Registration.

As part of the process for transitioning, Amanda was observed teaching and interacting with students on a number of occasions. However, this was not done especially as part of the process because the evaluator had been observing Amanda's teaching from the outset. Informal meetings occurred between Amanda and her evaluator with evidence demonstrative of the Proficient level shared and feedback provided. While most of the standards were accessible, Amanda commented that the two she found most difficult were Standards 5 (student assessment) and 7 (relationships with parents). Without the one-year contract, Amanda noted that it would have been very difficult to accrue the experience required to demonstrate the Proficient level for these two standards.

The experiences shared by Amanda are common for many PRTs who need to become established in schools as TRTs before they are able to accrue longer-term contracts, which are usually needed to transition to (full) Registration. However, in building relationships it is the PRT who must take the initiative. As explained by Amanda:

> *You need to build as many strong relationships as possible. Even if in the school as a TRT, make sure you say 'hello' and get to know other teachers from the outset so that they become familiar with you and get used to seeing you around the school.*

9.5   Simone

Context: Secondary full-time teacher

Simone worked in one Department for Education and one CESA school as a TRT and on a one-year contract prior to being employed full-time and permanent in an Adelaide independent school in her third year of teaching. It was during this year that Simone was able to transition to (full) Registration.

Professional journey

Simone spoke about the support received at each of the schools in which she had been employed.

> *There are always teachers who will step in and I hope that happens at every school. I like to think that teachers care enough about kids and learning that they would help other teachers to develop and grow professionally.*

In her school at the time of interview Simone had experienced a formal induction process that was available to all new teachers at the school. This process began in Term 4 of the previous year with an introduction to the school and the opportunity to work with both her line manager and subject coordinator. In addition to the orientation, induction continued with the opportunity to participate in a formal external induction program conducted by AISSA. An important part of this program was the involvement of a mentor from the school who was working with the PRT.

Within the school, discussions about teacher progress, goals, and professional learning needs were part of an annual review of all teachers. Inclusion of the line manager in these discussions gave the monitoring of teacher growth over time structure and the option of providing additional support should it be required. As such, the transition from Provisional to (full) Registration was part of an annual review cycle and not a separate strand that runs independently in the school.

Initiation of the transition process came from Simone with support from her evaluator. At the beginning, Simone considered the process of collecting and annotating evidence as "*somewhat onerous and daunting*" but then sat down and looked around her classroom and the work her students were producing. "*I realised that I didn't have to do anything more – what I had to do was collect this and report against it in relation to the Proficient standards*". For Simone, this was an epiphany and she suddenly realised that working through this process was "*doable*".

As part of this process, Simone's teaching was observed on a number of occasions. After each observation the evaluator was keen to question the reasoning behind particular activities or responses, providing Simone with the opportunity to explain her choices and decisions in her classroom. Evidence was shared with the evaluator on a regular basis given that the two met to discuss various aspects of teaching. Part of this evidence included Simone's impact on student learning as the Head of Department at the school surveyed students periodically. As explained by the evaluator, "*we know that Kate is having an impact because the students' attitudes to …. are changing*".

At the time Simone was transitioning, there were only two other PRTs moving through the same process in the school. Hence, the evaluator was able to work with each PRT in a less formal manner than would have been possible had a larger number of PRTs been on staff.

Simone acknowledged that she was "v*ery lucky in the level of support provided by her evaluator and Head of Department*" in mentoring and guiding her as a PRT. This insight came from comparing her experience with that of a number of her friends who were in schools where they were not receiving sufficient guidance so found they were "*really struggling to keep their head above water*".

9.6   Emily

Context: Mentor for secondary teachers

Emily is a full-time, permanent teacher in a CESA secondary school. The school employs a large number of PRTs so there is a formal process for transitioning teachers to (full) Registration. Emily has the role of Director of Staff with the key responsibility of overseeing all new teachers to the school. She has a wealth of interstate experience, particularly in relation to PRTs that is brought to the current position.

Emily acknowledged the differences around induction and mentoring required to address the needs of PRTs compared to teachers who are new to the school. This important distinction was usually not mentioned during mentor interviews.

Supporting the journey of Provisionally Registered teachers

At the time of the interview there were 15 PRTs in the school. While the majority were full-time, permanent teachers, a small number were employed on short-term contracts with one even working as a TRT. Emily was keen to point out that the school was willing to support these teachers because "*they will be in someone else's classroom soon*". The other interesting aspect to note about the group of PRTs was that a few were experienced teachers who had simply not transitioned to (full) Registration. Of the 15 PRTs, only three were reaching the end of their second term of Provisional Registration. Being relatively new to the position, Emily was keen to mentor staff to gain a better understanding of their individual needs. However, she was already considering the most beneficial ways in which to provide formal mentoring for teachers in the school so that they were supported in their roles as mentors for the PRTs.

All PRTs met with Emily as a group twice per month and shared their evidence while discussing various aspects of teaching and learning. The conversations among these staff were rich with individuals demonstrating and explaining the kinds of work being undertaken with their students. The other key aspect about having such large numbers of teachers moving through the process albeit at different points in the journey is that they were able to help, challenge and support each other as there was a critical mass in the school. Equally important was that within the group teachers raised questions of one another that required some justification of their pedagogical practices. As part of the process, all PRTs were observed while teaching with feedback provided by Emily. Once Emily felt that PRTs had demonstrated attainment of the Proficient level of APSTs, each teacher had a formal interview with her and the principal with the evidence presented and discussed.

As a highly experienced mentor, Emily was already considering ways in which to develop the induction and mentoring structure at the school in three ways. The first was to ensure that PRTs were more informed about the type of documentation and evidence required as part of the transitioning process. While PRTs were able to collect examples of evidence, they were not overly confident about how to present this in ways that demonstrated their proficiency.

The second aspect that Emily was keen to develop was the view of some PRTs that moving to (full) Registration "*is something they have to do rather than something that is integral in their practice*". For Emily, "*the process makes you reflect on your practice – it is a healthy process!*" Hence, she was keen to develop a deeper culture around reflective practice that was not only part of the transitioning process but embedded more broadly within the school.

Finally, Emily recognised that it was crucial to build the capacity of mentors within the school. To support this, she was keen to employ external providers from interstate to conduct a mentoring/coaching course. It is clear given these future directions that Emily was driven by quality processes and structures that nurtured and supported teachers as professionals.

9.7   Lilly Pilly School

Context

Set in a rural location, Lilly Pilly School has approximately 1200 students and 140 staff. The school caters for students from Reception to Year 12 while employing a large number of early career teachers. In 2017, Lilly Pilly School employed eight PRTs with the majority of staff having taught for between 3-10 years.

Within this region is a group of Permanent Relief Teachers and TRTs that have formed a community of practice whereby they take on the role of inducting and mentoring all new teachers to the area, especially those being employed as TRTs. The availability of this informal and voluntary group within the area highlights the strong community basis that supports Lilly Pilly School. Further details about this community of practice were provided in Section 7.5 of this report.

Induction and mentoring processes

As a Department for Education school, new staff have access to a range of induction resources that are produced by the school along with resources from the Department for Education (e.g., Early Career Teacher Development Program). These documents focus on orientation including quick check lists that might be used by PRTs to ensure they are familiar with school policy along with the infrastructure required for their teaching (i.e., access to the internet, computer and intranet for the school. A key person involved in all aspects of the induction and mentoring is a retired former Principal (Andrew, a pseudonym) who works with line managers in Lilly Pilly School while operating as the liaison for one of South Australia's university providers. Andrew also ensures that mentors are both comfortable and effective in their roles in working with early career teachers.

There is an expectation that Step 9 teachers will take on a mentoring role within the school. Allocation of mentors to PRTs is not taken lightly with the executive team (i.e., principal,

deputy principal, assistant principals and flexible learning options leader) meeting to discuss suitable mentors for each teacher. The role of a mentor is to observe PRTs, meet with them to discuss ideas and teaching strategies, and provide professional guidance while also being a "*shoulder to cry on when things get tricky*". Mentors are deliberately not line managers for the PRTs with the leadership team deeming differentiation between these two roles as being critical. Importantly, mentors are offered a release day (time in lieu) after they have conducted a number of meetings with their PRT.

In addition to providing mentoring to full-time PRTs, those on short-term contracts (e.g., six weeks) still experience an induction process with a mentor allocated to support their progress. TRTs are also given a USB containing a range of resources with observations of their classroom practice undertaken where possible. Furthermore, TRTs are encouraged to view other teachers' lessons while in the school. As such, the staff from Lilly Pilly School support all teachers regardless of their employment status.

There is a strong culture of teacher lesson observations in the school with a focus on PRTs. The principal is known for wandering around the school and visiting classrooms on an ad hoc basis.

Transition from Provisional to (full) Registration

Every PRT has a mentor and a line manager. While the mentor supports a teacher, it is the line manager who ensures that the PRT is ready to be reviewed by the evaluator who is the principal. Within Lilly Pilly School, the process of moving from Provisional to (full) Registration is embedded in the Professional Development Program (PDP). As part of this program, teachers discuss their teaching goals and professional development plans with their line managers with notes from these meetings documented. Hence, the transitioning process is part of the PDP process and not a separate entity. Collecting evidence and creating a portfolio becomes part of this process for PRTs who are supported strongly by their mentors, line managers and Andrew in his supporting role of the line managers.

Newly transitioned teachers found the transitioning process as not being especially onerous "*given that it fits in line with the other aspects of my teaching.*" Given that the school culture included regular lesson observations of teachers and frequent professional meetings with mentors and line managers, PRTs considered that the actual process was "*an extension of what was already required and in place at the school*".

> *I have friends in other schools in the country and they have not got much support at all — they have really had to work through the transition process on their own. It has been really hard for them as they are not aware of what is actually required. I just feel very lucky to be here!*
>
> (Mark, recently transitioned teacher from Lilly Pilly School)

9.8   Melaleuca School

Context

Operating in metropolitan Adelaide, Melaleuca School is a member of AISSA. It currently caters for approximately 800 students from early childhood through to Year 12. Historically, the school did not employ many Graduate teachers but this has changed since 2014 with an interest in nurturing the next generation of teachers. Leadership recognised that given the aging demographic of teachers in the school, it was critical to employ PRTs while experienced mentors were available to build the capacity of the new recruits into the profession.

Induction and mentoring processes

The induction process for all new teachers begins in Term 4 prior to the commencement of employment. On this initial day, the teachers are introduced to key staff while accessing required documentation (i.e., curriculum, school policy) and talking more generally about various aspects of the school with the leadership team. The focus of the day is on the 'orientation' component of induction. This is followed up in the new year by another full day for PRTs during which time they meet their line manager and buddy while completing various forms, receiving keys and other aspects required for teaching. On the following day, the PRTs attend a full-day professional learning day, which is attended by all staff with the knowledge that they have all the basic requirements ready for teaching.

Following this fairly detailed induction to the school, the process continues with formal meetings between each PRT and the Director of Teaching and Learning. The purpose of these meetings is to provide "*cognitive coaching*" while tackling some of the issues being experienced by the PRTs in their new roles. At the beginning of Term 2, observations of teaching practice are conducted with detailed feedback provided to each teacher. Also supporting the new teachers are buddies who are allocated by the line managers and Director of Teaching and Learning in an attempt to provide a "*good fit*". For primary teachers, a buddy is often a teacher working with the same year level of students. Within the secondary school, the buddy is likely to be from the same discipline area although this is not always the case. For example, it might be that the line manager identifies another aspect that might be developed further through a buddy in a different content area. The critical point here is that care is taken to align a buddy to an PRT.

At any point in time, each PRT has the Director of Teaching and Learning, a line manager, and a buddy in addition to other colleagues (e.g., Head of Department) to support their teaching progress.

Transition from Provisional to (full) Registration

Within the context described above, the individual PRT initiates transition to (full) Registration by talking to the Director of Teaching and Learning who is the evaluator. Kathryn (a pseudonym) maintains written records of all classroom observations and meetings undertaken with PRTs over time, which can then be used as part of the process. Additionally however, feedback regarding PRTs is provided to the senior leadership team so "*there are really no surprises*". Supporting this process are the line managers who work with the PRTs regarding the types of documentation that might be used as evidence to demonstrate attainment of the Proficient level of APSTs. While portfolios are one way that PRTs might collate and present their evidence, Kathryn has also observed "*blogs and just a plain old filing box*" being used by teachers very effectively.

There is a strong culture of support for teachers including PRTs in the school. The processes required for transition to (full) Registration (e.g., lesson observations) are embedded within the school practices and culture.

> *Teachers need to be mindful – they need evidence of practice and they need to be reflective of their own practice regardless of the number of years of teaching*"

(Kathryn).

9.9   Banksia School

Context

Set in metropolitan Adelaide, Banksia School is a special education school catering for approximately 180 students with a range of special needs. Historically, the school employed experienced teachers but in recent years, more Graduate teachers have applied for and been successful in attaining TRT and contract positions at the school. According to Sarah, Senior Leader at the school, "*we currently have Graduates pushing down the door, which is great!*" In many cases, the TRT work leads to contract and ultimately permanent positions in the school. While the majority of the Graduates do not have expertise or a background in special education, senior staff at Banksia School consider that the skills required can be developed over time. What is essential though are personal attributes, such as a passion, interest, and "*love of children*" along with a commitment to the special education area. Furthermore, teachers need to demonstrate a "*willingness to learn*". Over the last four years, approximately eight teachers have moved from Provisional to (full) Registration at the school. Staff turnover at the school is low with teachers tending to stay rather than move into mainstream schooling, an indicator that the culture and environment of the school provides the nurturing required for teachers to become successful practitioners in this unique educational context. Additional information about the context of special education is provided in Section 5.6.

Induction and mentoring to support transition to (full) Registration

To foster the expertise and capacity of new teachers while supporting and building their confidence within the school, an induction program was initiated in 2014 by Sarah (Senior Leader). This began with formal fortnightly meetings for a group of six Graduate teachers with the focus on *developing professional practice* (DPP). During the year, professional discussions and sharing addressed a number of critical areas including:

- Behaviour support and strategies for students to experience success;

- Celebrating student achievement in reporting processes;

- Assessment tools to inform practice;

- Using ICT for communicating with parents;

- Preparing for parent/teacher interviews;

- Unpacking the APSTs;

- Annotating evidence to tell the story of practice; and,

- Moving from the Graduate to Proficient level of APSTs.

The DPP group continued throughout 2015-2016 under Sarah's guidance as teachers acquired the skills and insights necessary to provide a quality education to a diverse array of students with special needs. Another key part of this focus was to enhance ongoing teacher professional growth through the sharing of practices and resources, such as observing one another teach mini science or mathematics lessons, provision of constructive feedback, and developing reflective practices to enrich teaching and ultimately student learning. By 2017, the teachers from the foundation DPP group in 2014 had transitioned to (full) Registration with two having gained Highly Accomplished status. At this stage, they took on the role of mentoring the next cohort of early career teachers. However, rather than leave this to the individual teachers, the mentoring for effective teaching (MET) group continued to formally meet while being supported through various coaching and professional activities.

Hence, within the school not only were early career teachers (or those new to the teaching context) being inducted and mentored in a professional capacity but so too were the mentors. Operationalising these two complementary groups within the school under the guidance of senior leaders ensures that teachers are capable, confident with the necessary expertise to meet the needs of a special group of students.

9.10 Summary

Each of the four individual teacher case studies presented in this section demonstrate many of the attributes around comprehensive induction and practice-focused mentoring as summarised in Table 9.1. Of particular interest was that these cases provided a variety of perspectives that personalise the experiences of newly transitioned teachers. The cases represent early childhood and secondary teachers with full-time employment along with a primary teacher employed for six years as a TRT with short-term and long-term contracts. What was consistent for these teachers was the number of quality attributes that were identifiable in their cases. Regardless of their employment status, these teachers were supported and guided by both senior staff and their colleagues to successfully move to (full) Registration. The process they experienced appeared rigorous thereby maintaining the high standards required of any professional. Different perspectives were shared in the case of Emily who actually mentored PRTs in her school where she actively supported their transition from Provisional to (full) Registration. While these four cases explore induction and mentoring through a teacher lens, the three school cases for Lilly Pilly, Melaleuca and Banksia demonstrate how strong leadership in sites ensures that teachers who are new to the profession receive quality induction and mentoring in a coordinated, transparent and equitable manner that is appropriate to the school context.

10.Conclusions

In this section, a synthesis and discussion of the major findings in relation to the Research Questions that guided the TRBSA Induction and Mentoring Project are presented.

> 1. What constitutes 'quality' induction and mentoring generally?
>   a. How is induction and mentoring defined?
>   b. What does the research indicate about what makes 'quality' practice in this area?

It is important to note that the majority of research conducted in the area until very recently has focused mainly on the retention of teachers and not on the importance of induction and mentoring to ensure the quality of teachers in the profession. This distinction demonstrates a key change in the kinds of foci and emphases that are often then highlighted in particular research studies. Understanding this aspect is critical in being able to filter research findings so that they are appropriate to the current research project that is targeted around the enhancement of 'quality' in the teaching profession.

Induction is often perceived as the orientation or 'onboarding' of new teachers into a school or site. However, this view represents only the beginning of the learning journey of teachers as they build and enhance their professionalism over time. Induction is conceptualised as the coherent, comprehensive and multi-year process required to support and nurture teachers that moves seamlessly into a lifelong program of professional learning. This view is evident in the Australian context where teachers are expected to move from the Graduate to Proficient APSTs with the potential of progressing to Highly Accomplished and Lead Teachers over the course of their professional careers (AITSL 2012a, b). Mentoring becomes a key component of this ongoing process as PRTs seek professional advice, direction and insights from colleagues who have greater expertise and experience.

Induction and mentoring are not synonyms although often used in this manner in educational spheres. Induction is a *process* whereas mentoring is one of a number of *actions* that can support the induction process. While the research identifies the important contribution made by mentoring as part of induction, other actions (such as access to teacher networks) are also required in hard-to-staff schools/sites or those dealing with students from low SES backgrounds (Strong, 2005). Importantly, mentoring is necessary but often not sufficient on its own if PRTs are to be supported to their professional potential.

According to the literature, it is not merely the presence or absence of induction and mentoring programs in sites that makes the difference (Smith & Ingersoll, 2004). Educational research identifies a number of broad themes and important attributes that comprise comprehensive induction and practice-focused mentoring as summarised in the framework developed as part of the project discussed in this report (see Table 9.1). The framework was

constructed from the research literature with particular attention paid to studies targeted at identifying quality practices around induction and mentoring (i.e., Alliance for Excellent Education, 2004; Cameron, 2007; Fideler & Haselkorn, 1999; Goldrick, 2016). All of the documentation available from AITSL was also utilised. Characteristic of quality induction and mentoring overall was the provision of initial orientation into a site that was inclusive of building and supporting professional practices; nurturing the formation of professional identity; and, developing strategies and ways of dealing with aspects of professional life to ensure teacher wellbeing. In brief, quality induction and mentoring:

- Is not short-lived but is required over an extended period of time (i.e., years not months);

- Requires some form of structure;

- Is directed or guided by a senior experienced member of the site community; and,

- Ensures that induction and mentoring programs are embedded into the school/ site culture so that they are inherent to other site processes.

2. What constitutes quality induction and mentoring as teachers move from Provisional to (full) Registration?
   a. What programs for induction and mentoring are available for teachers internationally, nationally and in South Australia? Other professions?

   b. What guidance is provided publicly by various jurisdictions in Australia?

   c. How does this information apprise the Induction and Mentoring Project?

An environmental scan identified that induction and mentoring programs along with the expectations for PRTs as they transition from Graduate to Proficient (or equivalent) status are available in a number of countries. New Zealand has undertaken some of the most significant work in this area with findings from two key longitudinal research studies providing critical evidence to inform the process through which Provisionally Certified (Registered) teachers move to Full Certification. Insights, such as the development of a Guideline Handbook for teachers moving through the process and the importance of mentors having access to specialised professional learning, are worthy of consideration as the TRBSA seeks to further enhance and support the profession in this space. Similarly, the Teacher Performance Appraisal used by the Ontario Ministry of Education as part of their compulsory New Teacher Induction Program provides an explicit process that must be implemented by the delegated leader in a site for assessing whether early career teachers are deemed 'Satisfactory' and should be fully endorsed into the profession.

Within Australia, guidance as to what constitutes quality induction and mentoring in supporting teachers to move from Provisional to (full) Registration (or its equivalent) is also available from all jurisdictions across Australia. AITSL provides substantive documentation, video clips and other materials that are publically available from the website. Similarly,

the Australian Regulatory Authorities offer their own information or programs although this varies substantially in terms of what is publically available. For example, T*he Great Teaching, Inspired Learning: Blueprint for Action* in New South Wales, outlines the components of a structured induction program for early career teachers. While this type of information informs sites as to possible structures, other jurisdictions (e.g., Australian Capital Territory) actually conduct the *Capturing Practice* program to support PRTs in moving to (full) Registration with teacher mentors able to access the *Take the Lead* program.

What is clear from the environmental scan is that there is considerable information readily available to guide Australian PRTs as to the requirements and steps involved in the process of moving from Provisional to (full) Registration (or equivalent). However, what is difficult to get a sense of from all this information is exactly what the transitioning process 'looks like' when implemented in educational sites. This view was corroborated by the insights obtained from some of the newly transitioned teachers as part of the TRBSA project who "*struggled along with new evaluators to gain a sense of the detail involved in this process*". However, an example of how this process might be undertaken in schools/sites is offered by the Victorian Institute of Teaching (VIT). As part of this process, PRTs devise an inquiry question, which is then explored in relation to one of the teacher's classes. In order to address the question, teachers demonstrate how their teaching plans, pedagogies, and tasks have been implemented with students/children to collect evidence that addresses the inquiry question. This process seems highly detailed and targeted albeit towards one class ensuring a greater depth of insight as teachers align their evidence against the APSTs.

Hence, the research and environmental scan identifies a number of aspects that are worthy of consideration by the TRBSA around induction and mentoring. In particular, guidelines targeted at evaluators who work through the transition process with PRTs would be valuable. The role of the evaluator in the process is key to ensuring that all teachers recognised to have (full) Registration have met the Proficient APSTs.

3. What does '*quality*' induction and mentoring look like for registered teachers in South Australia?
   a. In general, what is the nature of quality induction and mentoring in South Australia in the present environment?
      - What is meant by induction for teachers 'new' to the profession?
      - Who mentors these teachers? How are they selected? What support is available to the mentor?
      - Are formal induction and mentoring programs prevalent in sites?
   b. What criteria/components of induction and mentoring are identifiable in successful applications from teachers transitioning from Provisional to (full) Registration?
      - How do evaluators judge or assess whether a teacher demonstrates a particular teaching standard?
      - What is the nature of the evidence collected by PRTs? How is this shared with evaluators? How is this documented? Over what timeframe?
      - Is there sufficient rigour and consistency in the TRB transition process?
   c. What are the key challenges around the transition of teachers from Provisional to (full) Registration?

In unpacking 'quality' induction and mentoring in South Australia it is important to distinguish between PRTs (i.e., new to teaching) and teachers who are new to the site. Often this distinction is not made in the research literature. While all teachers new to a site require induction in the form of orientation, PRTs should be provided with a more detailed induction program. As mentioned earlier, mentoring is only one way in which these PRTs might be inducted.

In sites visited for the present study, induction and mentoring were embedded in the culture - "*this is just the way we support and work with all our new teachers here*". However, some sites went even further by extending this support to all teachers. Within many sites, monitoring the status of teachers (whether PRTs or more experienced teachers), induction, mentoring and professional learning were aligned with the '*professional review*', '*professional management*' or '*cycle of continuous improvement*' that were conducted annually with teachers by senior leaders in sites. Hence, induction and mentoring were "*not just another add-on to our processes in the school!*"

In terms of the findings, different styles of mentoring and ways of allocating mentors to PRTs existed in South Australian sites. For example, common in the primary school setting is the practice of placing a PRT with a team that are teaching the same year level. This provides an authentic induction and mentoring program as the team of teachers develop a scope and sequence for the year with professional discussions around appropriate pedagogies, tasks and forms of assessment. Within the secondary environment, mentors may be allocated by considering the PRT and the types of strengths required so that the mentor can provide the most appropriate support. Alternatively, mentors may be aligned more flexibly - based upon natural relationships that develop between teachers or through particular content disciplines (e.g., English teachers working together). Regardless of the method used, it is clear from the literature and corroborated by the findings from the present study that mentors need to be selected carefully. Seemingly, not all teachers who consider they are capable mentors actually have the necessary expertise, experience and personality characteristics to fill this critical role. Many of the senior leaders in the sites visited as part of this study stated emphatically that mentoring was "*not for all teachers*". A very clear gap in this space is the opportunity for potential mentors to undertake quality professional learning around mentoring, which was raised during interviews and from the audience at the TRBSA Annual Conference in August 2017.

In terms of the transition process from Provisional to (full) Registration, the findings from the study found that both PRTs and evaluators often struggled with the types of evidence that might be shared during this process. PRTs also felt unsure as to how they might compile this evidence for sharing with their evaluator. However, at the heart of the process is the way in which the evaluator gauges and monitors the practices of PRTs that demonstrate their alignment to the Proficient APSTs. According to audits undertaken by the Project Officers, Professional Teaching Standards, the following components are considered high quality evidence of the transition process:

- Regular intentional review meetings undertaken over a sustained period of time between the PRT and the evaluator;

- Observations of the PRT's teaching practice;

- Receipt of constructive feedback from the evaluator used by the PRT to explain how this was used to improve professional practice;

- Sharing of a range of different types of evidence with the evaluator;

- Professional discussions that allow the PRT to explain how and why a specific piece of evidence demonstrates the Proficient level of the APSTs;

- Sharing of successful and unsuccessful practices by the PRTs with their evaluators demonstrating an ability to reflect on what has been learnt from these instances; and,

- Ability of the PRTs to demonstrate a deep understanding of the Proficient APSTs that moves beyond merely 'ticking boxes' to explaining how each of the APSTs was applied to their own students/children.

What is clear in reviewing these components is that the transition process is not about PRTs merely collecting a folder of evidence and chatting through this evidence with an evaluator. It requires PRTs to unpack and explain their depth of understanding of the Proficient APSTs in relation to their own teaching through rigorous and professional discussions with their evaluator that should occur over a period of time. While it is not a requirement that PRTs align their evidence to the focus areas of each of the standards, in quality applications these foci were often used by PRTs to target and map their teaching practice in ways that helped articulate attainment of the actual standard itself.

The current project provides an opportunity for the TRBSA to inform the area by elaborating upon the expectations around this transition process. As demonstrated in this report, while jurisdictions identify what is expected to occur there is not a clear picture about what the process actually looks like in terms of implementation within sites. The teachers interviewed as part of the project were fully aware of the process and expectations involved in transitioning Provisionally Registered teachers to (full) Registration. However, it cannot be assumed that all PRTs are experiencing a similar process. There is a need for the TRBSA to ensure greater consistency and rigour in this transitioning process. While random audits are undertaken of the summary records of evidence of recently transitioned teachers, these audits are low in number and focus on the type of evidence shared with little detail on the actual process used in working through the evidence with the PRT. Further support for considering some modification of the current state of play by the TRBSA in relation to this process is exemplified in the challenges articulated during the interviews for the current project.

A number of challenges were described around the process of moving from Provisional to (full) Registration with many of these raised by teachers, mentors, evaluators and senior leaders within sites.

1. *Confusion around the transition process*: It was clear that some Provisionally Registered teachers found the process of moving to (full) Registration "*confusing and somewhat daunting*". This existed even though the Project Officers at the TRBSA conduct annual workshops regarding the process across South Australia. Part of this confusion comes from the use of different terminology by other stakeholders, e.g., Department for Education personnel use the term 'Graduate to Proficient' for this transition while the TRB refers to it as the transition from 'Provisional Registration to (full) Registration'. Linked to this confusion is that teachers who are likely to be evaluators may not be clear about their role in this process – this is especially the case for 'new' evaluators. Hence, there is a need for some form of guidelines for evaluators that provides greater clarity as to the standard of scrutiny to be expected with the transitioning process.

2. *Support of mentors in working with PRTs*: Given that mentors are considered valuable contributors to the professional growth of PRTs, it is critical that they have the opportunity to engage in quality professional learning to develop and hone the skills required. Currently, there appears little available in this regard as identified by teachers in the present study. Linked to this issue is the potentially random way in which mentors might be either allocated or selected in some sites.

3. *Difficulties for particular groups of teachers in transitioning to (full) Registration*: Findings from this study highlight that some groupings of teachers are likely to experience a higher level of difficulty in navigating the transition process, i.e., Temporary Relief Teachers and those on short-term contracts. The challenge for these teachers is in building a relationship with a suitable evaluator when they are not being employed on a regular basis in a site. While a number of the transitioned teachers interviewed as part of the study had moved to (full) Registration while being employed as a TRT and on short-term contracts they did explain that this was not easy to undertake. However, they did provide the following 'Top Tips':

   o Apply to a small number of sites (i.e., 7-8) for TRT work;
   o Ensure you are ready and able to accept the offer when invited to undertake work in the site;
   o Engage in voluntary activities at the site(s) so that you become known to teachers and the leadership team;
   o Find all kinds of opportunities to immerse yourself in the culture of the school/site;
   o Assume it is going to take time to obtain permanent work – so make sure you are building up your 200 days of teaching over 5 years;
   o Make "your presence felt" so that "teachers and staff become used to seeing you around";
   o Make notes for the teachers being covered and ask for any feedback from teachers you may have worked with on the day (this helps to build potential relationships); and,
   o Drive the process and take ownership of it by talking to other teachers – work at establishing a rapport with your likely evaluator.

11. Recommendations

The following recommendations focus on the work of the TRBSA and the way in which current processes regarding the transition of teachers from Provisional to (full) Registration (TPR) might be enhanced to include greater rigour aligning more closely with other national regulatory authorities. They are presented within four broad categories:

- Improving rigour in assessing the transition process of the profession;

- Understanding induction and mentoring within broader educational contexts;

- Enriching communication and support; and,

- Enhancing advocacy and support more broadly for the profession.

Structured in this way, the recommendations immediately target the day-to-day responsibilities of the TRB while broadening out to consider other ways in which the TRB might contribute to the induction and mentoring of PRTs more generally.

Improving rigour in assessing the transition process of the profession

1. The TRB review its current process for assessing teacher transition from Provisional to (full) Registration to enable *best practice* of the process in South Australia.

2. The TRB increase the number of teachers randomly audited to a maximum of 10% as part of the Transition from Provisional to (full) Registration (TPR) process. This will assist in ensuring rigour and consistency in the evaluation process and alignment with national standards.

3. The TRB provide examples of the types of evidence that might be used by PRTs to demonstrate attainment of the Proficient level of the APSTs. These examples might include the types of evidence that could be used by TRTs and teachers on short-term contracts who find it difficult to demonstrate particular standards (e.g., Standard 5).

Understanding induction and mentoring within broader educational contexts

4. The TRB explore the nexus between the final year placements of preservice teachers (where induction and mentoring into the profession begins) and their entry onto the TRBSA Register with Provisional Registration. Greater awareness of this space is important given that it is successful completion of the Teacher Performance Assessment combined with final year studies that provides evidence of learning, ensuring that teachers exit Initial Teacher Education programs having attained the Graduate level of the APSTs.

5. The TRB explore induction and mentoring in different educational contexts, such as Early Childhood Education, Special Education, Youth Education Centres, and schools/sites in other unique contexts. Enhanced awareness of these contexts will help identify principles for induction and mentoring that are intrinsic to education in its broadest sense.

Enriching communication and support

6. Professional support for evaluators be provided through:

   a. Provision of workshops especially targeted at evaluators;

   b. Provision of a 'Guidelines for Evaluators' document that is accessible from the website; and,

   c. Provision of 'quality case studies' on the website that are demonstrative of the rigour expected as part of the TPR process by evaluators.

7. The TRB provide workshops/conferences and videos targeted at senior leadership to share 'quality practice' around the induction and mentoring of PRTs. As part of these professional learning opportunities, schools/sites identified through the Induction and Mentoring Project could be invited to share their practices. While AITSL already provides many resources, sharing examples of 'quality practice' within South Australia ensures relevance for our own teachers while celebrating the quality of practice evident locally.

Enhancing advocacy and support more broadly for the profession

8. The TRB to advocate with appropriate stakeholders regarding the need for professional learning specifically targeted for mentors so that they are prepared to support PRTs in ways that move beyond the day-to-day issues of teaching.

9. The TRB to advocate that quality mentoring requires expertise, effort and time from the mentor so needs to be recognised as a critical role within a school/site with appropriate support provided for the mentor. However, as the number of Highly Accomplished and Lead Teachers in schools/sites increases there will be more teachers available to take on this mentoring role as part of their position in these higher levels of the APSTs.

10. The TRB advocate for groups of teachers who find it difficult to transition given that they are not employed fully by a particular site so find it extremely difficult to build the relationships required with appropriate evaluators to move to (full) Registration.

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Appendix 1

Stakeholder Personalised Meetings

Protocol

Context

Workforce planning

1. Do you know how many PRTs are employed in your system?

2. Are you aware of any policies regarding the number of PRTs employed in the system ie ratio full registered to PRTs

3. Are there any policies on the number/ratio of PRTs employed at each site.

4. If so is this constant for every school or does this vary dependent on ECT, Primary, Secondary or location e.g. Metro, Country, Remote

5. Are you aware of any policies regarding the employment of graduates immediately after graduation in your system.

6. If so are they usually identified through pre-service placements?

7. Do you have any policy on appointment of PRT's to leadership positions e.g. is there a policy on PRT's not holding Principal or Coordinator positions

Formal and informal support for PRTs

8. What role do you play around induction and mentoring of teachers generally? Why do you take on this role?

   a. (if relevant) How do you gain feedback about what is happening regarding implementation of these programs from teachers?

9. Are you specifically involved in supporting PRTs transition to (full) Registration? If so, in what way? Details?

Formal and informal support for PRTs (for systems – Department for Education, CESA, and AISSA)

10. What policies exist regarding induction and mentoring for sites?

    a. What is the expectation generally of what sites should be providing to teachers? Is it just for PRTs or broader (e.g., mentoring for leadership?)

11. What programs and/or support generally do you provide around induction and mentoring for PRTs specifically?

    b. Which of these are provided or implemented by the stakeholder?

    c. Which are implemented within sites?

    d. Are there programs for mentors?

    e. Is there any program or information provided for 'to-be-evaluators' regarding the process involved in moving PRTs to (full) Registration?

12. How do you gain feedback about what is actually happening regarding implementation of these programs for PRTs at a stakeholder level?

    f. How do you gain of sense of what is happening at a site level?

    g. Do you have a sense of what the quality of the experience is like for PSTs in working with their evaluators through the transition to (full) Registration process?

Best practices cases regarding induction and mentoring of PRTs

13. Are you aware of quality induction and mentoring programs available to PRTs? Why do you consider that these are quality programs? What constitutes quality?

14. Can you identify instances of quality mentors or sites within the system who have a track record of working with PRTs to successful transition? – Names for contact re focus groups or visits.

15. Are you aware of individual PRT's who have benefited from quality mentors or Induction and Mentoring programs who would be possible candidates to participate in focus groups.

Issues around induction and mentoring of PRTs

16. What do you perceive are some of the issues impacting the quality of induction and mentoring received by PRTs/early career teachers?

17. In particular, what issues do you think are impacting a timely transition of PRTs in moving to (full) registration?

18. Do you have other comments or insights regarding induction and mentoring?

If you think of additional information, please feel free to contact us.

Thank you very much for time and responses

Appendix 2

Recently transitioned teachers protocol

Formal and informal support for early career teachers

1. Did a formal induction program exist in your site for new teachers?

    b. **If so**, what did it comprise? What was involved? Who was involved? (details required)

    c. **If not**, what was the alternative provided for you?

2. Did you have access to a mentor as part of the formal induction program? What was their role? How did this work on a day-to-day basis? How were they selected?

    If the mentor was not formally allocated, who did you look to for mentorship? How did this relationship evolve over time?

Transition of PRT to full Registration (need to identify diff between early childhood, TRTs etc)

Thinking about transitioning from Provisional to (full) Registration:

3. Where did you obtain information regarding the requirements around the transition of from Provisional to (full) Registration? How informed are other PRTs at your site about these requirements?

4. Who was your evaluator?

5. Was your evaluator also your mentor?

    a. If yes, how useful was this? Were there any difficulties with these dual roles?

    b. If not, how did the role of the evaluator and the mentor differ? What were the difficulties around this?

6. How well did you know your evaluator professionally before they were allocated to the role? What was the professional relationship like? (E.g, How aware of your teaching were they etc)? How was this professional relationship built during the transitioning process?

7. Describe the process involved in working with your evaluator in transitioning to (full) Registration? (as many details as possible here)

a. How frequently did you meet?

b. Did they observe lessons? How many?

c. Over what timeframe was the process undertaken?

d. What kinds of feedback did you receive?

8. Are you aware of any differences between your transition experience and those of other colleagues or friends? What were the similarities? What were the differences? (details here if possible).

9. In hindsight, what were the most important resources, experiences and individuals in supporting your move from Provisional to (full) Registration?

Issues around induction, mentoring and transitioning of PRTs
(think about these as individual, school-related, system-related)

10. What do you perceive are some of the issues that might impact the quality of induction and mentoring received by PRTs as they work through the process of transitioning?

11. What issues do you think impact a timely transition of PRTs in moving to (full) Registration?

12. Do you have other comments or insights regarding induction and mentoring generally that you would like to share given this opportunity?

If you think of additional information, please feel free to contact us.

Thank you very much for time and responses

Appendix 3

Mentor/Evaluator Protocol

Formal and informal support for early career teachers

1. Does a formal induction program exist in your site for new teachers?

    d. **If so**, what does it comprise? Who is involved? (details?)

    e. **If not**, how does the site you are in support new teachers?

2. Are mentors allocated to new teachers as part of the formal induction program? How is this done? What is their role? How does this work on a day-to-day basis?

If not formally allocated, how do you initiate your role as mentor? How do you select who to mentor? How does this relationship evolve over time?

Transition of PRT to full Registration (need to identify diff between early childhood, TRTs etc)

Thinking about transitioning from Provisional to (full) Registration:

3. How informed are the staff at your site about the requirements in supporting teachers transition from Provisional to (full) Registration?

4. Who is the evaluator in your site? How does their role differ to that of the mentor? Are evaluators sometimes mentors?

5. Have you ever received or undertaken any professional learning around the role of evaluator and/or mentor?

    a. **If so**, what did this involve? Was it useful?

    b. **If not**, what has informed your practice in these roles?

6. Prior to being allocated or becoming an evaluator for a PRT, how well do you usually know them professionally? (E.g, How aware of their teaching are you etc)? How do you build your professional relationship with a PRT as part of this process?

7. Describe the process involved in actually evaluating a teacher transitioning to (full) Registration? (as many details as possible here)

    a. How frequently do you meet? Do you observe lessons? How many? Over what timeframe was the process undertaken? What was the nature of the feedback you provided?

b. How do you make judgements about whether or not a particular PRT demonstrates a particular standard of teaching? (talk through this – details)

8. Are you aware of any differences between the transitioning experience you provide and those of other colleagues? How similar are they? How different? (details here if possible).

9. What are the most important resources and experiences that you draw upon in your role as evaluator or mentor in working with PRTs?

Issues around induction and mentoring of PRTs

(think about these as individual, school-related, system-related)

10. What do you perceive are some of the issues that might impact the quality of induction and mentoring received by PRTs working through the process of transitioning?

11. What issues do you think impact a timely transition of PRTs in moving to (full) registration?

12. Do you have other comments or insights regarding induction and mentoring generally that you would like to share given this opportunity?

If you think of additional information, please feel free to contact us.

Thank you very much for time and responses

Appendix 4

New Teacher Centre: California
State Induction Policy Criteria

(Goldrick, 2016, p. ix)

1. **Educators served**. State policy should:

   a. Require that all beginning teachers receive induction support during their first two years in the profession; and

   b. Require that all beginning school principals and administrators receive induction support during their first two years in the profession.

2. **Mentor quality**. State policy should:

   a. Require a rigorous mentor selection process;

   b. Require foundational training and ongoing professional development for mentors;

   c. Establish criteria for how and when mentors are assigned to beginning educators; and

   d. Allow for a manageable caseload of beginning educators and the use of full-time teacher mentors.

3. **Time**. State policy should encourage programs to:

   a. Provide release time for teacher mentors; and

   b. Provide dedicated mentor-new teacher contact time.

4. **Program quality**. State policy should address the overall quality of induction programs by:

   a. Requiring regular observation of new teachers by mentors, the provision of instructional feedback based on those observations, and opportunities for new teachers to observe experienced teachers' classrooms;

   b. Encouraging a reduced teaching load for beginning teachers; and

   c. Encouraging beginning educators' participation in a learning community or peer network.

5. **Program standards**. The state should adopt formal program standards that govern the design and operation of local educator induction programs.

6. **Funding**. The state should:

    a. Authorise and appropriate dedicated funding for local educator induction programs; and/or

    b. Establish competitive innovation funding to support high-quality, standards-based programs.

7. **Educator certification/licensure**. The state should require beginning educators to complete an induction program to move from an initial license.

8. **Program accountability**. The state should assess and monitor induction programs through strategies, such as program evaluation, program surveys, and peer review.

9. **Teaching conditions**. The state should:

    a. Adopt formal standards for teaching and learning conditions;

    b. Conduct a regular assessment of such conditions; and

    c. Incorporate the improvement of such conditions into school improvement plans.