Fostering our Next Generation of Teachers: Induction and Mentoring

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Nigel Laity
TRBSA Policy Requirements

• National Consistency for Registration (2011) - Provisional Registered Teachers (PRTs) required to move to (full) registration within 5 yrs. In South Australia given the 3 year term of registration this is 6 years.

• Provision for exceptional circumstances to have further term or conditional Provisional Registration.

• TRBSA have promoted this requirement and encourage teachers to move from Graduate to the Proficient standard to meet (full) Registration requirements as soon as possible.
Possible Roadblocks

• Teachers not able to meet 200 day teaching practice in 5 years (Contract, TRTs, not currently teaching).

• Unable to engage an evaluator due to lack of continuity in one school, site or sector.

• Early childhood teacher with no (fully) Registered teacher in a leadership role at the site.

• Limited access to induction and mentoring programs for some early career teachers to support their transition.
The project aims to:

• Review and collect information around the *quality* of induction and mentoring available and provided to Provisionally Registered Teachers (PRTs) in SA; and

• Develop recommendations that support best practice in these areas to facilitate a timely transition of teachers to (full) Registration.
Findings (from USA) suggest 40-50% of teachers leave teaching within the first five years of teaching (Ingersoll, 2003).

Australian proportions not clear due to fragmented data, difficult to access across jurisdictions (Buchanan et al., 2013).

Turnover in teaching is generally much higher than other professions e.g., pharmacists, nurses, lawyers.

Teaching Graduates are expected to assume full responsibilities of their role from their first day (HayGroup, nd).
“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 to support and nurture our Graduate teachers to continue to grow professionally!
International Research

Teaching and Learning International Survey [TALIS, 2013]

• I & M at low levels in most countries.
• Australia, England, Netherlands, Malaysia, Singapore - formal programs readily available for new teachers in most schools.
  ➢ Teachers also identified high levels of informal induction programs in these countries.

• Australia leader in provision of induction.
• 91% principals reported induction available (44% TALIS mean).
• 53% teachers reported participation in formal induction.
• 52% teachers engaged in informal induction.
• 61% received general or administrative introductions to school (i.e., orientation).

Disconnect!!

(Freeman, O’Malley & Eveleigh, 2014)
## SA Context

### Proportion of teachers transitioning to (full) Registration from 2010-2016

<table>
<thead>
<tr>
<th></th>
<th>Transition to Provisional Registration</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>First registered January</strong></td>
<td><strong>2010</strong></td>
<td><strong>2011</strong></td>
<td><strong>2012</strong></td>
<td><strong>2013</strong></td>
<td><strong>2014</strong></td>
<td><strong>2015 (End)</strong></td>
<td><strong>Total Number Registering</strong></td>
<td><strong>Total transitioned as %</strong></td>
</tr>
<tr>
<td>2010</td>
<td>1</td>
<td>5</td>
<td>42</td>
<td>11</td>
<td>4</td>
<td>13</td>
<td>1191</td>
<td>75</td>
</tr>
<tr>
<td>2011</td>
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<td>11</td>
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<td>1271</td>
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</tr>
<tr>
<td>2012</td>
<td>0.4</td>
<td>6</td>
<td>15</td>
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<td></td>
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<tr>
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<td></td>
<td>1430</td>
<td></td>
<td>37</td>
</tr>
<tr>
<td>2014</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td></td>
<td>1624</td>
<td></td>
<td>3</td>
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<tr>
<td>2015</td>
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<td></td>
<td>0.1</td>
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<td>1610</td>
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**First 3 years registration**

48% - 31% - 21%

37%

*Teachers requiring more than one period of registration to transition!*
Research Questions

1. What constitutes ‘quality’ induction and mentoring generally?

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

3. What does ‘quality’ induction and mentoring look like for registered teachers in South Australia?
Phase 1: Review of international and national literature to identify components of ‘quality’ I and M with a focus on early career teachers or graduates.

Phase 2: Undertake an environmental scan of I and M practices for early career teachers internationally, nationally and within South Australia.

Phase 3: Identify ‘quality’ cases of induction and mentoring for registered teachers in South Australia. Collect data using interviews to inform findings.

Phase 3 is marked as ½ done.
Phase 3 - Who is involved?

Interviews with

- Stakeholders in SA ($N=13$ teams)
- Teachers newly transitioned ($N=23$)
- Mentors and/or Evaluators ($N=28$)
- Schools with high transition numbers ($N=6$)

Representative of
- DECD
- CESA
- AISSA

Early childhood
Primary
Secondary
TRTs

Country
Metropolitan

Numbers as of 29/8/2017
Phase 1

Review of international and national literature to identify components of ‘quality’ I and M with a focus on early career teachers or graduates
Induction

- I and M are not synonyms – quite different meanings.
- Lots of variation around both of these terms in the literature and educational usage globally.

“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” (AITSL, 2016: 2).

“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” (Wong, 2004: 42).
A short-term activity for ‘new’ staff to introduce them to the formal and informal structures and routines of the school.

A temporary bridge to ease teachers into teaching.

But might also be perceived as:

- Providing individualised professional development or learning to ‘new’ teachers.
- Introducing ‘new’ teachers into collaborative professional learning communities.

(Feiman-Nemser, 2012)
<table>
<thead>
<tr>
<th>Orientation</th>
<th>Understand the culture of site e.g., formal requirements around policies, practices, procedures and compliance; informal operational aspects.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional practices</td>
<td>Provide advice, feedback, access to quality teaching practices, evidence of impact on student learning, and the chance to reflect and critique practices.</td>
</tr>
<tr>
<td>Professional identity</td>
<td>Assist in understanding expectations of teachers in site but also in relation to technical, ethical, intellectual and cultural aspects of their responsibilities as teachers. Formal and informal networks while building relationships with students, peers and parents</td>
</tr>
<tr>
<td>Wellbeing</td>
<td>Building awareness around the trials of the daily life of teachers – fostering resilience and emotional wellbeing through supportive networks with colleagues</td>
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Research suggests all areas required to make a difference to teachers and students! As number↑ rate of teacher turnover ↓
Induction is a process. It is part of a professional learning continuum ensuring teacher growth throughout the profession.

Teacher career development, progress, promotion and recognition

Initial Teacher Education
Demonstration of Graduate APST

Early Career Teacher
Graduate to Proficient APST
Provisional to (full) Registration

Registered Teacher
Proficient to Highly Accomplished to Lead Teacher APST

Orientation (only 1 component)

Induction as part of ongoing professional learning

Ongoing nurturing and growth of the teaching profession!
Mentoring

“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” (AITSL, 2016: 2). Referred to as practice-focused mentoring!

Mentors

“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” (Feiman-Nemser, 2001: 18).
• Refers to *an action*.
• Not about immediate short-term practical advice and emotional support.
• More about an ongoing commitment that strengthens teaching throughout a teaching career (Ingersoll & Strong, 2011).

**INDUCTION** *(a process)*

- Workshops
- Networks – study groups
- **Mentors, facilitators, coaches**
- Demonstration classrooms
- Administrative support
- Learning circles
- Portfolio, video

How then do mentors build the expertise required to fulfil this role in sites?? Critical component!
Phase 2

Undertake an environmental scan of I and M practices for early career teachers internationally, nationally and within South Australia

1. What I & M programs opportunities available? Nature of these?

2. What is the process used to gauge whether or not a teacher meets (full) certification or registration requirements?
International

- Education Council NZ – major contributors. I & M, also process around certification.
- New Teacher Induction Program – I & M linked to certification with focus around teacher competencies (i.e. standards).

Australia e.g.

- AITSL – ‘high quality induction’ and ‘practice-focused mentoring’.
- ACT – *Take the lead program* for school leaders to support PRTs; *Capturing practice* for PRTs.
- VIT – *Effective mentoring program*; interesting transition process for PRTs working around an Inquiry Approach.

South Australia

- Association Independent Schools in SA – Early Teacher Program.
- Australian Education Union – *Getting a Head Start; State New Educators conference*.
- Catholic Education SA – Induction conference early in year; Consultant Early Career Teacher.
- Department of Education and Child Development – Early Career Teacher Development Program (electronic) and Success Workshops (face-to-face)

- Independent Education Union of SA – no formal induction program but series of workshops relevant to ECT.
- Others: Hartley Institute; Australian Council for Health, PE and Recreation – workshops.
Phase 3

Identify ‘quality’ cases of induction and mentoring for registered teachers in South Australia.
Initial Findings - Stakeholders

• PRTs contribute positively to sites:
  – High level of understanding of APST;
  – Accustomed to documenting and tracking their own progress;
  – Confident and progressive around digital technologies in teaching; and
  – Openly seek lesson observations and constructive feedback from peers.

• Most formal and informal induction within sites aligns to ‘orientation’, i.e., site administration/procedural processes.

• Some differentiation evident between induction for teachers ‘new’ to the profession and those new to the site.

• Common to have a ‘buddy system’ – informal pairing of teachers, length of the relationship varying across sites.
• Perceived difference between a ‘buddy’ (informal, day-to-day) and a mentor - encourages a deeper professional relationship.

“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” (Stakeholder).

• Recognition that there are different ways of mentoring e.g., primary teachers naturally work in teams – supportive of those ‘new’ to the team. Different in secondary environment – subject-based.

• Support (time in lieu, part of workload) for mentors varies widely.
Next Steps

• Complete visits to schools to conduct final interviews.
• Collate and analyse all data to address the 3 Research Questions.
• Synthesis and writing of report!
Personal thanks

• Key personnel from 13 stakeholders in SA!
• Mentees, mentors and leadership teams from a variety of schools across SA for contributing to the project.
• Colleagues at the TRB for all their help and support.

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