

# Induction and Mentoring Pilot Programme: Evaluation

## *Understanding Different Models of Induction and Mentoring: Delivery and Impacts*

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## Executive summary

### Background and methodology

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

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

- The early childhood education (ECE) induction and mentoring pilot programme was developed by New Zealand Kindergartens Incorporated (NZK). This one-year pilot involved a series of regional workshops in 2009, with mentors also attending a two-day national workshop/hui. In total, the pilot involved 54 mentors and 52 PRTs from five kindergarten associations in three regions.

- The primary–intermediate induction and mentoring pilot programme was developed by the University of Auckland. Six Auckland schools participated in the two-year programme which took a systemic, comprehensive whole-school approach to the induction and mentoring of PRTs. The pilot involved six principals, 31 mentors, 36 PRTs, and 134 teaching staff.
- The secondary induction and mentoring pilot programme was developed by Massey University. Six schools from three regions were paired to work together over the two-year period, with a focus on developing mentors through the support of PRT Coordinators and Specialist Classroom Teachers (SCTs). The pilot involved six principals, 38 mentors, and 74 PRTs and other mentees.
- The Māori medium induction and mentoring pilot programme was developed by Te Whare Wānanga o Awanuiārangi. It involved a mix of mentors and PRTs from kura kaupapa Māori, kohāngā reo, Māori immersion classes in the mainstream, and wharekura in the Bay of Plenty. They took part in an 18-month programme that drew on the strengths of a kaupapa Māori framework.

### *Evaluation purpose and approach*

The purposes of the evaluation were:

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

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

## **The findings summarised**

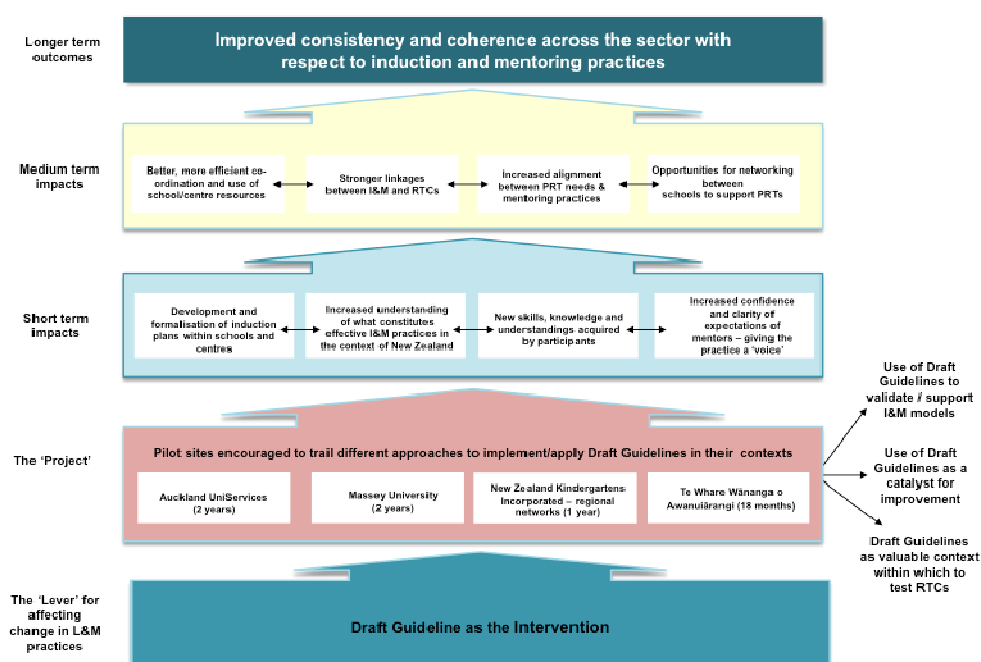
A key outcome for the Induction and Mentoring Pilot Programme was the development of a model for induction and mentoring across the different education sub-sectors in Aotearoa New Zealand. Year-one evaluation findings led to the development of an analytical framework to describe the short- to medium-term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

## Assessing the value of the *Draft Guidelines*

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

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

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



### Short-term outcomes

The Induction and Mentoring Pilot Programme led to significant shifts in mentors' and ECE and school leaders' understanding of what constitutes effective mentoring and provided the knowledge

and theoretical basis that influenced, supported, and shaped mentoring practice. These shifts occurred within the first year of the Induction and Mentoring Pilot Programme and included:

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

## Medium-term outcomes

These short-term outcomes set the backdrop for the achievement of the medium-term outcomes. The primary–intermediate and secondary induction and mentoring pilots were well positioned to demonstrate progress towards medium-term outcomes as these were contracted to run for two years. At the conclusion of the year-one outcomes evaluation, the cumulative impact of achieving the short-term outcomes was identified. The expectation was that the following outcomes were possible or likely to eventuate once the short-term outcomes had been embedded into ECE or school culture and practice:

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

## Recommendations

To help strengthen the *Draft Guidelines*:

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

To facilitate the shift to educative mentoring:

- offer professional development training programmes focused on building mentor skills and understanding of the *Draft Guidelines*
- provide professional development for ECE and school leaders that acknowledges the critical role they play in induction and mentoring of PRTs
- expand the coverage of induction and mentoring beyond PRTs to include overseas trained teachers (OTTs), teachers who have been out of the school environment, heads of department

(HODs) who mentor teachers within their department, and associate teachers who oversee student teachers

- leverage existing networks and communities of learning, rather than creating new ones, to make efficient use of resources
- create best practice guidelines, using examples from the Induction and Mentoring Pilot Programme to showcase how schools and ECE centres have benefited from investing in induction and mentoring and the challenges faced in achieving success.