

# A nationally consistent Induction model

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**Teaching  
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## A nationally consistent induction model

An effective induction programme serves as the bridge from preservice education to the ongoing, job-embedded, life-long continuum of professional learning and development that is the hallmark of effective teaching (Feiman-Nemser, 2001; Wong, 2004). The refreshed “Induction Professional Growth Model” will provide this bridge for new teachers by offering a consistent framework and support for their initial years of the required Professional Growth Cycle (PGC).

It is grounded in the values of the teaching profession where Te Tiriti o Waitangi reflects our responsibilities to ākonga Māori as tangata whenua and guides all aspects of our collective efforts to ensure high quality and equitable educational outcomes for all learners. These values guide how new teachers are supported in their learning journey:

- Whakamana – empowering the new teacher to reach their highest potential as teachers by providing high-quality educative mentoring, guidance, and leadership.
- Manaakitanga – creating a welcoming, caring, and innovative professional learning culture within the centre, kura or school that treats each new teacher with respect and dignity, and acknowledges their identity, language and culture as strengths.
- Pono – everyone showing integrity by acting in ways that are fair, honest, ethical, and just
- Whanaungatanga – engaging in positive, collaborative relationships that include new teachers as valued and knowledgeable members of the professional learning community and culture of the centre, kura or school.

Aligned with these values, four principles of practice also guide the induction model:

- Ako-centred practice – places learning, knowledge and joint activity at the core of induction; recognises the reciprocity of learning and power of co-construction of knowledge that benefits both the new teacher and teachers and educational leaders with whom they collaborate.
- Mana-enhancing practice – communicating and engaging with new teachers in ways that enhance their learning and development by strengthening their sense of personal and professional identity, self-efficacy, purpose and belonging within the teaching profession.
- Culturally responsive practice – ensuring induction processes and activities reflect Te Tiriti o Waitangi partnership and that new teachers are supported and encouraged to draw on their culture, background and ways of knowing to develop their teaching repertoire.
- Educative mentoring practice – using an ako-centred approach to mentoring that positions the work as shared, situated inquiry where mentor(s) and new teachers learn together through collaborative endeavours and a shared focus on addressing problems of practice.

The Induction Professional Growth Model will support new teacher transition to the full responsibilities of the profession through:

- Ensuring a Tiriti-based approach to induction that extends their development of their professional identity and deepens their understanding of their role and responsibilities to learners and their families as expressed in *Ngā Paerewa | Standards*.
- Establishing a set of scaffolded professional learning opportunities, and assessments aligned with *Ngā Paerewa | Standards* that ensure a consistent and equitable induction experience for new teachers.
- Aligning induction with the Professional Growth Cycle to ensure their learning pathway is responsive to the teaching environment and conditions particular to the context of their centre, kura or school.
- Providing site-based and/or external mentoring expertise to enhance their understanding and use of pedagogy, building on their foundations developed through initial teacher education.
- Ensuring quality educative mentoring for all new teachers by providing all mentors with appropriate professional learning.
- Supporting centres, kura and schools in their development as inclusive, collaborative professional learning cultures for all teachers while recognising the particular learning and development needs of new teachers.

- Providing an external mentor for small and/or rural centres, kura or schools when needed due to limited staff numbers of qualified teachers who can serve as mentors.
- Supporting new teachers in building their personal wellbeing and resilience with knowledge and skills and developing positive, supportive professional relationships with colleagues and local community members.

A nationally consistent approach to induction will ensure that new teachers are well supported when they first assume their new role as ‘leaders of learners’ in the centre, kura or school. Moreover, providing a comprehensive process focused on continuous learning, growth and improvement has been shown to increase new teacher retention.

## Induction Professional Growth Cycle: the foundation for ongoing professional learning

The primary goal of the Induction Professional Growth Cycle process (hereafter known as Induction Cycle) is to improve the quality of teaching and ensure it is responsive in ways that enhance learning and development for learners. Therefore, the two-years of induction focus on learning and development in the known areas of challenge for new teachers by providing an individualised pathway for their development toward effective teaching aligned with *Ngā Paerewa | Standards*. Furthermore, the induction process acknowledges the new teacher is a newly qualified teacher and thus emphasises on-going progression and enhanced practice not perfection.

The focus of the induction period is ensuring the new teacher is supported in developing independent knowledge and use of *Ngā Paerewa | Standards* in ways that enable all learners to have positive, learning success. To ensure this focus, new teachers receive a reduced workload that recognises the additional time they need to manage and become proficient with the tasks of teaching and leading learning/learners<sup>1</sup>. To support this focus, a new teacher’s duties beyond teaching should be limited and managed to ensure they are able to maintain their focus on developing their teaching repertoire while also focusing on resiliency and wellbeing.

Particular attention should be given to ensuring that kaiako Māori and Pacific teachers and new teachers from minority culture groups, do not experience ‘cultural taxation’ where they are expected or requested to undertake additional duties or roles for initiating or leading site-based culturally focused activities or initiatives. This is distinguished from culturally responsive practice of induction which ensures that new teachers are supported in drawing on their identity, language and cultural ways of knowing and being as integral to their teaching and pedagogy.

The Induction Cycle is based on the understanding that induction is a whole-site process that incorporates the collaborative approach to professional learning envisioned through the Professional Growth Cycle. New teachers receive educative mentoring support from a Site-based Professional Support Team (SPST) and the support and guidance of an external Induction Coach (IC) appointed by the Teaching Council. The SPST would include a designated mentor and at least one other member of the staff who can provide guidance and support to the new teacher (e.g. SENCO, syndicate leader, department head, centre practice lead, kaiāwhina). Members of the SPST undertake required professional learning related to their role(s) in supporting new teachers during the induction process.

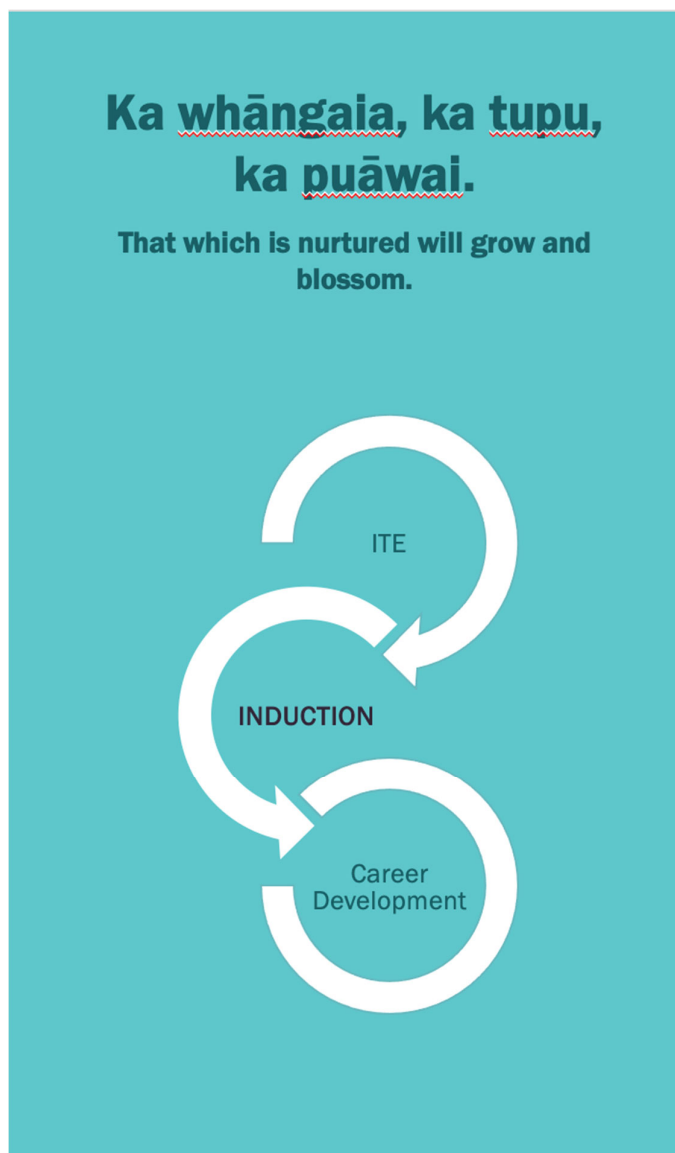
The IC provides support to the SPST and new teacher regarding implementation of the Induction Cycle activities and assessments, and provides an external, independent professional perspective as part of the assessment process. In circumstances where the centre, kura or school has limited numbers of qualified staff to undertake the SPST duties, an Induction Coach can serve in this capacity.

The leader of learning of the site (e.g. principal, tumuaki, head teacher, centre director) is responsible for fostering a collaborative community of learning among teachers, leading the Professional Growth Cycle, and facilitating a quality induction process for the new teacher.

<sup>1</sup> This provision is not available to new teachers in early learning services (other than kindergartens).

## Induction Cycle process

The Induction Cycle activities provide a scaffolded approach to new teacher learning and development, toward the attainment of an effective teaching practice that demonstrates their independence in understanding and using *Ngā Paerewa | Standards*. Having an established process, and a consistent set of guided learning activities and related assessments, ensures an equitable induction experience for all new teachers.



### Yearly professional goals and learning plan

Each year of the two-year Induction Cycle the new teacher will collaborate with their IC and SPST to establish their professional goals and learning plan (hereafter known as the Learning Plan) aligned to *Ngā Paerewa | Standards*. In keeping with the ako-centred and mana-enhancing principles of practice, the Learning Plan process provides the new teacher with the opportunity to guide their own professional learning journey through the Induction Cycle. To develop their Learning Plan, they engage in the critical

self-assessment of their learning needs and select the professional learning activities that will best enable them to advance their development toward independent knowledge and use of *Ngā Paerewa | Standards*.

In keeping with the Te Tiriti Partnership standard or paerewa, new teachers will be supported in setting specific learning and development goals that enable them to meet the professional expectations of this standard, including progress in te reo me ngā tikanga Māori. It is anticipated that kaiako Māori will have learning goals and need supports different to their non-Māori colleagues related to this standard or paerewa. The mana-enhancing principle that underpins the Learning Plan ensures each new teacher including kaiako Māori are supported and enabled to guide their own learning journey.

The Learning Plan will identify specific professional learning activities new teachers will engage in to develop their practice and include the rationale for the specified activities. It will also outline the evidence new teachers may use to document and affirm their progress toward and/or attainment of their goals and *Ngā Paerewa | Standards*. It is anticipated that the learning activities included in the Learning Plan will substantially be drawn from collaborative opportunities within the new teacher's centre, kura or school, as part of the site-based Professional Growth Cycle. However, there are common learning focus areas and a set of required learning activities that ensure a level of consistency of experience and support for new teachers. These are outlined in the subsequent sections.

## Professional learning activities

Research has identified key attributes of quality professional learning for teachers. These attributes include practice-embedded, collegial, ongoing (not a one-time workshops), focused on student learning, interactive, critically reflective, and supportive of experimentation and problem-posing/problem-solving. Aligned to this research, Timperley et al. (2006) suggest that certain professional learning activities provoke teachers to critically evaluate and enhance their practice while building the confidence and competence to maintain the enhanced practice.

Drawing from this research, there are eight broad categories of professional learning activities that new teachers can select from to build their Learning Plan.

### *PL #1 – Peer observation*

There are a range of peer observation processes and protocols that can be used to support professional learning. These range from brief, informal 10-15 minute 'walk throughs' to formal structured observations with premeeting and debriefing protocols. The new teacher may be the observer or the observed depending on the identified learning goals and needs.

### *PL #2 – Co-construction of practice*

Collaboratively plan and teach a lesson (or a series of lessons) or a curriculum sequence together (co-teaching) or individually followed by debriefing, reflection and a continued cycle of collaboration and co-planning. May be part of the site-based Professional Learning Cycle, or self-initiated.

### *PL #3 – Collaborative analysis of student learning/work/assessment*

New teachers analyse and assess learner work together with colleague(s) to develop consistent understanding of the standards of achievement and to inform teaching practices.

Individually analyse and assess learner work to identify next steps in learning and inform curriculum development and/or teaching practices to develop to meet the learning needs of learners.

### *PL #4 – Self-analysis/joint analysis of practice*

New teachers analyse their practice based on learner work, video, and/or ongoing reflections. Jointly analysing practice via learner work or videos with colleagues has been shown to be a highly effective learning context for enhancing practice. Such analysis is best undertaken using well considered protocols and a clearly established focus.

### *PL #5 –Modelling/coaching*

Modelling and coaching both focus on the development of a specific aspect of professional practice. When modelling, the mentor or more experienced colleague demonstrates how they implement the

specific practice and makes visible and explicit their thinking and decision making related to the practice.

When coaching, the new teacher is provided with a structured process that will enable them in developing the specified practice in their learning/teaching environment. The coach supports them in establishing what success will look like for them and how they will learn the practice.

#### *PL #6 – Ongoing communities of practice/networks*

Engaging in networked learning via ongoing communities of practice with colleagues who have a similar grade or subject assignment and/or similar learning goals. May be through Kāhui Ako or online, or other site-based collaborations.

#### *PL #7 – Formal learning opportunities*

Participate in wānanga, noho marae, workshops, seminars or online learning related to advancing knowledge and skills aligned to personal learning goals and *Ngā Paerewa | Standards*. There should be an identified action plan to guide transfer of learning to teaching practice. May link to modelling/coaching or co-construction of practice activities.

#### *PL #8 – Onboarding/orientation*

Onboarding provides new teachers with information regarding centre, kura or school policy and procedures and key personnel, available resources, and expectations, roles and responsibilities. Orientation refers to providing informational and technical issues as they arise throughout the year.

## **Required professional learning**

As noted previously, the goal of the Induction Cycle is to support new teachers to transition to the full responsibilities of the profession, ensuring they independently use and meet *Ngā Paerewa | Standards*. As a profession, we recognise that the standards represent a holistic, integrated vision of high quality, effective teaching. However, to best support new teachers in developing this integrated practice, induction must both support their individual learning needs and attend to known areas of learning challenges for new teachers. Therefore, the Induction Cycle includes required areas of focus with aligned learning activities during each of the two-years. These required elements are informed by international and national research (OECD 2005; ERO 2024) that has identified critical areas of learning and development for new teachers that should be targeted during induction:

- motivating learners to learn
- classroom management/managing learner behaviour
- assessing learner work/using different forms of assessment
- working with parents/families
- adapting teaching to different learners

Affirming the complexity of teaching, other research has demonstrated that it takes an extended period of 3-5 years to provide sufficient exposure to the wide variety of learning context and teaching-learning occurrences to develop the skills that underpin high-quality teaching.

These skills include:

- interpreting centre/classroom phenomena
- discerning important events
- using routines
- making predictions
- distinguishing between typical and atypical events
- evaluating performance

The Induction Cycle thus foregrounds and targets these critical areas of quality professional practice to scaffold new teacher learning and development toward independently meeting *Ngā Paerewa | Standards*. By targeting and attending to research-informed areas of challenge, the Induction Cycle draws on the principle of educative mentoring to position these areas as 'problems of practice' for joint inquiry with their SPST and IC. Peer observation and joint video analysis support this focus on joint



inquiry and have been demonstrated to be powerful professional learning contexts for both new and experienced teachers.

Table 1 provides a summary of the required learning foci and related activities across the two-years of Induction.

*Table 1. Required learning foci and activities*

	YEAR 1	YEAR 2
<b>Required focus</b>	<p>Create and maintain supportive and safe learning environments.</p> <p>Culturally responsive and inclusive teaching and learning.</p> <p>Build positive, culturally appropriate relationships with learners and their parents and families with a focus on learning and engagement.</p>	<p>Design learning based on curriculum and pedagogical knowledge, and knowledge of learners.</p> <p>Assess, provide feedback, and report on learning.</p> <p>Critically self-reflect and assess own practice.</p>
<b>Required learning activities</b>	<p>Peer observation.</p> <p>Video joint analysis of practice.</p>	<p>Collaborative analysis of learning/assessment for learners.</p> <p>Video self-analysis/self-assessment of effective teaching.</p>

Each new teacher will be supported by the SPST and IC to develop their individual goals related to these required focus areas and design their own professional learning pathway documented in their Learning Plan. While enabling individualisation, having this set of common learning foci and activities also ensures the Induction Cycle provides all new teachers with consistent and equitable opportunities to learn and develop effective practice in known areas of challenge.

## Induction assessment process

The Induction Assessment Process is aligned to the Professional Growth Cycle, retaining and supporting the high-trust model envisioned in this process. Taking an ‘assessment for/through learning’ approach it is weighted toward teacher learning and development, with a baseline level of accountability for ensuring teacher effectiveness. For the purposes of the Induction Cycle, teacher effectiveness is defined as demonstrating that they independently use and meet *Ngā Paerewa | Standards*.

The Induction Assessment Process scaffolds, guides, and documents new teacher development toward effective teaching. It promotes new teacher professional learning and growth through self-reflection and self-analysis, identification of strengths and areas for growth, establishment of goals, and actionable feedback/feedforward from members of the SPST and IC. It is through this ongoing cycle of reflection and analysis of evidence that new teachers establish their Learning Plan and guide their Induction Cycle. The focus for assessment is on *Ngā Paerewa | Standards* as reflected in the new teacher’s individual goals and required induction learning areas, while also incorporating the practices, goals, and values of the centre, kura or school, as expressed in their Quality Practice Template.

New teacher assessment is scaffolded and documented through the Quality Teaching Practice Folio (see below). There are three assessment points each year, with the final assessment providing a summative view of progress towards *Ngā Paerewa | Standards*. At the sixth assessment point at the end of Year 2, a summative assessment of the new teacher’s attainment of independent use and meeting of *Ngā Paerewa | Standards* is documented.



At each of the three assessment points during the year, the new teacher will provide a self-appraisal supported by 3-5 forms of evidence which document their progress toward effective teaching and independently meeting *Ngā Paerewa | Standards*. The forms of evidence are weighted toward those that arise naturally through the regular patterns of everyday practice.

However, as presented in Table 2 there are required forms of evidence that arise from the required learning activities outlined previously. At each of the three assessment points each year, the new teacher will have no more than two required forms of evidence, ensuring they retain options in how best to present their evidence of learning progress. The selected forms of evidence are aligned to new teacher learning goals and documented in the Learning Plan.

*Table 2. Required forms of evidence*

	YEAR 1	YEAR 2
<b>Required forms of evidence</b>	<p>Peer observation.</p> <p>Video joint analysis of practice.</p> <p>Self-appraisal and rating of progress or Year 1 summative rating.</p>	<p>Collaborative analysis of learning/assessment for learners.</p> <p>Video self-analysis/self-assessment of effective teaching.</p> <p>Self-appraisal and rating of progress or summative rating and attainment of standards.</p>

#### *Quality Teaching Practice Folio: evidencing Ngā Paerewa | Standards*

New teachers will evidence their professional development toward independently using and meeting all *Ngā Paerewa | Standards* through the development of a Quality Teaching Practice Folio (hereafter known as the Folio). The evidence in the Folio, including the new teacher's self-appraisal and ratings, will form the basis for recommending the new teacher for full certification.

The Folio is a compendium of evidence that is developed over the two-years of the Induction Cycle. The Induction Cycle intentionally scaffolds the development of the Folio through its processes, protocols and required elements. As noted previously, it will predominately consist of materials that arise naturally through the regular patterns of everyday professional practice, as well as the required elements. In sum, the Folio is the comprehensive archive of evidence demonstrating the new teacher's development toward and attainment of *Ngā Paerewa | Standards*.

The archiving and development of the Folio will be facilitated through an on-line portal established by the Teaching Council. The Council portal would allow links to existing forms of evidence to be captured or archived in the centre, kura or school's internal systems.

Below are some examples of the types of evidence that might be used or produced to support the Folio:

- Centre or classroom observations – range of types and protocols, including video and in-person
- Learner surveys or other learner voice protocols
- Learning and assessment data of learners – teacher developed and external or standardised forms
- Curriculum and planning artifacts—lesson plans, learner projects/tasks, curriculum units, etc
- Teacher self-reporting/self-reflection/self-appraisal–self-evaluation of progress toward teaching standards; video self-analysis; teaching log/journal; maybe oral or written
- Parent/family/carers perspectives – could be solicited or unsolicited.

#### *Assessing Progress Toward Ngā Paerewa | Standards*

At each of the three established progress assessment points in Year 1 and Year2, the new teacher, IC, and members of the SPST meet to review the Folio documenting the evidence of progress toward meeting *Ngā Paerewa | Standards*. Drawing on the principles of practice that underpin the Induction Cycle, the new teacher leads a reflective discussion sharing their evidence and self-appraisal of learning

and progress. Based on the discussion, the new teacher, IC and SPST develop a consensus view of progress toward *Ngā Paerewa | Standards* which is formally documented in the Folio. Together they refine or set new goals and areas for focus to guide the new teacher toward the next assessment point.

At the end of Year 1 of the Induction Cycle a summative assessment is undertaken. The new teacher completes a summative self-appraisal of their current level of attainment of independence demonstrated across *Ngā Paerewa | Standards*. The end-of-year assessment meeting is again structured as a reflective discussion led by the new teacher. The IC and SPST share insights and feedback with the new teacher and a consensus view of current attainment is established and documented in the Folio.

From this discussion the new teacher should clearly understand to what extent they are using and meeting *Ngā Paerewa | Standards* independently. Based on this collective assessment of progress, new goals are set for Year 2 in alignment with the requirements for the Induction Cycle and the PGC established by the centre, kura or school.

In Year 2 the new teacher continues to lead the reflective conversation at the assessment points, presenting their self-appraisal toward *Ngā Paerewa | Standards* supported by evidence. Focus at the second assessment point turns toward the final summative assessment. The educational leader or designee participates in this meeting.

Together, the IC, SPST, educational leader or designee and new teacher reach a consensus view of current progress and attainment, and document required areas or actions for focus to demonstrate final independence in meeting *Ngā Paerewa | Standards*. At this juncture, new teachers should be provided with clear communication regarding their current status and likely successful completion of the Induction Cycle for recommendation for full certification. They also identify the evidence they will include in their Folio, and the format of the final self-appraisal, either written or orally presented with video capture, or both.

At the end of Year 2, the new teacher submits their Folio with the agreed evidence, including their self-appraisal, where they self-assess their demonstrated ability to meet and independently use *Ngā Paerewa | Standards*. The IC, SPST, and educational leader or designee review the Folio and provide their summative assessment based on the totality of the documentation, and individually render their initial overall judgement of independently meets or does not meet *Ngā Paerewa | Standards*.

The final summative assessment hui should be conducted in keeping with the Induction Cycle principles of practice, enabling the new teacher to present their self-appraisal and highlight their learning and attainment of *Ngā Paerewa | Standards*. Based on this conversation, the new teacher is provided with a summative evaluation of whether they have attained independently meeting *Ngā Paerewa | Standards*. This is in keeping with the requirements of the PGC for teachers to receive “a statement to the teacher about whether they meet the standards, or do not meet the standards.”

### *Determining attainment of Ngā Paerewa | Standards and recommendation for full certification*

At each of the assessment points, the collective view of the new teacher's progress toward and/or attainment of independently meeting *Ngā Paerewa | Standards* is given a rating and recorded in the Folio. During the first two assessment points of Year 1 and Year 2 of the Induction Cycle, the ratings are used formatively, in that they are used to guide continued goal setting and professional learning toward attainment of effective teaching as aligned to *Ngā Paerewa | Standards*. At the end of Year 1, the rating provides a summative view reflecting the new teacher's level of attainment toward demonstrating independently meeting *Ngā Paerewa | Standards*:

- **Satisfactory Progress:** The new teacher is progressing as expected, making continuous and consistent progress toward being able to demonstrate independently using and meeting all *Ngā Paerewa | Standards*.
- **Needs strengthening/improvement:** The new teacher has shown slow and inconsistent progress in being able to demonstrate independently using and meeting some of *Ngā Paerewa | Standards*.
- **Unsatisfactory progress:** The new teacher has shown minimal progress across an extended period in being able to demonstrate independently using and meeting all *Ngā Paerewa | Standards*.

At the end of Year 2 if the consensus is that the new teacher has demonstrated independence holistically across *Ngā Paerewa | Standards*, the ranking is Recommendation.

**Recommendation of the Tōmua | Provisional teacher for Tiwhikete Whakaakoranga Tūturu | Full (Category One) practising certificate:** The teacher has completed the two-year induction process, consistently demonstrated independently using and meeting all *Ngā Paerewa | Standards* and met all other requirements for this type of practising certificate.

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