

# A nationally consistent Induction model to support new teachers

## Discussion paper

June 2025

Background research and advice for this discussion paper was prepared for the Teaching Council by Emeritus Professor Letitia Fickel



**Teaching  
Council of  
Aotearoa  
New Zealand**

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## Why are we proposing a change to induction expectations?

No matter how well an ITE programme prepares a graduate to teach, evidence is clear that there are some areas new teachers will need ongoing supported learning in their new teaching setting once they are solely responsible for learners. For this reason, it is critical that all new teachers, wherever they are teaching, can participate in a high-quality induction programme to support them in the early years of their teaching career.

However, we also know that even after completing a two-year induction programme, many new teachers are not gaining confidence in important areas. As well, not enough new teachers are gaining full certification and staying in the teaching profession.

So, to help us understand how our current approach to induction and mentoring could be strengthened, we asked Emeritus Professor Letitia Fickel to research the features of high-quality induction systems, drawing on local and international evidence to support her advice. Our Initial Teacher Education and Induction Stakeholder Group (ITEISG)<sup>1</sup> also provided valuable feedback on early thinking about a proposed approach.

Prof. Fickel was able to identify the inter-connecting elements that would build on what is already in place in Aotearoa New Zealand while recommending changes that need to take place to strengthen key areas in our current approach.

The proposed approach we want to test with you is to introduce a nationally consistent two-year induction model<sup>2</sup>, with high-quality support accessible to all new teachers. It would include structured learning content for each year of the induction programme, flexible content to reflect an individual's identified learning needs, educative mentoring, formative and summative assessment, and strengthening of collaborative professional networks for new teachers and mentors.

**Question 1** - Do you think a more nationally consistent framework for induction would help alleviate some of the workload involved in developing and supporting induction programmes?  
(Yes/No/Unsure/Comment)

## A model for professional growth for new teachers

### 1. Te Tiriti o Waitangi roles and responsibilities are integrated into the model

We want to be sure that the new approach genuinely reflects our Te Tiriti o Waitangi partnership. The induction programme should focus on supporting new teachers to understand and recognise the unique status of tangata whenua in this country. The induction programme should support strengthening a new teacher's capability to design teaching and learning that reflects their understanding of the histories, heritages, languages, and cultures of Tiriti partners and help them to engage with learners, colleagues, whānau and others in ways that demonstrate the partnership in action.

The values embedded in the Tiriti partnership and those of the teaching profession should also be evident between the new teacher and their mentor/other colleagues, recognising and respecting the unique contributions each makes, with practices and processes that acknowledge the mana of all concerned. Culturally responsive and educative mentoring practice should be central to the new approach.

Finally, the structure, content, assessment approaches and resources associated with the Induction Cycle should reflect the values of the teaching profession and clearly connect to Te Whare o Matatū and its Wall of Identity, through design and conceptual narratives that uphold and uplift the Tiriti partnership relationship.

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<sup>1</sup> The ITEISG includes representatives from the ITE sector, early learning and schools, Te Akatea, education unions, and the Ministry of Education.

<sup>2</sup> The structure of a two-year programme would need to be amended for overseas-trained teachers who may have been approved for a shorter induction period, based on previously completing an induction programme and their teaching experience.

## 2. A visible and consistent approach to induction programme structure

The Induction Cycle (the period where the induction programme is completed) is the first phase of ongoing professional growth and development for new teachers. It establishes the foundation for the new teacher's ongoing engagement in the Professional Growth Cycle led by their ECE professional leaders, tumuaki or principal, and builds upon their Culminating Integrative Assessment completed just prior to graduation.

The primary goal of the Induction Cycle is to ensure new teachers entering the profession are well-supported in the first phase of their teaching journey to confidently and capably respond to the challenges of teaching and learning in Aotearoa New Zealand. The Induction Cycle focuses on the professional growth and development of new teachers, using a consistent programme structure, with a clearly identified assessment schedule, supported by high-quality mentoring and site-based collegial support.

The identified activities in the induction programme would provide a scaffolded approach to new teacher learning and development, building towards effective teaching practice that demonstrates their independence in understanding and using *Ngā Paerewa | Standards*. – a key requirement for a recommendation to move to full certification. Having an established process, and a consistent set of guided learning activities and related assessments that the teacher then contextualises within their setting and practice, would ensure an equitable induction experience for all new teachers.

The induction programme would highlight those areas that research and evidence indicate are challenging for new teachers, regardless of where they are teaching, the medium they teach in, or other cultural, social, or environmental variables:

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

**Question 2** – Do you think there are other areas of challenge for a new teacher that would be important to focus on? (List)

Highlighting the complexity of teaching, research also tells us that it takes 3-5 years to fully develop the skills necessary for high-quality teaching, including:

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

The Induction Cycle would therefore focus on building capability in these critical areas of quality professional practice, with specific professional learning activities and evidence to document progress.:

- Peer Observation: observing and being observed by peers to gain insights and feedback.
- Co-construction of practice: collaboratively planning and teaching lessons.
- Collaborative analysis: analysing learner work and assessments with colleagues.
- Self-analysis: reflecting on one's own teaching practices.
- Modelling/coaching: learning from experienced colleagues through demonstration and structured coaching.
- Communities of practice: engaging in ongoing professional networks.

- Formal learning opportunities: participating in workshops, seminars, and other learning events.
- Onboarding/orientation: getting acquainted with the policies, procedures, and culture of the early learning service, kura, or school.

What the professional learning activities entail would be co-designed between the new teacher and their mentor and documented in a Learning Plan, allowing for flexibility that best meets their needs and their educational context.

The Learning Plan would identify specific professional learning activities the new teachers would engage in to develop their practice and include the rationale for the specified activities. It would also outline the evidence new teachers might use to document and affirm their progress. It is anticipated that the learning activities included in the Learning Plan will substantially be drawn from collaborative opportunities within the new teacher's early learning service, kura, or school, as part of the site-based Professional Growth Cycle, that allow the new teacher to tackle common challenges of practice (as outlined above).

The new teacher's induction programme would include specific focus areas for each year, designed to address the identified areas of challenge for those new to teaching, as well as supporting the new teacher to work towards independently meeting *Ngā Paerewa | Standards*. By targeting and attending to research-informed areas of challenge, within the more holistic view of the standards, the Induction Cycle draws on the principle of educative mentoring to position these areas as 'problems of practice' for joint inquiry with the new teacher's Site-based Professional Support Team (SPST) and the Induction Coach (IC). (These roles are described in Section 4 below). 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.

The learning focus areas for each year are outlined below.

*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 whānau 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>Joint analysis of practice (potential to use tools such as video analysis to support this)</p>	<p>Collaborative analysis of learning/assessment for learners.</p> <p>Self-analysis/self-assessment of effective teaching (potential to use tools such as video analysis to support this).</p>

These components ensure that professional learning is comprehensive, collaborative, and focused on continuous improvement, ultimately enhancing teaching quality and learner outcomes.

**Question 3** – Do you think this proposed approach would support priorities and aspirations for Māori medium settings? (Yes/No/Unsure/Comment)

**Question 4** – Do you think this proposed approach would support priorities and aspirations for Pacific medium settings? (Yes/No/Unsure/Comment)

**Question 5** – Do you think this proposed approach would support priorities and aspirations for English medium settings? (Yes/No/Unsure/Comment)

### 3. Structured approach to assessment of new teacher progress

The induction assessment process would align with the Professional Growth Cycle, emphasising a high-trust model, and focusing on teacher learning and development. It would seek to ensure high-quality and effective new teacher practice through a structured series of assessments, including self-reflection, goal setting and feedback.

The new teacher would document their progress in a Quality Practice Folio, with three assessment points each year. Self-appraisals would be supported by 3-5 forms of evidence, which would mostly be derived from everyday practice. These would be shared (likely on an online portal) with their mentor and the Induction Coach (more information about this role in Section 4 below).

Table 2: Required forms of evidence

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

At each of the three assessment points in Year 1 and Year 2, the new teacher, members of the SPST and the Induction Coach 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, SPST and Induction Coach develop a consensus view of progress toward independently meeting *Ngā Paerewa | Standards* which is formally documented in the Folio. Together they refine or set new goals and areas for focus in the Learning Plan to guide the new teacher toward the next assessment point.

**Question 6** – How do you currently document a new teacher’s progress in their induction programme? (Comment)

The intention with this approach is to support final judgements for ECE professional leaders, tumuaki and principals when a new teacher is seeking endorsement to move to full certification.

**Question 7** – The proposed approach aims to keep assessment aligned with typical teaching practices. Do you think the approach is sufficient (without being over-burdensome)? (Yes/No/Unsure/Comments)

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 across *Ngā Paerewa | Standards*, the ranking is a recommendation that they are ready to move to a Tiwhikete Whakaakoranga Tūturu | Full (Category One) practising certificate. This recommendation is based on completion of the Induction Cycle, independently meeting *Ngā Paerewa | Standards*, and meeting the other requirements for this practising certificate type.

#### 4. A network of support for new teachers

The Induction Cycle is based on the understanding that induction is a whole-site process, using the collaborative approach to professional learning we see in the Professional Growth Cycle.

Each year, the new teacher works collaboratively with their **Site-based Professional Support Team (SPST)** and an external **Induction Coach (IC)** to establish professional goals, and a learning plan aligned to *Ngā Paerewa | Standards*.

New teachers would receive educative mentoring support from the SPST, with support and guidance from the external IC.

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. kaiāwhina, SENCO, syndicate leader, department head, ECE teacher practice lead). Members of the SPST would undertake professional learning related to their role(s) in supporting new teachers during the Induction Cycle. The leader of learning at the site (e.g. ECE professional leader, tumuaki or principal) would be responsible for fostering a collaborative community of learning among teachers, facilitating a quality induction process for the new teacher, and leading the Professional Growth Cycle.

The role of the Induction Coach would be to provide:

1. support to the SPST and new teacher about implementing Induction Cycle activities and assessments
2. an external, independent professional perspective as part of the assessment process.

**Question 8** – Where do you think Induction Coaches should be recruited from? (Options – ITE provider staff, teacher secondment, retired teachers, other + comment box).

In circumstances where the early learning service, kura or school has limited numbers of qualified staff to undertake the SPST duties, an Induction Coach could also serve as mentor for the new teacher.

**Question 9** – Do you think it would be helpful to be able to use the Induction Coach as a mentor, if one were not available? (Yes/No/Unsure/Comment)

**Question 10** – Assuming all the elements outlined in this proposed approach were implemented and properly funded, is there anything else that would support mentors in their roles? (Comment)

#### 5. Other questions

**Question 11** – Would this proposed approach provide greater support for your sector? (Yes/No/Unsure/Comment)

- I work in or represent:
  - Early learning
  - Primary
  - Secondary
  - Other (comment)

**Question 12** – Is there anything else you think needs to be in place to implement such an approach? (Comment)

**Question 13** – Do you think we should explore the idea of ‘accrediting’ early learning services, kura and schools to be able to run induction programmes for new teachers? (Yes/No/Unsure/Comment)



**Question 14** - The demographic questions below help us to gain insights about what particular sectors, groups, or cohorts think about the proposals in the discussion paper.

Are you:

- An ITE student
- A new teacher (holding a Tōmua | Provisional practising certificate)
- An experienced teacher (holding a full practising certificate)
- An ECE professional leader, tumuaki or principal
- A mentor teacher
- An associate teacher
- Representing an ITE provider (drop-down menu for ITE providers)
- A stakeholder representative (representative body, peak body, union) (comment box for name of organisation)
- Representative of a government agency or ministry (comment box for name of agency/ministry)
- Other (comment box)

If you are a mentor teacher, would you be interested in joining a focus group to discuss what would make a difference for you in this role? If so, please provide your contact details below and we will get in touch.

Do you work in or represent the:

- Early learning sector
- Primary sector
- Secondary sector
- Tertiary sector
- Other (comment)

Do you work in or represent:

- Māori medium education
- Pacific medium education
- English medium education



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