



Teacher Effectiveness Training

Inducting Industry Trainers for Success

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May 2014



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Executive Summary

This report documents the history, process and outcomes of the research project entitled '*Teacher Effectiveness Training – Inducting Industry Trainers for Success*' funded by Ako Aotearoa's Northern Regional Hub (NRH) as part of that organisation's mission to enhance the effectiveness of tertiary teaching and learning practices across New Zealand.

In contrast to education's compulsory sectors, tertiary teachers are not required to have any formal teaching qualification, and indeed many new recruits can arrive in the classroom with little or no teacher training (Osgood & Self, 2003). This is especially endemic in vocational training organisations, where industry expertise is highly valued, and often the key requirement for teaching appointments.

Recognising the lack of clarity often experienced by new teachers transitioning from the workplace to a tertiary learning environment, members from five Private Training Establishments (PTEs) developed a proposal to share resources and create an induction pack which they, and other vocational educators could adapt easily to suit their own organisational context. The proposal was submitted in August 2011, and approved for funding by Ako's NRH later that year. Subsequently three of the project partners withdrew, and with variations to the original contract agreed between remaining partners and the NRH manager, the project commenced with NZMA and Lifeway College at the helm.

The two main phases in the project were a needs analysis survey of new vocational teaching staff, and the development of an induction pack resource to assist trainers to support early career teachers within their organisations.

The survey (Appendix) gathered data from 18 new teachers previously employed in industry and teaching in a classroom environment for the first time, at either NZMA or Lifeway. Participants were drawn from a wide range of subject areas, and answered questions about their induction experience, distinguishing between role, organisational and programme processes. While most participants were satisfied, or very satisfied with most elements of their induction experience, they also identified areas of challenge, particularly related to programme content, and classroom management.

Data analysis compared survey results with the participating providers' induction policy and materials. Predictably, neither PTE partner held all the answers, and the project team identified differing levels of usefulness and applicability in a range of existing approaches and documents. The team then selected and redeveloped various items as an induction pack resource containing generic templates for wider applicability across the sector. As both NZMA and Lifeway were already using *Signposts* (Honeyfield et al., 2010), another Ako Aotearoa resource for early-career tertiary teachers, the templates were designed to integrate with specific pages from this, and a more recent addition, *Goalposts* (Honeyfield & Fraser, 2013).

The resulting *Induction Pack for Trainers* product [insert Ako URL when published] contains 14 templates for staff trainers to adapt as necessary, and to use in induction sessions with new teaching staff in their first two weeks in the role. It is prefaced with a users' guide, and arranged in four sections: Orientation; Planning and preparation; Instruction; and Professional responsibilities – each with a one-page introduction for trainers. The resource is very much a trainers' starter-kit and is not intended to take the place of a comprehensive adult teaching and learning course or qualification.

At the time of writing, only one original partner remains in the project. Changes to team membership have meant delays as roles, tasks and responsibilities were revisited on a number of occasions and the Induction Pack has had to be redrafted and updated. It is with pleasure, and relief, that I present this final report, and take this opportunity to thank Ako Aotearoa for their continued support and patience.

A handwritten signature in purple ink, appearing to read 'Tonya McNamee', with a large, stylized loop at the end.

Tonya McNamee
New Zealand Management Academies

Introduction

The vocational education dilemma

The *'Teacher Effectiveness Training – Inducting Industry Trainers for Success'* project was conceived as one strategy to assist vocational education providers to improve the way in which they transition newly recruited teaching staff from different industries to teaching in a classroom environment. This is particularly pertinent in the Private Tertiary Establishment (PTE) sector of the tertiary landscape, with level one to five programmes which are focussed on employability for their graduates. Sustainability of these programmes requires that students are perceived by industry as work-ready, with a relevant and current skill set. It is likely that a PTE cannot perform effectively if their teachers do not deliver quality and targeted education to meet such requirements.

Increasingly, therefore, to maintain industry relevant programmes, develop business relationships and provide real-world experience for learners in the classroom, providers will hire people who are excellent in their industry roles to become teachers or tutors. While people from industry have a high level of technical and professional knowledge, skills and experience, they may not be practised in delivering and assessing learning outcomes in a classroom environment (Projects International, 2010). Educational environments are different from the workplace as they carry both the profit imperative of organisations, as well as the drive for academic outcomes desired by learners and government. There is a lot to learn about effective teaching and learning delivery as new vocational teachers move from novice to expert, and this begins from their first day on campus.

Failure to address the needs of new teachers can negatively impact all involved. Learners may become disengaged and disheartened about their chances of success without positive input and direction. Withdrawals and non-achievement of outcomes will impact funding, and the institutions will suffer. And frustrated and alienated staff may decide to move back to the industry where they are more confident in their roles (Joerger, 2002, as cited Osgood & Self, 2003). Ultimately, the effective induction of new teachers into their new roles is critical for strong organisational performance.

Wong (2005) describes teacher induction as a “comprehensive process of sustained training and support for new teachers”. Taking the opportunity to create a positive experience from the beginning of employment has the potential to enhance teaching practice in an effective way. Yet just as new, transitioning educators desperately need the support of good institutional training programmes and processes, all too often good intentions are stymied by circumstances, and there is little time or resources available. Providers often require new teachers to begin delivery within their first week or two of employment and ‘hit the ground running’. This is a dilemma for many higher education organisations, but is arguably most significant in vocational education settings. A partial solution, therefore, is a streamlined, condensed induction package which covers key aspects of the professional role, and which can be used in the first fortnight or so of employment, preferably as a precursor, but if necessary as a series of conversations fitted around class time, between trainer and the new vocational teacher.

Background: The project team and proposal development

Discussion around this dilemma between a number of colleagues who were engaged in training new staff as part of their roles in five different PTEs based in and around Auckland in 2011 led to the idea of comparing and combining induction resources. The involvement of multiple institutions combining different industry training programmes indicated there would be a wide range of current induction processes and materials available for comparison and review. A starting point was

determined to be a survey of recently appointed vocational teachers to determine how their induction experiences, enablers and barriers compared with the features noted in the literature. Accordingly the project team developed and submitted a proposal to Ako Aotearoa's Northern Regional Hub in August 2011 for assistance with funding; approval was received by the end of that year.

The project's stated purpose was to investigate avenues to ensure new recruits are able to be as effective in the classroom as they are in industry. The project aimed to:

- Identify the needs of new teachers through feedback gained on the induction process
- Investigate the effectiveness of current induction processes for new teachers from industry
- Share and develop induction processes and materials that meet the needs of new teachers
- Create a combined induction pack for new teachers

Over the next year as the project progressed, changing role commitments and organisational change led to the withdrawal of three participating institutions, and only two of the original group were left in the project: NZMA and Lifeway College. While the range of induction processes and materials was necessarily reduced as a result, there were still seven industries represented in the programmes offered by the two participating organisations: Hospitality, Business, Retail and Contact Centre (NZMA) and Digital Media, Ministry, Counselling and Business Studies (Lifeway College). Together, the two organisations had approximately 1070 enrolled students. A variation to the Ako contract was negotiated on this basis.

Both organisations had a keen interest in induction processes and had already separately begun self-assessment of internal systems and materials which would promote effective teaching. Many of the materials and tools reviewed during this self-assessment have been utilised or developed further in the templates in the *Induction Pack for Trainers* resource which accompanies this report. Both NZMA and Lifeway College were also already using the *Signposts* resource (Honeyfield et al., 2010), another Ako Aotearoa resource for early-career tertiary teachers, so that there was a considerable level of congruency in vision and operationalisation.

Further change led to Lifeway College stepping down from the project following the departure of the staff trainer leading the research in that organisation, so that only NZMA remains at the time of writing. Changes in participants and perspectives has meant this report, and the resource which is the main output from this project, have been rewritten and repositioned a number of times – but it is hoped that these multiple rounds of review and revision have contributed to a stronger final product with a wider application.

Guiding literature

The project team began by widening the scope beyond the participating providers by drawing on findings in guiding literature on the experience of first time teachers and induction. In addition to a number of induction good practice recommendations, the studies identified commonalities in new teacher experiences inside and outside New Zealand, including the barriers and major challenges faced by new teachers (that is, teachers from industry with no previous history of delivery in a classroom environment).

A number of published studies discussing the importance of induction for new teachers such as Ingersoll and Strong's (2011) critical review of induction and mentoring programmes and Osgood and Self's (2003) report on experiences of first time teachers, provided valuable direction for the sub-categories of the following brief literature overview.

Support for New Tertiary Teachers

Tertiary Practitioner Education Training and Support: Taking Stock (Projects International, 2010), Ako Aotearoa's report on qualifications and support for tertiary teachers, provided extensive data on support and induction processes for teachers across a wide variety of tertiary organisations in New Zealand. The report confirmed comprehensive induction programmes and a wide range of staff support structures were in place across the 183 Tertiary Education Organisations (TEOs) surveyed. Two strategies which were noted in a significant number of both Institutes of Technology and Polytechnics (ITPs) and PTEs were the appointment of a buddy or mentor to new teachers, and team teaching. It does appear that the structure of the organisation impacts on new teacher workload and induction timeframe, and the report noted that only ITPs consistently had processes in place to reduce workload and allow more time to prepare prior to going into the classroom for the first time: this was also a recommendation for wider sector uptake.

Induction needs of new teachers

The literature reviewed indicates that improvements in retention, capability and performance of new teachers are strongly linked to the quality of the induction experience. Darling-Hammond (as cited in Osgood & Self, 2003) identified lack of support as a key reason new teachers leave their profession. Those who do stay learn to cope only with the role rather than developing their teaching skill.

Early studies on new teacher induction by Heath-Camp and Camp (1990) discussed the concern that new teachers previously employed in industry often have little to no prior pedagogical training. The standard industry experience of established workplace orientation, training and use of day to day standard operating procedures was rarely in place when new vocational educators made the move to a teaching environment. As a result, without the support and materials they were used to, new teachers from industry had difficulty transitioning to a classroom environment.

Osgood and Self's (2003) induction evaluation report investigated the experiences of first time teachers involved in a newly implemented induction system for career and technology teachers in Oklahoma. The system was designed in response to poor retention and success of new teachers from industry and incorporated the activities of various stakeholders to provide a high-performance, professional development system for all career and technical teachers, especially those just entering the system.

Selena Chan's (2009) study on the perspectives of new trades tutors teaching in the ITP sector in New Zealand, and the resulting workshops which she currently runs under the auspices of Ako Aotearoa's teacher training seminar series, provide valuable insight into the induction experience of new teachers from an industry background. The perspectives of new trades tutors which she presents reflect recent New Zealand tertiary education practices, adding currency to the trends noted through the international literature.

Consistent themes within Chan (2009), Heath-Camp and Camp (1990) and Osgood and Self (2003), identified the key support needs for new teachers were:

- Managing workload - there were issues with not being allocated sufficient time to complete all necessary tasks, or being put straight into a classroom with little time for familiarity and preparation
- Student management and teaching methods – large numbers of students; not understanding or being able to adapt to the diverse needs of learners

- Programme content and resourcing - finding and using the right resources for differing curricula, or being inadequately resourced

In addition, Chan identified several additional challenges for trades tutors that reflect current education practices in New Zealand:

- Being unfamiliar with information, communication and technology (ICT) requirements
- The need to embed literacy, numeracy and language training
- The restrictive nature of curricula and assessment as opposed to the practical nature of on the job training

If these are the challenges, what is the solution? The majority of studies in Ingersoll and Strong's (2011) critical review of research into induction and mentoring programmes for beginning teachers showed that new teachers who participated in some kind of induction (support, guidance, and orientation programmes) performed better in key aspects of a teaching role. The key aspects of a teacher's responsibilities mirror many of those identified by Chan, Heath-Camp and Camp and Osgood and Self, as challenges for new teachers from industry where further support was needed through induction.

Teacher role responsibilities

With the guiding literature indicating greater support needed around aspects specific to a teacher's role, further research by the participating providers focussed on a framework for provision. A leading specialist in key teacher competencies, Charlotte Danielson's work *'Enhancing professional practice: A framework for teaching'* (1996; 2007) is utilised to support and evaluate induction systems across the USA. Based on teaching methodology and classroom needs, Danielson's 'Framework for Professional Practice' identifies aspects of a teacher's responsibilities that empirical studies have demonstrated as promoting improved student learning.

The key responsibilities of a teacher's role as identified by the framework are:

1. Planning and preparation
2. Classroom environment,
3. Instruction, and
4. Professional Responsibilities.

The Danielson framework is comprehensive, with each teaching responsibility further divided into 22 components each broken down into specifics.

This grouping of key teaching activities and responsibilities was adopted by the participating PTEs to examine the effectiveness of the induction process and materials in meeting new teacher needs assisting with role responsibilities. The four responsibilities and their components guided the areas we decided to include in our survey questions (Appendix), and also the four-part structure of the output resource, the *Induction Pack for Trainers*.

Support from buddies and mentors

Few would disagree a sense of belonging is an essential part of acclimatising to a new role. Induction activities designed to enhance collegial relationships among peers often involve the assigning of a buddy and/or mentor (Joerger & Bremer, 2001).

Viskovic's (2009) review of *Literature Relating to Tertiary Teacher Development and Qualifications* further identifies the importance communities of practice play in enhancing tertiary teachers' workplace learning of teaching practices. Viskovic recognises teachers' own working environments involve experiential learning, situated learning and authentic activities providing strong sources of

informal learning about teaching. She notes that the arrangement of support structures provided at induction can combine a number of options:

- Selecting a mentor for content and/or teaching practices
- Assigning an induction buddy
- Assigning a content buddy and/or a network of peers currently or recently delivering similar content
- Encouraging peer observation
- Team teaching
- Connecting new teachers to each other

In selecting buddies and mentors, organisations need to ensure those selected will champion the culture of the organisation, its values and the value of continuing professional growth. New teachers who are mentored are more likely to develop professional independence and become critically reflective (Harrison, Lawson & Wortley, 2005).

Projects International's (2010) *'Taking Stock'* report for Ako Aotearoa confirmed a significant number of TEOs assign new teachers to a buddy and/or mentor. An 'induction buddy' assists with the social and organisational aspects of a new workplace – and can be from outside the field of teaching, whereas a 'content buddy' competently teaches the same or a related instructional area, and can provide exemplars of lesson plans, delivery activities and useful resource tips. A mentor, however, demonstrates abilities in their own classroom role, enabling them to provide guidance with managing time effectively, organisation skills, motivating and encouraging students, assessment and reporting. Mentors model good teaching practice, providing constructive feedback on teaching to new teacher. These roles – buddy and mentor - provide positive advocates for the induction programme to new teachers; each role is valuable the way they offer support to new teachers so it is important neither is offered in isolation (Projects International, 2010).

As both NZMA and Lifeway College already have a buddy/mentor policy in place and have long appreciated its value, this was always going to be a feature of the survey and the *Induction Pack* resource output. This early decision was borne out by the responses of our participants, outlined a little later in this report.

Methodology

In order to identify and measure the major challenges and barriers faced by new teachers previously employed in industry and teaching in a classroom environment for the first time, the project team used a mixed method approach to data collection. A survey (Appendix 1) was designed to elicit both quantitative data through questioning with specific answer options (Yes/No, ranking, evaluative scales and 4 and 5 point Likert scales) and qualitative data through open questioning and free response open comment sections.

The project team selected an online survey as the sampling instrument to ensure consistent data collection, emailing the link to new teachers hired in 2011. The survey offered a variety of useful filtering and cross tabulation options for the project team to identify a) whether trends were specific to demographics such as industry or provider or b) if they were general trends faced by new teachers regardless of employer or industry. The electronic distribution and data collection system ensured all responses were anonymous; confidentiality and security of the data was managed by the

survey's password-controlled access, so that only the project team were able to view individual responses.

The cohort for this project was 20 new teachers, arriving in 2011 at NZMA and Lifeway College from their respective industry position. This cross section of Hospitality, Business, Retail, Contact Centre and Digital media professionals enabled a wider assessment of the needs of new teachers of differing backgrounds and industries delivering and assessing in a classroom setting. Eighteen participants agreed to take part and completed the survey.

Survey questions were planned around the effectiveness of induction in meeting identified new teacher needs. In determining the common themes in each organisation's induction, the survey incorporated aspects of each provider's induction process. To ensure the survey covered the wide variety of teacher activities, the questions relating to role requirements were designed around the four domains of teaching responsibilities – as described by Danielson's (1997, 2007) '*Framework for Professional Practice*'. This enabled the project team to identify the value and suitability of current materials and processes in meeting the needs and expectations of new teachers against those identified in the literature as good practice.

Findings

The survey was designed by the project team to fulfil three functions: to shed light on the induction experiences of new transitioning teachers at the two partner organisations; to determine the most challenging areas for them in their new role; and to provide context-specific results to compare with findings from the literature. The overarching purpose was to guide decision-making around the development of an induction resource specific to the needs of new vocational educators and the trainers charged with their early role support. By identifying key content requirements across two providers and five discipline areas, the intention was that as far as possible our findings might be of interest across the tertiary vocational sector, and that the eventual resource would be transferable, and of use to multiple providers.

Survey Respondents

Out of 20 invitations sent for participation, 18 respondents completed the online survey. Of these, 72% indicated they had been teaching for less than six months, the remainder had been teaching for less than a year. Respondents confirmed they were from a wide range of industries (Figure 1) with the majority identifying the fields of either hospitality (n=7) or digital media (n=4) as their industry background.

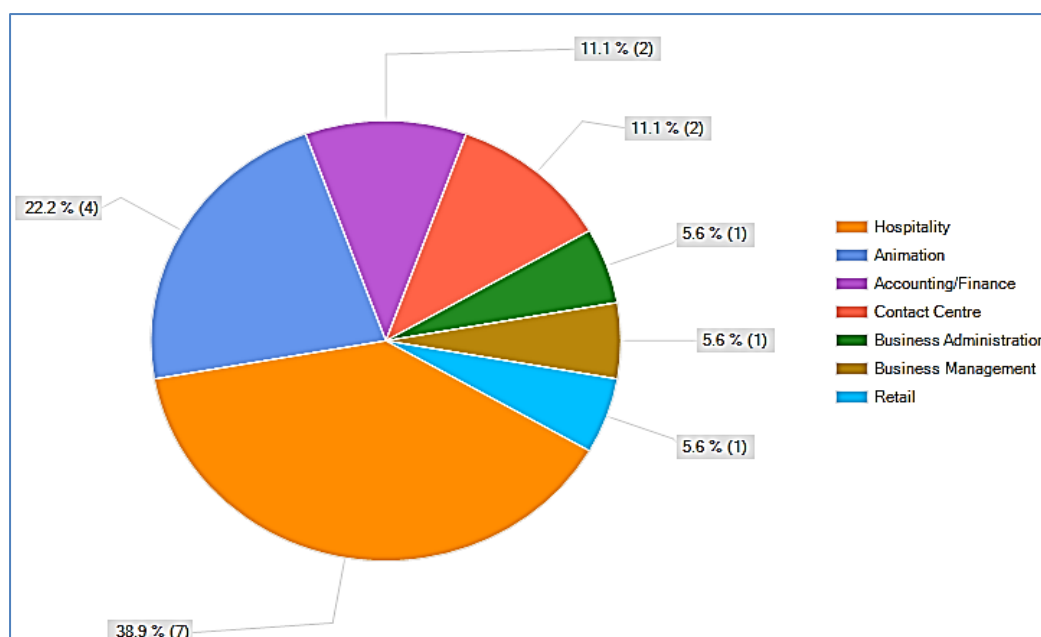


Figure 1: New Teacher Induction Survey – respondents by industry background (n=18)

Satisfaction with induction timing

The survey results show the length of time before a new teacher is placed in a classroom varied; the majority (83% of respondents) had less than two weeks to acclimatise to their new role before delivering to a class for the first time (Figure 2). While a longer induction period is desirable, in order to meet staffing and programme needs a fast transition into the classroom is required more often than not by most tertiary organisations. This is supported by findings in *'Tertiary Practitioner Education Training and Support: Taking Stock'* (Projects International, 2010) with only 20% - 30% of the TEOs responding having reduced class contact hours or teaching workload available as a support mechanism for new tertiary teachers.

Representative comments by new teachers on induction length included:

"1 week's induction then let loose. For me, this was adequate"

"Induction was after I started teaching"

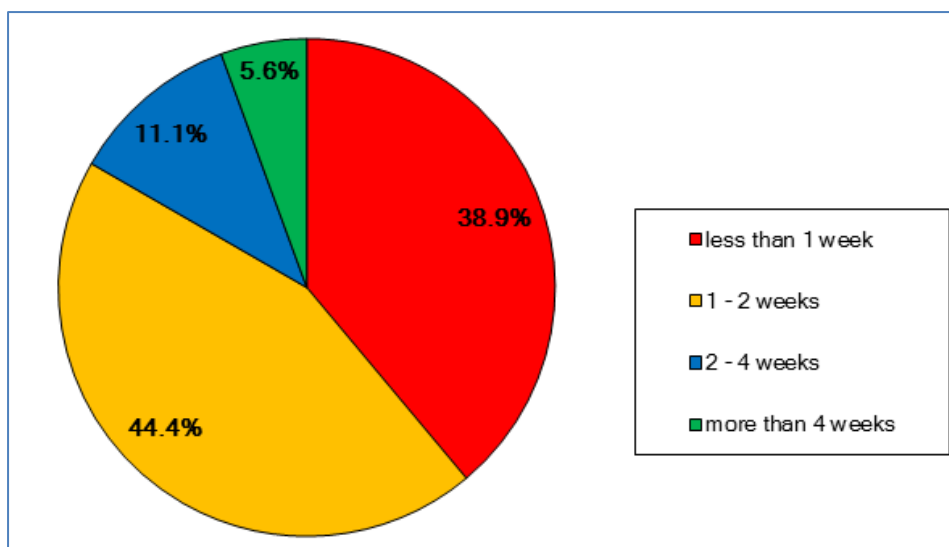


Figure 2: Length of induction prior to classroom delivery (n=18)

All respondents confirmed they had received induction on joining their employer. Overall the respondents' impressions of the employer induction planning (Figure 3) were positive, noting high ratings in the following areas:

- Feeling welcome in their new role (rating 4.78)
 - Staff involved in induction were informed and well prepared (rating 4.11)
 - Induction process being well organised, following a plan (rating 4.00)
 - New teachers were aware of what to do and who to see during induction (rating 4.22)
- (Ratings: strongly agree = 5, strongly disagree = 1)

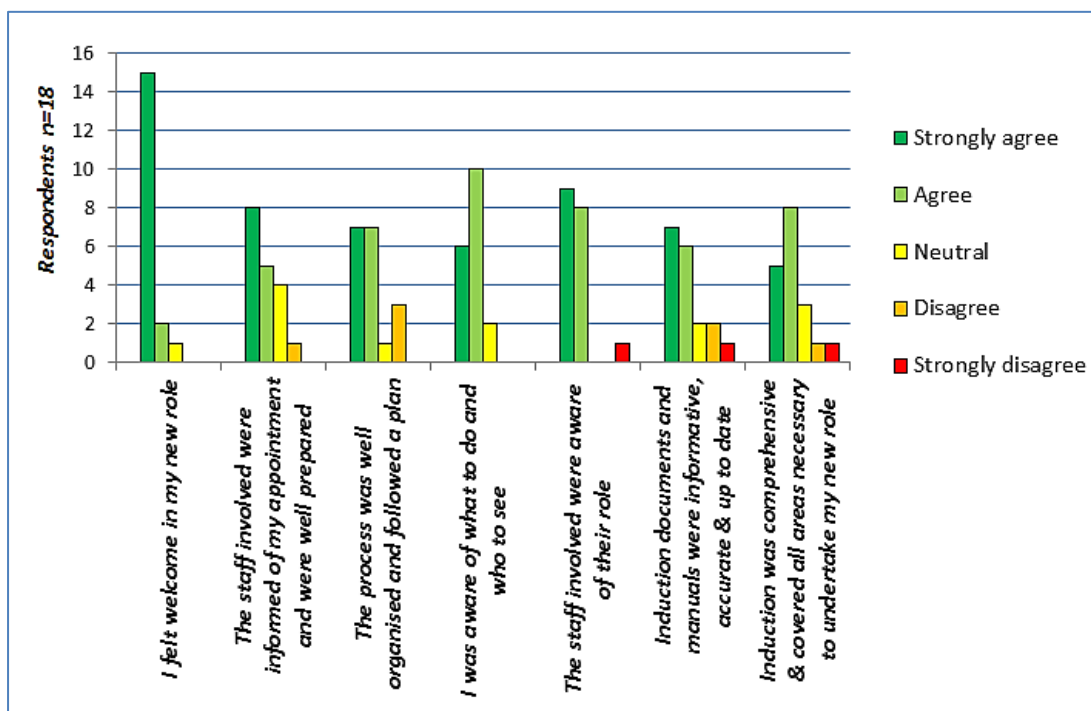


Figure 3: Impression with induction process (n=18)

Comprehensiveness of induction to undertake the new role, and the usefulness of induction documents and information rated slightly less favourably.

- Induction documents and manuals were informative, accurate and up to date (3.89)
 - Induction was comprehensive and covered all areas necessary for me to undertake my new role i.e. organisation, role, programme (3.83)
- (Ratings: strongly agree = 5, strongly disagree = 1)

Components of the induction process were broken down further in the survey with each of the three key elements - organisational, role and programme induction - rated individually (Figure 4). Comparing the key induction elements: role induction received the highest level of satisfaction (80.5%) closely followed by organisational induction (78%). The least satisfactory element was programme induction (content, assessment requirements, learning outcomes, supporting resources available, delivery planning etc) with 51%.

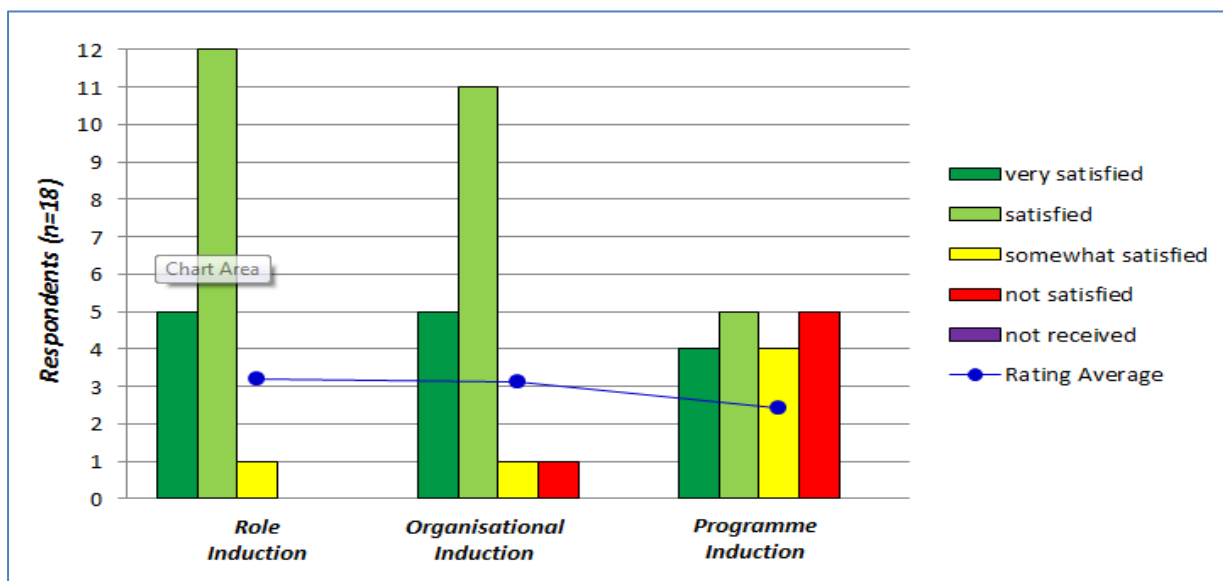


Figure 4: Satisfaction with Induction Processes (n=18)

Feedback gathered in relation to how the induction process could be improved, also highlights points relevant to programme induction, with representative comments which included:

"More time to observe another's class would be good"

"Lesson plans by a high performing tutor"

"Better and consistent resources available"

"For new tutors - a weeks' team teaching with an accomplished senior academic staff member"

Challenges experienced by new teachers

The call for improvement in programme induction was echoed in respondents' ratings for areas most challenging for a new teacher (Figure 5). Respondents were asked to select which aspect of the role held the most challenge for a new teacher (4=most challenging, 1= least challenging). Consistent with key support needs identified in guiding literature (Chan, 2009; Heath-Camp & Camp, 1990; and Osgood & Self; 2003), the majority of participants found 'programme content' - specifically understanding curriculum, compliance and programme requirements as the most challenging aspect for a new teacher (3.11). 'Planning and preparation' (knowing your learner, creating resources, planning delivery sessions) also rated as a significant challenge (2.94) for survey respondents.

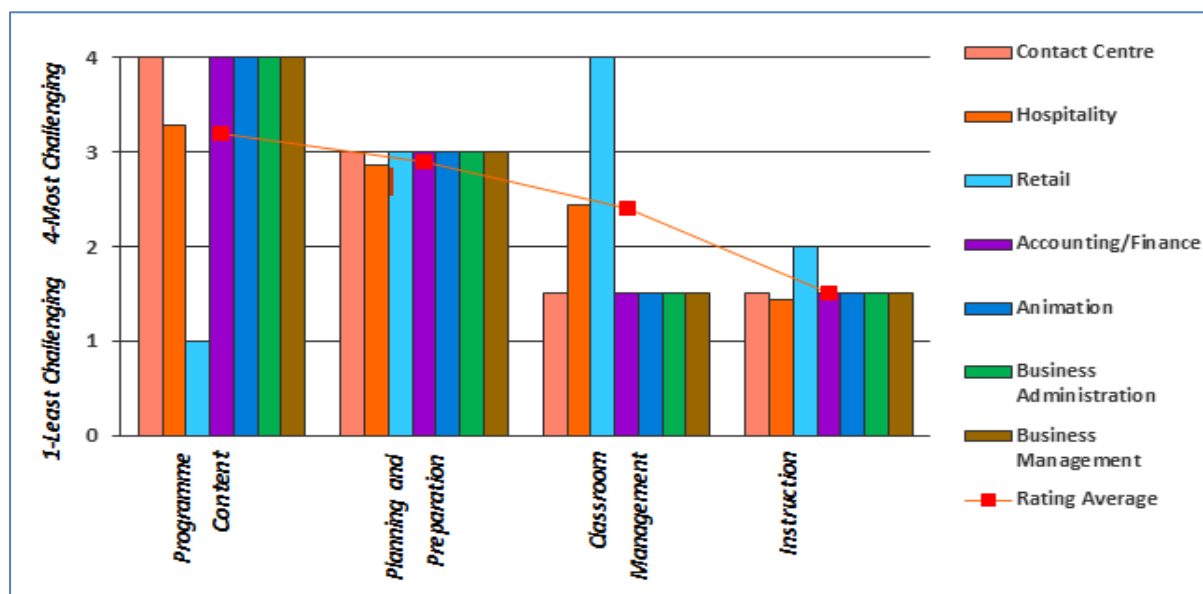


Figure 5: Aspects most challenging for new teachers, by industry (n=18)

Comments by new teachers on challenges in the role show just how difficult it can be making the transition from industry to teaching:

"For a new tutor all of the above are a huge challenge"

"Skills are learnt in the classroom. Each class is different. The knowledge/experience that we have is not always able to quickly transfer to a classroom. Some struggle"

Support for new teachers

Though respondents felt programme content was not covered sufficiently during induction, it appears support for new teachers was more satisfactory once they were in the classroom (Figure 6). On average, new teachers felt in the classroom they were given an adequate amount of training and support for programme content (3.00), and planning and preparation (3.06). Support and training structured around the areas of classroom management (2.94) and instruction (2.72) averaged slightly less than adequate.

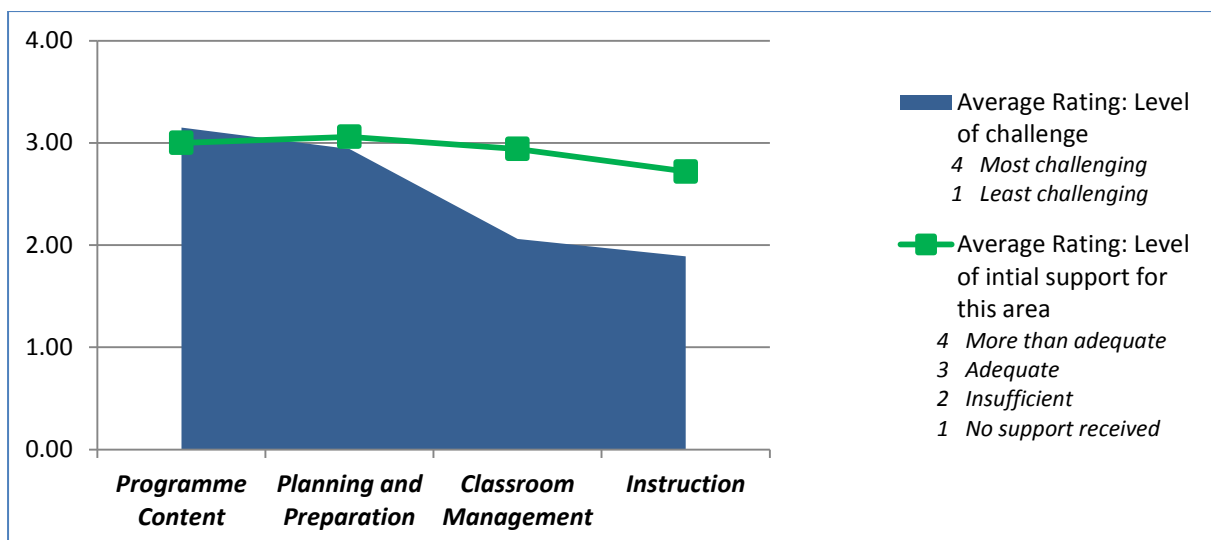


Figure 6: Training and support given in first weeks of teaching

Respondents indicated a number of different types of support systems were available to them (Figure 7). Most support comes from senior academic staff (28%) and buddies (27%); likewise the *'Tertiary Practitioner Education Training and Support: Taking Stock'* report found the assignment of a buddy/mentor was a common support mechanism used by ITPs and PTEs (Projects International, 2010).

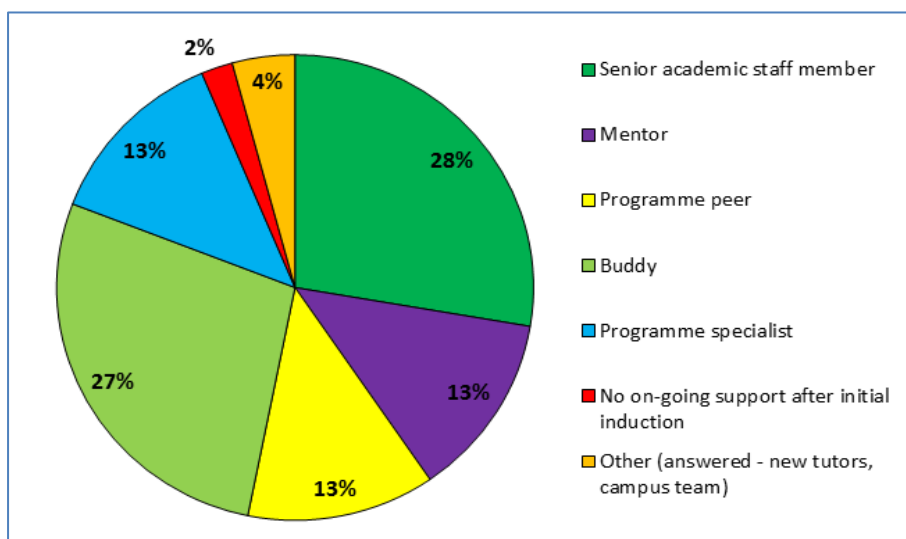


Figure 7: Support available for new teachers

When asked what type of support would assist new teachers to be better in their role, respondents indicated more activities around teaching practices would be valuable:

"Some workshops on teaching early on"

"Practical methods of teaching"

"Implementing more practical methods of teaching for student to better understand"

It appears that while respondents identified instruction as the least challenging aspect in their new role, they acknowledged a greater understanding of teaching practices would assist them to be more effective practitioners.

Another area identified to help new teachers was increased engagement and feedback from peers and managers:

“Support and any new ideas from peers”

“More one on one mentoring”

“More input and support from the course leader”

“More supportive leadership from managers”

Research outcomes and output: Development of the *Induction Pack for Trainers*

Following the above analysis of new vocational educators’ needs, the project team commenced work on the solutions-focused research output, the *Induction Pack for Trainers* [insert Ako URL when published]. By addressing identified common needs of new teachers from industry, the resulting *Induction Pack* becomes both a process and a product. The process is a step-wise system that introduces the new teacher to the environment of the tertiary institute and also the role of a teacher in their new organisation. Ideally the envisaged 10 sessions will take place in daily face-to-face meetings between the institute’s trainer and the new teacher over two weeks prior to commencing classroom delivery. However, the process and the templates product also needed to be designed for flexible use, acknowledging the different staff members who might oversee the process, the varying timeframes available and campus and site location constraints. The final product is a set of documents and tools that can be rebranded as desired for use by any trade or vocational training provider, as part of an initial induction and for on-going monitoring (that is, mentoring and performance management).

What’s included...

The findings from both the literature review and the survey identified the areas of programme content, and planning and preparation were the most challenging areas for new teachers and indicated a need for strengthened materials and processes around these aspects. Current induction materials used by the participating providers and found to be effective in meeting the identified needs were selected and redeveloped, incorporating the best features from each provider and good practice identified in the literature. Template documents were then designed in a generic style, removing provider and organisational specifics so they can more readily be adapted and applied in different tertiary organisations.

Ingersoll and Strong’s (2011) critical review of research into induction and mentoring programmes for beginning teachers revealed induction that provided combinations of supportive activities and

practices rather than a singular source of support had a positive impact on teacher retention. The research strongly supports bundles or packages of multiple induction components and the *Induction Pack* is effectively a package of multiple induction components.

The online survey and guiding literature indicated the following induction components should be included in the *Induction Pack*:

- Introduce industry experts to the field of tertiary teaching
- Clarify aspects specific to a teacher's role and key competencies for effective teachers
- Add framework and guidelines around buddy and mentor competencies
- Increase guidance around programme requirements, specifically understanding content and finding resources for differing curricula, with a contact list for staff
- Increase support and guidance around planning and preparation
- Include tools to enhance effectiveness in the classroom, specifically teaching practices, methods and learning examples
- Provide tools to assist managers to provide on-going support to the new teacher

Drawing on Danielson's (2007) '*Framework for Professional Practice*' which identifies the support needs around aspects of a teacher's role, responsibilities and key competencies, the *Induction Pack* was structured in four sections:

1. Planning and preparation
2. Classroom environment
3. Instruction
4. Professional Responsibilities

Each section begins with an Introduction, suggestions for use and reference to corresponding *Signposts* and *Goalposts* pages, to build on existing resources for new teachers available through Ako Aotearoa's Creative Commons licence, and therefore easily integrated with the *Induction Pack*. On one or two occasions, additional external resources used by project team members, such as the University of Ulster's (2012) *Hybrid learning model*, are mentioned and a link provided. The Introduction is followed by a series of templates which providers can adapt to their own organisational context, and use as a series, or for one-off sessions with new teachers. Together the templates allow trainers to cover typical induction features such as:

- The distinctiveness of our organisations as learning environments
- Teaching and learning delivery models which support student success
- The support provided by general staff and a specific mentor
- The measures of effectiveness in the short and long-term, for performance appraisal

As for how these look, we have tried to keep templates as generic as possible. For example, NZMA's induction manual included a series of screen shots showing the location of electronic resources, and the electronic version of the manual included hyperlinks to assist new teachers to find the resources they needed. We have made suggestions where these might be useful in the templates, but trainers in settings where this may not be applicable can easily omit these.

Once developed, the *Induction Pack* and its templates were evaluated by the project team against external measures. First was the Association for Supervision and Curriculum Development's summary (2012) of 150,000 members regarding effective induction, which called for coverage of: school, community and career knowledge; subject matter expertise and assessment practices; and identifying student needs and inquiry-based practices. Second, guidelines provided by the New

Zealand Teachers Council (2012) which identifies induction of high quality as: comprehensive: standards-based and on-going with mentorship; educative: learning and practicing attitudes, skills and attributes; and evaluative: evidential records kept and referred to during and after the induction. We felt that the *Induction Pack* as a tool has the ability to meet all these requirements, depending on the adaptations and uses made by individual trainers and organisations.

...and what's not

The *Induction Pack for Trainers* is intended to be only one of a number of ways in which vocational education providers assist new teaching staff to transition from industry to the classroom, and develop their teaching career. It does not explore information relating to on-going formal professional development such as gaining teacher qualifications. It does not offer in-depth learning materials about specialist areas of academic expertise, such as scholarly referencing or use of educational technologies. And it does not provide a list of teaching pedagogical methods, or even delivery techniques. Rather, the *Induction Pack* is designed primarily to assist trainers working with new teachers to raise awareness – firstly, of what they need to know in their first few weeks, and secondly, of how much larger the role and professional responsibilities of an effective tertiary teacher actually are, and what an ongoing plan to develop these might look like.

Conclusion and recommendations for future practice

The project findings on induction processes and the needs of new teachers emphasise the importance of robust support systems offered by vocational education organisations at induction to ensure the experience from the beginning of employment is positive and valuable. The potential benefits are numerous: improved classroom instruction combined with industry skills, retention of a committed workforce, and learner engagement and achievement (Ingersoll & Strong, 2011).

The output of this project – the *Induction Pack for Trainers* - has provided structure around which induction processes and planning by tertiary organisations can better support the needs of teachers newly recruited from industry. New teachers confirmed there is little time for preparation and familiarisation of content prior to delivering to a class for the first time. Responding to identified needs the *Induction Pack* includes a strategy, and templates for trainers to use with new teachers to assist in managing workload, understanding learners, information on teaching methods, programme content and location of resources.

For induction to be most effective it is recommended organisations utilise Ako Aotearoa's other freely available resources, and particularly *Signposts and Goalposts* as outlined in the *Induction Pack*. Providing these to new recruits before they start work will allow much of the new terminology to be absorbed avoiding the common first day 'information overload'. In addition, a basic understanding of the role prior to day one will allow new recruits to complete a more realistic self-evaluation of their own skill levels. For the *Induction Pack* to be effective the new teacher will need to be aware of its existence, therefore the provider should refer to the content of the *Induction Pack* and use the materials throughout induction and beyond.

It is important for providers to invest time in the skills and competency of mentors and buddies so they fully understand the importance of their role and responsibilities in induction and the impact they may have on new teacher experiences. It should not be assumed that managers or programme leaders possess all the skills necessary to complete lesson observations: professional development

coaching will ensure support is provided to develop the skills needed in these senior roles. Further guidance material would be beneficial in these areas, and it is worth noting some useful resources already available through Ako Aotearoa (examples include: Mentoring Guidelines and Mentor Training Resource, a Northern Hub project completed by Debra Robertson-Welsh and Mark Kirby; and Ako workshops offered in all regions based on Lesley Peterson's *Mentoring in education: Principles and practice* project).

A final recommendation to ensure the induction process for new teachers continues to match the changing requirements of an organisation is for ongoing reviewing of the effectiveness of the process through self-evaluation by new teachers, and evaluation feedback gathered from managers of new teachers, as well as their students. The self-evaluation template included in the *Induction Pack* should be utilised as part of performance planning and as new teachers grow into their role. Adapting template documents to incorporate new requirements such as e-Learning or a change in learner profile will further enhance currency, and ensure that the *Induction Pack* remains a useful resource for vocational educators in the medium term.

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Appendix: New Teacher Online Survey Questions

Teacher Effectiveness Training – Inducting Industry Trainers for Success

This survey is for first time tutors on their experience of the induction process

Respondent's IP address will not be stored in the survey results and respondents identity remains anonymous.

1. Name of Provider

2. What is your industry field?

3. How long have you been teaching?

- ☐ less than 1 month
- ☐ 2 - 3 months
- ☐ 4 - 5 months
- ☐ 6 - 12 months
- ☐ Other (please specify)

Next

Induction Process

67%

Induction can involve different departments and processes. Your responses are anonymous, feedback recieved will be used for continuous improvement

4. Who was involved in your induction programme? tick as many as apply

- ☐ Human Resources Department
- ☐ Senior Academic Staff Member
- ☐ Programme Specialist

If this was unclear please comment

5. Please respond to the following statements about your induction

	Strongly agree	agree	neutral	disagree	strongly disagree
I felt welcome in my new role	☐	☐	☐	☐	☐
The staff involved were informed of my appointment and were well prepared	☐	☐	☐	☐	☐
The process was well organised and followed a plan	☐	☐	☐	☐	☐
I was aware of what to do and who to see in the process	☐	☐	☐	☐	☐
The staff involved were aware of their role in the induction process	☐	☐	☐	☐	☐
Induction documents and manuals were informative, accurate and up to date	☐	☐	☐	☐	☐
The induction was comprehensive and covered all the necessary areas for me to undertake my new role i.e organisation, role, programme	☐	☐	☐	☐	☐

Feedback on this process

6. How long was your induction prior to being in the classroom?

- ☐ less than 1 week
- ☐ 1 - 2 weeks
- ☐ 2 - 4 weeks
- ☐ more than 4 weeks

Other (please specify)

7. Organisational Induction: HR, policies, conditions; facilities, workspace and equipment; IT, access, building tour etc

	very satisfied	satisfied	somewhat satisfied	not satisfied	not received
How satisfied were you with the organisational induction?	☐	☐	☐	☐	☐

What aspects could be improved?

8. Role Induction: professional responsibilities, performance measures, professional development, reporting lines etc

	very satisfied	satisfied	somewhat satisfied	not satisfied	not received
How satisfied were you with the role induction?	☐	☐	☐	☐	☐

What aspects could be improved?

9. Programme Content Induction: assessment requirements, learning outcomes, supporting resources available, delivery planning etc

	very satisfied	satisfied	somewhat satisfied	not satisfied	not received
How satisfied were you with the programme induction?	☐	☐	☐	☐	☐

What aspects could be improved?

10. Which of the following areas do you consider to be the most challenging for someone new to teaching? Please rank in order 1=least challenging 4=most challenging

	Most Challenging (4)	(3)	(2)	Least Challenging (1)
Programme Content: understanding curriculum, programme requirements (types of assessment, collecting evidence etc) administrative needs	☐	☐	☐	☐
Planning and Preparation: knowing your learner, creating resources, planning instruction/sessions	☐	☐	☐	☐
Classroom Management: managing student numbers, creating an environment of respect & rapport, a culture for learning, managing classroom procedures; student behaviour, organizing physical space	☐	☐	☐	☐
Instruction: communicating with students, using questioning & discussion techniques, engaging learners, demonstrating flexibility & responsiveness	☐	☐	☐	☐

Are there other areas you find especially challenging?

11. What on-going support did you have during your first few weeks in this role?

- ☐ Senior academic staff member (monitors your progress)
- ☐ Mentor (teaching practices)
- ☐ Programme peer (in same/similar programme)
- ☐ Buddy (peer - to assist with non-programme related questions)
- ☐ Programme specialist (resources, assessment requirements etc)
- ☐ No on-going support after initial induction
- ☐ Other (please specify)

12. Did you have sufficient time to understand the role requirements prior to being in the classroom?

☐ Yes

☐ No (please provide detail)

It was not enough time because...

13. During your first few weeks of teaching, how would you rate the level of training and support you recieved in the following?

	More than adequate	Adequate	insufficient	No support given
Understanding programme content and requirements	☐	☐	☐	☐
Planning and preparing for class	☐	☐	☐	☐
Classroom management	☐	☐	☐	☐
Instructional methods	☐	☐	☐	☐

Other (please specify)

14. Would you recommend any changes to the induction process?

☐ No

☐ Yes (please comment below)

I would change/introduce...

Professional Development

100%

15. What professional development is provided/required within your organisation?

- ☐ Adult teaching unit standards e.g. 4098
- ☐ Adult teaching qualifications
- ☐ Train the trainer
- ☐ Professional development days
- ☐ Workshops (e.g assessment, moderation)
- ☐ Individual professional development plan (for any areas found to be challenging)
- ☐ Session observations with feedback
- ☐ Peer observations with feedback
- ☐ None to my knowledge

Other (please specify)

16. What would help you to be better in your role?

17. How many of your lessons were observed by a senior academic staff member in your first few weeks of teaching?

- ☐ none
- ☒ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5 or more

comments

18. Were you provided constructive feedback on your lesson?

- ☐ Yes ☐ Some ☐ No

Comment

19. How often do you meet with a senior academic staff member to discuss your progress?

- ☐ Every week
- ☐ Every 2 weeks
- ☐ Every month
- ☐ Every 6 months
- ☐ Other (please specify)

20. How long did it take for you to feel comfortable in your new role?

- ☐ less than 1 month
- ☐ 1 - 2 months
- ☐ 3 - 6 months
- ☐ more than 6 months

Other (please specify)

21. Do you have any further feedback or ideas relating to induction?

Prev

Done