DEEPEN

DROICHEAD: EXPLORING AND ELICITING PERSPECTIVES, EXPERIENCES AND NARRATIVES

# A DEEP DIVE INTO TEACHER INDUCTION PROGRAMMES

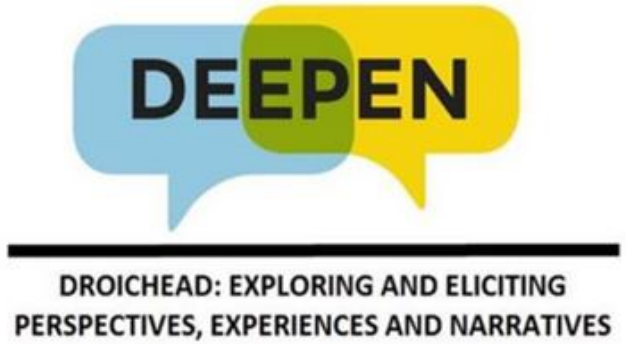
## A Systematic Literature Review

Institiúid Oideachais MARINO Institute of Education

An Chomhairle Mhúinteoireachta The Teaching Council

Trinity College Dublin The University of Dublin

# Context




- Teaching Council funded research project on the lived experience of Droichead
- Marino Institute of Education and Trinity College Dublin joint research consortium
- Policy context: Droichead is now the sole induction route in all schools
- 4 key settings- DEIS, SEN, small schools, scoileanna Gaeltachta/Gaelscoileanna
- Phase 1: Desk based literature review ( Systematic Literature Review)

DEEPEN

DROICHEAD: EXPLORING AND ELICITING PERSPECTIVES, EXPERIENCES AND NARRATIVES

# Overarching Research Questions

# Experience of NQTs, PST and Whole school Personnel

Experience of NQTs, PST and Whole school Personnel

Impact on learning and school culture

Experience of NQTs, PST and Whole school Personnel

Differences and similarities between primary/post primary

Impact on learning and school culture

Experience of NQTs, PST and Whole school Personnel

Differences and similarities between primary/post primary

Impact on learning and school culture

Challenges and opportunities

DEEPEN

DROICHEAD: EXPLORING AND ELICITING PERSPECTIVES, EXPERIENCES AND NARRATIVES

# SLR specific Research Questions

What is the **impact** of induction programmes on the induction/ professional learning/development and practice of newly-qualified teachers and other school personnel?

What is the **impact** of induction programmes on the induction/ professional learning/development and practice of newly-qualified teachers and other school personnel?

What are the documented **features** of effective teacher induction programmes?

What is the impact of induction programmes on the induction/ professional learning/development and practice of newly-qualified teachers and other school personnel?

What are the documented **features** of effective teacher induction programmes?

What are the documented **tensions/ challenges** of teacher induction programmes?

DEEPEN

DROICHEAD: EXPLORING AND ELICITING PERSPECTIVES, EXPERIENCES AND NARRATIVES

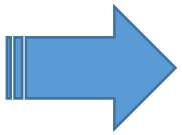
# SLR Methodology

Siddaway (2014) framework:

1. Scoping
2. Planning
3. Identification (Searching)
4. Screening
5. Eligibility

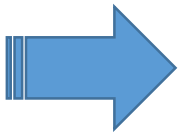
Siddaway (2014) framework:

1. Scoping
2. Planning
3. Identification (Searching)
4. Screening
5. Eligibility



Siddaway (2014) framework:

1. Scoping
2. Planning
3. Identification (Searching)
4. Screening
5. Eligibility



Braun & Clarke (2006) framework:

- interpretive approach
- identified themes
- initial thematic maps
- final thematic maps

| | SCOPUS | EBSCO | ERIC |
|---|---|---|---|
| Step 0 (1251 results) | | | |
| Step 1 (264 results) | 65 hits | 146 hits | 53 hits |
| Step 2 (81 results) | 24 | 24 | 33 |
| Step 3 (37 results) | 10 | 13 | 14 |
| Step 4 (18 results) | 3 | 9 | 6 |
| Step 5 (11 results) | Researchers identified and scoped out additional Irish based texts ("grey literature", eg. Policy documents, Legislation, National Induction documentation, unpublished theses, reports, papers that may be unique and focus on research areas that are more current and non-commercial) | | |
| Step 6 (13 results) | Final selection of 13 documents for critical review | | |

| Final articles selected for critical review | | | | | |
|---|---|---|---|---|---|
| Mentoring as professional development: growth for both mentor and mentee | Peter Hudson | Australia | 2013 | Professional Development in Education | https://doi-org.elib.tcd.ie/10.1080/19415257.2012.749415 |
| Understanding beginning teacher induction: A contextualized examination of best practice | Sean Kearney | Australia | 2014 | Cogent Education (Open Access) | http://dx.doi.org.elib.tcd.ie/10.1080/2331186X.2014.967477 |
| A Retrospective Appraisal of Teacher Induction | Alhijia Nasser-Abu M Fadia<br>Barbara Fresko | Israel | 2016 | Australian Journal of Teacher Education | http://dx.doi.org/10.14221/ajte.2016v41n2.2 |
| Longitudinal effects of induction on teaching skills and attrition rates of beginning teachers | Michelle Helms-Lorenz<br>Wim van de Grift<br>Ridwan Maulana | Netherlands | 2016 | School Effectiveness and School Improvement | http://dx.doi.org.elib.tcd.ie/10.1080/09243453.2015.1035731 |
| A Tale of Two Teachers: Learning to Teach Over Time | Marilyn Cochran Smith | United States | 2012 | Kappa Delta Pi Record | http://dx.doi.org.elib.tcd.ie/10.1080/00228958.2012.707501 |
| Multilingual primary classrooms: an investigation of first year teachers' learning and responsive teaching | Wasyl Cajklera<br>Bernadette Hall | UK | 2012 | European Journal of Teacher Education | https://doi.org/10.1080/02619768.2011.643402 |

| | | | | | |
|---|---|---|---|---|---|
| Discursive positioning of beginning teachers' professional learning during induction: a critical literature review from 2004 to 2014 | Geraldine Simmie Mooney<br>Cathal de Paor<br>Jennifer Liston<br>John O'Shea | Ireland | 2017 | Asia-Pacific Journal of Teacher Education | https://doi.org/10.1080/1359866X.2017.1280598 |
| How different mentoring approaches affect beginning teachers' development in the first years of practice | Dirk Richter Mareike Kunter<br>Oliver Lüdtke<br>Uta Klusmann<br>Yvonne Anders<br>Jürgen Baumert | Germany | 2013 | Teaching and Teacher Education | http://www.sciencedirect.com/science/article/pii/S0742051X13001261 |
| Teacher Change During Induction: Development of Beginning Primary Teachers' Knowledge, Beliefs and Performance | Sigrid Blömeke<br>Jessica Hoth<br>Martina Döhrmann<br>Andreas Busse<br>Gabriele Kaiser<br>Johannes König | Germany | 2015 | International Journal of Science and Mathematics Education | https://doi.org/10.1007/s10763-015-9619-4 |
| Looking Through the Eyes of Mentors and Novice Teachers: Perceptions Regarding Mentoring Experiences | Gabriella Shwartza<br>Yehudit Judy Dori | Israel | 2016 | Procedia - Social and Behavioral Sciences | https://doi.org/10.1016/j.sbspro.2016.07.022 |
| Does Induction Programme Support Novice Teachers' Intrinsic Motivation to Work? | Merilyn Meristo<br>Eve Eisenschmidt | Estonia | 2012 | Procedia - Social and Behavioral Sciences | https://doi.org/10.1016/j.sbspro.2012.12.09 |
| A national survey of induction and mentoring: How it is perceived within communities of practice | Frances J. Langdon<br>Patricia A. Alexandera<br>Alexis Ryde<br>Peter Baggetta | New Zealand | 2014 | Teaching and Teacher Education | http://dx.doi.org/10.1016/j.tate.2014.08.004 |
| Research on mentor education for mentors of newly qualified teachers: A qualitative meta-synthesis | Jessica Aspfors Goran Fransson | Norway Sweden | 2015 | Teaching and Teacher Education | http://dx.doi.org/10.1016/j.tate.2015.02.004 |

DEEPEN

DROICHEAD: EXPLORING AND ELICITING PERSPECTIVES, EXPERIENCES AND NARRATIVES

# SLR Findings

| Newly Qualified teacher | Mentor Teacher | NQT & Mentor | The Mentoring Process | The Induction Context | Mentoring Approaches |
|---|---|---|---|---|---|
| Teacher knowledge | Mentor knowledge | Relationships | Cooperation | Professional learning communities | Transmissive |
| Teacher beliefs | Mentor beliefs | Identities | Communication | Funding/ investment/ resourcing | Constructivist |
| Teaching performance | Mentor pedagogy | Time | Collaboration | Leadership in schools/ school culture | Observation |
| Teacher dispositions | Mentor dispositions and positionality | Workloads | Quality of mentoring actions | Policy development | Coaching |
| Challenges and opportunities | | | | Retention/ attrition | Mentoring |
| Pedagogy | | | | | |

Main themes

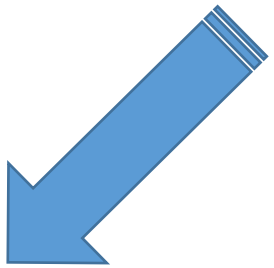
Sub- themes

| Newly Qualified Teacher | Mentor Teacher | NQT & Mentor | The Mentoring Process | The Induction Context | Mentoring Approaches |
|---|---|---|---|---|---|
| Teacher knowledge | Mentor knowledge | Relationships | Cooperation | Professional learning communities | Transmissive |
| Teacher beliefs | Mentor beliefs | Identities | Communication | Funding/ investment/ resourcing | Constructivist |
| Teaching performance | Mentor pedagogy | Time | Collaboration | Leadership in schools/ school culture | Observation |
| Teacher dispositions | Mentor dispositions and positionality | Workloads | Quality of mentoring actions | Policy development | Coaching |
| Challenges and opportunities | | | | Retention/ attrition | Mentoring |
| Pedagogy | | | | | |

| Newly Qualified teacher | Mentor Teacher | NQT & Mentor | The Mentoring Process | The Induction Context | Mentoring Approaches |
|---|---|---|---|---|---|
| Teacher knowledge | Mentor knowledge | Relationships | Cooperation | Professional learning communities | Transmissive |
| Teacher beliefs | Mentor beliefs | Identities | Communication | Funding/ investment/ resourcing | Constructivist |
| Teaching performance | Mentor pedagogy | Time | Collaboration | Leadership in schools/ school culture | Observation |
| Teacher dispositions | Mentor dispositions and positionality | Workloads | Quality of mentoring actions | Policy development | Coaching |
| Challenges and opportunities | | | | Retention/ attrition | Mentoring |
| Pedagogy | | | | | |

# Impact

Impact



NQT/ teaching performance

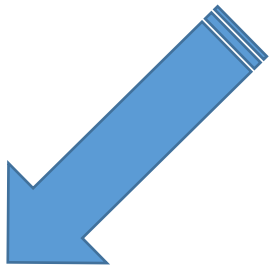
# Impact

NQT/ teaching performance

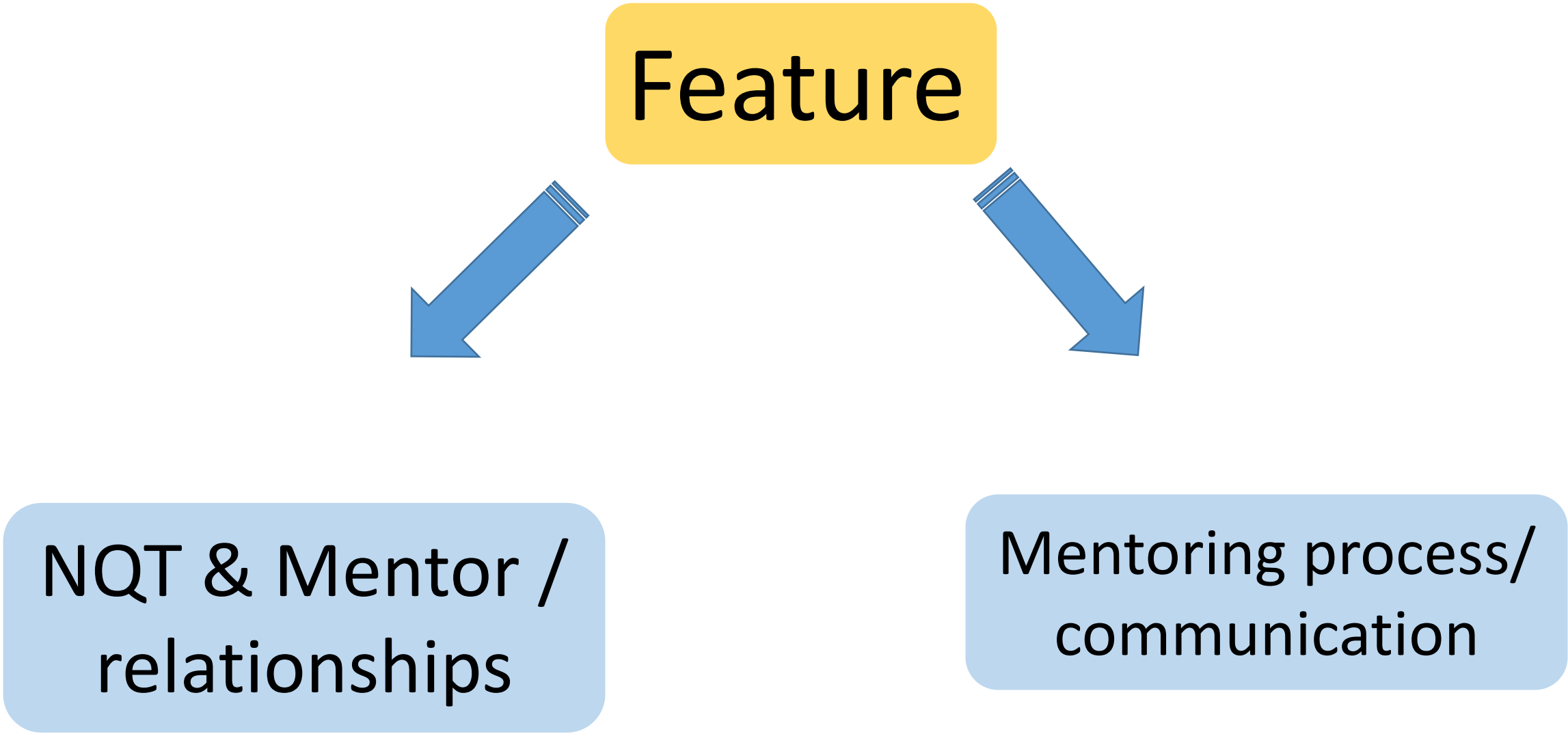
Induction Context/ professional learning communities

Feature

Feature

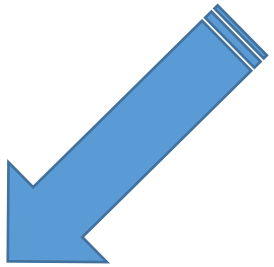


NQT & Mentor / relationships

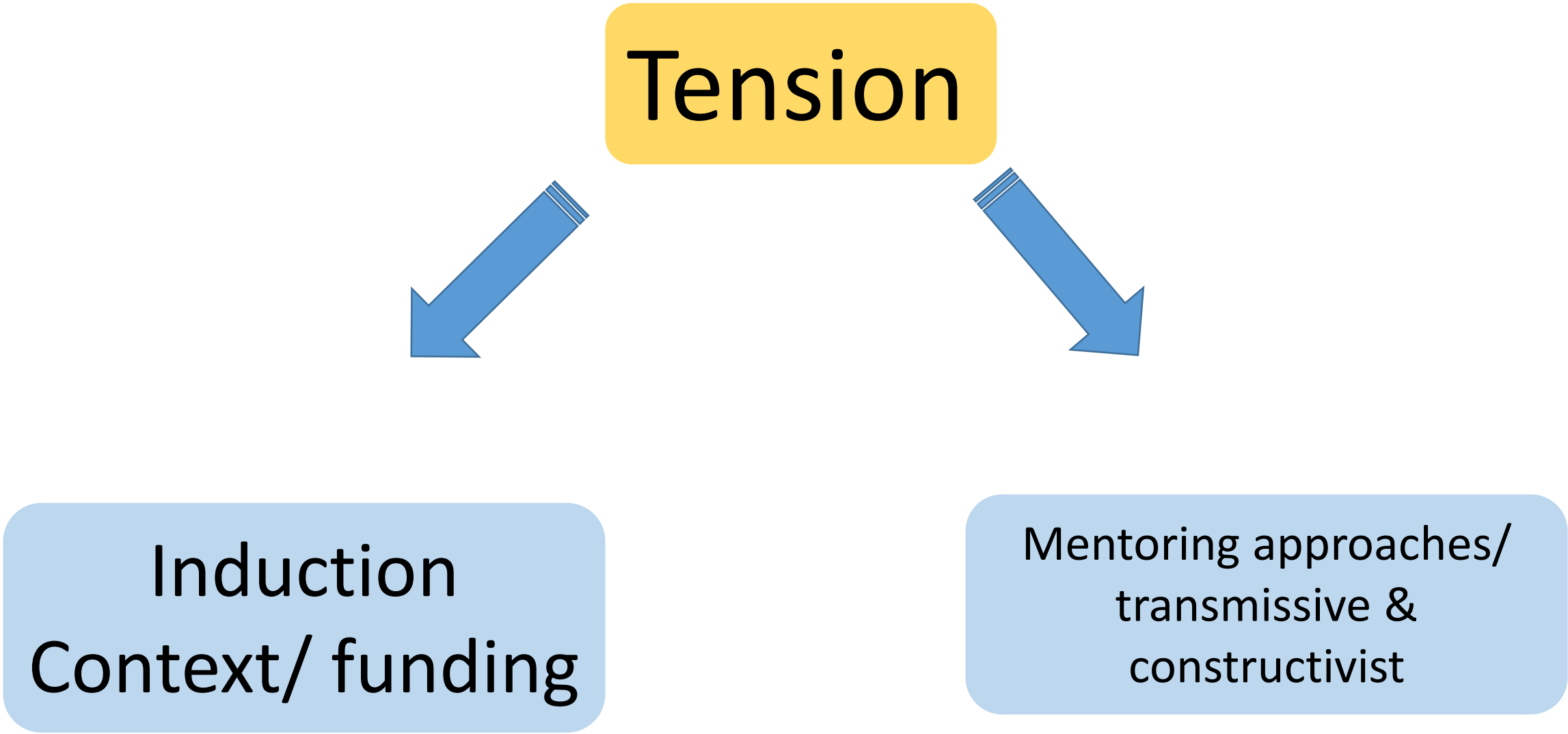

Feature
NQT & Mentor / relationships
Mentoring process/ communication

# Tension

Tension



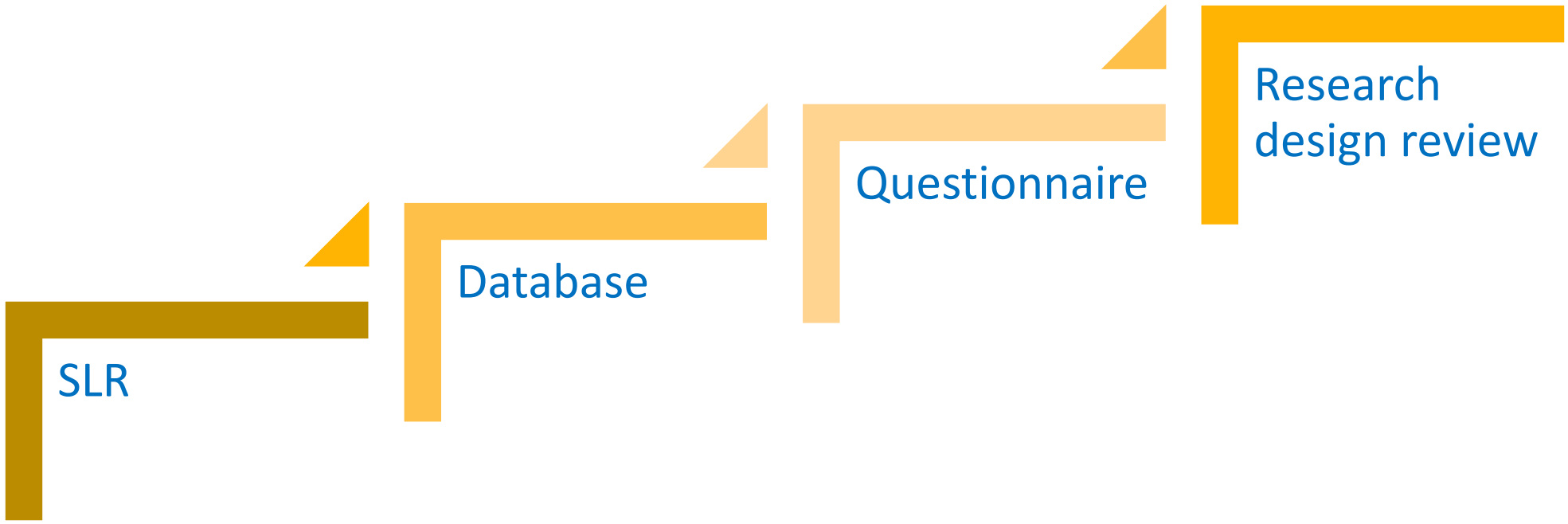
Induction
Context/ funding


Tension
Induction
Context/ funding
Mentoring approaches/
transmissive &
constructivist

# Outputs & Next steps

DEEPEN

DROICHEAD: EXPLORING AND ELICITING PERSPECTIVES, EXPERIENCES AND NARRATIVES



DEEPEN

DROICHEAD: EXPLORING AND ELICITING PERSPECTIVES, EXPERIENCES AND NARRATIVES

Dr Julie Uí Choistealbha Julie.uichoistealbha@mie.ie
Dr Melanie Ní Dhuinn MNIDHUIN@tcd.ie

@DEEPEN_Project
@Julieuichois
@melanienidhuinn