

Selected research articles on teacher induction - filed by database

Database: ERIC

Title	Author/s	Country	Year	Journal	DOI /link
1. A Content Analysis of Images of Novice Teacher Induction: First-Semester Themes	Jennifer R. Curry Angela W. Webb Samantha J. Latham	USA	2016	Journal of Educational Research and Practice	https://doi.org/10.5590/JERAP.2016.06.1.04
2. A Mentoring Experience: From the Perspective of a Novice Teacher	Alain Gholam	UAE	2018	International Journal of Progressive Education	https://doi.org/10.29329/ijpe.2018.139
3. Beginning teacher induction in secondary schools: A best practice case study	Sean Kearney	Australia	2017	Issues in Educational Research	http://www.iier.org.au/ijer27/kearney.pdf
4. Beginning Teachers' Perception of Their Induction into the Teaching Profession	Lynda Kidd Natalie Brown Noleine Fitzallen	Australia	2015	Australian Journal of Teacher Education	http://dx.doi.org/10.14221/ajte.2014v40n3.10
5. The relationship between quality of discourse during teacher induction classes and beginning teachers' beliefs	Anna-Theresia Decker Mareike Kunter Thamar Voss	Germany	2015	European Journal of Psychology of Education	https://doi.org/10.1007/s10212-014-0227-4
6. Developing a pedagogy for teaching self-study research: Lessons learned across the Atlantic	Mieke Lunenberga Anastasia P. Samaras	Netherlands /USA	2011	Teaching and Teacher Education	https://doi.org/10.1016/j.tate.2011.01.008

7. Entering the field: beginning teachers' positioning experiences of the staffroom	Erin Christensen Tony Rossi Lisa Hunter Richard Tinning	Australia	2018	Sport, Education and Society	https://doi.org/10.1080/13573322.2016.1142434
8. Induction and mentoring in early childhood educational organizations: Embracing the complexity of teacher learning in contexts	Frances J. Langdon Patricia A. Alexander Sandy Farquhar Marek Tesar Matthew G.R. Courtney Melanie Palmer	New Zealand	2016	Teaching and Teacher Education	http://dx.doi.org/10.1016/j.tate.2016.03.016
9. Initiation into Teaching from the Perspective of Primary School Teachers: Differences Between Newly Qualified and Experienced Teachers	Ruth Cañón Rodríguez Isabel Cantón Mayo Ana Rosa Arias Gago Roberto Baelo Álvarez	Spain	2017	NAER Journal of New Approaches in Educational Research	https://doi.org/10.7821/naer.2017.7.202
10. Mentoring Novice Teachers to Advance Inclusive Mathematics Education	Peggy S. Lisenbee Paulo Tan	USA	2019	International Journal of Whole Schooling	https://eric.ed.gov/?id=EJ1202633
11. Novice Teachers' Experiences of Induction in Selected Primary Schools in Namibia	Robert Dishena Sello Mokoena	Namibia	2016	Eurasian Journal of Educational Research	http://dx.doi.org/10.14689/ejer.2016.66.19
12. Professional learning places and spaces: the staffroom as a site of beginning teacher induction and transition	Lisa Hunter Tony Rossi Richard Tinning Erin Flanagan Doune MacDonald	New Zealand	2011	Asia-Pacific Journal of Teacher Education	https://doi.org/10.1080/1359866X.2010.542234

13. Reconceptualizing beginning teacher induction as organizational socialization: A situated learning model	Sean Kearney	Australia	2015	Cogent Education	http://dx.doi.org/10.1080/2331186X.2015.1028713
14. School leaders' views on mentoring and newly qualified teachers' needs	Eva Sunde Marit Ulvik	Norway	2014	Education Enquiry	https://doi.org/10.3402/edui.v5.23923
15. Strengthening and sustaining professional learning in the second year of teaching	Katharine Burn Trevor Mutton Hazel Hagger	UK	2010	Oxford Review of Education	https://doi.org/10.1080/03054985.2010.501140
16. Teachers' first year in the profession: the power of high-quality support	Laura Thomas Melissa Tuytens Nienke Moolenaar Geert Devos Geert Kelchtermans Ruben Vanderlinde	Belgium	2019	Teachers and Teaching	https://doi.org/10.1080/13540602.2018.1562440
17. The Discourse of Partnership and the Reality of Reform: Interrogating the Recent Reform Agenda at Initial Teacher Education and Induction Levels in Ireland	Judith Harford Teresa O'Doherty	Ireland	2016	CEPS Journal	https://files.eric.ed.gov/fulltext/EJ1128743.pdf
18. The New Teacher Induction Experience: Tension between Curricular and Programmatic Demands and the Need for Immediate Help	Douglas E. Mitchell Barbara Howard Melissa Meetze-Hall Linda Scott Hendrick Ruth Sandlin	USA	2017	Teacher Education Quarterly	https://files.eric.ed.gov/fulltext/EJ1140412.pdf
19. Unlocking the Secrets of Agency: New Teacher Induction Program Empowers Educator Centred Growth	Juliet Correll	USA	2011	Learning Forward: Standards for	https://eric.ed.gov/?id=EJ1152322

				Professional Learning	
20. An Evaluation of the New Teacher Induction Program in Turkey through the Eyes of Beginning Teachers	Şükrü Hangü	Turkey	2017	Journal of Education and Practice	https://files.eric.ed.gov/fulltext/EJ1139628.pdf
21. Assessment of Induction to Teaching Program: Opinions of Novice Teachers, Mentors, School Administrators	Bilge Çam Aktaş	Turkey	2018	Universal Journal of Educational Research	http://www.hrpub.org/DOI:10.13189/ujer.2018.061007
22. Beginning Teachers' Experiential Learning in the Era of Common Core: A Case Study	Loy Dakwa	USA	2016	Journal of School Administration Research and Development	https://files.eric.ed.gov/fulltext/EJ1158153.pdf
23. Challenges for New Teachers and Ways of Coping with Them	Samantha L. Dias-Lacy Ruth V. Guirguis	USA	2017	Journal of Education and Learning	https://files.eric.ed.gov/fulltext/EJ1141671.pdf
24. How Can Schools Support Beginning Teachers? A Call for Timely Induction and Mentoring for Effective Teaching	Peter Hudson	Australia	2012	Australian Journal of Teacher Education	http://ro.ecu.edu.au/ajte/vol37/iss7/6
25. Improving the learning of newly qualified teachers in the induction year	Linda Haggarty Keith Postlethwaite Kim Diment Jean Ellins	UK	2011	British Educational Research Journal	http://dx.doi.org/10.1080/01411926.2010.508513
26. Intensive mentoring that contributes to change in beginning elementary teachers' learning to lead classroom discussions	Randi Nevins Stanulis Sarah Little Erin Wibbens	USA	2012	Teaching and Teacher Education	https://doi.org/10.1016/j.tate.2011.08.007
27. Lesson observation, professional conversation and teacher induction	Cathal de Paor	Ireland	2018	Irish Educational Studies	https://doi.org/10.1080/03323315.2018.1521733

28. Induction of newly qualified teachers in New Zealand	Eileen Piggot-Irvine Helen Aitken Jenny Ritchie P. Bruce Ferguson Fiona McGrath	New Zealand	2009	Asia-Pacific Journal of Teacher Education	https://doi.org/10.1080/13598660902804030
29. Mentoring as professional development: growth for both mentor and mentee	Peter Hudson	Australia	2013	Professional Development in Education	<ul style="list-style-type: none"> https://doi.org.elib.tcd.ie/10.1080/19415257.2012.749415
30. 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
31. A Retrospective Appraisal of Teacher Induction	Alhijia Nasser-Abu M Fadia Barbara Fresko	Israel	2016	Australian Journal of Teacher Education	http://dx.doi.org/10.14221/ajte.2016v41n2.2
32. Longitudinal effects of induction on teaching skills and attrition rates of beginning teachers	Michelle Helms-Lorenz Wim van de Grift Ridwan Maulana	Netherlands	2016	School Effectiveness and School Improvement	http://dx.doi.org.elib.tcd.ie/10.1080/09243453.2015.1035731

33. 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
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Database: EBSCO host

Title	Author/s	Country	Year	Journal	DOI /link
1. 'Should I stay or should I go?': unpacking teacher attrition/retention as an educational issue	Geert Kelchtermans	Belgium	2017	Teachers and Teaching	https://doi.org/10.1080/13540602.2017.1379793
2. An exploration of changes in thinking in the transition from student teacher to newly qualified teacher	Linda Haggarty Keith Postlethwaite	UK	2012	Research Papers in Education	https://doi.org/10.1080/02671520903281609
3. Beginning Teachers' Perceptions of Their Induction Program Experiences	Bob Algozzine John Gretes Allen J. Queen Misty Cowan- Hathcock	USA	2007	The Clearing House: A Journal of Educational Strategies, Issues and Ideas	https://doi.org/10.3200/TCHS.80.3.137-143
4. Characteristics of Teacher Induction Programs and Turnover Rates of Beginning Teachers	Seok Kang David C. Berliner	Korea USA	2012	The Teacher Educator	https://doi.org/10.1080/08878730.2012.707758
5. Connecting the continuum: a university- based induction program to improve teacher quality	Laura Van Zandt Allen	USA	2014	Teacher Development	https://doi.org/10.1080/13664530.2013.878743

6. Faculty Mentors in Teacher Induction: Developing a Cross-institutional Identity	Emily R. Smith	USA	2011	The Journal of Educational Research	https://doi.org/10.1080/00220671.2010.482948
7. How do early career teachers value different types of support? A scale-adjusted latent class choice model	Paul F. Burke Peter J. Aubusson Sandra R. Schuck John D. Buchanan Anne E. Prescott	Australia	2015	Teaching and Teacher Education	http://www.sciencedirect.com/science/article/pii/S0742051X1500062
8. Taking and teaching the test are not the same: a case study of first-year teachers' experiences in high-stakes contexts	Christopher P. Brown	USA	2015	Teachers and Teaching	https://doi.org/10.1080/13540602.2015.1005870
9. A Metaphorical Analysis of Novice Teachers' Perceptions Concerning First Year in Teaching, Induction Process, School Administrators and Mentor Teacher	Ishak Kofikoglu	Turkey	2018	Educational Research Quarterly	http://erquarterly.org/index.php?pg=content
10. Associations of newly qualified teachers' beliefs with classroom management practices and approaches to instruction over one school year	Kati Aus Anna-Liisa Jõgi Katrín Poom-Valickis Eve Eisenschmidt Eve Kikas	Estonia	2017	European Journal of Teacher Education	https://doi.org/10.1080/02619768.2016.1251897
11. Helping Pre-Service and Beginning Teachers Examine and Reframe Assumptions About Themselves as Teachers and Change Agents: "Who is Going to Listen to You Anyway?"	Ann MacPhail Deborah Tannehill	Ireland	2012	Quest	https://doi.org/10.1080/00336297.2012.706885

12. Learning to plan, planning to learn: the developing expertise of beginning teachers	Trevor Mutton Hazel Hagger Katharine Burn	UK	2011	Teachers and Teaching	https://doi.org/10.1080/13540602.2011.580516
13. Literature Review on Induction and Mentoring Related to Early Career Teacher Attrition and Retention	Julie S. Long Sue McKenzie-Robblee Lee Schaefer Pam Steeves Sheri Wnuk Eliza Pinnegar D. Jean Clandinin	Canada	2012	Mentoring & Tutoring: Partnership in Learning	https://doi.org/10.1080/13611267.2012.645598
14. Mentoring beginning teachers in primary schools: research review	Rebecca Spooner-Lane	Australia	2017	Professional Development in Education	https://doi.org/10.1080/19415257.2016.1148624
15. Teachers' changing work and support needs from the perspectives of school leaders and newly qualified teachers in the Finnish context	Vilhelmiina Harju Hannele Niemi	Finland	2018	European Journal of Teacher Education	https://doi.org/10.1080/02619768.2018.1529754
16. All's well? New Zealand beginning teachers' experience of induction provision in their first six months in school	Lexie Grudnoff	New Zealand	2012	Professional Development in Education	https://doi.org/10.1080/19415257.2011.636894
17. Shifting perception and practice: New Zealand beginning teacher induction and mentoring as a pathway to expertise	F. Langdon	New Zealand	2011	Professional Development in Education	https://doi.org/10.1080/19415257.2010.509658
18. What happens when induction goes wrong: Case studies from the field	Seán Kearney	Australia	2016	Cogent Education	https://www.cogentoa.com/article/10.1080/2331186X.2016.1160525

19. Multilingual primary classrooms: an investigation of first year teachers' learning and responsive teaching	Wasył Cajklera Bernadette Hall	UK	2012	European Journal of Teacher Education	https://doi.org/10.1080/02619768.2011.643402
20. Teacher Change During Induction: Development of Beginning Primary Teachers' Knowledge, Beliefs and Performance	Sigrid Blömeke Jessica Hoth Martina Döhrmann Andreas Busse Gabriele Kaiser Johannes König	Germany	2015	International Journal of Science and Mathematics Education	https://doi.org/10.1007/s10763-015-9619-4
21. Discursive positioning of beginning teachers' professional learning during induction: a critical literature review from 2004 to 2014	Geraldine Simmie Mooney Cathal de Paor Jennifer Liston John O'Shea	Ireland	2017	Asia-Pacific Journal of Teacher Education	https://doi.org/10.1080/1359866X.2017.1280598
22. How different mentoring approaches affect beginning teachers' development in the first years of practice	Dirk Richter Mareike Kunter Oliver Lüdtke Uta Klusmann Yvonne Anders Jürgen Baumert	Germany	2013	Teaching and Teacher Education	http://www.sciencedirect.com/science/article/pii/S0742051X13001261
23. Looking Through the Eyes of Mentors and Novice Teachers: Perceptions Regarding Mentoring Experiences	Gabriella Shwartz Yehudit Judy Dori	Israel	2016	Procedia - Social and Behavioral Sciences	https://doi.org/10.1016/j.sbspro.2016.07.022
24. Does Induction Programme Support Novice Teachers' Intrinsic Motivation to Work?	Merilyn Meristo Eve Eisenschmidt	Estonia	2012	Procedia - Social and Behavioral Sciences	https://doi.org/10.1016/j.sbspro.2012.12.09

Database: SCOPUS

Title	Author/s	Country	Year	Journal	DOI /link
1. Action research as a school-based strategy in intercultural professional development for teachers	Auxiliadora Salesa Joan A. Travera, Rafaela García	Spain	2011	Teaching and Teacher Education	http://dx.doi.org/10.1016/j.tate.2011.03.002
2. Being influenced or being an influence: New teachers' induction experiences	Jeanne Key	UK	2009	European Physical Education Review	https://doi.org/10.1177/1356336X09345235
3. Exploring a two-dimensional model of mentor teacher roles in mentoring dialogues	Frank Crasborn Paul Hennissen Niels Brouwer Fred Korthagen Theo Bergen	The Netherlands	2011	Teaching and Teacher Education	http://dx.doi.org/10.1016/j.tate.2010.08.014
4. Extending experiential learning in teacher professional development	Carina Girvana Claire Conneely Brendan Tangney	Ireland Wales	2016	Teaching and Teacher Education	http://dx.doi.org/10.1016/j.tate.2016.04.009
5. 'I'm being measured as an NQT, that isn't who I am': an exploration of the experiences of career changer primary teachers in their first year of teaching	Elizabeth Newman	England	2010	Teachers and Teaching	https://doi.org/10.1080/13540601003754830
6. Mediation in mentoring: A synthesis of studies in Teaching and Teacher Education	Lily Orland-Bara	Israel	2014	Teaching and Teacher Education	http://dx.doi.org/10.1016/j.tate.2014.07.011
7. Mentors assessing mentees? An overview and analyses of the mentorship role concerning newly qualified teachers	Göran Fransson	Sweden	2010	European Journal of Teacher Education	https://doi.org/10.1080/02619768.2010.509426
8. Re-conceptualizing partnerships across the teacher education continuum	Anne Moran Lesley Abbott Linda Clarke	UK	2009	Teaching and Teacher Education	https://doi.org/10.1016/j.tate.2009.03.018

9. Reflection in a social space: Can blogging support reflective practice for beginning teachers?	Maureen Killeavy Anne Moloney	Ireland	2010	Teaching and Teacher Education	https://doi.org/10.1016/j.tate.2009.11.002
10. Students-Teacher Perspectives on The Qualities of Mentor-Teachers	Popescu-Mitroi Maria-Monica Mazilescu Crisanta Alin	Romania	2014	Procedia - Social and Behavioral Sciences	https://doi.org/10.1016/j.sbspro.2014.01.802
11. Teacher professional development as a means of transforming student classroom talk	Klara Sedova Martin Sedlacek Roman Svaricek	Czech Republic	2016	Teaching and Teacher Education	http://dx.doi.org/10.1016/j.tate.2016.03.005
12. Teachers' readiness for promoting learner autonomy: A study of Japanese EFL high school teachers	Yoshiyuki Nakata	Japan	2011	Teaching and Teacher Education	http://dx.doi.org/10.1016/j.tate.2011.03.001
13. The importance of networks for newly qualified teachers in upper secondary education	Gunnar Engvik	Norway	2014	Educational Research	https://doi.org/10.1080/00131881.2014.965574
14. What can we learn from studying the coaching interactions between cooperating teachers and preservice teachers? A literature review	James V. Hoffman Melissa Mosley Wetzel Beth Maloch Erin Greeter Laura Taylor Samual De Julio Saba Khan Vlach	USA	2015	Teaching and Teacher Education	http://dx.doi.org/10.1016/j.tate.2015.09.004
15. 'It feels like its sink or swim': Newly Qualified Teachers' Experiences of their Induction Year	Jonathan Glazzard	UK	2018	International Journal of Learning, Teaching and Educational Research	https://doi.org/10.26803/ijlter.17.11.7

16. 'Learning Together, Shaping Tomorrow': new teachers try new ways	Maxine Cooper Joan Stewart	Australia	2009	Research in Comparative and International Education	http://dx.doi.org/10.2304/rcie.2009.4.1.111
17. Mentoring of new teachers as a contested practice: Supervision, support and collaborative self-development	Stephen Kemmis Hannu L.T. Heikkinen Goran Fransson Jessica Aspfors Christine Edwards-Groves	Australia Finland Sweden	2012	Teaching and Teacher Education	http://dx.doi.org/10.1016/j.tate.2014.07.001
18. New teachers, mentoring and the discursive formation of professional identity	Anita Devos	Australia	2010	Teaching and Teacher Education	https://doi.org/10.1016/j.tate.2010.03.001
19. Northern Ireland beginning teachers' experiences of induction: the 'haves' and the 'have nots'	Lesley Abbott Anne Moran Linda Clarke	UK	2009	European Journal of Teacher Education	https://doi.org/10.1080/02619760802613313
20. Understanding mentoring of new teachers: Communicative and strategic practices in Australia and Finland	Hannu L.T. Heikkinena Jane Wilkinson Jessica Aspfors Laurette Bristol	Australia Finland	2018	Teaching and Teacher Education	https://doi.org/10.1016/j.tate.2017.11.025
21. Underwhelmed and playing it safe: newly qualified primary teachers' mentoring and probationary-related experiences during induction	Dan O'Sullivan Paul F. Conway	Ireland	2016	Irish Educational Studies	https://doi.org/10.1080/03323315.2016.1227720
22. The power of the 'object' to influence teacher induction outcomes	Glenda Anthony Mavis Haigh Ruth Kane	New Zealand	2011	Teaching and Teacher Education	http://dx.doi.org/10.1016/j.tate.2011.01.010

23. A national survey of induction and mentoring: How it is perceived within communities of practice	Frances J. Langdon Patricia A. Alexandera Alexis Ryde Peter Baggetta	New Zealand	2014	Teaching and Teacher Education	http://dx.doi.org/10.1016/j.tate.2014.08.004
24. 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

Additional Resources

Title	Author	Country	Year	Document Type	Link
1. Droichead Conditions Quick Guide	Teaching Council	Ireland	2018	Reference document/ support material	https://www.teachingcouncil.ie/en/fileupload/Teacher-Education/Droichead/Conditions-Quick-Guide-2018-.pdf .
2. Droichead Quality Assurance Report 2017	Teaching Council (Chair Ciarán Flynn)	Ireland	2018	Annual Report	https://www.teachingcouncil.ie/en/Publications/Teacher-Education/Droichead-Quality-Assurance-Report-2018.pdf .
3. Droichead Quality Assurance Report 2018	Teaching Council (Chair Ciarán Flynn)	Ireland	2019	Annual Report	https://www.teachingcouncil.ie/en/Publications/Teacher-Education/Droichead-Quality-Assurance-Report-2018.pdf .
4. Droichead the Integrated Professional Induction Policy	Teaching Council	Ireland	2017	Policy document	https://www.teachingcouncil.ie/en/Publications/Teacher-Education/Droichead-Integrated-Professional-Induction-Policy.pdf .
5. Information Booklet for NQTs (Induction Workshop Programme) 2019 2020	NIPT	Ireland	2019	Support material	http://teacherinduction.ie/en/supports/induction-programme .
6. Pro Forma for the submission of reconceptualised or new programmes	Teaching Council	Ireland	2014	Support material	https://www.teachingcouncil.ie/en/Publications/Teacher-Education/Documents/Initial-Teacher-Education-Pro-Forma-for-the-submission-of-reconceptualised-or-new-programmes-for-

for review and professional accreditation by the Teaching Council					review-and-professional-accreditation-by-the-Teaching-Council.pdf
7. Key Points of Information about Droichead	Teaching Council	Ireland	2019	Support material	https://www.teachingcouncil.ie/en/fileupload/Teacher-Education/Droichead/Droichead-Key-Points-2018-.pdf .
8. Policy, Practice and Partnership: An Exploration of the Perspectives of Post-Primary School-Based Teacher Educators in Relation to School Placement	Sarah O' Grady	Ireland	2017	Unpublished thesis	http://doras.dcu.ie/21971/ .
9. School Placement in Initial Teacher Education	Kathy Hall Regina Murphy Vanessa Rutherford Bernadette Ní Aingléis.	Ireland	2018	Commissioned Research Report	https://www.teachingcouncil.ie/en/Research-CROI-/Research-Library/Commissioned-and-Funded-Research/Commissioned-Research/School-Placement-Report.pdf .
10. Review of the Droichead Teacher Induction Pilot Programme	Emer Smyth Paul Conway Aisling Leavy Merike Darmody Joanne Banks	Ireland	2016	Commissioned Research Report	https://www.esri.ie/system/files/media/file-uploads/2016-03/BKMNEXT303.pdf

	Dorothy Watson				
11. Teaching Council Act (2001).		Ireland	2001	Legislation	http://www.irishstatutebook.ie/eli/2001/act/8/enacted/en/html .