

A DEEP dive into teacher induction programmes – a systematic literature review

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Abstract

Background/Context:

This paper is grounded in the DEEPEN (Droichead: Exploring and Eliciting Perspectives, Experiences and Narratives) research project.

The research design includes a **systematic literature review**, an **online questionnaire** to all Droichead schools, **focus groups** and **visual data** collection. The social constructs central to the DEEPEN project are; newly qualified teacher (NQT), mentor, mentoring and induction and the research is framed in both the Irish context of Droichead and the international context of teacher induction programmes. This paper focuses specifically on the discussion of findings from the first phase of the research project; the **Systematic Literature Review**.

Research aims/objectives:

The overall DEEPEN research project is a case study with mixed method approaches. The primary research question of the SLR was;

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

and the sub research-questions included;

- (a) What are the documented features of effective teacher induction programmes?*
- (b) What are the documented issues/tensions/dilemmas/contestations/challenges of teacher induction programmes?*

Methods:

The researchers opted to adapt the Siddaway (2014) framework to formulate this review. Siddaway (2014) proposes the following key stages in conducting a systematic review;

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

The researchers coded data from the review using a Braun and Clarke framework (2006) and using an interpretive approach identified themes which were mapped onto initial thematic maps and further developed to final thematic maps.

Findings:

The main findings of this review indicate that there are many documented features of effective teacher induction programmes globally, while there are some commonalities cross-jurisdictions, there are also discernible differences in implementation.

The findings from this review indicate that in a formal induction programme where the mentor, as an experienced and approachable colleague (Bartell, 2005) provides both the instructional and psychological support needed at this stage of development (Gold 1996, in Richter *et al* 2013) and where the NQT engages and interacts with the support that there are both positive short and long-term outcomes for the NQT, the Mentor and the teaching profession. In short, the impact of formal Induction programmes in the teaching profession is affirmative, constructive and progressive. There is also evidence within the findings that there are issues, tensions, contestations and challenges within the implementation of Induction programmes resulting in both short and long-term outcomes with consequent impact on NQTS, Mentor teachers and the teaching profession.