Supporting early career teachers and kaiako:
Experiences of mentoring, induction, and PLD

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NZCER
Rangahau Mātauranga o Aotearoa

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FINAL REPORT

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Contents

1. Introduction

What is this report about?

This report explores the support that early career teachers | kaiako (ECT|K) in English-medium early childhood education, primary, and secondary centres need. It includes an examination of aspects of the mentoring process that are working well for both ECT|K and their mentors and suggests ways this support could be improved.

The data that inform this report were collected during July and August 2022.

This report also draws on a literature scan that was completed in May 2022. The findings from this scan are woven through the final section.

Conventions used in this report

There are many terms used to describe teacher and kaiako who are in the early stages of their teaching career. These include beginning teacher (BT), provisionally certificated teacher (PCT), provisionally registered teacher (PRT), and mentee. In this report, we have chosen to use two terms to refer to this group. They are early career teacher | kaiako (ECT| K) and mentee. Similarly, we have chosen to use the word "mentor" to describe the people who provide guidance and support to an ECT|K in their first 2 years of teaching. The abbreviation OTT is used to refer to overseas trained teachers.

For simplicity, this report also uses the term "centre" for all educational institutions such as primary schools, secondary schools, and early childhood education centres. All teacher training institutions are referred to as initial teacher education (ITE), early childhood education is abbreviated to ECE, and professional learning and development to PLD. The Teaching Council of Aotearoa New Zealand is referred to as the Teaching Council.

The term "induction" is used to indicate the initial phase of PLD and support when teachers are transitioning from ITE to employment. Induction can include a range of activities such as orientation to a school or centre, external PLD, or an introduction to a centre's processes and procedures. Mentoring is the one-to-one, or group, support that an ECT|K receives during the early part of their career.

The Teaching Council's document *Our Code, Our Standards | Ngā Tikanga Matatika, Ngā Paerewa*[1] describes the code of professional responsibility and standards for the teaching profession and is referred to as either "the standards", "the teaching standards", or "code of standards" in this report.

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1   https://teachingcouncil.nz/assets/Files/Code-and-Standards/Our-Code-Our-Standards-Nga-Tikanga-Matatika-Nga-Paerewa.pdf

The brief

The Ministry of Education currently funds a PLD service for PCT and OTT and kaiako provided by the University of Otago. This service aims to support PCT and OTT to gain their full teacher certification.

The Ministry identified a gap in their understanding about the unique situation in Aotearoa New Zealand for ECT|K. NZCER was commissioned to provide the Ministry with information about the needs of ECT|K by gathering the perspectives of ECT|K and mentors in the early childhood, primary, and secondary sectors. The Ministry plans to use this information to help them think about the provision of PLD services for ECT|K into the future.

The following research questions guided this project:

1. What are the critical needs of early career teachers and kaiako, including PCTs, OTTs, and teachers returning to the workforce, particularly within the first 2 years of teaching?
2. Are there any gaps in our knowledge of this topic, and how could we fill those gaps?
   a) What is known about meeting the critical needs of early career teachers from national and international research?
   b) What does the literature tell us about how well current models are meeting the needs of early career teachers and kaiako in Aotearoa New Zealand?
   c) What do early career teachers, kaiako, and mentors tell us about how well current models are meeting the needs of early career teachers in Aotearoa New Zealand?
3. How can mentors of early career teachers in education centres be supported to grow the capability of early career teachers and kaiako?

How did we collect data?

To gather the perspectives of ECT|K and mentors from the three different sectors, participants were invited to take part in focus groups or one-on-one interviews. Māori and Pacific ECT|K were given the option of being part of a group with other Māori or Pacific ECT|K.

Due to the geographic spread of participants, the lower-than-expected numbers of people signing up for focus groups and time constraints, all the interviews and focus groups took place via Zoom. Each focus group or interview lasted for up to an hour.

Table 1 shows the number of participants we spoke to in each of the two groups: ECT|K and mentors. The school holiday period fell during our data collection phase, and this impacted on the availability of some participants for interviews. COVID-19 also had an impact as many centres were short staffed and several participants had to withdraw from their interviews due to testing positive.

TABLE 1 **Interview and focus group participants (N = 32)**

	Number	%
ECT|K		
ECE teachers | kaiako	4	13
Primary teachers | kaiako	7	22
Secondary teachers | kaiako	4	13
Overseas trained teachers	2	6
Māori teachers | kaiako	3	9
Pacific teachers | kaiako	2	6
Total ECT|K	22	69
Mentors		
ECE mentors	5	16
Primary mentors	2	6
Secondary mentors	3	9
Total mentors	10	31
Total participants	32	100

The context

The journey to become a certificated teacher

For many ECT\|K, the formal journey to becoming a fully certificated teacher starts with study at an approved ITE in Aotearoa New Zealand where they engage in both theoretical and practical learning experiences. One core component of ITE courses are practicum placements in centres. Once their ITE qualification is complete, ECT\|K can register as a PCT and are able to work as a teacher in a centre. The pathway is slightly different for OTT. They need to apply to get recognition of their overseas teaching qualification and/or experience.

Teaching is a demanding and complex job, and this is recognised in the provision of ongoing support to ECT\|K as they make the transition from ITE to a centre. Once they have gained employment at a centre, ECT\|K across all sectors are expected to be offered a comprehensive induction programme which includes being allocated a mentor who provides guidance and support to assist the ECT\|K to develop as a reflective practitioner and gain full certification. ECT\|K are provided with some release time to develop their practice and work towards full certification.

Variability between and within sectors

One theme that was common across sectors for both ECT\|K and mentors was the variability in experiences of both groups. ECT\|K had varying views about the extent to which ITE prepared them for their roles, and the effectiveness of the induction and mentoring provisions at their centres. In

addition, ECT|K interviews suggest there was significant variation between centres. Each centre had its own culture, leadership processes, and approaches to curriculum, teaching, and learning as well as staff PLD.

Mentors had varying views about how well trained they were for their role and how supported and resourced they felt at their centre. There did not seem to be a standard set of good practices that are followed between sectors or between centres in the same sector. Each sector had aspects of effective practice, as well as tensions that needed to be navigated.

One example of this variability is the amount of release time that ECT|K in each sector receive. ECE ECT|K receive 4 days of paid release per annum. ECT|K in the primary and secondary sectors get 1 day of release each week in their first year and 1 day a fortnight in their second year of teaching. In addition, all primary teachers get 10 hours of classroom release time each term, while secondary teachers get 5 hours of non-contact time each week.

The impact of COVID-19

This study focused on a time during which COVID-19 was active in the community and followed 2 years of COVID-19 disruptions and lockdowns. COVID-19 had a range of negative impacts on ECT|K and mentors. Some ECT|K were studying at an ITE during lockdowns and experienced disruptions to their courses. Courses were delivered online, and practicum placements were postponed or cancelled. In some cases, this impacted on an ECT|K's ability to pass their course. In 2022, one common disruption for both ECT|K and mentors was staff and student illness. Many experienced high staff absences at their centres and staff were called on to provide relief, undertake other extra duties, or teach online. As a result, many mentors had less time for their role and ECT|K were unable to take their allocated release time or benefit from a formal induction.

> *Release time for teachers is so important. I haven't had any release since Week 4 of Term 2 due to COVID. It's so crucial to just keep your head above water.* (PRIMARY ECT|K)

COVID-19 also impacted on student attendance, wellbeing, and development. A number of ECT|K talked about how they were having to adjust to students' current needs as they were different from what was usual at their year level.

> *I think it is important to give us time, especially due to COVID. We know that there will be gaps in learning. So, give us the time to identify these gaps and weave in our own teaching style that we think will help cater to these learning gaps. We need that time as early career teachers as we are still finding our feet. We need to experience both failure and success at the same time to improve. Give us that time to do things a certain way and adjust ourselves.* (PACIFIC PRIMARY ECT|K)

A further impact for ECT|K was a lack of opportunity to meet with parents | whānau face to face at the start of the year. This made it difficult to develop the relationships and provide holistic support for students.

The experiences of Māori and Pacific ECT|K

This study included a specific focus on the experiences of Māori and Pacific ECT|K working in English-medium centres. These teachers had many commonalities with other ECT|K, as well as unique differences. Māori and Pacific ECT|K had strong drivers for being a teacher that included a clear sense of wanting to make a difference (for whānau, ākonga, kura) to ensure ākonga got a better educational experience than past generations. They were passionate about contributing to their community. The literature suggests that Māori teachers may experience extra demands on their expertise and time which impacts on their ability to manage their workloads which in turn may impact on their retention in teaching (Stucki et al., 2006; Whatman et al., 2017). This workload tension was particularly evident for the Māori ECT|K we talked to, who were often asked to take on extra roles as cultural and reo Māori champions.

> *[How well does your school acknowledge and celebrate your culture and identity as a Māori teacher?] I think they definitely value me for that. I love it so much that I just do it anyway. I just want to teach these students and I want to help everyone out because who else is going to do it?*
>
> *They [my school] want me to teach kapa haka. On my release day I have time to go and help out teachers, teaching songs and waiata and supporting the kaiako … I think that if you have that skill, if you are a new Māori BT, you want to be a people pleaser. I'm a people pleaser … I want to get that job so I'm going to do whatever it takes to please all the people. I know that you can take on a Māori unit which I haven't been given … It's not like I'm going to say, 'Can you please pay me?' because it's too awkward and I love it anyway. So, I think that there's a lot of pressure on me to do it without any extra money or anything.* (MĀORI PRIMARY ECT|K)

A second tension for Māori and Pacific ECT|K was that they had varied experiences when attempting to bring their culture into their practice and live their cultural values. Some found their knowledge was valued, and others found their values and cultural practices were not welcomed at their centre or aligned with centre values. The following quote, from a Pacific ECT|K who had learnt te reo Māori for a number of years, illustrates this situation.

[What would you like centres to know about supporting Pacific early career teachers?]
I think our background and upbringing is significantly important, to the way we reflect ourselves in our teaching pedagogy, and our environment. To be able to accept our identity and our background and allow us to reflect this in our teaching practice—so we're not restricted.

[Have you ever felt restricted like that on practicum or in your current school?] Yes. In my upbringing there were traditional things like karakia or a waiata that I thought were acceptable to be implemented in schools. But some schools on my placement, they were like, 'Oh well, you have to consider the other cultures, it's not just about you.' (PACIFIC PRIMARY ECT|K)

A number of ECT|K talked about experiencing deficit assumptions during ITE classes, on practicums, or at their centres.

[Did ITE focus on your wellbeing as an ECT?] … Can I just be straightforward? I feel like there is no way to just go around it … They did mention if you do choose to teach in South Auckland or in any areas that are low decile, rural, be prepared to be burnt out as you are consistently 24/7 thinking about your kids. Planning takes the majority of your time, and even your down time is spent having to cater to every need for your students. That was heavily emphasised.

[What did you think of that?] I knew it was true, but also, in a way I feel like it … really demeaned the efforts of the teachers who are already working in South Auckland. It was a way to portray South Auckland like it is just low decile kids, a Pacific, Māori community predominantly at all these schools. So, when they said be prepared to be burnt out, I thought this was a way of saying you don't want to choose this area … When talking to peers and colleagues at uni, some of them were like, 'I've never been there but it sounds like a place I don't want to go.' It made people with outside perspectives already make assumptions.
(PACIFIC PRIMARY ECT|K)

2. ECT|K experiences and needs

This section presents the findings for research questions 1 (What are the critical needs of ECT|K?) and 2c (How well are current models meeting ECT|K needs?). We mostly focus on the experiences and views of ECT|K. In some cases, we also include mentor perspectives. On the whole, there was a lot of synergy between these two groups.

ECT|K experiences of ITE

We asked ECT|K to rate how well their teacher training prepared them for becoming a teacher | kaiako using a 5-point scale (with 1 being poor and 5 being outstanding). Most rated their training as a 3. Ratings varied from 1 to 4.5. In general, those who did a 1-year diploma felt less well prepared.

> *I give it a 3. The reason being I think that I learnt more being on the placement and the practicums. The assessments and the coverage of certain things throughout the year I don't see this being evident in my practice today. There were some things that we did, that we stressed about during uni, all these assignments we had to get right and perfect, but we don't see that reflected in our teaching practice now. But I would say I thoroughly enjoyed the teaching programme at the uni.* (PACIFIC PRIMARY ECT|K)

The reasons given for their ratings are woven throughout the following text. ECT| K views provide valuable insights into areas they felt unprepared for, suggesting these may require ongoing support.

What is working well in ITE

Most ECT|K valued the knowledge and experience they gained during their ITE training. Practicum placements were the most highly valued aspect of ITE by most ECT|K. Also important to many were the networks of peers ECT|K built during ITE. Many ECT|K valued ITE for the focus on diversity and te reo and te ao Māori. However, their experiences varied. Some thought their provider explored this well, others had the opposite experience.

> *My course was really focused on priority students—that was really good—it gave me a really good cultural lens into New Zealand as I was new to the country.* (PRIMARY ECT|K)

Māori and Pacific ECT|K valued the way ITE acknowledged their cultural identities and focused on diversity. One example was the way lecturers designed assignments around key documents such as the Ka Hikitia strategy[2] and Tapasā framework.[3]

> [In what ways did your ITE recognise your cultural identity and world views?] *Yes, it definitely did … they implemented these cultural aspects into our papers. So, we had to undergo some assessments that required us to tap into the Tapasā [framework] document, and all these other supporting documents that can help with teaching practices for diverse students. Not just me but the community out there as well.* (PACIFIC PRIMARY ECT|K)

Māori ECT|K valued the mentoring and support they got from Māori staff who had high expectations of them. The staff alerted them to the challenges they might experience in the sector and built their confidence to stand strong in their identity.

What the critical needs of ECT|K at ITE tell us about their support needs

Although nearly all ECT|K valued their ITE experiences, as they reflected on these experiences they had many suggestions about how ITE could better prepare them for their first few years of teaching. These suggestions help us better understand the induction and support needs of ECT|K once they start work at a centre.

One very strong theme from ECT|K was that they felt their ITE course was too weighted towards theory, rather than the practical aspects of teaching that they were now experiencing on the job. Some thought they would have benefited from clearer connections between the theoretical and practical aspects of the course. Many felt they developed most of their curriculum knowledge in their first year of teaching and would have valued more opportunities to do practical assignments that focused on exploring the curriculum or planning.

> *The way the theory was set up felt a bit useless. I don't think they explained well enough why we were doing it. At the same time, they were talking about making sure that your lessons are dynamic while we had to sit there for 3 hours. The placements were 1,000 times more helpful to me.* (SECONDARY ECT|K)
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> *I didn't feel there was enough curriculum taught. I feel that everything about the curriculum I've had to learn on the job and very much learn it while I'm teaching it at the same time.* (SECONDARY ECT|K)

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2   https://www.education.govt.nz/our-work/overall-strategies-and-policies/ka-hikitia-ka-hapaitia/
3   https://teachingcouncil.nz/assets/Files/Tapasa/Tapasa-Cultural-Competencies-Framework-for-Teachers-of-Pacific-Learners-2019.pdf

Some primary ECT|K felt the curriculum emphasis was mostly on maths, reading, and writing and therefore they did not feel prepared to teach across all learning areas.

Following their ITE, there were a number of areas ECT|K found they needed support with at their centres, suggesting these areas could be highlighted as important focuses for induction and mentoring. These areas included:

- the different behaviour management approaches used in centres such as Positive Behaviour for Learning (PB4L)
- ways to assist students with extra support needs. ECT|K commented on the number of students in centres with these needs and that they would benefit from knowing more about the range of needs
- core assessment practices that are common in centres (such as assessing, grouping students, moderating, and reporting). One primary ECT|K commented that her ITE did not focus on the just-in-time formative assessment practices that are common in centres. A secondary ECT|K talked about how she needed to know more about moderating
- teaching in a culturally sustaining way. Some ECT|K wanted more focus on the Ka Hikitia strategy and Tapasā framework. Others wanted more strategies for integrating te reo and mātauranga Māori into teaching. This was particularly important for OTT
- online resources that could help them plan (such as the NZMaths site) and therefore help them avoid reinventing the wheel
- working with whānau | family and other adults such as teacher aides
- wellbeing strategies. Many ECT|K commented that ITE staff informally talked about wellbeing but did not provide practical strategies for managing common stressors such as high workloads
- how to register as a teacher. A number felt they needed more information or support to register as a PCT.

I think support and understanding of how to register. At the end of training [at ITE], they said 'see you' and then you had to go through that registration process by yourself! I had been warned by someone in advance, stuff like having a principal to sign off [that] you are a real person. Like getting all the documents you need ready. I stuffed it up the first few times and finally got it right. Even the next year with the Novopay form I was paid wrong the first few weeks as I was not classified as a teacher yet. I found that really bizarre as the school would not hire me if I was not a teacher! I know some people who spent the whole of term 1 getting paid at the wrong salary. I know people who spent the whole of the first term working through their registration. (SECONDARY ECT|K)

The needs of specific groups

Some groups of ECT|K had particular needs. OTT found the teacher registration process particularly confusing, time consuming, and costly. They felt the different parts of the process could be joined up and streamlined.

> *Being able to teach here—it was eye opening how long it took. First, I had to get my degrees acknowledged. You have to register through the Council then you get paid as unqualified till you get your salary assessment ... all the paperwork ... I had to turn in for my degree. I was so frustrated as I had to give the exact same paperwork for my salary assessment. I felt like those were very separate systems as well—why don't they work together? ... It took about 3 years ... When you are brand new to a place you are a bit lost ... Even the cost, getting your degree recognised, and registration through Council etc that was another sum. You want teachers, why are you making it so difficult?* (SECONDARY OTT)

Māori ECT|K wanted more emphasis on ways to communicate with whānau or adults during their time at ITE, as well as when they joined their centre.

We heard from mentors that ECE teacher trainees, unlike their primary and secondary colleagues, do not get the opportunity to take full control of a class or group of students when they are on their practicum placements. This means that the shift from being a trainee teacher to being an ECT|K and the responsibilities it brings is much larger for ECE ECT|K.

ECT|K experiences of induction

This section focuses on centre induction processes that assist ECT|K to learn about the culture and practices at their new centre, and the craft of being a practising teacher. Further sections discuss the mentoring relationship, and ECT|K access to PLD and professional networks.

> *We have a few PCT at our school. We had a full induction day, we got computers and logins and did a fire drill ... We were supposed to have a pōwhiri but COVID stopped that. Then over the first term we had a meeting once a week at lunchtime about one thing that was specifically a focus at the school. We had a meeting about KAMAR, then one about PB4L (although that came pretty late in the term for it to be pretty useful). They made sure it wasn't just one day of throwing surface-level information at you. It was actually making sure you had a chance to ask questions as well.* (SECONDARY ECT|K)

The Teaching Council's *Guidelines for Induction and Mentoring and Mentor Teachers* (*Guidelines for Induction and Mentoring)*[4] note that professional leaders are responsible for ensuring ECT|K have an effective induction. These guidelines state that induction is moving away from an "advice and guidance" approach towards an educative model. A comprehensive induction has many components and is ongoing, with at least 2 years being recommended for PCTs. A comprehensive induction includes: welcoming new teachers and introducing them to the centre; ongoing PLD and support including access to external professional networks; and educative mentoring.

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4   https://teachingcouncil.nz/assets/Files/Registration-and-certification/Guidelines-for-Induction-and-Mentoring-English.pdf

What is working well about induction

Some ECT|K were offered a comprehensive induction that was aligned with the Teaching Council's guidelines as shown by the two quotes below. ECT|K at centres where there was more than one new staff member, a group of PCTs, or a PCT co-ordinator appeared more likely to receive these comprehensive inductions. ECT|K who had these types of inductions felt well prepared and supported by their centre.

There are two PCT at school … we had an induction prior to term 1 and in term 4 in the year before … just before the teachers pack up their classrooms. We were given a full health and safety run through, we did some homework and modules on knowledge of the teaching standards. The homework was PCT folder stuff to complete inquiry goals. We were given our students' information for our classes. We went through that, reading the student profiles and notes, to analyse student profiles. Then we were given the run down on pay and admin stuff, and important expectations: like dress code, professionalism, what we are expected to do, what time to be at school. The whole COVID stuff was a whole-day session on protocols for that. It was really thorough but very good—as I was able to know all of that prior to starting the year. (PACIFIC PRIMARY ECT|K)

We have a few PCT at our school. We had a full induction day, we got computers and logins and did a fire drill … We were supposed to have a pōwhiri but COVID stopped that. Then over the first term we had a meeting once a week at lunchtime about one thing that was specifically a focus at the school. We had a meeting about KAMAR, then one about PB4L (although that came pretty late in the term for it to be pretty useful). They made sure it wasn't just one day of throwing surface-level information at you. It was actually making sure you had a chance to ask questions as well. (SECONDARY ECT|K)

What are the critical induction needs of ECT|K?

Two strong themes about induction were evident from the interviews. The first was the variability in induction processes. Some ECT|K had a comprehensive just-in-time induction that continued throughout the year. Others had a one-day session that covered a few aspects of practice noted in the Teaching Council's *Guidelines for Induction and Mentoring*, and some had no formal induction.

Coming from a really small country school—it was a 20-minute walk around, we use this, if you have any questions—ask, here's the fire exits, here's the fire extinguishers. It was a very site-based induction. (PRIMARY ECT|K)

The second theme was a sense that centre staff thought ECT|K knew more than they actually did about centre practices. This was one reason why ECT|K were offered no induction or a short induction. Some ECT|K commented that practicums prepared them for some aspects of school practice but there was still a lot to learn once they started at their centre.

> *I didn't really have an induction. There weren't any other new teachers at the school, not PCTs. They had an induction day, but I wasn't involved in that as I had been a student teacher at my school in term 3 last year, and a teacher aide in term 4. So, I think they assumed I knew how things ran, but that wasn't really the case as I wasn't a full-on teacher. There were some things I did not know. The mentoring has been really good but I'm the only PCT at my school so it's pretty much just me learning the ropes.* (SECONDARY ECT|K)

Many ECT|K felt inductions were important and considered they would have benefited from more focus on this area. Overall, the data suggest more sharing of good practice induction models is needed between and within sectors. ECT|K needs include ongoing induction that covers a wide range of areas such as:

- centre culture, expectations, and policies
- knowing the different leadership roles in centres and who to go to for different queries
- assisting ECT|K to get to know students' learning needs prior to entering the classroom
- learning about tools and student management systems such as KAMAR, and how to access and use school resources
- centre curriculum, planning, and assessment approaches and terminology
- centre inquiry and PLD focuses
- centre behaviour management processes such as PB4L
- understanding the mentoring process, observations, and appraisals, and how to document their reflections
- understanding the teaching standards and the process for gaining a full practising certificate
- practical support including how to set up classroom displays and what to do on duty.

ECT|K had varying understandings of processes such as appraisals and how they contributed to the certification process. A number wanted an earlier overview of this area and more support in general.

> *[What do you think is most important for early career teachers to be supported to learn in their first couple of years?] Probably going over what is expected in terms of becoming fully registered, like your portfolio. Because they didn't touch on that very much in the training either. Like, what we actually had to do once we'd finished. So, in my first centre I had a very good head teacher and she went through with me the whole portfolio and what was expected. And our code of standards. I still haven't finished my registration. In my current centre I haven't had the same support. I don't know why they haven't been able to provide me with the same support.* (ECE ECT|K)

The induction needs of specific groups

Some groups of ECT|K had particular induction needs. OTT felt they needed more induction into common Aotearoa New Zealand educational practices and terminology, particularly how the curriculum works and assessment practices. For these teachers, the different ways the term "level" was used was particularly confusing.

> *[What do you think is most important for overseas trained teachers to learn in their couple of years of teaching in Aotearoa New Zealand?] Definitely how to interpret the different levels of the curriculum and what is needed. Where I come from it is very assessment driven and you get told what you need to achieve in that specific year level. Whereas here you have a curriculum level, then you have a stage level, and a year level which is very confusing. It gives you a lot of scope to be creative, whereas ours was prescribed and very set.* (PRIMARY OTT)

OTT noted Aotearoa New Zealand teachers and kaiako were expected to be more culturally aware and responsive than in their home countries. Therefore, they felt they needed more introduction to Māori and Pacific culture and how to teach for diversity.

ECT|K in each sector had different induction needs. A number of ECE ECT|K noted they needed to be taught how to change nappies before being out on the floor. This was a practice they were not able to learn at ITE owing to safety restrictions. ECT|K in secondary schools needed more induction into NCEA assessment and moderation practices.

ECT|K experiences of in-centre mentoring

In-centre mentoring is critical to the development of ECT|K practice, their identity as a teacher | kaiako, and the sense of belonging they have to their centre. The phrase "in-centre mentoring" here refers to mentoring that occurs within early learning centres, schools, or kura. This section explores ECT|K experiences of in-centre mentoring, including what is working well, and things for the Ministry to consider in the resourcing and communication of in-centre mentoring going forward.

According to the Teaching Council's *Guidelines for Induction and Mentoring*, a high-quality mentoring programme follows a co-constructed educative mentoring approach. Most ECT|K reported that their mentoring experience, at least in part, aligned with this expected approach.

What is working well about mentoring

> *I feel very valued and acknowledged at my school.* (MĀORI PRIMARY ECT|K)

> *[My mentor is] building my confidence about teaching overall. She will just pop in and say I have got this and this. I really appreciate that she asked how my day has gone, and checking in … I am really so thankful to have a mentor.*
> (PACIFIC PRIMARY ECT|K)

Overall, ECT|K were positive about their in-centre mentoring programme. Most ECT|K reported that they had effective and encouraging relationships with their mentors and felt well supported by their centre. ECT|K described a wide variety of mentoring programme approaches. Common features included:

- co-constructing a programme with their mentor(s)
- a focus on practice development that included reflective discussions, goal setting, and confidence building
- support to understand centre processes, roles, and policies
- examples of lesson and unit plans provided by their mentor
- support to complete the professional growth cycle and requirements for a full practising certificate
- observations of the mentee by the mentor
- observations of the mentor and other teachers by the mentee.

*Having a good mentor teacher is so important. They can make you feel you are doing a good job or failing. (*PRIMARY ECT|K)

Some ECT|K were acutely aware of the significance of their mentoring relationship and programme to their success as a teacher | kaiako.

It was common for ECT|K to have more than one mentor, particularly if they worked in a larger primary or secondary school, or if their centre had multiple ECT|K. Some ECT|K had a mentor who worked with them on a specific aspect of their practice; for instance, their appraisal or requirements for certification. This dual mentor approach worked well for many ECT|K, especially if one of their mentors did not teach the same age group or subject area as them. The dual mentor approach was also valued because it enabled ECT|K to access different perspectives and teaching approaches.

I have two mentors … They work together as well as working with me. On top of that, one of them is my appraiser. They told me I was going to have two because they wanted me to get two different perspectives because they think about things really differently, so it is really interesting to have both of them to talk to. (SECONDARY ECT|K)

Most ECT|K reported that their in-centre mentor was their primary form of support. However, the majority of ECT|K were also supported by a team of people. This team was often made up of teachers who worked alongside the ECT|K daily, such as their department or team-teaching members. Several had a buddy, who was also an ECT|K.

> *Technically I've got a buddy who is another PCT in the maths department and I meet regularly with my head of departments in both maths and digital technologies. I feel like I am really well supported!* (SECONDARY ECT|K)

> *I get more mentoring from my team members in my room ... My team answers questions I have—we discuss a lot and talk about how to do things differently. Their ways of things and my ways of things—we're really good at communicating together.* (ECE ECT|K)

ECT|K spoke about the different ways mentors supported them with their daily practice. They valued mentors who were adaptive and responded to their immediate support needs. For example, having a mentor nearby, such as in the classroom next door, enabled ECT|K to draw on their mentor's support and expertise to manage challenging situations. This just-in-time support helped to expand their teaching ability and confidence to manage future situations on their own.

> *[I'm] lucky to have a supportive principal who comes in to help out when things are going wrong. Not everyone else is going to have that.* (PRIMARY ECT|K)

> *[My mentor has an] open door—I asked her for support for running records and so the principal allowed me out of the classroom to go and observe her doing it. So that was really good.* (MĀORI PRIMARY ECT|K)

In addition, most ECT|K felt that a good mentor:
- supported ECT|K with planning, by modelling (actively demonstrating) effective planning strategies and helping to source examples and resources
- modelled how to manage challenging situations, such as how to talk to parents | whānau about student difficulties
- actively assisted in managing ECT|K workload, by ensuring the ECT|K received the release time they were entitled to. In some cases, mentors shared the workload with their mentee or spread it across a team of teachers | kaiako.

> *She helps me with planning and the materials and resources I need. She even goes as far as grabbing all these resources and printing them out for me. She does research on her own for me and the next day she will be like actually I found this—it will work for your students—and she has it there already prepared for me ... Behind the scenes she is making sure I do get my release as she knows that will help with assessments. She sits and watches me for assessments so she knows I will be confident when she is not there.* (PACIFIC PRIMARY ECT|K)

> *It [the mentoring relationship] works well as she shares everything she does as a google doc so I can see examples of how she had done it—such as for inquiry learning.* (PRIMARY ECT|K)

What is working well for specific groups

Māori and Pacific ECT|K spoke about how teaching enabled them to share their cultural values and knowledge. These ECT|K also appeared more confident with curriculum compared to their peers, as they could bring their own cultural perspectives into the classroom. Most Māori and Pacific ECT|K felt valued and supported by their centres. They also enjoyed seeing how their centre was making use of Pacific and Māori frameworks, such as Tapasā and Ka Hikitia.

> *I'm very lucky … at this school. Our school values our Māori whānau and we are always trying to uplift our Māori whānau.* (MĀORI PRIMARY ECT|K)

Despite the challenges involved in learning a new education system, the two OTTs we spoke to were enjoying teaching in Aotearoa New Zealand. They highly valued the release time and mentor support they had received.

> *Especially in my first year, I got a whole day off for admin, which is so divine—just to help me find my feet! I still have my mentor which I am grateful for … He is my [classroom] neighbour and he teaches the same year level. He's taught me a lot; his door is always open so that works really well.* (PRIMARY OTT)

As noted earlier, ECE ECT|K had the most varied mentoring experiences compared to those working in primary and secondary centres. One ECE ECT|K had a particularly positive in-centre mentoring experience. She had regular and stimulating meetings with her mentor, and thought her mentor was well equipped to support her.

> *I feel like my mentor is really good. We've established a really good relationship that has blossomed into a friendship, which is really great. I feel very well supported and I feel like her communication is very high—she is always checking in but not overly though which is good 'cos that can be annoying if they do that a little too much. When things change, she checks in and is like 'Hey, this thing is happening, are you all good with that?', which is really great, so we all know what is going on and we don't feel like we're left in the dark about things.* (ECE ECT|K)

What are the critical mentoring needs of ECT|K?

Several common themes were raised by ECT|K about their critical mentoring needs. While some of these themes have been included above, the following discussion summarises the feedback from ECT|K.

ECT|K want quality mentors

ECT|K need mentors who understand what quality mentoring looks like and can employ a range of mentoring approaches and techniques. Some ECT|K felt their mentor wasn't well equipped to provide them with the support they needed to improve their teaching practice. This was particularly the case if mentors were new to the role or were not well matched to the ECT|K.

> *With my second mentor, I was her first mentee. I felt she didn't really know how to push me further—I was not able to see what my next steps could be, and how to improve. I am not sure I got enough value out of our meetings.* (PRIMARY ECT|K)

> *I've struggled, so my whole experience is on the negative side at the moment. [I'm] trying to find a system for me that is actually going to be useful. I get on really well with both of my mentors, but we end up rolling into general chat about how we are both doing … I would like to talk with my mentors about [a mentoring] structure.* (SECONDARY ECT|K)

ECT|K want supportive mentoring programmes

Although there is evidence that some ECT|K have positive mentoring experiences, there are some specific areas in which they would like more support. Many of these are parallel to those identified as needs in ITE. ECT|K want to learn more about:

- curriculum, planning, and resources
- assessing and moderating
- strategies to help them actively manage adult relationships, particularly with whānau | parents.

> *I would have liked more guidance of how you actually interact and communicate with parents and whānau. In my first week I found it extremely challenging to contact a parent if it was for a behaviour problem. I had to ring them and let them know something happened. I felt really awkward because I didn't know them at all, and they didn't know me and they're like, 'Who's this person?'. I feel like there was no opportunity to meet with them because of COVID and all the other school restrictions.* (MĀORI PRIMARY ECT|K)

Formal observations of ECT|K were also identified as a critical support need. Many ECT|K thought that formal observations of their practice should be given greater priority. Some had never received a formal observation, while others had a rushed "tick box" experience.

> *We don't really get observed—it's on our word. Every 3 months, if they have time, they'll come and ask how we are going, how are we demonstrating the teaching standards? So, it's word of mouth, it's not actually them observing us—we tell them.*
> (ECE ECT|K)

> *I was supposed to get an appraisal last year—some of my kids had an issue and I had to step out of the classroom and deal with that, so my appraisal got missed and it never got booked in again.*
> (PRIMARY ECT|K)

ECT|K want wellbeing support

Almost all ECT|K felt having access to quality wellbeing support was critical to their developing self-image as an emerging teacher | kaiako. However, their experiences of this support varied. Some thought they received adequate wellbeing support and had mentors who gave advice and modelled ways to manage workload, process challenging situations, and celebrate "wins".

> *The one thing I really appreciate about [my mentor] is that I learnt more about my wellbeing from her than I did my [ITE] programme. Like she teaches me time management and she is always making sure that my mental health and health is good, and that I'm good to go.*
> (PACIFIC PRIMARY ECT|K)

However, many ECT|K received limited, or no wellbeing support.

> *It would be nice to have more support with working full time, as it definitely affects your wellbeing. When it affects your wellbeing it's a mood changer when you're working. You don't want to have this mood and affect the children as well—so it would be nice to have more support with our wellbeing.* (ECE ECT|K)

The mentoring needs of specific groups

Many of the themes raised above apply to all ECT|K. However, this section considers the learning and support needs of specific groups of ECT|K.

Māori and Pacific ECT|K

Māori and Pacific ECT|K were often one of the cultural champions at their centre. However, at times they found it difficult to manage the additional responsibilities assigned to them and did not get formal acknowledgement for these responsibilities or their cultural expertise.

> *Yes—I think they definitely value me … I love it—I love it so much that I just do it anyway. Just the love of it because I just want to teach these students and I want to help everyone out because who else is going to do it? … I don't mind at all because I get a whole day for release so I can help everyone out. And that's I guess how Māori are raised—you want to show manaakitanga and not expect anything in return. But sometimes you can feel like you are being exploited a little bit when you're just doing all that and the knowledge we hold and sharing your resources for free …* (MĀORI PRIMARY ECT|K)

Early childhood education

ECT|K in ECE had the most inconsistent mentoring experiences. All the ECE ECT|K we spoke with felt that unclear mentoring guidelines and expectations for centres and mentors are key issues that need to be addressed. They also want a sector-wide structure developed for practising certificate documentation. Some ECT|K had infrequent meetings with their mentors, and most had never received a formal observation. COVID-19 and low staffing numbers meant that some had to complete tasks sooner than typically expected. ECE ECT|K receive less release time compared to their primary and secondary colleagues. This can make it difficult for them to find time to regularly meet with their mentor.

> *I wasn't supposed to start helping to transition children from our younger centre to our older centre but because one of the previous teachers quit, I had to take on that role. So, I was a fresh graduate—and the normal timeframe you get is 6 months, so you get settled in, you don't have any key children yet, you just get to know the place and how things work and then you get your key children. So, I was trying to do both at the same time, which is why it was quite challenging.* (ECE ECT|K)

Primary

Most primary ECT|K spoke positively about their in-centre mentoring experiences. However, some felt they needed more time with their mentors. This was particularly relevant for ECT|K who had mentors with higher duties and were often pulled away from their mentoring meetings. Other ECT|K felt their mentor needed more PLD, as they didn't know how to support or challenge them.

Secondary

As with their primary colleagues, secondary ECT|K were, in general, positive about their in-centre mentoring. However, they wanted greater support from their mentors about the NCEA moderation and assessment processes.

PLD and support networks

This section of the report addresses ECT|K PLD and support network needs. Here, PLD refers to both in-centre PLD and external PLD. ECT|K have access to a range of PLD and networking opportunities, including:

- PLD specific to ECT|K needs
- PLD about centre-specific focuses, like cultural competency and learning area knowledge
- informal online networks, such as teacher | kaiako Facebook groups.

While some ECT|K reported that the PLD they attended was stand-alone, others attended PLD that was integrated with their in-centre mentoring or ongoing development as a teacher | kaiako.

Most of the themes in this section are relevant to all ECT|K; for example, the value of peer support and the need for greater awareness and communication of external PLD opportunities. However, this section also addresses the PLD and support network needs of specific ECT|K groups.

What is working well for PLD and support networks

External PLD

External PLD was viewed by many ECT|K as being an essential part of their ongoing learning and development. Engaging with ideas and people outside of their own centre enabled them to consider a range of perspectives and develop a broad understanding of teaching and learning.

The majority of ECT|K in this study had not attended external PLD for PCT. However, those who had were mostly positive about their experience. Several had attended an ECT|K course provided by Otago University, and some had attended with their mentors. This course was generally highly valued, although some ECT|K suggested that the curriculum aspect of the course could be more specific to the different centre settings and learning areas. Others had attended ECT|K courses delivered by the New Zealand Educational Institute (NZEI) and the Post Primary Teachers' Association (PPTA). For some ECT|K, these courses provided information that was otherwise missing from their ITE or in-centre mentoring.

> *But I also have been on the NZEI—that type of support—they also have zooms for BTs. That's been good to get their advice. They also outline your entitlements and how to continue being a teacher. (MĀORI PRIMARY ECT|K)*

[I] went to the Otago PCT [course] in Taranaki and then I went to the PPTA one in Wellington. I found the Otago [course] really useful; they talked about how your portfolio and journal isn't this giant thing, which helped to alleviate fears. And you got to talk to other first years, and I found that really useful as I felt really alone. The PPTA did a similar thing and talked about your rights. (SECONDARY ECT|K)

It was more common for ECT|K to have attended PLD that was open to all teachers | kaiako, and that focused on emerging pedagogies or a specific learning area. Courses about emotional regulation such as Pause, Breathe, Smile, and literacy (e.g., Sheena Cameron reading courses, e-asTTle writing) were mentioned by several ECT|K.

In-centre PLD

Some centres had an ECT|K or PCT co-ordinator. This role was most often found in primary and secondary centres that had multiple ECT|K. In these centres, ECT|K saw the role as being highly beneficial to their mentoring experience. It was common for the co-ordinator to create and/or deliver a centre-wide mentoring programme which included providing guidance about mentoring expectations and offering additional support to ECT|K. The co-ordinator also provided support and upskilling for mentors.

[My centre] is a leader in the sector, so they produce lots of exemplar books and their own material to support teachers. So, I have access to all of that, which is really great. (ECE ECT|K)

Some ECT|K also had access to internally produced resources.

We have a PCT co-ordinator. She set up a binder for us to look through, which includes expectations. We always have PCTs at this school. If my mentor has questions, she goes to her. (PRIMARY ECT|K)

Peer support

Being connected with other ECT|K was considered a critical form of support. Peer support occurred in three main ways:

- most ECT|K connected informally with each other; for example, by staying connected with ITE peers through social media
- some ECT|K networked with other ECT|K in their centre, such as with an ECT|K buddy, group, or the co-ordinator
- some ECT|K connected with external formal networks, such as those provided through a Kāhui Ako, Networks of Expertise (NEX), and subject association PLD.

These networking opportunities were valued for the shared understanding and sense of community they provided. They helped ECT|K to feel less alone in their struggles and offered practice ideas and inspiration.

> *The PD with the Otago mentoring—that was very valuable because I was able to connect with lots of BTs. We had it on Zoom first so that was around the country, then regional. It was good to have that networking with all the other schools.* (MĀORI PRIMARY ECT|K)

> *Our Kāhui Ako has been putting specific emphasis on getting PCTs and BTs together at the 17 schools in the group. They've done drinking mix and mingles. They also put on PD, and that was a cool experience because mentors were also invited. It was cool because we got to interact with lots of BTs and their mentors and see how their relationships were developing and moving forward.* (SECONDARY ECT|K)

A lot of ECT|K used Facebook to connect with others. Groups that included both experienced teachers | kaiako as well as ECT|K helped ECT|K to realise that growth as a teacher didn't stop after their first few years. These ideas about reciprocal relationships and ongoing learning between teachers at different career stages underpin the Finnish café model (Korhonen et al., 2017). In addition, in Aotearoa New Zealand, the idea of teachers as life-long learners is embedded in the Teaching Council's Professional Growth Cycle[5] and in processes such as teacher inquiry.

What are the critical PLD and support network needs of ECT|K?

There were three main areas of PLD and support networks that ECT|K thought were particularly important. These were: access to and awareness of external PLD; formal communities of practice; and access to expert cultural support.

ECT|K want better information about, and access to, external PLD

A key challenge for many ECT|K was knowing about external PLD opportunities. Some ECT|K spoke about the haphazard way they learnt about external PLD, noting that they often relied on their mentor or other colleagues to tell them about upcoming opportunities. This could be frustrating for ECT|K, especially when their mentor or centre wasn't proactive in identifying or communicating PLD opportunities or available support networks. ECT|K had a range of ideas about how to minimise this barrier, including:

- creating an e-newsletter or centralised website for ECT|K that was regularly updated
- ensuring PLD providers include ITE in their communication of opportunities, so pre-service teachers are aware of what is available providing information to mentors about PLD and support networks available for ECT|K, including when ECT|K should attend certain PLD, and how to reinforce external PLD learning through in-centre mentoring.

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5   https://teachingcouncil.nz/assets/Professional-Growth-Cycle/TC-Professional-Growth-Cycle-for-Teachers_Elements.pdf

These PLD … for early career teachers should be heavily emphasised to us. They need to give us that big push to go. Right now in my school, I do not have that push or the knowledge of these [PLD]. So, advertise and put it out there … I think it is important to connect with these opportunities. (PACIFIC PRIMARY ECT|K)

I think the key part would be knowing that the groups even exist because a lot of the groups I've just happened to stumble across them. I feel like that would be crucial to highlight to ECT that this group exists, and this group exists to support you. (ECE ECT|K)

Many ECT|K also wanted more PLD opportunities specific to their needs. This included opportunities to connect with large and diverse groups of ECT|K. Several ECE ECT|K we spoke with, who were completing their teaching qualifications while also working full time in a centre, wanted access to these opportunities as well.

I would [like the Ministry of Education to hold a ECT|K] conference or a get together … Just to get together and feel like you're part of this community, and to share experience and know that it's ok to feel unsure and uncertain. Maybe to have support with understanding professional growth cycles, and that whole documentation part, and ERO, and planning. (ECE ECT|K)

[I would like] more PLD that the Ministry provides specifically that all teachers can do, including those who are in training. (ECE ECT|K)

ECT|K based in more rural areas had fewer opportunities for face-to-face PLD. The appetite for in-person PLD was also high across all ECT|K, as people sought to reconnect after distanced support became the norm during the isolation periods of COVID-19.

I've had quite a few opportunities for professional learning. I feel like I've had good access to different programmes, but I'd like more face-to-face learning—I think that's probably more to do with where I'm living. They don't have so many courses available here, say compared to if you were in a major centre. (ECE ECT|K)

Communities of practice are an invaluable source of support

Communities of practice were considered invaluable sources of practice ideas and inspiration. However, they were equally valued for giving ECT|K a safe space to ask for support. As with external PLD, ECT|K wanted better communication about the range of support networks that were available, including access to local communities of practice.

> *I'm part of the secondary English Facebook group and there are a lot of good resources that get shared in there. And good motivational stuff too—at end of term. I find it helpful to see other teachers who are in the same position but have been teaching for a while. Seeing that they are also struggling and asking for help.* (SECONDARY ECT|K)

ECT|K want more support to develop their cultural competency

Many ECT|K had some form of training in their ITE about te ao and te reo Māori. Most centres were on a journey to embed bicultural approaches and provided PLD for their staff in this area. For example, at one ECE centre, staff attended Te Tiriti PLD and worked to embed this learning in their practice. In other centres, the staff had developed shared tikanga. Some primary centres offered all staff te reo Māori PLD. Others had developed relationships with local rūnanga to help staff develop their localised curriculum. This was considered particularly important as they prepared to deliver the Aotearoa New Zealand Histories curriculum.

> *Just having that person from your community who can come in and share those stories. Someone who is from within the culture who knows that. Instead of putting me in front of the kids.* (PRIMARY ECT|K)

> *I think there needs to be a bigger focus in the ITE programme on local stories and getting the mana whenua in to tell the stories so we can teach the kids in that area. My school does that really well. We get a [local rūnanga] organisation … to come in and they share one story a term and we go through it and understand it … [For te reo Māori] we also have a school focus, it is not expected but everyone is doing it—attending a Tuesday night te reo course … I am quite ok with where we are heading with biculturalism.* (PRIMARY ECT|K)

Some ECT|K felt this support needed to go further, particularly those in the secondary sector. Secondary ECT|K wanted more support to embed te reo, tikanga, and mātauranga Māori into their particular learning areas.

One thing that would have been useful is how to incorporate Māori culture and values into your curriculum and learning into your classroom. Especially specific curriculum. I can also teach maths and that's one of the hardest things for me to try and figure out—how do I implement the culture into that subject in particular? (SECONDARY ECT|K)

Overall, ECT|K from the different sectors have similar needs in this area and do not require significantly differentiated support. However, one point of difference is that OTTs want more support to learn the educational language, systems, and expectations of Aotearoa New Zealand. At times, they found it challenging to navigate this new teaching environment. While the PLD they had attended was useful, they wanted PLD that was more specific to their setting.

Curriculum is massive and [PLD needs to] divide into sectors to target to what we are doing. For example, one for me in primary and one for secondary—so it's more focused and targeted to what we are doing. I still cannot wrap my head around all of it. That was the biggest struggle, and it is changing as well. (PRIMARY OTT)

OTTs may need a tad more time for PLD crash courses [than ECT|K], especially about history, te ao Māori, and the curriculum. (SECONDARY OTT)

3. Mentors' experiences and needs

This section focuses on research questions 3 (How can mentors be supported to grow ECT|K capability?) and 2c (How well are current models meeting ECT|K needs?). It draws mainly on the experiences of mentors and discusses the successes and challenges of the role. Some ECT |K experiences are also included because, as to be expected, many of the things that work well for mentors also work well for ECT|K. There is some overlap between this section and the in-centre mentoring section above.

> *We looked at when she was doing her reflections and writing about what was happening. I said to her, each time she does it to link what she's doing to the standards and then every 3 to 4 months we look through it and for her to think about which standards perhaps she is not doing so much of. So, what she was finding was that [she wasn't doing] especially [much on] the first standard—the Treaty standard, which is always the tricky one for everyone. I said to her that even myself as a teacher who's been doing it for 20 years, you never stop thinking 'Am I doing enough? How am I meeting this? What am I doing?' I said to her that's a really good part of the reflective process which is what you do all the time as a teacher.* (ECE MENTOR)

What is working well for mentors

Mentors enjoy their role

Mentors told us that they enjoyed working with ECT|K and supporting them to become fully qualified teachers and professionals. Those who had been skilfully mentored themselves appreciated the opportunity to pass on their own skills, knowledge, and experience to a new generation of teachers. Being a mentor was also a way to learn about the latest changes and innovations in the sector from their mentee.

> *It's really positive and that sort of sharing as well. I'm the mentor and she's the mentee but I'm also learning from her as well because she's a recent grad and she has come out with new ideas and different ideas about things.* (ECE MENTOR)

Mentoring works well when it is shared

Mentors told us that it was rare for them to be the only source of support for the mentees they work with, as the mentor role is often shared. We heard from secondary school ECT|K that they often had two mentors, each of whom focused on different aspects of the job such as curriculum or behaviour management. In ECE centres, mentoring was viewed as a collaborative process, and it was common for the mentee to receive support from the whole team.

> *We have fortnightly staff meetings ... We talk about any issues that come up and we get to share that as a team. I'm not doing it [the mentoring] by myself and she [mentee] is not doing it by herself. We are doing it as a collective which is hugely important, especially in early childhood.*
> (ECE MENTOR)

Mentoring relationships are co-constructed

Mentors identified some common elements in the ways they worked with their mentee as their relationship developed. A typical approach consisted of:

- regular meetings between the mentor and mentee (usually weekly to begin with, then less frequently)
- feedback and goal setting based on mentee reflections
- observations of the mentee by the mentor
- observations of the mentor, or other experienced teachers, by the mentee.

In addition, mentors facilitated the attendance at PLD specifically tailored to the mentee's needs.

Topics for discussion at the regular meetings were agreed upon by the mentor and mentee. The mentor might initially provide some structure and suggestions; however, these would be supplemented or replaced by concerns or questions raised by the mentee. Key topics typically covered in these meetings were: what's on top; expectations for effective practice as outlined in the teaching standards; requirements for full certification; planning, assessment, and resourcing in specific curriculum areas; and student behavioural or learning needs.

> *I've got two mentors ... We meet fortnightly and it alternates. I try to walk into those meetings with 5–6 questions as my must dos, I need that information. Then it is more of a chat, a debrief, go over my structure for the next couple of weeks. Anything I am struggling with. Looking ahead for term planning if there is something I am missing. It is very much I walk in with a structure, and they have a structure as well and so we all feed into a doc, so we don't overlap with the different meetings.* (SECONDARY ECT|K)

Skilled mentors address all the needs of an ECT|K

ECT|K told us that they valued mentors who provided lots of modelling (actively demonstrating) and scaffolding (strategically providing different forms of support related to the level of a learner) or were able to co-teach with them. They also appreciated honest constructive feedback from in-class observations or from reviews of their planning documents. ECT|K found meetings that focused on exploring the teaching standards very beneficial, especially if they resulted in setting goals that would help them achieve their full practising certificate.

Skilled mentors addressed ECT|K wellbeing in several ways. In addition to their regular meetings, mentors would often check in daily with their mentee and had "open door" policies which allowed the mentee to go to them at any time with concerns, queries, or celebrations. Mentors also supported ECT|K by carefully managing their workloads. This was achieved, for example, by ensuring the ECT|K didn't have too many extracurricular responsibilities in the first few terms of teaching. Many centres had a particular focus on wellbeing, often as a result of dealing with the stresses of COVID-19. In one centre, all teachers | kaiako were actively encouraged not to work in their holidays, while in another centre, teachers | kaiako got additional non-contact days. Some mentors conducted their meetings away from their centre and a few centres noted that they held regular social activities to enhance staff wellbeing.

> *I touch base with her every morning: 'How are you doing? What is your plan for the day? Do you need my support? What do you need?' I catch up at the end of the day: 'Is there anything you want to let me know? Was there anything good that happened? Was there anything challenging for you?' Just having those regular catch ups. She has been here 2 weeks and we have a strong relationship. She has a sense of belonging as everyone is involved in supporting her.*
> (PACIFIC ECE MENTOR)

Mentors receive support from within and outside their centres

The mentors we talked to were mostly experienced teachers who held senior leadership responsibilities. Some told us they found their leadership PLD helpful in their mentoring role. Several mentors had attended useful PLD programmes or workshops both in-person and online that were specifically designed for mentors. A few had attended workshops with their ECT|K which were valuable as the shared experience allowed them to be "on the same page". In one ECE centre, the mentor had connected with mentors and mentees in nearby centres and established their own workshops.

> *We didn't have a [mentoring] programme as such because they hadn't had a PCT teacher for a wee while. I felt for my mentor because she was unsure what to do. And it wasn't until we went to the [mentoring] programme at Otago University and then she started talking to other mentors and got an idea of 'Oh this is what we should be covering.'* (MĀORI PRIMARY ECT|K)

When I did [mentoring] up north with the Kindergarten Association … they had a workshop. They had 108 kindies, so there were always new teachers coming on board. You went to mentor workshops and they gave you a big book full of what to do. I found it very helpful because I'm a bit of a box ticker myself. I like to make sure that I'm actually doing the things I should be doing and I'm going to be doing it right for the people I'm supporting. This time around was a little trickier … but luckily the organisation I work for now, [in] the other centres there's about three or four other new teachers, so we've decided to do these workshops once a month and we all get together, that's been really nice. (ECE MENTOR)

Many mentors expressed appreciation to their senior leadership team for the support they gave to them. They noted that supportive leaders helped keep them motivated. Leaders who provided a structured mentoring process for mentors to follow were valued and helped ensure success for the mentee.

I think leadership plays a huge role in this whole mentoring process. (PACIFIC ECE MENTOR)

… she [the mentee] had a rocky start with lots of tears and things. Sometimes the principal goes 'You are looking after that?' Sometimes she [the principal] will make the time to listen if I have concerns. (SECONDARY MENTOR)

Some centres, usually with multiple ECT|K, have a staff member, such as a PCT co-ordinator, who structures an overarching programme and provides support for both the mentors and mentees.

What is working well in different sectors

The experiences of mentors from across all three sectors were similar. However, we heard about some specific differences between primary, secondary, and ECE:

- secondary school mentors had more release time than mentors in other sectors to carry out their mentoring responsibilities
- primary school mentors found their role easier when they were teaching the same year level or were in the same team as their mentee
- ECE mentors were more likely to take a collaborative, team-based approach to mentoring as it fitted with their approach to teaching
- ECE mentors found the Teaching Council website a valuable source of information
- ECE mentors working in the kindergarten sector found the workshops and comprehensive guides they received from kindergarten associations very useful.

You can go on the Teach[ing] Council website which is really good, they've done a really great job on that … (ECE MENTOR)

What are the critical needs of mentors?

Mentors want more time

The most common request mentors had was for more time. Due to their experience and leadership responsibilities, mentors often had centre-wide obligations in addition to their mentorship roles. This made it difficult for them to find time to meet with their mentees, and to feel as if they were doing a good job.

> We struggle with that bit—time. Time is the real[ly] hard thing in the respect that it's common knowledge that we are struggling with teachers across the board and having enough teachers to be able to give that time or even relievers to be able to have that release time when you're not stressed about what is going to happen there … and making sure that the new teacher has that time for dialogue that's not going to be interrupted.
>
> It's just a general struggle across the board with a lot of things. It's just consolidating one thing on top of another. At the end of the day, you've got to just try and make that time. (ECE MENTOR)

There appeared to be some aspects of the mentoring role in the ECE sector that created additional pressure for mentors. Some ECE mentors noted that they were unable to meet with their mentees during their long working day, so had to meet after hours. Others commented that they had previously been able to get time off to complete paperwork, but this was not available at their current centre. Another ECE mentor told us that she had to mentor an ECT|K at another centre. This was a challenge because she did not regularly interact with the mentee so found it harder to determine their needs.

Mentors want time specifically allocated to their role that is in addition to their mentee's entitlement, which they share. As well as using this time to meet with their mentee, mentors want time to complete paperwork, to manage their own teaching workload, and to focus on their own wellbeing, especially as they see themselves as role models for their mentees. They were conscious of the need to look after themselves in order to be able to look after their mentee.

Some mentors were unsure whether they were entitled to any reimbursement for being a mentor. They feel that the role is of high importance but not always valued and suggest that it deserves to have more resourcing allocated to it, whether that is in the form of additional time and/or money.

Mentors want access to more formal training and networks

> I relief taught at university in teaching training. That gave me an understanding of mentoring. Since then, in schools, I can't recall any PLD in mentoring or coaching. The only PLD is on the curriculum. In some schools you can ask for any PLD—sometimes you do not get the PLD if the principal decides they do not want to grow you. I just decided to grow myself in my classroom. (SECONDARY MENTOR)

As noted earlier, support for mentors, including access to PLD, was variable within and between sectors. However, there was consensus among the mentors we spoke with that more formal training targeting their needs would be beneficial. Specifically, mentors want strategies they can use to:

- support mentee wellbeing
- help mentees prioritise workloads
- help mentees develop relationships with whānau | parents and teacher aides
- provide constructive feedback to mentees
- have difficult conversations with mentees when they are struggling.

Mentors want to connect with other mentors and would value having access to professional networks where they can share their knowledge and experience and learn from each other. Mentors who had not mentored for some time want access to PLD that provides information about changes to the registration and certification processes.

There seemed to be some issues particular to the ECE sector that impacted on mentors' ability to access PLD. Cost was an issue for ECE centres outside of the kindergarten sector, as many of these centres operate on very tight budgets. While kindergarten associations appeared to have well-developed guidelines and workshops for mentors, these were not available to those who worked in other ECE centres where mentors often had to create their own guidelines from scratch. One ECE mentor told us that she was paying for a mentor out of her own pocket. This role was supposed to be filled by someone from the parent committee, but she felt that none of the parents had an appropriate level of knowledge or experience.

Across my years of experience, only kindergarten had a mentor structure. For my student personally I have taken that on board. It is a personal thing. There is no structure … There needs to be a group developed that is going to train mentors to give information to mentees.
(ECE MENTOR)

Mentors want more consistency across and between sectors

*I think [mentoring] is inconsistent across lots of schools and numbers [of teachers] should not be the reason. There needs to be some form of baseline support. Maybe some standards are needed around support expectations. (*PRIMARY MENTOR)

A common theme we heard from mentors across the sector was the need for more consistent and readily available guidance and information about the roles and responsibilities of a mentor. In many centres, mentors were reinventing the wheel by developing their own sets of guidelines, sometimes based on those provided by the Teaching Council. It was not clear the extent to which all mentors were aware of the Teaching Council guidelines. Mentors told us that they were aware that expectations and practices differed from centre to centre. For example, in one ECE centre, a mentee who had come

from another centre did not appear to be aware of some of the ECE rules and regulations. Another mentor from a primary school commented that her current centre's expectations were quite stringent compared to other centres she had worked in.

ECT|K echoed many of these points and both groups felt that centres would benefit from having access to:

- ideas about different focuses and models of mentoring
- mentoring PLD
- clearer information about what is expected of ECT|K, particularly around additional non-teaching duties (such as leading school-wide or after-school groups).

What suggestions or changes would assist their role?

When asked about ways to improve the current models of support for ECT|K, mentors provided a range of specific suggestions. These included:

- standardisation of reports used within centres through the provision of templates for ECT|K reflections and/or mentor observations
- an organisation whose role it is to mentor all students; for example, an ITE or the Teaching Council
- regionally based support services that reflect the local area.

Needs to be an organisation or board that is able to get up and deliver—like ERO—that is their role to go out and mentor all the students. Whether they do it through the different training providers [or a different mechanism]. If they have a committee and they do it with their students once they are qualified. Or could be a board from the Teach[ing] Council. In [my region] we have 30 students, so we need to support these. We need a regional service that understands the local environment. Students and teachers are so laid back and 'she'll be right' up here. Can't be someone who cannot deliver the kaupapa we need. If we had the same mentor, there shouldn't be any differences. (ECE MENTOR)

One other suggestion we heard from mentors was that they would like more substantial reimbursement for their role, something that reflects the value of the work they do and is more than the price of a cup of coffee.

There needs to be screening of associate teachers as well as tutor teachers [mentors]. [They] don't get paid a lot to do either job—it's a cup of coffee a week to take on a huge job and when the person is not performing it is a real millstone. It is really good if the people who are doing the tutoring have their own release along the week—as they are trying to run their own classroom programme. (PRIMARY MENTOR)

4. Summing up and future support suggestions

This section summarises the key findings from this study including ECT|K and mentor suggestions about ways to address their support needs. These findings are connected to those from the prior literature scan.

Induction practices varied a lot between centres and sectors

It is clear from this study, and the literature, that induction and mentoring programmes vary in scope and quality for ECT|K, both nationally and internationally. The quality of provision is influenced by the support, PLD, and messaging that centres receive about mentoring (Fyall et al., 2020). In an Aotearoa New Zealand study, Anthony and Kane (2008) identified that "in those schools where induction was less than satisfactory, both teachers and mentors appeared confused about roles, accountability, and registration expectations" (p. 69).

We found that some centres seemed to underestimate ECT|K induction needs and several ECT|K missed out on an induction as it was assumed they already knew about the school's culture, systems, and processes. ECT|K in centres where there was more than one ECT|K seemed to benefit the most from induction. They often had access to programmes organised by an ECT|K co-ordinator. Our findings confirm Anthony and Kane's (2008) research, which identified that having more than one ECT|K per school or centre is a positive indicator of an effective induction and mentoring programme.

These findings suggest that any service for ECT|K and mentors needs to offer a clear definition and rationale for induction, as well as a range of examples of effective induction practices.

Mentors and release time are valued, but this support varies

Nearly all the ECT|K we talked to highly valued their relationship with their mentors and the many ways these mentors offered support. For most, their mentor was selected to match their situation or needs.

Most of the mentors we talked to were experienced and comfortable in their role. They had a clear focus on educative mentoring through prioritising activities such as observations and reflective discussions about practice with ECT|K. They used flexible approaches that matched the needs of each ECT|K, and they provided wellbeing and practical support to assist ECT|K in any areas they struggled with; for example, by providing models of curriculum planning or assistance with workload prioritising.

Although mentoring support was highly valued, discussions with ECT|K suggest that mentors varied in the amount and type of support they offered. Mentoring processes in ECE were the most variable, particularly in individual private centres. Kindergarten processes were often mentioned as a model of good practice.

One difference between mentors was the extent to which they actively assisted ECT|K to work towards completing the certification process. This variation suggests that models of good practice could be more widely shared with the sector. Overall, ECT|K wanted more information about the range of activities or focuses that could be included in a good mentoring programme, so they knew what they should be getting and could work with their mentor to select aspects that would benefit them. Some mentors also wanted this information.

There seems to be some mismatch between the aspects of induction and mentoring that ECT|K found valuable and what is described as quality mentoring in key documents. The Teaching Council's categories of "limited induction and mentoring" (p. 27) and "high quality, intensive induction and mentoring" (p. 28) appear to categorise practical and wellbeing support as "limited". However, these forms of support appear to be essential for many ECT|K to survive in their role. This mismatch may need to be further explored, as it is likely it could create role confusion for mentors.

Nearly all mentors noted they would like some form of formal PLD to assist them to build their practice. New and returning mentors needed the most support. Some ECT|K thought that new mentors felt less comfortable giving reflective feedback or were not sure what their role entailed. PLD such as that provided by the University of Otago's Education Support Services was a useful support for some new mentors. Returning mentors wanted support that assisted them to understand the implications of recent changes in the sector.

Finding time for mentoring could be an issue for ECE and primary sector mentors who often had other leadership roles in their centre and less release time compared to secondary mentors. They wanted more support in terms of release time and remuneration that acknowledged their role.

Release time was a key support for both ECT|K and mentors, although in the past couple of years, many were not able to access their full entitlement due to COVID-19. Māori ECT|K also had difficulty accessing their entitlements due to extra demands on their time and expertise.

This finding suggests one focus of a service for ECT|K could be to offer more information about the hallmarks of effective mentoring, the breadth of the role, and examples that highlight a range of good practice models.

ECT|K PLD was valued, but many were not aware of it

Some ECT|K had attended PLD tailored to their situation as a PCT or an OTT. Examples of external PLD included sessions run by the University of Otago, NZEI, or PPTA. Examples of local PLD included PCT sessions run by a Kāhui Ako or school PCT groups. Some of the aspects of these different forms of PLD that were particularly valued included:

- the bringing together of mentees and mentors so they could understand each other's roles
- the bringing together of PCT so they could network and learn from each other
- post-course networking opportunities
- coverage of key areas such as the teaching standards and models of effective mentoring.

A number of ECT|K had not heard of any forms of ECT|K PLD available to them. They wanted more information about what was on offer and wanted to attend sessions specific to their needs. This finding suggests a need for awareness raising to ITE, centres, mentors, and ECT|K about the PLD that is available for ECT|K.

ECT|K and mentors value support networks, and want more

One reason why PLD such as the University of Otago course was valued was because it included post-course networks. Opportunities to network with their peers were highly valued by ECT|K and mentors. Most ECT|K had informal networks of peers and more than one person at their centre they could go to for support. Some ECT|K wanted more access to networks of experienced teachers. Some found these networks on Facebook, through Networks of Expertise (NEX), or subject associations. Mentors also wanted more access to reflective and professional discussions with other mentors.

This finding suggests one focus of a service for ECT|K could be to raise awareness of the value of networks, what effective networks look like, and offer information about already existing networks such as NEX, subject associations, PLD networks, or Facebook groups.

How should induction and mentoring focus on certification?

As noted above, one key difference between mentors was the extent to which they actively assisted ECT|K to work towards completing the certification process. This is an area of tension in the literature that identified a lack of distinction between the purpose and focus of induction and mentoring. This has resulted in some induction and mentoring programmes having more of a focus on ECT|K achieving their full practising certificate, as opposed to supporting their holistic development as a teacher. Confusion about the purpose of mentoring is reported by both ECT|K and mentor teachers (Fyall et al., 2020; Patterson & Thornton, 2014). In this current study, the most common model was for mentors to support ECT|K in both areas: completing the certification process and developing holistically as teachers.

Patterson and Thornton (2014) found that in primary, small, and rural centres, ECT|K commonly had a mentor who was also their appraiser. They found this was less common in secondary schools, where, due to the number of staff, the roles of mentor and appraiser were fulfilled by different staff members. In this current study, we heard some examples of this pattern. However, many larger primary schools, or those that had strong mentoring programmes, or more than one ECT|K, tended to have the principal or another senior staff member, such as a PCT co-ordinator, doing formal appraisals. Mentors helped ECT|K prepare and feel confident about appraisals.

As Aotearoa New Zealand authors, Fyall et al. (2020) suggest, this challenge could be managed by "decoupling mentoring practice from teacher registration accountability processes" (p. 19). However, when looking at this tension from the perspective of the ECT|K in this study, a model in which mentors support *both* the certification process and holistic development is preferred and appears to be current practice. Most ECT|K valued the relationship they had with their mentors and appreciated the different types of support they could offer. Many ECT|K particularly valued how their mentors supported them to understand certification requirements as well as supporting their learning and wellbeing needs. It appeared that, because they had a trusting relationship with their mentor, they felt safe and could build their confidence and competency over time to meet these requirements. It is important to note that mentors supported ECT|K to get ready for appraisal regardless of who the appraiser was. For a number of ECT|K in this study, the appraiser was the principal or another senior staff member.

One implication of this finding for a service for ECT|K and mentors is a need for clear messaging about the weight placed on these two possible aspects of induction and mentoring.

ECT|K need ongoing learning about key aspects of practice

ECT|K found there were many aspects of their practice they needed to learn on the job. The "struggle" or intensity of the first couple of years of teaching is likely to be a contributing factor to teacher burnout and low retention rates. Aotearoa New Zealand and international research tells us many teachers leave their roles in the first few years (Kutsyuruba et al., 2020). Therefore, addressing some of the aspects of practice that ECT|K "struggle" with is imperative. ECT|K felt they would be better supported if they could learn more about some key aspects of practice during ITE. Some suggested a greater focus on these areas in the third year of ITE could be beneficial. Most of the aspects of practice mentioned are ones in which teachers are likely to engage in lifelong learning about. Consequently, the need for more focus on them was mentioned when ECT|K and mentors talked about ITE, induction, mentoring, and PLD. The most frequently mentioned key aspects included:

- curriculum, planning, and learning progressions (and online resources that can assist planning)
- core assessment practices common in centres (e.g., just-in-time formative assessment and moderation)
- the range of student learning support needs, and ways to assist students with these needs
- behaviour management and the approaches used in centres such as PB4L
- managing relationships with adults such as whānau and teacher aides
- teaching for diversity (e.g., more focus on the Ka Hikitia strategy and Tapasā framework, or more strategies for integrating mātauranga Māori including te reo and tikanga into everyday teaching and curriculum planning).

The frequency with which these aspects were mentioned across interviews suggests they are important to focus on in a service for ECT|K.

Not all ECT|K had the same needs; for example, understanding the New Zealand Curriculum was a key need for OTT. It was less of a need for Māori and Pacific ECT|K, perhaps because this was a place where they could bring their identities, cultural knowledge, and expertise into their work.

Other studies show it is common for ECT|K to request additional support regarding the ways to meet the needs of diverse and high-needs learners (Hulme & Wood, 2022). Similarly, student behavioural issues are cited in the literature as being a significant cause of stress for ECT|K, particularly for ECT|K working in challenging school environments (Fenwick, 2011; Spencer et al., 2018). This was the case for the ECT|K in this study.

To support ECT|K with these complex areas of practice, one possibility could be to promote innovations such as the Finnish Café model (Korhonen et al., 2017) which is aimed at ITE teachers but could be designed to suit ECT|K. This model provides ITE teachers with a chance to participate in a professional community of working teachers during their studies and in ways that promote intergenerational learning. This model consciously encourages reciprocal and non-hierarchal learning relationships between teachers of different ages, abilities, and career stages. This is likely to feed back into school practice, supporting ako and PLD through the mechanism of a community of practice. In this current study, the nearest equivalent formal communities to the Finnish café model that we found were ongoing PCT sessions run by a Kāhui Ako or facilitated by a school PCT co-ordinator. These appeared to be facilitated sessions rather than an ongoing community of practice.

ECT|K need wellbeing support

Teaching is a demanding career and teachers need to develop strategies to manage the complexities of the job, otherwise it could impact on their wellbeing. International literature suggests ECT|K are at risk of reduced wellbeing (Paniagua & Sanchez-Martín, 2018; Spencer et al., 2018). In an English study, Spencer et al. (2018) found that, despite the emotional support needs of ECT being higher than other needs, it was the least well addressed need.

In this study, both mentors and ECT|K thought wellbeing support, particularly in relation to workload stress, was very important for ECT|K. Some ECT|K wanted more focus on strategies for managing their wellbeing at ITE and in their centres, and a few wanted online communities that focused on teacher wellbeing.

In Aotearoa New Zealand, this situation is likely to be compounded by the mixed messages about the role of mentors in providing wellbeing support evident in key documents such as the Teaching Council's *Guidelines for Induction and Mentoring*. These guidelines categorise the offer of emotional or pastoral support as a characteristic of "limited induction and mentoring" (p. 27).[6]

This study suggests that effective mentors provide both educative mentoring *and* pastoral support, commonly in the form of confidence building and workload/stress management. Effective mentors ensure ECT|K have a supportive environment around them, and they listen to the "what's on top" needs of ECT|K. They model or suggest workload management and priority setting strategies. One example we heard about was introducing ECT|K to shared planning processes where ECT|K learn from peers and only need to do one section of planning. A second example came from a mentor who set up a regular team planning meeting after school on a weekday. She gave clear messages that the planning would be finished in this session to ensure that ECT|K did not have to work in the weekend. Mentors and ECT|K told us this type of support was vital in assisting ECT|K to manage the "struggle" of the first couple of years of teaching. Many mentors saw pastoral support as a key part of the role; however, time pressures sometimes impacted on their ability to provide this support.

This finding suggests that any service for ECT|K and mentors needs to raise the profile of wellbeing support and offer coherent messages and examples of effective practice relating to supporting ECT|K wellbeing and workload management.

Māori and Pacific ECT|K need their expertise explicitly valued

The Māori and Pacific ECT|K we talked to had strong drivers for being a teacher. Māori ECT|K wanted to make a difference to ensure ākonga got a better educational experience than past generations. These ECT|K were passionate about their job and were bringing their identities, cultural knowledge, and expertise into their work.

Māori and Pacific ECT|K had additional tensions they needed to manage compared to other ECT|K. These tensions were most evident in primary and secondary schools and less so in ECE centres as this sector has a long history of bicultural practice. One tension was navigating deficit thinking in ITE, during practicums, and in centres. Another was navigating worldviews and values that were not fully aligned with their own. For example, many Māori and Pacific ECT|K mentioned that centres needed more focus on assisting ECT|K to build relationships with whānau early on as these relationships were a foundation for understanding tamariki and working together. A third tension was managing extra expectations on their time, which cut into their release time entitlements.

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6   https://teachingcouncil.nz/assets/Files/Registration-and-certification/Guidelines-for-Induction-and-Mentoring-English.pdf

These findings align with the literature which notes that extra demands are placed on Māori teachers, who are often asked to share their cultural expertise (Stucki et al., 2006; Whatman et al., 2017). These demands impact on teachers' ability to manage their workloads which in turn may impact on their retention in teaching. In this current study, Māori ECT|K were asked to take on extra roles as cultural champions which increased their workload. They tended not to get formal acknowledgement of these roles (e.g., through extra release time or remuneration). Given the priority placed in centres on a bicultural and local curriculum, and Aotearoa New Zealand history, these demands are likely to increase over time.

This finding suggests that a service for mentors and ECT|K needs to consider ways of encouraging centres to reflect on different forms of deficit thinking. Undervaluing the contribution of Māori and Pacific ECT|K is one form of this thinking. A service could alert centres to these tensions and make suggestions about not overloading teachers with extra demands or suggest ways to explicitly value ECT|K expertise without increasing their workload such as through offering extra release time or a management unit.

ECT|K and mentors need a one-stop shop

ECT|K, and to a lesser extent mentors, noted that they found it hard to find information they needed about areas such as teacher registration and certification, mentoring models, or available PLD. A number wanted this information located centrally online; for example, in the form of a one-stop shop that directed ECT|K to information and resources. ECT|K wanted more easy access to practical information as well as links to useful sites including:

- information about the certification process and how to work through it (e.g., registering as a teacher and then gaining a provisional practising certificate, and working towards a full practising certificate)
- information about the teaching standards and the appraisal process, and how these contribute to becoming a fully certificated teacher
- links to information such as that provided by the Teaching Council
- information about the purpose of induction and mentoring and possible models (e.g., what to expect and ideas about different induction and mentoring models and focuses)
- links to PLD tailored to ECT|K and mentors
- links to curriculum information and good quality online curriculum resources useful for planning
- information about bicultural and culturally sustaining practice
- links to available ECT|K and mentor networks.

This site could include coverage of aspects of practice that are common across all sectors as well as aspects that are unique to each sector. Some ECT|K had specific needs. OTTs wanted a one-stop shop for the registration process to ensure they could access the key documents they needed and did not have to present the same information for different aspects of registering (e.g., first for teacher registration and then for salary band assessments).

Centres need models of good practice

This study found substantial variation within and between sectors in terms of induction and mentoring practices, suggesting that there is a need for more sharing of good practice models. Areas these models could focus on include:

- what a good quality induction looks like, and examples of practice
- the mentoring relationship, what the key purposes are, and examples of different formats such as two mentors working with each ECT|K
- criteria for selecting suitable mentors (e.g., appropriate level of experience, same year level or subject area as mentee, OTT experience)
- ideas about how to ensure ECT|K are not overloaded in the first few years of teaching (e.g., not expecting ECT|K to undertake extracurricular activities until they are feeling more confident with core tasks such as planning and assessment)
- what effective co-design of the mentor relationship looks like
- ways to support the wellbeing of both mentor and mentee (e.g., by having an ECT|K co-ordinator)
- the link between mentoring and appraisal and who takes responsibility for these activities
- ways to support ECT|K when working with adults (e.g., different ways to scaffold or model these relationships)
- what to look for in a good network and examples of existing networks
- what works well in Kāhui Ako for supporting ECT|K or mentors.

Mentors also indicated they would like to see models of good practice that help them to:

- conduct observations
- give constructive feedback to their mentee, especially when the mentee is struggling
- support ECT|K to fulfil the criteria needed to gain their full practising certificate
- support ECT|K to deal with student behavioural issues.

Gaps in the literature

A few areas of practice were identified that could benefit from more research and examples of good practice including:

- bicultural mentoring models and what a focus on the Treaty of Waitangi could look like within centre induction and mentoring processes and relationships
- case studies of different styles of effective centre induction and mentoring including collaborative mentoring. For example, ECE mentoring was often a collaborative process with a whole team involved, and in primary schools a few ECT|K had designated buddies as well as a team of teachers who supported them.

Final comment

The ECT|K and mentors we spoke to for this study told us about many positive aspects of their mentoring experiences. Mentors acknowledge the importance of their role and strive to do their best to grow the next generation of teachers | kaiako.

The first few years of teaching are known to be a challenging time, and the expectation that ECT|K will "struggle" at some stage seems to be an accepted norm in the sector. Associated with this norm are issues around teacher retention. This study suggests that more acknowledgement of the complexity of the role of an ECT|K, including the workload and wellbeing demands, is needed. The mentors and centres in this study engaged in a range of actions that aimed to alleviate some of the struggles ECT|K experienced. Mentors played a key role in this regard. It is likely that more tailored support at a centre, regional, or national level could assist ECT|K to move past these struggles, in order to survive and flourish as teachers.

Key forms of support suggested by this study are:

- support tailored to mentors and school leaders, such as a one-stop shop or other form of delivery which could include:
  - links to key documents such as the Teaching Council's *Our Code, Our Standards and Guidelines for Induction and Mentoring and Mentor Teachers*
  - a clear definition and rationale for induction, as well as a range of examples of effective induction practices
  - criteria for selecting suitable mentors and matching mentors and mentees
  - good practice models for supporting new mentors and managing mentor wellbeing
  - a clear definition of the mentoring role and the boundaries of the role, including expectations around educative support, supporting ECT|K to be ready for appraisal, and pastoral and wellbeing support
  - a range of examples of good practice approaches to mentoring including bicultural and collaborative mentoring models, how to co-design the mentoring relationship, different ways of managing meetings with ECT|K, or how to set up multiple mentors
  - models of good practice for conducting observations and giving constructive feedback to mentees
  - examples of good practice approaches to supporting ECT|K in known areas of need such as how to manage relationships with parents and/or teacher aides, and effective ways of managing behaviour or working with students with extra support needs
  - discussion of tensions such as the potential for overloading Māori and Pacific ECT|K without adequate recognition, and in ways that cut into their PCT release time. This section could include a range of ways that centres can explicitly value and recognise the expertise of Māori and Pacific ECT|K (e.g., with extra resourcing)
  - information about available PLD for mentors, including PLD that brings together mentors and mentees
  - information about local and national support networks (including those that bring together experienced teachers with ECT|K)
- support tailored to ECT|K, such as a one-stop shop or other form of delivery which could include:
  - information about the pathway from ITE to full certification and the actions ECT|K need to take at each step (this could include a checklist and examples of completed certification documents/templates)
  - a portal for OTT registration or certification that combines all requirements in one place
  - links to key documents such as the Teaching Council's *Our Code, Our Standards and Guidelines for Induction and Mentoring and Mentor Teachers*
  - clear guidelines about what to expect from an induction at their centre
  - a clear definition of the mentoring role and the boundaries of this role, and the expectations of ECT|K as mentees
  - a range of examples of good practice approaches to working with mentors, including different ways of holding meetings, how to co-design their relationship with their mentor, and how to get the most value from working with more than one mentor
  - ideas about how to manage their wellbeing and particularly workload stress, especially if ECT|K are asked to take on extra responsibilities in their first year
  - ideas about how to talk about wellbeing and workload stress with their mentor

- o models of good practice in how centres can explicitly value and recognise the expertise of Māori and Pacific ECT|K (e.g., with extra resourcing), and suggestions for how to manage situations where their expertise is being drawn on but not acknowledged or remunerated
- o links to online curriculum information and documents including those that focus on bicultural and culturally sustaining practice, or those that provide good practice planning models
- o information about local and national support networks and PLD for ECT|K (including those that bring together mentors and mentees or experienced teachers with ECT|K)
- o advice about forming peer support networks
- o information about NEX and subject association networks.

ECT|K and mentors suggested that any forms of support or service need to include coverage of aspects of practice that are common across all sectors as well as aspects that are unique to each sector.

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