

Sabbatical 2017: Leadership inquiry

Developing an effective Induction and Mentoring programme for beginning teachers and new staff through a culturally responsive lens to sustain raising Maori students' achievement.

**Kerry Macdonald
Deputy Principal
New Plymouth Girls' High School**

Term 2 1st June- 7th July 2017

This work is dedicated to the unique and amazingly agentic Nicky Dowling. While still sadly missed, her passion, commitment and aroha live on in all those who had the privilege to work with her.

***Ruia Te Taitea
Kohia Te Kai Rangatira
Scatter the sapwood
Gather only the heart wood***

Acknowledgements

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Through the opportunity to have dialogue with other professional's both from within the region and in other areas I was privileged to experience the manaakitanga and ako of some amazing educators who shared their journey's with me. I was humbled by their passion, their commitment and their continuous endeavor to do their absolute best to continue to build on ensuring in their respective schools Maori students are succeeding as Maori.

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The Hamilton Girls' High School team: Principal: Marie Gordon, Deputy Principals: Maria Dunn and Jill Carter, Specialist Classroom Teacher: Karen Schute

Fiona Gibson: Education Review Office | Te Tari Arotake Mātauranga and previously Deputy Principal Rangitoto College.

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My partner Ashby for keeping the home fire burning.

Executive Summary

This inquiry report investigates secondary schools Induction and Mentoring programmes and how cultural competencies are embedded within these. The inquiry included visits and communication with a range of secondary schools as well as consideration of current best practice for Induction and Mentoring inclusive of recent changes to the registration and certification of teachers. The findings informed a review of the Induction and Mentoring programme at New Plymouth Girls' High School and this revised programme is included in Appendix 1 as well as additional resources.

Purpose

The purpose of my sabbatical was originally to undertake a leadership inquiry to investigate how secondary schools lift Maori Student Achievement through embedding the principles and values inherent in Ka Hikitia, Ka Eke Panuku, Tataiako and the Cultural Competencies into effective Induction and Mentoring Programmes for Provisionally Certificated teachers and new staff. My aim included developing an Induction and Mentoring programme to be available for secondary schools to use and adapt to their context. In undertaking this inquiry within the current time frame my aim was also to consider, and include within the programme, the New Zealand Education Council changes to Our Code, Our Standards from the 1st July 2017.

Background and rationale

Over the last six years the Senior Leadership Team at New Plymouth Girls' High School have lead significant change through school wide strategic planning to lift Maori and Pasifika student achievement. There have been a range of strategies that have seen a continuous improvement in Maori student achievement in our school community. Maori student achievement has remained as the priority school wide goal from 2015 with key student targets within the school strategic plan. Student retention, attendance and engagement are key elements to this and the key student achievement targets reflect this priority focus. These goals are framed within our school's strategic development as a restorative practice school, a reframing of our professional performance and professional learning to be framed on Teaching as Inquiry, and an improved narrow and deep focus across 2014-2015 with the support of Dianne Wilson (Student Achievement Facilitator, MOE).

Another significant factor from 2011- 2014 was a group of 11 beginning teachers and 10 mentors who were instrumental in supporting key changes around the practicing teacher criteria, professional learning and developing teaching as inquiry. Tataiako was embedded within these changes as were the principles of Ka Hikitia –Accelerating Success:

- The Treaty of Waitangi
- Māori potential approach
- Ako – a two-way teaching and learning process
- Identity, language and culture count
- Productive partnerships

Our school aim is to meet both the National Goal of all Māori students achieving at least the National Certificate of Educational Achievement (NCEA) Level 2 or an equivalent qualification, and our school goal of improving the NCEA achievement of Maori students to equal or better the rest of the school in Year 12-13. We are proud of our rate of continuous improvement towards achieving this goal. In 2016 we achieved a rise in Maori student achievement at Level 2 of 19.6% with 95.1% of Maori student achieving Level 2. At Level 1 our Maori students achieved 94.7%, our highest result since the inception of NCEA.

The actions taken to achieve this have been far ranging including the development of the Tumanako student mentoring programme, one key component in the development of our

school response to our professional responsibility in lifting Maori student achievement. Teaching as Inquiry is well embedded within the school and every staff member has a focus on priority learners within this content with every department having a connection to the school strategic vision and direction. Our school charter also includes a key goal of improving the professional learning of our staff.

A high quality, effective Induction and mentoring programme is critical to ensure the potential of all staff new to our school to be best supported to understand our key focus areas and our expectations and best practice to lift Maori student achievement across our school.

“Systematic and ongoing support to PRT’s, and mentoring of new entrants to the profession, ensures that the profession progressively improves its ability to contribute to equitable learning outcomes for all learners.” Sankar, Brown, Teague and Harding 2014.

As stated in the Education Council of New Zealand Guidelines:

Induction and mentoring is the comprehensive and educative framework of support for provisionally certificated teachers as they begin their teaching practice in real situations. The most important features of such a programme include an emphasis on practice-focused professional learning for the provisionally certificated teachers (PCT’s)

- a range of professional development opportunities
- evaluations of professional practice based on the *Practising Teacher Criteria (now Standards)*
- ongoing active support and commitment from professional leaders.

The main purpose of an induction and mentoring programme for PCT’s is to support high quality professional learning so that the teacher can learn to develop fully effective teaching practices for the diverse learners they will be responsible for throughout their teaching career. The New Plymouth Girls’ High School (NPGHS) Induction and Mentoring programme had been developed in 2011 in line with the Induction and Mentoring Guidelines put in place by the New Zealand Teachers Council. These guidelines were designed to support the provision of nationally consistent, high quality, and comprehensive support for Provisionally Certificated Teachers (PCTs) in their first few years of practice and to enable them to become fully registered teachers. These guidelines are now under the Education Council.

The *Guidelines*: include key principles for high quality induction and mentoring in New Zealand

- outline the essential components of a programme of support for PCTs.
- clarify expectations for the role of mentor teachers
- describe the required key skills, knowledge and attributes and the professional learning and development needed by mentor teachers to fulfil this role adequately.

Following the significant focus on improving our cultural responsiveness and understanding and implementing Tataiako: Cultural Competencies, within our school, clearly our Induction and Mentoring needed to reflect this to determine that the Cultural Competencies journey of the school has a succession plan to ensure that Cultural Responsiveness, as lived by staff,

students, whanau at NPGHS, becomes embedded. An internal review however of the NPGHS programme highlighted a dearth of a cultural lens embedded within the Induction and Mentoring programme for both beginning teachers and new staff.

While our Maori student achievement has significantly improved over the past six years it is a much needed step to strengthen connections across these crucial areas and to build sustainability in the cultural change we are experiencing as a school community. I believe it is a critical professional learning challenge for all schools in Aotearoa to have a cultural responsive approach to pedagogy at the heart of their Induction and mentoring programmes.

Through this inquiry my focus was on investigating best practice in schools in how new staff induction and mentoring programmes educate, empower and tautoko beginning teachers, and any new staff, in terms of understanding, and to breathe life into, the professional responsibilities inherent in Ka Hikitia and Tataiako. This included a focus on how to embed the Cultural Competences into effective teaching practice within the Practising Teacher Criteria and developing a better understanding and knowledge of tangata whenuatanga for Taranaki schools.

Methodology: Leadership Inquiry

“The more intentional you are about using inquiry to change outcomes for learners in your setting, the more coherent and innovative the whole system will become.” (Kaser and Halbert, pg 10, 2017)

New Plymouth Girls’ High school is focussed on developing teaching as Inquiry and leadership as inquiry is inherent in achieving transformational change in education. Both the previous Practising Teaching Criteria and the new Code and Standards have inquiry embedded in their core.

Inquiry Focus Questions

What are New Plymouth Girls’ High school staff learning in regard to Cultural Competencies and how is this sustained and embedded for new staff?

What impact does this have on student outcomes?

What are my learning needs in relation to understanding how schools develop appropriate responses to this for induction and mentoring in their schools?

What will my leadership actions be?

What has been the impact of these actions and how can I measure this?

Action plan for Inquiry

2016 prior to Sabbatical leave

- Sought advice and guidance from key resource people.
- Adie Graham supported with feedback from beginning teachers on experience and knowledge from tertiary providers in cultural competencies in training programmes
- Reviewed current induction and mentoring New Plymouth Girls’ High School using “Induction and mentoring in your setting-an analysis of needs” from New Zealand Teachers Council draft guidelines courtesy of Colleen Douglas.

- Feedback from Dianne Wilson and reflection on where to now with our Maori Achievement strategy 2015-2016. Identified need for embedding a culturally responsive focus in Induction and Mentoring.
- Discussion with several local secondary schools on existing practice in Induction and mentoring to tautoko their own practices and programme.
- Reviewed journey so far prior to presenting a workshop at TRCC Kahikatea Tū ki te Uru - Leading through Mentoring - growing support systems and expertise in you and your place Workshop in Wellington. Opportunity to hear and discuss ideas from across New Zealand.

Sabbatical leave Term 2:

- Ongoing mentoring support available from Adie Graham, Colleen Douglas.
- Organise visiting local secondary schools in the region to involve leaders in wananga on the proposal. Used key questions as a starting point and guide.
- Review key resources including Ka Hikitia, Tataiako, Kia eke panuku, Education Council, Ruia appraisal. Reflect on links to induction and mentoring
- Summarise and reflect on feedback from beginning teachers surveys.
- Follow up visits in local area looking at best practice and strategies for lifting Maori student achievement.
- Visits arranged to Hamilton with key contact people to look at models of best practice.
- Synthesis of best practice with literature reflection.
- Drafting possible changes to Induction and Mentoring programme

Term 3:

- Co-presented workshop at AP/DP's conference and explore cultural competency focus further.
- Review how change to Code and Standards can be integrated.
- Feedback from Mentors and from leaders who shared their best practice.
- Publish sabbatical proposal
- Begin trialling revised Induction and Mentoring programme, Milestone tool.
- Review with NPGHS staff our Cultural Competences-best practice and evidence.
- Sought advice and guidance from NPGHS Specialist Classroom Teacher.

Term 4:

- Professional learning with staff in new Code and Standards and relating these to our cultural competencies and appraisal.

2018:

- ongoing trialling on revised programme and feedback from stakeholders across year-review.
- Ongoing development of Code best practice and evidence.

Inquiry Findings

This inquiry began from a challenge from Dianne Wilson who supported our mahi in raising Maori student achievement across 2014-2016. As a school we have moved significantly in understanding of our responsibilities as educators to meet what was then the Registered Teacher Criteria (RTC's). We have developed a sound understanding of Teaching as Inquiry and explored and unpacked both the RTC's and Tataiako: Cultural Competencies. However so often in schools we have external and internal pressures that see us striving to implement a range of initiatives within the confines of an ever increasing workload and ever increasing pastoral demands. Dianne's challenge was to reflect on how do we make those changes sustainable, supported and alive and embed them in the way we do things around here?

What are new staff to New Plymouth Girls' High school learning in regard to Cultural Competencies and how is this sustained and embedded for new staff?

What impact does this have on student outcomes?

The improved academic achievement for Maori students over the past six years is definitely a successful journey to date but clearly there are multiple factors involved in this including our improved school strategic direction and planning, the improved link to departmental planning with a key focus on priority learners and action plans for Maori achievement linking to individuals teaching as inquiry. The Tumanako mentoring programme is part of this success as is the Honohono committee. The ongoing professional learning for staff in both restorative practices and cultural responsiveness is clearly a key factor as well. With the support of Dianne we spent time unpacking Tataiako: Cultural Competencies and exploring with staff, students and whanau what do this look, feel, sound like, at New Plymouth Girls' High School? Cultural audit observations in 2015 and 2016 supported the majority of our staff showing evidence of meeting the cultural competencies to a high level with a strength area in whanaungatanga clearly evident and embedded within our development as a restorative school. This was further supported by student voice and whanau feedback.

The key concern is in sustaining and embedding these positive changes and successful outcomes to be part of our school culture rather than success because it was the initiative we had at that time. If we are to continue to build staff and students potential then it is a logical step to aim to ensure that every staff member who joins our school must be supported to understand the journey and to come on board as we continue it.

The next step of my inquiry included reading and reflecting on the key areas of Induction and Mentoring, and Maori succeeding as Maori within the New Zealand secondary school system. The key focus outlined below was in a range of wananga to meet and discuss with colleagues how different schools were meeting needs of their priority learners, and their new staff from this aspect.

What are my learning needs in relation to understanding how schools develop appropriate responses to this for induction and mentoring in their schools?

Beginning teachers' feedback:

From 2010 I have been fortunate to have support in developing effective Induction and Mentoring within our school from several amazing educators; Colleen Douglas, Nicky Dowling and Adie Graham. Prior to applying for this sabbatical I tested a few ideas out on Adie and she helped frame some ideas around the initial inquiry thoughts. A suggestion Adie made was to get feedback from teachers new to the profession, including Kura Kaupapa beginning teachers, as to what was covered with them at their different training organisations in terms of cultural competencies within their classroom practice. Adie offered to give a short survey to those attending her Practising Certificated Teacher and Mentor workshops around the motu and this resulted in 38 responses from 9 different regional workshops across 2016.

The survey included the following questions

- Have you had a focus on understanding Tataiako and the Cultural Competencies as part of your programme? Please explain briefly what was covered as part of your training.
- Do you feel you have a sound understanding of Cultural Competencies from your training? Explain briefly why/why not.
- What additional support/ content on Cultural Competencies do you feel was needed in the course?
- Explain how you would implement one of the Cultural Competencies in your classroom practice as a beginning teacher.
- What further support will you need to develop your understanding of Cultural Competencies as a beginning teacher in a school.

Summarising the feedback and considering the commonalities was a useful starting point. All providers certainly appeared to be making an effort to include cultural competencies within their programmes, with some giving a strong emphasis that appeared to correlate to how well the beginning teachers felt they understood these concepts. A clear and consistent message was the practicalities of making that work in practice in the classroom which reinforces the need to focus on this in the Induction and Mentoring programme once beginning teachers were in schools. Several responses reflected that the implementation and practice of Tataiako: Cultural Competencies was not clearly evident in the schools they began teaching in. It also reinforced the need for ongoing embedding of cultural responsiveness within the school, and indeed within the mentors professional learning too. The need for more genuine co-construction was clearly evident, especially with graduates who have a strong connection already to Te Ao Maori and felt that for them Cultural Competencies was an integral part of who they were rather than aspects easily separated into parts.

Secondary schools wananga:

In Taranaki we have a collegial and collaborative relationship within our secondary schools. This is supported by excellent working relationships between Principals and a strong Assistant Principal's/Deputy Principal's association in the region. With an interest in understanding how a place based context might look within Induction and Mentoring, I discussed with a range of colleagues their current practice. My aim was to look at possible best practice in the cultural context of each school in how cultural competencies were

embedded into Induction and Mentoring programmes both for beginning teachers and all new staff to the school. I hoped to look at each school's journey in relation to lifting Maori student achievement, strengths areas, possible barriers and possible opportunities for improvement. I was also interested in possible observation tools to review cultural competencies in the classroom and any potential learning opportunities from their best practice to reflect on and take back to the Senior Leadership Team at NPGHS.

A starting point for wananga with each school was a focus on these areas:

- What are the key focus areas for Induction and Mentoring of PCT's/new staff in your school to support staff into the culture of your learning community e.g: school values, goals, e-learning, raising Maori achievement, restorative practice, TAI?
- How do you include Tataiako: the Cultural Competencies and the values and learning from Ka Hikitia, Ki eke Panuku Te Tiriti o Te Waitangi, into your PCT programme/ new staff induction?
- Do you include any place based culturally responsive contexts for Taranaki within these programme-what, when, where, how?
- How do you structure and resource your PCT/new staff programme?
- What mentoring support is in place for beginning teachers/ new staff?

I was fortunate to have the opportunity for in depth wananga with three of our local secondary schools, and had previously had discussions with two other schools prior to starting my sabbatical. Initial responses for all on the place of cultural competencies at the heart of their induction and mentoring sparked questions for them as well in considering what this might look, feel, sound like within their programmes. Each school clearly had a strong commitment to lifting Maori student achievement and each school a clear journey they were on with a range of excellent best practice initiative's evident but none had yet taken that reflection action of reviewing Induction and mentoring to consider how cultural context was framed within it.

Key focus areas:

Each school clearly included an outline of key goals, special character if relevant, and the school's strategic direction within induction of new staff. For beginning teachers the ongoing professional support sessions did include considering Kia eke Panuku if the school was involved and all schools certainly did include a component on Tataiako: Cultural Competencies. The role of the Specialist Classroom Teacher (SCT) was key to all induction and mentoring programmes and there was a collaborative leadership approach to the role of the Deputy Principal overseeing this and working with the SCT on implementing the programme.

For staff coming in new to the school there were challenges around allocating time for induction and a variety of support in place dependent on when the staff members were coming in. Certainly from a practical point of view staff starting at the beginning of a year had a fuller and more in depth induction than those across the year and this was certainly reflective of NPGHS as well. What was clearly evident was a shared aim to tautoko all staff into the culture of each school to support individuals and ultimately support student outcomes by having a high level of professional learning and support for teaching staff.

Structure and support:

Each school had a specific time allocation before school started at the start of the year, ranging from a few hours to a whole day. One school not only had a whole day but had a more inclusive collaborative model with other key staff coming in and being part of the process of induction of that day.

In most of the schools it was the SCT who meet regularly (once week sessions) with workshop sessions held these or four weeks with the DP/SCT. Principal's played differing roles with varying levels of involvement in new staff induction but all involved at some point in the process.

Each school had a structure to their programme dependent on school context. One school had a strong model of co- construction with their beginning teachers that involved sharing through One Note and certainly focussed on culturally competencies within that framework. Another school had collaborative learning with shared inquiry groups focussed on junior core classes that was also co-constructing professional learning needs to best meet student outcomes with a focus on priority learners. All had a strong focus on Teaching as Inquiry as a key approach. Observations played a key role and while there were different requirements for these for beginning teachers there were increased expectations of formal observations and collation of a portfolio whatever that may look like. One school had developed a reflection form that focussed on priority learners and also acted as a personal checkpoint in progress.

All schools had a recognition of tikanga Maori in different ways including the development of Te Reo, kapahaka for both staff and students, formal events such as powhiri at the start of each year and one school used a model of staff retreat to Parihaka at the end of the year.

Mentors:

An area of development identified for our school is in how to maintain the professional learning component and support needed for mentors/middle leaders needed in developing appraisal, teaching as inquiry and mentoring skills in general. This sustainability of a mentoring programme was a key factor for most of the schools contacted.

Mentor training for one school was included in a school wide approach with an outside provider coming in over a period of 18 months. This school wide approach also included the Head of Faculties leading a leadership inquiry with their teams that was co-constructed and linked to the schools strategic goals. The appraisal focus was then linked to these inquiries. The aim was to build middle leadership potential through a sustainable model of professional learning. The skills, knowledge and understandings developed through this type of mentoring approach have the potential to be then embedded within the school culture. This school had also had significant progress in using a regular staff meeting time slot (20 minutes once a week) for working with staff on cultural responsiveness, cultural competencies and Te Reo. This ongoing professional learning was driven by a staff committee with kaumatua support.

One school had a particular focus on developing mentoring from a student support focus and was developing mentoring training for staff that would certainly link to mentor support

or colleagues. This was similar to what we are developing with our Tumanako programme with increased focus on professional learning for both mentors and mentees. The use of effective e-learning was clearly evident with the use of Schoology and Padlet to support sharing of ideas and co-construction of learning.

Opportunities arising:

All schools felt improving their focus on cultural competencies within their programmes was meaningful and all were interested in the idea of a place based context for Taranaki and the possibility of developing a local resource that could be offered to local schools.

All agreed challenges were inherent in ensuring new staff who came in across the year received the same quality of induction and mentoring- always a challenge given the constraints and demands of secondary schools.

E-learning opportunities showed effective use of different tools to support staff learning with Schoology used through the SCT particularly powerful and One Note being used effectively as a portfolio tool for appraisal.

Co-construction was a common element both for PCT programmes but also for TAI focus for priority learners. Ako in action was clearly evident within these areas.

Hamilton Hikoi:

In 2016 I had made contact with a range of resource people to find who might be a useful point of contact to explore the cultural competencies focus further. Adie Graham recommended Fiona Gibson who had been working at Rangitoto College as a possible contact. On approaching Fiona with an outline of my proposal she was very supportive and offered her support and extended an invitation to visit her where she is currently based in Hamilton. Fiona is currently working in the Education Review Office but her korero with me was solely on the basis of her previous work at Rangitoto College.

I was also invited to present at the TRCC Kahikatea Tū ki te Uru - Leading through Mentoring conference in Wellington in April 2016. There was a wealth of inspiration and expertise both at key notes and in workshops and I made a connection with the wonderful team from Hamilton Girls' High School, Jill and Karen. I was invited to visit them during the course of my sabbatical to further explore the initiatives and developments within their school in relations to Maori achieving success as Maori. Principal Marie Gordon and her team organised an afternoon visit for me at Hamilton Girls' High School as part of my sabbatical.

So began the hikoi to Hamilton where both Fiona and the Senior Leadership Team at Hamilton Girls' High were overwhelmingly generous with their time and their sharing of ideas, expertise and resources. Fiona's mahi at Rangitoto is an inspirational story and her passion and commitment to lifting Maori achievement clearly evident in all she had created and indeed in all she shared. Marie and her amazing team Maria, Jill, and Karen were uplifting and equally passionate about their waka and their goal of raising Maori student achievement. Their respectfully relentless approach struck a chord and my few days in Hamilton gifted with me so many ideas and resources and indeed affirmation of what we had been doing.

I have summarised the key aspects gained from these visits related to raising Maori student achievement and the purpose of this sabbatical:

Rangitoto College:

- Developed a 5 Year Strategic Plan for based on Ka Hikitia Principles and student voice, data driven.
- Surveyed Maori Students to see what engages them and what they want happening in their school to improve success rates, cultural pride and promote Te Reo
- MAC group (Maori Achieving Success) created with cross curricular group of teachers that are keen to raise Maori student achievement. Focussed on curriculum areas incorporating Māori content, strategies that work, authentic ways of covering bicultural RTC's(Registered Teacher Criteria), review department data on Māori achievement, discuss strategies e.g: the individual tracking sheet for priority learners, cluster meetings for core teachers in junior school to discuss successful behaviour strategies. Beginning teachers were a strong presence in this group.
- Range of professional development including explaining Ka Hikitia and Dispel Deficit Theorising and disseminate the student voice, Treaty of Waitangi and how as a school we fulfil our obligations and expectations of a teacher to fulfil obligations, Te Reo – pronunciation, protocol confidence in using Te Reo in the class room, Effective Strategies for Engaging Maori Students, support offered for teachers wanting to develop resources/unit of work using Te Reo/Maori content, Teaching as Inquiry Model – on RMSA, role of Tuakana, Maori Mentor – analyse data and reports to monitor and track students and provide support to students and whanau to improve success rates – to work alongside of other support systems – Deans, Guidance, Careers to increase support not replace other support systems. Also tutor students or provide tutors when students are struggling with assessments.
- Specific professional development for all new teachers to the school and PR1's on Ka Hikitia and RMSA with updated statistics to ensure everyone on the same page, for all pre-service teachers on Ka Hikitia and RMSA.
- PCT1 and PCT 2 culturally responsive professional learning and observations. Use of Effective Teacher Profile as a template tool.
- Mahi Kainga established – after school homework group with all subject tutoring available with volunteer teachers – milo, fruit and toast available for energy levels
- Range of involving students in access to variety of role models and opportunities e.g: Maori Leadership Workshop – delivered by ATTITUDE presenters.
- Whanau Forum set up to get feedback from the community on current initiatives and ideas for future ones.
- Co-construction meetings idea for communication between core teachers of a cluster class for workable strategies, goal setting and whanau communication of due dates etc.
- Wide variety of cultural appreciation e.g: Powhiri for international students and new staff at start of the year, Kapa Haka ropu established, Maori Leadership Group established to work on Matariki Day, Matariki Day Celebrations, Maori and Pasifika Success Evening.
- Promoting Te Reo and Te Ao Maori: 'Cultural audit' on the school/departments – visible subject specific Maori posters e.g Native birds, plants named and displayed in

Science corridors; Maori Films and Poets displayed in English corridors , Maori teko teko patterns in Maths.

- Strengthening and growing Te Reo within the school as a subject

Hamilton Girls' High School:

“ WISE” Willing to learn Interact with Respect Strive to Understand Engage to Achieve

Hamilton Girls' High School was involved in the Kia Eke Pānuku contract from 2014 - 2016.

Over the past two years, the Strategic Change Leadership Team (SCLT) has worked with staff to develop and embed culturally responsive and relational pedagogy across the school.

- Within the team cohesive and collaborative leadership between Deputy Principals responsible for different aspects and the Specialist Classroom teacher. The team models ako in action.
- Co-Construction Meetings facilitated by members of the SCLT for all core class teachers of Years 9 and 10 have been an essential part of this journey. Using evidence to accelerate, these meetings have placed the kaupapa of culturally responsive and relational pedagogy, and ākonga, at the heart of everything they do. This deliberate action has enabled deeper connections to be made across the school with other facets of school-wide performance.
- Building capacity of mentors. Mentoring the mentors through schoology mentoring group and inspiring “WISE” practice as a whole staff forum.
- Using schoology to share professional learning bites on a daily basis to all staff- focus on one key cultural competency each week, what does this look like, sound like, need to co-construct. Daily item for cultural competence theme for the week.
- Focus on building capacity of all staff with range of approaches that are becoming part of school culture as a learning community.
- PCT/Induction programme thoroughly planned and inclusive of Cultural Competencies and PCT checkpoints to support beginning teachers' progress.
- Staff-wide benefits- embedding deeply works well for support.
- Strong focus on collaborative visual images to reinforce learning and principles underpinning raising Maori student achievement. Developed the concept of He waka eke Noa! , we are all in this together. Looks like, feels like, sounds like- waka drawn on staffroom walls all added in visual with their contribution.
- Handout for all staff reflecting cultural competencies and school values.
- Co- construction of aligning Practising Teacher Criteria and Cultural Competencies
- PCT programme- done within school day not after school. Has mentoring line as well. Weekly meeting. Co construction of wananga across the year following from teaching as inquiry focus with each strategic change member chairing a meeting and modelling best practice. Templates to complete and bring to meeting with a focus on what is the evidence telling me? Co-construction of this template at the meeting.
- PLD on effective strategies for raising Maori student achievement shared at whole staff meetings.
- Ako and all cultural competencies are embedded in all aspects of school culture. This made explicit with new staff but is supported by everything that is evident within the school.
- Cross curriculum inquiry hubs- self chosen then align- and create hub- structure meeting -two a term. A forum in which staff can engage in growth producing,

learning-focused mentoring relationships based around the common task of TAI. Co-constructed focus on student outcomes.

- Wananga module of mentoring in action with a focus on Ako-centred and Mana-enhancing Conversations
- Academic tracking across 2017: Know the learner- priority. Data tracking- every five weeks. Visual display in staff workroom: green go, orange ok, red –concern. The aim is to develop a lead team to have Priority learners as the focus with key stakeholders at the table.

Reflections

Key note speaker, Aiona Manu Faaaea-Semeatu (CORE Education) challenged attendees in the April 2017 TRCC conference in how we see evidence in the classroom of successful mentoring. It was a key question that made me reflect on several points including:

- How do schools sustain the professional learning for mentors over time?
- How do we know that our teaching as inquiry goals with a focus on priority learners are impacting positively on student outcomes?

This reinforced the need for continuous development and support of mentees and mentors in looking at the evidence in their classroom practice. At the same conference Colleen Douglas (Coleen Douglas Education) explored leading through mentoring with the analogy of our role as educators as investment bankers of the future. Mentoring is a way for educators to have the support needed to guide and tautoko our staff and our young people to be the best they wish to be. Within this context it is critical for mentoring to be part of an integrated system that is naturally occurring. Colleen had us explore the importance of an inquiry culture and guided us to make explicit that connection between transforming people and transforming systems.

If professional learning, appraisal, PTCs and renewal of practising certificates, Tātaiako and cultural competency, self-review/internal evaluation are embedded within an inquiry culture and supported by quality mentoring with connections to strategic and annual plans there can be momentum and sustainability for critical thinking, collaboration and continual transformation to meet those future needs. Colleen once again provided a light bulb moment for in regard to cultural responsiveness within this structural context becoming part of a way of being rather than a separate jigsaw piece added in. This is clearly reflected in the framing of appraisal with the cultural competencies as the context of this process within the Education Council guidelines on appraisal.

Hine Waitere in an earlier TRCC conference “Mentoring the way forward, supporting and growing a learning profession” in April 2013 presented “Growing Professional Capabilities in Cultural Competence”. She highlighted the work of Hargreaves and Fullan “Mentoring in the New Millenium” with the fourth professional age seeing a dissolving of boundaries within and between institutions and borders becoming increasingly irrelevant. Hine talked about Culturally Responsive leadership that could lead to success as Maori, in connection with a high level of efficacy in professional & systems knowledge, leading to improved educational outcomes by Maori. Research shows us that when leaders and teachers meet regularly to focus on evidence and outcomes for students there are more likely to be associated gains in student achievement. Hine’s outline of what a professional learning community could be resonates with the concept of an inquiry culture within a school wide system.

Simon Sinek's (TED talks) concept of the Golden Circle emphasises the need to be explicit about the implicit and focus on supporting staff to understand and buy in to the "why"- the value base of an institution. Inspired leaders go from the inside out and focus on the purpose, kaupapa cause, beliefs, values. On reflection our current NPGHS Induction and Mentoring programme had too heavy a focus on the "what" and the "how" when the inner golden circle of the "why" is needed first and foremost. Ideally within an inquiry culture that value base of "why" would be reinforced from everyone in the learning community as the way we do things around here.

From the opportunity to wananga across a range of different people, and to read and reflect, there emerged common connections. Sustainability and consistent success in raising Maori student achievement comes from that relentless pursuit of this goal being embedding strategically and culturally to create a learning community that walks the talk on a daily basis. Induction and mentoring programmes ideally should be reflective of the school values, goals, strategic direction and best practice and embedded within an inquiry culture supported by effective systems of mentoring, appraisal, professional learning.

- Co-construction: ako in action
- Teaching as Inquiry needs to be key; a culture of inquiry
- Student and whanau voice essential
- Making the implicit explicit, what is our "why" and using multiple approaches- respectful relentlessness
- Use of data in a meaningful, purposeful and manageable way
- Ongoing professional learning focus in a variety of ways that is sustained and refreshed by a team approach.

These have implications for both the wider strategic direction for raising Maori achievement and for the next steps in developing the Induction and mentoring programme to be more culturally responsive and reflect a cultural competency lens.

Leadership Actions: Induction and Mentoring next steps:

- Investigate resourcing for place based context resource from Tui Ora for collaborative session for new staff and beginning teachers in Taranaki.
- Review Induction and mentoring programme to include a collaborative, co-constructed approach inclusive of new code and standards.
- Embed professional learning on culturally competencies within the programme to include NPGHS resource.
- Include use of Effective Teacher Profile tool and TAI tool within the NPGHS context.
- Introduce Treaty of Waitangi session within new staff and beginning teachers' induction.
- Plan and implement improved initial start of year session for all new staff with key focus on whole school values and goals.
- Co- construct improved workshop delivery with SCT and build once a cycle meetings into the PCT programme if possible within the timetable.
- Offer a mentor/mentee needs analysis reflective of cultural competencies, teaching as inquiry and school goals to beginning teachers and staff new to the school to support co-construction within the programme.

- Improve mentor professional learning sessions within the programme.
- Include more specific classroom observations with a culturally competency focus.
- Include specific milestone checkpoints within the beginning teachers programme that support progress in meeting the standards and the cultural competencies
- Include explicit sign off for Cultural Competencies, goals and TAI for all new staff within induction process. Include Principal in this process.
- Improve use of e-learning to improve collaboration and co-construction eg; schoology, One Note in Office 365.

Leadership Implications School wide:

- Review co-construction of Cultural Competencies and create updated staff resource. This can be shared with new staff as part of their Induction.
- Continue clear purpose on priority learners and continue to build professional potential through TAI.
- Survey Maori Students to see what engages them and what they want happening in their school to improve success rates, cultural pride and promote Te Reo. Share this and gain whanau voice.
- Whole staff session with a focus on Te Tiriti o te Waitangi.
- Visual 'Cultural audit' on the school/departments driven by departments.
- Professional learning to support introduction of new code, standards and developing evidence based practice for NPGHS.
- Maori Strategic Plan review and 2018 plan needs improved co-construction – student voice, staff input.
- Investigate school wide middle leadership professional learning in mentoring and appraisal as a long term focus.
- Further develop links to Restorative Practice within the school and Tumanako mentoring professional learning.
- Investigate possible co-construction meetings for junior core classes that focus on TAI model.
- Discuss and consider purpose of Honohono team- revisit goal for this team and develop as more cross curriculum with focus on supporting departments and staff.
- Investigate provision of a funded professional learning course in Te Reo to be offered as an option for staff.

Impact of these actions and how can I measure this?

This will be a process of ongoing development and review but key will be including the following:

- Final milestone checkpoint for beginning teachers to review programme including TAI focus for student voice and student achievement data to support embedding of cultural competencies in classroom.
- Include review meeting with Principal for all new staff prior to sign off on induction.
- Annual review using Induction and Mentoring analysis adapted to include key focus on cultural competencies.
- Review programme and gain beginning teachers/ mentor feedback.

Conclusions

The aim had been to develop a resource underpinned by Ka Hikitia and through the key lens of Cultural Competencies, using inquiry to meet the Practising Teacher Criteria and improve teacher efficacy in lifting Maori student achievement. Over the course of my sabbatical I came to the realization that any such resource would be dependent on the reality of the strategic direction and focus of the school community it was operating within. With the time frame of changes to the Code of Professional Responsibility and Standards for the teaching profession, the Induction and Mentoring programme developed (refer Appendix 1) is a work in progress and one that needs ongoing review, refinement and feedback from all stakeholders. I hope it will support our school in continuing to raise Maori student achievement and that it may be a helpful tool for others in our shared and relentless focus of raising Maori student achievement.

Whaia te iti kahurangi

Ki te tuoho koe

Me he maunga teitei

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**Appendix 1:
New Plymouth Girls' High School Induction and Mentoring
Programme 2017**

New Plymouth Girls' High School
Provisionally Certificated Teachers Mentoring and Induction Programme 2017

Rationale:

The Board of Trustees has a responsibility to ensure that the school provides a programme of Mentoring and Induction for provisionally certificated teachers in order to support their ongoing professional learning and to mentor them to achieve a satisfactory level of competence based on the Code of Professional Responsibility and Standards and aligned this year to the Practising Teacher Criteria and the Cultural Competencies.

Purpose:

As stated in the Education Council of New Zealand Guidelines:

Induction and mentoring is the comprehensive and educative framework of support for provisionally certificated teachers as they begin their teaching practice in real situations. These guidelines are intended for everyone with a role to play in mentoring PCTs and other teachers needing support. All professional leaders are responsible for ensuring they have an induction and mentoring policy in place for their school, kura or ECE service based on these guidelines.

The most important features of such a programme include:

- an emphasis on practice-focused professional learning for the provisionally certificated teachers (PCT)
- a range of professional development opportunities and Teaching as Inquiry as a focus.
- evaluations of professional practice based on the Code of Professional Responsibility and Standards and inclusive of Tataiako : Cultural Competencies.
- active support and commitment from professional leaders.

A mentor teacher is an experienced fully registered colleague who is skilled, resourced with time, recognition and training to guide, support, and give evidence-based feedback and to facilitate reflective learning conversations with the PCT.

The main purpose of an induction and mentoring programme for PCT's is to support high quality professional learning so that the teacher can learn to develop fully effective teaching practices for the diverse learners they will be responsible for throughout their teaching career. The NPGHS Induction and Mentoring programme has been developed following the Induction and Mentoring Guidelines. The New Zealand Teachers Council (the Council) developed the *Guidelines for Induction and Mentoring and Mentor Teachers* (the *Guidelines*) to support the provision of nationally consistent, high quality, and comprehensive support for Provisionally Certificated Teachers (PCTs) in their first few years of practice and to enable them to become fully registered teachers. These guidelines are now under the Education Council.

The Guidelines:

- include key principles for high quality induction and mentoring in New Zealand
- outline the essential components of a programme of support for PCTs.
- clarify expectations for the role of mentor teachers
- describe the required key skills, knowledge and attributes and the professional learning and development needed by mentor teachers to fulfil this role adequately.

Through this programme of support, the PCT, mentor and the professional leader will gather evidence of the progress being made by the PCT towards meeting the standard for full registration. At the end of the induction period, the professional leader is required to use this evidence to make a judgement that all the Code of Professional Responsibility and Standards, which are inclusive of the Cultural Competencies, have been met at a level of competence that gives confidence that the teacher should be accepted as a confirmed member of the profession.

Refer Education Council for additional detail on roles, responsibilities, requirements and resources.

The following content draws on best practice from the Massey Pilot programme 2011-2012, Stratford High School and Karamu High School and from feedback gained from a range of secondary schools and educators. This programme should be reviewed annually.

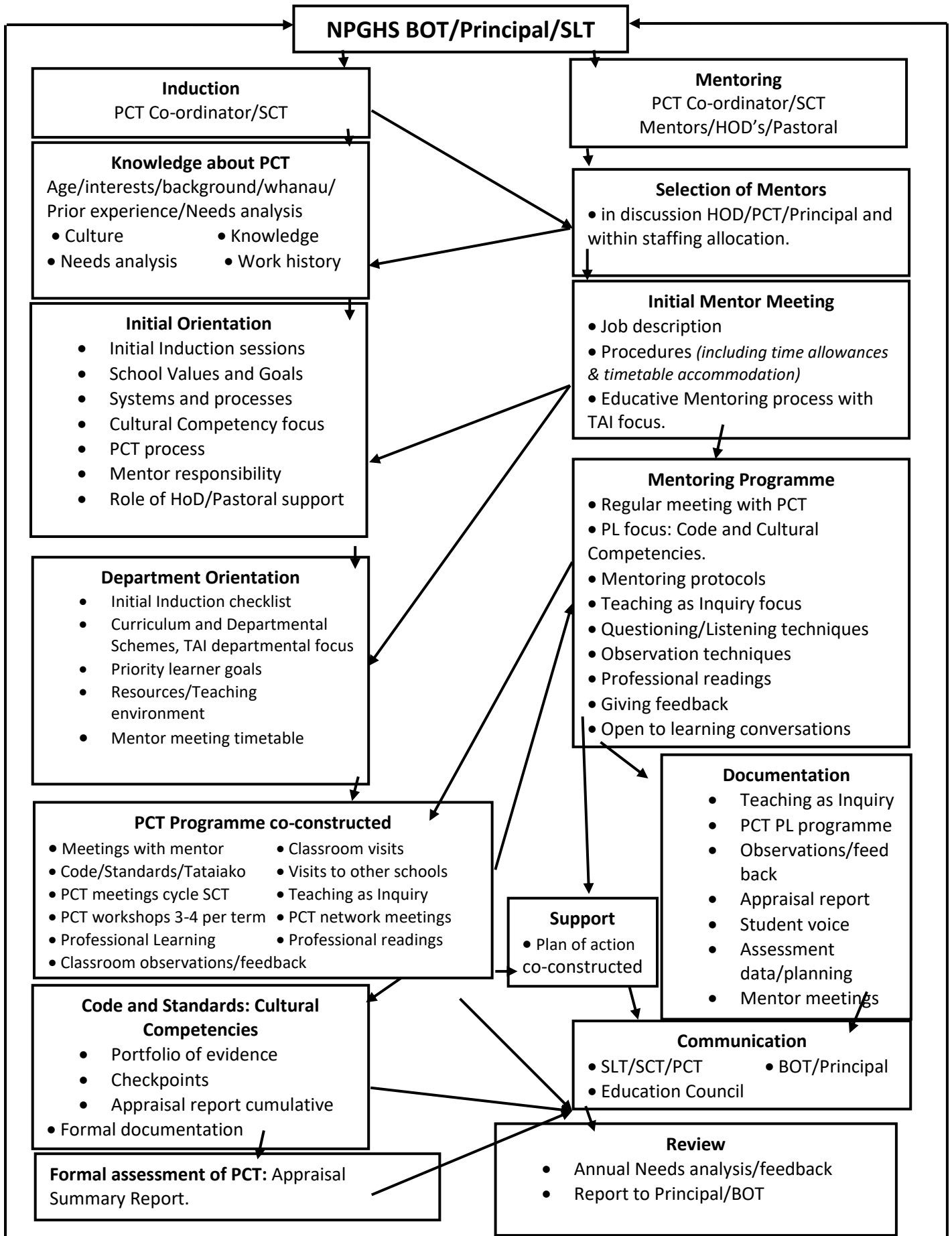
Aim

The aims of these procedures are to:

- Ensure that a high quality induction and mentoring programme that is inclusive of Tataiako: Cultural Competencies and the Code and Standards, with a focus on educative mentoring through teaching as inquiry, is provided for provisionally certificated teachers at NPGHS.
- Specify the roles and responsibilities of those involved in this programme.
- Provide an overview of content and focus areas to be co-constructed with staff involved.

Guidelines

1. Roles And Responsibilities



(a) The Principal

- i. Designates the person responsible for provisionally certificated teachers: Deputy Principal or a senior holder of a position of responsibility.
- ii. Ensures that a trained provisionally certificated teacher's workload is no more than the workload as specified in the Collective Employment Contract for secondary teachers. This is currently 0.8 of a full teaching load (not more than 15 hours including provisions for non-contact periods) for a full time teacher in their first year, and 0.9 (not more 17.5 hours including non-contact provisions) for a full time teacher in their second year.
- iii. Ensures that one hour of non-teaching time is allocated to the mentor (HOD or Supervising Teacher) as specified in the collective employment agreement.
- iv. Has access to all records to enable a decision on recommendation of full certification to be made.

(b) The Deputy Principal Responsible for Provisionally Certificated Teachers

- i. Ensures that a high quality Induction and Mentoring programme is provided to Provisionally Certificated teachers to enable them to gain full certification in liaison with the SCT.
- ii. Ensures that the Induction and mentoring programme will have a focus on educative mentoring through a culture of inquiry that is inclusive of Tataiako: Cultural Competencies and the Code and Standards. This programme will place on emphasis on the school's strategic direction, goals and values with the key priority of raising priority learners' achievement
- iii. Works with Principal to suggest a Mentor who is an experienced teacher ideally with relevant curriculum expertise. This Mentor is not necessarily the HOD. The Mentor is responsible for providing the individual induction and mentoring programme for the Provisionally Certificated teacher within the school guidelines and will be expected to be actively involved in professional learning opportunities for this role.
- iv. Ensures that Heads of Department(s) provide the Provisionally Certificated teacher with adequate, up-to-date schemes of work and support as needed.
- v. Secures adequate professional advice from specialists where there is no Head of Department in a specific subject area.

- vi. Meets regularly with Provisionally Certificated teacher(s) to ensure that the teacher receives an effective induction programme and that there is a thorough understanding of the school's goals, values, strategic direction, administrative and pastoral management systems and procedures.
- vii. Ensures that access to appropriate professional learning opportunities is provided for the Provisionally Certificated Teacher.
- viii. Ensures that the Provisionally Certificated teacher's well-being is supported through fair conditions of service, such as his / her timetable, duties and participation in extra-curricular activities.
- ix. Meet to discuss milestones and put in place additional observations and feedback/feedforward if needed.
- x. Implements appropriate procedures in the event of concerns being raised about the Provisionally Certificated teacher's progress, or if tensions develop between the Mentor and the Provisionally Certificated teacher.
- xi. Keeps a record of lesson observations for the two year provisional period and overview of induction and mentoring programme given to the Provisionally Certificated teacher.

(c) The Head of Department

- i. Provides a department induction programme responsive to needs of the teacher and to best meet student learning needs.
- ii. Provides schemes for each subject level and helps the Provisionally Certificated teacher interpret them.
- iii. Helps the Provisionally Certificated teacher prepare class programmes in accordance with the schemes and provides guidance on developing lesson plans.
- iv. Provides the Provisionally Certificated teacher with an effective appraisal process including setting and achieving goals in line with department and school strategic goals and through the process of teaching as inquiry.
- v. Provides opportunities for meetings relating to curriculum issues.
- vi. Helps the Provisionally Certificated teacher to develop a range of appropriate teaching and evaluation techniques.
- vii. Makes a minimum of three formal observation visits in the first year and at least two in the second year. Advance notice of the observation and the

purpose(s) of the observation will be provided and written feedback completed following each visit. A focus on the cultural competencies should be included in at least one observation each year. Observation reports are to be signed by the Provisionally Certificated teacher, who may add clarifying comments. A copy of the reports are to be provided to the coordinating Deputy Principal following each observation.

(d) The Mentor

- i. The Mentor is responsible for implementing an individual induction and mentoring plan co-constructed with the Provisionally Certificated Teacher, and the Specialist Classroom Teacher
- ii. Coordinates opportunities for the Provisionally Certificated teacher to observe the lessons of experienced teachers within the same or other relevant subject areas as needed.
- iii. Makes a minimum of four formal observation visits in the first year (one each term) and two in the second year. Advance notice of the observation and the purpose(s) of the observation will be provided and a written report completed following each visit. Observation reports are to be signed by the Provisionally Certificated teacher, who may add clarifying comments. A copy of the reports to be provided to the coordinating Deputy Principal following each observation.
- iv. Supports the Provisionally Certificated teacher through their appraisal process with a focus on meeting the needs of priority learners through the process of teaching as inquiry.
- v. Regularly meets with the Provisionally Certificated teacher once a cycle to co-construct an effective induction and mentoring plan with a focus on the teaching as inquiry process and inclusive of the cultural competencies.
- vi. Supports the Provisionally Certificated teacher in developing a relevant portfolio of evidence and meeting set milestones in liaison with the SCT.
- vii. The Mentor (rather than the HOD) will normally receive the time allowance provided for under the Collective Employment Agreement.

Note: The Mentor and the Head of Department may be the same teacher in which case the minimum number of lesson observations will total that for the Mentor role (i.e. a minimum of four in the first year and two in the second). It is preferable that the HOD is a different person from the Mentor so that both levels of support can be offered.

(e) The Specialist Classroom Teacher

- i. The Specialist Classroom Teacher (SCT) will provide ongoing professional learning to the Provisionally Certificated teachers in aspects - such as classroom management, meeting priority learner's needs, teaching as inquiry - that are generic to teaching. This may include organizing professional learning sessions, making recommendations on suitable professional learning opportunities, and classroom visits.
- ii. The Specialist Classroom Teacher will co-construct with the PCT and Mentor as to how the SCT can best provide support to meet the specific needs of an individual PCT. This should include regular meetings with the SCT and milestone support.
- iii. The SCT will ensure pastoral professional learning and guidance is in place to support the pastoral role of the PCT.
- iv. The SCT will provide professional learning for Mentors in liaison with the Deputy Principal and provide professional development and guidance to other mentors, especially those mentors who are new to the role.
- v. Observations by the Specialist Classroom Teacher will provide specific feedback/feedforward evidence to the PCT.

**The Provisionally Certificated Teacher
Support Roles**

Mentor

Pedagogical and Professional Support

- Establishes pattern of advice and guidance including regular meetings based on co-constructed mentoring plan.
- Provides Pedagogical and Professional Support
- Provides opportunities to observe lessons
- Formal observations and feedback.

**The Head of Department
*Curriculum Support***

- Provides schemes of work
- Offers guidance on; preparing teaching programmes, lesson plans, teaching and evaluation techniques
- Formal observations and feedback.
- Appraisal support through teaching as inquiry.

**The Specialist Classroom Teacher
*Student Management and Professional Support***

- Provides ongoing professional development
- Meets the needs of the PCT through co-construction of support.
- Involved with delivery of PCT/Mentor programme and support for mentors
- Help facilitate professional learning opportunities for Mentors
- Ensure pastoral professional learning support.
- Co-constructs with PCT, Mentor, DP the ongoing I and M programme.

The DP Responsible for Provisionally Certificated Teachers

- Ensures I and M programme meets needs of PCT and supports raising priority learners' achievement.
- Ensures programme of PCT/Mentor advice and guidance is in action in liaison with SCT/Mentors/HOD
- Ensures HOD provides adequate support
- Co-constructs with SCT/PCT/Mentor ongoing I and M programme.
- Implements processes if concerns raised

The Principal

- Designates Co-ordinating Teacher
- Ensures 0.8/0.9 workload
- Decisions on Certification

2. Induction and Mentoring Programme Overview

- i. The Induction and mentoring programme will have a focus on educative mentoring through a culture of inquiry that is inclusive of Tataiako: Cultural Competencies and the Code and Standards. This programme will emphasize the schools strategic direction, goals and values with the key priority of raising priority learners' achievement.
- ii. Wananga will focus on PCT and Mentor needs, and have the framing context of Tataiako: Cultural Competencies and the Standards as a focus for appraisal. The programme is based on Manaakitanga; care and support for our new staff, Ako: working together to learn from each other, Wananga; as our meeting focus for different sessions, Tangata Whenuatanga; context for learning at our school and Whanaungatanga: Building Positive Relationships.
- iii. The individual Induction and Mentoring Programme will be co-constructed to meet the specific needs of the Provisionally Certificated teacher and specifics will be determined in consultation with the PCT/Mentor/SCT and within the framework of the school PCT Induction and Mentoring programme.
- iv. The Induction and Mentoring programme will include regular meetings to discuss and review the teacher's progress, formal and informal lesson observations, opportunities to view the lessons of other teachers and schools, professional development to meet identified needs, professional readings, self-review, student voice, reflection and a focus on teaching as Inquiry. Mentors should develop the Mentor plan in conjunction with their PCT and SCT.
- v. Department and staff meetings, department and school wide professional learning programmes and professional learning through teaching as inquiry, and other professional activities will contribute to the Induction and Mentoring programme.

3. Record Keeping for Full Registration

- i. The DP responsible for Provisionally Certificated teachers is to keep a record of all formal lesson observations for the two year provisional period and the overview of the Induction and Mentoring programme.
- ii. It is the responsibility of the Provisionally Certificated teacher to maintain a detailed record of all induction and mentoring necessary to meet the needs of the Teacher's Council. This will include a portfolio, inclusive of the NPGHS Appraisal Summary report, of the induction and mentoring programme based on the Practising Teacher Criteria in line with Tataiako: Cultural Competencies and teaching as inquiry. This should include all

meetings relating to the programme, mentor plans, copies of lesson observations and notes, a record of all professional learning and teaching as inquiry, appraisal and milestone reviews. The format for this is at the PCT's discretion.

- iii. It is the responsibility of the Deputy Principal and SCT to provide support for the PCT and regular milestones in developing the evidence required to support full certification.
- iv. All records will be made available to a teacher if they take up a new appointment during the period of provisional certification.

4. Concerns and Appeals by the Provisionally Certificated Teacher

- i. In the event of the Provisionally Certificated teacher having a concern regarding induction and mentoring or matters relating to certification then that teacher can make an appeal to the Deputy Principal responsible for Provisionally Certificated teachers or the Principal as appropriate. The Provisionally Certificated teacher is entitled to nominate a support person for this.

5. Evidence

- i. Records of lesson observations and feedback/feedforward.
- ii. The Induction and Mentoring programme.
- iii. The PCT portfolio should show progress to meeting the commitment's inherent in the Education Council Principles and in the Code Standards and evidence of Tataiako: Cultural Competencies. This will include evidence of Teaching as Inquiry and a focus on raising priority learner's achievement. The portfolio should include the PCT's notes of meetings with the coordinating Deputy Principal/SCT, Head of Department and / or Mentor, and records of other professional learning and teaching as inquiry. This will involve cyclical self-reflection, student voice, goal setting, professional development and regular observations by mentor/HOD and include milestone reports.
- iv. The PLG programme, minutes of PCT meetings, mentor plan.
- v. The PCT's planning, units of work, curriculum resources and feedback.
- vi. The Professional Performance and Certification process including the Annual Appraisal Summary report.

6. Review and Reporting

- i. The Principal will report to the Board of Trustees as required on the outcomes and effectiveness of these procedures.

Induction and Mentoring Programme:

At the start of year initial induction meetings will be held each week for first 3-4 weeks dependent on need and include any additional new staff induction as needed. The focus will be on ensuring PCT's and new staff, and their mentors, are well equipped to begin their teaching programmes and an ongoing department induction process will be central to this. Meetings will focus on PCT and Mentor needs and Tataiako: Cultural Competencies and the Code Professional Responsibility and Standards.

The programme is based on Manaakitanga; care and support for our new staff, Ako: working together to learn from each other and co-constructing what we need, wananga; as our focus for different sessions, Tangata Whenuatanga; context for learning at our school and Whanaungatanga and Building Positive Relationships as a key initial focus and the aim is to celebrate at the end of each milestone and for end of term certification process. This is also acknowledged at a staff meeting. For new staff there should be a milestone sign off by the end of their first term but all are welcomed to continue to attend any relevant PCT wananga. All new staff will participate in wananga on Te Tiriti o te Waitangai and Tangata Whenuatanga with a place based context.

The following aspects should be covered within this cultural context:

- Mihi whakatau: Introduction to the school-Induction new staff
- Co-construction basis from needs analysis.
- The role of the PCT co-ordinator, the SCT and other key roles in the school
- School Strategic direction and Goals with focus on priority learners.
- The school values
- Whanaungatanga; PB4L Restorative Practice and BPR.
- Code and Standards.
- Tataiako - Cultural Competencies.
- Te Tiriti o te Waitangi and Tangata Whenuatanga.
- Professional learning and Teaching as Inquiry-goals, strategies, evidence and reflection.
- Raising Maori and Pacifica achievement
- Data for learning.
- Appraisal process and summary report.
- Setting up and maintaining a Portfolio and Mentoring co-construction plan.
- Milestone reports.
- The role of the Mentor
- Mentor meetings and plans
- Classroom observations/student voice
- Tutor teacher-job description and pastoral focus
- KAMAR systems
- Office 365 and Staff manual focus-attendance, uniform, lateness, duty systems
- E- learning- BYOD, cyber bullying.
- Support networks in the school
- PPTA

- Department and HOD focus-planning, assessment, reporting, EOTC, staff systems and procedures.
- Classroom management and effective teaching strategies
- School wide wananga: Goal Setting/ learning conferences/subject counselling
- Reporting
- Communication with the wider community
- Differentiation-Gifted and Talented, ESOL, Special needs
- Priority Learners
- Learning Support and Special education needs
- Pastoral care and Waiora.
- Open to learning/coaching and mentoring
- Well being and Stress management.
- Literacy and numeracy
- Meeting Pasifika needs
- Meeting International and ESOL student needs
- What's coming up?-school events.
- Burning Questions

All PCT session agendas and minutes are communicated to both PCT, Mentors and any new staff as appropriate. KMA and BBE co-ordinate wananga and kai is provided at the three weekly sessions. If possible these sessions should be included in the timetable as a priority instead of after school. Meetings need to be responsive to PCT needs and to school-wide events. The aim is to move meetings to different venues and include other staff within the programme. All new staff are invited to any meetings that may be of benefit to them.

In addition PCTs and Mentors will support from the SCT with regular wananga to support. The DP in charge will also meet individually with PCT's for each milestone check.

Session 1: refer PPT 1 Cultural Competency: Manaakitanga/Tangata Whenuatanga

- Mihi whakatau
- school values, school strategic direction covered. Refer new staff induction programme.
- Tataiako focus: NPGHS cultural competencies
- Refer needs analysis
- induction outline, timetable, pay, general orientation needs
- Check understanding of PCT programmes and requirements – different roles, registration.
- The role of your Mentor and mentor meetings-BBE
- Classroom observations HOD, Mentor
- Introduction to Professional Performance
- Portfolios- check in with PCT2s. Portfolio samples / suggestions.
- Key tasks in next 3 weeks?
- Burning questions Goal setting –are you ready?
- PPTA/YANZ
- Check timetable, pay, mentor times.

Session 2: Cultural Competency: Ako

- Professional Learning and Teaching as Inquiry:
- Setting goals
- Data for learning
- Appraisal summary report
- Code Standards in Cultural Competencies context
- under evidence/ reflection using an inquiry cycle of questions
- Individual check - where are you up to with your mentor?
 - Goal set and Use of self rating?
 - Record of Mentor meetings ?
 - Focus on identified criteria of next highest need.

PCT 1 follow up:

- Support Services overview
- Classroom Management/BPR
- Burning questions?

Session 3: Cultural Competency: Wananga/Ako

- Feedback PCT courses. Milestone check 1
- Annual Appraisal Summary report – discuss use of generally
- Reflections on Cultural Competence to share. Peer coaching tool.
 - Evidence
 - Use of self rating
 - Use with Mentor (Planning Sheet)
 - Focus on next two identified criteria of next highest need.
 - Suggestion for Portfolio organisation
 - .
 - Whiteboard brainstorm – electronic
 - What’s coming up?
 - Positives
- BPR check

Session 4: Cultural Competency: Tangata Whenuatanga- collaborative session

Focus on Tangata Whenuatanga- place base context for Taranaki

Session 5: Cultural Competency: Manaakitanga

- Focus on reports/Goal Setting
- GROW- teaching as inquiry cycle recap
- GROW PPT Keep, Stop, Start
- In pairs GROW process- active listening and questioning
- Take back to Mentors as model to use.
- One note feedback- 10 minutes- recap PLG time slots and dates- enter into SAT under evidence.

Week 7 instead of 6- finished reports?

Session 6: Cultural Competency: Manaakitanga

Data for Learning

- Portfolio check- PCT1s with PCT2s
- Focus on 1 cultural competency for the term and recheck goals.
- Data analysis- use of data –Br

- PTC 11 revisit Classroom Descriptions- have you looked at the data for a class?
KAMAR.
- Do Now's! A literacy focus.
- What's coming up?

Session 7: Cultural Competency: Wananga

Learning Support Services

- Focus on Code/Tataiako- check on mentoring meetings for this term and portfolios.
- Learning Support Services: SMC referrals and support.
- Cultural Competency/PTC- focus question-GROW model on Special Education- inclusive? How you have met the challenge as a classroom teacher?
- Differentiation and priority learners.

Session 8: Cultural Competency: Ako

Tuhonohono

- In depth Tataiako and Maori and Pasifika school strategic direction.
- Cultural Competencies in depth and through coaching.
- Focus on criteria link
- Milestone 2 check

Session 9: Cultural Competency: Manaakitanga

Wai Ora

- Key Focus- the role of Guidance?
- Stress Management.
- What's available- keeping yourself safe.
- Reminder observations/walkthroughs
- Criteria focus self reflection-focus on 2-use of GROW
- What's coming up – Snr Reports – how to data entry, comments
- Positives/concerns?

Session 10: Cultural Competency: Manaakitanga

- RTC/competency focus- peer coaching and SAT sharing
- What's coming up –Goal Setting and Subject Counselling / Subject Booklets?
- Check observations needed?

Session 11: Cultural Competency: Whanaungatanga

- Restorative Justice/BPR
- Code of Ethics
- No Blame and support groups
- What's on top

Session 12: Cultural Competency: Ako

- Accessing NZQA/TKI and other e-learning resources.
- Focus on Criteria/portfolio/ Milestone 3 check
- How are your Mentor meetings going?
- What's coming up?
- AOB

Session 13: Cultural Competency: Wananga

- PD resources in library
- Literacy focus
- DO NOW
- Focus on Criteria
- What's coming up
- Snr Exams

Session 14: Cultural Competency: Whanaungatanga

- Waimarie students and high special needs
- Focus on Criteria- check on mentoring meetings for this term and portfolios-SAT in use?
- Surviving Term 4- what's on top?
- Term 4 meetings -what do you need?
- Looking ahead to certification process
- Burning Questions?

Session 15: Cultural Competency: Ako/Wanaga

- Focus on specific Competency as needed.
- Gifted and Talented: Maori perspective
- TAI Inquiry check
- Portfolio-self assessment
- What's coming up? Junior Exams
- Mentor check for 2017
- EOTC

Session 16: Cultural Competency: Manaakitanga

Waiora

- Teenage brain and Neuro Science
- In the classroom applications?
- Pastoral role.
- What's on top?

Final Session 17: Cultural Competency: Manaakitanga

Appraisal Summary Report

Final milestone check

- Celebration-combine with Mentors/SLT
- Review and Evaluation PCT programme
- Next steps

Mentor Programme:

At NPGHS the Mentors are supported by the DP and SCT and included in PCT communication and meeting minutes. An initial Mentoring Induction is held and individual follow up provided as needed. Additional workshop sessions are being trialled this year in response to learning needs.

Mentors are expected to develop their skills and strengths in providing an effective mentoring programme. Coaching and Mentoring is a key focus of the PLG process.

As stated in Induction and Mentoring Guidelines:

The support of an experienced and fully registered teacher is fundamental to the successful induction of a Provisionally Certificated Teacher (PCT) into the teaching profession. Following their initial teacher education the first years of teaching can be overwhelming and the support and guidance offered by a mentor teacher will enable them to consolidate their learning and settle into the demands and delights of being a teacher and achieving Full Teacher

Registration. As new teachers, PCT's are entitled to participate in a planned induction programme which is facilitated by a mentor teacher.

An effective mentor is a reflective practitioner focused on inquiry into their own and others' professional practice and learning - based on a clear understanding of outstanding teaching. An effective mentor acts as a change agent and educational leader, dedicated to facilitating growth in professional capability of the colleagues they specifically support and to the wider learning community. An effective mentor has a sound knowledge and skill base for their role and can establish respectful and effective mentoring relationships.

Mentor Teacher Responsibilities:

- welcome the new teacher as a valued colleague with fresh and special knowledge and skills to offer.
- introduce the PCT to the learning centre, its staff and facilities.
- negotiate with the PCT an induction programme that meets their own learning needs and is appropriate and realistic for the learning centre. This may include guidance with managing time effectively, organisation skills, balancing personal and professional responsibilities, motivating and encouraging students, assessment - what to assess, how to assess, how to interpret results and use these for planning.
- review and renegotiate the programme regularly using a Mentor Plan as a guideline.
- make sure that the PCT has access to any up to date schemes of work, planning or administrative guidelines which will be needed.
- help the PCT to make contact with any relevant subject associations or other professional organisations.
- model good teaching practice and be prepared to discuss your own teaching beliefs, strengths, knowledge of students' learning and professional development with the PCT.
- arrange with the PCT to make frequent visits to observe their teaching.
- arrange regular meeting times with the PCT.
- give frequent feedback on the teaching you observe, and on progress relating to the Code and Standards and using Tataiako. This feedback should be clear, specific and constructive, with suggestions for further development and offers of suitable support.
- recognise and encourage the individual distinctive teaching style of the PCT.
- find time to structure conversations around samples of student work and other achievement data, so that you can assist the PCT to see what this work or data shows about student understanding and learning and what future learning and teaching is needed.
- keep notes of key areas of development discussed, planning and action taken.
- assist the PCT in any way that is needed, and if appropriate, arrange for others to share this support.
- incorporate the mentor teacher role into their own continuing professional learning, for example through participation in courses for mentor teachers or as part of a PLG.

Session 1:

- Introduction to PCT programme-emailed out prior.
- Introduction – PCT co-coordinator and SCT roles.
- What we have covered with PCT's
- Requirements – registration/ Certification
- Code requirements and Tataiako
- Appraisal Summary report

Session 2:

- Discussion to be mindful of overall wellbeing of PCTS -learning to say " no"
- Two observation lessons per term.
- PCT assessed against Code:
- Need to have a set meeting time and log this. PCT should note this more fully with key points covered. Mentor Plan discussed- co-construction
- Initial PD for PCT's. Focus on Professional Learning Goals in line with the school goals
- Professional learning forms and any PCT specific courses sign off and send through to KMA for overall signoff.
- Please send any observations forms used to KMA to collate.
- Portfolio samples / suggestions/ summary report
- SCT role

Session 3:

- Tataiako: Cultural Competencies
- A mentoring plan
- PCTs, LATs, need for Mentors, (evidence-based) RTCs and SATs.
- Shared Mentor Plans, or adaptations of them
- Inquiry process: Reflection → Goal Setting → Action Plans. I.e. personal vision, values, guiding beliefs, desired outcomes, inquiry, form this might take. One from a student perspective and one as a mentor perspective.

Session 4: *Cultural Competency: Tangata Whenuatanga- collaborative session*
Focus on Tangata Whenuatanga- place base context for Taranaki**Session 5**

What is important when you are a mentor/coach?

We will coach each other on the Inquiry process, by revisiting our reflection/goal setting sheets. 'G.R.O.W.' activity. (An idea for familiarising yourself with some coaching techniques.)

G – Goals – What do you want?

R – Reality – What is really happening?

O – Options – What Choices do you have?

W – Will-Wrap – What will you commit to?

- We will look at some questions that may help you to hold a mentoring conversation with your mentoree, factoring in the 'G.R.O.W.' framework.
- Have you started using your mentoring plan sheets with your mentoree – those of you who have them so far? Reflecting on how you are feeling about coaching/mentoring – how is it going, problems - - -.
- Professional reading: – 'Coaching and Mentoring Through Partnership.'
- Resources available:

1. Knowing and working with the Code
2. Tataiako
3. NPGHS appraisal best practice and Evidence.
4. Essential features of a professional mentoring relationship.
5. Protocols for operating a mentoring relationship-that needs to be agreed between the partners.
6. Developing the partnership.
7. Establishing a relationship.
8. Mentoring Protocols.
9. What is a professional learning conversation?: Why use a protocol? Where do you start with protocols? Why use ground rules? What are some ground rules? Ground rules for offering feedback. Ground rules for receiving feedback.

Follow up Term 2: two hour workshop

Prior: asking them to bring their Mentoring Plans/best practice

Brag and drag about role as a mentor- KMA 15 mins

Educative mentoring- pair activity. Qualities, skills and roles-What it means. 1-3 Recheck BBE 15 min

Needs analysis- individual activity- share with partner of where you are at. 10min

Check graduating standards Tataiako- activity of read and what would you expect to see?

Pair and share 15-20min

Code check/ Tataiako what does it look like for a PCT, evidence peer coaching 15mins

Another look at GROW and mentoring plans -expectations. 10min

Milestone checks

What's on top:

At least 1 formal observation- copies of templates available

Evidence of meetings-Mentoring Plan

Appraisal Summary Report/inquiry/Goals

Jan Robertson article

Mentor Review: Look ahead to 2019 – next steps – what can we do differently/better?