

4 July 2025

Consultation on a nationally consistent Induction model to support new teachers.

We are pleased to provide comment to the Teaching Council of Aotearoa New Zealand on a nationally consistent Induction model to support new teachers.

Te Rito Maioha is an Incorporated Society of members committed to high quality early education for every child. Established in 1963, we are an influential leader in shaping today's early childhood sector through advocacy, policy, and delivering tertiary education qualifications and professional development programmes for current and future early childhood and primary education teachers.

Our bicultural kaupapa, te reo Māori me ōna tikanga, is embedded throughout everything we do and teach. We are committed to ensuring the success of our Pacific nation students across the motu by growing authentic relationships that embrace students' whānau and communities across our programmes.

Through our membership we advocate for early childhood education services and the kaiako who provide education to thousands of infants, toddlers, tamariki and young people. Our members are drawn from a diverse range of community-based, privately-owned, kindergarten and homebased early childhood education services and teachers.

Te Rito Maioha is a registered Private Training Establishment (PTE) with the highest rating for a tertiary provider in Aotearoa New Zealand. We are accredited and approved by the New Zealand Qualifications Authority (NZQA) to deliver a range of early childhood and primary school undergraduate, graduate, and postgraduate qualifications (levels 5-9), including specialist kaiako education, both nationally and internationally.

The organisation has delivered teacher education since 1980 and is governed by a Council made up of elected and appointed members, led by a National President and supported by a National Kaumātua. Our national office is in Wellington and our teaching staff are employed at 11 regional education centres | takiwā ako throughout Aotearoa New Zealand.

We are committed to achieving high-quality teaching and learning by:

- increasing teachers' | kaiako knowledge of Te Tiriti o Waitangi and Aotearoa New Zealand's dual cultural heritage;
- providing access to blended delivery through online and face-to-face, with practical real-life exposure and experiences through undergraduate, graduate, and postgraduate tertiary education programmes leading to recognised and approved qualifications;
- promoting quality teaching and leadership through ongoing professional learning and development programmes;
- providing advocacy and a range of unique resources and services to our early childhood education members;
- collaborating with New Zealand and international partnerships to strengthen research and teacher education.

General Comments

We agree that ITE is only the beginning of a teacher's journey and that newly qualified teachers need ongoing supported learning in their setting in the early years of their teaching career. For all new teachers to have access to consistent, high-quality induction and mentoring is crucial to their development and success.

Question 1 – Do you think a more nationally consistent framework for induction would help alleviate some of the workload involved in developing and supporting induction programmes?

A nationally consistent framework for induction across the education sector does suggest that there is a 'one-size-fits-all' approach to induction. The approach to induction differs depending on the sector of education (e.g. ECE vs Primary) so it is important to promote an induction model that allows for flexibility across the various sectors.

In terms of alleviating the workload, in the ECE setting, non-contact time is often not funded so will the new approach reduce staff workload sufficiently?

Question 2 – Do you think there are other areas of challenge for a new teacher that would be important to focus on?

The proposed induction programme is focused on 5 areas of challenge for new teachers. We see two missing areas:

1. Practising and developing the use of te reo and tikanga Māori.
2. Engaging in reciprocal, collaborative learning-focused relationships with:
 - a. learners, families and whānau
 - b. teaching colleagues, support staff and other professionals
 - c. agencies, groups and individuals in the community

When practice is only viewed from the perspective of 'areas of challenge' it limits teachers to only view their practice from a deficit approach. Ryder, Huggins and Sugrue (2024) present an Appreciative Growth Cycle process that offers a strengths-based approach to professional appraisal.

The Appreciative Growth Cycle allows teachers to recognise alignments with what they teach, who they are (their own teacher identity) and an Appreciative Inquiry approach.

Question 3 – Do you think this proposed approach would support priorities and aspirations for Māori medium settings?

While the new approach will reflect the Te Tiriti o Waitangi partnership and provide a culturally responsive mentoring practice what we risk with a 'one-size-fits-all' approach to induction is that in the generalisation of the process we are not really providing an induction process that speaks to anyone. This could be the case for Māori medium settings.

By providing a stepped process that sits within this induction procedure that allows for all communities to embrace the process would be far more beneficial. The Ryder et.al (2024) study offers a process that is broad enough to be inclusive of all teaching communities.

Question 4 – Do you think this proposed approach would support priorities and aspirations for Pacific medium settings?

As stated above, what we risk with a ‘one-size-fits-all’ approach to induction is that in the generalisation of the process we are not really providing an induction process that speaks to anyone. This could be the case for Pacific medium settings.

Question 5 – Do you think this proposed approach would support priorities and aspirations for English medium settings?

As stated above, what we risk with a ‘one-size-fits-all’ approach to induction is that in the generalisation of the process we are not really providing an induction process that speaks to anyone.

Question 6 – How do you currently document a new teacher’s progress in their induction programme?

As an organisation, Te Rito Maioha and its staff currently do not mentor new teachers in their induction.

Question 7 – The proposed approach aims to keep assessment aligned with typical teaching practices. Do you think the approach is sufficient (without being over-burdensome)?

The secret to good induction is not overly assessing the registering teacher. Regular written reflections, at least in the early stages of the induction process provide a good basis for ongoing induction. Ryder et. al (2024) recommends the writing of 3 or 4 reflections on one’s own strengths-based practice as a good way to support meaningful co-constructive discussions between the registering teacher and induction coaches.

Question 8 – Where do you think Induction Coaches should be recruited from?

Recruiting experienced registered teachers from across the sectors, including lecturers from ITE providers is a good start. Those people who are qualified in the area of Professional Coaching might be well-suited to lead out a cluster of experienced registered teachers.

Question 9 – Do you think it would be helpful to be able to use the Induction Coach as a mentor, if one were not available?

Coaching and mentoring are two slightly different skills sets, but there should be no reason why the Induction Coach couldn’t also be a mentor.

Question 10 – Assuming all the elements outlined in this proposed approach were implemented and properly funded, is there anything else that would support mentors in their roles?

As stated above, in question 8, a Professional Coach could act as a guide to a cluster group of Induction Coaches. The Professional Coach could offer guidance to the Induction Coaches and model the co-constructive approach to induction that they would be guiding the Induction Coaches to undertake with the registering teacher.

Other Questions

Question 11 – Would this proposed approach provide greater support for your sector?

Te Rito Maioha represents kaiako in the ECE sector and is an ITE provider for both the ECE and Primary sectors. The proposed approach could support kaiako in both the ECE and Primary sectors so long as the model has the flexibility to allow for the needs of each sector and can be implemented appropriately without adding workload..

Question 12 – Is there anything else you think needs to be in place to implement such an approach?

ITE providers could consider the role of induction in year three courses. Hence preparing the registering teacher whilst still a student.

Question 13 – Do you think we should explore the idea of ‘accrediting’ early learning services, kura and schools to be able to run induction programmes for new teachers?

This puts an added burden on already time-poor education settings. I believe that it is better to outsource this to either those trained as Professional Coaches or ITE providers.

Question 14 (demographics)

This submission is written on behalf of Te Rito Maioha an ITE provider in both the Primary and ECE sectors. Te Rito Maioha represent and advocate on behalf of English, Māori and Pacific medium ECE services.

Reference

Ryder, D., Huggins, T., & Sugrue, S. (2024). Playing to our strengths: An Appreciative Inquiry approach to appraisal. *New Zealand Journal of teachers' Work.*, 21(1), 22-31.
<https://doi.org/10.24135/teacherswork.v21i1.621>

Make submission to the Teaching Council of Aotearoa New Zealand by 4 July 2025 to
DiscussInduction@teachingcouncil.nz

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