

A photograph of a desk setup. In the foreground, a white computer keyboard is visible. Behind it, a white computer monitor is partially shown. To the left of the monitor, there is a wooden file holder with several compartments. The background is a plain, light-colored wall.

# Australian Institute for Teaching and School Leadership Induction Environment Scan Report

**General use restriction**

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# EXECUTIVE SUMMARY

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This report seeks to identify better practice and innovations that could be instructive for the induction of Australian school teachers.

## Purpose

The Australian Institute for Teaching and School Leadership (AITSL) requested this review in recognition of the important role that induction of teachers plays in contributing to excellent teaching practice and setting beginning teachers on a positive trajectory in their careers.

This review examines induction activity across a range of organisations, sectors and jurisdictions. It seeks to identify better practice and innovations that could be instructive for the induction of Australian school teachers.

## Process

The content of this report has been generated through two research activities:

1. **Primary research:** the induction activities of different organisations were assessed against a research framework.
  - a. **Design principles** guided the selection of the organisations – in education and non-education contexts – on our research Long List. These principles focused on ensuring that the induction programs researched were sufficiently analogous to the induction of school teachers, for example by finding organisations/sectors where:
    - i. new staff must perform at a high level soon after commencing;
    - ii. new starters have significant client/student interactions; and
    - iii. induction programs are efficient and effective
2. **Secondary research:** adding to these on-the-ground perspectives, leading edge thinking was drawn from current literature and research in human resources and management journals as well as education literature (see [Appendix C](#) for a full list of references).

## Overview of Findings

Our research developed findings across six dimensions of induction programs:

Dimension	Primary Observations
1. Processes	<ul style="list-style-type: none"><li>• Longer induction programs, including up to two years' duration in education settings, are most effective</li><li>• Individualised / tailored induction is considered effective</li><li>• Some organisations devote significant resources to induction</li></ul>
2. Content	<ul style="list-style-type: none"><li>• Induction incorporating wider organisational history and culture provides valuable context for new starters</li><li>• Aligning induction to standards or guidelines is considered valuable in organisations in standards-driven sectors</li><li>• Advanced induction programs base their structure, approaches and content on research about effective adult learning</li><li>• Where the role demands it, induction elements supporting improved stakeholder interactions are valuable</li></ul>
3. Formats and Communication	<ul style="list-style-type: none"><li>• Advanced induction programs leverage technology to communicate richer content with new starters across multiple media</li><li>• Interactive activities are better at engaging new staff and promoting the retention of induction content</li></ul>
4. Networks and Interpersonal Relationships	<ul style="list-style-type: none"><li>• Development of peer and professional networks for induction supports improved practice and reduced staff turnover</li><li>• The effectiveness of mentoring increases if it is properly planned and supported</li><li>• Organisational leaders play an important role in making new starters feel valued and providing organisational context</li><li>• Building resilience is a stated aim of many organisations; however few have implemented this in induction programs</li></ul>
5. Links to Work Practice	<ul style="list-style-type: none"><li>• High-value induction builds staff skills and capability as well as convey administrative information</li><li>• Observation is a powerful tool in the induction of new staff – particularly in the education sector</li></ul>
6. Evaluation	<ul style="list-style-type: none"><li>• Measuring the impact of induction ensures benefits and value for money are maximised</li></ul>

These findings – including their sources – are analysed further in the body of this report and in the accompanying case studies.

### Implications

There are a number of ways that different organisations invest in new starters to strengthen their performance and retention. These vary in terms of their complexity, resource-intensity and likely impact. The organisations that have developed or implemented induction programs expect them to generate benefits – and they may have applicable lessons for the Australian education context.

This report outlines strong practice and insights drawn from a range of professions, industries and organisations around the world, and considers what this might mean for Australian schools and education systems. For school

leaders, the report identifies several activities that may strengthen their induction approaches, including some that can be actioned quickly and cost effectively. For education systems, the report also points to potential priority areas for investment and reform which could lift induction program quality and even teacher quality across Australia.

# PROJECT BACKGROUND AND CONTEXT

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## **Strong educational outcomes for students rely on quality teachers**

Research shows that the quality of the teacher is the single greatest in-school influence on student achievement (OECD 2005). For example, the Grattan Institute found that outside a student's own background, the quality of teachers has the most significant impact on their educational outcomes, much more than class sizes (Grattan Institute 2010). After analysing the world's top performing school systems, McKinsey concluded that the quality of an education system simply cannot exceed the quality of its teachers (McKinsey and Company 2007).

Australia has a clear ambition to be a leading global jurisdiction for educational attainment and addressing inequalities in student outcomes. Australian policy makers recognise the impact that strong educational performance has on economic growth and improved outcomes for communities. This will require continued investment in quality teachers.

## **Defining Induction**

'Induction' means many things to many people. In an education context, induction can be considered a comprehensive, coherent, and multi-year professional development process consisting of a carefully crafted array of people and activities designed to acculturate and train a new teacher to the goals and visions of a school or the school district. AITSL defines the induction phase of a beginning teacher's career as:

"an intense period of learning that helps teachers prepare for full registration and supports their career-long professional learning. Teachers learn how to use their knowledge in ways that scaffold the learning of students in their classrooms, and the support and experience of their colleagues will be a crucial element in their success" (AITSL 2015).

Many non-education organisations refer to induction activities as 'onboarding' or orientation. Induction programs vary in terms of their length, contents, approach and the borders between induction and other forms of employee development. In the interests of collecting wide-ranging insights about induction, a broad definition was adopted for this research. Therefore, any activities aimed at welcoming new employees and equipping them for their jobs were canvassed in this research.

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## Effective teacher induction is a crucial element to ensuring the retention and quality of new teachers.

### **Induction plays a crucial role in ensuring teacher quality and retention**

A beginning teacher, on their first day, or in their first term or year of teaching, will face many of the same responsibilities and challenges as their more experienced colleagues. Because of this, ensuring effective induction is a crucial component of ensuring that those teachers are retained and perform to their potential.

The OECD Teaching and Learning International Survey (TALIS) has identified Australia as a country that invests in the quality of its teachers, but it suggests that this does not always translate into meaningful impacts on teacher practice or student outcomes. The TALIS data also identifies some potential areas for improvement in Australian teacher professional development; this includes observation of their own performance, and the practice of highly effective practitioners (OECD 2013).

Teacher induction is a crucial element to ensuring the retention and quality of new teachers (Ingersoll & Strong 2011). Effective induction builds in new teachers the skills, knowledge and networks to deal with the practicalities and complexities associated with school and teaching situations. Australian education systems already invest in teacher training and induction programs, for example:

- In Victoria, the strategy From New Directions to Action: World class teaching and school leadership aims to develop a Talent Strategy, including a career planning framework to support new entrants;
- In New South Wales, the Great Teaching, Inspired Learning: Blueprint for Action aims to ensure that all beginning teachers receive high-quality induction and support for their entry to the profession. This is supplemented by the Strong Start, Great Teachers program which provides resources for schools to

improve the induction experiences of beginning teachers;

- Queensland's strategy A Fresh Start: Improving the preparation and quality of teachers for Queensland schools aims to strengthen governance of initial teacher education programs; and
- South Australia's vision Building a Stronger South Australia: High Quality Education emphasises the role of quality training in improving education outcomes.

These programs speak to the importance of teacher training and induction across Australia.

#### **AITSL is working to strengthen teacher induction**

The importance of teacher induction is recognised by Australian Governments and AITSL. In AITSL's Statement of Intent (released November 2014), effective induction practices for beginning teachers are identified as a research and partnership priority.

In February 2015, the Teacher Education Ministerial Advisory Group (TEMAG) released Action Now: Classroom Ready Teachers - its review into teacher education and training in Australia. Among its 38 recommendations:

- Recommendation 30 states that AITSL should "develop national guidelines for beginning teacher induction that will guide consistent implementation of effective induction programs"; and
- Recommendation 31 states that school systems and employers should "provide effective induction for all beginning teachers, including those employed on a short-term or casual basis"(Australian Government 2015).

The Australian Government's response to the TEMAG review states that AITSL will "work closely with states and territories and non-government schools to develop a nationally consistent approach to the induction and support of beginning teachers to make sure they reach their full potential once they enter the profession". Strengthening induction practices supports AITSL's other priorities, including supporting teachers to satisfy the requirements to gain teacher registration in each State and Territory, and continue on the career-long professional learning continuum.

#### **This research builds knowledge and seeks to provoke further discussion**

This research and Report represent a next step towards understanding what contributes to effective induction programs. This is intended to be built upon in order to develop the expertise and tools for Australian education stakeholders to strengthen the induction of teachers – particularly those new to the profession. The lessons in this research will require reflection from education systems and school leaders – identifying what is important in their context and what actions they believe will best improve the induction, quality and retention of teachers.

Strengthening induction should contribute to the quality of teachers and retention in the profession. In time, and together with other reforms, this endeavour should position Australian education systems for success – helping teachers to perform, and students to achieve.

# PROJECT METHODOLOGY AND APPROACH

## Drawing insights from a diverse range of sources

There are lessons about induction programs that can be derived by looking outside our landscape – particularly at other jurisdictions and non-education sectors.

One of the typical hallmarks of higher performing education jurisdictions – such as Finland, Singapore and Shanghai – are excellent approaches to teacher training and induction. Whilst these jurisdictions have unique elements in relation to their educational contexts and teacher training programs, research identifies three key commonalities that are linked to their high performance:

## Design principles were used to narrow the field of enquiry

This research sought to learn lessons about induction from a range of sources. Information was collected in two ways:

1. **Primary research:** the induction activities of different organisations were assessed against a research framework (see Appendix B). Design principles guided the selection of the organisations – in education and non-education contexts – to form a Long List, ensuring applicability to the induction of school teachers.
2. **Secondary research:** current literature and thinking about induction were examined, from human resources and management journals as well as education literature (see Appendix C for a full list of references)

FIGURE A.1: COMMON FACTORS OF TEACHER INDUCTION IN HIGH-PERFORMING EDUCATION JURISDICTIONS (Wong, Britton, and Ganser 2005)

1. Induction is a structured, formalised and monitored process

2. Focus on professional learning, with induction seen as an aspect of a teacher's lifelong learning

3. Collaboration with teaching colleagues is key to success

Our research focused on induction for those new to a profession (such as beginning teachers), however reference was also made to induction approaches for more experienced workers who were changing organisations, but had experience in the profession.

These perspectives are useful, but on their own they are not sufficiently detailed or relevant to the Australian context to effectively guide Australian teaching practice and school leadership.

While non-education organisations such as private corporations and not-for-profits are quite different from schools, their approaches to induction can be quite instructive. Indeed, their competitive operating environments have often made them leaders in talent attraction, development and retention, including through effective and efficient induction practices. Crucially, they have also usually sought to develop and implement these induction practices in cost-efficient and innovative ways. This experience has the potential to provide valuable insights, however to realise this potential, it will have to be translated to the Australian education context.

A key objective of our research was ensuring that learnings could be applied to the Australian education context. Therefore we focused on research on organisations and sectors with properties and characteristics that could be analogous to schools. To do this, we developed seven design principles that guided our selection of the Long List.

Underpinning all of these, the organisations we researched were required to have induction programs and processes that are proven to be effective, delivering clear returns on their respective investments.

The organisations researched were not required to align to all of these principles, but, taken together, the Long List of organisations were able to cover the range of principles listed.

From these organisations, six were selected for further research to be presented as case studies.

Design Principle	Details
<b>Interpersonal interaction</b>	Organisations / induction programs should prepare new starters for work where high levels of interpersonal interaction is a core requirement
<b>Rapid starts</b>	Organisations / induction programs should prepare new starters for quick starts in their positions
<b>Constrained resources</b>	Organisations should practice efficient induction programs, either as a result of operating in resource constrained environments or through a focus on efficient operations
<b>Challenging contexts</b>	Organisations / induction programs should seek to equip new starters for professionally challenging work and physically or emotionally difficult contexts
<b>Branch network models</b>	Where possible, some organisations should demonstrate induction programs taking place within a 'central head office and regional branches' model
<b>Links to professional development</b>	Induction programs that aim to position the inductee to continue improving their capabilities throughout their career should be explored
<b>Innovative approaches</b>	Organisations should demonstrate that induction programs offer a broader range of approaches than traditional seminar / buddy / mentor approaches – including the use of technology

### Confidentiality of research subjects

This research involved understanding the internal workings of a number of organisations, identified through a combination of publicly available information and primary research. Many representatives of the organisations spoken to in the course of this research participated on the basis that their identities – and those of their organisations – would be kept confidential. The organisations researched were identified to AITSL to ensure their alignment with design principles. To maintain confidentiality, we have, however, anonymised the organisations in this Report.



# FINDINGS

This section summarises the research findings – drawn from literature and desktop research as well as primary ‘Long List’ research of induction activities within schools and other organisations. [Appendix A](#) presents the quantitative data analysis of the Long List research.

## 1 Processes

### 1.1 Timelines

Timelines for induction programs varied significantly amongst researched organisations. At the shortest end, an international not-for-profit organisation spends an intense two days with inductees prior to sending them to crisis zones in need of assistance. This short timeline likely reflects the urgency of that context, as well as the need to carefully limit costs. Most induction programs researched were up to three months in length.

Typically, organisations tended to divide induction timelines into pre-start, immediate, short-term, medium-term and, sometimes, long-term segments. The figure below identifies the range of induction timelines:

Where organisations adopted longer induction programs (greater than three months) this was typically achieved by transitioning from induction programs, as they are typically defined, into ongoing performance management and professional development activities.

Some organisations also extended their induction programs in the other direction – before a new starter commenced. For instance, a major global not-for-profit commences its induction program when an employee accepts her or his offer of employment. This pre-start period is used to promote an efficient and tailored induction process by:

- sharing some basic documents and information, including policies and procedures such as Workplace Health & Safety and performance management; and
- collecting necessary information from the new starter, such as personal information for Human Resources and Finance systems.

FIGURE A.2: POTENTIAL RANGE OF INDUCTION TIMEFRAMES



FIGURE A.3: DEMONSTRATION OF ONE-YEAR INDUCTION PROCESS (Adapted from Bauer 2010)

In the early 2000s, executives at a large US-based technology firm recognised that the firm had some success with new employees, but it had some challenges retaining talented staff. With increased hiring as a result of restructuring and more job mobility, the new hire population became crucial. The new philosophy boiled down to a simple concept: so much money, time and resources are spent on recruiting and hiring that it is essential to hang onto new employees. Realising that new hires have different needs than longer-tenured employees, the firm created the *Assimilation Process*, which consists of three steps: *affirming*, *beginning* and *connecting*. Clear timelines for each step became part of the new process:

Pre-start	First 30 Days	First Year
<b>Affirming</b>	<b>Beginning</b>	<b>Connecting</b>
Includes welcoming the new employee, preparing a workstation and assigning a coach.	On the first day, strict rules are in place to ensure that the new worker is met in person, introduced to the team, has a functional area in which to work, completes paperwork and is introduced to an intranet onboarding platform. During this crucial first month, managers make sure that any needed resources are available, clarify roles and responsibilities, encourage the newcomer, and schedule "check in" times to be sure that the new employee is making progress.	After two months, an "ask coach" checks in to make sure things are on track. At this stage, networking is a priority, so the employee is encouraged to find interest communities within the company. Between four and six months in, the focus becomes his or her accomplishments and understanding the firm's way of getting things done. By the end of one year, the firm considers new employees to be fully integrated. One of the most valuable elements of the Assimilation Process is the individual assigned as a new employee's coach - to answer questions, reinforce concepts, share processes and tools, and help transmit the intangible cultural values of the firm.

An Australian primary school actually takes this further, believing that their inductions commence – in a small way – during the recruitment process. This school’s leaders believe that, by providing detailed and comprehensive information about the school to prospective staff members, they are already commencing the process of inducting that staff member into the culture, expectations and work practices of that school, thereby allowing for a quicker and easier transition once they formally commence.

In education contexts, research and practice places induction programs on a longer time-frame – with induction of two years in length considered better practice. New teachers in New Zealand take part in an Advice and Guidance program that extends for two years (New Zealand Teachers Council 2011). The Californian Formative Assessment and Support System for Teachers also lasts for two years (California Beginning Teacher Support and Assessment 2014). The US National Partnership for Teaching At-Risk Schools also found that induction should aim for a duration of two years (National Partnership for Teaching in At-Risk Schools 2005). Similarly, the NSW government recently launched Strong Start, Great Teachers. This induction program occurs over a two-year timeframe and provides materials and funding for induction activities.

### 1.2 Assessment

Amongst the organisations investigated, the use of assessment to test knowledge retention wasn’t particularly common. Where it was used, it was typically for compliance activities i.e. assessment appeared most common in reviewing inductee’s knowledge of risk management policies and procedures, such as avoidance of conflicts of interest. In those cases, assessment was quite basic in nature – typically requiring ‘passing’ a rudimentary online quiz.

One interesting example of induction assessment is the approach used by an International School Network in Hong Kong and Southern China. The first week of their three-month induction is an intensive period of training and testing in a central location. This assessment is designed to assess absorption of training content and identify areas for ongoing development.

### 1.3 Documented induction plans

Most of the organisations researched provided inductees with a written plan for induction, either before the induction or as the first activity of the first day. The content of these plans varied: some provided detailed timelines and activity schedules, noting who would be responsible for delivering elements of the induction; others were less sequenced, acting more like a checklist of what would be covered throughout the full induction program in total.

### 1.4 Individualisation of induction

Our research suggests that very few modern induction programs are truly generic, applying the same training, content and processes to all new starters. Most organisations researched had some elements of their induction consistent across all inductees, with other elements made more relevant to the inductee’s new role. For instance, commonly organisation-wide factors – such as organisational strategy and culture/values – were consistently communicated across all sites and inductees, whereas role-specific systems, processes and skills were communicated via a more tailored induction process – typically through face-to-face communication.

Ensuring a balance between consistent core messages and locally relevant communication was identified as a challenge by several organisations. For instance, a major international publishing company required that portions of local office induction use communication developed by the global headquarters. However, the Australian branches of the business found that some of this centrally developed communication was ill-suited for the culture and objectives of their offices, providing an impersonal start for new employees and thereby risking their engagement. Many organisations, particularly larger ones that adopt a ‘networked’ model with multiple offices, draw induction content from a range of local and centralised sources.

True individualisation by tailoring induction content and communication methods to the background and learning styles of the individual inductee appears quite rare. This is understandable, given that it would no doubt be quite resource-intensive to develop a bespoke induction approach for each new starter.

A successful high-school in Finland offers relatively individualised induction – working with new teachers early to identify their strengths and weaknesses and building a plan to develop their skills including giving additional observation and support to new teachers that require it. This approach is not common. It is likely driven by the comparatively high standards of new teachers in Finland allowing schools to assume a higher level of minimum knowledge.

FIGURE A.4: VIEWS ON ROLES OF HEAD OFFICE VS LOCAL BRANCHES AND DEPARTMENTS



**1.5 Investment in induction programs (including reduction in workload)**

While precise details of human and financial resources dedicated to induction programs were difficult to obtain, based on the length and scope of induction approaches, we concluded that many of the organisations researched devoted reasonable resources to ensuring quality induction. This included ‘protecting’ induction time. Most organisations reduced inductee workloads during induction.

In sectors with roles that feature significant interactions with stakeholders or customers, such as allied health roles including counselling or occupational therapy, business models almost always include sufficient resourcing for inductees to ‘shadow’ experienced staff to learn on-the-job skills. There are also examples where new graduates have completed some level of practical training during their formal education.

**Protected induction time in human services**

A Melbourne-based homeless shelter allocates at least five shifts for new employees to act purely as induction shifts. On these shifts inductees ‘shadow’ more experienced staff to understand both the basic functions and processes of the organisation as well as experiencing the work first-hand. They do this regardless of the fact that all new starters have some kind of social work or equivalent training. This is paid time in which the inductee is not required to work solo. This approach is considered crucial to building the confidence and ensuring basic competence of new starters – even in a very resource constrained organisation.

To benefit from some induction activities, most schools researched dedicated time in the new starter’s day/week in schools to induction activities, such as meeting with mentors, observing practice or engaging with peers. In some cases this is enabled through the use of teacher release, though the cost and education impacts need to be assessed. For example, the New Zealand Advice and Guidance program releases 20 per cent of teacher time for beginning teachers to participate in induction programs (New Zealand Education Institute).

Understandably, larger organisations with dedicated HR teams were more likely to devote significant financial and human resources to induction – including releasing time for inductees and experienced staff or mentors.

**Summary – Processes**

Key Observations	Potential Implications
Longer induction programs, including up to two years’ duration in education settings, are most effective	Australian schools and education systems should consider longer induction timelines, including possibly starting those programs prior to a beginning teacher’s commencement at a school
Individualised/tailored induction is considered effective	A greater portion of induction components should be tailored to the individual where possible. This involves articulating clear roles and responsibilities for the ‘centre’ and the ‘edge’ in networked organisations
Some organisations devote significant resources to induction	Australian schools and education systems should consider the opportunities to provide time, through investing resources, for induction activities.

## 2 Content

### 2.1 Scope of induction programs

Induction programs can involve a range of content – from basic compliance information through to developing relationships between staff. Research suggests that the contents of successful induction programs are:

- **Comprehensive:** There is an organisation or structure to the program consisting of many activities and many people who are involved. There is a group that oversees the program and rigorously monitors it to be sure that it stays the course towards student learning; and
- **Coherent:** The various activities and people are logically connected to each other. (Wang, Coleman, and Phelps 2003)

As the content of induction moves up the value chain from mere compliance through to sharing culture and developing connections, it is believed that the benefits created – through equipping and engaging new starters – also increases.

The overwhelming majority of induction approaches examined through our research conveyed compliance and business critical information to inductees. This includes:

- introductions to basic systems and policies (HR, leave, payments, etc.);
- overviews of organisations (structures, leadership, hierarchies etc.); and
- basic policies and procedures that all or most employees of the organisation would need to know (emergency protocols, document management etc).

Similarly, most, organisations researched sought to provide some additional contextual information through induction. This information includes::

- strategy and objectives (for a whole organisation and/or subsets such as specific offices or service lines);
- organisational history;
- Culture and values; and
- operating principles and approaches – including significant partnerships or clients/stakeholders.

This contextual information is provided for two general purposes: to ensure that employee activity is consistent and aligned with strategy; and to develop a sense of belonging and community amongst new starters.

Research also suggests that induction programs with multiple components had strong and statistically significant effects on reducing teacher turnover. Ingersoll and Smith found that as the number of components in induction packages increased, the probability of staff turnover decreased (Smith and Ingersoll 2004).

FIGURE A.5: SOPHISTICATION OF INDUCTION ACTIVITIES (Adapted from Bauer 2010)

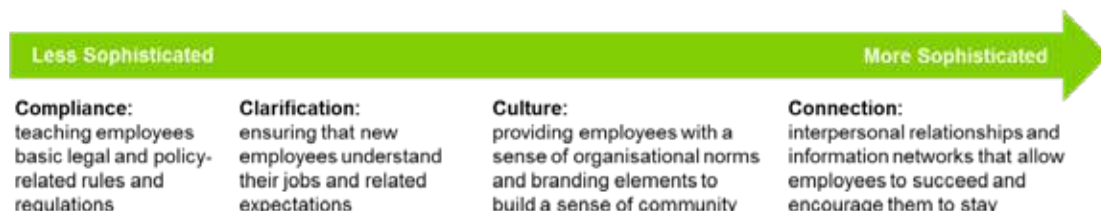


FIGURE A.6: SUMMARY OF RESEARCH ON INDUCTION SCOPE AND TEACHER RETENTION

Impact of Induction Programs on Teacher Retention	
Level of induction received	Proportion of workforce leaving after one year
No induction	41 per cent
One component (Mentoring)	39 per cent
Four components	27 per cent
Seven Components	18 per cent

## 2.2 Links to professional standards

Standards are used in industries to support and frame staff development, and/or to set minimum benchmarks of performance. Both cases result in a high degree of alignment between induction programs and professional standards. For example, the *Californian Formative Assessment and Support System for Teachers* structures its 12 induction ‘events’ between beginning teachers and mentors according to the elements of the Californian Teaching Standard. This allows the induction training to move seamlessly into ongoing professional development, and ensures that new teachers are competent against public standards (California Beginning Teacher Support and Assessment 2014).

Similarly, a well-regarded public secondary school in Finland aligns its performance review observations to Finnish education department requirements. The school principal observes new teacher’s in-class practice and records those observations on a form structured by the Finnish education department.

For some industries, standards include a focus on compliance and risk management. An example of this is induction of medical professionals, where induction content will typically include ensuring awareness of and compliance with industry regulations and standards, such as those relating to occupational health and safety and infection control.

Similarly, accounting firms working across borders may ensure that teaching and testing understanding of anti-corruption requirements is in line with established standards, such as ISO/TC 247 Fraud countermeasures and controls.

Sometimes aligning induction content with standards occurs in a different order. A primary school in Western Australia reported that their induction program – once developed – is tested against the Australian Professional

## References to national standards and guidelines in health

A regional health service in Victoria makes sure to focus a number of its induction elements on national standards and guidelines. For example, prior to their first day at the hospital, new starters are provided with information regarding their and the hospital’s obligations under the National Safety and Quality Health Service (NSQHS) Standards. New starters are required to indicate that they understand this content. Throughout their induction and training, reference to obligations under these and other regulations are made – identifying how certain activities or protocols are designed to comply.

Standards for Teachers to ensure that it aligns with established thinking about what is effective teaching. In that school, the induction program includes observation of new teacher practice and recording performance against a pre-developed template. This template’s structure was compared to the Standards to ensure that the observation matches the teaching practices identified in the Standards.

Other industries still draw on norms and expectations that are common across the industry – even where these are not formalised. For example, public sector department induction typically references the accepted role and conduct of public servants in their induction programs, such as providing objective and unbiased advice to the government of the day.

Where organisations used induction to welcome new starters into the profession this was typically incorporated into other induction activities or modules – such as introductions to workplace culture or professional expectations – rather than through standalone sessions. Some organisations leveraged external training to induct new starters to their profession.

For example, for many accountants, completing the CPA program effectively imparts many of the profession-specific skills necessary to do their work. In those cases, employers usually do not take it upon themselves to directly impart these skills through their own internal induction. Many large accounting firms will fund and support employees to complete the CPA program.

### 2.3 Support with intensive client / student interaction

Roles with significant interpersonal elements – such as sales or teaching positions – often seek to build these skills through induction programs.

For instance, a number of Australian universities include in their induction programs elements which seek to build the student engagement capabilities of academic staff. This is notable as these universities do not assume that teaching skills necessarily exist in all new staff, hence the program seeks to develop certain skills as minimum standards amongst staff.

In another example, the induction program for sales staff at an Australian airline included learning how to respond to potentially difficult customers. This is taught through the use of scenarios that are worked through by groups of new starters.

Stakeholder interaction is a significant part of the teaching profession at the student, colleague and whole school level. Working well with students including students with complex needs is critical, as is effectively communicating with colleagues to build skills and share practice. Similarly, effective engagement with the broader school community including parents is critical to teacher and student outcomes. Our research did not find many examples of schools or other education bodies devoting time or resources to structured support for new teachers with stakeholder interaction. Where such support was provided, it was most likely to be informal – such as beginning teachers seeking advice from experienced colleagues around how to deal with challenging students or parents.

#### Summary – Content

##### Key Observations

Induction incorporating wider organisational history and culture provide valuable context for new starters

Aligning induction to Standards or Guidelines is considered valuable in organisations in standards-driven sectors

Advanced induction programs base their structure, approaches and content on research about effective adult learning

Where the role demands it, induction elements that support improved stakeholder interactions are valuable

### 2.4 Use of research

Organisations with advanced induction programs, that had devoted time and resources to their development and operation, tend to build those induction programs based on some research or evidence of what works in induction or adult learning. For example, several large-scale multinational corporations are beginning to use innovative methods to induct new staff members, including the use of gamification (see 3.3 below). These new approaches are almost always underpinned by robust research about the effectiveness or certain methods of communication, learning or staff motivation.

At the school level, several of the schools examined indicated referencing research about learning and motivation, when constructing induction programs. Whether this is commonplace is difficult to say, as the schools volunteering to participate in our research may be more likely to understand and value effective induction programs – and hence may be more likely to refer to such research.

Additionally, education regions or systems were likely to utilise research in developing their induction offerings. For example, Japanese cities or prefectures operate ‘inservice centres’ – which are built to support collaborative teacher professional development. These centres are staffed with education specialists and are dedicated to leveraging latest research and expertise to improve both beginning and established teachers (Bayrakçı 2009).

##### Potential Implications

Those responsible for crafting induction program content – be they school, regional or system leaders – should include contextual elements to orient new teachers to their role and school

Where this is not already the case, Australian schools and school systems should align and reference induction program content with established standards for the teaching profession

Induction programs – including tools and templates – should be built with reference to research about effective adult learning approaches

Australian schools and school systems should seek to build the stakeholder engagement capacity of new teachers – particularly their ability to respond to challenging students or parents

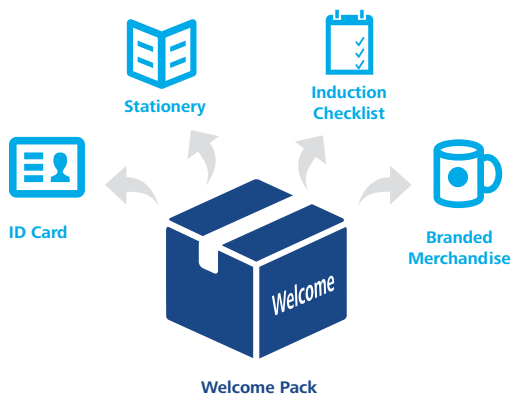
### 3 Formats and communication

#### 3.1 Documents and checklists

Most induction programs provide new starters with a range of documents. This includes information about the organisation, written versions of induction presentations and checklists about what needs to be done and learned to complete induction requirements.

A few organisations provided all these materials together in a ‘new starter’s pack’ which included introductory documents, paperwork to complete and sometimes also included a few objects or gifts to welcome the inductee to the organisation.

FIGURE A.7: SAMPLE NEW STARTER ‘WELCOME PACK’

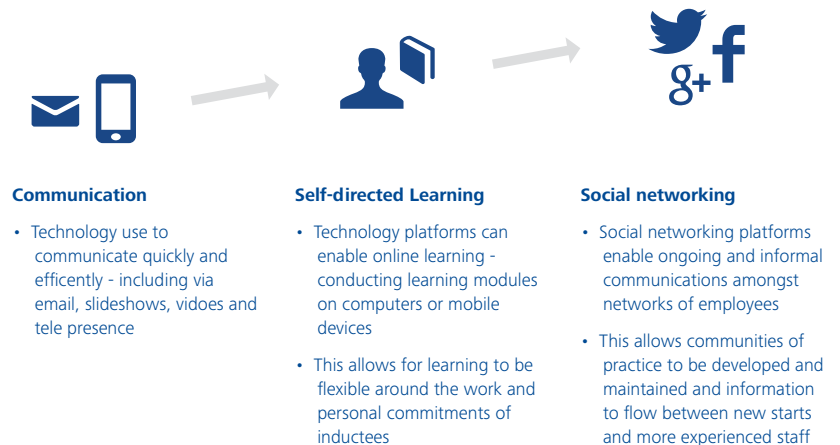


Some organisations expressed concern about overwhelming new starters with large amounts of paperwork – choosing to limit what was provided to more manageable amounts, particularly early in a new starter’s career. In practice, this involved leaving more detailed documents and examples – such as examples of the organisation’s previous work – until later in induction processes. Initial interactions with new starters focused on necessary administrative information (HR and finance forms etc.) and high-level introductions to organisational structures and context.

#### 3.2 Use of technology – including multimedia and online learning

Technology opens up a range of options for strengthening induction approaches – from traditional applications which augment communication through to more sophisticated uses.

FIGURE A.8: INDUCTION TECHNOLOGY MATURITY CURVE



A high proportion of the organisations researched utilised technology to some degree in their induction. At its simplest, technology is used to communicate with new starters – sending messages and documents via email or intranet sites or showing and sharing slideshows with induction information. These approaches enable organisations to standardise communication across different parts of their business, overcoming historic challenges associated with operating a distributed organisational model (see 1.4 above).

#### Using technology to maintain communication while reducing costs

A major global not-for-profit organisation has leveraged the communication power of technology to deliver its induction more efficiently to a workforce across a number of countries. The organisation has a large overall workforce which is scattered across countries and therefore the teams can be quite small in certain locations.

It has built its induction program so that many parts of the induction are conducted online – using Skype and other tele-presence and screen-sharing technologies to reduce the need for travel. The organisation believes that this approach provides two core benefits: it allows for senior leaders to guide all inductees in a relatively consistent manner, and it reduces the scarce financial and time resources consumed by induction, as travel is no longer required.



An Australian primary school uses videos of teaching practice as both a recruitment tool and an induction training tool. Through its recruitment approach, this school provides videos which show prospective applicants the kinds of pedagogical approaches that the school is seeking. In its induction program, videos of teacher practice are used as demonstrations – watched and discussed by inductees and mentors to identify lessons that can be learned. This approach allows a single investment of time from a demonstration teacher to be used multiple times.

A number of workplaces have begun to leverage online learning technology to craft flexible approaches to induction. This typically involves creating a range of induction ‘modules’ that can be accessed and completed online (via computer or mobile device). These may be written modules or include multimedia such as visuals and videos. If assessment is required, this can be built into the module.

For example, several large commercial organisations have made almost all of their instructional induction modules accessible online. This means that new staff can undertake the modules relevant to them and fit them around their existing work and personal obligations. It follows that induction can be tailored – featuring modules that are most relevant to a new starter’s work – and easy to complete, speeding up an inductee’s time to productivity. Additionally, these modules can be accessed anywhere in the world – allowing companies to develop certain minimum standards of knowledge or capability amongst their workforce.

The most sophisticated users of technology did not merely use it as a way to convey information, but also used it to engage new starters and support them to build networks and capabilities. This approach allows for new starters to form networks and communities of practice – improving their capabilities and enhancing their engagement with their new workplace and colleagues. This allows for improved quality and retention.

For example, a large manufacturing company based in the USA developed a social network for its staff to use – with dedicated sections for new starters. This network worked to build capability and collegiality and was also an effective way of sharing knowledge across a number of work sites throughout the country.

### Technology-enabled processes

Technology can also assist with the processes and systems underpinning induction. For example, a major Australian telecommunications company developed a set of IT systems that worked with their existing HR systems. These provided new starter information to relevant people, avoiding the need for new starters to enter the same information multiple times.

Crucially, this system also automatically notified all relevant staff when the new starter’s starting date was approaching – sending out automated reminders at pre-determined points in time. This means that the inductee was met by a workplace that was equipped and ready for them – improving their perceptions of the workplace, and reducing the stress and administrative burden on existing staff.

### 3.3 Face-to-face, interactive and immersive learning

Face-to-face induction was very common across almost all organisations researched. Whilst these were typically supplemented by other communication and training methods, some element of face to face in-person training remained a cornerstone of most induction programs.

Interactive and immersive learning offer the potential to improve traditional pedagogical methods. This is a result of better understanding the natural motivations and learning limitations of most people, and constructing induction elements that responding to these, for instance improving retention of knowledge by actively involving learners, rather than leaving the learner passive.

A number of organisations used interactive scenarios or demonstrations as a tool during induction. Particularly when the focus is on building stakeholder engagement skills – these exercises allowed new starters to put learnings into practice and interact with their colleagues early on. This would typically involve providing training around a particular protocol or set of skills, and then encouraging inductees (sometimes together with experienced staff) to put these skills in practice through demonstrations and interactive scenarios.

For example, a major international energy and resources firm uses role playing scenarios to build intercultural business communication skills. Lessons around cultural sensitivity and negotiating skills are reinforced by their application in various interactive scenarios.

A few early adopting organisations are using ‘gamification’ to drive learning and build a dynamic workplace culture. Gamification refers to the use of game thinking in non-game contexts – typically using narratives, challenges and rewards to promote certain behaviours and impart content.

Research about the impact of ‘gamification’ on engagement and retention, whilst not focused on induction, is revealing. Several examples identify that interactive modes of communication tend to increase engagement with content and retention of information. This has driven some corporate induction programs to utilise these approaches – including the use of challenges, rewards and teamwork.

**Example of Gamification in practice (Bourque 2012)**

A company running virtual call centres across the United States uses gaming to help improve the performance of its 20,000 call agents— independent contractors located all over the U.S. The company began awarding agents with virtual badges and points for tasks such as keeping calls brief and closing sales. Leader-boards allow the agents to compare their achievements to others. Since the system was implemented, employees demonstrated an average of 15% reduced call time and increased sales of 8-12% and had an average of 9% higher customer satisfaction ratings.

A large Australian corporation has built a competitive ‘board game’ into its firm-wide induction program. New starters work in small teams to complete set challenges and earn points; there is a focus on learning about the structure, strategy and culture of the organisation. The board game uses competitive motivations to improve engagement with and retention of the information covered.

Beyond the use of scenarios or gamification, examples of immersive learning were quite rare – no doubt a reflection of the emerging nature of these approaches and the time and resource limitations placed on induction programs.

**Summary – Formats and Communication**

**Key Observations**

**Potential Implications**

Advanced induction programs leverage technology to communicate richer content with new starters across multiple media

Australian systems and sectors should look for opportunities to leverage the use of information and communication technologies in school induction programs

Interactive activities are better at engaging new staff and promoting the retention of induction content

Australian schools, systems and sectors should identify opportunities to incorporate interactive and immersive activities into induction, including building on gamification principles

## 4 Networks and Interpersonal Factors

### 4.1 Peers and professional networks

Research makes it clear that strengthening social and peer groups within a workplace can improve performance, by supporting informal knowledge sharing, and improving new worker retention by creating binding ties to an organisation (Allen 2006).

The most common induction peer group is a graduate cohort. Most graduate programs for large organisations create space for socialising and group work to develop bonds across the cohort. Beyond graduate programs, providing a formal role for an inductee's peer group within the induction process was not common in the organisations researched.

Where organisations have created social networks, these function to bring together induction peer groups, allowing for conversations and informal support. For example, a corporation based in Australia has developed an internal Yammer network (an online instant-messaging application) – allowing new starters to message each other about particular topics, sharing information, tools and documents. Similarly, a large American manufacturing firm has developed user-led online networks that allow for sharing of practice and building of professional relationships.

Some schools have begun utilising peer networks. Schools in Switzerland have created partnerships with neighbouring schools allowing new teachers to create networks built around discussions facilitated by experienced educators (with no reporting back to home schools). Induction begins during student teaching as teams of three student-teachers network with one another. It continues for beginning teachers in practice groups of approximately six teachers and is carried forward through mutual classroom observation – also including more experienced teachers (Darling-Hammond, Wei, and Andree 2010).

A similar approach is currently occurring across several primary schools in New South Wales. These schools use a regionally-based professional network to support mentoring of beginning teachers. This 'network' helps teachers at similar stages of their careers to meet up (in-person and virtually) to share experiences and learning. Teachers are given time off to participate in these networks. This helps to transfer knowledge and good practice developed in one school across a region – diffusing innovations quickly.

### 4.2 Mentors and coaches

Allocating mentors or coaches to new starters is very common across most industries and organisation types – regardless of role or size. Using experienced and expert staff to share knowledge and guide new starters into an organisation makes sense. More sophisticated iterations of mentoring programs do, however, involve careful training and selection of mentors and matching with inductees. For example, a large American manufacturer assigns all new starters with a dedicated mentor for 180 days to oversee and support aspects of their induction. This mentor comes from a similar part of the business and hence understands the realities of that inductee's professional life and can support them to 'navigate' early experiences.

Particularly in schools, structured mentoring programs whereby new teachers work closely with trained, experienced mentor teachers, are an important component of most induction programs. Mentors should not be in direct managerial or evaluative positions for the new starter. Mentors could be within-school as well as from outside the school. Indeed, one study has identified that expert mentors, within the same subject teaching area as the beginning teacher, had the greatest effect on retention and improved student outcomes (Darling-Hammond 2006).

Most successful inductions that use mentors point to the need to identify effective teachers who understand and can articulate their practice. Once identified, they need to be trained to be effective mentors. This training should involve:

- building observation skills;
- strategies for working with adults;
- cognitive coaching;
- how to collect evidence practice to improve effective teaching; and
- how to identify and communicate beginning teacher strengths, and how to build on those strengths.

### Example of mentoring in practice (California Beginning Teacher Support and Assessment 2014)

In California, the *California Formative Assessment and Support System for Teachers* involves the selection and allocation of a mentor to a beginning teacher. Together, the mentor and beginning teacher work through a series of structured mentoring activities – with documents and supporting materials provided.

#### 4.3 Organisational leaders

Most induction programs researched had the support of organisational leaders; however their involvement was often quite shallow, limited to a CEO or Vice-President meeting with new starters or presenting to them, in person or via video. These interactions allow new starters to hear from leaders, but not meaningfully interact with them. This means that potentially valuable vertical relationships, which may support retention of staff and diffusion of the organisation's culture, would be less likely.

Successful induction was also marked by clear demarcations of responsibility across an organisation – from senior executives down to inductee 'buddies' – identifying who was responsible for elements of induction. For example:

- **Executive:** responsible for development and communication of organisation-wide strategy and setting culture and values
- **Human resources:** responsible for developing induction materials, communicating with new starters and liaising with relevant elements of the organisation
- **Middle management:** responsible for developing and communicating office or role-specific information to new starters. Also responsible (together with HR) for training and allocation of mentors or buddies.
- **Inductee buddies or peer groups:** responsible for formal shepherding through induction processes and provision of informal support.

Research conducted for the US Department of Education found that in successful teacher induction programs, support in terms of political, financial and time commitments, were sought from relevant authorities. Further, it was found that successful schools possessed a culture of shared responsibility and support, such that most staff members contributed to the development of new teachers. This was echoed by research from Harvard emphasising that principals and leading teachers play the largest roles in fostering positive induction experiences.

### Clarifying induction roles and responsibilities at a major technology company (Bauer and Elder 2006)

In 2006, one of the largest technology companies in the world hired nearly 16,000 employees. As of 2009, it employed 90,000 individuals worldwide in 108 countries. With such large and regular influxes of newcomers, the company saw an opportunity to improve induction of employees around the world. The corporate induction mission is to enhance the new employee experience through high quality, scalable onboarding programs and frameworks that support business goals, advance the aspirational culture, encourage community, and build organisational capability.

To achieve this mission, a team of HR professionals work to keep the induction program up-to date and relevant. After a major revision of the company process, the team came up with a framework that articulated the division of responsibilities across the organisation as follows:

- Managers play a critical role in onboarding new employees;
- Peer mentors provide "safe havens" for new employees to ask questions, gain knowledge and explore the culture;
- Onboarding is "everyone's job"—not just HR's; and
- Team members play a critical role in providing support, knowledge and a welcoming climate.

#### 4.4 Focus on personal resilience

Many organisations identify the wellbeing of staff – including work/life balance, emotional wellbeing and resilience – as a priority. Despite this, evidence of the inclusion of resilience into induction programs is scarce. Most organisations do not dedicate specific time or focus to building this capability in inductees.

A clear exception to this is induction for roles in community service organisations, such as counsellors, social workers and occupational therapists. In those organisations, induction tended to identify the tools and resources available to new staff. For instance, this may involve identifying common sources of stress or difficulty that are likely to arise, as well as potential coping techniques and available supports, such as

counselling. Even in these organisations, however, this is typically presented as information that can be read or thought about later; there are not necessarily induction training sessions which seek to build resilience or similar capabilities.

Research shows that beginning teacher stress and anxiety is linked to attrition rates. For instance, research has identified that “emotional exhaustion” has been cited as a notable reason for teachers leaving the profession in Queensland (Goddard and Goddard 2006). Thus, the apparent lack of emphasis on building resilience is particularly important given that research suggests that mentoring beginning teachers around resilience strategies may reduce attrition rates (Keogh, Garvis and Pendergast 2010).

### Summary – Networks and Interpersonal Factors

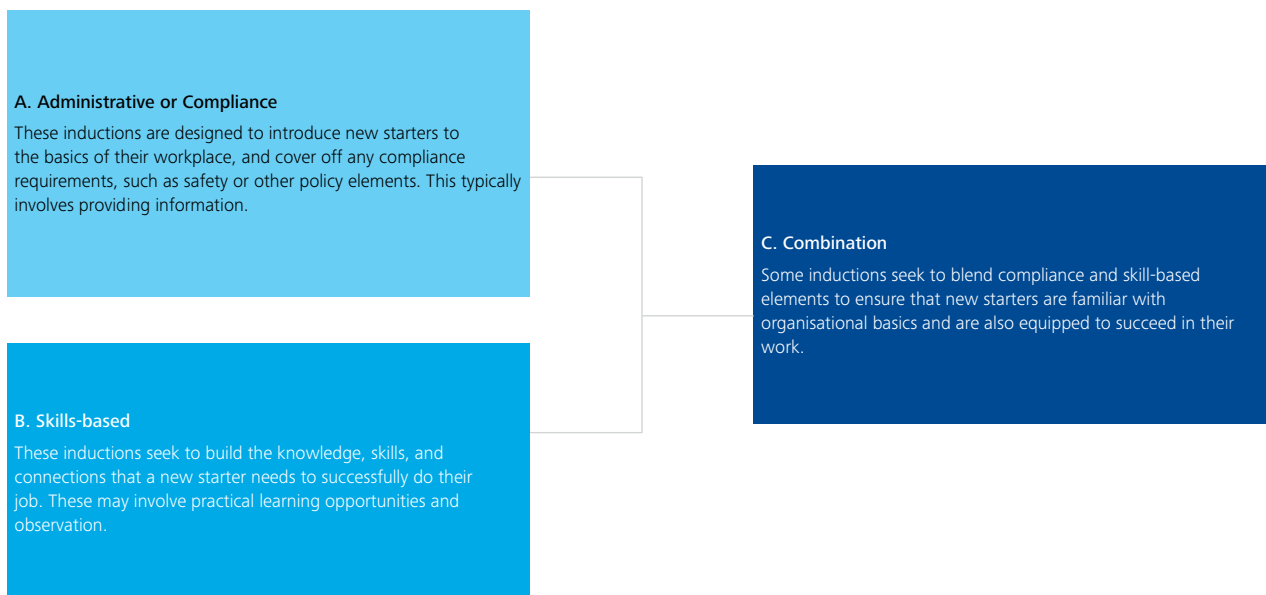
Key Observations	Potential Implications
Development of peer and professional networks for induction supports improved practice and reduced staff turnover	Australian schools and education systems should consider what they can do to support real and virtual networks of new starters throughout induction programs
The effectiveness of mentoring increases if it is properly planned and supported	Where this is not already the case, Australian schools should focus on training high-quality mentors and building mentoring into new teacher induction
Organisational leaders play an important role making new starters feel valued and providing organisational context	Consideration should be given to involving emerging or potential leaders in induction – as a way of developing both their leadership skills and improving the induction experience of the beginning teacher
Building resilience is a stated aim of many organisations; however few have implemented this in induction programs	Resilience is a valuable capability to develop, particularly in beginning teachers. Australian schools and school systems should consider opportunities to build resilience of new starters through induction programs

## 5 Links to Work Practice

### 5.1 Links to professional development, skills acquisition and formal accreditation

In broad terms, the induction programs researched tended to fall into one of three categories:

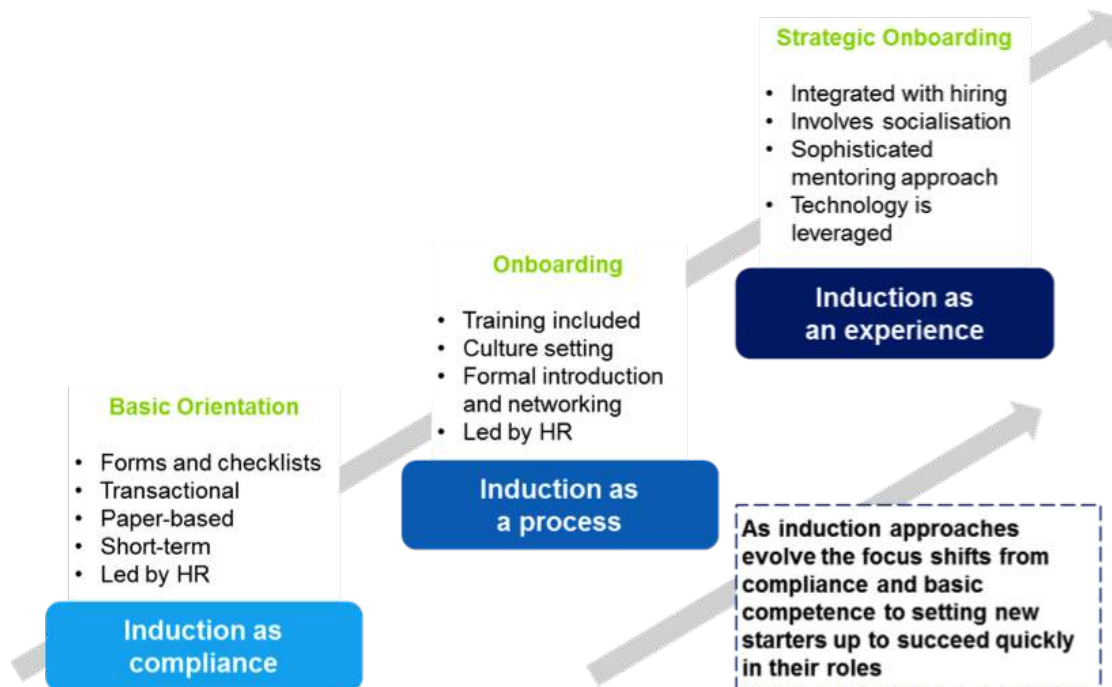
FIGURE A.9: BROAD CATEGORIES OF INDUCTION PROGRAMS



Induction that principally fall into category A (Administrative or Compliance type inductions) will not have many elements that are linked to professional development or skills acquisition. Interestingly, the induction programs of some higher education organisations examined fell into this category – seemingly assuming that the new starter was sufficiently skilled to do their work and hence focusing the induction on orienting them to their new workplace. Others, as discussed in 2.3 above, invested more in new starters by including modules that built teaching skills into induction programs.

Most of the organisations investigated fell into category C – combining both administrative and skills-based elements in their induction programs. This has also manifested in a trend amongst corporate human resources departments to conceive of induction as an experience – rather than a discrete set of activities to be completed.

FIGURE A.10: EVOLUTION OF THINKING OF CORPORATE INDUCTION  
(Adapted from Lamoureux 2008)



In education contexts, considering induction as a step in a teacher’s personal and professional education journey is gaining prominence. Research has found that successful teacher induction programs involved new teachers being viewed as professionals on a continuum, with increasing levels of experience and responsibility. The research also found that without significant support, novice teachers are not expected to perform the same job as veteran teachers (Adapted from New Zealand Teachers Council 2011).

Linking to practical skills and ongoing professional development are the hallmarks of some advanced education induction approaches. For example, in the table below, the New Zealand Teachers Council stresses the importance of adding to traditional elements of high-quality induction by linking to practice as opposed to merely providing generic induction.

FIGURE A.11: CHARACTERISTICS OF TRADITIONAL AND ADVANCED INDUCTION AND MENTORING (Adapted from Lamoureux 2008)

### Additional elements of advanced induction and mentoring

#### **Links practice to a view of good teaching**

- learning focus
- goal orientated – inductee and mentor goals
- underpinned by achievement of standards

#### **Has a developmental (but not linear) view of learning to teach**

- long term focus
- deeper exploration of practice and evidence of learning

#### **Develops teacher autonomy and agency**

- teacher voice developed
- determine next steps / take responsibility
- examine / reflect on own practice

#### **Builds knowledge by using their teaching as a site of inquiry**

- practice of effective pedagogy
- proactive application of strategies

#### **Provides planned, and takes advantage of incidental, learning opportunities**

- focused and specific
- selective observation of details
- mentor and inductee focused and purposeful
- range of tools used in observation

#### **Engages in serious professional conversations**

- professional discussion – challenge pedagogy
- active listening
- explore deeper issues
- learning conversation process (partnership)

#### **Bases feedback and assessment on evidence**

- evidence based / interrogate data
- inductee to seek evidence for practices

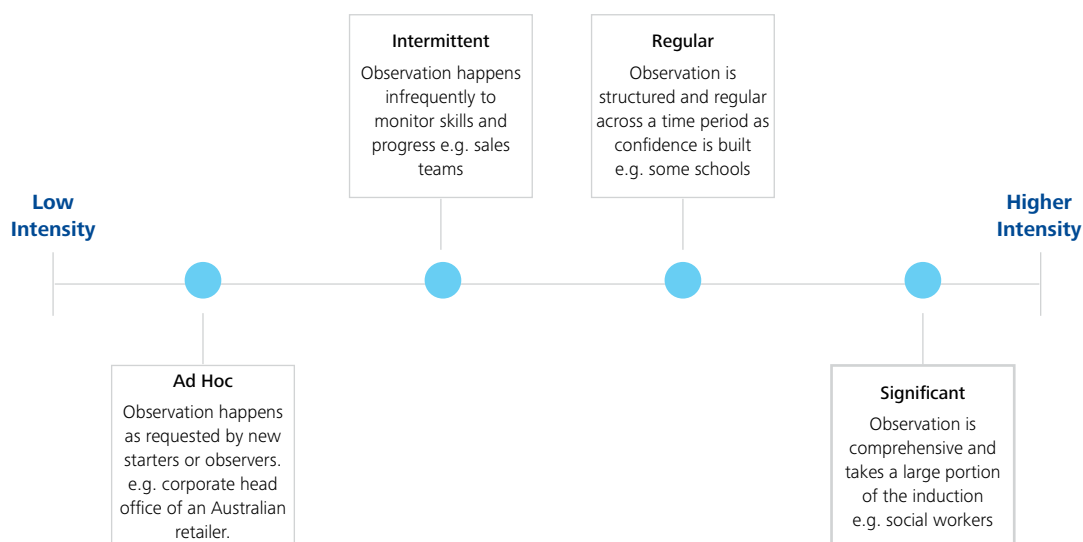
Very few of the organisations researched linked their induction programs to formal accreditation processes or timelines. While many induction programs provided new starters with proof of completing certain elements (such as certificates of completion), this was typically not aligned or linked to externally validated accreditation.



## 5.2 Observation of practice

Observation of practice features amongst many induction programs – both in terms of new starters observing the practice of more experienced colleagues, and new starters’ own practice being observed, allowing for feedback. The intensity of observation in induction programs varies significantly across different organisations.

FIGURE A.12: SPECTRUM OF INTENSITY OF OBSERVATION IN INDUCTION PROGRAMS



Observation is a key component of induction in a number of health and human service organisations. For most health and human services positions, induction programs involve observing the practice of experienced colleagues, then moving towards having their own practice observed, then ultimately moving to autonomous practice.

For example, a new counsellor in an Australian mental health support service would begin by observing their colleagues working with clients. As they build experience, they would begin to lead practice under the guidance and observation of their colleagues before ‘graduating’ to working with clients on their own.

Observation of practice is present in a number of high-performing education systems. For example

- In France, the induction process referred to as **Formation** involves the beginning teacher observing their pedagogical advisor teaching and discussing aspects of observed lessons (Howe 2006).
- Japanese teachers have two or more ‘demonstration lessons’ in their first year, which are critiqued by experienced teachers. Moreover, Japanese schools are

reported to have an ‘open door’ policy for observation, with an associated culture of welcoming constructive criticism (Bayrakçı 2009).

- A high-performing secondary school in Finland utilises three types of observations as part of its new staff induction:
  - **Formal observations** – which are part of all teachers’ performance reviews, undertaken at regular intervals by the school principal and result in observations recorded against Finish department of education standards.
  - **Informal observations** – routinely conducted by school senior leaders and resulting in informal feedback to the teacher. This is built on an ‘open door’ policy and is seen as normal behaviour – hence it is not threatening to new teachers.
- **Peer to peer observations** – teachers may invite more experienced colleagues to observe their practice, typically to address one particular improvement area. A high-perfor

- A private school network in Southern China has a three month-long induction featuring intense periods of observing experienced colleagues and being observed by peers and school leaders.

FIGURE A.13: OBSERVATION-BASED INDUCTION APPROACH IN SOUTHERN CHINA



### 5.3 Opportunities to live organisational values

Organisations that devoted time and resources to building and sharing a sense of corporate culture also often built opportunities for this to be put into practice in induction. This can be done in a number of ways, including:

- Demonstrating the importance of collaboration by building networks and working together during induction
- Regularly referencing organisational values in documentation and information provided to inductees
- Demonstrating the value of staff in the organisation through investing in the induction program.

One example of this is provided by a major Australian telecommunications company’s sales team managerial induction. For this company, client-centricity is a high priority and they share this value throughout induction by explicitly seeking to treat new starters as clients – both by encouraging them to go through a customer journey and by designing their induction services as if they were an external customer. This company finds that this induction approach yields two benefits: it builds the importance of customer-centricity into new starters, and it also introduces them to the business from a customer perspective.

### Summary – Links to Work Practice

#### Key Observations

High-value induction builds staff skills and capability as well as conveying administrative information

Observation is a powerful tool in the induction of new staff – particularly in the education sector

#### Potential Implications

Where current induction programs primarily focus on compliance, a greater emphasis on building skills should be sought by constructing and delivering induction modules which focus on core skills related to a new teacher’s role

The value of observation is already known and used in many schools – however it may be strengthened, including through the use of both peer and expert observation. Current barriers to high-value observation of practice should be identified and enablers considered – including the use of technology to reduce the time and travel costs associated

## 6 Evaluation

### 6.1 Primary research views

Very few of the organisations researched as part of this review formally evaluated or measured the impacts of their induction programs. As such – quantitative analysis of responses would be misleading as in many cases fewer than 25 per cent of examined organisations were able to respond to induction elements relating to evaluation.

Generally, organisations that are larger and invest more heavily in their induction programs tended to take a more rigorous approach to evaluating the impacts of those programs. This is because effectiveness and

return investment were seen as crucial in organisations with larger numbers of workers going through those programs. For these organisations, impact was measured from a range of different perspectives in both qualitative metrics (such as participant feedback) as well as quantitative measures (such as worker retention rates). The cost of undertaking evaluation was also justified when compared to the greater degree of expenditure allocated to induction, compared to smaller organisations.

#### **Demonstration of multidimensional induction evaluation**

A large corporate firm with offices across the USA recently reviewed and significantly upgraded its approach to induction. Realising the importance of induction, and because of the resources invested in the program, the firm takes a multidimensional approach to measuring its impact.

The firm engaged program participants in conversations to extract critical feedback, and through surveys that measure stakeholder participation, new-hire engagement, job readiness and productivity. This data provided an evidence-based view of how to update the firm's induction programs.

Once the new approach was implemented, the firm developed an induction 'metrics dashboard' to show whether the new program was meeting the needs of new starters, managers and the firm overall. Data sources for this include:

- participant survey data (new-hire surveys, hiring manager surveys);
- human capital analytics data (new-hire attrition and demographics data);
- new-hire portal user data (percentage of new hires accessing site, usage trends, etc.); and,
- other data (course enrollment statistics, benchmarking data, etc.).
- and supporting materials provided.

Other organisations that evaluate their induction programs primarily did so through surveys of staff after participation in key activities or events, such as orientation workshops. For example, a Finnish school received some critical feedback from staff and parents via annual satisfaction surveys indicating dissatisfaction with training and induction processes. As a result, the school is updating its approach to induction, moving from an informal approach to a more structured program with more clearly defined elements and roles for new starters and supervising staff.

## 6.2 Secondary research views

Despite the lack of organisation-level evidence of induction evaluation, research notes a number of demonstrable outcomes arising from effective induction.

### Returns on investment

By reducing turnover rates and associated costs, high quality induction programs can deliver a financial return as well as the education outcomes described below. A US cross-industry cost-benefit study shows that every dollar spent on high-quality induction provided a return on investment of \$1.66 over a period of five years.

A cross-industry study by Hewitt Associates found that companies that invested the most time and resources in induction enjoyed the highest levels of employee engagement (Lee, undated).

Texas Instruments found that a strong induction program helped employees reach full productivity an average of two months earlier than their colleagues who did not receive induction attention (Lee, undated). Research conducted by the Recruiting Roundtable revealed that effective induction programs can improve employee performance by up to 11.3 per cent (StaffingAdvisors.com, undated).

### Educational outcomes

Whilst literature notes that teachers are just one in-school factor influencing student outcomes, a research study has found that students taught by teachers who receive comprehensive induction support for two years demonstrate significantly greater learning gains than those taught by teachers who have received a less comprehensive induction. New teachers in these programs were found to be nearly as effective as their more experienced peers, despite being assigned to classrooms with more challenging students (Strong 2006).

A 2005 evaluation of the California Formative Assessment and Support System for Teachers (CFASST) found that the structured, two-year induction program created a range of benefits – including to student outcomes. Teachers with high exposure to the program were better at instructional planning and analysing their practice, were more likely to ask students higher-order questions, and were more likely to provide substantive, specific feedback to students. The students of teachers who engaged with CFASST at a high level outscored the students of low engagement teachers by an average of 0.25 standard deviations across six standardised tests (Thompson, Paek, Goe, and Ponte 2005).

### Retention

Induction plays a significant role in reducing the number of new workers leaving an organisation – particularly those that are new to a profession. Research conducted by the Aberdeen Group found that 90 percent of employees decide whether or not they will stay at an organisation or begin looking for a new job during their first six months on the job (LaShawn 2007).

Similarly, in an education context, common measures of induction success relate to teacher turnover. Studies have shown that 88 per cent of new teachers remain in teaching after six years after participating in a support program that incorporates the key elements of effective induction. Retention rates increase to 94 per cent when including teachers who move into school and district leadership positions (New Teacher Centre at the University of California, Santa Cruz 2007).

## Summary – Evaluation

### Key Observations

Measuring the impact of induction ensures benefits and value for money are maximised

### Potential Implications

Australian schools and school systems should seek to measure the impacts of induction in terms of teacher performance/student outcomes and staff satisfaction/retention

# DISCUSSION AND IMPLICATIONS

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## Elements of successful induction programs

There is no exact science to crafting a successful induction program, as the ingredients for success will depend on the particular school context or education system in question. Nevertheless, the primary and secondary research underpinning this report provides a number of starting points for consideration.

For each potential area of further investigation we have briefly identified what the implications for education stakeholders may be as well as providing a very high level and preliminary assessment of which stakeholders across education systems should primarily 'own' or drive improvements. To assist this we have categorised potential induction improvement 'owners' into Jurisdictions, Regions and Schools as follows:

- **Department:** refers to education systems, such as the Victorian Department of Education and Training
- **Region:** refers to a coordinating or administrative grouping that is below the jurisdictional level, yet greater than individual school. For example, the North-Eastern Victoria Region
- **School:** refers to individual schools (which may refer to one or more campuses).

We also summarise what the evidence base for that recommendation is, as follows:

- **Cross-industry better practice examples:** refers to better practice that is evident, but not necessarily common yet, across a number of industries (drawn from our Long List and literature research)
- **Common practice:** refers to practices that are common to a number of inductions (drawn from our Long List and literature research)
- **Examples of innovative practice:** uncommon practices that are nonetheless demonstrating potential value for those organisations implementing them (drawn from Long List research)
- **Education literature:** refers to induction practices that are considered effective by educational research (drawn from our literature research)
- **HR literature:** refers to induction practices that are considered effective by human resources research (drawn from our literature research).

Activity	Detail and application in education contexts	Evidence	Ownership
<b>Processes</b>			
<b>1</b>	<b>Lengthen timelines</b>	Induction programs that take place over broader timeframes – of at least one year’s duration – are associated with greater success. Several education exemplars suggest induction of two years in length. In practice, this would likely have consequences for resourcing that would need to be addressed.  <a href="#">See Case Studies 2 (Middle Harbour), 3 (Northrop Grumman) and 6 (California)</a>	<i>Education literature and cross-industry better practice examples</i>  Department, Region and School
<b>2</b>	<b>Start induction early</b>	Sophisticated induction commences prior to the new starter beginning work. This can include providing information, completing basic compliance activities such as filling out forms and informally creating opportunities to socialise with colleagues.  It may be worth considering opportunities to use the time between a graduate’s completion of their qualification and commencement at a school to begin induction.  <a href="#">See Case Studies 1 (World Vision), 2 (Middle Harbour), 4 (St Helena’s) and 5 (Northeast Health)</a>	<i>Examples of innovative practice</i>  School
<b>3</b>	<b>Consider assessment</b>	Incorporating some degree of assessment could be a useful tool in measuring retention of induction content. However, this must be balanced against any perceptions this may create of judgement or pressure on new starters.  <a href="#">See Case Study 6 (California)</a>	<i>Common practice</i>  School
<b>4</b>	<b>Document induction plans</b>	New starters appreciate the clarity and certainty of being provided an induction plan upfront.  <a href="#">See Case Studies 1 (World Vision) and 4 (St Helena’s)</a>	<i>Common practice</i>  School
<b>5</b>	<b>Individualise induction</b>	Some induction elements will need to be consistent across all new starters. Where possible, induction should try to offer content and communication that is tailored to the individual role and learning style of the inductee.  In practice, this will require negotiating the roles of different elements of an education system – including what information should be set/ provided by the jurisdiction or system as whole and what should be developed closer to the school level.	<i>Education literature and cross-industry better practice examples</i>  Department, Region and School

<p><b>6 Reduce workloads</b></p>	<p>Providing compliance and administrative information is important, however good induction also tends to go further – providing new starters with contextual information about their workplace to build an understanding of the environment and expectations.</p> <p>Discussions need to take place at a Jurisdictional level regarding the potential for providing resources, or other mechanisms, to enable reduced workloads for participants in induction programs.</p> <p><a href="#">See Case Studies 2 (Middle Harbour) and 6 (California)</a></p>	<p><i>Education literature and cross-industry better practice examples</i></p>	<p>Jurisdiction, Region and School</p>
<b>Content</b>			
<p><b>7 Provide context</b></p>	<p>Providing compliance and administrative information is important, however good induction also tends to go further – providing new starters with contextual information about their workplace to build an understanding of the environment and expectations.</p> <p>This could include: school and regional context (history, geography, student profile etc), strategy (objective and success measures) and notable partners/networks.</p>	<p><i>Common practice</i></p>	<p>Region and School</p>
<p><b>8 Link to standards</b></p>	<p>In standards-driven professions, induction that links to standards are more likely to equip their new starters for success in that industry.</p> <p>In schools, this would mean ensuring that induction elements align with relevant standards – both for new starters and for more experienced teachers and school leaders.</p> <p><a href="#">See Case Studies 5 (Northeast Health) and 6 (California)</a></p>	<p><i>Examples of innovative practice</i></p>	<p>Department, Region and School</p>
<p><b>9 Support stakeholder interaction</b></p>	<p>Professions with significant stakeholder interaction try to equip new starters for this – even where they might expect such skills to have been built through formal education.</p> <p>In schools, if not already taking place, consideration should be given to providing dedicated modules/workshops to build capabilities in dealing with students or the parent community – particularly for challenging cohorts or situations.</p>	<p><i>Common practice</i></p>	<p>Department, Region and School</p>
<p><b>10 Utilise research</b></p>	<p>There is a wealth of research about adult learning and induction programs. Sophisticated induction builds on robust research, to develop induction approaches that are more likely to succeed.</p> <p><a href="#">See Case Study 4 (St Helena’s)</a></p>	<p><i>Examples of innovative practice</i></p>	<p>Department</p>
<b>Formats &amp; Communication</b>			
<p><b>11 Provide a welcome pack</b></p>	<p>All organisations provide basic induction documents; some go further in providing materials that give more information or make new starters feel welcome.</p> <p>Where resourcing will allow, consider putting together new starter packs – complete with induction information and small tokens of welcome, for example staff name badge, required stationery.</p> <p><a href="#">See Case Study 1 (World Vision)</a></p>	<p><i>Examples of innovative practice</i></p>	<p>School</p>

<p><b>12 Utilise multi-media</b></p>	<p>Successful induction tends to use a range of communication approaches – including providing soft copies of documents, using slide presentations and in some cases using videos and skype.</p> <p>Schools should consider supporting new teacher networks to leverage any existing video-conferencing resources to facilitate professional networks. Similarly, schools should consider developing or sourcing videos that can assist in induction. This would be particularly valuable for regional or remote schools.</p> <p><a href="#">See Case Studies 1 (World Vision) and 4 (St Helena’s)</a></p>	<p><i>Examples of innovative practice</i></p>	<p>Department, Region and School</p>
<p><b>13 Enable online learning</b></p>	<p>Learning materials provided online allow for self-directed learning and for induction elements to be flexible to the other obligations in an inductee’s life.</p> <p>Providing for online learning modules will likely be beyond the capacity of individual schools or regions, but could be a worthwhile investment for education systems to make.</p> <p><a href="#">See Case Studies 1 (World Vision) and 3 (Northrop Grumman)</a></p>	<p><i>Examples of innovative practice</i></p>	<p>Department</p>
<p><b>14 Build social networks</b></p>	<p>A few innovative organisations have developed social network platforms to promote interaction and relationship-building amongst new staff.</p> <p>Developing a new teacher social network could be highly valuable – and inexpensive to maintain over time – but would likely need to be initiated and supported by education systems.</p> <p><a href="#">See Case Study 3 (Northrop Grumman)</a></p>	<p><i>HR literature and examples of innovative practice</i></p>	<p>Department, Region and School</p>
<p><b>15 Make learning interactive</b></p>	<p>Interactive induction appears to develop better engagement from participants and improve retention of materials.</p> <p>Schools should consider how interactive the elements of induction programs are, and whether there are opportunities to make new starters more active participants in their induction.</p>	<p><i>HR literature and examples of innovative practice</i></p>	<p>School</p>
<b>Networks and Interpersonal Factors</b>			
<p><b>16 Support peer groups and networks</b></p>	<p>Induction programs with new starters from a number of schools can provide a valuable source of support and information for beginning teachers – increasing their engagement and improving their odds of staying with the school.</p> <p>Many new teachers already seek out other new starters for socialisation. This could be supported or accessed through an online platform (as identified in 14 above).</p> <p><a href="#">See Case Study 3 (Northrop Grumman)</a></p>	<p><i>Examples of innovative practice</i></p>	<p>Department, Region and School</p>
<p><b>17 Make mentoring count</b></p>	<p>Mentoring is common, but its effectiveness is linked to the investment in the mentoring program. Those with training for mentors and specific matching to new starters were more likely to yield benefits.</p> <p>In a schools context, training, matching and time release for mentors would be valuable but would also require resource allocation that may prove challenging.</p> <p><a href="#">See Case Studies 2 (Middle harbour), 3 (Northrop Grumman), 4 (St Helena’s) and 6 (California)</a></p>	<p><i>Education literature and examples of innovative practice</i></p>	<p>Department, Region and School</p>



<p><b>18 Involve leaders meaningfully</b></p>	<p>Authentic interactions between leaders and new starters, including opportunities for two-way conversations, are valuable.</p> <p>In school contexts, this may include school executives and principals where possible.</p> <p><a href="#">See Case Study 4 (St Helena’s)</a></p>	<p><i>Examples of innovative practice</i></p>	<p>Department, Region and School</p>
<p><b>19 Build resilience</b></p>	<p>Some organisations, where staff were likely to face particular challenges, included a focus on resilience in induction.</p> <p>Schools know that resilience – particularly for beginning teachers – is crucial. This should be acknowledged upfront, along with identification of the tools and resources available (formal and informal).</p> <p><a href="#">See Case Study 5 (Northeast Health)</a></p>	<p><i>Education literature</i></p>	<p>School</p>
<b>LLinks to Work Practice</b>			
<p><b>20 Build skills</b></p>	<p>Effective induction encompasses both administrative and skills-based elements.</p> <p>In schools, this means that induction should consider pedagogical training and objectives as well as compliance activities.</p>	<p><i>Education literature and cross-industry better practice</i></p>	<p>School</p>
<p><b>21 Enable observation</b></p>	<p>A number of inductions recognise the value of and prioritise observation of practice. This is particularly true amongst high-performing education jurisdictions.</p> <p>Schools need to include observation as an integral part of the induction process. This can include leveraging resources from across the school region/district and utilising technology to do so. Observations should include opportunities to observe experts, to be observed by experts and observation of and by peers.</p> <p><a href="#">See Case Studies 2 (Middle Harbour), 3 (Northrop Grumman), 4 (St Helena’s), 5 (Northeast Health) and 6 (California)</a></p>	<p><i>Education literature and cross-industry better practice</i></p>	<p>Jurisdiction, Region and School</p>
<b>Evaluation</b>			
<p><b>22 Measure induction impacts</b></p>	<p>Effective induction tends to be underpinned by research around effectiveness – identifying elements that do or do not work.</p> <p>Schools should consider low-cost ways to measure impacts of induction programs, by providing an evidence-base for making changes.</p> <p>This could include implementing (or adding to) existing surveys of staff views, collecting data around staff turnover and student outcomes. These activities would most likely be at the jurisdiction or regional level.</p> <p><a href="#">See Case Studies 1 (World Vision), 3 (Northrop Grumman), 4 (St Helena’s) and 5 (Northeast Health)</a></p>	<p><i>Cross-industry better practice</i></p>	<p>Department, Region and School</p>

## Conclusion

Improving the quality of beginning teacher induction programs could lift teacher quality and student outcomes across Australia.

Our research identified that effective induction programs can be incredibly valuable to organisations, delivering benefits in terms of increased worker retention and improving staff performance, including higher quality workers and quicker time-to-productivity. In an education context, this means improved teacher quality and retention and student outcomes. These benefits are mutually reinforcing, delivering a return on investment because reduced staff turnover saves money and improves performance.

Our research identified a number of factors that make an induction program more likely to generate desired benefits. However, all organisations and industries are different, and therefore there cannot be a 'one size fits all' approach to induction. The potential implications contained in this report should be considered by education stakeholders across Australia. In doing so, they should consider which areas and activities are higher priorities for allocation of resources and effort, who should 'own' areas of reform and how potential activities should be sequenced to action them efficiently.

# APPENDIX A: DETAILED LONG LIST FINDINGS

## Analytical methodology

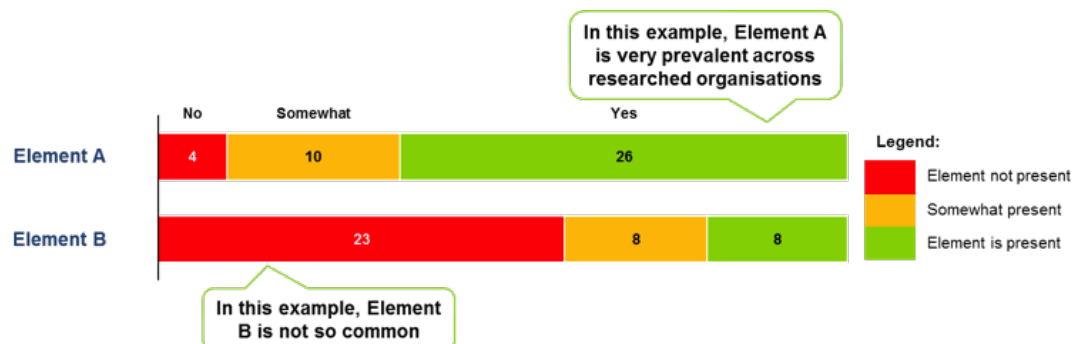
The findings below are based on examining the induction practices of organisations across a range of sectors. The induction programs of the organisations were analysed along six induction areas, containing a total of 37 possible induction elements, such as use of multimedia or mentoring. The complete research framework is presented at Appendix B.

Where information was available, it was recorded both in terms of whether a particular element was present, and if so, to what extent. This allowed us to present a quantitative analysis of how prevalent some induction elements were across the organisations researched as well as identifying particularly interesting or valuable examples and details, which have been detailed in this report.

## How to interpret charts

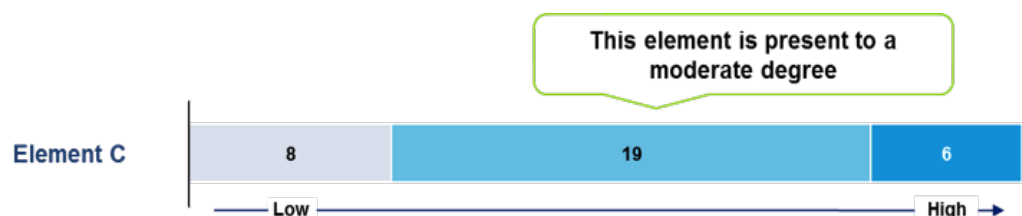
For each of the induction elements examined through our research, we have identified whether it is present, somewhat present or not present in the induction programs of the organisations examined (see Example 1 below). Information for all research elements was not always available from all the organisations – as a result the ‘totals’ of the bar charts may differ.

FIGURE A.15: EXAMPLE 1 – COMMONALITY VS SCARCITY OF INDUCTION ELEMENTS



For elements which are questions of degree, such as the resources allocated to induction programs, we present a summary of the degree to which something is present (see Example 2 below). Where data was not available, it was excluded.

FIGURE A.16: EXAMPLE 2 – DEGREE TO WHICH AN ELEMENT IS DEMONSTRATED



It is worth noting, however, that just because an element is commonly used does not mean it is necessarily highly valuable or appropriate for application in an education context. Likewise, if an element is rare, this does not mean it is not valuable.

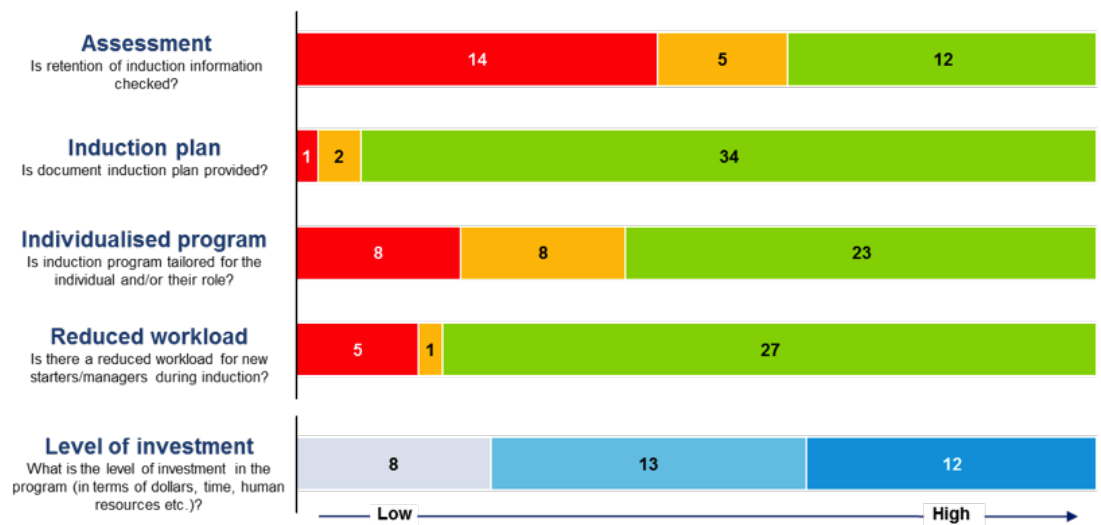
## Findings

### Processes

At a high level, induction program processes did not tend to differ greatly across the researched organisations. Almost all programs examined provided a documented induction plan to new starters (34 organisations) and reduced their workloads for the duration of compulsory induction activities (27 organisations).

Some organisations used assessment in their induction program; however this was a minority of the organisations researched (12 organisations). Most induction programs featured at least some elements that were tailored to a new starter's specific role in the organisation (23 organisations) – however this was nearly never tailored to the individual needs or learning styles of that new starter.

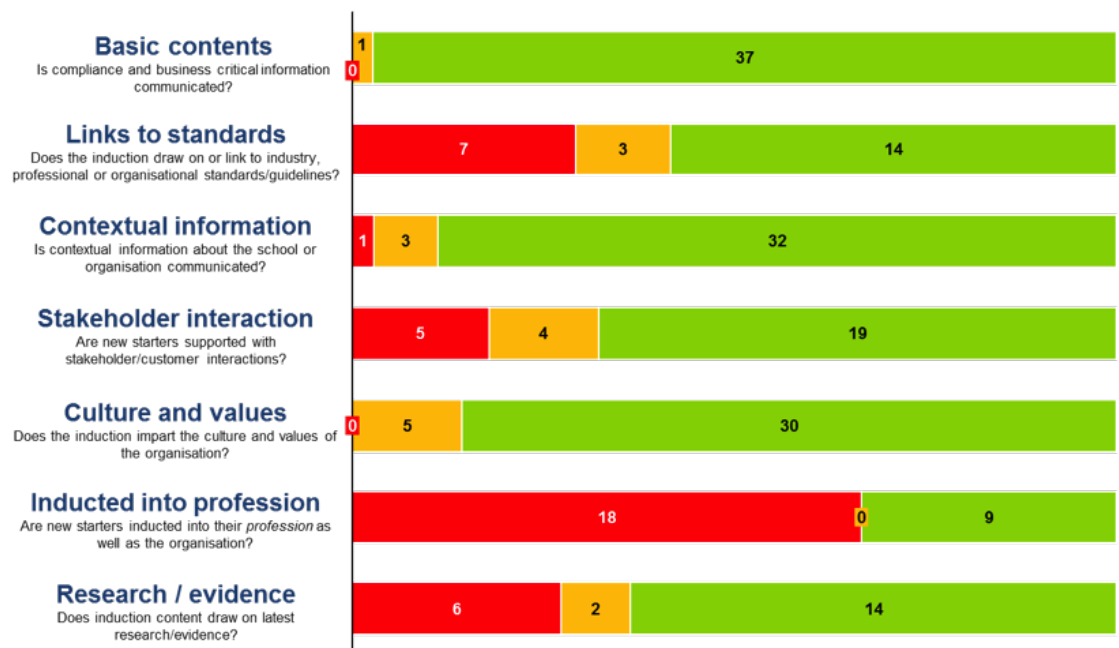
Levels of investment varied across organisations, with no clear trend identified towards particularly high or low levels of investment.



## Content

Nearly every single organisation researched (37 organisations) provided basic administrative / compliance information through their induction programs. Notable majorities also indicated providing contextual information about the organisation (32 organisations) and communicating the culture and values of the organisation (30 organisations). A narrow majority of organisations (14 organisations) linked elements of their induction programs to standards or guidelines – this was more common amongst more regulated sectors, such as health, human services and education.

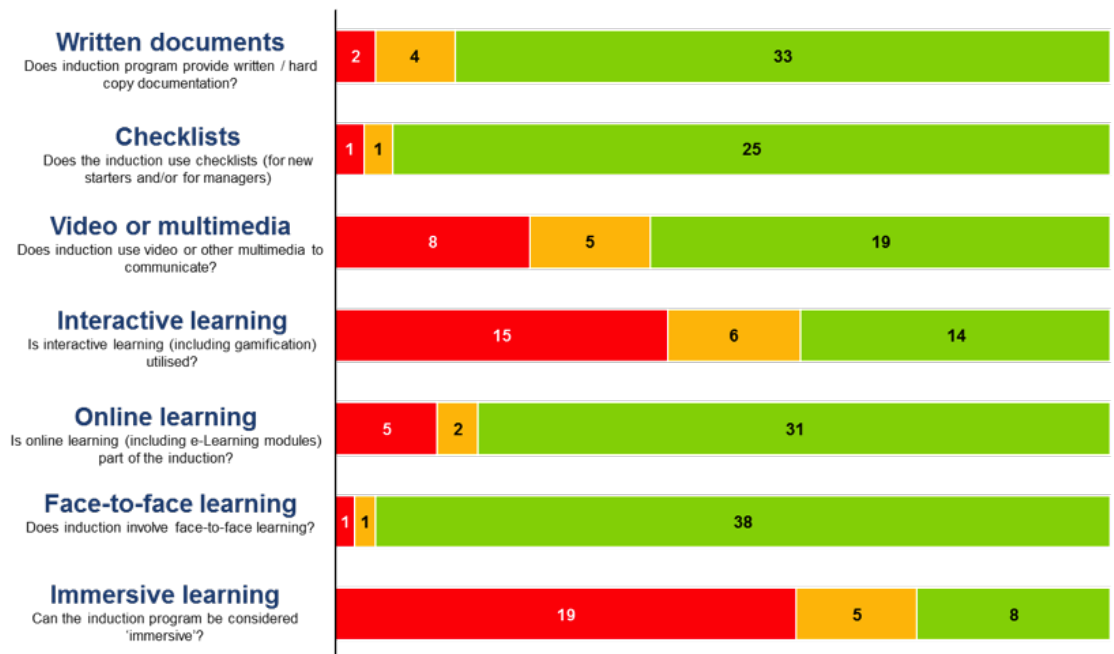
A number of organisations (19 organisations) provided some element of training around stakeholder interactions to new starters – particularly where their jobs required regular interaction with stakeholders. A majority of organisations researched (18 organisations) did not seek to induct new starters into their broader profession. Many of the organisations (14 organisations) indicated relying on some research/evidence in formulating their induction programs; however this was not particularly sophisticated.



### Formats and communication

Several communication approaches were very common amongst the organisations researched. Most organisations provided written documents (33 organisations) and used checklists (25 organisations). The vast majority included at least some portion of face-to-face learning in their induction program (38 organisations) and a clear majority also had some aspect of online learning as well (31 organisations). A smaller majority (19 organisations) had some elements of video or other multimedia – though this was often unsophisticated.

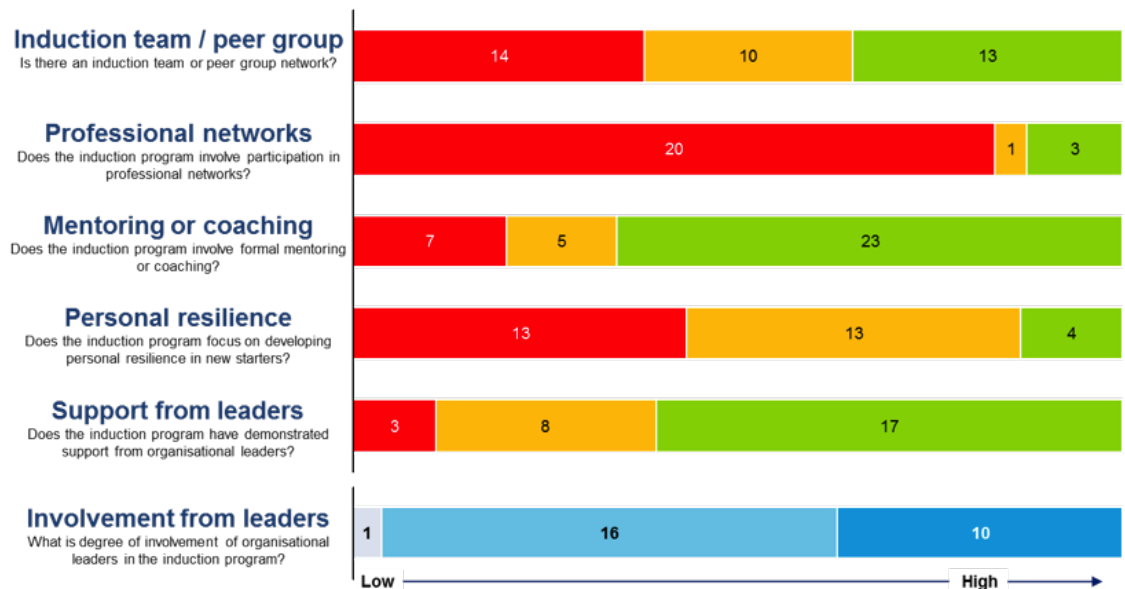
Some organisations researched (14 organisations) used interactive learning, such as scenarios or games but very few (8 organisations) provided properly immersive learning in their induction programs.



### Networks and Interpersonal Factors

Links to networks were not that common across the organisations researched. A small proportion provided for an induction team or peer group for new starters (13 organisations) and an even smaller group linked to external professional networks (3 organisations) as part of their induction programs. Likewise, a similarly small group of organisations actively sought to develop personal resilience as part of induction (4 organisations). Mentoring or coaching of some kind, however, was quite common across organisations (23 organisations).

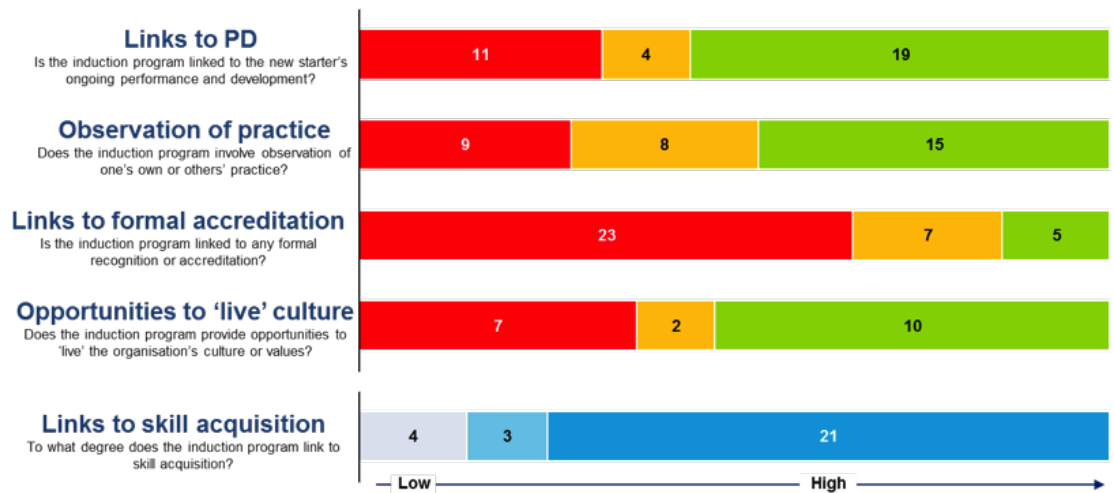
Support from organisational leaders for induction programs appeared quite high (17 organisations) however the intensity of leaders' involvement in those programs was not as high (10 organisations recording this as 'high').



### Links to work practice

A narrow majority of organisations linked induction to their ongoing performance and development (19 organisations); however only a small proportion linked induction to formal and external accreditation (5 organisations). Most organisations (10 organisations) tried to give opportunities for new starters to 'live' their organisation's culture throughout their induction programs. Many organisations provided opportunities for their new starters to either have their practice observed or observe the practice of others (15 organisations) – though this varied notably depending on industry.

Most induction programs had a clear and high focus on skill acquisition (21 organisations).





# APPENDIX B: RESEARCH FRAMEWORK

The induction elements in the research framework below guided our field of enquiry; however findings and insights which fell outside of the framework were still included.

Category	Core Question	Induction Elements
<b>Processes</b>	<i>What is the design of your induction program, including the processes and structure that make up the program?</i>	Timelines, frequency and duration
		Assessment? (Is retention of induction information checked?)
		Is induction plan documented and provided?
		Is the program individualised/negotiated/tailored for individual users and their particular role?
		What is the investment in the program (dollars, human resources, time etc.)?
		Is there a reduced teaching / workload during the program? If so, for whom?
<b>Content</b>	<i>What is the design of your induction program, including the processes and structure that make up the program?</i>	Compliance and business critical information conveyed?
		Induction draws on or links to industry, profession or organisational standards?
		Contextual information about business/school conveyed?
		Are inductees supported with stakeholder/customer/client interaction?
		Does the content impart culture / values of school / organisation?
		Inducted into the profession as well as the school/organisation?
		Does induction content draw on latest research / evidence?
<b>Formats &amp; Communication</b>	<i>How is the program delivered and what resources are used?</i>	Written documents / hard copy?
		Checklists used (by either inductees or managers)?
		Video or multimedia presentations?
		Interactive learning (including gamification and scenarios)?
		Online learning component (including e-learning modules)?
		Face-to-face learning?
		Immersive learning?

<b>Networks &amp; Interpersonal</b>	<i>Who is involved in the induction process and what roles do they play?</i>	<p>Induction team / peer group?</p> <hr/> <p>Participation in professional networks?</p> <hr/> <p>Mentoring and/or coaching?</p> <hr/> <p>Is there demonstrated support for induction approach from leaders / executives?</p> <hr/> <p>What is the level of involvement from leaders / executives?</p> <hr/> <p>To what extent is there a focus on personal resilience?</p>
<b>Links to Work Practice</b>	<i>What processes are in place to further develop the inductee's skills and experience?</i>	<p>Is the induction process linked to employees' ongoing performance and development?</p> <hr/> <p>What are the links to skill acquisition?</p> <hr/> <p>What supports are in place for the development of practice e.g. observation of effective practitioners? Observed by others?</p> <hr/> <p>Linked to any formal recognition / accreditation?</p> <hr/> <p>Are there specific aspects of the program that support inductees to live the organisation's culture and values?</p>
<b>Induction Program Evaluation</b>	<i>How is the impact of the induction program measured and reviewed?</i>	<p>Is there a process of continual review and evaluation?</p> <hr/> <p>Over what timeframe is the success/impact of the induction program measured? f</p> <hr/> <p>How does the evaluation inform the development/ evolution of the induction program?</p> <hr/> <p>How is the program's effectiveness determined and is it linked to the design/purpose/intent of the induction program?</p> <hr/> <p>What accountability measures are there for the organisation (i.e. compliance with policy)?</p> <hr/> <p>What accountability measures are there for individuals involved?</p>

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