# Early-Career Teacher Attrition and Retention

# A PAN-CANADIAN DOCUMENT ANALYSIS STUDY OF TEACHER INDUCTION AND MENTORSHIP PROGRAMS

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# Early-Career Teacher Attrition and Retention: A pan-Canadian document analysis study of teacher induction and mentorship programs

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# EXECUTIVE SUMMARY

The high teacher attrition rates have caught the attention of policy makers and educational leaders at the international arena: in many countries, teachers abandon the profession in their first two to five years, feeling depressed and discouraged. Despite the persistence of this phenomenon for almost two decades, no recent pan-Canadian statistics or comprehensive reviews are available. As education is a provincial/territorial responsibility in Canada, with attendant variations in school systems and policies, responses to such concerns tend to be compartmentalized and often remain unavailable for other jurisdictions.

This report outlines an exploratory, pan-Canadian document analysis study that examined: (a) the organization and mandates of teacher induction programs in each jurisdiction; (b) the role of mentorship as an aspect of teacher induction programs in each jurisdiction; and, (c) the mandated roles, duties, and responsibilities of school administrators in teacher induction and mentorship processes in each jurisdiction. Our investigation involved three phases as follows:

(1) We defined our search terms, set selection criteria, and established the project process and task assignment;

(2) We undertook the search, location, and acquisition of relevant documents. A total of 291 documents were collected;

(3) We reviewed all collected documents, eliminated irrelevant documents, and analyzed according to relevance to the research questions. A total of 131 documents were analyzed.

The following observations emerged from the data analysis:

- Evidence of mentoring and induction support for beginning teachers was found at four different levels:
    - Provincially mandated/ministry level support.
    - Provincial teacher association/federation/union level support.
    - Hybrid programs (i.e., universities and teacher associations collaboration).
    - Decentralized programs (school district level support).
- Composition of programs varied despite classification of provision.
- Evidence of three different types of provision to support beginning teachers were found:
    - Induction and mentoring support.
    - Teacher induction support only.
    - Mentoring support only.
- School administrator role was inconsistently identified across all locations.
- Mentoring was seen in *all* provinces.
- Some programs provided a rationale for their provision that was supported by academic theory.

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# INTRODUCTION

As teachers' quality and abilities are the most significant school-based factors contributing to student achievement and educational improvement (Cochran-Smith, 2006; Darling-Hammond, 2006; Rivkin, Hanushek, & Kain, 2005), much attention is given to the development of novice teachers. However, many beginning teachers, despite their initial enthusiasm, abandon the profession, depressed and discouraged (Boreen, Johnson, Niday, & Potts, 2009), with the most talented beginning teachers among those most apt to leave (Colb, 2001). Teacher attrition spans international boundaries: the United Kingdom (Smithers & Robinson, 2003), Australia (Stoel & Thant, 2002), the United States (Darling-Hammond, 2001; Ingersoll & Smith, 2003; Smith & Ingersoll, 2004), and other countries (OECD, 2005). Indeed, despite their heavy financial and educational investments to enable their teaching careers, the majority of teachers quit the profession in their first two to five years; in some extreme cases, teachers drop out even before the end of their first year (Black, 2001). Internationally, the argument is that the first three to four years after initial training are the most crucial for a teachers' decision whether to remain in the profession or not (Jones, 2003).

Despite the persistence of this phenomenon for almost two decades, recent pan-Canadian statistics are inconsistent and incomplete. Only six in 10 of the 1995 graduates from elementary and secondary teacher education degree programs in Canada were employed as full-time teachers five years after graduation; almost one quarter of them never went into teaching at all (CTF, 2003). In 2004, the estimated teacher turnover rate in Canada was approximately 30 percent in the first five years of service (CTF, 2004). Certain segments of the teaching profession have significantly higher attrition rates (e.g., French Immersion or French as a Second Language teachers (Karsenti, Collin, Villeneuve, Dumouchel, & Roy, 2008)). Furthermore, early-career attrition rates in some Canadian jurisdictions are very high (Clandinin et al., 2012; OCT, 2012).

In addition to the inconsistent statistical information of the pan-Canadian picture, there is also limited research on understanding the problem of early-career teacher attrition (Schaefer, Long, & Clandinin, 2012), especially within the pan-Canadian scope. As education is a provincial/territorial responsibility in Canada, with attendant variations in school systems and policies, responses to attrition concerns tend to be compartmentalized, such that lessons learned from one jurisdiction remain unavailable to other jurisdictions experiencing similar teacher attrition. In considering *why* many novice teachers are leaving the profession in the first few years, researchers, policymakers, and educational leaders need to understand what educational systems might do to help retain teachers. This report outlines the exploratory, pan-Canadian document analysis that examined: a) the organization and mandates of teacher induction programs in each jurisdiction; b) the role of mentorship as an aspect of teacher induction programs in each jurisdiction; and, c) the mandated roles, duties, and responsibilities of school administrators in teacher induction and mentorship processes in each jurisdiction.

## REVIEW OF THE LITERATURE

### Teacher Attrition

The transition and socialization processes, as well as efforts focused on acculturation to school contexts and the profession are commonly noted accompaniments to novices' beginning their teaching careers (Halford, 1998; Howe, 2006; Kauffman, Johnson, Kardos, Liu, & Peske, 2002). Indeed, teaching has long been seen as an occupation that "eats its young" and in which the beginning of new teachers' journey is similar to a "make or break," "sink or swim," "trial/baptism by fire," or "boot camp" experience.  Some of the most significant challenges faced by beginning teachers include egg-crate structure of schools, isolation, reality shock, inadequate resources and support, lack of time for planning and interaction with colleagues, difficult work assignments, unclear and inadequate expectations, intergenerational gap, dealing with stress, lack of orientation and information about the school system, and institutional practices and policies that promote hazing (Andrews & Quinn, 2004; Anhorn, 2008; Darling-Hammond, 2003; Glickman, Gordon, & Ross-Gordon, 2004; Johnson & Kardos, 2002, 2005; Patterson, 2005).  Teachers who do not feel effective or do not receive adequate support in the first years leave schools and abandon teaching in favour of other professions (Moir, Barlin, Gless, & Miles, 2009).  Of course, complicating the attrition phenomenon are the situated conditions and workforce economies together with the individual factors and experiences of many beginning teachers who may be required to persist in temporary contract arrangements for a number of years prior to securing full time and regular teaching contracts.

While a certain level of attrition within the profession is both necessary and healthy (Ingersoll, 2001; Ryan & Kokol, 1988), the early-career loss of teachers is neither desirable nor sustainable (Plunkett & Dyson, 2011), as it is generally costly to schools and detrimental to student learning (Guarino, Santibañez, & Daley, 2006).  Borman and Dowling (2008) noted that despite an increased research and policy rhetoric to explore the factors that may help retain a greater proportion of the existing teaching force, attrition and its associated costs to the system have not always been systematically addressed by formal policies and interventions.

### Teacher Induction and Mentoring Programs

Researchers (Darling-Hammond, 2003; Huling-Austin, 1986, 1988; Huling-Austin & Murphy, 1987; Laitsch, 2005; Strong, 2005, 2006) claimed that induction programs with effective mentoring in the early teaching years are capable of positively affecting beginning teacher retention and student achievement, and reducing the waste of resources and human potential associated with early-career attrition.  Induction programs and high-quality mentoring programs have positive impacts through increased teacher effectiveness, higher satisfaction, commitment, improved classroom instruction and student achievement, and early-career retention of novice teachers (Glazerman et al., 2010; Guarino et al., 2006; Henry, Bastian, & Fortner, 2011; Ingersoll & Strong, 2011; Odell & Ferraro, 1992; Richardson, Glessner, & Tolson, 2010).

Induction programs aim to provide instruction in classroom management and effective teaching techniques; reduce the difficulty of the transition into teaching; and maximize the retention rate of highly qualified teachers (Anhorn, 2008; Wynn, Carboni, & Patall, 2007).  Research shows that there are inconsistencies and problems inherent in any induction program (Barrett, Solomon, Singer, Portelli, & Mujuwamariya, 2009; Doerger, 2003).  Variation in induction implementation and teacher experiences is related to the unique structural, social and cultural factors, functional causes, and operationalization in schools (Cherubini, 2009; Jones, 2002).

Neophyte teacher mentoring can be an effective support when used in conjunction with other components of the induction process (Smith & Ingersoll, 2004; Wong, 2004); however, failure to appropriately match mentor with mentee, unsuccessful new teacher/mentor dyads, lack of willing and/or able mentors, lack of mentor training, or individual factors (e.g., burnout, lack of professional respect) may result in failed efforts (Benson, 2008; Johnson & Kardos, 2005). New teachers become reflective thinkers and co-learners if mentoring environment is based on collaboration (Clandinin, Davies, Hogan, & Kennard, 1993; Kochan & Trimble, 2000).

## The Role of Administration in Beginning Teachers' Mentoring Efforts

The principal's role is vital in creating a structure supportive of the induction process. When they serve as the builders of the school culture, exhibit supportive and shared leadership, create the opportunity for shared values and vision, and promote professional relationships among novice teachers and experienced teachers, morale is improved and beginning teachers' self-concept is strengthened (Cherian & Daniel, 2008; Wood, 2005; Wynn et al., 2007). Administrators' commitments to mentoring programs for new teachers either supports and promotes the retention of novice teachers or undermines the success of induction and results in teacher attrition (Bleach, 1998; Jones, 2002; Turner, 1994; Wechsler, Caspary, & Humphrey, 2008). Furthermore, organizational leaders are instrumental in establishing a mentoring culture aimed at transforming learning and leveraging experience (Zachary, 2005), helping people meet adaptive challenges by facilitating new learning and organizational resiliency in the face of rapid change (Heifetz & Linsky, 2002), and promoting continuous school improvement (OCT, 2004). However, tensions often arise between the principal's responsibility to foster growth-oriented professional development for new teachers and the administrative or evaluative capacity (Cherubini, 2010).

# METHOD

This study used document analysis as a qualitative research method of data collection and analysis (Atkinson & Coffey, 1997; Berg, 2001; Bowen, 2009; Hodder, 2000; Miller & Alvarado, 2005; Prior, 2003). Based on classic and recent methodological sources on content analysis of documents (Krippendorff, 1980; Lombard, Snyder-Duch, & Bracken, 2010; Mayring, 2000; Merriam, 1998; Neuendorf, 2002; Salminen, Kauppinen, & Lehtovaara, 1997), a rigorous set of steps (domain definition, category construction, sampling, data collection, data analysis, and interpretation) was developed for conducting analysis.

## Data Collection

Documents were sourced and collected from provincial education authorities, teacher associations/federations, teacher unions, and individual district school boards websites. These publicly available policy, planning and curriculum documents were considered external communication, and included government communiqués, websites, program/policy memoranda, newsletters, handbooks, agenda, and minutes of meetings. Each province was reviewed in its entirety and no cross-searches were conducted between two provinces. Key search terms identified were: new teachers, induction, mentoring, new teacher support, professional development for new teachers, and entry into the profession. Any documents relating to these topics found on the organization websites were noted and selected. Search records with document identification were kept for each province, and documents and relevant information were electronically saved, printed, allocated an identification code and sequentially organized into files per province.

## Data Analysis

Considering the methodological advantages and limitations of document analysis (Bowen, 2009; Caulley, 1983), data analysis was determined by both the research objectives (deductive) and multiple readings and interpretations of the data from the documents (inductive). The publicly available documents and the informal responses to formal policies by various stakeholders were analyzed in a complementary fashion in this study (McMillan & Schumacher, 2010). Given the multitude and variety of documents, thorough reviews were the first step in the analysis. Some documents, although originally selected given their content, title, or possible link, were not deemed appropriate to the inquiry. Content of documents in relation to the research objectives were highlighted and recorded into charts. The data was organized according to themes related to the model of provision and level; policy-mandated, government-funded programs; teacher association/federation and/or union programs; hybrid or collaborative programs; and individual school district programs.

## Presentation of Findings

The following sections provide an overview of the report findings with the provinces and territories presented alphabetically. Each province and territory begins with an individual overview presenting findings specific to that location, which included documents found at provincial or territorial government level, ministry or department of education level, teacher federation or association level, teacher union and university level, and district school board level as appropriate.

## ALBERTA

### Ministry Level Support

In 2010, the Government of Alberta developed a framework to improve the education system within the province. The goal of the framework was to "attract, develop, and retain professional teachers" built on the understanding that a better education system would help to better prepare Alberta's youth for the future. The document, titled *Education Sector Workforce Planning Framework for Action* is a 5 year strategic plan linked with other areas for development within the province of Alberta, such as the Ministry of Alberta's Education business plan, the Minister of Education's mandate, the Ministry's goal of success for all students, and the labour force development strategy (Alberta Department of Education, 2010). The framework is divided into directions: (1) Attract [teachers and education-related professionals]; (2) Develop [teachers]; and (3) Retain [teaching professionals] (Alberta Department of Education, 2010). The area of teacher induction was found under the second policy direction. The Government of Alberta stated that the traditional concept of teacher preparation via completion of a teaching training program and then applying for a job is no longer appropriate (Alberta Department of Education, 2010). Instead, further support and development are required to help teachers in the process of becoming what the Ministry seeks, "highly trained professionals" (Alberta Department of Education, 2010). Therefore, the seventh strategic action listed in the document is "support beginning teachers through the development and implementation of a provincial program of staged transition" (Alberta Department of Education, 2010). More specifically, the document highlighted the intention to "continue to implement a 'pilot' induction program" which includes appropriate release from responsibilities so that new teachers can participate in learning, development and may use mentorship services (Alberta Department of Education, 2010). Provincial resources must be made available for professional development and mentorship training as the ministry recognized that mentoring was a critical component of induction. The Ministry also called for research in the school jurisdictions and further exploration of attrition of new teachers within the province (Alberta Department of Education, 2010). Other areas outlined in this action plan were to consider the expansion of the pilot induction programs to other areas, evaluate the efficacy of the program and consider other models. In addition, the use of the findings of the pilot programs to create a policy regarding provincial implementation of an induction program, further identify roles and stakeholders in the process, work with training programs to learn and train teachers, professionals, and administration in the area of teacher mentorship was suggested. Finally, an intention to create an online connection between school authorities in order to implement and maintain effective induction provisions was evident.

### The Alberta Teachers' Association Support

Coinciding with the strategic education workforce plan outlined by the Ministry of Education in Alberta, the Alberta Teachers' Association (ATA) implemented the Mentorship Program for their new teacher induction provision (Alberta Teachers' Association, 1999). On the ATA website under 'publications' a wealth of information was found on mentorship, including a rationale for mentorship practice and its application for new teachers/school settings in relation to education in Alberta (www.teachers.ab.ca). A background introduction to the mentorship program described how through a policy enacted in 1998 under Teacher Growth, Supervision, and Evaluation (with the aim to promote a teaching quality standard) an annual Teacher Professional Growth Plan was developed (Alberta Teachers' Association, 1999). Mentoring of teachers was broadly included as a component of the Growth Plan. Coinciding with this policy, a joint project between the ATA, the University of Alberta, and a school board was implemented consisting of a two year duration

mentorship project (Alberta Teachers' Association, 2011). The ATA described this project as being able to help to identify the both the roles of teacher mentoring and the appropriate support structures for the protégés that were needed. Surveys completed by the mentor and protégés within the project would be used as evaluative tools to determine program efficacy. A full report of the project was subsequently produced by the ATA (Alberta Teachers' Association, 2011).

A Teacher Professional Growth Plan, through which teachers complete annual reviews of goals toward professional development, was seen in many of the school jurisdictions within the province. Mentoring was evident as a component in all of the policy statements. Ultimately, new teachers were to benefit from the expertise of engaging in a mentoring relationship with veteran teachers as they fulfilled their Growth Plan requirements. The Mentoring Beginning Teachers Handbook (Alberta Teachers' Association, 2003) was the primary resources to support these efforts. The 77 page program handbook included: information on the purposes; the stages of new teacher development; projections of how a successful program should operate; the complex role a mentor plays; the responsibilities that accompany a mentor and the specific roles of mentor and protégé; areas of caution and how to appropriately assist the protégé; a program evaluation; specific information for the protégé about their needs and areas for support; the administrators' role; the mentor-protégé plan outline; resources; and references to literature on mentorship (Alberta Teachers' Association, 2003).

In addition to the program handbook, the ATA also provided a checklist for new teachers describing expectations for new teachers to orientate themselves with aspects such as first day of school procedures and typical classroom set-up/preparation tips.

The final induction provision offered by the ATA was the "beginning teachers' conference" that came into existence around 1998 (Alberta Teachers' Association, 2000, 2002). The conference, designed specifically for new teachers is a multi-day event, bringing new teachers from all geographic areas of the province to attend workshops, listen to keynote speakers, and benefit from networking at the beginning of the school year. The conference topics were seen to vary year-to-year.

## School District Level Support

### Aspen View Regional Division

Many school jurisdictions in Alberta, such as Aspen View Regional Division have a policy regarding teacher Growth, Supervision, and Evaluation (Aspen View Regional Division No. 19, 2006). A component of this policy is the Teacher Professional Growth Plan, which constitutes a yearly plan to be determined and completed by all teachers employed with the division (Aspen View Regional Division No. 19, 2006). The Growth Plan should indicate goals and objectives for the coming school year and may be comprised of several documents and practices. The Growth Plan was to be created by the teacher and reviewed by an administrator in consultation with the teacher. The administrator would ultimately determine if the goals set in an individual plan had been achieved at the end of the school year. Teachers could include a portfolio, observations, and the experiences of being mentored by another teacher.

### Calgary School District No. 19

The Calgary School District has a policy on Teacher Growth, Supervision, and Evaluation which outlines how teachers must create a yearly Teacher Professional Growth Plan (Calgary Board of

Education, 2012a). Included was the option for new teachers to be mentored by an experienced teacher.

In addition to the policy statement, the Calgary School District also offered a New Employee Orientation Outline (Calgary Board of Education, 2012d). This document welcomed new teachers to the school division and listed a number of tasks for the new employee to complete or learn about as part of their orientation. A New Employee Handbook accompanied the Orientation Outline document, and was more comprehensive as it also discussed the divisions' values, vision, outline policy, procedures, employee benefits, terms of employment, etc. (Calgary Board of Education, 2012c) .

Finally, the Calgary School District provided a document titled Calgary Relocation Guide (Calgary Board of Education, 2012b, 2012c). This document highlighted essential information for new employees that might be useful to support their transition to living in Calgary, describing appropriate contact information for general services (transportation, internet, etc.) that were likely to be required by the new employee. It also provided links to city tourism websites, and maps of the area.

### Fort Vermillion School Division No. 52

Fort Vermillion School Division included a handout for new teachers that contained information considered essential information needed by a new teacher prior to beginning teaching, during early days of teaching, and for their continuing teaching role (Fort Vermillion School Division, 2012). The handout described how an information package would be sent to new teachers; including assistance in the search for accommodations, an orientation day, and a list of professional development opportunities. In addition, a mentorship program, specific training for new teachers in balanced literacy, the Beginning Teacher Conference hosted by the ATA, and the offering of a support coach to assist with resources and tools were also highlighted. Finally, the handout outlined evaluation through a feedback process occurring in the second year of employment in order for improvements to be implemented in a teacher's third year.

### Horizon School Division No. 67

Recognizing the need for new teachers to be supported, the Horizon School Division together with the local ATA representative held a "Think Tank" and created the Induction Steering Committee (Horizon School Division No.67, 2012). Members of the steering committee included the local ATA executive, experienced teachers, beginning teachers, principals, and central office representatives. The Induction Steering Committee subsequently produced an Induction Program for the school division. In order to participate, it was determined that new teachers should express their interest for mentorship in writing to the appropriate school principal with the principal ultimately arranging the match.

Included in the Horizon School Division website was a handbook promoting a mentorship program, and included information on how to apply, the desired attributes of an effective mentor, a definition of induction and mentorship, and an outline of expected roles and responsibilities (Horizon School Division No.67, 2012). The program handbook also described on-site mentoring options (including help with collegial operations, community relations, policies, etc.) and/or curriculum/instruction mentoring as being available. A PowerPoint presentation on the program was also listed on the website (www.horizon.ab.ca). The program overview and PowerPoint presentation stressed that the program was not a component of teacher evaluation.

### Lloydminster Public School Division

The Lloydminster Public School Division provides a Beginning Teacher Induction Program (Lloydminster Public School Division, 2012). A 12-page document outlined an information package about the program including welcoming arrangements for new teacher, further information about the program and specific dates for the school year, mentorship information, and information for staff working with new teachers. The document noted how in the past the new teachers were given a resource manual, but the division had now moved to provision of online resources to support their new teachers.

### Peace River School Division No. 10

The Peace River School Division described their New Teacher Induction Program as a divisional policy (Peace River School Division No.10, 2009). The program was intended to help three broad determinants of new teachers develop professional; competencies; (a) teachers new to the profession, (b) second year teachers, and (c) teachers new to the province. The policy comprised of definitions, program guidelines including the pairing of a new teacher with a division mentor/coach who has the responsibility of providing and organizing orientation, respecting confidentiality, promoting professional and personal well-being, and the modeling of best practices. The new teachers were also provided with a school-based mentor who would provide day-to-day support. The policy stressed a required level of support from an administrator toward the program, through consideration of a new teachers needs, including the challenges and time constraints faced by new teachers. It also stated that each year the program should be modified according to teacher needs, through collaborative working with fellow school divisions in order to plan orientation and professional development.

### Prairie Land Regional Division No. 25

Similar to other school divisions in Alberta, Prairie Land Regional Division outlined a policy on Teacher Growth, Supervision, and Evaluation (Prairie Land Regional Division, 2010). The policy stated that teachers must complete an annual Professional Growth Plan and include the mentoring by another more experienced teacher as component of the program.

### Prairie Rose School Division No. 8

The Prairie Rose School Division provided the *Professional Learning Council Handbook* for their beginning teachers, which highlighted particular school division aspects including their mission and guiding principles, the professional development council member list, and information on professional development aims and approaches within the board (Prairie Rose School Division, 2009). Also noted were implementation guidelines for achieving the professional development aims. A description was also included of the division's New Teacher Induction Program, comprising of a series of professional development days provided for new teachers. Teachers new to the division were allotted three full days in the summer and four half-day sessions in the school year; teachers in their second year were offered two full days in the summer and four half-day sessions throughout the school year; and finally, teachers in their third year were offered one full day in the summer and four half-day sessions in the school year.

### Holy Family Catholic Regional Division No 37

The policy statement regarding Teacher Induction Program for Holy Family Catholic Regional Division replicates the policy statement found for Peace River School Division (Holy Family Catholic Regional Division, 2012). The Teacher Induction Program connects new teachers with a mentor/coach, who takes responsibility for orientation, modeling best practices, facilitation of

profession learning opportunities, formal mentoring sessions, etc. The new teachers were also paired up with an on-site mentor who assists with day-to-day interactions and challenges typically faced by new teachers. The administrator was reminded to provide overall support for the program and new teacher, through consideration of the complexity of new teachers range of tasks and responsibilities.

## BRITISH COLUMBIA

The beginning teacher induction in British Columbia (BC) is divided up amongst many partners. Though BC does not have a provisionally mandated teacher induction program, the document analysis undertaken in this study revealed activity at the Ministry of Education, British Columbia Teaching Federation (BCTF), local teachers associations, and school district levels. Twenty-nine of the 60 school districts in the province have a mentoring program. The local teachers' associations, school boards (or a combination of both), administer these projects. Some school boards also have release time for new and beginning teacher orientation, and in some districts this part of a collective agreement. In an attempt to explain the multi-layered provision within BC, we report findings from the variety of documents analyzed that outline how new and beginning teachers are supported in the province.

### Ministry of Education

Evidence of Ministry of Education level support and commitment to new and beginning teachers was seen in three documents on the Ministry's website. First, BC's Education Plan (British Columbia Ministry of Education, 2012a), outlined broad strategies for Education in the province including a statement describing their belief that "mentoring is key to supporting teacher's professional learning, both their formative years and throughout their career. Teachers will have increased access to learning opportunities by working with teacher mentors and each other" (British Columbia Ministry of Education, 2012a, p. 6). Second, the province's 2012/13 to 2014/15 Service Plan included a specific objective of improving support for teachers by "connecting new teachers with experienced teacher mentors (Quality Teaching and Learning and Learning Empowered by Technology)" (British Columbia Ministry of Education, 2012a, p. 21).

Third, a news release issued by the BC Ministry of Education on April 3rd 2012 declared the pilot of a new mentorship program for new teachers to be run in three school districts to be selected by the University of British Columbia (UBC) (British Columbia Ministry of Education, 2012b). Announced by Education Minister George Abbott, the $368,000 New Teacher Mentoring Project would support "teacher collaboration as a pillar of BC's Education Plan" (British Columbia Ministry of Education, 2012b, p. 1). The project partners would be the British Columbia's Teachers Federation (BCTF), the British Columbia School Superintendent Association, Ministry of Education, and various school districts with the "ultimate goal of creating a province-wide mentorship program" (British Columbia Ministry of Education, 2012b, p. 1).

### British Columbia Teachers Federation (BCTF)

The BCTF offers a number of resources to support new and beginning teachers. First the BCTF provides a member portal, which directs new teachers to the different resources available (www.bctf.ca). BC's teachers are identified and differentiated between occasional or on-call teachers, beginning teachers, teachers new to a classroom assignment or experiencing a significant change to an assignment, a teacher new to teaching in BC, or a teacher returning to the profession, and the resources are targeted appropriately. The resources available are varied and are listed as; a new teachers and student teachers conference (annual two day event usually held in Vancouver), local/PSA new teacher grants (eight awards available of $500 each to support "zone organized" conferences that include a "significant component" for new teachers and teachers teaching on-call), an E-mail list (*bctf-beginteach)* that "facilitates discussion among and between new and experienced teachers," Provincial Specialist Associations (PSA's) who offer many conferences and workshops for new teachers across the province, publications (including the BCTF Handbook for New Teachers and TTOC's: The Practice of Teaching), web resources (British

Columbia Teachers' Federation, 2012, p. 1). Furthermore, the Federation holds an annual 2-day New Teacher/student-teacher/TTOC (Teacher Teaching on Call) conference in March, in addition to workshops in conjunction with either partner-groups (Science World, BC Math Teachers' Association, Canadian Parents for French, etc.) or with individual teachers.

The handbook provided by the BCTF for new, beginning teachers, and TTOCs, outlined strategies and resources new teachers could use to support their teaching practice (British Columbia Teachers' Federation, 2010). The handbook emphasized that teachers should seek out others who can help, and these helpers were "colleagues, colleagues, colleagues" (British Columbia Teachers' Federation, 2010, p. 6). The handbook provided the following advice for teachers in BC with regard to mentoring,

> Many locals, in partnership with the school district, have formal mentoring programs in which new teachers are matched with experienced teachers. If there is no formal process, develop your own network of mentors by tapping into the knowledge and expertise of experienced teachers in your school or in your district. Meet with other new teachers and develop a support system. Ask your local for assistance in organizing a meeting. (British Columbia Teachers' Federation, 2010, p. 47)

## District School Boards

Of the 60 district school boards in BC, this study found 16 school districts had produced documents that described some level of support aimed at new and beginning teachers. The following section of this report describes the documents revealed and summarizes the provision available for supporting new and beginning teachers at school district level in BC.

### Chilliwack School District

The Chilliwack School District produced a strategic plan for 2010 to 2015 within which was outlined the benefits of mentoring for new teachers (Chilliwack School District, 2010, p. 7). In addition, Chilliwack School District produced a handbook that described goals of the mentoring program within the school district as; (1) promote personal well-being of beginning teachers, promote professional growth of beginning teachers, (3) improve teacher performance, (4) increase the retention of beginning teachers during their early years in the profession, and (5) building a norm of collaborative practice (Chilliwack School District, 2009).

Table 1, illustrates the program framework of the Chilliwack mentoring program including elements and sample timelines (Chilliwack SD, 2009, p. 3):

*Table 1. Details of the Chilliwack Mentoring Program*

| Sample timeline | Event |
|---|---|
| **August/September** | District Orientation and Workshops |
| **October** | Reporting and Conferencing, Professional Ethics, Classroom Management Workshops and Mentor Training Weekend |
| **November** | Mentor/Protégé Workshop |
| **January** | Mentor/Protégé Workshop |
| **February** | District Professional Development BCTF New Teachers Conference |
| **April** | Resumes and Interviewing in-service |
| **June** | Celebration BBQ |

\* Release time is available to mentors throughout the year to meet with their protégés

### North Vancouver School District

The North Vancouver School District Human Resources page detailed functions including a "Beginning Teacher Assistance Program (BTAP)" (North Vancouver School District, 2012) however no further information about this program could be found on the district's website.

### Maple Ridge & Pitt Meadows School District

The Maple Ridge & Pitt Meadows School District website outlined the teacher mentorship program for new teachers and continuing teachers who make a significant change in their teaching assignment (Maple Ridge and Pitt Meadows School District, 2012). The website described the goals of the mentoring program as;

- To provide personal and professional supports for beginning teachers in their first year(s) of classroom teaching
- To provide support for teachers experiencing a significant change in assignment
- To provide support for teachers returning from leave

The highlights of the program were described as:

- New teacher orientation in late August
- One to one mentoring/assistance is provided by a district mentor at the elementary level
- Release time is offered to all members of the mentoring scheme
- At the secondary level, release time is offered throughout the year
- Professional growth – district workshops are offered to both elementary and secondary throughout the year
- One-year commitment – mentors agree to assist the mentee for the duration of the school year

### Abbotsford School District

In their strategic plan for 2010-2013, Abbotsford School District outlined six overarching goals, one of these, goal five was concerned with improving the quality of teaching within the district and included reference to establishing "a high quality teacher induction and mentoring program" which was linked with a statement about providing "incentives for retention" suggesting that retaining teachers might be an issue in this school district (Abbotsford School District, 2012).

### Howe Sound/Sea to Sky School District

The Howe Sound/Sea to Sky School District website featured a document that was produced as a response to the renewal of the district's vision and mission statements (Howe Sound DSB, 2006). Dated 2006, the document is marked as an "interim" document, suggesting that further amendments were to be made. In addition, the website mentioned "opportunities to support one another through mentoring and personal coaching are integral to this engagement (individual and community engagement)" (Howe Sound DSB, 2006).

In addition to the revision of vision and mission statement, the school district provided a mentorship program aimed at supporting beginning teachers (Sea to Sky Teachers Association, 2012). Administered by the Mentoring Committee (consisting of two members of the HSTA professional Development Committee, the chair of that committee, the President of the HSTA, the Sea to Sky

superintendent or designate, a member of the district, up to two school Administrative Officers one elementary and one secondary) the Sea to Sky mentorship program was based upon the following principles: Membership was voluntary; mentorship was a professional partnership between an experienced teacher and a teacher new to the profession in which the experienced teacher was available to guide and support the new teacher; each new teacher shall be partnered with one mentor although mentorship may also be provided by various other staff members; the relationship was collegial; there was no evaluative role for the mentor teacher; and, mentorship activities should be selected based on the needs of the new teacher, and carefully designed and introduced so as not to overwhelm the new teacher.

In addition, information was provided of how mentors would be identified and selected, how time allocation would be applied to the program, and the partnerships that would be involved in training (Sea to Sky Teachers Association, 2012). In particular, the Sea to Sky Mentoring Committee had identified some categories of support for new teachers and encouraged them to choose and develop activities, in order to meet their individual needs.

- Providing orientation to the areas and procedures of the school
- Giving information related to procedures, guidelines of expectations of the school district
- Collecting, dissemination or locating materials or other resources
- Giving guidance and ideas related to discipline and managing students
- Providing guidance and support in dealing with special needs students
- Offering information about organizing and planning the school day
- Helping arrange, organize or analyze the physical setting of the classroom
- Setting up opportunities for observation
- Providing time and help with report card writing
- Giving help or ideas related to working and communicating with parents, including parent/teacher conferences
- Helping set up visits to other classrooms and other schools in the district
- Helping access professional development opportunities
- Providing membership in the PSA of choice

### West Vancouver School District

Outlined in the minutes of a meeting held on February 8th 2011, was a presentation made by Dr. Sue Elliott who headed up new teacher induction and mentoring for the district, "Dr. Elliott spoke about the New Teacher Induction and Mentorship program that she provides to teachers in our district. The program supports beginning teachers and continues to sustain those who have been teaching for five years" (West Vancouver School District, 2011, p. 2). As part of her presentation, the website outlined how Dr. Elliott provided an interactive session for the Board and responded to questions from Trustees. No further reference to ongoing support for new and beginning teachers was seen in the district's website.

### Kamloops School District

The website for this school district reported the minutes of a meeting held at the district on September 9th 2002 (Board of School Trustees SD#73, 2002). Item 5.2 mentioned the desirability

of "working to ensure that programs are in place to retain new teachers such as a mentorship program" (Board of School Trustees SD#73, 2002). Extensive searching of the district's website failed to reveal any other reference to whether such a program was developed. No further reference to ongoing support for new and beginning teachers was seen in the district's website.

### Central Okanagan School District

The strategic plan for 2008 presented in the website for the Central Okanagan School District featured a human resources section (Central Okanagan School District, 2008). In strategy seven was included a statement to "provide support and mentorship processes for beginning teachers and administrators" (Central Okanagan School District, 2008, p. 8), however no further information on the mentoring program was found within the website.

### Peace River North School District

The website for Peace River North outlined a new teacher orientation program held during August 2008 in the district (Peace River North, 2008). The agenda of the half-day session included: assistance with completing district payroll forms, TQS and College of Teacher applications; housing, community services and recreation information; a welcome address from the Superintendent, Board of Trustees, and Pace River North Teachers Association; Professional Development calendar and support services; a complimentary meal; and the opportunity to meet other new colleagues. No further reference to ongoing support for new and beginning teachers was seen in the district's website.

### Qualicum School District

In the district newsletter dated May 11th 2010, it confirmed that the district was now in funding protection status and the Mount Arrowsmith Teacher's Association (MATA) was making some provision for supporting new teachers (Qualicum DSB, 2008). Minutes of a meeting held within the district during April 2008 confirmed "MATA will be holding an induction of teachers who are new to the profession or new to the Association and providing them with a teacher's survival kit" Qualicum DSB, 2008, p. 3). No further details of provision for new and beginning teachers could be seen in the district's website.

### Okanagan Skaha School District

With the exception of the information about professional learning opportunities and the mention of a member of staff being responsible for hiring and orientation (www.sd67.bc.ca), no further evidence of specific support for new and beginning teachers was seen on the district's website.

### Stikine School District

A job employment opportunity in the district, advertised on the Stikine School District website mentioned the inclusion of mentoring as a support mechanism for staff, "School District No. 87 (Stikine) is a progressive northern district which offers tremendous support to its staff through leadership development, mentoring and professional development" (Stikine School District, 2012). However, the mentoring was aimed at being a support mechanism for all staff, evidence was not seen of initiatives designed specifically for new and beginning teachers in the Stikine School District website.

### Powell River Board of Education

Writing in a blog on the Powell River Board of Education website, Jeanette Scott reported herself as being responsible for the facilitation of a mentorship program for beginning teachers in the

school district (Powell River Board of Education, 2012). No further details were found as to the content and duration of the mentorship program.

### Peace River South School District

The website for Peace River South School District contained a number of policies including a policy document that outlined the district's strategic direction with regard to mentorship for staff (Peace River South School District, 2012). Peace River stated,

> …in meeting the Strategic Direction to institute systematic opportunities for staff collaboration and formal mentoring systems at each site, the district is acting on beliefs that: the culture of a school reflects the beliefs, values, expectations and habits that govern what goes on in it; and, believes that mentorship supports the culture; therefore the Board directs its administration to support the establishment and maintenance of a formal system of mentorship for teachers and administrators. (Peace River South School District, 2012, p. 1)

### Quesnel School District

The Quesnel School District contained a document outlined the mentorship program for the 2009 to 2010 school year and described how the program offered a list of possible roles for discussion and planning for its participants (District, 2007). Options were available for either new or beginning teachers to be paired with experienced teachers, or for two colleagues to provide support for each other in a non-evaluative method. Funding was set at $600 per mentorship pair (District, 2007). Quesnel School District explained that the Steering Committee continued to "develop and improve the Teacher Mentorship program…all mentorship teams will be asked to submit a feedback form" (District, 2007, pp. 3,4).

### Vancouver Island West School District

Two documents were found on the Vancouver Island West School District website outlining support for new teachers. First, a document outlined provision for teacher orientation in the district, including details of all schools invited to participate (Vancouver Island West School District, 2012. The second document was an orientation checklist of human resource documentation and district policies that need to be given to a new employee (West Vancouver School District, 2011). These two documents provide evidence that there is some level of provision to support new and beginning teachers to the district, however specific details of what that provision might look like could not be established.

## MANITOBA

The induction support for new and beginning teachers in Manitoba was offered primarily at the teachers' federation level. The Manitoba Teachers' Society (MTS) had a clear policy statement identifying that the employer would assist new teachers with orientation, professional development, create supportive working conditions, and provide release time for workshops and professional development (Manitoba Teachers' Society, 2010, p. 51). This statement also noted the usefulness of mentoring in new teacher support along with committing the Manitoba Education Training and Youth to offering resource help, special projects, and professional development. The MTS also provided new teachers with the Beginning Teacher's Handbook, a 48 page document that included information on what new teachers can expect of the first days of school, advice on communicating with parents, strategies for classroom development, stress management, and working with report cards (Manitoba Teachers' Society, 2011). In addition to the Beginning Teacher's Handbook, the MTS provided new teachers with orientation seminars and professional development workshops. The role of the administrator or mentoring was not described in the handbook.

## School Board Level Supports

Evidence of support for new and beginning teachers was seen in the following school districts in Manitoba.

### Beautiful Plains School Division

In Beautiful Plains School Division, information about new teacher induction practices was found under the divisional policy pertaining to teacher supervision and evaluation (Beautiful Plains School Division, 2008a). Called the "New Teacher Program," new teachers were directed to work with their principal to create goals, receive feedback and have ongoing support (Beautiful Plains School Division, 2008b). The formal and informal visits of the administrator to observe the new teacher were the basis for conversations surrounding the teachers' strengths and weaknesses. The administrator conducts a final evaluation towards the end of the year to determine if employment of the new teacher will continue.

### Mountain View School Division

Much like the new teacher induction practices of Beautiful Plains school division, the Mountain View School Division also had a policy on teacher induction provisions, listed under the teacher evaluation section (Mountain View School Division, 2011). The Beginning Teacher Program was the first component of the three-step process of teacher evaluation for the school division; step two was the Professional Growth Program and step three was the teacher assistance program. The intention was for teachers to move through the first two steps, with the third step being offered as a last resort remedial step only if necessary. The school administrator evaluates the teacher's progress and fulfillment of a step. The Beginning Teacher Program was for teachers who were either new to the school division, had less than three years teaching experience, were teachers on term, or were a teacher who requested a formal evaluation. The purpose of the program was to ensure that the Professional Competencies of teaching were being met, to offer support in meeting the competency requirements, and to determine if continued employment would be offered. This beginning phase of the teacher evaluation and supervision practices involved formal observations, performance evaluations, reflection, and collecting teaching artifacts. The program was termed to be a measure of "quality control" and a particular amount of time being spent with the new teacher in order to satisfactorily evaluate their abilities (Mountain View School

Division, 2011, p. 5). The procedure for the program also included a yearly overview of suggestions as to how the program would operate. The domains included in the evaluation comprised of, (1) Planning and preparation, (2) The classroom environment, (3) Instruction, and (4) Professional responsibilities. No mention of mentoring was seen in the policy document.

### Sunrise School Division

The Professional Learning Plan produced in 2006, was extremely similar to the policy on teacher growth and evaluation in Mountain View School Division, mentioned above (Sunrise School Division, 2006). The Sunrise Educational Leadership Team conducted research, met and developed the three-track program that encompassed all teachers within Sunrise School Division. Track one was for teachers who are new to the profession or new to the school district, track two was the Profession Growth Track is for teachers who were beyond their third year teaching who complete their annual plan for professional development, and finally, track three was the Professional Assistance Track, designed to help teachers who were having problems in key aspects of their practice. Once again, the teachers were evaluated based on four domains; planning and preparation, the learning environment, instruction, and professional responsibilities. The school administrator observed new teachers, and teachers were encouraged to keep a portfolio, undertake reflective practice, through a three-pronged support structure designed to assist achievement of all components, which they were subsequently evaluated upon. The new teachers could be in this program for their first three years of their profession or entrance into the school division. A teacher mentor was also offered to new teachers, although no details on this relationship were included in the Professional Learning Plan outline.

### Swan Valley School Division

The Swan Valley Divisional policy written and adopted almost two decades ago, described the school administrator's responsibility to create and provide orientation for new teachers (Swan Valley School Division, 1993). Administrators should establish programs to take place in the new teacher's first year in a school. No other information about such programs or orientations was found in this document search.

### Western School Division

Much like the other school divisions where induction provisions were seen, the Western School Division included information on new teacher induction practices under their policy regarding teacher supervision (Western School Division, 2010). For first year teachers were directed to the opportunity to develop a Growth Plan, which was overseen and evaluated by the superintendent or principal. Teachers were to complete their individual teacher growth plans over a five-year period. Each year the teachers must create the growth plan, but it was only evaluated for the first two years or the second year if they opted to not participate in the first year. The teachers then receive an evaluation every fifth year unless otherwise requested by the administration. The administration also may delay or advance the progression of a teacher through the five-year process. Teachers who complete the Growth Plan may take mentor training and become a mentor as a part of their professional growth program.

## NEW BRUNSWICK

The New Brunswick Department of Education established a province-wide teacher induction in 1995 in all Anglophone districts of the province for teachers new to the profession (Gill, 2004). Goals of the program were stated as "orientation, support, acquisition and refinement of teaching skills, developing a philosophy of education, self-assessment and self-evaluation, and retention of beginning teachers" (New Brunswick Department of Education, 1999). A significant body of research reported the Beginning Teacher Induction Program in New Brunswick as successful, and the program generated interest from additional jurisdictions, both in Canada and in other nations (Mugglestone, 2004; Scott, 1998; Scott & Compton, 1996; Scott & Doherty, 2002; Scott & Mirchandani, 2001; Scott, Smith, & Grobe, 1995; Scott & Surette, 1999).

The 2009-2010 budget for New Brunswick, saw the cancellation of the BTIP program, "expenditure restraint savings [resulted] in the elimination of some programs and services including: the beginning teacher induction program…" (New Brunswick Department of Finance, 2009, p. 27). Upon the cancellation of BTIP, the New Brunswick Teachers Association (NBTA) decided to continue to allot the budget line in order to assist new teachers; however, it was unfeasible to replicate the BTIP program without proper funding and staff support.

The NBTA introduced the Professional Orientation and Induction of New Teachers (POINT) Program in 2010/2011. The implementation for POINT began in April 2010 with a planning meeting held by NBTF. Representatives from each school district were invited to attend, along with representatives from the Department for Education. The purpose of the meeting was to determine how best the allocated budget could be spent. The group was asked to consider research that highlighted both best practice for supporting new teachers, and what was happening globally to support new teachers, and the citations included Ramsey (2000; 2005). This information was presented in a two-page document and shared with the NBTA committee. The meeting consisted of a number of activities during which the group discussed various ways and means that new teachers could be supported. Shortlists were produced along with dot counts on suggested pathways/activities/structures. Existing supports from differing school districts for new teachers were also examined and discussed. All ideas were recorded, and the group concentrated on four themes; (1) comprehensive versus limited/Add-on induction, (2) characteristics of effective induction, (3) mentoring models, and (4) induction challenges in rural and remote situations. Finally each group prepared a shortlist of what they felt the budget should be spent on. The next steps were to share the ideas with the NBTA PD committee and the NBTA executive, and the decision was made as to what the budget would be spent on. The final determination of what POINT would look like would then be sent out to the school districts; districts and branches could decide what and to what extent they would be involved in (if at all). POINT liaisons were also contacted after these meetings with a further definition of their role.

Following this meeting, the NBTA drafted a proposed POINT plan that was distributed to all school districts. The plan outlined how the POINT program "does not replace BTIP" but was "a banner name for any activity/event that NBTA funds in support of new teachers" (NBTA, 2010b, p. 1). The POINT plan identified three overarching stands of support for new teachers. First the target audience for POINT services was defined as new teachers who possess a contract or LTS and are in their first year of teaching (NBTA, 2010b). Second, any remaining POINT monies from the 2009-2010 budgets were to be used to increase mentor capacity throughout the province. Third, that future POINT monies were to be distributed equitably based on FTE, with the suggestion that funds were used to "support an initial contact with teachers near the beginning of

the school year, as well as another contact with teachers during the winter that traditionally is a time of struggle for new teachers" (NBTA, 2010c, p. 2).

In addition to POINT, the NBTA holds a separate budget line to provide new teachers to the province with a *Welcome to New Teachers* event, which was designed to inform new teachers of the work of their local association (branch of NBTA), federation, legal rights, insurance, pension etc. In addition, the NBTA prepares, updates, and prints the contents of a handbook, for which the New Brunswick Department of Education donated the binders (NBTA, 2011). These handbooks were distributed to new teachers through the districts during late summer or early fall of the year the new hires commence their teaching position.

## The Role of Mentoring

Each Branch POINT representative were invited to attend a mentor training activity during 2010, but was not compulsory. In addition, the branch POINT representatives were invited to help plan the mentor training in his/her area. The content of the two-day training session included; learning focused interactions, structured conversations to extend thinking, recognizing and supporting the needs of new teachers, and orientation. The language used on the recruitment literature for branch POINT liaisons (NBTA, 2010a) was focused on "teachers supporting teachers" rather than on mentoring. The recruitment placed emphasis on mentors being able to demonstrate:

1. An interest and understanding of the challenges faced by those who are in their first five years of the teaching profession
2. A commitment and willingness to give of their own time to advocate, promote and support new teachers within their branch and district

Through the application process for this teacher leadership position, they were viewed by their peers as exemplary teachers once they have completed at least five years of teaching experience within the public school system (NBTA, 2010a).

## Activity at School District Level

Of the nine public English-speaking school districts in New Brunswick, two were found to have documents that mentioned support of new and beginning teachers. District 15, Dalhousie, referred directly to the POINT program in their annual report for 2010, and outlined how four teachers were to be trained as mentors (No.15, 2010, p. 26). The second school district, Anglophone East School District, formerly District No. 2, Moncton, described the teacher induction program, involving a variety of professional development opportunities during a new teachers' first year. These included, district orientation, classroom management, cooperative discipline, teacher evaluation, finance and payroll, staff, communication, teaching students with exceptionalities, differentiation, and other curriculum related topics (AESD, 2012). Teachers were assigned a mentor selected by the school administrator to support them in their first year.

# NEWFOUNDLAND & LABRADOR

New teacher induction support in Newfoundland & Labrador began in the late 1990's when the school districts, teachers' association, and the local university collaborated to create a formal teacher induction program (Newfoundland and Labrador Teachers' Association, 2005). However, the Newfoundland and Labrador Teachers' Association (NLTA) explained how the earliest form of the program ended due to inconsistent and sometimes failed implementation. No specific details of the original program content were listed on the teachers' association website (www.nlta.nl.ca). The expired formal program was primarily replaced with an easily accessed handbook for new teachers. The ministry, teachers' association, and the local university were described as being in agreement regarding the contents of the handbook.

NLTA website listed included a section devoted to the outlining of support for beginning teachers. Detailed information for new teachers on collective agreements, a new teacher handbook, and information regarding benefits, ethics, and professional development opportunities were provided.

The 30-page handbook for new teachers offered information on several areas (Newfoundland and Labrador Teachers' Association, 2005). Topics included: classroom management, procedures, student/teacher interactions, preparation for the first day, assigning work, homework, routines, working with other teachers, being prepared for absences, professional wellbeing, and stress management. The document was clearly written, using informal language; however, the sections were brief with limited detailed description regarding the content and structure of provision.  The document had received good reviews reported by the NLTA in another document (Newfoundland and Labrador Teachers' Association, 2007).

A section of the handbook was distinctly preserved for information on a new teacher conference and mentoring opportunities (Newfoundland and Labrador Teachers' Association, 2007). Information about the conference was limited to describing that they are available for teachers in their first year of teaching, that they are offered in partnership with the Faculty of Education at Memorial University, and that they take place in January or February of each year.

## Role of Mentoring

In conjunction with the handbook for new teachers, the NLTA offered new teachers a mentor (Newfoundland and Labrador Teachers' Association, 2005). The mentorship was intended to provide "on-site support that meets the immediate needs of beginning teachers and helps provide direction for professional choices" (p. 13). However, as highlighted in the handbook for new teachers, the mentoring program was not always offered in particular schools, suggesting that if new teachers wish to participate in such a relationship, they must specifically request to participate with either the NLTA, their local professional development division, or their school principal.

The NLTA offered a handbook on mentoring new teachers specifically for the mentors (Newfoundland and Labrador Teachers' Association, 2007). At almost 40 pages long, this document provided the mentors with information on the teacher induction program outlining how the handbook for new teachers is a component of the induction program alongside the mentorship. Mentorship was not consistently available however, with the onus on new teachers to be responsible for requesting a mentor if they wished to participate. The handbook for mentoring new teachers provided a thorough background of information on why mentoring is beneficial and identified particular challenges associated with mentoring, such as not giving the mentee enough

autonomy to independently experiment with new strategies or tasks. The handbook offered mentors information on how to get started mentoring and strategies for communication. The document also presented the mentor with information on the phases typically experienced by a new teacher and how to provide the best support during these times. On page 29 of the document, the administrator's role was identified, specifying that it is the principal's responsibility to inform the new teachers of the benefits of mentoring and create mentor/new teacher relationships. This page also indicated that there was a handbook for administrators on their role in supporting new teachers. This document was only available by request of the administrator to the NLTA.

## Provincial Level

While there was an induction practice already established with the NLTA in partnership with Memorial University, support for beginning teachers through induction was not identified in the Newfoundland & Labrador Department of Education strategic plan for 2011-14 (Newfoundland and Labrador Department of Education, 2011). What was identified as priority was improving infrastructure and enhancing the education system. Further detail on whether these areas might include support for beginning teachers was not evident.

## Board Level Supports

Of the five school districts within the province of Newfoundland and Labrador, only two of the school boards offered information regarding new teacher induction practices within their district.

### Labrador School District

A statement by the school district included a commitment to offering a teacher induction program. No current particulars were found in regards to the specific content of the program (Eastern School District, 2009; Labrador School Board, 2004). A manual was found for the years 2005-2006 regarding teacher induction in the school board (Labrador School Board, 2006c). The booklet highlighted that a mentoring approach for new teachers would be used as support. In addition to a brief statement regarding the importance of mentoring, and discussion of the administrator's role (organizing, matching, and intervening if necessary), there was also a sample yearly planner of how and when the mentoring could occur. In addition to this brief program outline, Labrador School District created a mentor and new teacher survey to evaluate the usefulness of mentoring as a support for the new teachers (Labrador School Board, 2006a, 2006b). No results of these surveys were available through our search.

### Easter School District

Replicating Labrador School District, Eastern School District also had a statement in their policy that a teacher induction program must be offered (Eastern School District, 2009). The policy indicated a district induction committee, professional development workshops, mentoring, and beginning teacher conferences (Eastern School District, 2009). No other information or details were given beyond this policy statement.

# NORTHWEST TERRITORIES

Informal mentoring has been part of the educational landscape in the Northwest Territories (NWT) for some time, with long-term teachers recounting a variety of stories about their experiences of being welcomed into the community (Mallon, 2004). However, in the past decade, teaching in the NWT has evolved, as it has in many parts of Canada. These additional challenges have placed increasing strain on new teachers to the Territory, and have increased the rate of young teachers leaving the profession (Mallon, 2004). The Department of Education, Culture and Employment, in collaboration with the Northwest Territories Teachers' Association shared a concern at the high teacher turnover rate (32% in 1999/2000) and recommended implementing a teacher induction program to begin to address the issue (Mallon, 2004). The NWT Induction Program was established in 2001 in order to retain competent teachers in the profession; to promote the personal and professional well-being of the new and beginning teachers; to build a foundation for continued professional growth through structured contact with mentors, administrators and other veteran teachers; and, to transmit the culture of the school and teaching profession (Government of the Northwest Territories, 2011, p. 7).

The model of the program consists of four phases: a) pre-orientation, b) orientation, c) systematic sustained supports, and d) professional development (Government of the Northwest Territories, 2008). At the pre-orientation phase, beginning and new teachers were provided with a binder of information, access to the NWT Teacher Induction website, and a mentor contact. The orientation phase consisted of regional workshops, community cultural activities, school activities, professional information (resources, curriculum, and school policies), mentorship training with both members and protégés, and regional education authority 'meet and greet' activities. During the systematic sustained supports phase, the formal mentor program commenced with trained mentors and built-in release time. In addition, the phase included a review of the mentorship plan in November and May, experienced teacher observations, 'First Class' resources and networking, and a program newsletter. In the final professional development phase, beginning and new teachers were provided with in-service and curriculum based workshops, on-line learning, committee participation, and staff meetings.

## The Role of Mentoring

The vast geographic area of NWT presented many complexities for the implementation of a mentoring program given the variety of challenges within the different teaching assignments (Mallon, 2004). Nevertheless, a formal mentorship program has become a major component of the NWT induction program. The content of the NWT Mentorship Program is detailed in a publically available internet-based resource (http://www.newteachersnwt.ca). The website outlines how within NWT mentoring is seen as a formalized partnership between an experienced Northern Teacher and a teacher who is either new to the profession or new to teaching in the NWT. Mentors undertake training to support their role, and are provided with opportunities to learn to mentor and time to mentor (Northwest Territories Teacher Induction, n.d.).

Mentorship pairs engage in regular formal or informal meetings through the year, with allowances and release time (half day per month) provided for protégé to learn and grow from interactions with peers (Northwest Territories Teacher Induction, n.d.). Opportunities to attend workshops were also provided. In addition, the mentorship team reflects on the process, reviews the mentorship plan, and makes any needed changes. The geographical and demographic contexts necessitate the regions and schools to be flexible in planning their mentoring provision. Districts and schools were encouraged to adapt the NWT mentorship model to suit their specific

needs, using the program to develop unique solutions to many of the challenges faced by new and beginning teachers to the NWT.

## The Role of School Administration

The NWT Mentorship Program outlined specific responsibilities for school administrators including, matching experienced teachers with protégés, approving the mentorship plan developed by mentors and protégés (that must also be approved by the superintendent), informing potential mentors and protégés about the mentoring program, and identifying staff suitable to become mentors (Northwest Territories Teacher Induction, n.d.). In addition, administrators are accountable for providing release time for the mentoring pairs and for arranging necessary training. Emphasis is placed upon administrators to create a culture of mentoring in their schools through careful matching of mentor and protégé, offering support and encouragement for the mentoring process, intervention if the mentoring relationship is not working, and supporting team orientation to the community culture. Finally, school administrators must ensure the mentorship is not associated with evaluation.

## NWT Induction Program Evaluation

Several studies have been conducted on the NWT teacher induction and mentorship program, noting overall positive value of the induction program in all its phases and the four areas of support (Abu Rass, 2012; Tolley, 2003). As the former coordinator of this program, Mallon (2004) noted, all in all the program has been successful in meeting its goals of retaining new and beginning teachers in the profession, passing on the local schools' and communities' culture, and improving the teaching skills of new and experienced NWT teachers. Mallon provided statistics indicating increased retention of mentored teachers (90% in 2001/02 and 93% in 2002/03 school years). Lombardi (2006) stated that new teachers in NWT have indicated that this teacher induction program has benefited them in the following ways: accelerated success and effectiveness; greater self-confidence; increased job satisfaction; improved personal and professional well-being; enhanced commitment to the students, school, and profession; and increased opportunities for building connections with the community. In addition, as Mallon observed, the mentoring program has benefitted mentors in terms of professional growth and reflection on mentors' teaching approaches and strategies.

# NOVA SCOTIA

## Focus on Teacher Professional Development at Provincial Level

During 2009, the Deputy Minister and superintendents, through their Education Consultative Forum (ECF), initiated a process to examine teacher professional development in Nova Scotia. The process was launched from department and board levels and they discussed the issues, systemic needs, and barriers associated with providing effective teacher professional development ((Nova Scotia Department of Education, 2009b). They also examined research on best practice in teacher professional development and a cohort of schools across the province was brought together to pilot dome of these ideas and practices.

The four overarching themes that formed the recommendations for this report were; (1) leadership for effective instruction and student learning, (2) school-based goal setting and professional learning, (3) provincial collaboration for curriculum and program coherence, and (4) assessment for meaningful professional and student learning. The report outlined how "every teacher benefits from engagement with an instructional coach/mentor, and engaging with a coach is expected of every teacher to support their individual development" and " a provincial team should develop a strategy to evaluate the current Nova Scotia coaching/mentoring program to improve its effectiveness" (Nova Scotia Department of Education, 2009b, p. 42).

In a response to the report of 2009, the Department of Education agreed that the report presented a compelling case for moving forward, and provided sound principles and standards to guide professional learning in the Nova Scotia public education system (Nova Scotia Department of Education, 2009a, p. 2). The Department of Education outlined three strategic directions that it would use to begin the change process; (1) develop a comprehensive instructional leadership program, (2) increase the number of mentoring and coaching opportunities for principals and teachers, and (3) develop the capacity, knowledge, and skills of teachers, principals, and schools to implement effective practices in professional learning.

In addition, the Department of Education stated that the current mentoring and coaching program in Nova Scotia would be evaluated in order to support our approach to professional learning based on best practices (Nova Scotia Department of Education, 2009a, p. 6). It appears from these two reports that there has been significant discussion and interest at Department of Education level for teacher induction (including the mentoring of teachers), however an induction program at provincial level has not yet been implemented.

## Nova Scotia Teachers Union

In Nova Scotia all new teachers are automatically members of the Nova Scotia Teachers Union (NSTU) (NSTU, 2012). To support new and beginning teachers within the province, the NSTU produced a number of strategies including a handbook. Drawing upon resources from Ontario, Alberta, Labrador and Newfoundland, Saskatchewan, Manitoba, and British Columbia, the handbook was distributed through schools, local union branches, and universities (NSTU, 2001). The NSTU handbook included a variety of information about contact details, useful telephone numbers, etc., and tips for "surviving and thriving in the classroom" (section 3.1 to 3.21). In addition, the handbook detailed all of the new teacher initiatives offered by the NSTU including; Each One Reach One (mentoring program), benefits of membership sessions, Teacher Induction Program (TIP), regional conference for new teachers, a Handbook for Beginning Teachers: Helping you to Survive and Thrive in the Classroom, links to local new teacher communities, and a

welcome night for new teachers. In addition, a bibliography for new teachers was available (NSTU, 2012).

In 2012 the NSTU produced a new edition of the handbook, the "Handbook for Early Career Teachers: Helping you to survive and thrive in the classroom" (NSTU, 2012). This document was essentially a re-vamped version of the previous handbook, with some updated sections; a new Professional Development Workshops Specifically Designed for New Teachers, and a new member portal on the NSTU website. It is important to note that the NSTU supported new and beginning teachers directly either through their local union branch, their teacher training institution (university) or their school, and superintendents and principals are members of the NSTU alongside teachers. The NSTU does not promote its new and beginning teacher support at school district level.

## School Board Level Support

### Annapolis Valley

Annapolis Valley Regional School Board offered new and beginning teachers a New Teacher Support Program (NTSP) (AVRSB, 2009). The program includes a "variety of opportunities for professional growth and support"(AVRSB, 2009, p. 1), amongst which are New Teacher Orientation days held in August of each year, and coaching of classroom practice and support with at least two yearly classroom observations (p.2). In the 2011/2012 Educational Business Plan (AVRSB, 2011), priority 5 stated, "all resources teachers have access to mentoring/coaching, and all new resource teachers participate in a Resource Development Program" and "all teachers in their first and second year participate in the New Teacher Support program" (p. 13). The Annapolis Valley Regional School Board also provides an Employee orientation (AVRSB, 2005a, 2005b), detailing the terms and conditions of employment, performance expectations, and other relevant information.

### Chignecto-Central

In their Strategic Plan for September 2010 to June 2013 (CRSB, 2010) the Cignecto-Central Regional School Board (CCRSB) stated, "By June 2011, all new teachers in CCRSB will be paired with a mentor. By June 2013, all teachers in CCRSB will have access to a mentor" (CRSB, 2010, p. 4), and concluded that the CCRSB 2010 Mentor Program Framework would be completed and implemented in the 2010/2011 school year. In addition, the Strategic Plan outlined all Department of Education funding directed to mentors would be allocated to expand mentoring in CCRSB (CRSB, 2010). Mentoring was in the CSCRSB budget as "one-time" only funding. For the 2010-2011 budget year, the allocation was $375,000 (CRSB, 2010, p. 4).

### Halifax

The general fund business plan and budget proposal for 2008/09 (HRSB, 2008) described how an improved teacher induction program was implemented in co-operation with the NSTU. An orientation package was implemented with new employees receiving a folder "containing relevant information and links to extensive online information" (p. 13). The general fund business plan and budget 2009/10 included a description of the new improvements and detailed them as an orientation session with a survey to participants for their feedback of their experience and suggestions for improvement. Senior Board staff participated in the opening day of the Teacher Induction Program, with logistical improvements being made from previous years. All schools were asked to pair up new teachers with experienced teachers, there were 56 teachers enrolled in the program and an HR staff member was identified as resource/liaison (HRSB, 2010).

### Straight

In the school district's Educational Business Plan 2011/2012 it was outlined that mentor services were provided for schools to promote literacy, numeracy and French Second Language literacy (SRSB, 2011). In addition, the Educational Business Plan described how it would provide mentorships and networking opportunities to encourage female teachers to aspire to school principal positions (SRSB, 2011). It was recognized in this document that no employee orientation manual existed, therefore targets were set for the development and introduction of an Employee Orientation Manual, due to be achieved for the reporting year 2012/2013 (SRSB, 2011).

### Tri-County

Using their policy document No. 601, Hiring of Staff (TCRSB, 1999), the Tri-County Regional School Board described the requirement for the superintendent of schools or designate to develop, "or cause to be provided, an orientation program which shall be given to each new employee prior to or at the beginning of that employee's service with the new school system" (TCRSB, 1999, p. 3). This document was dated to be effective from 1999 and was revised in 2003. No further details could be established as to the content of the orientation program from documents identified.

## NUNAVUT

In Canada's northernmost territory of Nunavut, schools have been separated into five different regions, with each region having a regional executive. The Nunavut Teachers' Association (NTA) is the organization that oversees all teacher and administrative matters of education (Nunavut Teachers' Association, 2012a). The NTA in partnership with the Department of Education established the Nunavut Professional Improvement Committee (NPIC), which offers teachers to improve their skills and address their needs in conjunction with fulfilling the necessary professional development requirements for maintaining teacher certification in the territory (Nunavut Teachers' Association, 2012a). One NTA member holds the position of overseeing teacher induction within the province (Nunavut Professional Improvement Committee, 2009).

According to the NTA and NPIC website, all teachers were entitled to apply for short-term assistance to complete non-credit certificate, distance, and university courses (Nunavut Teachers' Association, 2012b). As well, NTA members were entitled to five professional development days per academic year. Each school in Nunavut not only has a representative for the NTA, but also has a liaison for professional improvement. The NPIC offered a professional development resource book, which contained information regarding the background of the program, information on activities that were eligible as support from NPIC, school-based improvement, particular types of programs for improvement and the requirements for the forms of improvement (Nunavut Teachers' Association, 2012b). While the liaison was the primary contact for professional improvement for a particular school and given the remote locations, they worked with the program coordinators of NPIC to fulfill the needs of the NTA members. These core members of NPIC each have a different responsibility: Professional Improvement Coordinator; Executive Assistant and Professional Development Administrator; Professional Development Officer, the Bilingual Coordinator of Member Services, and the Coordinator of Teacher Induction and Mentoring. According to the Coordinator of Teacher Induction and Mentoring within the NPIC core group, there were impending changes coming to the supports given to new teachers within Nunavut (Nunavut Teachers' Association, 2012a).

### School Board Support

All professional development is left to the NPIC and the NTA. The school boards did not have a website and therefore, no documents were found.

## ONTARIO

The Ontario Ministry of Education recently established the New Teacher Induction Program (NTIP) in an attempt to support the growth and professional development of new teachers (Ontario Ministry of Education, 2010). NTIP replaced the Ontario Teacher Qualifying Test (OTQT), a pencil and paper certification test designed to ensure the quality of newly-qualified teachers, widely criticized as an invalid way to evaluate the preparedness of teacher candidates for certification due to its inability to measure the complexities of teaching (Barrett et al., 2009). In response to such concerns, the Ministry announced a unique professional support program for new teachers in 2005–2006. NTIP is a mandatory program offered to all new teachers certified by the Ontario College of Teachers (OCT) who have been hired into permanent positions.

Funded by the Ministry of Education, this province-wide initiative was designed as one step in a continuum of professional learning for teachers. The NTIP required that all Ontario publicly funded school boards offer the NTIP to their beginning teachers (Ontario Ministry of Education, 2010). It provides a year of professional support that will support increased success as teachers in Ontario and help achieve high levels of student performance in schools. Long-term occasional (LTO) teachers in their first long-term assignment of 97 or more consecutive school days as a substitute for the same teacher must also be included in the Induction elements of NTIP. Furthermore, recognizing the feedback from educational partners, the program was amended in 2010 allowing boards to use their NTIP funding to offer supports to second-year teachers: "this expansion will assist those teachers who may want more than one year of support to gain further proficiency in their role; not all second-year teachers may wish or need to take part in another year of supports" (Ontario Ministry of Education, 2010, p. 9).

The program consists of (a) orientation for all new teachers to the school and school board, (b) mentoring for new teachers by experienced teachers, and (c) professional development and training in major policies and strategies of the ministry, classroom management, communication skills, and instructional approaches (Ontario Ministry Education, 2010). In conjunction with the orientation, mentoring, and professional development and training elements of the NTIP, the performance appraisal process for new teachers has been designed to support and promote the continued growth and development of new teachers. However, while the NTIP includes teacher performance appraisal by the principal, the mentoring process is a non-evaluative process, and is distinct and separate from the teacher performance appraisal.

The mentor provides ongoing support to enable the new teacher to improve his or her skills and confidence through participation in an effective professional, confidential relationship (Ontario Ministry of Education, 2010). The relationship is envisioned as a supportive one, based on trust and confidentiality, with the mentor acting as a role model, coach, and advisor to the new teacher, sharing his or her experience and knowledge about teaching on an ongoing basis. Components of mentoring are appropriate to the needs of the teachers, such as classroom observation, common planning time, professional dialogue with colleagues/mentors, online conferencing, in-service sessions, and shared professional development for new teachers and mentors. The mentor and the new teacher determine the new teacher's needs and complete the Individual NTIP Strategy Form, which is revised throughout the year as needs change. The onus is on school principals to ensure that there is an effective professional mentoring relationship by providing adequate release time.

Although the NTIP is a recent initiative, several studies and evaluations have been conducted to examine the program (Barrett et al., 2009; Glassford & Salinitri, 2007; Kane, 2010; OCT, 2011;

Salinitri, Howitt, & Donohoo, 2007). In Kane's evaluation (2010), mentoring emerged as the most influential component of the NTIP in terms of both the new teachers' experience and perceived impact on professional practice. Kane highlighted, "at the most basic of levels, having an assigned mentor provides the new teacher with an identified person whom they can contact regarding questions and challenges they may encounter on day to day basis" (p. 5). As Glassford and Salinitri (2007) argued, high-quality mentoring within a properly-funded and permanent new-teacher induction program does offer the promise of more effective teaching and higher levels of student achievement. However, they believed that Ontario's NTIP policy was not all the way there yet. Similarly, Barrett et al. (2009) noted that it was crucial to examine whether or not the stated aims of such a program were actually reflected in the procedures associated with the program as often policies are developed at the government level instigate unexpected consequences within schools.

# PRINCE EDWARD ISLAND

The collection of information on the new teacher induction practices for the province of Prince Edward Island produced limited results. There was no mention of the requirement for support for new and beginning teachers', specific policy, or procedures in regards to new teacher support on the Prince Edward Island Teachers' Federation (PEITF) website.

The Prince Edward Island Department of Education and Early Childhood Development website (www.edu.pe.ca), contains the annual report for the school years 2010-2011 (Prince Edward Island Department of Education and Early Childhood Development, 2012). This document included several areas, comprising budgets, physical structure changes, and new programs offered to students, etc. Also enclosed in the document was a section on Professional Development/School Development. For the fiscal year 2010-2011, the total for both professional development and school development were $399, 901 (Prince Edward Island Department of Education and Early Childhood Development, 2012, p. 83). Interestingly, the Beginning Teacher Induction Program was described as being jointly and successfully offered in this year [2012] by the school boards, the University of PEI, *and* the PEITF, even though mention of this was not seen on the PEITF website. The program was extended to include not only teachers in their first year, but to include teachers who are in a contract for a minimum of six months (Prince Edward Island Department of Education and Early Childhood Development, 2012). The document also indicated that a package would be provided to teachers for ongoing help alongside the provision of workshops throughout the year. The annual report stated that the package had been positively received by stakeholders (Prince Edward Island Department of Education and Early Childhood Development, 2012). The report described the inclusion of mentorship in the BTIP, however no detailed information of such provision could be established from our search and analysis.

## School Board Support

As highlighted above, the school board search that included the Eastern School District and the Western School Board did not yield any results.

# QUEBEC

## Department of Education

Some documentation was found from searching the Department website that was concerned with new teachers, teacher induction and mentoring. The documents were somewhat dated and therefore it was difficult to conclude whether they remain current practice in the province. An overview of each of the documents is given below.

The first document is a report that was prepared by the Ministère de L'Éducation du Québec for the Organisation for Economic Co-operation and Development (OECD) in 2003 (Government of Quebec, 2003). The report describes the undertaking of a survey of the process of reform completed by the Ministry during the 1990's including all aspects of teaching in Quebec including teacher education, the content and duration of initial teacher training, program accreditation, recruitment, work organization, professional development, and the responsibilities of school teams and teamwork. Specific mention was made with regard to teacher induction and mentoring (Government of Quebec, 2003, p. 86);

> The CSQ proposed the following specific changes to the professional induction mechanism:
>
> - Teachers providing support should be volunteers and not be in positions of authority over the novice teachers they are mentoring in the induction process. They should not participate in the evaluation of the novice teachers, otherwise the
> - Mentoring mechanism and relationship would be compromised. The work of the coaching teachers should be recognized and compensated. Training programs should be developed by universities to assist mentors, and training sessions could be held within the schools or school boards.
> - Mentoring should be available for all novice teachers as well as for those experiencing difficulties.
> - Other measures should be taken to break teacher isolation, favour a feeling of belonging and encourage them to share their experiences, such as annual conferences or periodic meetings.

On May 4th 2007, 135 people came together under the organization of the Carrefour national de l'insertion professionnelle en enseignement (CNIPE) in a regional meeting to discuss the issue of integrating new teachers into schools (Government of Quebec, 2007). The meeting offered four workshops to enable participants to reflect upon the issue, and devised a series of actions to be implemented in respective schools. In particular, their task was to "come up with a common definition of teacher induction, the difficulties encountered, and means of action to facilitate the process" (Government of Quebec, 2007, p. 1).

Two years later, a meeting organized by CNIPE with over 450 participants from the education community took place on April 1st and May 1st 2009 (Lepine, 2009c). The theme of the conference was *By Highlighting Our Actions, We Give Momentum to Our Profession,* and aimed to show case best practice with regard to integrating new teachers into the profession. Emphasis was placed upon the notion of building bridges between universities and school boards with the suggestion that "universities could take on a mandate of monitoring new teacher induction and make it part of the programs" (Lepine, 2009c, p. 2).

Further discussions that built on the 2009 conference on teacher induction highlighted one Quebec district school board's specific focus on the needs of recently arrived immigrant teachers (Lepine, 2009b). The Commission scolaire de Laval (district school board) described how it had been developing a number of tools for many years to support new immigrant teachers, these included a starter kit, teacher mentoring or personalized support and guidance, and a program of four half-day training sessions designed to support teachers who immigrated to Quebec less than three years previously.

A further contribution to the conference of 2009 from the Commission scolaire des Patriotes focused on the role of mentoring (Lepine, 2009a). The aim of the program was stated as "allow new teachers to develop autonomy, responsibility and a professional identity in a climate of mutual assistance in order to encourage them to stay in the profession " (Lepine, 2009a, p. 2). Each pair of mentors and protégés were allocated funding based upon individual needs,

> Thus, depending on their requests, the school administrator could release the mentor and the new teachers from their tasks so that they could meet, so that one could sit in on the others class to observe, or so that they could obtain materials for the benefit of the novice teacher. (Lepine, 2009a, p. 2)

An article in this 2003 magazine (distributed to teachers in English public schools in Quebec) highlighted a teacher induction program at the Commission scolaire de Laval (Government of Quebec, February 12, 1999). Lorraine Lamoureux (the program leader) emphasized the value of the induction program, "young teachers who are starting their careers off on the right foot will become precious resources for schools" (p. 5). Lamoureux also described how the program included a resource kit, mentoring, a personalized support service, thematic workshops held throughout the year, and an internet-based support group.

A document was produced in March 2009 (Government of Quebec, March, 2009) by the Advisory Board on English Education for the Minister of Education in Quebec and was intended to respond to "the preoccupation that the English-language schools of Quebec need even more good teachers and principals who, in turn, need more appropriate preparation and more support so that they do not leave the profession but continue to develop within it" (p. 7). The document considers teacher attrition (p. 23) and provides statistical data for the situation in Quebec, however the data used dates from 2003. The document also outlined new teacher induction programs offered to date in Quebec. Drawing on a statement from COPFPE (reference given on bottom of page 24) that "reform will not be complete and will not produce all the expected results, unless a procedure is established for induction into the teaching profession that is adapted into the characteristics of beginning teachers, their students and the schools in which they teach" (p. 24). The document explained how "since the probationary system for teachers in Quebec ended in 1998, teacher induction has become the responsibility of the school boards. Initially the Ministiere provided funding for the induction, but this is no longer the case" (p. 25). Some examples of individual school boards induction programs were briefly highlighted.

The document also examined the role of mentoring and highlighted eight recommendations: that MELS provide money to be dedicated to organized mentoring activities; that MELS, school boards, and universities collaborate to develop organized mentoring programs based on the available research and tailored to suit local needs; that mentoring should be a required activity for all first-year teachers and an option for all second-year teachers; that school boards and school develop strategies to train mentors; that an administrator or in-school committee assign mentors to new teachers as an initial step, and that new teachers later choose their own mentors; that mentors be

given release time to receive training and to meet mentees; that when there are not enough active teachers to serve as mentors, school boards hire local retired teachers on a part-time basis to support new teachers; and that existing projects to train mentors be networked and supported by MELS funding, in order to deliver mentoring programs effectively and efficiently.

The new teacher induction offered by Commission scolaire des Patriotes, implemented in approximately 2004 promised to "help beginning teachers get off to a good start in their new profession" (Lepine, 2009a, p. 1). The program offered eight training workshops that were focused on classroom management, evaluation, differentiation, and parent-teacher relationships. Also offered was a mentoring program where the aim was to help new teachers achieve autonomy, responsibility, and professional identity and to encourage them to stay in the profession. Of note was how the implementers of the program believe it worked so well due to the commitment of all stakeholders involved in the program "we went everywhere to make it happen" (p. 2).

## Quebec Provincial Association of Teachers (QPAT)

Produced by the Quebec Provincial Association of Teachers (QPAT) in 2010, this document is a handbook for new teachers in the province of Quebec (QPAT, November, 2010). The aim of the document is "help any teacher who is new to the teaching profession in Quebec" (p. 4). The content includes an outline of the role of QPAT, teacher's rights and responsibilities (including contract, workload, seniority and recognized experience, and teacher certification, illness, special leaves, parental right, insurance, pension), getting started (including know your classroom, substitution, professionalism and communication, discipline, communicating with parents, wellness), resources for teachers (including the local union directory).

In addition to the handbook, as part of the support for new teachers to Quebec, QPAT's has formed a New Teachers Committee (QPAT, 2011), with responsibility for producing appropriate information for new teachers, and working with local unions to develop and implement teacher induction programs including both professional career issues and union involvement.

## School Board Level

### Central Quebec School Board (CQSB)
The CQSB report for 2010-2011 to CQSB stakeholders highlights how the CQSB "had a particularly complete teacher induction program" (CQSB, February, 2012, p. 15). The document explained how new teachers "partake in a dynamic, interactive week-long training which includes teacher accountability, evaluation frameworks, using IT, building a learning community, classroom management, etc., Human Resources, Educational Services and school principals are active in training new teachers" (p. 15).

### Eastern Shores School Board (ESSB)
The ESSB strategic plan for 2008-2011 included a specific goal with regard to teacher retention through the implementation of teacher induction and mentoring, "a mentoring system will provide support for new teachers and administrators" (ESSB, 2008, p. 26). The plan outlined a target of 10% improvement rate in retention and identifies the main leaders, actors, and partners who are responsible for implementation. The plan described the means and actions of implementation as:

- Investigating mentoring systems in pace in other school boards across the province

- Providing an induction workshop(s) for all new staff in August or early September every year
- Consulting with principals and teachers regarding existing support measures, sharing best practices on website
- Selecting appropriate procedures for our context(s)
- Holding in-service on mentoring models, options and procedures
- Having schools articulate and implement their plans
- Offering relevant in-service at all ESMC meetings

### *Eastern Townships School Board (ETSB)*

The strategic plan for the ETSB for 2008 to 2013 highlighted objectives, targets, and indicators or means for two orientations. These two orientations were subsequently further detailed and fully realized with the publication of the 2013-2018 plan following a "much more extensive consultation" (ETSB, June, 2010). Orientation 2, Goal 1 was given as "Support the continued professional development of our personnel and provide coaching and mentoring to administrators and teachers" (p 38). Though there are no further details of any mentoring program on the ETSB website, Orientation 2, Goal 1 revealed some provision for mentoring in the school board, however it appeared to be aimed at the general teaching population rather than specifically at new and beginning teachers.

### *English Montreal School Board (EMSB)*

The strategic plan of the EMSB for 2009-2014 detailed a strategy "to foster a culture of continual professional development," and a strategy to "establish measures which facilitate the integration of new personnel" (EMSB, 2009, p. 21). A further strategy was set to increase the number of mentoring and induction sessions, with the results being measured as an increase in the number of mentoring and indication sessions. No further evidence was seen of the format of the mentoring provision mentioned in the strategic plan.

### *Lester B. Pearson School Board (LBPSB)*

Once again, evidence of provision for new and beginning teachers was drawn from this school board's strategic plan. The strategic plan for 2006-2009 for the LBPSB detailed the following goals, "to provide orientation, mentoring and professional improvement for all new teachers" (LBPSB, 2010). In addition the LBPSB and Pearson Teachers Union (PTU) joined forces to provide a comprehensive Induction Program for all new teachers, two-day workshops in August prior to the beginning of school, additional workshops throughout the year, and on-site mentoring programs. New teachers each received four free professional development books related to the workshops and mentoring programs. In addition to workshops offered by the LBPSB/PTU New Teachers Committee, support was given to new teachers on a continuing basis, at the school level, through On-Site Mentoring Programs, the first having been established in the 2004-2005 school year.

1. The initiative has been expanded over the past five years, the goal is to have mentoring programs in all of the sectors of the LBPSB
2. The school year 2008-2009 saw mentoring programs continue in all twelve high schools as well as the alternative network. There are, as well, programs in nine elementary schools and work has begun in the centers of the Adult Education and Vocational Training Sector.

Building upon the strategic plan of 2006-2009, the strategic plan for 2010 to 2015 for the LBPSB stated,

> …although professional development funding has been reduced, both the Educational Services Department and the Student Services Department have ensured that the Professional Development plans and spending are in-line with the 4 strategic directions. The four unions and three associations have also been very supportive of this initiative. Initial feedback indicates that this more targeted professional development is yielding results and this strategy will be maintained (LBPSB, 2011, p. 12).

Though the strategic plan for 2010 to 2015 does not expand on the specific strategies for new and beginning teachers described in the 2006 to 2009 plan, the financial commitment for the professional development of teachers (including new and beginning teachers) remained a priority strategy.

### *New Frontiers School Board (NFSB)*

The annual report for 2010 to 2011 included the statement "In 2010-2011 the Teacher Induction and Mentoring Experience (TIME) program was re-established to support new and nearly new teachers in our Board. There were quarterly workshops and networking sessions organized" (NFSB, n.d., p. 17). The board outlined "supporting professional development board-wide is an ongoing effort in order to reach the targets within our Strategic Plan for Success" (p. 17). No other details regarding the content of the TIME program was revealed in the boards website.

# SASKATCHEWAN

## Saskatchewan Teachers Federation

The Saskatchewan Teachers Federation (STF) is a professional organization representing over 12,000 teachers in publically funded schools in the province (STF, 2009). The STF offers a number of resources for new teachers including: a handbook for new teachers, a handbook for administrators, a new teacher conference, targeted resources, professional growth partnerships, and an induction ceremony (STF, September, 2009b).

The beginning teacher conferences are held annually in both Regina and Saskatoon (STF, 2009). Examples of typical sessions are given as: teacher professionalism; classroom management; adaptive dimension and differentiated instruction; assessment and evaluation – Q & A session; developing social justice literacy; financial fitness: Getting started; infusion of First Nations, Metis, and Inuit content, perspectives and ways of knowing; multi-graded teaching; Services Disponibles en François; starting out right; Stewart Resources Centre; and, supporting EAL students in your classroom.

The STF handbook for beginning teachers is a 165-page resource for beginning teachers in Saskatchewan (STF, September, 2009b). The content of the document included an introduction, what orientation might look like, how to maintain a balance, managing a classroom, establishing professional relationships, examining practice, diversity, home contact, being a professional, refection, FAQ's, and resources. The document highlighted how new teachers may be involved in mentorship and argued, "mentorship is increasingly acknowledged as a critical piece in any beginning teacher induction…totally divorced from any supervision/evaluation aspect, mentors serve various roles" (STF, September, 2009b, p. 47). The document described the advantages for students, new teachers (protégés), experienced teachers (mentors), administrators, and the organization.

## The Role of Administrators/Principals

Creating a supportive environment, an administrator's handbook for working with beginning teachers (STF, September, 2009a), was a 95 page document was produced by the STF to assist administrators to support new teachers in Saskatchewan English public schools. Content included a preamble, a calendar, understanding the beginning teacher (including brief case studies), effective induction, mentorship, supporting the beginning teacher's professionalism, wellness, the beginning teacher and the administrator, classroom management, and resources.

Focus was given to what makes an effective induction program for new teachers, including the principal's role within the induction process (STF, September, 2009a). The document advised administrators to pay attention to; communication, relationship building, being open about 'unwritten expectations,' school culture, regularity of meetings, promoting healthy and collegial workplaces, and highlighting the code of ethics. Specific responsibilities of the principal included, the recruitment of mentors, matching mentors and beginning teachers, the training of mentors, monitoring the mentorship process, and provision of resources to support the schools mentoring program.

## Saskatchewan School Divisions

In addition to the resources provided to new and beginning teachers through the STF, evidence was seen of provision to support teacher induction and mentoring within some school divisions in Saskatchewan.

### *Light of Christ Catholic School District*

The Light of Christ Catholic School Division provided the Teacher Enhancement and Mentoring Program (TEAM) for all teachers including those new to teaching and or the province (LCCSD, June, 2011) . A brief overview of the content of TEAM was included in the division's Teacher Supervision/Evaluation/Mentorship Policy which stated that a "mentor will also be assigned to assist new teachers by providing information and offering support at a personal and professional level" and outlined;

> 2.1.    All teachers new to the profession will participate in the TEAM program during their first year of teaching. New members to the Division with five (5) years of teaching experience or less will also participate. Teachers on a Replacement Contract will participate in the TEAM program. The program is optional for teachers who are new to the Division but have more than five (5) years teaching experience.

> 2.2.    In this program, support will be provided by curriculum leaders to assist new teachers to better understand the expectations of their role as a teacher in the Light of Christ RCSSD. (LCCSD, June, 2011, p. 6)

The remainder of the document concentrates on the supervision and evaluation undertaken of teachers within the Light of Christ RCSSD.

### *Christ the Teacher Catholic Schools School Division*

A search of the website for Christ the Teacher Catholic Schools School Division revealed a mentorship program offered for all teachers who were new to the Christ the Teacher Catholic Schools. The program was outlined in a document (Cochrane, 2011), which began with a mission and goals of the mentoring program, and roles and responsibilities of the mentor, the beginning teacher, and the principal are defined. In particular, the principal was described as being responsible for: providing support for both the mentor and the new person; assist the new person with curriculum, programming, mission, vision, and expectations, etc.; providing basic information to the new person such topics as job expectations, supervision and evaluation, relevant schools policies, relevant school procedures, and staff handbook; communicating to all the purpose of the mentoring program; matching the mentor with the new employee; undertaking overall responsibility for staff induction and orientation; providing support to the mentorship pairs ; providing feedback to the division regarding effectiveness of the mentoring program; selecting experienced staff to be mentors within the division's program.

The Christ the Teacher Catholic Schools School Division's mentorship program included resources that could be used within mentoring, for example, a Teacher Mentorship Program Evaluation, a New Teacher Questionnaire that can be used to gain knowledge of the new teacher to be shared with colleagues, and a Mentor – New Teacher Month-By-Month Guide (Cochrane, 2011).

### *Lloydminster Public School Division*

The Lloydminster Public School Division provided beginning teachers to the division with orientation events of one full day session in August (optional), one full day in September, and two

additional half day sessions and an after school session (Lloydminster Public School Division, 2012). Typical topics that were covered in the orientation days include: classroom environment; assessment for learning; assessment of leaning; differentiated instruction; personal and professional growth plan; and, curriculum unwrapping (Lloydminster Public School Division, 2012). In addition, beginning teachers were offered a program that includes: coaching support; classroom environment support; in-school mentors; resources; and differentiated support, through a growth-orientated teacher supervision model, reflective dialogue meetings, and differentiated sessions based on grade level needs.

As part of the support program, beginning teachers were provided with a new teacher handbook (LPSD, 2011). This 12-page document provided beginning teachers with a list of resources; however, specific mention of mentoring provision was not seen in the document.

### North West School Division

The North West School Division showed a commitment to collaborative sharing and inquiry through formation of Professional Learning Communities (PLCs) in the division (NSD, August, 2011). The division explained that PLCs were just "one tool among a larger continuum of supports for professional Development" (p. 9), including a mentorship program. No additional reference to the mentoring program was found in the division's website.

### Prairie Valley School Division

The provision for beginning and new teachers in the Prairie Valley School Division was outlined on the division's website in a document called Supervision and Evaluation for Teachers (PVSD, 2010). The document contained identical reference to a Teacher Enhancement and Mentorship (TEAM) mentoring program seen in documents of the Light of Christ Catholic School Division (PVSD, n.d.).

### Regina School Division

The website of Regina School Division described using 'Professional Growth Strands as part of a 'continuum' of professional development for its teachers, including new and beginning teachers (RPSB, 2012b). As part of the growth continuum, the use of mentoring was outlined, however it appeared that this was aimed at all teachers, as shown in Table 2.

*Table 2.*

| Indicator | Not Evident | Emerging | Developing | Integrating | Innovating |
|---|---|---|---|---|---|
| **Peer Coach/Mentor** | Prefers to work alone | Knowledge of and minimal involvement in peer coaching process | Regularly involved in peer coaching | Regularly visits classrooms of colleagues | Accepts and encourages visits to classroom by other instructors |

The division offered specific content aimed at new and beginning teachers via an online course (RPSB, 2012c), and under a section of the website called "professional involvement" (RPSB, 2012a, p. 1), collaboration with colleagues was described in a list of activities that support effective teaching practice, which also outlined that an effective teacher "seeks to be involved in peer coaching or mentoring relationships" (p. 1).

### Saskatchewan Rivers School Division

A policy document that outlined the School Division policy for supporting professional practice (Teachers, in-school administrators, consultants) stated that the Board of education believed professional growth is an individual's professional responsibility that is enhanced when supported by colleagues; and, professional growth is most significant when fostered in a trusting environment (SRSD, 2005).

The division also considered administrative procedures on its website, stating that among other strategies, educators may choose from the following to pursue achievement of their professional growth; peer coaching, mentoring, administrative coaching, professional portfolio development, professional reading, conferences, and university classes (SRSD, 2005).

### Sun West School Division

A 225 page document called the *Teacher Professional Practice Handbook* presented a framework for teacher professional practice that "provides a structure for teachers to plan their individual professional growth" (SWSD, 2012, p. 5). The framework outlined how the supervisory process would "help teachers to focus on strengths, and address areas for improvement in a supportive and trusting environment" (p. 5). In section 3 (p. 3) the "professional growth model was described, and mentoring was included under the heading of "supervision," suggesting that the mentoring being used in this framework could be strongly linked with the supervision and evaluation process.

### Prairie Spirit School Division/Prairie Spirit Teachers Association

A summary information sheet prepared for new teachers to the Prairie Spirit School Division dated July 2010 (PSTA, October, 2012) included a brief explanation of how new teachers became members of the Prairie Spirit Teachers Association and Saskatchewan Teachers Federation. The website (www.spiritsd.ca) summary included advice and encouragement for beginning teachers to create themselves a file called "professional work life." Information about the beginning teachers conference held annually in Regina and Saskatoon was also provided. New teachers to the Saskatchewan Teacher Federation were encouraged to use the website for additional resources.

# YUKON

## Yukon Department for Education

The Department for Education has produced a number of resources to support new and beginning teachers to the province including a *Handbook for Yukon Teachers* dated August 2011 (Yukon Education, 2011), which mentions New Teacher Orientation and Mentoring of teachers through collaboration with the Yukon Teachers Association (YTA). The new teacher orientation is described as an annual three-day event that is dedicated to helping new teachers to learn about "YFN culture, history, and language" (Yukon Education, 2011). This event provides newly hired teachers with "an introduction to Yukon First Nations culture and languages and helps set the tone for the upcoming year in terms of teachers developing strong, lasting and meaningful relationships with the First Nation community in which they teach" (p. 45).

The Yukon Department for Education strategic plan dated March 2011. In Goal 1, Objective 2, Strategy 4, (Human Resources Initiative) intended to "establish an in-school administrator mentorship program that would identify, recruit and offer training to teachers and identify principals who can be mentors" (Yukon Department of Education, 2011, p. 10). In addition, in goal 1, Objective 2, Strategy 4, the Learning Communities Initiative, it was mentioned that "The segment of annual orientations for newly hired staff related to First Nations topics should be expanded (p. 12) and "the department and YTA should continue the mentorship program and make it accessible to educators with all levels of experience" (p. 12). In Goal 2, Objective 1, Strategy number 2, the Women and Apprenticeship initiative, it was detailed that "Aboriginal trades people should be used as role models, mentors and trainers in the communities and schools" (p. 17).

The Department for Education also produced a handbook specifically for prospective teachers to the Yukon (Yukon Education, 2011). Information was given about the educational system in the Yukon, including the structure and management of the schools. In addition, information was provided that details the main teaching responsibilities, an outline of the Yukon curriculum, and information about the communities in Yukon and its First Nations peoples.

## Yukon Teachers Association

The Yukon Teachers Association (YTA) was responsible for implementing the Yukon's mentorship Program for Beginning Teachers in collaboration with the Department for Education (DoE) (Yukon Teachers' Association, 2012). The mentoring program was intended to help new teachers through collaboration with more experienced teachers in order to provide support throughout the school year. The program "gives priority to communities with high staff turnover, recognizing the difficulties sometimes involved in transition to these communities and the often overwhelming expectations placed on new teachers" (Yukon Education, 2011, p. 46). The program participants met 2-3 times per year as a group to share expertise. In addition, new teacher/experienced teacher pairs met quarterly. The new teacher observes the experienced teacher working in a classroom twice per year for half a day with the remainder of the day left for collaborative meeting, the alternate two whole day meetings were for the experienced teacher to observe the new teacher teaching, with the other half of the day for collaborative work (Yukon Education, 2011).

The YTA website provided an outline of the mentorship program (Yukon Teachers' Association, 2012) that briefly described the content of the YTA mentorship program, with the webpage targeted at the mentors rather than the mentees. Features of the mentoring program were given

as: matching an experienced teacher with a protégé teacher who has less than three years experience teaching; the mentor being in contact with their protégé at least once per week via email, telephone or in person, the sharing of concerns, questions, teaching strategies and ideas within the mentorship pair, the keeping of logs of all the interactions between mentor and protégé, the encouragement of visits to the protégés classroom and have the protégé visit the mentors classroom, and the expectation to attend three workshops over the course of the school year.

The Yukon Teachers Association also produced a document that provided greater detail of the Yukon Mentorship Program for New Teachers (Yukon Teachers' Association, n.d.). In this document the program was described as a "joint venture" between the Yukon Department of Education and the Yukon Teachers' Association (p. 2). It was seen as a "formal partnership involving the mentor-teacher, the protégé, the school administration and the Steering Committee" and it had three main functions, to be "professional", "instructional", and "personal and emotional" (p. 3). The document also outlined the role of the mentor as being based upon a number of understandings:

- Mentors continue to teach while serving as a mentor
- Mentors understand the typical needs and challenges of the beginning teacher
- Mentors prepare themselves to be especially helpful in areas known to be difficult for novice teachers
- Mentors make the accumulated wisdom of experienced teachers accessible to the beginning teachers
- Mentors prepare themselves for effective one-to-one consultation with individual teachers
- Mentors develop a variety of strategies to assist the beginning teacher
- Mentors develop strategies for giving acceptance and support for the beginning teacher within the school

In addition, the document detailed how the mentorship program and relationships involved planning and mutual agreement based upon four main areas, evaluation criteria of the district and the teaching quality standard descriptors for interim certification, needs assessments for protégés and mentors, overarching major issues, and school and district yearly milestones. (Yukon Teachers' Association, n.d., pp. 10,11).

## Role of the School Administrator

In addition to providing information about the new teacher mentorship program for mentors and protégés, the expectation upon the Yukon school administrators were given, stating; "the role of the school administrator is key in developing a mentorship program. The school principal is in a position to assign and approve mentor and protégé teams based on the strengths and needs of the school staff" (Yukon Teachers' Association, n.d., p. 9). The role of the administrator is seen to be one of facilitation: principals should base mentorship programs on the needs of the staff; principals should see that the potential mentors and protégés are informed about the process and the program; principals should approve mentorship teams early in the school year or at the end of the current year for next year; principals should facilitate the use of time and resources for the mentorship program (p. 9).

# SUMMARY OF THE FINDINGS

Overall, the pan-Canadian landscape for new and beginning teacher induction practices and mentoring is varied and multi-layered. This study has revealed policy-mandated government-funded programs; programs offered by provincial teacher associations, federations, or unions; hybrid programs based upon cooperation between the provincial and territorial governments, teacher associations, universities, First Nations or local communities; and, decentralized models maintained by local school boards/divisions. Such variety of provision is attributed to the lack of a federal bureau of education and provincial/territorial responsibility for education in Canada.

A summary of the research findings according to the levels of support for teacher induction and mentoring in Canadian provinces is outlined in Table 3. The table illustrates support found at provincially mandated level, provincial teacher association level, hybrid support between multiple levels, and decentralized support at the school district level. The table presents the findings by name of the province or territory, and a key outlines the acronyms adopted to portray individual types of support.

*Table 3. Pan-Canadian Provision of Teacher Induction and Mentoring Programs*

| Provincial mandated /Ministry level support | Provincial Teacher Association/federations/union level support | Hybrid programs | Decentralized programs (school district level support) |
|---|---|---|---|
| NWT (IM, A) | New Brunswick (IM) | Alberta (IM, A) | Alberta (9/58) |
| Ontario (IM, A) | Nova Scotia (IM) | British Columbia (TI) | BC (29/60) |
| | Saskatchewan (IM, A) | Manitoba (TI) | Manitoba (5/38) |
| | | NFLD (IM, A) | New Brunswick (2/9) |
| | | Nunavut (TI) | NFLD (2/4) |
| | | PEI (IM) | Nova Scotia (6/7) |
| | | Quebec (TI) | PEI (*1/2) |
| | | Yukon (IM, A) | Quebec (6/9) |
| | | | Saskatchewan (9/29) |

*Key:*
*(IM) Induction and mentoring support available*
*(TI) Teacher induction support only*
*(M) Mentoring program or support only*
*(A) Administrators' role identified according to support*

Table 4 further illustrates the findings of the decentralized pan-Canadian support for teacher induction and mentoring revealed through our search of publically available documents. Great variance in the support for new teachers for induction and mentoring was found in Canadian provinces, with multiple avenues of support existing. The first column on the left indicates the

province where decentralized supports were found in the provincial English speaking school divisions. The following columns denote the type of support found offered by individual district school boards. The types of support are described as mentoring and induction support, induction only support, mentoring only support, and if the role of the administrator was identified in the document. The numbers of individual school boards that are in accordance to each category are listed with totals at the bottom of each column. This table does not include information of provincial level support for new and beginning teachers.

*Table 4. Decentralized Supports*

| Province (Total no. of English speaking SD) | Induction and Mentoring support (No. of SD) | Induction only | Mentoring only | Administrator's role |
|---|---|---|---|---|
| **Alberta (9/58)** | 7 | 2 | 0 | 7 (3 as evaluator) |
| **BC (29/60)** | 6 | 3 | 7 | 0 |
| **Manitoba (5/38)** | 2 | 3 | 0 | 4 (all as evaluator) |
| **New Brunswick (2/9)** | 1 | 1 | 0 | 0 |
| **NFLD (2/4)** | 2 | 0 | 0 | 1 (as evaluator) |
| **Nova Scotia (6/7)** | 3 | 2 | 1 | 0 |
| **PEI (*1/2)** | *1 | 0 | 0 | 0 |
| **Quebec (6/9)** | 4 | 1 | 1 | 2 (undetermined role) |
| **Saskatchewan (9/29)** | 2 | 2 | 5 | 1 |
| *Total* | *28* | *14* | *14* | *15* |

*\* Indicates that the support found in PEI did not contain enough details to denote that induction or mentoring is a component although the collaborative nature of the online planning forum would suggest that these details might be a consideration.*

# CONCLUSIONS

## Canada's Geographic and Demographic Diversity

The organization and mandates of teacher induction programs in each jurisdiction in Canada vary. Our findings show that support in the form of either induction based programs and policies and/or mentoring related support exists in all Canadian provinces. Only two of the provinces address teacher induction and mentoring at a provincial level, while many of the provinces had support in these areas in a hybrid or collaborative manner. Furthermore, many of the provinces that address teacher induction support and mentoring at a teacher federation or hybrid level, also had some form of decentralized support at the school district level.

There was also variance within each province as to support offered at the school district level. A total of 69 school districts were identified as having documents relating to the areas of teacher induction or mentoring. Of these, 28 school districts identified some form of support with combined elements of induction and mentoring, while fourteen school districts were found for both categories of offering mentoring or induction support only. Of the 69, only 15 of the school districts identified the role of the principal within their documents, with at least 8 as being in an evaluative role. Although there were a total of 69 school districts with documents regarding policies and practices of induction and/or mentoring within their division and further with 28 as offering both induction and mentoring support, variance was seen in regards to the kind of support offered. For example, in Alberta, of the seven school districts with documents relating to support in the way of induction and mentoring, five of these school districts had programs, whereas the other two only offered additional supports (i.e., handouts for new teachers or teacher growth plans associated with teacher appraisals). Furthermore, as seen in many school districts, the documents supporting the classification of support may have been a policy statement or documents with greater details such as a handbook, program outline, or entire section of a website dedicated to these areas.

Furthermore demonstrating the variance at hybrid level, Alberta also offered support for new teacher induction and mentoring with great detail. Even those provinces that had a program at a hybrid level with identified elements of induction, mentoring, and the role of the administrator identified (i.e., Quebec), these provinces also had varied support at the school district level, with some districts only indicating mentoring and/or induction support. While these findings suggest that support may exist, the lack of publically available documents online makes it difficult to establish the exact nature of provision offered. Furthermore, the variance in the documents suggests a structure or emphasis of the school district in the area of teacher induction or mentoring, but might not be indicative of the full nature of support in the area. Further research into the exact form and structure of the supports is needed in order to indicate a more complete understanding of teacher inducting and mentoring practices on a pan-Canadian scale.

## The Role of Mentoring in Supporting Beginning Teachers

Programs that included mentoring as part of an overall teacher induction provision were seen in all provinces and territories. However, in five of the provinces and territories, mentoring programs existed that were not part of an overall induction provision, and in six of the provinces and territories, induction programs existed where mentoring was not part of the induction process. While mentoring was seen as a common element of many provisions in multiple provinces in Canada, some provinces (government, teacher federations, and school districts) offered documents with variable amounts of details regarding the exact mentoring process.

Evidence was found of mentoring programs, induction programs that excluded mentoring, and induction programs where mentoring was embedded.  Within mentoring programs further variance was found. For example, in British Columbia, one school district offered a mentoring program focused at personal well-being, professional growth and development. The handbook for this program focused on the retention of beginning teachers through provision of workshops, social events, and training. Contrastingly, the purpose of the formal mentoring program offered by the provincial teachers' association in Alberta, was described as being to "improve teaching and learning" (Alberta Teachers' Association, 2003, p. 4). These variances were found in each province and territory as some provinces, at government, teacher federations, and school district levels. There may be many reasons for the differences discovered in our examination, one explanation are the regional, social, and cultural differences within each province and territory, for example the emphasis on cultural adaptation was particularly evident in the Northwest Territories induction program.

Not only was inconsistency seen in the program details of provision for each province, our examination revealed differences in the theoretical arguments for the inclusion of mentoring within individual programs. For example, some programs cited empirical research, explaining how new and beginning teacher support with embedded mentoring can foster new teachers' confidence, enhance teaching practice, improve job satisfaction, and provide the support that new teachers require to remain in the profession (Hirsch, 2001; Ingersoll & Strong, 2011; Johnson, Berg, & Donaldson, 2005). Despite recognition of the value of mentoring relationships for new and beginning teachers, mentoring was not always included within programs of support for new and beginning teachers. In Manitoba, for example, where new and beginning teachers are supported at teacher federation level, it was suggested in the program handbook that mentoring is useful, although it was not included within the teachers' federation provision. Instead, teachers were directed to seek out mentoring at the school or school division level (Manitoba Teachers' Society, 2011).

We acknowledge the documents examined in this study may not be representative of the full range of mentoring possibilities available for new and beginning teachers in Canada. Therefore, the role of mentoring within teacher induction across Canada may be more widespread than this study has revealed, and should be further explored.

## The Role of the Administrator in Supporting Beginning Teachers

Although acknowledged as vital in creating a structure supportive of the induction process (Cherian & Daniel, 2008; Wood, 2005; Wynn et al., 2007), the role of the administrator was inconsistently and infrequently mentioned in the documents examined. Our study found that in some instances, the administrators' role and responsibilities were clearly defined; however this seemed to be the exception, with many documents concentrating instead on teacher and mentor roles. The role of a leader is seen to be crucial in supporting the implementation of a mentoring culture within an organization (Zachary, 2005), and the lack of publicly available information would seem particular relevant at school district level.

In the examination of documents, only one handbook or document was found specifically for administrators in working with new and beginning teachers. The handbook produced by the Saskatchewan Teachers' Federation contained information on how the administrator can support the new and beginning teachers (Saskatchewan Teachers' Federation, 2009). This comprehensive document included a theory-based rationale citing relevant academic literature. The document

provided the administrator with detailed, monthly considerations of how to best support new and beginning teachers through a comprehensive policy implementation process.

Newfoundland and Labrador produced information and guidance booklet for administrators, however, the document was not available publically, and was therefore outside of the search parameters of this study.

Our investigation found the role of the administrator was described in inconsistent detail, where identified at all. It was seen at provincially mandated level, teacher association/federations, or school district level, where there was sporadic evidence of the awareness of the administrator's role. For example, the Northwest Territories provided a dedicated to new teachers working in the province, and included a section under the roles and responsibilities contains a list of duties for the school administrator in the program. In contrast, Ontario listed very similar details in relation to the New Teacher Induction Program, with the emphasis on suggestions for role of the administrator rather than prescribed instructions.

Some of the provisions found in relation to new teachers included details about the administrator's role, but only in relation to evaluation. This mainly occurred at the decentralized level, where school districts would include individual administrative roles. In many cases, details provided regarding the role of the administrator were purely from an evaluative perspective toward new and beginning teachers' performance and competence (e.g., Beautiful Plains School Division, 2008; Mountain View School Division, 2011). In contrast, other documents identified the administrator's role as supportive (e.g., NSTU, 2012; STF, 2009; NLTA, 2007), with Northwest Territories specifically identifying the administrator's role within new and beginning teacher induction as being non-evaluative.

Given the empirical support for the importance of a leader's role in successful mentoring, there is the risk that a lack of information might be interpreted as a lack of mentoring provision, an important issue for new and beginning teachers undertaking job searches for their first teaching position. While it is assumed that administrators would have some level of involvement within new and beginning teacher induction provision, the irregularity of this study's findings suggest further examination is warranted.

# RESEARCH IMPLICATIONS

We suggest our study has two broad implications. First, the inconsistencies seen in how administrators' roles are defined within new and beginning teacher induction and mentorship is of concern. Administrators' commitments to mentoring programs for new teachers can either support or undermine the success of induction and mentorship for new and beginning teachers (Bleach, 1998; Jones, 2002; Turner, 1994; Wechsler et al., 2008). In particular, we propose further investigation is needed to clarify the evaluative role of administrators that was frequently identified in our study. Research has highlighted how tensions can arise between the principal's responsibility to support and nurture professional growth and development for new teachers when combined with an evaluative capacity (Cherubini, 2010). A deeper analysis of the evaluative role of administrators within new and beginning teacher support could help to ensure future policy regarding teacher induction and mentoring is concentrated of new and beginning teacher development and growth rather than performance and competence.

Second, this study has revealed a sporadic and inconsistent approach to the support of new and beginning teachers in the pan-Canadian context. However, due to the limitations of this study, it is likely there exists a richer and deeper level of provision of support for new and beginning teachers than has been revealed by our research. We propose further investigation is needed to look more extensively at the full range of induction and mentorship within the pan-Canadian context. Research has shown empirical support that providing induction and high-quality teacher mentoring programs for new and beginning teachers correlates to increased teacher effectiveness, higher satisfaction, commitment, and early-career retention of novice teachers, as well as improved classroom instruction and student achievement (Glazerman et al., 2010; Henry et al., 2011; Ingersoll & Strong, 2011). Identifying the full extent of how new and beginning teachers are supported across Canada could provide a rich and diverse resource for all provinces and territories faced with losing new teachers early in their career.

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