A PROPOSED MODEL FOR THE INDUCTION OF NEW TEACHERS IN JAMAICAN PRIMARY SCHOOLS

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Abstract

As part of overall drive to improve educational outcomes in Jamaica, an induction programme was implemented to help beginning teachers become more effective and efficient. This research is a description and evaluation of the programme and the findings are used as the foundation to develop an induction model suited to the Jamaican situation. Data on the induction programme were collected from mentors and mentees. The findings from this research revealed that the programme did not conform to best practices in induction and that although training was provided for mentors from all the primary schools, many of these schools had no induction programme. In the schools where the programme existed, the mentoring component of the programme was most visible, and this had positive impact on the effectiveness of the new teachers. The model was presented and it is recommended that complete evaluation of the programme be done by the Ministry of Education.

Keywords: new teachers, induction of new teachers, mentoring new teachers, Jamaica, Caribbean, primary education

1.0 Introduction

In describing the complexity of teaching, Tomlinson (1994) coins the term the "artistry of teaching" (p. 28) and outlines the following features that make teaching such a complex and challenging profession. Firstly, teaching is a contested activity based on the varying responses to these questions. What do you teach? What do you emphasize? What are the issues and priorities? What are the values? Secondly, teaching admits of many 'right' ways as the effective teacher is usually multitasking. Thirdly, teaching capability has many tacitly embedded layers and sub-skills. Finally, becoming skilled at teaching takes many kinds of learning. Teaching is a demanding profession and due to inexperience, new teachers can find the challenges difficult to overcome. Without help, they may remain in the profession and be ineffective, or leave the classroom because of inability to cope (Bartell, 2005). Induction helps them overcome these challenges.

1.1 Background to the problem

Education administrators and other stakeholders in Jamaica have long been concerned about the low performance of students at all levels of the system (Bingham & Bingham, 2008; Brown; 2008; Seaga, 2010). The induction programme launched by the Ministry of Education in 2004 was implemented to improve the competence of new teachers with the expectation that this would positively impact on students' performance. Induction is essential (Bartell, 2005; Breaux & Wong, 2003) because of the need to bridge the gap between teacher training programmes and practice. In her contribution to the on-going debate on performance based pay for Jamaican teachers, Evans (2007) states, "without a well-planned induction programme, the newly qualified teacher can actually decline in competence, picking up qualities that are not conducive to good teaching and student learning" (para. 6). If the system is demanding good performance from its teachers, it must provide them with the necessary and support that they need.

Research indicates that the most essential ingredient in improving students' performance is the teacher (National Commission on Teaching and America's Future (NCTAF), 1996; Breaux & Wong, 2003; Fallon, 2004). Jamaican teachers do not only need to be more qualified, they also need to be more effective. Induction is important since it may result in improved teacher performance, decreased rates of attrition, and improved student performance among other benefits (Weiss & Weiss, 1999; Breaux & Wong, 2003; Gordon & Maxey, 2000).

At present, there are 792 schools in Jamaica providing free primary education (Ministry of Education, 2014). In its description of the state of primary education in the 1970's, the Ministry of Education noted that "the system is … handicapped by irregularity of attendance, overcrowding, vestigial equipment and instructional material, and inadequate number of teachers." Improvements in the system were slow in coming and by 1990, Miller concluded that it "is fair to say that education has been managed on a crisis basis since 1978" (p. 126). The poor performance continued, and by 2010, no student was allowed to sit Grade Six Achievement Test without passing the Grade Four Literacy Test (Luton, 2008). This would ensure that they were able to manage the curricular demands of the secondary system.

The unsatisfactory performance was manifested in the results of the Caribbean Secondary School Certificate (CSEC) 2013 examinations. Of those who sat, 60% passed less than the five subjects that would qualify them for entry into tertiary institutions (Ministry of Education, 2014). This did not include the number of students in the cohort who did not register for the examination. Monroe (2013)) noted that over a ten year period, an average of less than 60% of the students in the cohort did not register to sit English Language. We can conclude that after an average of eleven years of schooling, the majority of Jamaican students are neither qualified to enter tertiary education or ready to enter the workforce since they do not possess the requisite skills. NCTAF (1996) in a meta-analysis of over 200 studies found that the only factor that can increase student achievement is a knowledgeable teacher. Teacher quality and teaching competence are critical factor, and any measure that can positively impact on these is worth investigating.

1.1.1   Teacher induction in Jamaica. As was noted earlier, a teacher induction programme was implemented by the Ministry of Education. However, there has been no programme evaluation to determine if there is corresponding improvement in students' performance as one would expect in a system where teachers are systematically inducted. Additionally, attempts to introduce induction into the present school system without making even minor adjustments could lead to a failure of the programme. For example, it is challenging to insist on lesson observation when no plans are in place for the supervision of classes. In addition, mentors are not given any release time to perform mentoring duties. To further compound the problem, no on-going

professional development is provided to mentors by the Professional Development Unit so these mentors can become more effective as they perform their duties. There is no formal system of support for mentors within the current education system and there is no organised system of supervision for the induction programme.

1.3   Research Questions
>   Based on these observations, the researcher is seeking answers to these four questions.
1. What are the best practices in current literature for inducting and supporting new teachers?
2. To what extent are these best practices for inducting and supporting new teachers being followed in Jamaican government schools?
3. How effective is the induction programme currently implemented in three Jamaican government schools in supporting and inducting new teachers?
4. What kind of induction model would be most suitable for new teachers in Jamaican primary schools?

2.0 Conceptual Framework
>   The conceptual framework for this research is derived from andragogy and experiential learning. In addition, this framework is also influenced by the stage theory. Green (1998) commenting on Knowles' theory of andragogy, states that adult learners differ from children in the following ways: they are voluntarily engaged in a learning encounter and so their motivation is usually high; adults seek out learning opportunities to cope with life changes; they bring a wealth of information and experiences to the learning situations; they must balance life responsibilities with the demands of learning; and they are autonomous and self-directed. Kidd (1978) believes that the distinctions between andragogy and pedagogy are not as clear as Green states. He sees adult education as another point on the learning continuum which started during childhood. Whether adults learn differently from children, or whether they are just at a different place on the learning continuum, there are differences that should not be overlooked.
>   John Dewey writings about the importance of experience in the learning process have influenced the formulation of theories such as experiential learning proposed by Carl Rogers. This theory states that there are two general types of learning: cognitive and experiential. Cognitive learning is concerned with the acquisition of facts, concepts, and generalisations. Teachers acquired cognitive knowledge while enrolled in education programmes. Experiential learning include but is not limited to "undergraduate research, experiences, active inquiry and problem-based learning, service learning and internships (Drummond, 2003, para. 3). Tomlinson (1994) indicates that "becoming skilled at teaching takes many kinds of learning" one of which is experiential learning (p. 29). There needs to be careful balance between experiential learning and cognitive learning, and induction can help to establish this balance.
>   Theorists who advocate for induction are among a wider group of individuals who believe that a teacher's career progresses through stages or phases. They posit that new teachers experience a period of adjustment. This   period is important because new "ideas, approaches, and practices learnt during these early years will be often those that the teacher continues to rely on" Bartell (2005, p. 24). It is also during this period that the teacher's practice is most easily shaped and he/she is most easily influenced to use more effective teaching strategies. Bartell summarised the stages proposed by six theorists and this is shown on Table 1.

Table 1 **PLACE TABLE HERE**

These theorists agree that the initial years of the teachers' professional life is a clearly defined stage although they give it different names. It is therefore important to capitalise on this phase through the implementation of quality induction programmes.

2.0 Review of Literature

All organisations recruit new employees either to fill new positions that are created, or to replace workers who have left their positions. A period of induction is needed to help the new employee adjust to the position. Induction is a "systematic organisational effort for helping personnel adjust readily and effectively to new work assignments so that they can contribute maximally to organisational goals while achieving work and personal satisfaction" (Castetter & Young, 2000, p. 141). This definition reflects the belief put forward by Abraham Maslow that a satisfied worker will be more motivated to perform the job well (Lee & Zemke, 1995), and that job performance is not only a function of capability, but that personal satisfaction is also important. The categories of workers who need to be inducted are beginner, transferred, promoted, demoted, leaves returned, work group changed, re-entrants, experienced newcomers, and temporary workers (Castetter & Young).

2.1 The Purpose of Induction

Induction serves three basic purposes (Breaux & Wong, 2003). It provides instruction in effective teaching techniques, reduces the difficulty of transition into teaching and maximises the retention rate of highly qualified teachers. The New Teacher Center at the University of California (2007) identifies six elements of what it calls a "high quality" induction programme. These are: a multiyear programme, spanning at least the first two years of teaching; sanctioned time for mentor-new teacher interaction; rigorous mentor selection criteria; initial training and on-going professional development and support for mentors; pairing of new teachers and mentors in similar subject areas and grade levels; and documentation and evidence of new teacher's growth.

According to Ciriza (2005), mentoring is not induction, but is only one element of the induction programme. Nefstead and Nefstead (2005) define mentoring as "a planned pairing of a more experienced person with a lesser skilled individual for the purpose of achieving mutually agreed outcomes…both individuals share in a growth process and the personal development of one another" (p. 5). Because beginning teachers are learning to teach and while they are teaching (Fieman-Nemser et al, 1999), mentoring is a valuable support system to facilitate this process. If new teachers are left on their own, they will develop safe practices, but not best practices.

2.2   Challenges experienced by beginning teachers

Advocates of induction believe that new teachers face many challenges. Teaching does not allow entry level professionals the opportunity to gradually acquire a range of skills and take on more difficult tasks along the way (Bartell, 2005). Because of this, Halford (1999, p. 14) calls teaching "the profession that eats the young." Breaux and Wong (2003) conclude that new teachers are often hired at the last moment, and they are in most cases assigned the most difficult classes. To compound the challenges, they may have no classroom of their own (Danielson, 2002). New teachers begin their career with a number of obstacles to overcome, but without the experience that would guide them in overcoming these. Glickman, Gordon, and Ross-Gordon (2007) say teaching "has been a career in which the greatest challenges and most difficult responsibilities are faced by those with the least experience" (p. 24). The issue is compounded since teaching must be experienced to be understood (Jonson, 2002). With the long list of challenges, the new teacher is up against a difficult task.

Bartell (2005) notes that new teachers may find it difficult to ask for assistance, since they do not want to be viewed as incompetent. In cases where they do ask, they might not be sure exactly what help they need and may get the wrong advice. Halford (2006) and Fieman-Nemser et al. (1999) note that the new teacher is isolated, and this isolation is so entrenched in the school system that many new teachers are left to "sink or swim" (Bartell; Breaux & Wong, 2003; Johnson & Donaldson, 2004; Weiss & Weiss, 1999). Bartell notes that with the growing popularity of induction programmes, there is currently a paradigm shift since teachers are becoming more collegial and are working together collaboratively in "communities of practice." An induction programme is therefore necessary to give new teachers vital support.

2.2.1 Challenges e**xperienced by** b**eginning** t**eachers in Jamaica**. Research conducted by Ganser (2001) found that beginning teachers in Jamaica were most challenged by instructional factors, and that the most important source of assistance at this time was people within the school environment itself. These teachers cited the following issues as problematic: pre-service training not reflecting the reality of the schools; being underprepared; limited practicum, limited experience with children; teaching in grades/areas for which they were not prepared; and not being able to secure job in desired grade/area. Fifty percent of the principals had these challenges when working with new teachers: lack of dedication to work and limited involvement; weaknesses in planning, time management, student assessment, the curriculum; and   negative relationships with teachers, principals, and the wider community. It seems new teachers in Jamaica and the United States were experiencing similar problems.

In countries such as the United States, Canada, and the United Kingdom induction programmes have been used for the past two decades to help new teachers transition into the profession. Induction is just beginning to gain prominence in the Caribbean (Ministry of Education, 2005). In Jamaica, the induction of new teachers is incorporated into the Primary Education Support Programme (Ministry of Education, 2004).

2.3 Induction in the Caribbean

The governments of the Caribbean region are beginning to see induction a tool to improve teacher competence. As part of the Organisation of the American States Hemispheric Project, a search was done to gauge the prominence of induction in Caribbean (Ministry of Education, 2005). The findings revealed that like Jamaica, other territories were beginning to view induction as vital in developing teacher competence. Some territories were at the advocacy stage, while others such as the Bahamas were at the evaluation stage (Special Multilateral Fund of the Inter-American Council for Integral Development, 2008). As a result of the Organisation of the American States Hemispheric Project, a harmonised teacher education policy was developed by CARICOM member countries including Jamaica. After pointing to induction as one of the stages in teachers' career cycle, and providing a definition of induction, the policy proposes "the establishment of a strong mentoring system to support the progress of novice teachers" (Ministry of Education, p. 29).

An evaluation of the programme in Belize conducted by Samuels (2011) revealed that: new teachers were assigned a mentor; they shared a close relationship with their colleagues in the schools; they engaged in reflective thinking that improved their practice and they were able to apply disciplinary measures in the classroom. The programme had some significant shortcomings. Mentors did not help the new teachers to use assessment data to determine students' performance; mentors and new teachers did not teach at the same grade level; mentors and new teachers were not provided with a reduced teaching load and mentors did not spend appropriate time with new teachers.

2.4 Programme Assessment and Evaluation
          Fieman-Nemser et al. (1999) identified programme evaluation and assessment as one of the three components of induction. Programme assessment can be of two types: assessment of the new teacher which should be formative and summative, and assessment of the programme of induction. In agreeing with the need for programme evaluation, Gordon and Maxey (2000) state that summative evaluation serves to: judge the overall value of the programme and determine whether or not it should continue, determine revisions that should be made, and provide information about the programme to stakeholders (p. 87). According to Gordon and Maxey (2000), questionnaires, interviews, observations, case studies, pre and post measures, and document reviews are methods of gathering data from selected sources for the evaluation of an induction programme. Portfolios are also a very useful way to assess the growth of the new teacher (Moir, Gless, & Baron, 1999; Ribas, 2006; Sweeny, 2008).

3.0 Methodology
          This is qualitative research employs action research methodology. Leedy and Ormrod (2001) define action research as "a type of applied research that focuses on finding a solution to a local problem in a local setting" (p. 114). The seven steps in "an endless cycle for the enquiring teacher" are: selecting a focus, clarifying theories, identifying research questions, collecting data, analysing data, reporting results, and taking informed action (Sagor, 2000, p.3). All standard procedures to ensure confidentiality were followed. At the time the research was conducted there were heightened concerns about performance of students at all levels of the education system.

3.2 Sampling
          The data was collected in three primary schools. Two of these were large schools with enrolment exceeding 1000 students. The other school had less than 500 students. Purposive sampling was used to select the schools for this research. A letter of request was sent to the Region 6 office of the Ministry of Education asking for a list of schools which had induction programmes, and requesting permission to collect data. Eleven of the 12 schools on the list were eliminated because only of one of the schools had a formal programme worth investigating. The researcher had to employ other techniques to locate two additional schools. Convenience sampling was used to select schools for data on teacher attrition and mentor availability.

3.3 Data Collection
          The data were collected in the 2010 – 2011 academic year. Four data collection instruments were used. Two interview schedules were used to collect data from the mentors and the mentees. A data collection form was used to collect information on teacher attrition and mentor availability from 41 schools. A documentary analysis was also conducted to determine the extent to which the programme policy and guidelines conformed to the international best practices. The data from this was primarily used to answer research question 2.
          Data were collected from four mentor teachers and seven mentees. The four mentors and two of the seven mentees had attended the induction sessions conducted by the Ministry of Education. There was only one male teacher among the participants in this study. The interview schedule for mentors and mentees contained 68 items and 45 items respectively. The interview schedules were divided two parts. Part A was designed to collect demographic data, while Part B collected data on the implementation of the induction programme.

3.4 Findings

An unexpected finding that emerged from the research was that the induction programme was not as widely implemented as was suggested. Finding schools with formal programmes was very difficult. In addition, data collected from 41 schools in Region 6 showed that 32% of these schools had no trained mentors. Following are the findings from the first three research questions.

3.4.1   What are the best practices in the literature for inducting and supporting new teachers?

Through extensive research and practice, the New Teacher Center of the University of California developed 10 criteria that were used to evaluate state induction programmes. In response to the question on best practices in induction, these 10 criteria which reflect the major research verified practices in the field have been adopted for this research. A best practice is a "teaching or instructional method that has been demonstrated by research to be an effective learning tool." (Education.com, 2013, para.1). These best practices are:

1.   All teachers should be served in the first two years of their practice.
2. All school administrators should be inducted for the first two years on the job.
3. There should be formal programme standards that govern the design and operations of local teacher induction programmes.
4. State policy should require rigorous mentor selection process.
5. There should be foundational and on-going professional development for mentors.
6. Policy should outline how mentors should be assigned to beginning teachers, allow for manageable caseloads and encourage programs to provide release time for mentors.
7. The key induction elements should be identified, and this should outline the minimum amount of mentor-new teacher contact time, formative assessment of teacher practice and classroom observation.
8. Funding should be specially earmarked to support local induction programme.
9. In order to obtain professional teaching licence, new teachers should be mandated to complete an induction programme.
10. The state should assess or monitor programme quality through accreditation, programme evaluation, surveys, site visits, self-reports, and other relevant tools and strategies.

3.4.2   To what extent are these best practices for inducting and supporting new teachers being followed in Jamaican government schools?

To arrive at an answer to this question, the researcher used the results of documentary analysis and the responses garnered from the interviews and compared these to the best practices presented as answer to research question 1.There were two documents governing the implementation of the induction programme. One was the "Mentorship Policy" and the other was called "Mentorship and Beginning Teacher Induction Programme." The local induction conformed to the best practices in the following ways. There were formal programme standards, guidelines were presented for mentor selection and training was provided to mentors.

However, there were significant weaknesses in the programme. All teachers were not being served in the first year. The programme standards were not always followed in implementation. In addition, there were areas of the policy that were not clear, for example, the length of time that a teacher should be mentored. Differences were seen in the guidelines presented in the induction document and in the mentoring policy document with regard to this.

On-going training was not provided for mentors. Compulsory participation by teachers was not a feature of the programme, it was expected to be implemented later (Jamaica Teaching

Council, 2011). The programme did not offer induction to school administrators; mentor caseload was not outlined and some mentors were working with as many as three new teachers; no release time was provided for mentoring duties; guidelines for programme delivery did not outline the amount of contact time between mentor and mentees; and no statement was given regarding formative assessment for new teachers. Classroom observation was expected, but no guidelines were provided for this activity. There was absence of programme accountability which is a key component of a successful programme.

3.4.3   How effective is the induction programme implemented in three Jamaican government schools in supporting and inducting the new teachers?

To get an understanding of the effects of the induction programme the researcher looked at whether or not the objectives of the programme were achieved, and if they were, to what extent. This was done based on the responses provided by mentors and mentees in the interviews. The objectives of the teacher induction programme as outlined by the Ministry of Education were to: build a knowledge base of essential resources, policies and procedures; accelerate the teaching/learning of a new job and new skills; provide opportunities for the development of teacher leadership; promote learning communities within schools; promote the socialization of the new teacher into the school, its values and tradition; increase the retention of new teachers; establish a mentorship relationship between the new teacher and the mentor; and improve instructional performance through modelling and coaching by a "master teacher."

There was little evidence of the knowledge base of essential resources mentioned in objective one. There was some evidence of policies and procedures contained in the induction documents, but there was omission of critical information such as programme evaluation, and overlaps and dissonance between the information in the two documents. With reference to objective two, three of the four mentors agreed that the programme helped to improve the proficiency of new teachers. Four mentees who got the opportunity to observe their mentors while they taught stated that they got the opportunity to see strategies that they were able to incorporate into their own teaching. This objective was achieved but the extent to which it was achieved is difficult to measure because there was no evidence of overt coaching and feedback on the part of the mentors, and little documentation of the work done with the new teachers. However, lesson observation seemed to have assisted with the learning of new job skills.

Objective three stated that the teacher induction programme was to provide opportunities for the development of leadership skills. One new teacher reported that she developed leadership skills through involvement in the induction programme. In addition to this, one mentor reported that she benefitted from the induction programme since she had to ensure that her plans were of high quality so that she could serve as a model for the new teacher. Based on these reports, one could conclude that objective three was achieved to some degree. However, the level of success seems low considering that only two of the 11 persons involved in this research reported any growth in their leadership abilities.

Apart from common planning time scheduled for one hour each week, there seemed to be little organized professional discourse going on between teachers in these schools. There was therefore no evidence of the learning communities mentioned in objective four. Objective five stated that the induction programme was intended to promote the socialization of the new teacher into the school, its values, and its traditions. Whereas two of the seven mentees indicated that the induction programme helped them to fit into the institutions, two other mentees and two mentors indicated the new teachers needed more social interaction. It is clear that induction was assisting in the socialization process, but there was evidently a need for more attention to be paid to this aspect

of the induction process. There was not enough evidence to satisfy the researcher that teacher attrition during their beginning years was a problem in Jamaica, so the objective could not be effectively measured. Data collected from the 41 schools in Region 6 showed that the highest number of teachers left their jobs due to retirement.

Objective seven met with the greatest degree of success. Seven mentees were matched with mentors, even though in two cases this was not a one to one match. These mentors and mentees established beneficial and confidential relationships. So positive was the relationship that six of the seven mentees expressed a desire to serve as mentors in the future. Objective eight could not be effectively measured because of lack of documentation, but based on the responses of four mentees who indicated that they got new strategies to incorporate into their teaching we can conclude that some amount of modelling was done.

4.1   What kind of induction model would be most suitable for new teachers in Jamaican primary schools?

This model is presented in response to research question number 4. It was developed after consideration of the weaknesses in the current programme based on the data analysis.

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Figure 1. Baker -Gardner Model of the induction process.

At the heart of the induction process is the student who needs the instructional help and support of the teacher in order to perform well. However, these new teachers are not able to independently support the students in their academic growth, since the teachers are also learning and do not yet possess the repertoire of skills that would make them competent and effective. They support students with the help and support of mentors who are experienced teachers. The student is directly supported by the classroom teachers, but also benefits indirectly from the support that is offered to the new teacher by the mentor. Mentoring is not done in isolation, but is a part of a wider induction programme that gives support to the mentors and the new teachers who are being mentored.

The first step in building this induction programme is having a sturdy foundation. The proposed induction model is built upon current theory and best practices in both education and induction. Best practices in the field of education include research verified practices such as mastery teaching, cooperative learning and the training model and as is proposed by Joyce and Showers (2002). The mentors   assist the new teachers to put in place instructional strategies which are verified by research, while simultaneously assisting in their professional growth by coaching and providing feedback as advocated by the training model. The best practices advocated by The New Teacher Center (2011) will guide the development of the programme, and emerging research will continue to shape the programme so that it remains effective.

Institutional framework refers to all the factors which need to be in place for the induction programme to function. These are part of the context within which the programme operates and must be put in place by both the Ministry of Education and school leadership. They include policy which addresses leadership for the programme, goals, funding, and programme evaluation. At the school level the factors which need to be considered include how to facilitate lesson observations, mentoring models to use, promoting and sustaining the programme.

The model includes assistance and support for new teachers (Villani, 2002). The proposed programme is divided into two sections to ensure that teachers are assisted as well as supported during the induction period. Initially, new teachers will be provided with induction sessions by the

Jamaica Teaching Council. This will provide them with an overview of how the education system operates. They will then be required to participate in induction activities at the school level such as orientation sessions, professional development activities, a mentorship programme, and continuous teacher appraisal. Within this framework schools are also required to have their own induction policies which seek to localise the induction programme based on the peculiar situation of each school. The vice-principal should take responsibility for the programme since principals may not be able to provide adequate oversight based on time. Even where this is the case, the principal must have a level of visibility in the programme. In cases where it is not possible for a vice principal to lead the team, a senior member of staff should be given this as one of the additional responsibilities. This person does not necessarily have to be actively mentoring (working with a new teacher while she is coordinating the programme), but should receive induction training so she has knowledge of how to implement and monitor the programme and should have experience as a mentor.

Support systems also include support for the mentors. This is a new role for many of them, and so they too will require support. This can be provided through a mentoring web page as part of the Ministry of Education website or mentoring groups within each cluster of schools lead by education officers. There should also be support for the induction programme offered from the teacher training colleges. They can promote the programme to new teachers and explain its purpose. Universities will also be encouraged to include modules on induction in their training for administrators. If this is an important feature in the education system, then the curriculum for education administrators should reflect its importance. The support and assistance provided to the new teacher should help with the transition into the profession and help the new teacher to get over the challenges which are described in the review of literature.

This model differs from what is currently practiced in the following ways: it offers more support to the mentors; it provides on-going training for mentors; it receives support from institutions of higher learning; it requires compulsory participation on the part of the new teachers; programme evaluation is embedded into the model (institutional framework); mentor evaluation is a significant feature of the programme; and the student is placed at the heart of the induction processes. These differences are going to be crucial in ensuring its success.
Even though there is little research evidence to link induction to improved student achievement, Breaux and Wong (2003) have pointed out that research suggests that the single most important ingredient that impacts student learning is a competent teacher. Therefore, we can safely conclude that improvement in teacher quality, which is one of the aims of an induction programme, should lead to students performing better and thus should positively impact achievement. Implementation of this model should help to ensure that teacher induction occupies its place in the education system as the single most effective way to ensure that new teachers are furnished with the skills that are essential if they are to perform their jobs efficiently. This is the goal of all induction systems.

3.5 Conclusions and Implications

Based on these findings, it can be concluded that the programmed deviated significantly from the research verified best practices that are presented in the review of literature and enshrined in the 10 criteria developed by the New Teacher Center. Failure to follow best practices will likely impact negatively on the effectiveness of the programme, as the benefits to be accrued to the new teachers is likely to be lessened.

Overall, based on the analysis of the degree to which each objective for the induction programme was achieved, it could be concluded that the induction programme had a low degree of effectiveness. This was because the best practices identified and discussed in literature (some of which were set out in the policy) were either not included in the implementation of the local

programme, or when they were, the level of inclusion was limited and did not follow the dictates of the literature. In addition, the uniqueness and nuances of the local context were not given sufficient consideration before the implementation of the induction programme. Classroom observation, which was one of the best practices in induction, failed because adequate support structures were not in place to ensure it was systematically done. Of the eight objectives, only one met with a high degree of success. This was objective number seven which dealt with establishing a mentoring relationship. This coincides with Ganser (2001) findings that Jamaican teachers found assistance from their colleagues most useful in overcoming challenges. One could conclude, based on the evidence that the programme had a minimal degree of effectiveness. The findings are somewhat similar to those of Samuels (2011).

Failure to conform to best practices has negatively impacted on the effectiveness of the induction programme as is borne out when the individual objectives of the programme were examined against the data that was collected from the mentors and new teachers who participate in the programme. Inadequate support systems made it difficult for the mentors to carry out the assigned duties an work with the new teachers in such a manner that would ensure that the participants gained maximum benefits from the programme.

4.0 Recommendations

Research question four represents the model that was developed to address the weaknesses in the current induction programme. It embodies the recommendations that could ensure that the programme becomes more effective in meeting the needs of the new teachers. The researcher is also proposing that an evaluation be done of the programme to provide additional information that would prove helpful in implementing the model.

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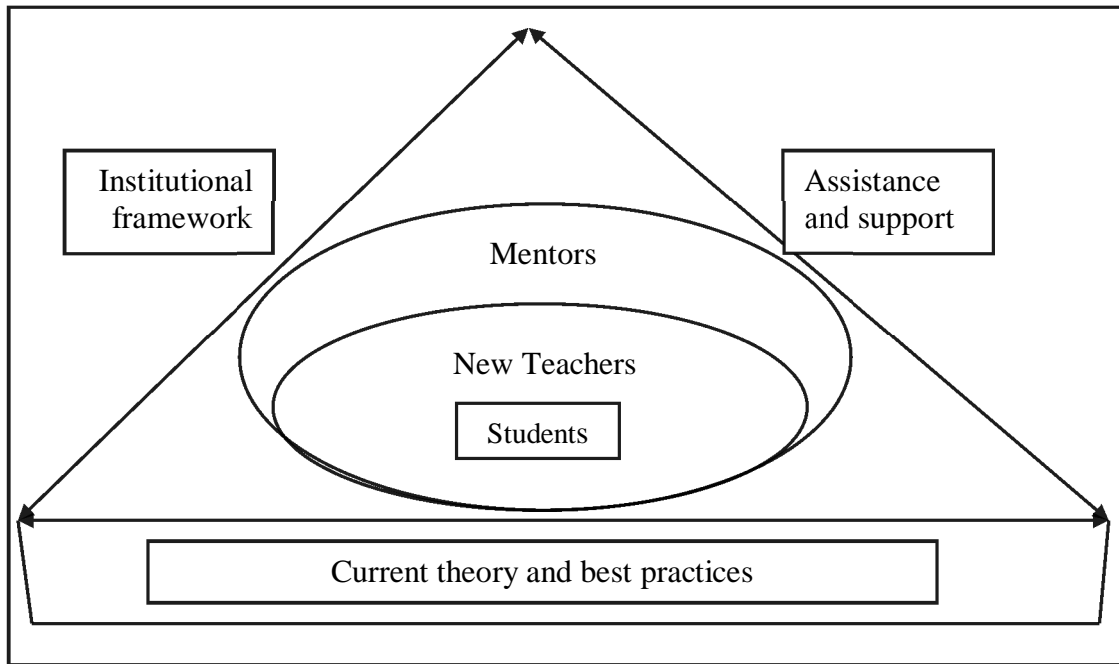
The Induction Years as Defined in Stage Theories of Teacher Development

Fuller	Katz	Burden	Fieman-Nemser	Fessler and Christiansen	Berliner
			Pre-training		
			Preservice	Preservice	
Self or survival concerns	**Survival**	**Survival**	**Induction**	**Induction**	Novice
Management or task concerns	**Consolidation**	**Adjustment**		**Competency Building**	**Advanced Beginner**
	Renewal	Mature	In-service	Enthusiastic and growing	Competent
Impact concerns	Maturity				
					Proficient
				Career frustration Career stability Career wind-down Career exit	

(Descriptors for the induction phase in each theory are bold)