

Appendix A: Survey for PRTs in ECE Centres/Services



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Support for Provisionally Registered Teachers (PRTs) in ECE Centres/Services

INSTRUCTIONS

The amount and kind of support PRTs receive can be an important factor in their effectiveness in the ECE service and their satisfaction with teaching. The information you provide will be used to provide the New Zealand Teachers Council with information about the level and type of support Provisionally Registered Teachers received in their first two years of teaching.

Please complete the survey by:

- Ticking the boxes provided ✓
- circling the relevant number ②
- writing comments in the spaces provided

When you have completed the survey please post it back in the Freepost envelope provided (no stamp required) by 8th December 2006.

If you have any questions about the survey please contact either Rachel Dingle at NZCER (04 802 1389), rachel.dingle@nzcer.org.nz or Marie Cameron (09 638 5108), marie.cameron@nzcer.org.nz

The responses you provide in this survey will remain confidential to the researchers. No individual person or centre will be identified when the results of the survey are reported.

Note: If you have not started teaching yet, please do not complete the survey. Just tick this box and return the survey to us in the envelope provided.

Section One: Details of teaching position(s)

1. What was your initial teacher education programme?

I gained my qualification to teach: *[please tick one]*

- ¹ Before I began teaching in an early childhood centre
- ² While I was working in an early childhood centre
- ³ Other [specify] _____

2. Which sort of teaching position was your first appointment after being provisionally registered?

(tick all that apply)

- ^a Permanent
- ^b Day relieving
- ^c Short-term relieving (2 weeks or less)
- ^d Long-term relieving
- ^e Full time (30 hours or more a week)
- ^f Half time or more (15 hours a week or more)
- ^g Part-time (less than 15 hours a week)
- ^h Supervisory

3. If you have had more than one teaching position since provisional registration, what is your current teaching position?

(tick all that apply)

- ^a Permanent
- ^b Day relieving
- ^c Short-term relieving (2 weeks or less)
- ^d Long-term relieving
- ^e Full time (30 hours or more a week)
- ^f Half time or more (15 hours a week or more)
- ^g Part-time (less than 15 hours a week)
- ^h Supervisory

4. If you have had more than one teaching position since provisional registration, please indicate how many you have had?

- ¹ One ² Two ³ Three ⁴ Four or more

If you have had more than one position please answer questions in relation to the teaching position where you felt best supported as a new teacher.

5. Did you receive a letter of appointment outlining all the terms and conditions relevant to the position?

- ¹ Yes ² No

6. In your first year as a PRT how was the incentive allowance used for your advice and guidance?

(tick all that apply)

- ^a Time allowance for me to work on registration requirements
- ^b Books
- ^c Professional development courses
- ^d Attendance at conference(s) and support groups
- ^e Other [*specify*] _____
- ^f Don't know

7. In your second year as a PRT how was the incentive allowance used for your advice and guidance?

(tick all that apply)

- ^a Time allowance for me to work on registration requirements
- ^b Books
- ^c Professional development courses
- ^d Attendance at conference(s) and support groups
- ^e Other [*specify*] _____
- ^f Don't know

The next question (question 8) is for people who taught half-time or less as PRTs.

8. Please comment about how your centre/service used the incentive allowance for your advice and guidance.

Section Two: Orientation experiences – Your first week at school

9. I had a formal induction to my ECE centre/service ¹ Yes ² No

10. The following table lists a number of activities/information that may have been provided for you during induction.

- i) Please put a tick in first column if this activity occurred
- ii) For each of the activities you ticked, please indicate how helpful these were to you, by ticking the appropriate response
- iii) For each of the activities/information rate how important you think these are for new teachers EVEN IF YOU DID NOT EXPERIENCE THEM YOURSELF.

Activities	Provided ✓	Helpfulness			Importance			
		Very helpful	Helpful	Not very helpful	Very important	Important	Not very important	Not at all important
a) Meeting with head teacher/supervisor	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
b) Meeting with management	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
c) Meeting with committee	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
d) Spent time with official mentor/supervisor	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
e) Introduced to rest of staff	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
f) Introduced to children	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
g) Introduced to parents/whānau	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
h) Social function with staff	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
i) Powhiri/formal welcome	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
j) Tour of centre/map	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
k) Shown how to access supplies and resources (e.g. photocopier, equipment, curriculum resources)	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
l) Information about administrative requirements	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
m) Introduced to key support staff and/or office holders and their roles	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
n) Expectations for teachers explained (e.g. hours, evening meetings, fund raising, cleaning)	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
o) Key policies and systems explained	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
p) The support kit "Towards full registration" was shown to me	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
q) Information about particular centre/service context, decision-making, children, community, centre goals and aspirations	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
r) Informal 'buddy' (not mentor) assigned	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
s) Information about union	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
t) Advice and guidance requirements and entitlements explained	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
u) Meeting with other PRTs	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
v) Information about professional associations	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
w) Information about beginning teacher groups outside the ECE centre/service	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴

11. Overall, to what extent do you think your centre's/service's induction programme assisted you to make the transition into teaching as a PRT?

- ¹ A great extent
- ² A reasonable extent
- ³ A limited extent
- ⁴ Not at all

Section Three: Use of PRT non-contact time

12. Please tick the activities you did in your PRT non-contact time. Of those you ticked, please rate how important each activity was.

Activities	Tick √if done	Rating			
		Very important	Important	Not very important	Not at all important
a) Programme planning	<input type="checkbox"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) Locating and preparing resources within centre/setting	<input type="checkbox"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) Using Internet teaching resources	<input type="checkbox"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) Assessments with children	<input type="checkbox"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) Administrative tasks	<input type="checkbox"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f) Task related to external responsibilities, e.g. liaising with agencies, working with parents	<input type="checkbox"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g) Meeting with other teachers	<input type="checkbox"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h) Documentation related to gaining full registration	<input type="checkbox"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
i) Considering evidence of teaching effectiveness	<input type="checkbox"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
j) Visits to other centres/settings	<input type="checkbox"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
k) Observing teaching processes in own centre/setting	<input type="checkbox"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
l) Professional reading	<input type="checkbox"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
m) Meeting with other provisionally registered teachers	<input type="checkbox"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

Section Four: Mentoring

13. a) Did you have an assigned mentor/tutor teacher/supervisor whose role it was to support you through the advice and guidance and registration process?

- ¹ Yes
- ² No

b) If "no" please can you comment about this?

14. The following table lists a number of activities/information that you and your mentor/tutor teacher/supervisor may have engaged IN THE FIRST YEAR of your advice and guidance programme

- i) Please put a tick in the first column if this activity occurred
- ii) For each of the activities you ticked, please indicate how frequently these occurred by ticking one box on each line
- iii) For each of the activities/information rate how important you think these are for new teachers EVEN IF YOU DID NOT EXPERIENCE THEM YOURSELF.

Activities	Provided √	Frequency				Importance			
		Once a week	About 10 times a year	About 3-4 times a year	Once or twice a year	Very important	Important	Not very important	Not at all important
a) Observing teachers and children in your centre/service	<input type="checkbox"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) Observing teachers and children in other centres/settings	<input type="checkbox"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) Observing mentor/tutor teacher/supervisor teaching in your centre/service	<input type="checkbox"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) Observing mentor/tutor teacher/supervisor teaching in another centre/setting	<input type="checkbox"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) Having your mentor/tutor teacher/supervisor observe your teaching, and giving you feedback on your teaching (formative evaluation)	<input type="checkbox"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f) Discussing your children's learning with your mentor/tutor teacher/supervisor	<input type="checkbox"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g) Examining documentation of children's learning with other teachers in your centre/service to improve approaches to teaching	<input type="checkbox"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h) Use of Satisfactory Teacher Dimensions as a focus for feedback on your teaching	<input type="checkbox"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
i) Mentor/tutor teacher/supervisor helping with assessment	<input type="checkbox"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
j) Mentor/tutor teacher/supervisor helping you adapt your teaching to meet the needs of children who require more individual support	<input type="checkbox"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
k) Mentor/tutor teacher/supervisor providing emotional support and encouragement	<input type="checkbox"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
l) Collaborative work with others in centre/service	<input type="checkbox"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
m) Sharing teaching with other teacher(s)	<input type="checkbox"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
n) Help with report writing	<input type="checkbox"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
o) Advice on effective communication with parents/whanau	<input type="checkbox"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
p) Sharing effective teaching approaches	<input type="checkbox"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
q) Assistance with managing children's behaviour	<input type="checkbox"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
r) Help with managing your administrative responsibilities	<input type="checkbox"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
s) Mentor/tutor teacher/supervisor observing for registration requirements (summative evaluation)	<input type="checkbox"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
t) Pinpointing your learning needs, setting personal goals, and planning a systematic programme to meet them	<input type="checkbox"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

15. The following table lists a number of activities/information that you and your mentor/tutor teacher/supervisor may have engaged in during THE SECOND YEAR of your advice and guidance programme

- i) Please put a tick in the first column if this activity occurred
 ii) For each of the activities you ticked, please indicate how frequently these occurred by ticking one box on each line

Activity	Provided √	Once a week	About 10 times a year	About 3-4 times a year	Once or twice a year
a) Observing other teachers in your centre/ service	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
b) Observing teachers in other centres/ settings	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
c) Observing mentor/tutor teacher/supervisor teaching in your centre/service	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
d) Observing mentor/tutor teacher/supervisor teaching in another centre/setting	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
e) Having your mentor/tutor teacher/supervisor observe you teaching, and giving you feedback on your teaching (formative evaluation)	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
f) Discussing your children's learning with your mentor/tutor teacher/supervisor	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
g) Examining documentation of children's learning with other teachers in your centre/ service to improve approaches to teaching	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
h) Use of Satisfactory Teacher Dimensions as a focus for feedback on your teaching	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
i) Mentor/tutor teacher/supervisor helping with assessment	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
j) Mentor/tutor teacher/supervisor helping you adapt your teaching to meet the needs of children who require more individual support	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
k) Mentor/tutor teacher/supervisor providing emotional support and encouragement	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
l) Collaborative work with others in centre/ service	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
m) Team teaching	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
n) Help with report writing	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
o) Advice on effective communication with parents/whanau	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
p) Sharing effective teaching approaches	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
q) Assistance with managing children's behaviour	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
r) Help with managing your administrative responsibilities	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
s) Mentor/tutor teacher/supervisor observing for registration requirements (summative evaluation)	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
t) Pinpointing your learning needs, setting personal goals, and planning a systematic programme to meet them	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴

16. Which of the following statements describe your advice and guidance programme?

	Strongly agree	Agree	Disagree	Strongly disagree
a) It was systematic and organised	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
b) My advice and guidance programme was based on my personal and teaching needs	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
c) My advice and guidance programme was both supportive and challenging	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
d) My programme was carefully documented by the centre according to Teachers Council requirements	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
e) I kept a written record of my advice and guidance programme including evidence of reflective practice	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
f) My centre/service acknowledged my status as a beginning teacher and did not overload me with expectations	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
g) I felt welcomed and valued as a staff member	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
h) It was up to me to seek out assistance	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
i) My head teacher/supervisor did not have time to support me	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
j) I was left alone to 'sink or swim'	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
k) There was pressure to fit in with current practice	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
l) Some teachers appeared to resent having a PRT	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
m) My mentor/tutor teacher/supervisor was well informed about teaching and centre practice	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
n) My mentor/tutor teacher/supervisor knew how to help me to develop my practice	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
o) I felt that no-one was really very interested in how I was getting on as a teacher	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
p) My advice and guidance was more about 'ticking the boxes' in case I was audited, than addressing my support needs	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴

17. Overall, to what extent has...

	A great extent	A reasonable extent	A limited extent	Not at all
a) your tutor/mentor/supervisor assisted you to develop confidence and skill in teaching?	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
b) your tutor/mentor/supervisor assisted you to meet the Satisfactory Teacher Dimensions?	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
c) your induction programme made a positive difference to your children's learning and achievement?	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴

Section Five: Assessment of your teaching

In order to grant full registration the Teachers Council requires your headteacher/supervisor to testify that you have been satisfactorily assessed against the Satisfactory Teacher Dimensions. This means that you should have had formative assessment (to help you to improve your teaching, and pinpoint your developmental needs) and summative assessment (to show that you are capable in the four professional areas required of a satisfactory teacher). In this survey summative assessment means written and verbal feedback following observations of your teaching that are used as evidence that you are a satisfactory teacher. The four dimensions are: professional knowledge; professional practice; professional relationships; and professional leadership.

18. What were the key areas where you received formative assessment ?

[Please tick all that apply]

- | | |
|---|---|
| a) <input type="checkbox"/> curriculum planning
c) <input type="checkbox"/> inclusive practices for Māori children
e) <input type="checkbox"/> matching curriculum to children's learning needs and interests
g) <input type="checkbox"/> grouping children for learning activities
i) <input type="checkbox"/> building positive relationships with children
k) <input type="checkbox"/> finding appropriate resources
m) <input type="checkbox"/> management of time
o) <input type="checkbox"/> responding constructively to children's disruptive behaviour
q) <input type="checkbox"/> using assessment results to plan further learning for individuals and groups
s) <input type="checkbox"/> ways to engage children in their own assessment
u) <input type="checkbox"/> encouraging you to reflect on your teaching to improve it
w) <input type="checkbox"/> communicating with parents and whānau
y) <input type="checkbox"/> professional responsibilities and behaviour
z) <input type="checkbox"/> other [please describe] _____ | b) <input type="checkbox"/> inclusive practices for all children
d) <input type="checkbox"/> use of ICT in your centre planning and teaching
f) <input type="checkbox"/> supporting te reo Māori me ona tikanga
h) <input type="checkbox"/> devising an engaging education programme
j) <input type="checkbox"/> encouraging children to think critically
l) <input type="checkbox"/> using a range of teaching approaches
n) <input type="checkbox"/> positive management of child behaviour
p) <input type="checkbox"/> ensuring that assessment is fair, valid and reliable
r) <input type="checkbox"/> providing feedback to children on their learning
t) <input type="checkbox"/> ways to engage parents in children's assessment
v) <input type="checkbox"/> helping with documentation of children's learning
x) <input type="checkbox"/> your relationships with other colleagues |
|---|---|

19. Who was the person who was most responsible for providing formative assessment to you?

[please tick one]

- | | |
|---|---|
| 1) <input type="checkbox"/> The head teacher/supervisor | 2) <input type="checkbox"/> Assistant/deputy supervisor |
| 3) <input type="checkbox"/> Senior teacher/professional adviser | 4) <input type="checkbox"/> Mentor/tutor teacher/supervisor |
| 5) <input type="checkbox"/> Other teacher(s) in centre/service | |
| 6) <input type="checkbox"/> Other [specify] _____ | |

20. Who was most responsible for providing summative assessment to you?

[please tick one]

- | | |
|---|---|
| 1) <input type="checkbox"/> The head teacher/supervisor | 2) <input type="checkbox"/> Assistant/deputy supervisor |
| 3) <input type="checkbox"/> Senior teacher/professional adviser | 4) <input type="checkbox"/> Mentor/tutor teacher/supervisor |
| 5) <input type="checkbox"/> Other teacher(s) in centre/service | |
| 6) <input type="checkbox"/> Other [specify] _____ | |

21. Which sets of criteria were used to assess you?

	Satisfactory Teacher Dimensions	Professional Standards*	Don't know
a) Formative	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³
b) Summative	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³

* Professional standards are used to annually appraise teachers in some settings

22. What evidence was used to ascertain that you had met the requirements for full registration as a teacher? [tick any that apply]

- a) Notes from your observations of children and comments on how these observations informed your teaching
- b) Written feedback from your supervisor/tutor teacher at regular intervals throughout your advice and guidance programme
- c) Records of observations of your teaching
- d) Examples of how you assessed the children's learning
- e) An outline of your advice and guidance programme for year one and year two
- f) Appraisal records
- g) Record of your reflection on your teaching
- h) Record of professional learning (and how it has impacted on your practice)
- i) Examples of your feedback to children
- j) A unit of teaching, showing objectives, teaching plans, assessment
- k) Examples of child learning resulting from your teaching
- l) Samples of how you have communicated with parents/whanau about children's learning and development
- m) Samples of your feedback to children, e.g. how you have encouraged children to use and contribute to assessment
- n) Photographs (with annotations explaining what teaching and learning processes the photographs illustrate)
- o) Audio or videotapes of your teaching
- p) Samples of newsletters etc to parents
- q) Letters of commendation from others (head teacher/supervisor, parents, colleagues)
- r) Other [specify] _____
- s) None of the above

Section Six: Other professional development and learning

23. Which of the following professional development activities or support have you experienced as a PRT? (In each line, circle the number that applies best)

I have experienced....	Frequently	Occasionally	Not at all
a) Reading to improve my content knowledge	1	2	3
b) Reading about theory and practice to extend my knowledge of ways to help children gain a deeper understanding and interest	1	2	3
c) Familiarising myself with local resources, such as marae, library, museums, science and resource centres	1	2	3
d) Collaborative learning with other colleagues in my centre/service	1	2	3
e) Collaborative learning with teachers from other centres/ settings	1	2	3
f) Taking an active part in centre/service self review and development processes	1	2	3
g) Engaging with professional associations	1	2	3
h) Participating in in-centre/whole-service professional development	1	2	3
i) Participating in external courses or workshops relevant to teaching and learning	1	2	3
j) Guidance and encouragement from other teachers in the centre/service	1	2	3
k) Participating in external courses or workshops related to teaching in general (e.g. working with large and small groups)	1	2	3
l) Guidance from support people, such as Early Intervention Teachers, GSE staff, senior teachers, professional development advisers	1	2	3
m) Involvement in the union	1	2	3
n) Guidance and encouragement from my head teacher/supervisor	1	2	3
o) Beginning teacher support groups	1	2	3

24. Other experiences that have contributed to my learning as a teacher [specify below]

25. Areas where I would have appreciated more support [specify below]

Section Seven: Satisfaction as a teacher

26. How much do you agree or disagree with each of the following statements about teaching? (in each line, circle the number that applies best)

	Strongly agree	Agree	Disagree	Strongly disagree
a) Teaching meets or exceeds the expectations that I originally had	1	2	3	4
b) I am not as happy about teaching as I thought I would be	1	2	3	4
c) My centre/service is a great place to work	1	2	3	4
d) I expect to be still teaching in five years time	1	2	3	4

Section Eight: Suggestions for improvement of the system of induction into the profession

27. Please provide your suggestions for policies or approaches that would improve the support provided to beginning teachers in New Zealand ECE Centres or Te Kohanga Reo.

Appendix B: Survey for PRTs in primary, intermediate, secondary schools, and kura kaupapa Māori



Support for Provisionally Registered Teachers (PRTs) in schools

Survey for second year PRTs in primary, intermediate or secondary schools and Kura Kaupapa Māori.

INSTRUCTIONS

The amount and kind of support PRTs receive can be an important factor in their effectiveness in the classroom and their satisfaction with teaching. The information you provide will be used to provide the New Zealand Teachers Council with information about the level and type of support Provisionally Registered Teachers receive in their first two years of teaching.

Please complete the survey by:

- Ticking the boxes provided ✓
- circling the relevant number ②
- writing comments in the spaces provided

When you have completed the survey please post it back in the Freepost envelope provided (no stamp required) by 8th December 2006.

If you have any questions about the survey please contact either Rachel Dingle at NZCER (04 802 1389 or rachel.dingle@nzcer.org.nz) or Marie Cameron (09 638 5108 or marie.cameron@nzcer.org.nz)

The responses you provide in this survey will remain confidential to the researchers. No individual person or school will be identified when the results of the survey are reported.

Note: If you have not started teaching yet, please do not complete the survey. Just tick this box and return the survey to us in the envelope provided.

Section One: Details of teaching position(s)

1. What was your initial teacher education programme? [please tick one]

- 1 One year programme for graduates at a College of Education/university/polytechnic
- 2 One year programme for graduates at a wananga
- 3 One year programme for graduates by distance/flexible delivery
- 4 Three year degree in teaching at a College of Education/university/polytechnic
- 5 Three year Diploma of Teaching
- 6 Three year degree for graduates by distance/flexible delivery
- 7 Conjoint teaching and bachelors degrees
- 8 Other [specify] _____

2. Which sort of teaching position was your first appointment as a PRT? (tick all that apply)

- ^a Permanent
- ^b Day relieving
- ^c Short-term relieving
- ^d Long-term relieving
- ^e Full time
- ^f Half time or more (12.5 hours a week or more)
- ^g Part-time (up to 12.5 hours a week)

3. If you have had more than one teaching position as a PRT, what is your current teaching position? (tick all that apply)

- ^a Permanent
- ^b Day relieving
- ^c Short-term relieving
- ^d Long-term relieving
- ^e Full time
- ^f Half time or more (at least 12.5 hours a week)
- ^g Part-time (less than 12.5 hours a week)

4. If you have had more than one teaching position as a PRT, please indicate how many you have had

- ¹ One ² Two ³ Three ⁴ Four or more

5. Did you receive a letter of appointment outlining all the terms and conditions relevant to the position?

- ¹ Yes ² No

The following two questions are for primary or intermediate school PRTs only, please go to question 8 if you are a secondary school PRT.

6. i) In your first year as a PRT did the school use the time allowance (0.2) to support your advice and guidance programme each week?

- ¹ Yes (go to question 7) ² No ³ Don't know

ii) If your answer is 'no' please indicate why: (tick all that apply)

- a) Had to use my release time for technology (intermediate/full primary schools only) b) Was only allowed part of the time
- c) Principal said it was unnecessary d) Don't know why
- e) Other (specify) _____

7. i) In your second year as a PRT did the school use the time allowance (0.1) to support your advice and guidance programme each week?

- ¹ Yes (go to question 13) ² No ³ Don't know

ii) If your answer is 'no' please indicate why: (tick all that apply)

- a) Had to use my release time for technology (intermediate schools only) b) Was only allowed part of the time
- c) Principal said it was unnecessary d) Don't know why
- e) Other (specify) _____

The following five questions are for secondary school PRTs only, please go to question 13 if you are a primary or intermediate school PRT.

8. To what extent did your teaching position require you to teach in curriculum areas for which you had appropriate Teacher Education and/or a degree qualification?

- ¹ Entirely ² Mostly ³ Partly ⁴ Not at all

Questions 9 & 10 are for secondary teachers who taught full-time as PRTs. Please go to question 11 if you taught between half and full time and question 12 if you taught less than half-time.

9. In your first year as a PRT did you receive the appropriate time allowances for your advice and guidance programme each week? [please tick one box on each row]

		If "no" specify the hours
No more than 15 hours of teaching	<input type="checkbox"/> ¹ Yes	<input type="checkbox"/> ² No _____
Five hours of advice and guidance	<input type="checkbox"/> ¹ Yes	<input type="checkbox"/> ² No _____
Five hours non-contact time	<input type="checkbox"/> ¹ Yes	<input type="checkbox"/> ² No _____

10. In your second year as a PRT have you received the appropriate time allowances for your advice and guidance programme each week? [please tick one box on each row]

		If "no" specify the hours
No more than 17.5 hours of teaching	<input type="checkbox"/> ¹ Yes	<input type="checkbox"/> ² No _____
2.5 hours of advice and guidance	<input type="checkbox"/> ¹ Yes	<input type="checkbox"/> ² No _____
Five hours non-contact time	<input type="checkbox"/> ¹ Yes	<input type="checkbox"/> ² No _____

Question 11 is for secondary teachers who taught between half and full time as PRTs.

11. In your first year as a PRT did you received the appropriate time allowances for your advice and guidance programme each week? [please tick one box on each row]

		If "no" specify the hours
No more than 17.5 hours of teaching	<input type="checkbox"/> ¹ Yes	<input type="checkbox"/> ² No _____
2.5 hours of advice and guidance	<input type="checkbox"/> ¹ Yes	<input type="checkbox"/> ² No _____

The next question (question 12) is for people who taught less than half-time as PRTs and therefore were not automatically entitled to a time allowance.

12. Please describe how your school supported you as a PRT in terms of advice and guidance programme time.

Section Two: Orientation experiences – Your first week at school

13. I had a formal orientation to my school

¹ Yes

² No

14. The following table lists a number of activities/information that may have been provided for you during orientation.

i) Please put a tick in the first column if this activity occurred

ii) For each of the activities you ticked, please indicate how helpful these were to you, by ticking the appropriate response

iii) For each of the activities/information rate how important you think these are for new teachers EVEN IF YOU DID NOT EXPERIENCE THEM YOURSELF.

Activities	Provided ✓	Helpfulness			Importance			
		Very helpful	Helpful	Not very helpful	Very important	Important	Not very important	Not at all important
a) Meeting with principal	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
b) Meeting with senior management	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
c) Meeting with BOT member(s)	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
d) Spent time with official tutor/supervisor	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
e) Introduced to rest of staff	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
f) Introduced to students	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
g) Introduced to parents/whānau	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
h) Social function with staff	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
i) Powhiri/formal welcome	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
j) Tour of school/map	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
k) Shown how to access supplies and resources (e.g. photocopier, equipment, curriculum resources)	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
l) Information about administrative requirements	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
m) Introduced to key support staff and their roles	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
n) Expectations for teachers explained (hours, extra-curricular)	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
o) Key policies and systems explained (e.g. pastoral care)	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
p) The support kit "Towards full registration" was shown to me	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
q) Information about particular school context, decision-making, students, community, school goals etc	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
r) Informal 'buddy' (not mentor) assigned	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
s) Information about NZEI/PPTA	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
t) Advice and guidance requirements and entitlements explained	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
u) Meeting with other PRTs in school	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
v) Information about subject associations (e.g. reading association)	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
w) Information about beginning teacher groups outside the school	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴

15. Overall, to what extent do you think your school's orientation programme assisted you to make the transition into teaching as a PRT?

- ¹ A great extent
- ² A reasonable extent
- ³ A limited extent
- ⁴ Not at all

Section Three: Use of PRT time allowance

16. Please tick the activities you did in your PRT time allowance. Of those you ticked, please rate how important each activity was.

Activities	Tick √/if done	Rating			
		Very important	Important	Not very important	Not at all important
a) Lesson planning	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
b) Locating and preparing resources within school	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
c) Using Internet teaching resources	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
d) Student assessment, reporting and record keeping	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
e) Administrative tasks	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
f) Tasks related to extra-curricular responsibilities	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
g) Liaising with other staff re pastoral issues with students	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
h) Meeting with other teachers	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
i) Documentation related to gaining full registration	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
j) Considering evidence of teaching effectiveness	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
k) Visits to other schools	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
l) Observing other teachers in own school	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
m) Meeting with students	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
n) Meeting with other beginning teachers	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴

Section Four: Mentoring

17. a) Did you have an assigned mentor/tutor teacher/supervisor whose role it was to support you through the advice and guidance process?

- ¹ Yes
- ² No

b) If "no" please can you comment about this?

18. The following table lists a number of activities/information that you and your mentor/tutor teacher/supervisor(s) may have engaged in IN THE FIRST YEAR of your advice and guidance programme

- i) Please put a tick in the first column if this activity occurred
 ii) For each of the activities you ticked, please indicate how frequently these occurred by ticking one box on each line
 iii) For each of the activities/information rate how important you think these are for new teachers EVEN IF YOU DID NOT EXPERIENCE THEM YOURSELF.

Activities	Provided	Frequency				Importance			
		Once a week	About 3-4 times a term	About once a term	Once or twice a year	Very important	Important	Not very important	Not at all important
	✓								
a) Observing other teachers in your school	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
b) Observing teachers in other schools	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
c) Observing mentor/tutor teacher/supervisor teaching in your classroom	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
d) Observing mentor/tutor teacher/supervisor teaching in another classroom	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
e) Having your mentor/tutor teacher/supervisor observe your teaching, and giving you feedback on your teaching (formative evaluation)	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
f) Discussing your students' work with your mentor/tutor teacher/supervisor	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
g) Examining students' work with other teachers in your department/syndicate to improve approaches to teaching	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
h) Use of Satisfactory Teacher Dimensions as a focus for feedback on your teaching	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
i) Mentor/tutor teacher/supervisor helping with curriculum and planning	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
j) Mentor/tutor teacher/supervisor helping with student assessment	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
k) Mentor/tutor teacher/supervisor helping you adapt your teaching/curriculum to meet the needs of students who require more targeted teaching	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
l) Mentor/tutor teacher/supervisor providing emotional support and encouragement	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
m) Collaborative work with others in department/syndicate/team	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
n) Help with report writing	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
o) Advice on effective communication with parents	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
p) Sharing effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
q) Assistance with managing student behaviour	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
r) Help with managing your administrative responsibilities	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
s) Being observed for registration requirements (summative evaluation)	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
t) Pinpointing your learning needs, setting personal goals, and planning a systematic programme to meet them	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
u) Other [specify]	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴

19. The following table lists a number of activities/information that you and your mentor/tutor teacher/supervisor(s) may have engaged in during THE SECOND YEAR of your advice and guidance programme

- i) Please put a tick in the first column if this activity occurred
 ii) For each of the activities you ticked, please indicate how frequently these occurred by ticking one box on each line

Activity	Provided √	Once a week	About 3-4 times a term	About once a term	Once or twice a year
a) Observing other teachers in your school	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
b) Observing teachers in other schools	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
c) Observing mentor/tutor teacher/supervisor teaching in your classroom	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
d) Observing mentor/tutor teacher/supervisor teaching in another classroom	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
e) Having your mentor/tutor teacher/supervisor observe you teaching, and giving you feedback on your teaching (formative evaluation)	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
f) Discussing your students' work with your mentor/tutor teacher/supervisor	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
g) Examining students' work with other teachers in your department/syndicate to improve approaches to teaching	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
h) Use of Satisfactory Teacher Dimensions as a focus for feedback on your teaching	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
i) Mentor/tutor teacher/supervisor helping with curriculum and planning	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
j) Mentor/tutor teacher/supervisor helping with student assessment	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
k) Mentor/tutor teacher/supervisor helping you adapt your teaching/curriculum to meet the needs of students who require more targeted teaching	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
l) Mentor/tutor teacher/supervisor providing emotional support and encouragement	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
m) Collaborative work with others in department/syndicate/team	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
n) Help with report writing	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
o) Advice on effective communication with parents	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
p) Sharing effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
q) Assistance with managing student behaviour	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
r) Help with managing your administrative responsibilities	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
s) Tutor teaching observing for registration requirements (summative evaluation)	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
t) Pinpointing your learning needs, setting personal goals, and planning a systematic programme to meet them	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
u) Other [specify]	<input type="checkbox"/>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴

20. Which of the following statements describe your advice and guidance programme?

	Strongly agree	Agree	Disagree	Strongly disagree
a) It was systematic and organised	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
b) I felt welcomed and valued as a staff member	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
c) I was left alone to 'sink or swim'	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
d) My advice and guidance programme was based on my personal and teaching needs	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
e) My advice and guidance programme was both supportive and challenging	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
f) My programme was carefully documented by the school according to Teachers Council requirements	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
g) I kept a written record of my advice and guidance programme including evidence of reflective practice	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
h) My school acknowledged my status as a beginning teacher and did not overload me with expectations	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
i) My HOD/Syndicate/Team leader did not have time to support me	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
j) It was up to me to seek out assistance	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
k) A number of teachers as well as my mentor/tutor teacher/supervisor supported me	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
l) Some teachers appeared to resent having a PRT in their department/syndicate	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
m) My mentor/tutor teacher/supervisor was well informed about teaching and classroom practice	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
n) My mentor/tutor teacher/supervisor knew how to help me to develop my practice	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
o) I felt that no-one was really very interested in how I was getting on as a teacher	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
p) My advice and guidance was more about 'ticking the boxes' in case I was audited, than addressing my support needs	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴

21. Overall, to what extent has...

	A great extent	A reasonable extent	A limited extent	Not at all
a) your tutor/mentor/supervisor assisted you to develop confidence and skill in teaching?	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
b) your tutor/mentor/supervisor assisted you to meet the Satisfactory Teacher Dimensions?	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
c) your induction programme made a positive difference to your students' learning and achievement?	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴

Section Five: Assessment of your teaching

In order to grant full registration the Teachers Council requires your principal to testify that you have been satisfactorily assessed against the Satisfactory Teacher Dimensions. This means that you should have had formative assessment (to help you to improve your teaching, and pinpoint your developmental needs) and summative assessment (to show that you are capable in the four professional areas required of a satisfactory teacher). In this survey summative assessment means written and verbal feedback following observations of your teaching that are used as evidence that you are a satisfactory teacher. The four dimensions are: professional knowledge; professional practice; professional relationships; and professional leadership.

22. What were the key areas where you received formative assessment ?

[please tick all that apply]

- | | |
|---|---|
| <p>a) <input type="checkbox"/> curriculum planning</p> <p>c) <input type="checkbox"/> use of ICT in your classroom planning and teaching</p> <p>e) <input type="checkbox"/> supporting te reo Māori me ona tikanga</p> <p>g) <input type="checkbox"/> devising engaging lessons</p> <p>i) <input type="checkbox"/> encouraging students to think critically</p> <p>k) <input type="checkbox"/> using a range of teaching approaches</p> <p>m) <input type="checkbox"/> positive management of student behaviour</p> <p>o) <input type="checkbox"/> ensuring that assessment is fair, valid and reliable</p> <p>q) <input type="checkbox"/> providing feedback to students on their learning</p> <p>s) <input type="checkbox"/> encouraging you to reflect on your teaching to improve it</p> <p>u) <input type="checkbox"/> communicating with parents and families</p> <p>w) <input type="checkbox"/> professional responsibilities and behaviour</p> <p>y) <input type="checkbox"/> other [please describe] _____</p> | <p>b) <input type="checkbox"/> inclusive practices for Māori students</p> <p>d) <input type="checkbox"/> matching curriculum to student learning needs and interests</p> <p>f) <input type="checkbox"/> student grouping</p> <p>h) <input type="checkbox"/> building positive relationships with students</p> <p>j) <input type="checkbox"/> finding appropriate resources</p> <p>l) <input type="checkbox"/> management of instructional time</p> <p>n) <input type="checkbox"/> responding constructively to student misbehaviour</p> <p>p) <input type="checkbox"/> using assessment results to plan further learning for individuals and groups</p> <p>r) <input type="checkbox"/> ways to engage students in their own assessment</p> <p>t) <input type="checkbox"/> recording and reporting assessment information</p> <p>v) <input type="checkbox"/> your relationships with other colleagues</p> <p>x) <input type="checkbox"/> internal moderation processes</p> |
|---|---|

23. Who was the person who was most responsible for providing formative assessment to you? *[please tick one]*

- | | |
|--|---|
| <p>1) <input type="checkbox"/> The principal/tumuaki</p> <p>3) <input type="checkbox"/> Head of department/Syndicate leader</p> <p>5) <input type="checkbox"/> Other teacher(s) in department</p> <p>7) <input type="checkbox"/> Other [specify] _____</p> | <p>2) <input type="checkbox"/> Senior management (DP, AP)</p> <p>4) <input type="checkbox"/> Mentor/tutor teacher/supervisor</p> <p>6) <input type="checkbox"/> PRT coordinator</p> |
|--|---|

24. Who was most responsible for providing summative assessment to you?

[please tick one]

- | | |
|--|---|
| <p>1) <input type="checkbox"/> The principal/tumuaki</p> <p>3) <input type="checkbox"/> Head of department/Syndicate leader</p> <p>5) <input type="checkbox"/> Other teacher(s) in department</p> <p>7) <input type="checkbox"/> Other [specify] _____</p> | <p>2) <input type="checkbox"/> Senior management (DP, AP)</p> <p>4) <input type="checkbox"/> Mentor/tutor teacher/supervisor</p> <p>6) <input type="checkbox"/> PRT coordinator</p> |
|--|---|

25. Which set of criteria were used to assess you?

	Satisfactory Teacher Dimensions	Interim Professional Standards*	Don't know
a) Formative	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³
b) Summative	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³

* The MOE requires that the Interim Professional Standards are used to annually appraise teachers

26. What evidence was used to ascertain that you had met the requirements for full registration as a teacher? [tick all that apply]

- a) Notes from your observations of students and comments on how these observations informed your teaching (e.g. reflective diary)
- b) Written feedback from your mentor/tutor teacher/supervisor at regular intervals throughout your advice and guidance programme
- c) Records of observations of your teaching
- d) Examples of how you assessed the learning outcomes of your teaching
- e) An outline of your advice and guidance programme for year one and year two
- f) Appraisal records
- g) Record of your reflection on your teaching
- h) Record of professional learning (and how it has impacted on your practice)
- i) Examples of your feedback to students
- j) A unit of work, showing objectives, learning intentions, teaching plans, success criteria, assessment
- k) Examples of student learning resulting from your teaching
- l) Samples of reports to parents, and caregivers
- m) Samples of your feedback to students
- n) Photographs (with annotations explaining what the photographs illustrate)
- o) Audio or videotapes of your teaching
- p) Samples of newsletters etc to parents
- q) Letters of commendation from others (principal, parents, colleagues, students)
- r) Other [specify] _____
- s) None of the above

Section Six: Other professional development and learning

27. Which of the following professional development activities or support have you experienced as a PRT? (In each line, circle the number that applies best)

I have experienced....	Frequently	Occasionally	Not at all
a) Reading to improve my specific content knowledge	1	2	3
b) Reading to extend my knowledge of ways to help students gain a deeper understanding and interest	1	2	3
c) Familiarising myself with the local area and its resources, such as marae, library, museums, science and resource centres	1	2	3
d) Collaborative learning with other colleagues in my school	1	2	3
e) Collaborative learning with teachers from other schools	1	2	3
f) Taking an active part in school development processes	1	2	3
g) Engaging with subject or specialist associations	1	2	3
h) Participating in external courses or workshops relevant to my teaching subject	1	2	3
i) Guidance and encouragement from other teachers in the school	1	2	3
j) Participating in external courses or workshops related to teaching in general (e.g. classroom management)	1	2	3
k) Guidance from support people, such as RTLBs, School Counsellor, Advisors	1	2	3
l) NCEA marking (e.g. moderation meetings)	1	2	3
m) Involvement in the union	1	2	3
n) Guidance and encouragement from my Head of Department/Syndicate leader	1	2	3
o) Guidance and encouragement from other teachers in my department/syndicate	1	2	3
p) Beginning teacher support groups such as those organised by advisory services	1	2	3
q) Beginning teacher support group in my school	1	2	3
r) An active part in whole-school professional development programmes (e.g. literacy, AtoL, numeracy)	1	2	3

28. Other experiences that have contributed to my learning as a teacher [specify below]

29. Areas where I would have appreciated more support [specify below]

Section Seven: Satisfaction as a teacher

30. How much do you agree or disagree with each of the following statements about teaching? (in each line, circle the number that applies best)

	Strongly agree	Agree	Disagree	Strongly disagree
a) Teaching meets or exceeds the expectations that I originally had	1	2	3	4
b) I am not as happy about teaching as I thought I would be	1	2	3	4
c) My school is a great place to work	1	2	3	4
d) I expect to be still teaching in five years time	1	2	3	4

Section Eight: Suggestions for improvement of the system of induction into the profession

31. Please provide your suggestions for policies or approaches that would improve teacher induction in New Zealand schools and kura.

Section Nine: About you

32. In what sector are you currently teaching? [please tick one]

- ¹ Primary
- ² Intermediate (classroom teacher)
- ³ Intermediate (specialist technology teacher)
- ⁴ Secondary
- ⁵ Area School
- ⁶ Kura Kaupapa Māori
- ⁷ Whānau rumaki

33. In which region of the country is your school? [please tick one]

- | | |
|---|--|
| <input type="checkbox"/> ¹ Northland | <input type="checkbox"/> ¹⁰ West Coast |
| <input type="checkbox"/> ² Auckland | <input type="checkbox"/> ¹¹ Canterbury |
| <input type="checkbox"/> ³ Waikato | <input type="checkbox"/> ¹² Otago |
| <input type="checkbox"/> ⁴ Bay of Plenty | <input type="checkbox"/> ¹³ Southland |
| <input type="checkbox"/> ⁵ Gisborne | <input type="checkbox"/> ¹⁴ Tasman |
| <input type="checkbox"/> ⁶ Hawkes Bay | <input type="checkbox"/> ¹⁵ Nelson |
| <input type="checkbox"/> ⁷ Taranaki | <input type="checkbox"/> ¹⁶ Marlborough |
| <input type="checkbox"/> ⁸ Manawatu - Wanganui | <input type="checkbox"/> ¹⁷ Chatham Islands |
| <input type="checkbox"/> ⁹ Wellington | <input type="checkbox"/> ¹⁸ Correspondence School |

34. Please indicate the ethnic group/s with which you identify:

- a) Pākehā/European b) Māori c) Pacific Island d) Asian
- e) Other _____

35. Is there anything else you would like to say about your experiences as a PRT that has not been covered by this survey?

Thank you for your participation



Please return this survey to NZCER in the envelope provided by 8/12/2006

Appendix C: Technical Data

Table 44 **Ages of teachers in the samples**

Ages	ECE sample		School sample	
	Number	Percentage	Number	Percentage
20–25	27	14.8	116	29.5
26–30	15	8.2	84	21.4
31–35	17	9.3	48	12.2
36–40	25	13.7	46	11.7
41–50	67	36.6	84	21.4
Over 50	32	17.5	15	3.8

Table 45 **Ethnicity of teachers in the samples**

Ethnicity	ECE sample		School sample	
	Number	Percentage	Number	Percentage
Pākehā	130	71.0	305	77.6
Māori	26	14.2	33	8.4
Pasifika	23	12.6	15	3.8
Asian	12	6.6	16	4.1

Note: As more than one answer could be given percentages may not sum to 100

Table 46 **ECE and school responses by region**

Region	ECE sample		School sample		National % ^a
	Number	Percentage	Number	Percentage	
Auckland	55	30.1	136	34.6	31.9
Canterbury	26	14.2	30	7.6	13.1
Wellington	20	10.9	42	10.7	11.0
Waikato	20	10.9	30	7.6	9.5
Bay of Plenty	12	6.6	27	6.9	6.4
Manawatu/Wanganui	10	5.5	21	5.3	5.4
Hawkes Bay	9	4.9	13	3.3	3.7
Otago	7	3.8	14	3.6	5.1
Northland	6	3.3	7	1.8	3.7
Nelson	3	1.6	7	1.8	1.1
Southland	2	1.1	15	3.8	2.3
Taranaki	2	1.1	7	1.8	2.5
West Coast	1	0.6	5	1.3	0.9
Marlborough	1	0.6	3	0.8	1.1
Gisborne	1	0.6	2	0.5	1.2
Tasman	-	-	3	0.8	1.2
Correspondence School	1	0.6	-	-	-
Unknown	-	-	31	7.9	-

^a Based on the NZ population in each region as reported from the 2006 census

Table 47 **Initial Teacher Education – ECE Sample**

Programme	N	Percentage
Before I began teaching in an early childhood centre	62	33.9
While I was working in an early childhood centre	116	63.4
Unknown	5	2.7

Table 48 **Initial Teacher Education – School Sample**

Programme	N	Percentage
One year programme for graduates at a College of Education/university/polytechnic	202	51.4
Three year degree in teaching at a College of Education/university/polytechnic	123	31.3
Conjoint teaching and bachelors degree	14	3.6
Three year Diploma of Teaching	12	3.1
Three year degree for graduates by distance/flexible delivery	9	2.3
One year programme for graduates by distance/flexible delivery	8	2.0
Other	15	3.8
Unknown	10	2.5

Table 49 **First and current teaching appointments – ECE sample**

Position	First Appointment		Current Appointment	
	N	Percentage	N	Percentage
Permanent	122	66.7	128	69.9
Full time	96	52.5	102	55.7
Supervisory	47	25.7	57	31.1
Half time or more	24	13.1	18	9.8
Long-term relieving	7	3.8	6	3.3
Day relieving	7	3.8	5	2.7
Part-time	7	3.8	5	2.7
Short-term relieving	0	0.0	3	1.6

Note: As more than one answer could be given percentages may not sum to 100

Table 50 **First and current teaching appointments – School sample**

Position	Primary (n=208)				Secondary (n=157)			
	First Appointment		Current Appointment		First Appointment		Current Appointment	
	N	Percentage	N	Percentage	N	Percentage	N	Percentage
Permanent	82	39.4	138	66.3	92	58.6	124	79.0
Long-term relieving	87	41.8	49	23.6	52	33.1	18	11.5
Day relieving	17	8.2	10	4.8	6	3.8	4	2.5
Half time or more	8	3.8	7	3.4	5	3.2	7	4.5
Short-term relieving	2	1.0	2	1.0	3	1.9	-	-
Part-time	4	1.9	2	1.0	2	1.3	3	1.9

Note: As more than one answer could be given percentages may not sum to 100

Table 51 **Number of teaching appointments**

Number of Positions	ECE (n=183)		Primary (n=208)		Secondary (n=157)	
	N	Percentage	N	Percentage	N	Percentage
1	66	36.1	58	27.9	50	31.9
2	35	19.1	64	30.8	60	38.2
3	67	36.6	74	35.6	44	28.0
4	14	7.7	10	4.8	2	1.3
5 or more	1	0.6	2	1.0	1	0.6

Appendix D: Focus group questions

The key questions were compiled from the research areas identified by the Teachers Council and by the literature review (phase 1 of this project). The questions were as follows:

- a) What was the most important part of your advice and guidance programme and why was this? (Written task, shared with the rest of the group.)
- b) What sort of experiences helped you to “settle in” right at the beginning of your PRT time?
- c) In what ways was your advice and guidance programme responsive to your own professional learning needs?
- d) What opportunities were there to explore and extend your teaching practice?
- e) To what extent do you think that you have been supported by your colleagues and workplaces to engage in quality teaching practices?
- f) What learning opportunities have helped to lay the foundations for your continuing professional growth?
- g) How were you assisted to gather information to document your progress towards full registration?
- h) If someone from the Teachers Council were to join the group now, and ask you for one minute of advice on how to encourage all workplaces to provide effective advice and guidance programmes what would you tell them? (Written task, shared with the rest of the group.)