
To	Director Ako and Ako Ahimura Learning & Teaching Committee	From	Maura Kempin, Manager, TPA
Title	Teacher Induction	Date	5 September 2019

Purpose

To provide the Director of Ako, and Ako Ahimura Learning & Teaching Committee, with information on the induction of new teaching staff at Unitec, as requested at the meeting of 18 July 2019.

Introduction

Robust induction processes are essential to ensure that new staff (teaching staff in this case) are equipped with the knowledge, skills and resources to allow them to perform to their potential and to understand how things are done at Unitec.

This document outlines the institutional processes and resources currently in place to support the induction of new-to-Unitec teachers. These processes are mandatory for permanent staff and those on fixed term contract (FTC) .5FTE and above.

This document does not cover processes used by individual Schools - e.g. buddying, mentoring, co-teaching (with Unitec experienced teachers) - to support the induction and development of new hires.

Information

There are three institutional induction steps, two of which are standard for all staff (teaching and non-teaching) and managed by the Learning & Development team. It is worth noting that teaching and learning are not covered in any depth in steps 1 and 2. The third step – New Teacher Induction – focuses specifically on teaching and learning and involves 15 hours of face-to-face induction for teaching, delivered by Te Puna Ako and with a digital credential (badge) that follows up on implemented practice.

1) On-Boarding - Pack

An on-line Welcome Pack is sent out to new hires before they start. Documentation includes: Legal forms; Outside Work Policy; Health and Safety Policy, Code of Conduct and Welcome to Unitec Pre-Start Pack.

2a) Induction into Unitec – on-line activities

This is a welcome email with links to various induction activities. Casuals and Contractors do not receive this material because they are not usually issued Unitec email addresses. The *Induction to Unitec* includes:

- Induction Overview Module
- Health and Safety Induction
- Invitation to Staff Orientation
- Invitation to Learning and Teaching 101 Showcase

2b) New Staff Orientation

Delivered approximately 6 times a year. Each session is 5 hours in duration and includes:

- Pōwhiri at Te Noho Kotahitanga Marae (managers/teams invited)
- Introduction to Te Noho Kotahitanga
- Our Kaupapa session delivered by a member of the Executive
- Introductory sessions: Health and Safety, Sustainability, Teaching and Learning, Student Experience, Equity and Inclusion.

Note: Attendance by support staff is significantly greater than that of teaching staff. For example, in 2017, 61% of newly hired non-teaching staff attended compared to 28% of new teaching staff (permanent).

2c) Learning and Teaching 101 Showcase

This 3 ½ hour session is open to all staff and is a chance to experience how learners are supported at Unitec in and out of the classroom. It is led by Te Puna Ako staff. It occurs twice a year, during semester break (April/October). Typically, most participants are non-academic staff.

3) New Teacher Induction (NTI)

Delivered by Te Puna Ako twice a year (pre-semester) over one full day (7 hrs) + and two mornings (4 hours each), this 15-hour course provides extensive input into teaching and learning at Unitec with opportunity for discussion around specific contexts.

Content addresses the teaching competencies at Unitec with input from multiple TPA Advisors and others including Academic Development Lecturers, Kaihautū and Knowledge specialists. Support resources are provided in the [New Teacher Induction Moodle Course](#). In 2019, a badge for New Teacher Induction was introduced to recognize attendance and the subsequent application of learning to classroom practice.

NTI - What's working well

- Participant feedback is overwhelmingly positive – sample comments below
 - Vibrant, enthusiastic tutors; excellent facilitation!
 - Lots of useful activities, suggestions, strategies, e-learning tools
 - Hearing from other teachers; getting practical ideas
 - Use of multiple TPA Advisors to give variety of perspectives
- Many participants keep in contact with TPA Advisors for on-going support
- Community of practice established, whanaungatanga built between participants from across Schools

NTI - What's not working well

Attendance (lack of) is a significant issue. All 'new to Unitec' permanent and FTC over .5FTE teaching staff are invited to attend. This is communicated as mandatory in orientation and induction communication. Mandatory participation in NTI is not communicated in offer letters, employment contracts or Academic Staff Development policy.

On average, around 50% of invitees actually attend. Many teachers miss NTI, either in its entirety or in part, due to other obligations e.g. departmental meetings, preparation for teaching. Attendance does not appear to be prioritized by Line Managers or Heads of School.

Those on FTC less than .5FTE and those on casual contracts also miss out. Note: Unitec currently has 19 teaching staff on FTC <.5 and 287 casual or hourly paid teachers.

Recent participation data:

	Invited/Eligible staff	Attended	% Attendance
February 2017	27	16	59
July 2017	39	20	51%
February 2018	36	17	44%
July 2018	23	10	43%
February 2019	16	9	56%
July 2019	23	13	57%

In summary, the main issues for New Teacher Induction are:

- poor attendance by teaching staff
- lack of explicit support or awareness from line managers, Heads of School, ELT
- confusion caused by conflation of multiple induction processes, e.g, teachers declining invitation to NTI thinking they have completed it when they have actually attended orientation
- little to no induction of casual or FCT less than .5FTE

Resources and Materials to Support Induction of New-to-Unitec Teachers

The *Working at Unitec* page on the Nest includes a section on *Induction*. Within this is information on the various induction/orientation activities:

Get involved with our key induction activities:

- [Register for a Staff Orientation Session](#)
- [Register for a Learning & Teaching 101: The Learner's Perspective](#)
- [International Code of Practice](#)
- [Health and Safety Online Induction](#)
- [Teaching At Unitec – Quick Reference Guide](#)
- [New Teachers @ Unitec Online Course](#)
- [IT Training opportunities](#)

a) [Teaching at Unitec Quick Reference Guide](#) includes an overview of:

- Working at Unitec
- Learning and Teaching
- Academic Quality
- Research
- Student Support

b) [On-line introductory course to Learning and Teaching at Unitec](#): designed in Articulate Rise (rather than Moodle) so it can be accessed by industry professionals or casual teaching staff who may not have a Unitec email or login. It is available to all new-to-Unitec teachers and is particularly useful to those who miss out on the NTI event. This course provides a broad introduction to all things teaching and learning at Unitec, some of which are process related e.g. PeopleSoft and SEAtS.

Actions to be considered by TPA

- Small group induction sessions for new staff employed casually or less than .5FTE
- A one-day 'New teacher' induction held more regularly (so that more new teachers are able to attend when they are actually new), followed by an 'emerging teacher' workshop later on
- TPA and L&D to consider six-monthly reporting to Academic Board or ELT of participation in, completion of, all mandatory induction processes.

Other Areas for Improvement

- Awareness of the systems and processes available
- Expectation that Line Managers/Heads of School actively support teachers to engage, e.g., releasing new teachers from School duties to participate in all induction processes
- Management of new teachers' teaching workloads to allow time for participation
- Communication of the requirement to participate in induction processes, possibly in offer letter or employment contracts, and/or staff development policy
- School processes, e.g. buddying, mentoring, co-teaching, to support institutional processes

Contributors

Compiled by Maura Kempin. Includes information provided by Fiona Pond, Karen Haines and Sarah Kirk.