

## New Teacher Induction Full report – February 2021

### Background

In August 2020, Ako Ahimura committee was informed that (August 2020) New Teacher Induction (NTI) now operates with a cohort approach based on the values of Te Noho Kotahitanga. This involves a 3-day workshop held at the beginning of each semester and then ongoing online workshops and mentorship to support each cohort. It is an expectation that every Permanent (Perm)/Fixed Term (FT) Academic staff member attend NTI.

### February 10 – 12<sup>th</sup> - New Teacher Induction workshops

To prevent clashes with teaching timetables, New Teacher Induction was held across three consecutive days in the shortened week for Waitangi from February 10 – 12<sup>th</sup> prior to most Semester 1 block courses beginning. This continuous delivery of workshops for induction had not been delivered in this way since 2018 and steady numbers across all three days suggest that this model should be repeated for the July intake, if possible.

This timeframe worked well as we were able to include three Environmental Animal Science lecturers, and three Nursing lecturers who were set to deliver their block courses the week after NTI. Our timing was also fortuitous as Auckland went into Level 3 lockdown on the Sunday after NTI finished. However, it should be noted that contingency plans for online delivery had been made in case of Covid disruption.

### INVITEES AND ACTUAL ATTENDEES

Current information re new hires was received from Human Resources on 20/1/2021. From this list 21 were coded as Permanent/Fixed Term Academic staff, who have an expectation that they attend New Teacher Induction as a compulsory requirement.

While extra effort is placed on ensuring that this data is up-to-date, when the NTI teaching team have reached out to HoS to confirm the data we have been told that late hires have not been included, or we have been offered extra names to include in induction. This extra step in the process can be quite a timely task, and still requires some finessing at it is nowhere near close to being an automated process.

**Table 1: Contract coding of Newly Hired Teacher Invitee List Provided by HR**

		Perm	FTC	1FTE	.5 to .8 FTE	<.5FTE
# Permanent	10					
# FTC	10					
Initial TOTAL	20					

No longer working at Unitec	(2)					
Had previously attended NTI	(3)					
Actual TOTAL	<b>15</b>	7	9			
				8	6	1

**Table 2: Summary breakdown of Permanent/ FT Academic attendance across days**

	Day 1	Day 2	Day 3
<b>Overall Attendance</b>	11	10	11
<b>Expected Attendance (15)</b>	15	15	15
<b>Attendance of required Academic Staff</b>	73%	67%	73%

As seen in *Table 1* above, out of the 20 lecturers required to be at New Teacher Induction (NTI), 5 were removed for the following reasons: already attended a previous NTI (3), no longer employed at Unitec (2).

NOTE: While lecturers appear on the 'new hire' list, this can be due to a change of contract type, as some lecturers have multiple years' experience of teaching at Unitec. In this case, the NTI teaching team use their discretion for sending invites to the NTI event, but ensure that they are included in the online cohort experience. We have also differentiated and personalised the learning plan for these lecturers able to attend the workshops to ensure that they get the most out of their induction.

Of the 15 lecturers required to be at NTI, 13 were in attendance for at least one day of the duration, this equates to an **87% attendance rate for our targeted Permanent/Fixed Term Academic staff**. Eight lecturers (53%) were able to attend the NTI in its entirety over the three days. The five lecturers (33%) who missed part of the NTI will be supported through the ongoing Moodle course and mentoring programme, including Zoom workshops. Of the two lecturers (13%) that were unable to attend any of the NTI, one had already been exposed to the July B 2020 cohort and their employment status was not clear at time of invites being sent, and one had accepted an invitation to attend but was a no show. These two lecturers have been put into the Feb B 2021 cohort and will be able to participate in our ongoing mentoring programme, including access to the Moodle resources. They have also be connected with their Schools' Te Puna Ako Adviser to ensure they have a teaching and learning support structure available to them. Their absence from the facilitation days have been noted, so they may be picked up in the next cycle of new teachers and invited to join the July 2021 NTI workshops.

**Table 3: Breakdown of invited participants according to contract types**

36 total number of invited participants
15 Casual Academic staff
15 Permanent/Fixed Term Academic 2020 (re: HRs list)
6 Permanent/Fixed Term Academic (other years)

**Table 4: Number of attendees across the three days**

Schedule [overview]	Overall attendance	2021 Permanent/Fixed Term Academic	Other year Permanent/Fixed Term Academic	Casual Academic Staff
Day 1 (full day) 9 – 4 pm [Design for learning]	26	11	5	10
Day 2 (half day) 9-1 pm [Facilitation]	23	10	3	10
Day 3 (half day) 9-1 pm [Assessment/Feedback]	26	11	5	10

While this report is not framed to speak to the staff contracted as Casual Academics, the NTI teaching team recognise the importance of reaching these teaching staff, as students do not know what type of ‘contract’ lecturers are on, and just see their ‘Unitec lecturer.’ This information has been discussed with the Learning and Development team and systems are being looked at through the working group for end-to-end staff induction at Unitec (see **NEXT STEPS** below). It will also be the NTI teaching team’s intention to raise what happens to Tutorial Assistants across Unitec as they currently occupy a space with limited resourcing for ongoing PD.

### **TUTORIAL ASSISTANTS (TAs)**

The increase of using TAs across Unitec is a phenomenon that does not seem to be slowing as our Domestic students grow and extra support is required in the classroom. Each school seems to operate under a different mandate for how they utilise their TAs within their courses, so some more inquiry into their roles and expectations may be required.

From July 2020 until end of January 2021 there were 14 Tutorial Assistants hired at Unitec, according to the HR list supplied. It should be noted that all TAs on this current HR list have been given an FTE 0.03 contract.

**Table 5: Schools that hired TAs (July 2020 - January 2021)**

School	# of TAs
Architecture	2
Bridging Education	1
Building Construction	2
Community Studies	1
Creative Studies	1
Environmental and Animal Sciences	3
NZ Police	4
<b>TOTAL</b>	<b>14</b>

**Table 6: Schools that hired TAs (February – March 2021)**

School	# of TAs
Architecture	1
Building Construction	3
Trades and Services	2
<b>TOTAL</b>	<b>6</b>

Due to an influx in domestic student enrollment numbers, there were six more TA hires (Table 6) for Semester 1 support, during the month of March. Thanks to the engagement and enthusiasm of Building Construction teachers who attended the 2021 NTI, Paul Jeurissen (HoS Construction) has asked TPA for a bespoke induction for the schools' TA's. This will be negotiated to run on a day to best accommodate everyone's 'other' work commitments. This induction will include elements of NTI but will be designed for Construction and the needs of their TA's.

## **SCHOOLS' ENGAGEMENT**

Various School's positive perception and increased value for NTI has seen positive impacts for this Feb 2021 cohort. Some examples of this:

- Andrea Thumath (UPC Head of School) emailed the NTI teaching team and added two UPC teachers into the Feb 2021 cohort. Both these teachers were not on the 2021 HR list supplied of new hires and as a result these teachers would have missed any involvement in 2021 NTI had it not been for the initiative demonstrated by Andrea to enrol them.
- When one Supported Learning Academic (Fulltime) originally declined the invitation to attend NTI, a follow-up email from them stated, "My Head of School (HoS) really feels that it is important that attending the NTI is more important at the moment than scheduled school meeting. Can you please put me back on the NTI?" (excerpt from email 9/2/2021).

- Susan Bennett (HoS Computing), and Lee Baglow (HoS Trades) took time out of their day to join the cohort for Morning Tea and socialise alongside Te Puna Ako (TPA) advisers and their new teachers. This HoS morning tea is a new initiative for NTI and one that will continue. The NTI team were especially grateful for their attendance considering they were afforded such short notice.

The NTI teaching team (Anne, Karen, Sarah, and Treena) would like to recognise the schools and their HoS in their continued support to make explicit the continued professional development of teaching and learning, for their teachers. Thank you for partnering with TPA in this kaupapa.

## **TEACHERS' ENGAGEMENT**

In a new twist, we had two teachers who requested to return to participate in various self-selected elements of the NTI, in order to further their understanding of teaching and learning, given that they had some more Unitec teaching experience. Also, one of the UPC teachers enrolled was a previous NTI participant but it was requested that “given Covid then hit straight away and she navigated through that, I think it would be useful for her to attend this again.” (excerpt received from Andrea 15/1/2021). This new phenomena of recognizing ongoing professional development as situations change (whether it be pandemic, or more experience, related) is extremely heartening to see and the NTI team are looking at ways in which we may double down on this engagement for the future.

## **CAPTURING TEACHERS WHO HAD HISTORICALLY MISSED NTI**

As part of the initiative for capturing all new teaching staff at Unitec, a cohort approach was created to create a community of practice, as well as to assist with a check and balance system to track who has attended NTI. There were seven participants who were in the July B 2020 cohort. This categorization meant that they had missed the July 2020 NTI for various reasons (usually because they had begun their contract after our set workshop dates). From this July B 2020 cohort, four lecturers were invited to the Feb 2021 NTI workshop, two lecturers were no longer employed at Unitec, and one lecturer is currently being supported by his TPA liaison in bespoke professional learning (this is the same lecturer who was tagged in the 2021 new hires as a contractor).

From these four lecturers invited to the 2021 Feb NTI, two (Permanent/FT Academic) were able to attend, and two (Casual Academic) were unable to attend as they have clashes with their other employment. While this cohort system is early in its development and use, it seems to be succeeding at closing the loop and keeping a track of our new teaching staff participation with the induction processes at Unitec. The next step will be to find a model to measure their engagement and learning through this process.

Through our TPA school advisory relationships, we were able to actively engage with three teachers who had historically not been able to participate fully in NTI workshops due to teaching clashes. As a result of this relationship, they were able to participate in the Feb 2021 cohort, thanks to the timetabling of the workshops before block courses began.

## EVALUATION OF THE WORKSHOP FROM PARTICIPANTS (15 responses)

Overall most commented that the workshop series had been useful and helpful. [All responses](#) are linked for your further reading.

**Table 7: Summary of feedback from NTI workshop series**

What should be do more of?	What should we stop doing?
<ul style="list-style-type: none"> <li>• Assessment</li> <li>• More active learning activities</li> <li>• Running group activities</li> <li>• More time with support teams</li> <li>• Echo360</li> </ul>	<ul style="list-style-type: none"> <li>• All responded positively either stating “nothing” or keep doing what you are doing</li> </ul>
What did you learn that you will use in your practice?	What would you like more information about?
<ul style="list-style-type: none"> <li>• Create better realationships with students and make the effort to get to know them</li> <li>• The strategies from the Pacific workshop, e.g. interactions with Pacific learners</li> <li>• Exit tickets</li> <li>• Evaluating the course descriptor as a basis for lesson planning</li> <li>• Better feedback to students</li> <li>• How to use feedback, feedback types, planning for it to happen in class</li> <li>• Audio feedback</li> <li>• Active learning strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Support for students with disabilities</li> <li>• Setting up effective group assessment</li> <li>• Digital teaching suitable for Trades</li> <li>• Team Based learning</li> <li>• Feedback strategies</li> <li>• Student support</li> </ul>

## CLOSING THE FEEDBACK LOOP ON NEXT STEPS (from August 2020, Ako Ahimura approval report)

Continue to develop a Moodle course which delivers content around the Teacher Competency Development model that responds to each cohort’s current needs.

- Cohorts have been established and they are differentiated based on the needs of each group. Zoom ‘office hours’ have been established to support teachers' questions. These occur weekly on Monday 2-4pm and model best online practice for creating whanaungatanga. This initiative will be reviewed before next semester to evaluate its effectiveness/impacts.

Continue to partner with support services teams to socialise their services to new teachers.

- As a result of feedback from last year, the ‘World Café’ initiative was split out across two days (student and teaching facing support services). Through this, more time was afforded to each group to socialise their services. We were also able to secure a budget of \$50 per

day which was ample to cater for the group and added to the atmosphere of a World Café. As a result of giving more space, and time to this initiative we were able to add Access4Success to our list of attendees and differentiate the Learning Advisor services. Feedback from both our colleagues and NTI participants suggest that this initiative is worthwhile, so it will be continued under this new 2-day framework.

- In a response to past feedback a list of attendees was requested. This was actioned and due to its success will now become a permanent process. “The list of emails, names and departments given in advance was super helpful. Thank you for sending this out in advance. I prepared a word doc with a summary of what Learning Advisors do, and how students and staff access and use this help” (excerpt from survey sent to World Café participants)

Continue to build knowledge and awareness of Unitec’s processes to be successful in their role as a teacher.

- This year we were grateful to have Nick Sheppard (in his new hybrid leadership role) open up our NTI with karakia and explain Unitec’s dedication to Manaakitia Te Rito and Te Noho Kotahitanga. This momentum was then carried through the rest of the workshop days influencing both the design and facilitation.
- The NTI Moodle site which all identified new staff are enrolled in continues to be the go-to space for resources. Due to a recent upgrade to TPA Moodle sites, all Moodle sites hosted by TPA now have Guest Access, which means that **all** Unitec staff can now access these resources.
- Partnership with Te Korowai Kahurangi (TKK) saw Sue Crossan come to our World Café to socialise TKK services, as well as returning during our Assessment day to align current processes and policies with the teaching and learning discussions. This partnership will be continued further, as we plan to have Sue host a Zoom once again about Course Evaluation Planning (CEP) document.
- All participants at the 2021 NTI February cohort have been enrolled in the following Moodle courses to ensure that they have access to the current Unitec priorities: [I See Me](#), [Moving to remote teaching for Covid19](#), [Blended/Online Learning](#), [Teaching Pacific Learners](#), [Introduction to Summative Assessment](#), [New Teacher Induction \(TCD\)](#)

Continue to anchor in Te Noho Kotahitanga and build a cohesive, community of practice for each cohort.

- TPA are so grateful to be aligned with Kimoro Taiepa as our kaihautū. His [Living Te Noho Kotahitanga](#) badge is the first active workshop that participants engage with. His mana and wakaritenga is then weaved through the rest of the workshops creating an atmosphere and a high expectation for engagement with the values. This is seen in the whanaungatanga of World Café, as well as the recognition of the tuākana in the cohort and space.
- NTI staff continue to support the kaupapa of a community of practice, and we are hoping to see more engagement and impact with our ongoing Zoom sessions, and new ‘office hours.’

Continue to stay connected with Heads of School and APMs to have up to date information around their schools needs and desires for new teachers.

- We are looking to streamline our processes to engage with HoS and APMs earlier than we did this year, as we had suffered technical difficulties in accessing our generic TPA email account which impacted our communication timelines. However, it should be noted that early advertising of the Feb 2021 NTI dates in the Unitec calendar, as well as socialisation of

information at the extended Leadership meeting (via TPA manager Maura Kempin) certainly impacted the results that we saw in School engagement.

- NTI team will continue to share the Feb 2021 cohort details with their fellow TPA advisors so they are aware of who is in the cohort, and to also respond in a timely manner to further ongoing training.

#### **NEXT STEPS:**

**Continue to be involved with the National Learning and Teaching Advisory groups for Teacher training:** Anne McKay and Treena Brand are Unitec representatives on these national working advisory groups. This initiative was developed last year as a preface for merging teaching and learning practices under the Te Pūkenga umbrella. They are both in the group for informal/formal teacher training, and the conversations discussed are being considered and evaluated for timely changes to the NTI programme. It should be noted that current unofficial murmurings from Te Pūkenga are focussed on having a Level 7 formal teaching qualification (minimum requirement) for tertiary teachers.

**Begin working with internal teams to develop end-to-end induction for new teachers:** An internal Unitec working group is being established to work out the end-to-end induction of new staff to Unitec. The academic staff will be addressed through NTI and the cohort mentoring. The NTI teaching team would also like to explore the support of Casual Academic contractors, and Tutorial Assistants, as they recognise the importance of their roles to teaching and learning at Unitec. This initiative is being led by the Teaching and Learning team but has yet to be fully scoped due to the disruption of the merging Executive Leadership Team with Manukau Institute of Technology.

**Review and measure the success of the cohort mentoring programme:** June 2021 will mark the one-year anniversary of the redesign of NTI. It is at this point that we hope to have more data to scope the impact of the ongoing mentoring programme. A framework for review will be sourced for this work.

#### **Contributors**

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