

# THE NATIONAL INDUCTION PROGRAMME FOR TEACHERS

An Clár Náisiúnta Ionductaithe do Mhúinteoirí

National Induction Programme for Teachers

## Mentor Training

The National Induction Programme for Teachers is facilitating an **Initial Mentor Training Course in Mayo Education Centre** on Friday, April 20<sup>th</sup> /Saturday, April 21<sup>st</sup> and Friday, April 27<sup>th</sup> / Saturday, April 28<sup>th</sup> for Primary and Post – Primary teachers who wish to train as mentors. Participants must be:

- nominated by the principal of their school
- registered with the Teaching Council
- fully probated
- teaching for five years



**The National Induction Programme for Teachers** (formerly NPPTI), established in July 2010, provides support for and promotes the professional development of newly qualified teachers in their first year of teaching through:

School-based support  
Workshop Programme via Education Centre Network  
School Visit Service  
Professional Support Groups  
National Induction Programme Website

**A mentor** should be: *“committed to studying and developing their own practice; Able to model the teaching; Able to work with adults from diverse backgrounds; Sensitive to the viewpoints of others; Committed to ethical practice; Committed to providing both professional and emotional support and challenge; Informed about mentor responsibilities and have a certain number of years teaching”* (Odell and Huling 2000, cited in Bartell 2005)

### Mentor role involves:

- Providing ongoing support for the NQT throughout his/her first year teaching
- Co-ordinating an induction plan for the NQT, in collaboration with the principal and the NQT, involving a range of induction activities e.g. planning, observation, co-teaching, meetings, etc.,
- Providing opportunities for peer learning, sharing knowledge and practice and reflection on practice
- Promoting the involvement of the whole school in the induction of NQTs
- Attendance at professional development seminars



*‘Creating a structure that allows experienced teachers to work with novice teachers and that acknowledges their expertise will ultimately strengthen the overall organisation, including retaining good practitioners in the classroom’. (Teachers Matter, OECD, 2005)*

### Further Details:

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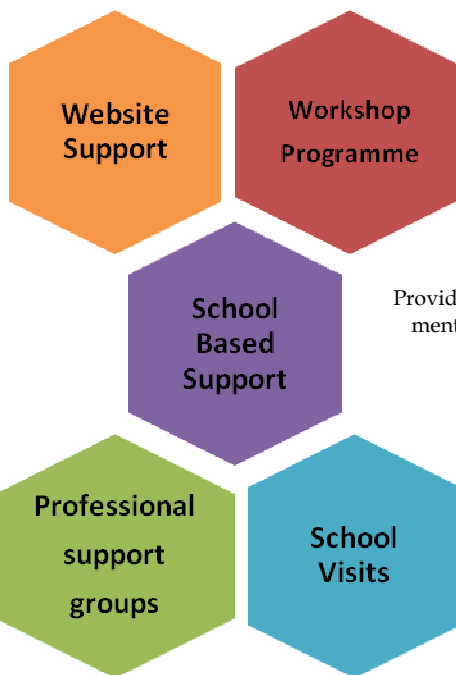


# THE NATIONAL INDUCTION PROGRAMME FOR TEACHERS

## An Clár Náisiúnta Ionductaithe do Mhúinteoirí

Induction is a distinct phase on the continuum of teacher education that builds on the learning and experiences from initial teacher education and prepares newly qualified teachers (NQTs) for continuing professional development/ lifelong learning as a teacher. The National Induction Programme for Teachers (NIPT) provides support and professional development for newly qualified teachers at primary and post-primary levels and other primary teachers who are completing the probation process. Over the coming year (2011-2012) the programme will offer support at five different levels.

[www.teacherinduction.ie](http://www.teacherinduction.ie)  
A source of support and information throughout the year



A series of workshops at local Education Centre level with a practical classroom focus

Provided by the school Principal, mentor and other school staff

Additional support in small group settings in the areas of Numeracy and Literacy, Planning and Assessment, Multi-grade and Resource teaching

If extra support is needed, school visits can be arranged by contacting NIPT office

**School-based Support:** A key characteristic of school-based support for an NQT is access to a mentor at school level. Mentors are experienced teachers who are fully probated, have a minimum of 5 years teaching experience and have undertaken professional training for the role with NIPT. The mentor is someone the NQT can turn to for personal, professional and pedagogical support throughout that crucial first year. NQTs acknowledge the importance of having 'someone there for them'. NQTs also value the school-based induction activities: meetings with the mentor, planning time, observation of other teachers teaching, linking with the National Services, observation and feedback and other related induction activities. A whole school approach to the induction of NQTs is promoted and the NIPT team support schools in supporting their NQTs.

**Workshop Programme via Education Centre Network:** The NIPT, in collaboration with the Education Centre Network, will provide a series of work-shops for all Newly Qualified Teachers (NQTs) throughout the country during the school year 2011-2012. Topics covered include: Working as a Professional, Planning and Preparation, Classroom Management, Working with Parents, Child Protection, Assessment, Literacy, Numeracy, Differentiation, Behaviour management, Inclusive Practice and Gaeilge. The workshops are designed with a practical focus and will afford NQTs opportunities to meet and talk with other NQTs. To book a place on these workshops, NQTs need to register with his/her local Education Centre. Please visit [www.ateci.ie](http://www.ateci.ie) to access the full list of Education Centres.

**National Induction Programme Website:** The NIPT website is a source of support and information for NQTs. The planning guidelines and the FAQs on probation are of particular interest to NQTs.

**Professional Support Groups:** Additional support in small group settings in the areas of Planning and Assessment, Multi-grade and Resource teaching can be facilitated for NQTs at local Education Centre level.

**School Visit Service:** If an NQT would like further support at school level, from a member of the NIPT team, school visits can be arranged by contacting the NIPT office.

# The Role of the Mentor

**Mentoring is a:** *'Professional practice that occurs in the context of teaching whenever an experienced teacher supports, challenges and guides novice teachers in their teaching practice'* (Odell and Huling, 2000, cited in Bartell, 2005)

**A Mentor is:** An experienced teacher who undertakes to support the professional development of a newly qualified teacher (NQT). The National Induction Programme for Teachers recommend that teachers wishing to train as a mentor should:

- be fully probated
- have a minimum of 5 years teaching experience
- be nominated by the principal/ school to undertake the role
- be registered with the Teaching Council

**Mentor Qualities are:** NQTs describe a mentor as someone who is approachable, a good listener, empathic, trusting, non-judgemental, open, and willing to guide, challenge and give advice. Odell & Huling (2000) describe a mentor as someone who should be *'committed to studying and developing their own practice; able to model the teaching; able to work with adults from diverse backgrounds; sensitive to the viewpoints of others; committed to ethical practice; committed to providing both professional and emotional support and challenge; Informed about mentor responsibilities and have a certain number of years teaching'*. (cited in Bartell, 2005)

Mentor Role involves:

- **Providing on-going support for the NQT throughout his/her first year teaching**
- **Co-ordinating an induction plan for the NQT, in collaboration with the principal and the NQT, involving a range of induction activities e.g. planning, observation, co-teaching, meetings, etc.,**
- **Providing opportunities for peer learning, sharing knowledge and practice and reflection on practice**
- **Promoting the involvement of the whole school in the induction of NQTs**
- Attendance at professional development seminars

Mentor Training involves:

**The programme consists of training in the areas of:**

- Induction – theoretical perspectives including international and national backgrounds
- Understanding the stages of Teacher Development - particularly the Induction Stage
- Understanding of needs of NQTs and the role of the NQT in the induction programme
- Mentor qualities, relationships building and the role and responsibilities of the mentor
- Stages of mentor development
- Key skills of mentoring e.g. listening and communication, empathy, observation and feedback, coaching, goal-setting, other related skills
- Whole school approach to Induction and the role of the principal in the induction programme
- Planning requirements for the NQT in the first year
- Teaching of Literacy
- Reflective practice

Attendance on all days of the course is an essential requirement.

*'Mentor teachers frequently characterise working closely with beginning teachers as a source of new ideas about curriculum and teaching, motivating them to reflect upon their experiences and beliefs with regard to teaching and learning'* (Ganser, 1997, cited in Teachers Matter, OECD, 2005)

## Initial Mentor Training Application Form

It is recommended that a teacher be fully probated and have a minimum of 5 years teaching experience before undertaking the role of mentor.

Local Education Centre: \_\_\_\_\_

Name of School: \_\_\_\_\_ Primary  Post-Primary

Address: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Telephone No: \_\_\_\_\_ Roll Number: \_\_\_\_\_

Name of Principal: \_\_\_\_\_

**I nominate \_\_\_\_\_ to train as a mentor.**

Number of years teaching experience: \_\_\_\_\_ Role in school: \_\_\_\_\_

Class/Subject \_\_\_\_\_

I understand the requirements of the project to:

- Support NQTs in their first year
- Participate in the training programme
- Undertake the elements of the Induction programme

Signature of nominated teacher: \_\_\_\_\_

Mobile Number: \_\_\_\_\_ Teaching Council Number: \_\_\_\_\_

Email \_\_\_\_\_

Signature of Principal: \_\_\_\_\_ Date: \_\_\_\_\_

**Please return completed form to The National Induction Programme Office, St Patricks College, Drumcondra, Dublin 9**

*This programme is funded and supported by the Department of Education and Skills and the NDP*