

Directorate for Quality and Standards in Education

Quality Assurance Department



Induction for Newly Qualified Teachers Handbook

9 September 2013 (links updated on 15 September 2014)

<http://education.gov.mt/en/education/quality-assurance/Pages/default.aspx>

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List of Abbreviations

CAAB	Confirmation of Appointment Advisory Board
DCM	Department of Curriculum Management
CTP	Council for the Teaching Profession
DES	Directorate for Educational Services
DQSE	Directorate for Quality and Standards in Education
EO	Education Officer
HOD	Head of Department
HoS	Head of School
IC	Induction Coordinator
MUT	Malta Union of Teachers
NCF	National Curriculum Framework
NQT	Newly Qualified Teacher
PMPDP	Performance Management and Professional Development Plan
PSMC	Public Service Management Code
QAD	Quality Assurance Department
SDP	School Development Plan

The Ethos of the Induction Programme

“The quality of a teacher’s experience in the initial years of teaching is critical to developing and applying the knowledge and skills acquired during initial teacher training and to forming positive attitudes to teaching as a career.”

(Bezzina, 2008, p.17)

Newly Qualified Teachers (NQTs) may face a daunting task as they seek to establish themselves in their chosen career path. The Education Directorates recognise the need for support required by NQTs at this stage. Hence, an Induction Programme has been developed consisting of two distinct yet mutually supportive components: **mentoring** and **appraisal**. Mentoring provides **professional support**, while appraisal provides **professional guidance** and **leads to the confirmation of permanent employment** after the first year of service as NQT.

NQTs benefit greatly from the structured support by more experienced and specifically trained peers as they face new roles, challenges and responsibilities. The Directorate for Quality and Standards in Education (DQSE) provides training courses for prospective Teacher Mentors as well as for Induction Coordinators (ICs), who help to coordinate the whole process at a school level. The Directorate for Educational Services (DES) is thus providing the support of an experienced and trained colleague, who helps the NQT to settle down in the classroom, at school and into the teaching profession.

For the purposes of this Induction Programme, the term NQT refers also to fully qualified and experienced teachers who have been newly recruited or reinstated into the public service.

Facing the change!

The first years of any profession are crucial. They involve:

- transition from theory to practice;
- transition from a student’s world to the world of work;
- transition from ‘rehearsal’ to responsibility;
- becoming a professional practitioner;
- embracing the concept of lifelong learning;
- becoming part of a team, a learning community of reflective practitioners, and a College;
- owning the ethos of the school and the College.

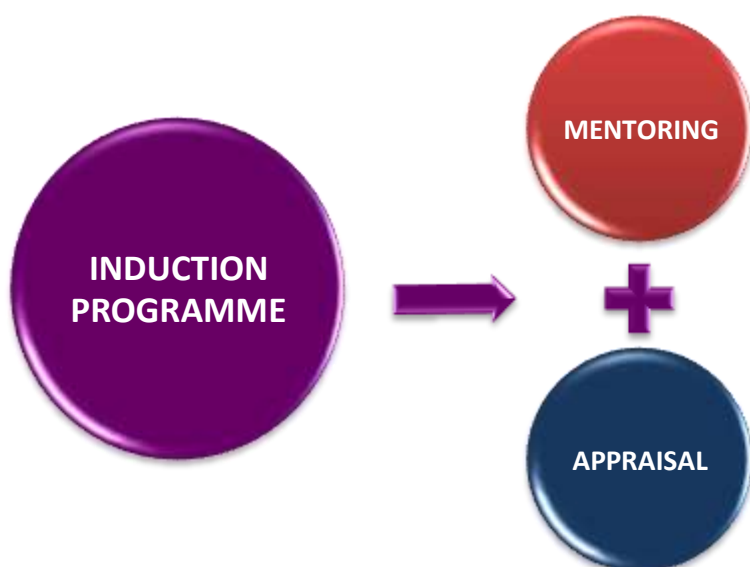


Figure 1

Appraisal is carried out through the Performance Management and Professional Development Plan (PMPDP), which is intended as a tool that “allows its user to identify the targets of one’s professional practice at the beginning of one’s career, as well as the professional development requirements to improve further.” (QAD, 2012, p.1)

Indeed, induction is rooted in the teacher’s need for ongoing **professional development**. Mentoring and appraisal, as the two pillars of the induction programme, are both meant, each in its own way, to stimulate and sustain professional development. In turn, this will uphold and boost the school’s self-evaluation and improvement.

The benefits of induction

Successful schools and effective school leaders have always provided informal induction, mentoring and support.

The Induction Programme provides the NQT with the opportunities to:

- discuss one’s professional and personal development with the mentor and the appraiser;
- come in touch with one’s aspirations, concerns and fears;
- learn about new contexts, roles and responsibilities;
- reflect on practice and lessons learnt, aimed at continuous professional growth;
- learn to work collegially



The General Framework

The Induction Programme parameters

First year NQTs will be deemed to have fulfilled their induction requirements and will be eligible for confirmation in the public service once they fulfil the following five (5) obligations:

- i. attend the three-day Induction Seminar organised by the QAD, normally held in September prior to the beginning of the scholastic year;
- ii. receive and/or participate in a minimum of four mentoring classroom observation visits, two in the first term of employment and one in each of the subsequent terms;
- iii. participate in a minimum of three formal meetings with their mentor, one per term;
- iv. attend the final Evaluative Seminar, normally held in July;
- v. compile their first-year PMPDP.

Main categories of NQTs

NQTs with the DES fall within one of the following three main categories:

1. Teachers with no prior experience in the teaching grade and with no permanent warrant in hand.

- Probation period and induction programme last one year. Probation is concluded with the College Principal's positive final recommendation in the first year PMPDP document, following the Head of School's recommendation, and the confirmation of fulfilment of the induction requirements.
- One may apply with the Council for the Teaching Profession (CTP) for a permanent warrant on presentation of proof of:
 - i. fulfilment of induction requirements, and
 - ii. two years of supervised practice in a registered school.

The legal perspective

2006 Education (Amendments) Act Cap. 327, part III, para. 24 (2e) requires two years of supervised experience in a registered school.

The 2010 agreement between the Government and the Malta Union of Teachers, para. 21 (1) states that all employees shall be expected to follow an induction process, not necessarily during school hours.

"A distinction shall be made between mentoring and appraisal duties. Appraisal duties shall include confirmation of newly qualified teachers and duties related to the PMPDP. Mentoring shall include support, coaching and facilitation of self-evaluation during induction and at any other time as determined from time to time by the Head of School, in consultation with the College Principal, subject to the provisions of clause 20 (2)."

(Ministry of Education, Employment and the Family, 2010, para. 22, n. 1)

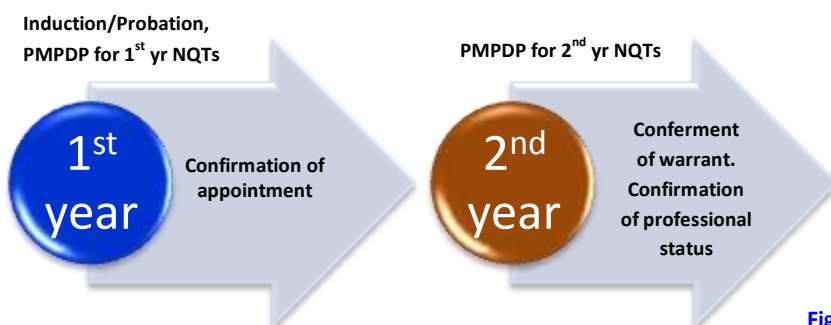


Figure 2

2. Teachers with a permanent warrant in hand, irrespective of prior experience in the teaching grade.

- The probation period and induction programme last one year. Probation is concluded with the College Principal's positive final recommendation in the first year PMPDP document, following the Head of School's recommendation, and the confirmation of fulfilment of the induction requirements.

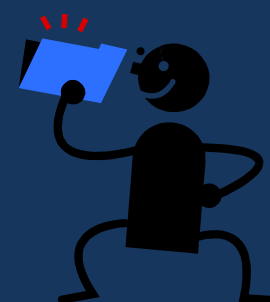
3. Teachers with at least one full scholastic year, or equivalent, of prior experience in the teaching grade and with no permanent warrant in hand.

- The probation period and induction programme last one year. Probation is concluded with the College Principal's positive final recommendation in the first year PMPDP document, following the Head of School's recommendation, and the confirmation of fulfilment of the induction requirements.
- After one year of employment with the DES, these teachers may apply for a permanent warrant on presentation of proof of:
 - i. fulfilment of induction requirements, and
 - ii. two years of supervised practice in a registered school, one of which being the professional practice prior to employment as teachers with the DES.

Important note:

The conditions for each category hold unless specified otherwise in the conditions of employment of the particular NQT.

All persons on teaching duties who are not in possession of the Teacher's Warrant are to apply for a temporary warrant with the Council for the Teaching Profession. The temporary warrant is valid for one calendar year.



The Induction Programme structure

Primary Schools

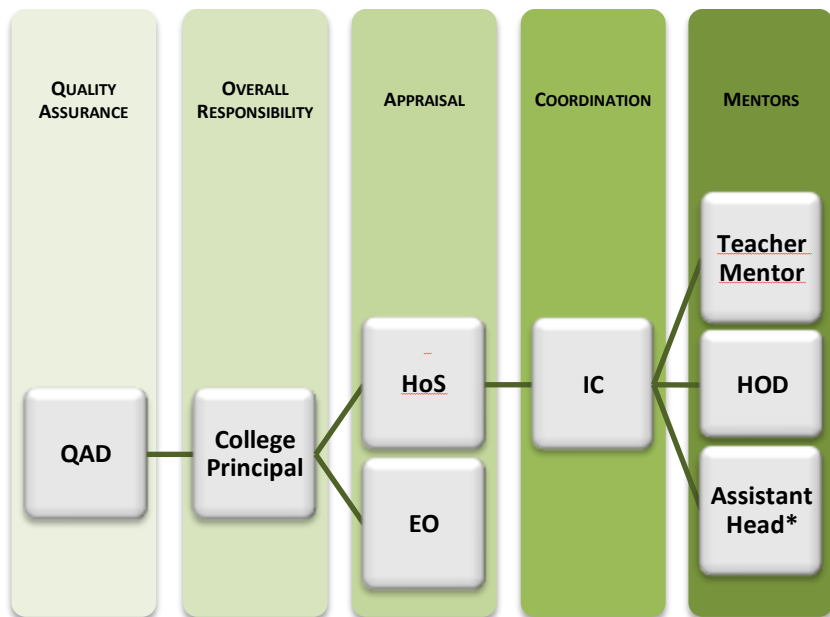


Figure 3

* trained in mentoring, when possible not the Induction Coordinator

Secondary Schools

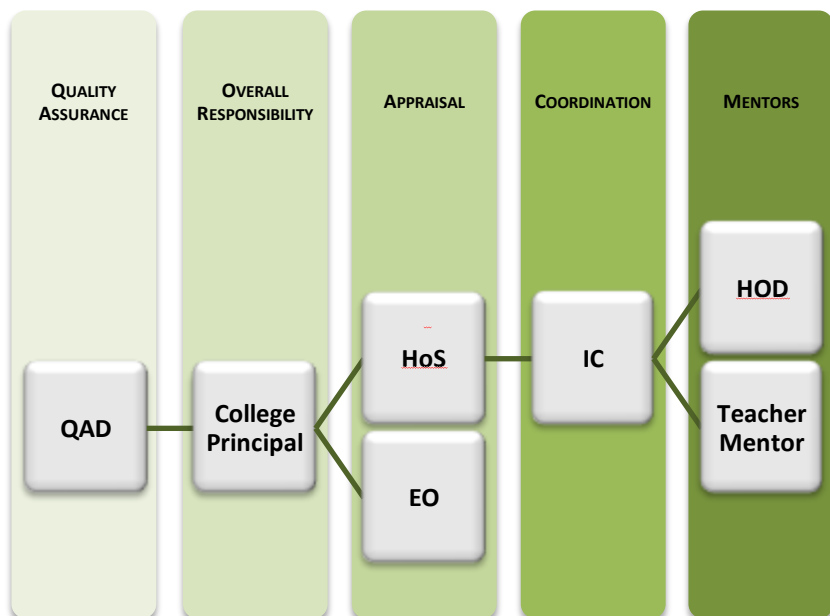


Figure 4

The appraisal process

The PMPDP is the primary tool of the appraisal process. Two different PMPDP documents are used, one for each year of the induction period. These documents give the appraisal process a formative, supportive structure that complements the high stakes judgement it entails. An [appeals procedure](#) applies at the end of the two stages.

First year appraisal

The NQT shall receive a number of visits and/or classroom observations by the School Appraiser (HoS) and the DQSE Appraiser (Subject/Area Education Officer), where applicable. Other meetings with the appraisers are also held to assist the NQT's reflective process and professional development. Record of all the above is kept in the PMPDP. The report/s by the DQSE Appraiser are given to the HoS and copied to the NQT.

In the PMPDP the HoS recommends the NQT to the College Principal for confirmation in the public service, after due consideration of the report issued by the DQSE Appraiser. Furthermore, the NQT indicates agreement or contestation of the HoS's recommendation. The College Principal makes the final recommendation in the space provided.

Second year appraisal

The second year PMPDP document helps the NQT continue to evaluate one's professional practice. This normally leads to the conferment of the teacher's warrant by the CTP.

As in the first year appraisal, the NQT shall receive a number of visits and/or classroom observations by the School Appraiser (HoS) and the DQSE Appraiser. Other meetings with the appraisers may be held as required. Record of all the above is kept in the PMPDP. The report/s by the DQSE Appraiser is/are given to the HoS and copied to the NQT.

In the PMPDP the HoS recommends the NQT for the conferment of the Teacher's Warrant on the basis of his/her review of performance, after due consideration of any reports issued by the DQSE Appraiser. The NQT indicates agreement or contestation of the HoS's recommendation. The College Principal makes the final recommendation to the CTP in the space provided.

"The PMPDP gave the NQT chance to talk about concerns and work on them."

NQTs from St Theresa College,
evaluative seminar workshops,
July 2012

As from scholastic year 2013-2014, page 9 of the 1st year PMPDP document has been revised to reflect better the different responsibilities in the process leading to the NQT's confirmation in the public service. A new form has been attached to this document.

QAD has also revised page 9 of the 2nd year PMPDP document in a similar manner to that of the 1st year document.

Timeline of appraisal process for NQTs starting employment by end of October

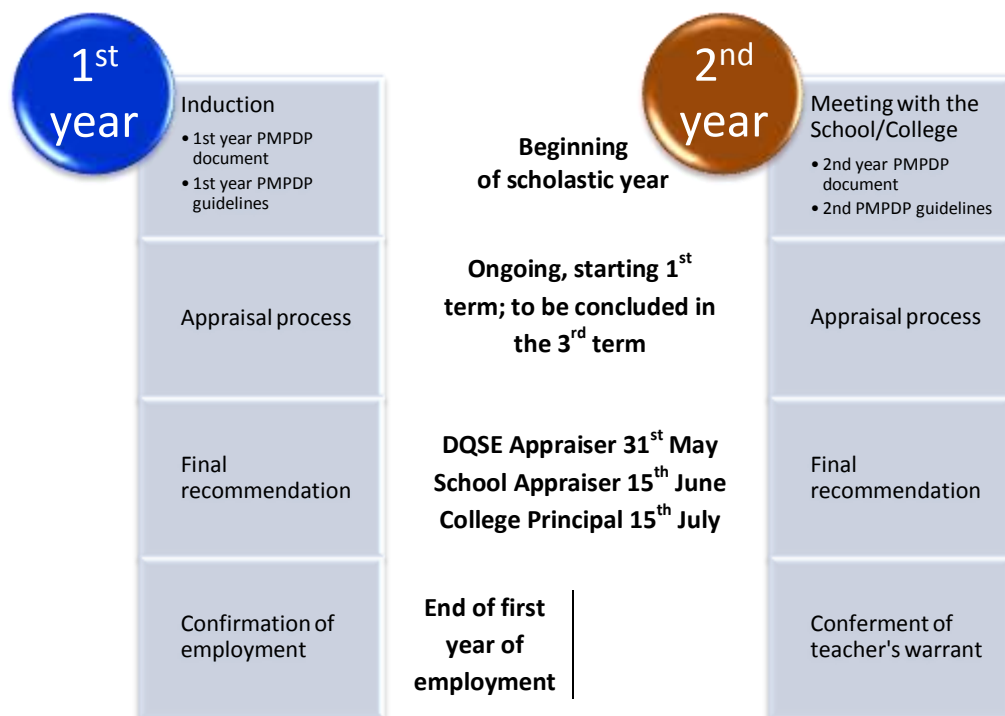


Figure 5

Timeline of appraisal process for NQTs starting employment from November onwards

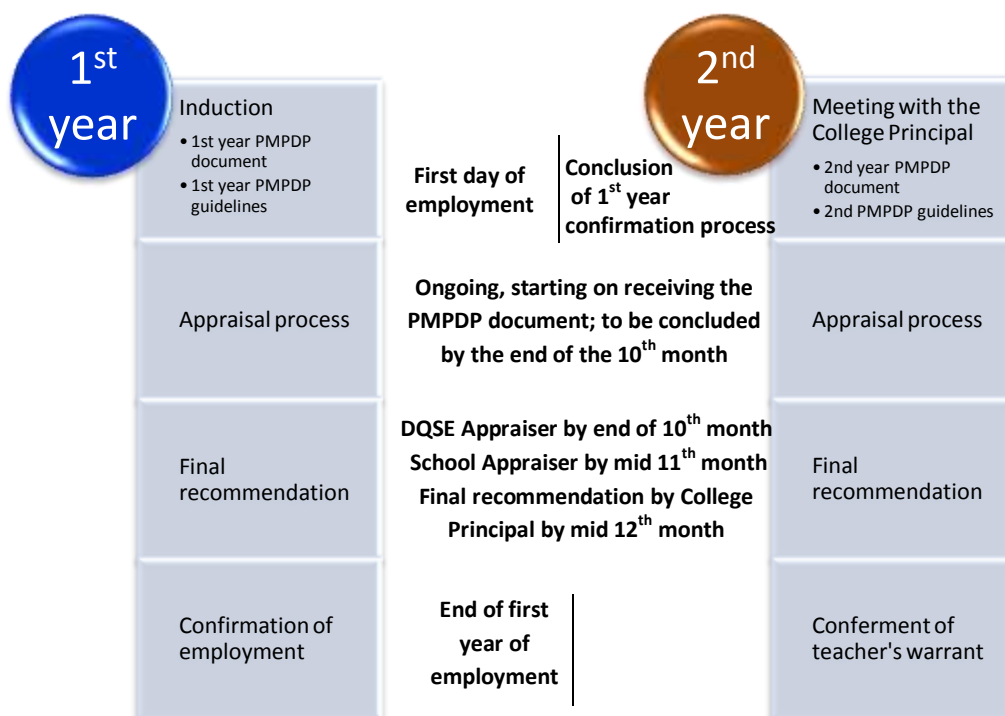


Figure 6

The appeals procedure after the 1st year PMPDP

In case of an appeal by the NQT, the College Principal assesses the recommendation of the School Appraiser, the report by the DQSE Appraiser, and the reasons for appeal made by the NQT. The College Principal discusses the matter with the parties concerned, as required, prior to his/her final recommendation.

The College Principal may:

- request the HoS to review his/her recommendation for permanent employment, or
- confirm the negative recommendation of the HoS.

Should the College Principal confirm the negative recommendation of the HoS or overturn a positive recommendation of the HoS and the NQT appeals this decision, a Confirmation of Appointment Advisory Board (CAAB) is set up.

This Board hears all relevant stakeholders, and may:

- confirm the negative recommendation of the College Principal, or
- overturn this negative recommendation and make a positive recommendation to the DG DES, citing the reasons for this decision.

Should the CAAB confirm the negative recommendation by the College Principal, the NQT still has access to the appeals process envisaged in the Public Service Management Code (PSMC).



Figure 7

The appeals procedure after the 2nd year PMPDP

In case of an appeal by the NQT, the College Principal assesses the review of performance by the School Appraiser, any report/s by the DQSE Appraiser, and the reasons for appeal made by the NQT. The College Principal discusses the matter with the parties concerned, as required, prior to his/her final decision.

The College Principal may:

- request the HoS to reconsider his/her review of performance and recommendation, or
- confirm the negative recommendation of the HoS.

Should the College Principal confirm the negative recommendation of the HoS, the Council for the Teaching Profession is informed and investigates accordingly.



Figure 8

Roles in the appraisal process

All stakeholders are expected to abide by the [Teachers' Code of Ethics and Practice](#) and act in a professional manner throughout the appraisal process.

NQTs are required to:

- attend meeting/s on the appraisal process held by the College Principal and/or HoS;
- attend any meetings called by the QAD on the appraisal process;
- have their PMPDP document always at hand;
- seek the support of the Induction Coordinator to ensure that the appraisal process is following the set timeline;
- fill in the self-evaluation and other pertinent sections;
- attach the DQSE appraiser's report to the PMPDP document;
- sign the appropriate section within the PMPDP document if in agreement with the process and outcomes;
- fill in and sign the relevant section of the PMPDP document, indicating their contestation of the process and/or outcomes, if the case.

Induction Coordinators are required to:

- support the NQTs in understanding the requirements of the appraisal process, including the filling in of the PMPDP;
- ensure that all stakeholders understand the formative nature of the appraisal process, including the PMPDP;
- liaise with the HoS to ensure that the appraisal timeline is being followed;
- ensure that the appraisal and mentoring processes remain separate by respecting the confidentiality of the mentoring relationship.

The role of the DQSE appraisers is to:

- hold meetings and classroom visits/lesson observations as required for the appraisal process to be truly formative;
- fill in the record of appraisal process section in the PMPDP document;
- forward their recommendation/review of performance report to the HoS and the NQT, as stipulated in the appraisal process timelines ([Figure 5](#) or [Figure 6](#), as applicable).

“NQTs become more confident as they are assured that help is always available and that they are on the right track. Thus, their teaching becomes more effective for the benefit of the students.”

Induction Coordinators'
anonymous online
questionnaire, May 2012

The role of the Heads of School is to:

- meet with the NQTs at the beginning of their employment to ensure that they are aware of what the appraisal process entails;
- hold meetings and classroom visits/lesson observations as required for the appraisal process to be truly formative;
- fill in the record and the appraisal sections of the PMPDP document;
- notify in due time the College Principal of any issue of serious concern in the appraisal process;
- take into account the DQSE appraiser’s report before making their recommendation to the College Principal;
- send the PMPDP with the recommendation to the College Principal as stipulated in the appraisal process timelines (Figure 5 or Figure 6, as applicable).

The role of the College Principals is to take overall responsibility for the induction process in their College, and specifically to:

- meet with the NQTs at the beginning of their employment to ensure that they are aware of what the appraisal process entails;
- assist the HoS with issues of serious concern, as required;
- liaise with the QAD as needed;
- complete the appraisal process by making their final recommendation;
- follow the [appeals procedure](#) in the case of contestation;
- facilitate the quality assurance procedures of the QAD, as required.

In the case of peripatetic NQTs, the main appraiser is the Education Officer in charge of the subject. In such cases, therefore, the Education Officer effectively assumes the role usually belonging to the Head of School. Any of the heads of the schools where the NQT renders service may act as the second appraiser.

1 st yr	2 nd yr	Checklist for College Principals of induction requirements	✓
●		Induction coordinator checklist is attached	
●		Record of four mentoring observations held across the three terms	
●		Record of three mentoring meetings held, once per term	
●		Record of NQT’s attendance for induction seminar	
●		Record of NQT’s attendance for evaluative seminar	
●	●	PMPDP process started in the first term	
●	●	The PMPDP process is formative	
●	●	The report of DQSE appraiser (where applicable) is attached	
●	●	School appraiser’s recommendation is positive	
●	●	Signatures of school appraiser, NQT and College Principal on p. 9	
●	●	A certified true copy of page 9 sent to NQT	

The mentoring process

College Principals, in line with the Education Directorates' policy of decentralisation, are responsible for the mentoring process in the schools within their College. During their first year, NQTs are to be mentored by suitably trained HODs, Teacher Mentors or Assistant Heads. Mentors will be matched by the HoS, in liaison with the IC, according to the professional needs of the mentees.

All stakeholders are expected to abide by the [Teacher's Code of Ethics and Practice](#) and act in a professional manner throughout the mentoring process.

To fulfil their mentoring requirements, NQTs:

- own the mentoring process and propose the agenda to be followed throughout;
- attend any meetings called by the QAD on mentoring and collaborate in any quality assurance exercises carried out by the same department;
- receive and/or participate in a minimum of four mentoring classroom observation visits, two in the first term of employment and one in each of the subsequent terms;
- participate in a minimum of three formal meetings with the mentor, one per term. Other informal meetings during school hours may be held if the NQT and the mentor agree;
- participate in one college-based review meeting at the end of the scholastic year, which may be after school hours, under the guidance of the College Principal and to which the QAD may attend. This is intended to review the mentoring process and evaluate its effectiveness.

Mentors are required to:

- have at least seven years of professional experience as regular teachers;
- have completed the Teacher-Mentor Course organised by the QAD or equivalent and attend any refresher courses, as needed;
- facilitate the mentees' integration in the school by helping them understand and internalise the school's policies, systems, procedures and regulations;
- promote in the mentee the values expected of a teacher, including professionalism, enthusiasm, dedication and commitment primarily by being a role model;

“Having a teacher giving you constant support, feedback and guaranteeing absolute confidentiality for both the formal and informal meetings turned out to be one of the most positive and helpful elements during my first year of teaching.”

Ms S. Cassar, NQT 2011-2012

“... the opportunity that the mentee has to observe the mentor is very positive ...”

“... unstructured [informal] meetings and being immediately available for the mentee on a day-to-day basis were most effective.”

Teacher-Mentors' anonymous online questionnaire, May 2012

- adopt and work towards the implementation of the particular school's SDP;
- adhere to the mentoring parameters indicated by [the Agreement between the Government and the MUT 2010](#);
- together with the NQT, design and sign a statement of intent indicating clear parameters of the mentoring relationship;
- maintain strict confidentiality both during and after the mentoring process;
- liaise with the school's Induction Coordinator with regards to the logistics of the process;
- observe the minimum mentoring requirements as indicated in the Induction Programme [parameters](#);
- keep a log of the class observation visits and formal meetings;
- collaborate in any quality assurance exercises carried out by the QAD.

Induction Coordinators are required to:

- have completed the Induction Coordinators' Course organised by the QAD and attend any refresher courses, as needed;
- advise the HoS on the matching process between NQTs and mentors;
- facilitate the logistics to allow the mentors to meet mentees and observe or be observed by them;
- monitor the mentoring process and make any changes necessary, in liaison with the HoS and/or the College Principal, as applicable, to ensure its effectiveness;
- compile the Induction Coordinator's file, consisting of a general index, the introductory letter/email from QAD to NQTs, a copy of the latest version of this handbook, the Induction Coordinator's Checklist for each NQT, the Statement of Intent for each NQT, and the General Log Sheet for Induction Coordinators (samples are available on the [QAD website](#));
- support mentors to perform their mentoring duties;
- respects the confidentiality of the mentoring relationship between the mentor and the mentee;
- at the end of the process attach the Induction Coordinator's Checklist to the PMPDP document before this is sent to the College Principal by 15th June;
- evaluate the mentoring process through meetings and/or questionnaires with the mentors and mentees toward the end of the scholastic year;
- collaborate in any quality assurance exercises carried out by the QAD.

The Head of School:

- has the overall responsibility of mentoring in the school;
- nominates a trained Assistant Head to perform the duties of the Induction Coordinator within the school;
- provides guidelines to the Induction Coordinator for the implementation of the mentoring process in the school;
- endorses the matching of mentors to mentees as proposed by the Induction Coordinator;
- provides for or approve the necessary timetable arrangements for Teacher-Mentors as stipulated by [the Agreement between the Government and the MUT 2010](#);
- respects the confidentiality of the mentoring relationship between the mentor and the mentee;
- collaborate in any quality assurance exercises carried out by the QAD.

The College Principal:

- has the overall responsibility of mentoring within the College;
- coordinates and endorses the matching exercise of mentors with mentees that is to take place within the different schools;
- informs the QAD by mid-October of the matching exercise conducted in the different schools;
- ensures that NQTs who were employed after the end of the first term of the previous scholastic year have the services of a mentor during the first the term of the current scholastic year;
- during the Induction Seminar, meets with the NQTs to ensure that they are aware of what the mentoring process entails;
- meets the NQTs who missed the meeting/s with the College Principal during the Induction Seminar to ensure that they are aware of what the mentoring process entails;
- respects the confidentiality of the mentoring relationship between the mentor and the mentee;
- offers mentoring to second year NQTs needing and requesting the service;
- evaluates the need for adequate induction coordination and mentoring capacity building within the college.

The components of the mentoring process for first year NQTs

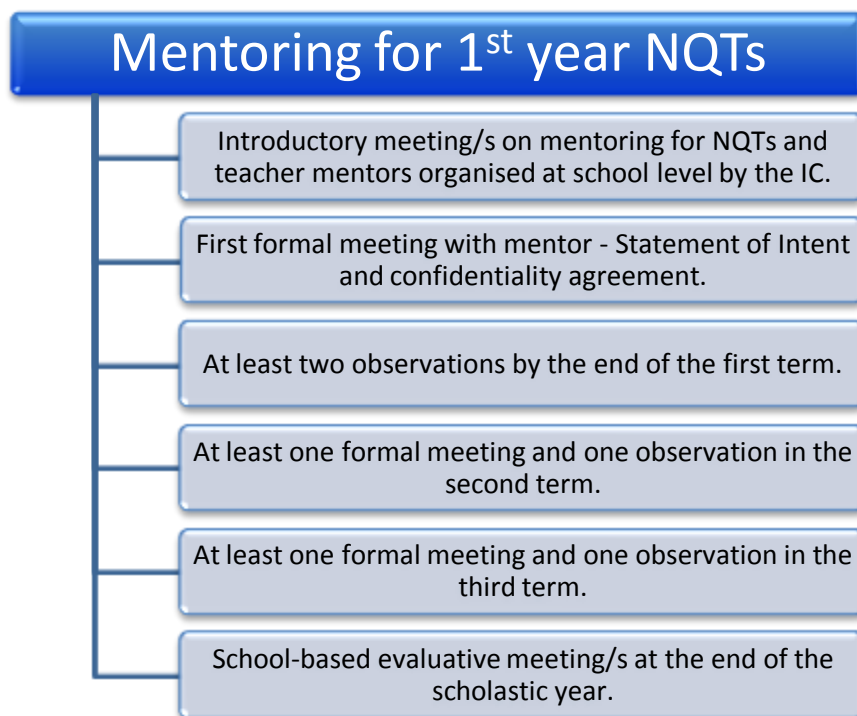


Figure 9

From the NCE:

“Mentoring supports professionals at various stages of their career. Newly qualified teachers and others facing new roles, challenges and responsibilities benefit greatly from structured support by more experienced and specifically trained peers. Mentoring is also beneficial when a practitioner is experiencing challenges that require professional support. The mentor’s principal role is to help an individual to reflect purposefully on his/her professional practice in order to improve it.”

(Ministry of Education and Employment, 2012, p. 44)

The role of the QAD in the Induction Programme

The role of the QAD is to:

- organise the Induction Seminar in September and the Evaluative Seminar in July, both for NQTs;
- ensure that replacement sessions are held for NQTs who did not attend the Induction Seminar;
- train eligible personnel in the roles of Induction Coordinators and Teacher Mentors respectively;
- support colleges and schools in the induction programme when and as required;
- monitor the mentoring and appraisal processes;
- use quality assurance mechanisms to ensure that the induction programme meets set standards.

Glossary

Appraisal	The assessment of the NQT's professional performance.
Confirmation of Appointment Advisory Board	In cases of appeal, the board will hear all stakeholders involved in order to confirm or overturn the recommendation of the College Principal and refer to the DG DES.
Council for the Teaching Profession	Established according to Article 26 of the Education Act on the 29th of July 2008. Its responsibilities include the examination of applications for a warrant to practise the teaching profession and to make recommendations to the Minister on the award or refusal thereof.
DCM	The department within the DQSE responsible for the curriculum.
DES	The education directorate responsible for educational services.
DQSE	The education directorate responsible for quality and standards.
DQSE Appraiser	The subject or area Education Officer in charge of assessing the suitability of the NQT as a teacher in that subject or area.
Induction	Helping NQTs become competent and effective professionals in the context of the particular college and school to which they belong. It includes both appraisal and mentoring.
Induction Coordinator	The trained Assistant Head of School in charge of coordinating the induction programme in that particular school.
Induction parameters	The list of requirements for the completion of induction.
Mentoring	A professional relationship between an experienced teacher and an NQT intended to nurture the abilities of the NQT, while assisting him/her to identify areas for improvement.
PMPDP	The tool used by the NQT and the school appraiser to ensure that the appraisal process is a formative experience. The first year PMPDP document ends with the School Appraiser's

recommendation for confirmation of appointment. The second year PMPDP document ends with the School Appraiser's review of performance in view of the NQT's application for the Teacher's Warrant.

Probation	The period of professional practice in which the NQT's suitability for employment in the public service is assessed. This coincides with the first year of induction.
Professional development	The ongoing learning experiences that support the professional growth of the teacher.
Public Service Management Code	The PSMC brings together all the standing regulations, circulars and policies on Human Resources Management in the Public Service. This is regularly updated as needed.
Quality assurance	The system to ensure that performance meets set standards.
Quality Assurance Department	The department within the DQSE responsible for Quality Assurance. This department includes a section for School Improvement to assist schools in their SDP, PMPDP and mentoring. It includes also a section for External Reviews .
School Appraiser	The Head of School, who is responsible for the appraisal process of the NQTs in his/her school.
SDP	The method by which schools, through self-evaluation, prioritise and address their development needs. Through the SDP, schools can apply and manage change effectively to achieve their particular targets. The SDP specifies what is to be done, how, by when and by whom.
Teacher-Mentor	An experienced and trained teacher who is in charge of the mentoring process of an NQT.
Teachers' Code of Ethics and Practice	Parameters of professional conduct established by the profession, highlighting the teacher's responsibilities towards the learners entrusted to his/her care, colleagues and the profession, parents and the community.
Teachers' Warrant	Gives the right to the holder to exercise his/her profession as a teacher.

References

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