

# Newly Qualified Teachers

**What are the effects of the roles of mentors or inductors using induction programmes for newly qualified teachers (NQTs) on their professional practice, with special reference to teacher performance, professional learning and retention rates?**

## Who wants to know and why?

The review will be of use to all those involved in the training and recruitment of new teachers.

## What did we find?

The review focussed upon the performance, professional learning, and retention of NQTs.

### Teacher performance

- Three out of six relevant studies show evidence of the positive impact induction can have on teacher performance.
- Studies provided evidence that induction helps NQTs address issues of student motivation and assessment.
- NQT performance was enhanced beyond expectations as the result of induction programmes.

### Professional learning

- Six studies addressed the issue of professional learning, providing evidence that induction was welcomed and valued by NQTs, especially where it provides emotional support.
- Three of the six studies noted the importance of allowing adequate time for successful induction experiences to occur, and that this is not always afforded.
- Five of the six studies reported that professional learning was enhanced where serious consideration had been given to matching NQTs with appropriate induction tutors.

### Retention rates

- Three of the six studies addressed the issue of NQT attrition/retention rates, showing a positive correlation between NQT retention and induction

experiences.

- One study reported a dramatic difference between retention rates of a sample of NQTs who had undertaken an induction programme and a control group over three years.

## How did we get these results?

The review question was:

*What are the effects of the roles of mentors or inductors using induction programmes for Newly Qualified Teachers (NQTs) on their professional practice, with special reference to teacher performance, professional learning and retention rates?*

The review mapped the characteristics of 75 studies. Ten were selected for in-depth review, with six eventually being used in the synthesis, according to suitability and reliability. The studies were all available in English and in the public domain since 1988.

## What are the implications?

NQT induction must be appropriately supported, by regular meetings between NQTs and induction tutors, through the provision of adequate contact time between both parties, and serious consideration given to the appropriate matching of NQTs with induction tutors, in terms of teaching specialism and teaching age phase/grade. If so, the experience can have a positive impact upon the performance, professional learning and retention of NQTs in the teaching profession.

## Where to find further information

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The results of this systematic review are available in four formats:

#### SUMMARY

Explains the purpose of the review and the main messages from the research evidence

#### TECHNICAL REPORT

Includes the background, main findings, and full technical details of the review

#### DATABASES

Access to codings describing each research study included in the review

These can be downloaded or accessed at <http://eppi.ioe.ac.uk/reel/>

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#### TECHNICAL REPORT

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