What is this research about?
In 2006 Ontario’s Ministry of Education introduced the New Teacher Induction Program (NTIP) to offer assistance to teachers during their first year of teaching. This study investigated how teacher-educators (or professors at faculties of education across Ontario who teach pre-service teachers) perceive the impact of the NTIP on the experiences of pre-service teachers, new teachers, and K-12 students in Ontario. In particular, the study focussed on identifying any “hidden curriculum” that teacher-educators may perceive within NTIP.

Hidden curriculum in this study was defined as any “outcomes the structure of the program promotes beyond the stated aims” (p. 679). For example, hidden curriculum may refer to the reinforcement of organizational norms on issues such as classroom management or the purposes of schooling.

What you need to know:
This study examined teacher educators’ perceptions of the New Teacher Induction Program (NTIP), a program that mentors new teachers in Ontario. Results indicate that teacher educators generally support the mentorship program but express concerns related to the NTIP’s depiction of classroom management skills, the effect evaluations have on the development of new teachers, whether teacher mentors are well matched with mentees, and whether mentors understand and adequately meet the needs of new teachers.

What did the researchers do?
The researchers conducted qualitative, semi-structured interviews with 47 teacher educators from eight faculties of education in Ontario. The data was then examined for common themes.
What did the researchers find?
The researchers found that, overall, the vast majority of teacher educators were in support of the Teacher Induction program. However, three common concerns raised by teacher educators related to the presence of a hidden curriculum. These included concerns about:

- *classroom management*—most faculty of education professors in this study felt that the NTIP program endorsed a view of classroom management that focused on controlling students rather than focusing on developing a safe and respectful classroom environment.

- *evaluation politics*—participants indicated that it might be difficult for new teachers to take risks while undergoing evaluations that lead to their certification;

- *mentor characteristics*—participants were concerned about who controls the matching process for mentors and mentees as well as the criteria used in making these matches.

- Mentees expressed concern about whether mentors properly understand their needs and were adequately preparing them to become effective teachers.

How can you use this research?
Teachers and school administrators may want to use this research as a starting point for discussing how new teachers are mentored within their schools:

- Have the mentor and mentee clearly discussed the goals and expectations of the mentorship experience?;

- Does the mentor understand the needs of the mentee?;

- Do the teacher mentor and school administrator support the new teacher in trying innovative teaching strategies they may have learned in their bachelor of education program?;

- Is new teacher evaluation being used as a tool to punish new teachers for not conforming, or is it acting as a helpful tool that allows
new teachers to improve while providing some flexibility for teachers to try innovative teaching methods that may not conform to the status quo?

The researchers suggest that policymakers and designers of teacher induction programs may want to consider the following:

- using careful consideration when matching mentors with mentees to ensure mentees’ learning needs are met;
- including activities that explore social and political issues that affect schools.

**Original Article:**
To learn more about this research, we invite you to read the original article:


**About the researchers:**

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Teacher induction, Curriculum, Teachers/educators, New Teacher Induction Program (NTIP)

About this summary
The Ontario Education Research Exchange (OERE) is a project of the Knowledge Network for Applied Education Research, an Ontario network promoting the use of research in education. The OERE’s clear language summaries of academic research aim to support this mandate.

This summary has been adapted from the ResearchSnapshot series developed by York University and ResearchImpact and has been developed according to writing and design principles unique to OERE. For more information about this summary or the OERE network please contact oere.knaer.oise@utoronto.ca.

This summary reflects findings from this study only and is not necessarily representative of the broader body of literature on this subject. Please consult the original document for complete details about this research. In case of any disagreement, the original document should be understood as authoritative.