

# Archived Information

## APPENDIX C

### APEC MEMBERS' TEACHER INDUCTION PROGRAMS Highlights and Important Features

	Organization	Program Type(s)	Participation	Financing	Point of Interest
Australia*	Teacher induction is the responsibility of the territories and provinces. Most have implemented a program, although method varies considerably.	Mentoring, Peer Probation, In-Service Training, Model Classroom Observations, and Team Teaching	Induction is not mandated at the national level. In most systems, 75-100 percent of new teachers participate.	Funding induction is a territorial responsibility, hence funding practices vary considerably.	Teacher induction in the Northern Territories, in particular, focuses on teacher retention — for schools which are more isolated with a large Aboriginal population.
Brunei Darussalam	There are teacher induction programs which are informal and school-run.	Informal guidance, Observations and Orientations by the principal of the school	All beginning teachers participate in informal induction, to varying extents.	Neither the national government nor the local schools allocate any of their budget for induction activities, as the activities conducted are informal in nature.	A National Task Force highlighted teacher induction as an area of critical need and is assessing methods of establishing a more systematic in-service education for new teachers.
Canada**	Teacher induction is the responsibility of the various provinces. Not all provinces have established teacher induction programs.	Mentoring and Model Classroom Observations	Participation varies across the provinces and localities. In Quebec, all beginning teachers are mandated to participate in a probationary period.	Provinces, localities, and schools fund their induction programs.	Several provinces are seeking to reform their induction systems. In Quebec, a one year clinical training is being considered to replace the probation system.

**APPENDIX C (Continued)**

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Chinese Taipei	The 1994 Teacher Training Act mandated a one-year teacher intern-ship following four years of pre-service education and preceding graduation. Students work as full-time teachers, receiving assistance and evaluation.	Internships (main component), Workshops, and Guidance from university professors	All fifth year teaching students are mandated to serve one year in the full-time teaching internship.	Not Available.	Chinese Taipei is transitioning to an intern-ship model. Future re-forms may include more methods of assistance (such as mentoring) and greater connections to higher education.
Japan	Japan has an extensive formal program which has been gradually implemented since 1988. The program is run joint-ly by prefectural boards, municipal boards, and the Ministry of Education.	Mentoring, Seminars and Meetings, Model Class-room Observations, and Outside Training includ-ing 4+ day excursion and "Onboard Training" in harbor locales for recommended teachers	All newly employed teachers in elementary, secondary, and special education schools — about 18,000 in 1994 — participate in induction.	Except for "Onboard Training," which is exclusively funded by the Ministry of Education, the prefectural boards and the national treasury split the cost of induction activities.	Teacher induction program is marked by a strong guidance component and infused with the national commitment to professional development of teachers.
Indonesia	There are no formal programs particularly for new teachers, although programs exist which benefit new teachers.	Not applicable.	Not applicable.	Not applicable.	Officials are considering reforms which would establish a teacher indu-ction program and up-grade the level of pre-service education.

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Republic of Korea	Korea has a mandated induction program which is provincially-run and essential for permanent teaching assignment.	Seminars and Meetings, Model Classroom Observations, Advice from principals, and Teacher Meetings	All beginning teachers are mandated to participate in a pre-appointment induction program of 60 hours.	Provincial governments choose and fund teacher induction programs.	Korea's teacher induction system is fairly structured and focused on educating and inspiring teachers to their roles and responsibilities. There are plans to introduce a Master Teacher System.
New Zealand	Teacher induction in New Zealand is school-run, according to national guidelines, and used for licensure.	Mentoring, Observations, and In-Service	All beginning teachers participate during their first two years of provisional teaching.	Teacher training institutes help fund schools and their induction programs.	New Zealand's mentoring program is fairly extensive, with guidance over 2 years, and focuses mainly on classroom issues.
Papua New Guinea	Teacher induction consists of an Inspection Program which is mostly school-run and required for full certification of teachers.	Mentoring, Seminars and Meetings, Class Visitations, and "National In-Service Week"	All new teachers (defined as new to teaching, the school or the level) are mandated to participate in induction during their first year.	Schools pay for induction programs. Administration of Inspection Program is nationally funded.	In Papua New Guinea, reforms are in place to formalize the mentor program and to more fully involve the National Department of Education.

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Singapore	The national government requires that schools prepare for new teachers, but schools organize their own induction program.	Mentoring, Seminars and Meetings, and Ministry of Education handbook	Most beginning teachers participate in induction programs which are mostly during the first few days or weeks of school.	Schools fund programs, which are seen as the responsibility of the school to accommodate and instruct the newcomer.	In Singapore, teacher induction focuses on issues related to the particular school community, and focuses of the programs include welcoming the teacher, building his or her confidence, and integrating the new teacher into the school.
United States	Teacher induction is a state responsibility, and there are programs in 26 states. Some programs are state-run and others are school district-run.	Mentoring (most prominent), Seminars and Meetings, Model Classroom Observations, and Internships	Participation varies state to state. In some states, such as Florida or Connecticut, participation is mandated.	Method of financing varies considerably; some states and districts allot from their budgets; others use competitive grant procedures; others provide no assistance, and in others school districts are the sole funders.	In the past 15 years, teacher induction programs have become more common and induction is being recognized as a critical period for professional growth.

\* Note that Australia submitted responses compiled from several territories. These responses have been generalized, except in the case of the Northern Territories.

\*\* Note that Canada submitted responses from two provinces, therefore information presented is not representative of the country as a whole.