



New Teacher Induction Program

Induction Elements Manual (2021)

Induction Elements Manual at a Glance

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Purpose of this Manual

Beginning in September 2018, the scope of the New Teacher Induction Program (NTIP) has expanded to include a broader array of new teachers and mentors.

This document, *New Teacher Induction Program – Induction Elements Manual (2021)* is being issued as a guideline to boards¹ as per subsection 271(1) of the Education Act and replaces the *New Teacher Induction Program: Induction Elements Manual (2010)*. It is intended to provide:

- Clarification about who is eligible to participate in NTIP
- Guidance around effective program implementation

The *Teacher Performance Appraisal: Technical Requirements Manual (2010)* continues to be the most current resource regarding appraisal requirements for newly hired permanent teachers as well as experienced teachers.

We welcome your input to improve this manual. Contact us with ideas and suggestions at: NTIP-PIPNE@ontario.ca. Please accept our appreciation for your ongoing commitment to supporting the learning and growth of new teachers, their mentors and ultimately our students.

(1) Context and Goals

New Teacher Induction Program Goals

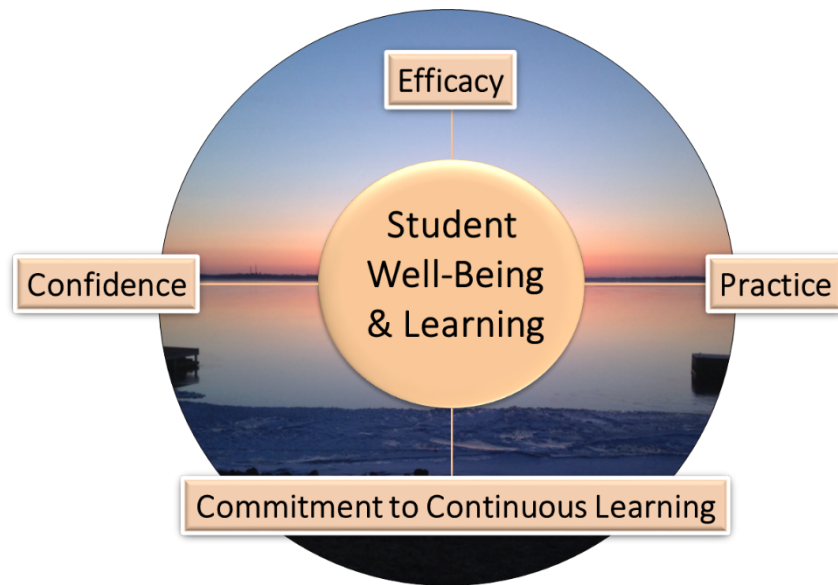
The New Teacher Induction Program (NTIP) is the second job-embedded step along a continuum of professional learning for new teachers, building on and complementing the first step: initial teacher education programs. It provides professional support to help new teachers develop the requisite skills and knowledge to be effective as teachers in Ontario.

The four core goals of NTIP are explained below from the perspective of a new teacher:

- **Confidence**
 - *I can do it...I have the supports to be a successful teacher*
- **Efficacy**
 - *My teaching makes a difference in the lives and learning of every single student*
- **Instructional Practice**
 - *I am able to respond to the diverse learning needs of my students with an array of effective instructional strategies*

¹ For the purposes of NTIP all references to a “board” shall be read as references to district school boards, school authorities and the Provincial Schools Authority unless otherwise noted.

- Commitment to Continuous Learning
 - *I want to continue learning and growing as a professional in collaboration with my students, colleagues, administration, parents/guardians, and school community*



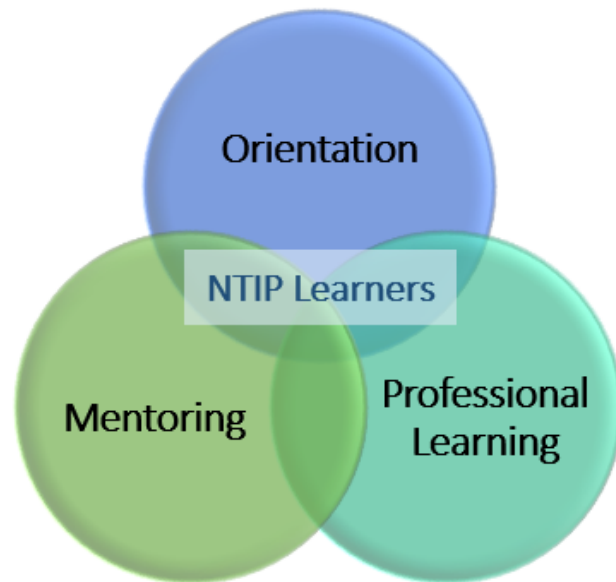
The induction elements of orientation, mentoring and ongoing professional learning provide a web of personalized support for beginning teachers and directly support the key goals of NTIP. Improving student well-being and learning is the ultimate outcome of the New Teacher Induction Program.

NTIP Induction Elements at a Glance

NTIP consists of the following induction elements:

- Orientation for new teachers to the school and school board
- Mentoring for new teachers by experienced teachers
- Professional learning relevant to the individual needs of new teachers

At the centre of the induction elements is the learner. In addition to new teachers, NTIP learners include associate teachers, mentors, principals, board staff and many other colleagues. NTIP is meaningful when it is constructed by each learner based on their real world learning needs.



Through NTIP, powerful learning designs like mentorship deprivatize instruction, foster collaboration and support educator leadership via the intentional sharing of knowledge and practice between colleagues. As such, NTIP serves as an example of collaborative professionalism in action.

When new and experienced educators work and learn together (e.g., to address bullying) all our students benefit.

In summary, the first few years of teaching are a critical time for professional learning and growth. New teachers who receive support and mentorship via NTIP will become the mentors for the next generation of new hires and ultimately of the students they will teach.

Truth and Reconciliation Commission: Calls to Action

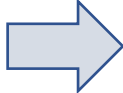
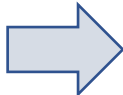
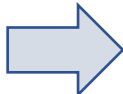
Education plays a critical role in our collective response to the Calls to Action of the Truth and Reconciliation Commission (TRC). Calls to Action #62 and #63 are specifically related to ensuring educators have training on the integration of Indigenous knowledge and teaching methods into the classroom.

It is essential that these learning opportunities become embedded in the professional learning for new teachers in NTIP. Relationship building and collaboration with Indigenous partners, including First Nation and Inuit Elders, Métis Senators, knowledge holders, and knowledge keepers are critical to supporting this work.

How NTIP is Evolving

Established in 2006, NTIP continues to evolve to reflect the complexity of teaching and learning. Our ongoing engagement with school boards triangulated with key findings from longitudinal research have served to deepen our shared understandings about what authentic learning and mentorship could look like for NTIP learners.

The chart below reflects a summary of where we've been on our NTIP learning journey and an emerging vision for NTIP with all learners continuing to be at the centre of our shared work.

FROM		TO
Core Content <ul style="list-style-type: none">List of NTIP core content topics as a checklist of prescribed learning		Voice, Choice and Agency <ul style="list-style-type: none">Authentic learning via a menu of differentiated supports responsive to each teacher's context, experience, teaching assignment and learning goalsLearning is directly connected to improving outcomes for all students (e.g., bullying prevention, intervention and de-escalation)
Focus on Structure – Do you have a mentor? <ul style="list-style-type: none">A one to one mentoring matchTraining for NTIP mentorsPrincipal engagement		Focus on Relationships – Are you being mentored? <ul style="list-style-type: none">A mentoring web of multiple mentors existing within an environment of relational trustMentoring for mentors focused on foundational mentoring skills (e.g., building trust, providing meaningful feedback, utilizing powerful mentoring designs)Principal encouragement
NTIP for Some <ul style="list-style-type: none">NTIP support gaps for new teachers whose assignments do not align with the funding criteria		NTIP for All <ul style="list-style-type: none">Flexibility for boards to offer a continuum of support for new teachers in their first 5 years regardless of assignmentInclusion of associate teachers and mentors of occasional teachers

(2) Eligibility

NTIP Required Teachers

The board shall provide NTIP to:

- 1st Year Permanent Hires
 - Teachers certified by the Ontario College of Teachers hired into a permanent position – full-time or part-time – by a school board to begin teaching for the first time in Ontario’s publicly funded school system
 - 2nd year permanent hires who do not successfully complete NTIP in their first year

Mentors

The board shall support:

- NTIP Mentors
 - Experienced teachers supporting NTIP required teachers

Long Term Occasional Teachers

Boards are encouraged to provide the induction elements to:

- 1st Year Long Term Occasional Teachers with assignments of 97 days or longer
 - Certified occasional teachers in their first long-term assignment, with that assignment being 97 or more consecutive school days as a substitute for the same teacher

Additional NTIP Eligible Teachers

Any teacher in their first 5 years who falls outside of the NTIP required definition above is eligible for support. The inclusion of these teachers as eligible to participate in any of the NTIP induction elements is designed to provide boards with flexibility to respond to local hiring realities and potentially to support new teachers for a greater length of time. Boards may decide to include an entire category of NTIP eligible teachers or base the supports they offer on a case by case basis.

NTIP eligible teachers include:

- Beginning Daily Occasional Teachers
- Beginning Short and Long Term Occasional Teachers (any duration of assignment)
- Beginning Continuing Education Teachers
- Beginning Permanent Hires past year 1
- Mentors supporting any beginning teacher (e.g., Teacher-Candidates, Occasional Teachers etc.)
 - Associate Teachers hosting a teacher-candidate from a faculty of education are included in this definition as are teachers mentoring Indigenous language educators

Evaluation of New Teachers

In addition to the NTIP induction elements, new permanent hires are evaluated twice within their first 12 months of employment through the Teacher Performance Appraisal process (*see page 22*).

Participation in NTIP for newly hired Long Term Occasional (LTO) Teachers refers to the induction elements only. There are no changes in the current board level evaluation processes or requirements for LTO teachers.

Aligning NTIP supports to evaluation thresholds is important to the success of new teachers. For example, newly hired LTO teachers with four month (80 day) assignments would benefit from accessing the induction elements at the onset of their assignment.

(3) Effective Program Implementation

As we seek to put learners at the centre of NTIP, the 4Rs of authentic learning can serve as a provocation for thinking about how NTIP can be constructed by the learner.



The 4Rs of Authentic Learning

Relational

- Relational trust creates an inclusive learning space with all partners in the learning process listening to each other (students, educators, parents and school community)
- All learners collaboratively construct communities of practice that build upon their strengths, attributes and experiences

Responsive

- Learners are listened to and their individual and collective voices directly inform learning designs
- The how and what of the learning designs employed are based on authentic learning goals identified by the participants
- Learning makes sense to the learners and involves authentic collaboration, choice and voice and agency

Recursive

- Rich learning tasks reflect embedded beliefs that learning itself is a messy, iterative, recursive process
- Protocols for application of learning, follow-up, and evaluation of impact are embedded into the learning process

Real World

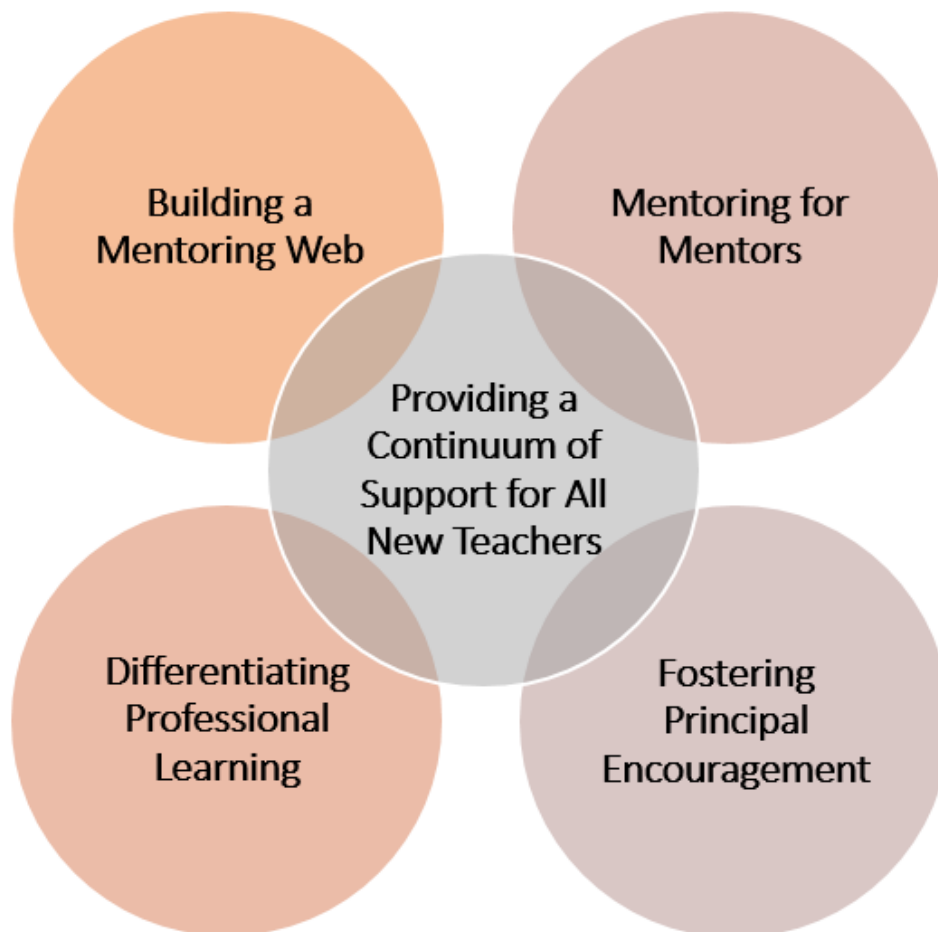
- Learners construct learning together that is relevant and has authentic real world connections and applications
- Learning designs that leverage peer-to-peer networks and foster the intentional sharing of knowledge and practice are utilized
- A direct connection to student learning and well-being is clearly evident (i.e. students are at the centre of the learning)

What We've Learned

Longitudinal research conducted by Christine Frank & Associates (CFA) shows that NTIP is effective. New teachers receiving NTIP supports report meaningful and sustained improvement in their confidence, efficacy, instructional practice and commitment to ongoing learning.

While every board's local context and circumstances are unique, the same big ideas for making NTIP meaningful emerge with remarkable consistency across the province. As we broaden the scope of NTIP, the emerging learning themes below suggest promising practices to support the professional growth and learning of all new teachers.

Visual Summary of Emerging NTIP Learning Themes



Data Sources

- [Beginning Teachers' Learning Journeys Longitudinal Study](#) (2016 - 2021)
- [NTIP Reflections from the Classroom Longitudinal Research](#) (2012 - 2015)
- [NTIP Board Focus Groups with New Teachers / Mentors / Principals](#) (2012 – present)

Building a Mentoring Web

In their longitudinal research of the NTIP, Christine Frank & Associates found that high growth new teachers accessed 5 to 7 different mentorship supports. In other words, they built a mentoring web of personalized growth opportunities with the support of multiple mentors.

Each web is unique, constructed by the learner based on their authentic learning needs. The more strands in the web, the stronger and more resilient it is. One of the most helpful things mentors can do is help a new teacher build their web by fostering connections with colleagues, administrators and other mentors.



Differentiating Professional Learning

Looking at NTIP through the lens of authentic learning means the program will not look the same for every beginning teacher. For example a “new” 1st year permanent hire who has 5 years of daily and long term occasional teaching experience may not have the same NTIP learning goals or needs regarding assessment as a recent faculty graduate entering their first year of long term occasional teaching.

Offering a menu of professional learning through NTIP allows for voice, choice and personalized construction of learning based on authentic learning opportunities directly connected to the real world classroom experiences and learning goals of each individual new teacher.

Example of a Learning Menu

Learning Goal of NTIP Teacher

- *Improve my ability to provide meaningful feedback to students about their learning*

Guiding Ideas

- *Through NTIP, flexible use of a number of joint release days is provided to support learning and collaboration between beginning teachers and a web of mentors*
- *While all of the learning designs on the menu have a collaborative component, individual NTIP teachers in collaboration with their web of support select the offerings and portions on the menu that best meet their authentic learning needs*

SELECTION #1 – Classroom Observation & Debriefing

- New teacher and mentor(s) observe each other teach or new teacher and mentor observe another classroom together
- Observation is followed by collaborative debriefing and action planning

SELECTION #2 – Co-planning / Co-teaching

- New teacher and mentor(s) collaboratively plan and teach a lesson (or a series of lessons) together followed by debriefing, reflection and a continued cycle of collaboration

SELECTION #3 – Collaboratively Assessing Student Work

- New teacher and mentor(s) assess student work together in order to help develop consistent understanding of the standards of achievement and inform their instructional practices

SELECTION #4 – Ongoing Communities of Practice

- New teachers and mentors engage in networked learning via ongoing communities of practice with colleagues who have a similar grade or subject assignment and/or similar learning goals

SELECTION #5 – Choice of Formal Learning Opportunities

- New teachers and mentors participate together in face to face workshops, seminars or online learning related to their learning goals, followed by debriefing and action planning

Mentoring for Mentors

As we seek to support new teachers via mentorship an important question is *who mentors the mentors?* In our shared work supporting NTIP we are increasingly engaged with school boards providing a continuum of support and foundational [learning opportunities for mentors](#). Effective mentorship skills are highly transferable and include:



Reciprocal learning is a foundational component of all mentoring relationships. One of the most powerful outcomes of mentorship is it serves as a means for job embedded deprivatization of practice and fosters reflection, learning and growth of mentors themselves. In summary, mentoring is an act of learning.

Associate Teachers

As outlined in *Section 2 – Eligibility*, school boards may now include Associate Teachers (ATs) in the groups of mentors they support. This connection is an important one as ATs serve as the first mentors to teacher-candidates as they begin their professional learning journey.

The foundational mentoring skills outlined above apply equally to both ATs and NTIP mentors. Unlike NTIP mentors, ATs have the additional responsibility of evaluating the teaching practice of teacher-candidates. As such, ATs need to work in partnership with the faculty of education as they navigate the divergent and intersecting needs of teacher-candidates, students, and the school community.

Fostering Principal Encouragement

In their longitudinal research of NTIP, Christine Frank & Associates found ongoing feedback and encouragement from the principal was the strongest predictor of growth in NTIP. This speaks to the power of listening, the power of encouragement, and the ability of the principal to be a meaningful piece of a mentoring web for a new teacher.

So, just as we ask who mentors the mentors we might also ask *who encourages our principals?* All of the foundational elements of mentorship apply just as strongly to principals as they seek to support new teachers and indeed all staff in their school.

Providing a Continuum of Support for All New Teachers

Our current longitudinal research reveals significant opportunity gaps for daily occasional teachers and LTO teachers whose assignments did not meet the previous criteria for NTIP support. Of specific note, was the lack of formal mentorship and access to relevant professional learning.

As outlined in *Section 2 – Eligibility*, the expansion to the scope NTIP is intended to address opportunity gaps by providing boards with the flexibility to support any new teacher within their first 5 years of employment.

French as a Second Language (FSL) Teachers

Due to increased enrolment in FSL programs and shortfalls in teacher supply, FSL teachers and their mentors may have significantly less experience than their English-speaking peers in the NTIP. Differentiated or additional opportunities that take into account differences in experience, working conditions and language needs are critical to support retention of these educators in FSL positions.

According to the Ontario Public School Boards' Association 2018 report (p. 33), FSL teachers in their first two years of teaching ranked their professional learning needs as:

1. The availability of effective teaching resources (78%)
2. Opportunities to improve French language skills (45%)
3. Knowledge of effective second language teaching strategies (43%)

Internationally Educated Teachers

Teachers who are both new to teaching and new to the Canadian and Ontarian context may require additional support. When planning orientation and ongoing mentorship opportunities, it is important to keep in mind that approaches to learning design, classroom management and school culture are very different around the world. Concepts that may require additional support through one or more of the options on the learning menu on page 11 include:

- Student-centred approaches
- Assessment for and as learning
- Self-regulation
- For FSL teachers – an action oriented approach to language teaching
- Differentiated instruction
- Parent engagement
- For teachers in French-language schools – teaching in a minority language context

Sites of Learning

Sites of Learning are classrooms where new teachers and mentors visit together to observe real world teaching and learning in action. The observation is simply the raw material, it is the debriefing that is crucial to the success of this learning design.

Focusing on the “so what / now what” enables new teachers to move away from what they saw to how they can apply the learning in their own classrooms.

Our research data illustrates this is a cross-cutting learning design desired equally across the spectrum of new teacher assignments. Of all the activities new teachers engage in with mentors, this is the learning design with the strongest correlation to growth in instructional practice (as perceived by new teachers).

Measuring Impact

The Professionalism, Teaching Policy and Standards Branch has developed streamlined survey templates for beginning teachers, mentors, and principals linked to the core goals of NTIP.

The surveys provide interested boards with a practical tool to measure the impact of the NTIP in their district. The templates reflect generic NTIP mentoring activities and learning designs and we encourage boards to customize their surveys to suit local program designs.

[NTIP Survey Tool for Boards](#)

Implications for NTIP Induction Elements

As we think deeply about making NTIP meaningful, below are guiding questions based on the 4Rs for board NTIP teams to consider.

Guiding Questions

Relational Responsive Recursive Real World	
ORIENTATION	<ul style="list-style-type: none">• How can new teachers be intentionally connected with school and board level supports? (and with each other)• What methods of delivery could be used? (e.g., face to face, online, blended)• How can orientation be experienced as a process rather than an event?• What NTIP and mentoring resources are available to assist principals?
MENTORING	<ul style="list-style-type: none">• How do new teachers connect with mentors?• How do new teachers access joint release days to engage in collaboration and learning with multiple mentors?• What learning opportunities and resources are available for mentors to continue to develop their foundational mentorship skills?• What learning opportunities and resources are available for principals to continue to develop their foundational mentorship skills?
PROFESSIONAL LEARNING	<ul style="list-style-type: none">• How can we construct a menu of differentiated supports responsive to each teacher's context, experience, teaching assignment and learning goals?• How can NTIP board leaders work with other board-level colleagues (e.g. FSL leads, Indigenous Education leads) to sustain and extend professional learning?• How are relationships built?• What are the direct connections to the classroom and to improving outcomes for all students? (e.g., bullying prevention, intervention and de-escalation)• What impact will the application of learning have? How will we know?
Building a Mentoring Web Differentiating Professional Learning Mentoring for Mentors Fostering Principal Encouragement Providing a Continuum of Support for All New Teachers	

Additional Program Considerations

Reaching All Learners – Supporting Students with Autism Spectrum Disorder

Every student deserves access to the supports they need to be successful both inside and outside the classroom. The needs of students receiving special education programs and services, including those with Autism Spectrum Disorder (ASD), are highly variable.

School boards are encouraged to include special education topics, including Applied Behaviour Analysis (ABA) based training opportunities, as a part of their NTIP as appropriate to support the needs of their new teachers. Support resources for boards are available at:

<http://www.edu.gov.on.ca/eng/general/elemsec/speced/autism.html>.

Bullying Prevention – Supporting a Positive School Climate

The school climate may be defined as the learning environment and relationships found within a school and school community. All members of the school community play an important role in fostering and promoting a school environment where all members feel safe, valued and accepted and where principles of equity and inclusive education are modelled and embedded in the learning environment.

A positive school climate is one where school community members demonstrate respect, fairness and kindness in their interactions, and students are encouraged and supported to be positive leaders and role models in their school community. A positive school climate is a crucial component of bullying prevention.

School boards are encouraged to include bullying prevention, intervention and de-escalation training opportunities as a part of their NTIP, as appropriate to the needs of new teachers. Support resources for boards are available at: www.ontario.ca/safeschools.

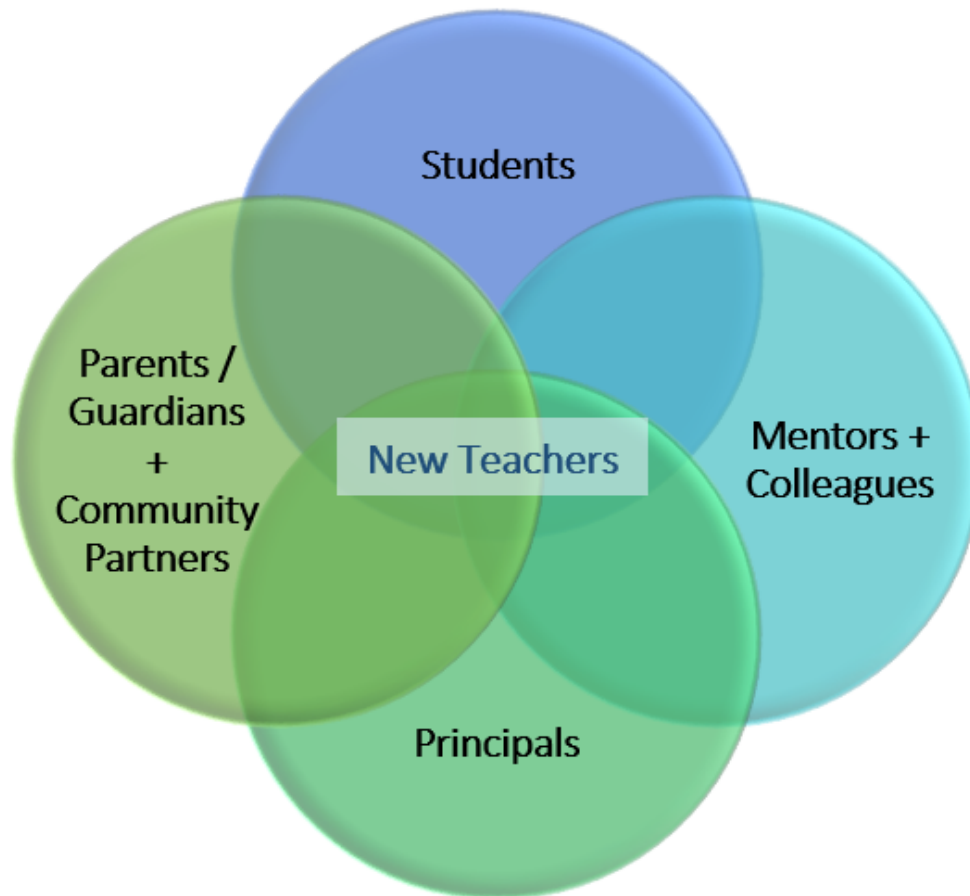
Voluntary Staff Self-Identification

Collecting voluntary, confidential self-identification data allows for a clearer understanding of staff currently working within the provincial education system, and of changes in this number over time. Staff self-identification can assist school boards in cultivating supportive and open learning environments and enhancing programs and services.

(4) Roles and Relationships

New Teachers

NTIP is school-based program. The learning focused relationships new teachers form with students, mentors, colleagues, principals, parents, and community partners are integral to their professional growth and ultimately the learning of their students.



Structure vs. Relationships

Often when we adapt or adopt an initiative or program we try to replicate a structure without attending fully to the complexities of relationships which enable the structure to actually be effective. Thinking about our approach to mentorship illuminates this distinction:

- *Do you have a mentor?* (structure – a one to one match)
- *Are you being mentored?* (relationships – a mentoring web of multiple mentors existing within an environment of relational trust)

As active participants in their learning new teachers construct their NTIP.

With students by:

- Building relationships
- Recognizing learning is messy
- Looking for strengths
- Recognizing lived experience and individual ways of knowing

With mentors and colleagues by:

- Choosing multiple mentors
- Seeking out professional learning
- Listening, observing, sharing, reflecting and learning

With principals by:

- Sharing successes
- Reaching out for support
- Actively participating in the INS and TPA process

With parents/guardians and community partners by:

- Connecting with partners in learning beyond the classroom, including Indigenous partners and communities
- Participating in communities
- Balancing work with life

NTIP at School

The chart summarizes how new teachers collaborate with mentors and principals. As the role of mentors is non-evaluative they are not involved in the Teacher Performance Appraisal (TPA) process for new permanent hires or other formal evaluations for occasional teachers.

	New Teachers	Mentors	Principals
Orientation	✓	✓	✓
Mentoring	✓	✓	✓
Professional Learning	✓	✓	✓
Individual NTIP Strategy	✓	✓	✓ S
Teacher Performance Appraisal (New Permanent Hires only)	✓		✓ S

✓ = direct involvement

S = sign off

Mentors

Mentoring relationships honour the strengths and attributes of both new and experienced educators. As outlined in *Section 3 – Effective Program Implementation*, multiple models of mentorship provide a web of personalized support for beginning teachers and directly align with the key goals of NTIP.

Regardless of the mentoring model, one of the most powerful things mentors can do is help their colleagues hold up a mirror to their practice and in this mirror see all their strengths and attributes, not just the flaws and challenges of what isn't working. Through this deprivatization of practice, the quiet victories and moments of beauty that teaching provides can be surfaced, elevated and celebrated. This is authentic learner-driven collaborative professionalism.

The acrostic below outlines the fundamental aspects essential to any mentoring relationship. For the success of any relationship it is essential for all parties to have voluntarily chosen to engage in mentorship.

-
- | | |
|------------------------|---|
| M utual | <ul style="list-style-type: none">• Mentoring relationships that flourish are reciprocal – all parties learn and grow |
| E volving | <ul style="list-style-type: none">• Mentors exhibit flexibility of stance and role based on the needs of the person they are supporting |
| N on-evaluative | <ul style="list-style-type: none">• Mentoring supports are not connected to evaluation or judgement of a colleague's performance |
| T rusting | <ul style="list-style-type: none">• Relational trust is built through effective listening and fostered in an environment characterized by emotional safety and mutual respect |
| O pen | <ul style="list-style-type: none">• Through powerful learning designs (e.g., observation and debriefing) teaching is deprivatized and the intentional sharing of knowledge and practice occurs |
| R eal | <ul style="list-style-type: none">• Mentoring activities are personalized, based on each person's authentic learning goals and connected to their real world |
| S upported | <ul style="list-style-type: none">• Conditions to foster effective mentoring relationships are supported at both the school and board level (e.g., joint release days, foundational learning for mentors) |
-

Principals

Principal encouragement has emerged as a key factor in the growth of new teachers. New teachers, who highlighted the important role their principal played in their development, trusted their principal. They felt they could speak openly about their learning without the worry of being judged. Simply put, new teachers felt they had their principal's support.

Below are examples of how principals can support the professional learning and growth of new teachers by embedding the foundational mentoring skills outlined on page 12 of this manual.

Creating a Mentoring Web	<ul style="list-style-type: none">• Introducing new teachers to multiple mentors in their school• Helping connect new teachers to mentors beyond their school with experience related to their specific teaching context (e.g., FSL, Indigenous Language Education, First Nation, Métis and Inuit Studies, Special Education)
Building Relational Trust	<ul style="list-style-type: none">• Modelling inclusion, openness and collaborative practice• Engaging in goal setting conversations• Listening• Working towards reconciliation and responding to the TRC Calls to Action
Facilitating Learning Focused Conversations	<ul style="list-style-type: none">• Demonstrating flexibility of stance and role (consultant, collaborator, coach) based on the needs of each person• Deepening understanding of challenges specific to particular teaching contexts (e.g., FSL, Indigenous Language Education, Special Education)
Providing Meaningful Feedback	<ul style="list-style-type: none">• Being available for ongoing questions, conversations and feedback• Utilizing protocols like scaling questions and appreciative inquiry to help new teachers reflect on practice, build confidence and develop efficacy
Utilizing Powerful Mentoring Designs	<ul style="list-style-type: none">• Facilitating opportunities for new teachers and mentors to engage in classroom observation and debriefing in their own school or other schools• Allocating time and resources to support collaboration with multiple mentors

Designated NTIP Superintendent / NTIP Coordinator

Leadership at the board level is instrumental to the successful implementation of NTIP in schools. All school boards designate a Superintendent with responsibility for program oversight. This Superintendent may assign an NTIP coordinator role to a current or retired board employee and may allocate up to \$50,000 in salary to support this role (see *Section 5 – Funding* for additional information).

Additionally, boards are responsible for the submission of NTIP related data to the ministry, including the NTIP plan and final report. Boards are also required to support the participation of NTIP teachers in ministry level program monitoring, research and evaluation.

NTIP Steering Team

The board NTIP Steering Team brings all participants together in partnership to support the success of new teachers. Effective steering teams examine program data (e.g., board surveys of new teachers, mentors, principals) to inform planning, communication and learning designs. Composition of the steering team should include members from each partner in NTIP:

- Federations
- New Teachers
- Mentors
- Principals
- Faculties of Education
- Designated NTIP Superintendent / NTIP Coordinator
- Other staff and community partners involved in supporting NTIP, including Indigenous communities and partners

Individual NTIP Strategy (INS)

A school-based learning culture is critical to making the Individual NTIP Strategy (INS) meaningful. In a collaborative learning culture, the INS creates an important opportunity for ongoing learning focused conversations between the principal, mentors and the new teacher, about the new teacher's professional learning goals.

When the principal meets with a new teacher to discuss goals and strategies, suggest resources and offer support, the INS transforms from something that is touched once and never visited again to a living document. As a living document, the INS may well become a “messy plan” that is modified throughout the year.

In addition to new permanent hires, all new occasional teachers are encouraged to use the Individual NTIP Strategy to document their learning journey over time.

[Goal Setting Conversations](#)

Customizing the INS

Boards may consider modifying this INS format – while retaining the required fields, to maximize its potential to be an evolving professional growth plan and portfolio that focuses on the learning process.

We are in the process of considering how to update the INS to best foster learning and collaboration and would welcome your input at NTIP-PIPNE@ontario.ca.

[Access the current INS](#)

Teacher Performance Appraisal for New Permanent Hires

The Teacher Performance Appraisal (TPA) process is an opportunity for dialogue, reflection and professional growth. It is a collaboration between new teachers and their principals to provide a meaningful, growth-oriented evaluation of teacher performance.

The *Teacher Performance Appraisal: Technical Requirements Manual* (2010), provides detailed information about the timelines, processes and steps to be followed in the appraisal process for both new permanent and experienced teachers.

As per the manual, new permanent hires are evaluated twice within their first 12 months of employment. In order to successfully complete the NTIP requirements, they must receive two *Satisfactory* appraisal ratings within 24 months. The flow chart of TPA outcomes for new teachers contained on pages 39 and 40 of the manual provides an at a glance summary of the appraisal process.

Upon successful completion of 2 satisfactory NTIP evaluations, boards are responsible for submitting the names of new teachers to the Ontario College of Teachers within 60 calendar days. A notation reflecting completion of NTIP is placed on the teacher's certificate of qualification and registration which appears on Ontario College of Teachers' public register.

(5) Funding

Funding Process

NTIP is funded annually through the Grants for Student Needs (GSN) as part of the Qualifications and Experience Grant. There are two components to the funding for school boards:

- Base amount of \$50,000
- Proportional amount which is a “per teacher” allocation multiplied by the number of teachers on Rows 0, 1, and 2 of a board's Teacher Qualifications and Experience Grid from the previous year

Note school authorities receive proportional funding based on their hiring data reported to the Professionalism, Teaching Policy and Standards Branch.

Funding Parameters

Expenditure	Eligible	Notes
Salary for board staff to provide oversight and coordination of NTIP	✓	<ul style="list-style-type: none">• Maximum of \$50,000• Must be funded from base amount
Release time for NTIP Required Teachers (1st Year Permanent Hires)	✓	<ul style="list-style-type: none">• May be funded from base and/or proportional amount
Release time for NTIP Eligible Teachers (any teacher in their first 5 years who falls outside of the NTIP required definition)	✓	<ul style="list-style-type: none">• May be funded from base and/or proportional amount
Release time for Mentors	✓	<ul style="list-style-type: none">• May be funded from base and/or proportional amount
Resources to support NTIP professional learning (e.g., Additional Qualifications courses, conference registrations, professional texts, consumables, room fees)	✓	<ul style="list-style-type: none">• May be funded from base and/or proportional amount
Capital expenditures and resources for students (e.g., classroom furniture, textbooks, technology, educational supports)	X	<ul style="list-style-type: none">• Other sources for funding

(6) Online Resources

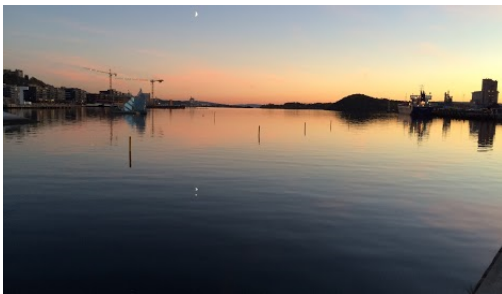
NTIP Learning Space

A rich array of accompanying resources to support new teachers, mentors, principals and board NTIP teams can all be accessed at this URL:

- <http://tiny.cc/NTIP>

As NTIP continues to grow and evolve so will this online space. We are looking forward to continuing to learn with you.

New Teacher Induction Program at a Glance



New Teachers



Mentors



Principals



Board Leaders



[NTIP Induction Elements Manual \(2021\)](#)

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