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Dossier Concepts, Policies and Practices of Teaching Induction

Article

Teacher Induction: Beginning Teachers' Education in Perspective

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Abstract
The study analyzes the meanings of teacher induction, as well as perspectives on its implementation, whether through public education policy, institutional programs or specific actions towards it. It results from a qualitative theoretical-empirical research that focused on a systematic literature review for purposes of evidence summary. Eighty-three articles were reviewed which were published in five different databases, selected for their coverage of a significant collection of international scientific journals related to education: Sage Journals, Science Direct, SciELO, Scopus e Taylor y Francis. The analyzed period spanned from 2002 to 2022, in order to encompass the last two decades, when the topic of teacher induction reached wide circulation and consolidation in the field. The analyses are described in four main topics: thematic approaches; theoretical-methodological approaches; actions and intentions; and teacher education perspectives. The results indicate that induction practices are consistent with training support and assistance to teachers in their early years in the profession, through induction programs and policies that present different levels and configurations, according to context, conditions, and institutional contingencies. The analyses allowed to outline a summary of perspectives on induction based on three strategic touchstones: considering teachers' difficulties and forms of resistance; fostering professional development; and ensuring objective working and educational conditions.

Keywords: Teacher induction, Teacher professional development, Beginning teachers, Systematic literature review.

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1. Introduction

Induction is increasingly viewed as a support system for improving teaching quality and experiences during teachers' entry into the profession, thereby contributing to retain new teachers in the career and decrease the high rates of teacher turnover in schools. A recent study by Courteney, Austin and Zolfghari (2023) shows the institutionalization of induction policies in several countries, whose students show a satisfactory performance in the Program for International Student Assessment (Pisa). For more than a decade, researchers from different parts of the world have been analyzing conceptions, practices and effects of teacher induction, proving its importance and the need for education programs and policies directed to this end. It is the case of the studies of Feiman-Nemser *et al.* (1999); Wong (2004); Alhija e Fresko (2010); Bickmore and Bickmore (2010); Ávalos (2012, 2016); Marcelo and Vaillant (2017); Darling-Hammond (2017); Beca and Boerr (2020); Vaillant (2021);

In the Brazilian context, while no teacher induction policy has been found to be in place, there are several local and regional experiences carried out by universities and/or education systems, in addition to extensive scholarly output about beginning teachers, with the important and necessary defense of induction, as can be seen in studies like those of Mira and Romanowski (2014); André (2012, 2018); Nascimento, Flores and Silva (2019); Cruz, Farias and Hobold (2020); Cruz and Lahtermaher (2022); Cruz *et al.* (2022).

However, the concept of induction cannot be reduced to a way of inducing teachers in an early career stage to continue teaching even without the appropriate conditions. Induction is expected to work as a catalyst for environments dedicated to training, support and supervision for teaching activities, connected to the professional development process, and committed to approaches that foster teacher autonomy.

In a review of 463 articles about beginning teachers (Ávalos, 2016), it was demonstrated that many factors can affect teaching learning: knowledge, dispositions, beliefs, visions about oneself and others, and ways of conceiving and working in the profession. The range of combinations of these factors or the possibilities and restrictions of each context will surely be new to each beginner. Therefore, it is ever more indispensable to consider induction as a component of professional development, from the perspective of an integrated continuum between initial and continuing teacher education.

However, the alignment between teacher induction and teacher professional development does not always prevail. As shown in a recent study (Cruz *et al.*, 2022), there is a recurrent implementation of policies and programs focusing on short-term certification, training and assistance, mainly aimed at fostering teachers' permanence in the career, without ensuring their autonomy.

Thus, it is important to identify the approaches to teacher education underlying the comprehension of teacher induction. What meanings of teacher education are manifested in the induction practices disseminated by different countries? What mentorship-induction relationships are expressed in the identified conceptions? Do these initiatives result from institutional policies or programs, or do they stand out as one-off, specific and emergent experiences? What qualifies as teacher induction?

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2. Theoretical-methodological Framework

This study is situated in the field of teacher education, based on professional development theories, delimited around the early career years, aiming to identify the predominant meanings of teacher induction. It was conducted in order to answer the following question: what conceptions of teacher education and professional development guide existing public policies on teacher induction and the local and regional experiences directed to it?

Considering the goal of analyzing meanings of teacher induction and approaches to its implementation, whether through public educational policies, institutional programs or specific actions directed to it, a qualitative theoretical-empirical study was carried out, centered on a systematic literature review, aiming to summarize research evidence.

The systematic literature review was based on Newman and Gough, for whom a study of this type requires a formal, rigorous and explicit method in order to interconnect findings of research already conducted on a given subject, so as to establish an integrated view of the knowledge produced about it. An evidence summary shows what is (or is not) known about a research question, providing a general and necessary view about research output in a field.

The survey, performed in September and October 2022, considered scientific articles published in five different databases, selected for encompassing a significant collection of international scientific journals related to education, namely: Sage Journals; Science Direct; Scientific Electronic Library Online (SciELO); Scopus; Taylor y Francis.

The analyzed period spanned from 2002 to 2022, so as to encompass the past two decades, when the topic of teacher induction reached wide circulation and consolidation in the field. The filters used in the article survey for all databases were: 'social sciences' and 'education' as a field of knowledge, and 'teacher education' as a thematic area, using only one descriptor ('teacher induction') in the title and/or keywords and/or abstract, and considering only open-access articles.

The article selection criteria were based on reading the titles, keywords and abstracts, and defining as an exclusion criterion those that showed no direct connection with the thematic description.

The review protocol followed a few steps, based on Gough (2007), namely: surveying texts in the databases according to the established criteria; refining the survey by excluding texts according to criteria and isolating those that repeated; systematizing information by analyzing the abstracts and recording data into a specific form; finally, analyzing the data, considering the prepared forms, the research question and goals.

The survey resulted in 234 articles for the period from 2002 to 2022. With the refinement, 139 articles were disregarded. Of the 95 selected works, 12 repeated, thus totaling 83 texts for analysis. Table 1 below shows in numbers the two initial stages of the review protocol, which correspond to survey and refinement by descriptor and database:

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Table 1 - Number of articles reached with the descriptor 'teacher induction'

Database	Total considered	Survey	Refinement	
			Exclusion	**Repetition**
Sage Journals[3]	3	11	8	-
Science Direct[4]	8	58	50	-
SciELO[5]	11	17	06	-
Scopus[6]	47	99	-	12
Taylor y Francis[7]	14	49	35	-
Total	**83**	**234**	**139**	**12**

Conventional sign used: - Number equal to zero not resulting from rounding off.
Source: The authors, with data from the consulted databases.

After arriving at the 83 selected articles, the next step was information systematization, consisting in analyzing the abstracts and recording data into a specific form. The forms were analyzed, and the data was compiled by item so as to compose a summary chart with the main recurrences. The chart was analyzed based on the research question and goal and the theoretical dialogue.

3. Results

A collection of 45 journals encompasses the 83 articles of this review. Most of them (30) account for publishing only one work, while a smaller part (15) contributes to publishing more than one, totaling 53 outputs. The journals *Teacher and Teacher Education* and *Professorado - Revista de Currículum y Formación del Professorado* stand out, with ten and eight articles published, respectively. Chart 1 below illustrates the distribution of works, considering journals with at least two outputs:

Chart 1 - Number of articles by journal[(1)]

Journal	Editorial Territory	No. of articles published
Teaching and Teacher Education	USA	10
Profesorado – Revista de Currículum y Formación del Profesorado	Spain	8
Professional Development in Education	England	4
Teacher Development	Australia	4

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[3] Available at: https://journals-sagepub-com.uchile.idm.oclc.org/. Accessed: March 3, 2023.
[4] Available at: https://www-sciencedirect-com.uchile.idm.oclc.org/. Accessed: March 3, 2023.
[5] Available at: https://scielo.org/. Accessed: March 3, 2023.
[6] Available at: https://www-scopus-com.uchile.idm.oclc.org/search/form.uri?display=basic#basic. Accessed: March 3, 2023.
[7] Available at https://www-tandfonline-com.uchile.idm.oclc.org/. Accessed: March 3, 2023.
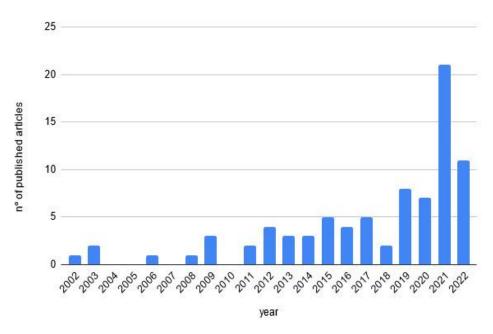
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Education Policy Analysis Archives	USA	3
Cogent Education	Hong Kong	3
Educação em Revista	Brazil	3
European Journal of Teacher Education	Belgium	3
Journal of Teacher Education	USA	3
Australian Educational Researcher	Australia	2
Cadernos de Pesquisa	Brazil	2
International Journal of Educational Research Open	England	2
SAGE Open	USA	2
South African Journal of Education	South Africa	2
Voprosy Obrazovaniya Educational Studies Moscow	Russia	2
Total		**53**

Note: [1] Only journals with at least two outputs.
Source: The authors, with data from the consulted databases.

With regard to the publication period, over the last two decades, the debate has clearly progressed in the last few years, given the greater incidence of articles published from 2019 to 2022, with a strong presence in 2021. In prior years, from 2011 to 2018, the production remained constant, with two to four outputs, representing a smaller recurrence from 2002 to 2010. Graph 1 shows the output behavior for each year, considering the period, the databases and the accessed journals. It shows the theme's emergence and currentness in the educational scenario at the international level.

Graph 1 - Number of articles published by year (2002-2022)

Source: the authors.

A total of 184 people figure as authors of the 83 articles, of whom only 20 participated in writing more than one. The authors are affiliated to 113 institutions, distributed in universities (91), schools (16) and research institutes, centers or associations (6). Generally, the institutions are present in two published titles. Only 12 of the 113 appear as author affiliation institutions in more than one article, with the University of Notre Dame Australia at Sydney standing out for its presence in five publications, followed by the University of Seville, Spain, in four, the University of Groningen, in the Netherlands, and the University of Aveiro, Portugal, both with three articles each.

With regard to authors' country of affiliation, 31 countries were found, with virtually all continents being represented. Most of the output is concentrated in North-American and European countries, the United States standing out, with 14 titles, followed by Australia, with 12, and Spain and England, with nine and six, respectively. As for language, English is the majority. However, ten articles were found in Spanish, eight in Portuguese, one in Turkish, and one in Russian.

With this characterization, it can be said that the research output has spread across the international context, with some reference territories, identified particularly in North America and Europe. This scenario shows that it is necessary to understand the distinct conceptions of induction present in the studies about the topic, and how they dialogue with outputs located in countries in South America, Africa and Asia.

In this direction, the data produced and treated interpretively in this systematic review, in order to analyze the meanings of teacher induction and the perspectives on implementing it, disseminated in scientific journals in the field over the past two decades, motivated the approach in four main thematic areas, which are discussed in the next sections.

3.1 Thematic Approaches

Once the 83 studies on teacher induction had been selected, their thematic approaches and objectives were examined based on their titles, keywords, specificities and goals, as signaled in the abstracts. The starting point was the notion that these elements constitute primary and structural delimitations of argumentation, therefore working as filters in understanding the theoretical, conceptual and historical conception of induction disseminated.

The analysis allowed identifying eight approached topics, as shown in Chart 2.

Chart 2 - Main topics approached by the articles based on the titles, keywords and goals

Topics	Approaches	articles	keywords	goals
1 **Teacher education in general**	Emphasis on initial or continuing teacher education with a view to teacher certification and the development of teaching skills. Induction represents one of the teacher education approaches, and is related with newly-	4	31	4

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	qualified teachers, or with certification or probationary internship.			
2 **Teacher professional development**	Emphasis on teacher identity constitution, with attention to professional development along the path. Induction appears associated with support, early career learning, peer relationship and work, and professional socialization, as well as teachers' beliefs, tensions and characteristics.	13	47	9
3 **Teachers' entry into the profession**	Emphasis on the beginning teacher, their entry into the career, rite of passage from student to teacher, reality shock, psychological needs, and resilience. Induction emerges as a path to guidance and support during teachers' entry into the profession.	11	54	8
4 **Induction programs and their trainers**	Emphasis on various support programs for beginning teachers and on mentors as induction agents. Induction represents the central focus of the articles.	36	89	35
5 **Specific teacher education practices**	Emphasis on specific teacher education approaches during induction, such as: micropolitical literacy; community of practice; collaborative work; pedagogical knowledge of content; reflective dialogue; teaching portfolios; teacher residency; training; learning networks. Induction is approached in line with the teacher education discussed.	4	26	5
6 **Institutional context, school management, policy, and evaluation**	Emphasis on work environment and conditions, the role of the principal, the importance of pedagogical leadership, self-efficacy, performance assessments, teacher recruiting and retention, and the evaluation of induction programs. Induction is considered in the specific relationship with each of these topics.	14	28	20

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7 **Countries and international bodies**	Focus on a particular country or international body with an induction policy or advocacy, the following standing out: Australia, Belgium, Holland, the Netherlands, the Organization for Economic Cooperation and Development (OECD) and the United Nations Educational, Scientific and Cultural Organization (UNESCO).	-	9	1
8 **Investigation types and strategies, and curricular levels and areas**	Focus on a particular theory or investigation method applied to induction (micropolitics, posthumanism, occupational socialization theory, comparative analysis, case study, longitudinal study, qualitative metasynthesis), or emphasis on the induction approach for a particular curricular area (natural sciences, physical education, musical education, Spanish, mathematics, English) or a particular education level (primary education, higher education).	1	32	1
Total		**83**	**309**	**83**

Source: The authors, with data from the study.

As can be seen, the greatest thematic incidence is found in approaches about induction programs and their trainers (topic 4). These are studies that address aspects strictly related to induction. Here, the works that stand out are those analyzing mentorship and mentor training practices, and those discussing the challenges of induction, beginning teachers' views on induction, and the relationship between induction and stress at work. Some examples of studies included in this perspective can be found in: Patterson and Luft (2002); Jones (2003); Smith (2011); Harmsen *et al.* (2019); Kaplan (2021); Shanks (2021); Hulme and Wood (2022); Tekir (2022).

With regard to the keywords, 309 terms were indicated in the articles as descriptors of the studies. In this collection, 33 keywords appear more frequently, the following standing out: 'teacher induction' (45); 'beginning teachers' (33); 'teacher professional development' (17); and 'teacher education' (14). The keywords distributed between the approached topics identified in the analysis of data, as presented in Chart 2, show a strong presence of all topics, but a greater incidence of articles about induction programs and their trainers (topic 4), entry into the profession (topic 3), and teacher professional development (topic 2).

As for the analyzed goals, they are in line with the studies' themes, and are therefore more present in topic 4. However, they also appear strongly in topic 6, especially with studies about the evaluation of induction programs, the relationship between school context and induction, and between induction, work

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satisfaction and permanence in the career, among which are the studies of Roldão, Reis and Costa (2012); Fenton-Smith and Torpey (2013); Helms-Lorenz, van de Grift and Maulana (2016); Van der Pers and Helms-Lorenz (2021).

Thus, by analyzing the thematic approaches and research goals of the reviewed studies, it was confirmed that induction represents a theoretical construct linked to the field of production of knowledge about teacher education, aligned with teacher professional development theories that defend an organic link between initial teacher education, entry into the profession, and continuing education, in a professional continuum. The teacher education practices disseminated are consistent with training support and assistance to teachers in their early years in the profession, through induction programs and policies that present distinct levels and configurations, according to context, conditions, and institutional contingencies.

To proceed in the comprehension of what qualifies as teacher induction in the field's output, it is necessary to examine the theoretical-methodological features of the studies, which is addressed in the next section.

3.2 Theoretical-methodological Approaches

The analysis of the 83-article collection, as regards their theoretical-methodological approaches, indicates the prevalence of four research trends, as shown in Chart 3.

Chart 3 - Research trends of the articles based on their theoretical-methodological indications

Research trends	Theoretical-methodological approach	No. of articles
Empirical studies with specific teacher induction situations	Emphasis on diverse theoretical-methodological approaches, producing empirical data from fieldwork with beginning teachers, mentors or school management, from a qualitative and/or quantitative perspective.	36
Induction policies and programs	Theoretical and/or empirical emphasis on the analysis of induction programs and policies in general or specific contexts.	32
Analysis of impacts, effects, and evaluation of teacher induction	Emphasis on evaluative studies, with a production of qualitative and/or quantitative data, analyzing feedback for induction programs, comparing systems and longitudinal effects of induction on teaching	8
Building a conceptual framework, with an induction-mentorship distinction	Emphasis on a theoretical and/or empirical analysis, in order to develop a conceptual framework that makes teacher induction intelligible.	7
Total		**83**

Source: The authors, with data from the study.

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The first research trend emerged from the analysis of 36 articles with empirical studies based on specific induction situations. Based on different contexts, the authors worked with diverse theoretical-methodological approaches around: case studies, multiple strategies combined (interview, questionnaire, observation, focus group), research with narratives, strictly quantitative or qualitative research, or both types combined. Some works stand out for adopting participatory and intergroup practices, such as: network research (Fox; Wilson, 2009), practice architecture (Pennanen *et al.*, 2015) and teacher learning community (García-Carrión *et al.*, 2020).

The production of data is carried out predominantly with beginning teachers, and mentors are the second most mobilized participant subjects. In some cases, empirical evidence prevails with different subjects: beginning teachers, mentors, and/or school or district management personnel. Taking into account the specificities of each methodological strategy, this trace seems to indicate a significant interest in the subject's perspective, which denotes an epistemic conception focused on the viewpoint of teachers and their mentors about the possibilities of induction in order to understand their practices and professional development. This trace can be confirmed in the studies of Langdon *et al.* (2019) and Milton *et al.* (2020).

The second research trend refers to the set of 32 articles that look at induction policies and programs. In this universe, the studies alternate evenly between analyses of specific policies and programs pertaining to a particular country, district or institution, and broader analyses of induction as an educational policy. In this respect, it is worth highlighting the study of Shanks *et al.* (2022), which explores the support to newly-qualified teachers (NQT), in particular the role of mentorship. The study compares the situation in Scotland, one of the first European countries to adopt a national induction scheme (2002), with that in Malta, where an induction program was implemented in 2010, and in Denmark, which did not have a national scheme, but some support at the municipal or school level at the time of the study.

At least four articles are based on documentary and systematic literature review (Aspfors; Fransson, 2015; Bernardo; Vasconcellos, 2021; Gallardo, 2021; Cruz *et al.,* 2022). However, most studies combine different qualitative and/or quantitative data production methods. Studies based on documentary, statistical or comparative analyses indicate the predominant epistemic choices.

Within this trend, the studies contribute for knowledge on induction initiatives linked both to programs at the institutional, national, regional or local level, compulsory or not, based on mentorship, and to broader, more open support systems. Overall, the choice of mentorship as an important component of the induction process for beginning teachers is confirmed.

The third research trend encompasses eight articles focusing on the evaluation of induction processes. There is a set of studies that discuss the evaluation of induction with its participants, whether focusing on the program itself, its conception and practice (Fenton-Smith and Torpey, 2013; Jin *et al.,* 2022), or on the subject, in particular their beliefs (Blömeke *et al.*, 2015) or professional requirements (Keller-Schneider; Hericks, 2019). In a different direction, there is a study that collates evaluation data from the Teaching and Learning International Survey (TALIS) 2018 with the teacher professional development systems in specific countries (Chernobay; Tashiebaeva, 2020). Also in this direction, other studies analyze the impact of initial preparation and

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early career support on intentions and choices in terms of leaving or staying in the profession (De Angelis; Wall; Che, 2013; Helms-Lorenz, Van de Grift; Maulana, 2016), as well as on stress causes.

The analysis of the studies situated in research trends one and three, focusing on policies and programs and their evaluation, suggests that, within the academic output on induction, descriptive and comparative studies on different program models are taken as an established object in the literature. In addition, it signals the importance of these studies in diagnosing positive and negative aspects of the different approaches to education in various countries, which allows setting standards and desirable features not only in policymaking but also in overcoming obstacles faced by programs already in place or being implemented.

The fourth research trend was identified in seven studies, which stand out for their intent to provide a concrete contribution to building a conceptual, distinctive and methodological framework that contributes to the intelligibility of the idea of induction. These studies address guidelines, principles and strategies in supporting beginning teachers and training their mentors.

This collection encompasses studies aimed at mentors and school leadership (Orland-Barak, 2021; Caena, 2021), epistemological principles in teacher education through an (auto)biographic approach (Pessoa *et al.*, 2022) or through portfolios (Groißböck, 2012), and with an emphasis on the psychological and pedagogical skills of beginning teachers (Ilyina; Loginova, 2019) and mentors (Castillo; García, 2021).

Among these works, it is worth highlighting the study of Kearney (2015), which contributes to outlining a conceptual framework to inform induction programs. For this author, while there is empirical evidence suggesting that induction can reduce teachers wear by up to 20%, there is a lack of understanding about how to develop and implement effective programs. In his view, while new teachers face some distinct challenges, all beginners in the career, regardless of their area, have an adaptation period with aspects in common. For this reason, Kearney (2015) proposes a conceptual structure to understand induction as a learning process operated through an organizational socialization dynamic. In conceptualizing induction by way of a common structure, culminating in a shared understanding, he proposes that effective programs can be implemented to help support teachers in their early career years.

Overall, these works, mostly resulting from research, in line with the limits of the theoretical-methodological definitions they present, form a consistent map of what has qualified as induction in the last decades. Therefore, in the next section we analyze the type of induction program that prevails in education policies and/or institutional programs.

3.3 Actions and Intentions

Considering the goal of analyzing meanings of teacher induction and perspectives on its implementation, one of the exams performed with the selected studies consisted in identifying the types of action. In 30 studies, it was not possible to determine, based on the abstracts, whether the discussion about induction refers to an institutional policy or program, or to a local or regional experience. With the 53 records available, the prevailing trend is one that relates induction actions to a more or less informal system of support to beginning

teachers. In several cases, this support system seems to be sustained by a national policy or a national, regional or local institutional program. Chart 4 presents the countries with induction policies and programs in place, as referred to in the studies covered by the review.

Chart 4 - Countries with teacher induction policies and programs

Country	Reference
South Africa	Kadenge (2021)
Australia	Kearney (2016, 2019) Mansfield and Gu (2019) Pennanen *et al.* (2016) Schuck *et al.* (2018) Sullivan and Morrison (2014)
Belgium	Colognesi, Nieuwenhove and Beausaert (2020)
Chile	Castillo and García (2021) León (2016) Marcelo and Vaillant (2017) Salas, Diáz and Medina (2021)
Scotland	Hulme and Wood (2022) Rippon and Martin (2006) Shanks (2021) Shanks *et al.* (2022)
USA	Clark and Byrnes (2012) DeAngelis, Wall and Che (2013) LoCasale-Crouch *et al.* (2012) Napolitano *et al.* (2022) Petersen (2017) Stanulis and Floden (2009) Smith (2011) Tekir (2022) Wallace, Rust and Jolly (2021)
Finland	Pennanen *et al.* (2016)
Holland	Aarts, Kools and Schildwacht (2020) Schaap *et al.* (2021) Van der Pers and Helms-Lorenz (2021)
England	Hulme and Wood (2022) Jones (2003)
Israel	Kaplan (2021) Orland-Barak (2021) Akiri and Dori (2022)
Japan	Fenton-Smith and Torpey (2013)
Malta	Shanks *et al.* (2022)

Mexico	Marcelo and Vaillant (2017)
New Zealand	Langdon *et al.* (2019)
Wales	Daly and Milton (2017) Langdon *et al.* (2019) Milton *et al.* (2020) Harmsen *et al.* (2019)
Peru	Marcelo and Vaillant (2017)
Portugal	Roldão, Reis and Costa (2012) Flores (2021) Almeida *et al.* (2018)
Dominican Republic	Marcelo and Vaillant (2017) Jáspez and Sánchez-Moreno (2019) Marcelo and Lopez-Ferreira (2020) Marcelo, Marcelo-Martínez and Francisco-Jáspez (2021).
Turkey	Tekir (2022)

Source: The authors, based on data from the study.

The induction actions in place present different intentions, such as in the Portuguese case, where the program discussed by Roldão, Reis and Costa (2012) focuses on the supervision, support and evaluation of the teacher probationary period. A recurrent trend, situated in the context of emergence of teacher appreciation policies, it is associated with the notion of induction related to the need to retain teachers in the career. In this case, two meanings can prevail, *i.e.*, that of the institutionalization of programs with an emphasis on training, in order to accelerate the learning of teaching skills, so as to ensure certification (Roldão; Reis; Costa, 2012; Napolitano *et al.*, 2022) and prevent career abandonment (De Angelis; Wall; Che, 2013; Aarts; Kools; Schildwacht, 2020), and the broader meaning, imbued with professional development.

In this respect, the study of Hulme and Wood (2022) explores the complex relationship between the perceptions of pre-service preparation, school context and the induction experience on the need for continuous learning, work satisfaction and career intentions of teachers at the end of their first post-qualification year. Based on the analysis of 382 responses obtained through the administration of a questionnaire to teachers going through induction in primary and secondary education schools in northwestern Scotland in 2019, the study found that the quality of initial teacher education, associated with the influence of support on the early career stage, is the strongest predictor of needs for continuous development. In addition, it indicates that quality teacher education, with less emphasis on quick training, has the potential to sustain new teachers amidst the many challenges of the profession.

With regard to form, the review indicates that induction occurring in the initial years of profession can be associated with informal support, mentorship, policies for support and permanence in the profession, and even probationary internship. However, regardless of whether or not it is supported by a broader political-pedagogical structure, the predominant approach manifests itself in the form of mentorship. Frequently, mentorship is conducted by a more experienced

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teacher who is an expert in teaching and in the discipline, holds a teacher educator position, and is responsible for monitoring and supporting the beginning teacher in their classroom.

The trend correlating induction and mentorship configures a two-dimensional format, expressed in the figures of a mentor and a beginning teacher. Along this line, the most remarkable conception in the researched literature understands mentorship as an important component in the process of induction of new teachers. However, it is the circumstances of the conception of this relationship which will determine the links between both. In general, programs, where they are described, refer to a support system through mentorship, or a support system through various activities, including mentorship.

In this direction, the reviewed study of Helleve and Ulvik (2011), which investigates how beginning teachers' needs corresponded to the goals of the national system that was being formulated in Norway at the time by policymakers, questions the trend towards an individual focus, centered on mentorship. Even though there were alternative plans, such as the New Teachers in Norway project, characterized by the involvement of teacher education institutions and schools, beginning and experienced teachers, and teacher trainers in the learning process, the predominant idea in the policy under formulation was limited to the relationship between new teachers and mentors.

With mentorship being a recurrent mechanism in induction policies and programs, some studies examine it from different perspectives. From the review of the articles that focused on this practice as a central action for induction, it was possible to find some foci of interest, as shown in Chart 5:

Chart 5 - Foci of interest in approaches on mentorship

Foci of interest	Approach	References
Mentorship implementation during induction	Challenges to mentorship implementation during induction; Mentoring in the context of the implementation of an induction policy; Relationship between mentorship implementation and self-efficacy in induction.	Shanks *et al.* (2022). Salas, Diáz and Medina (2021). LoCasale-Crouch *et al.* (2012).
Mentor training	Mentor competencies, skills and knowledge; Mentor profile, identity and role. Mentor curriculum; Mentor selection, preparation and development.	Aspfors and Fransson (2015). Castillo and García (2021). Rippon and Martin (2006). Athanases *et al.* (2008). Tekir (2022). Daly and Milton (2017).
Theoretical-methodological questions in mentorship	Conception of mentorship; Mentorship dimensions: contextual, theoretical-analytical, and relational; Mentorship types and levels;	Orland-Barak (2021). Pennanen *et al.* (2016). Aspfors and Fransson (2015). Akiri and Dori (2022).

	Relationship between mentorship and induction.	Cruz *et al.* (2022).
Mentorship from mentees' perspective	Who should have the induction mentor role, according to beginning teachers; Considerations on mentorship by mentees.	Colognesi, Nieuwenhove and Beausaert (2020). Clark and Byrnes (2012).

Source: The authors, with data from the study.

In this configuration, the studies provide a comprehensive perspective on mentorship, covering aspects and variables related to its implementation and to mentors' training and role, but also discussing alternatives to its execution in a more comprehensive and contextualized manner. This trend is framed by the concern with evaluating mentorship from the perspective of beginning teachers, who are the direct beneficiaries of this policy.

The question that is posed is that the presence of mentors alone does not determine the quality a program's action. According to the examined perspectives, successful mentorship provides support and can help new teachers with their needs. Thus, it is noticed that quality mentorship involves, among other possibilities, the mentor's training, their experience as a teacher, the amount of time they can dedicate to learning the role, and the relationship between their role and the context where they will work.

One example of this view is the study of Aspfors and Fransson (2015), which conducts a metasynthesis to deepen understanding and knowledge of qualitative research with a focus on the training of mentors of newly-graduated teachers. In all, the authors examined ten studies, from which emerged four common themes: school and the mentorship context; theory and practice; reflection and critical thinking; relationships. In addition, three comprehensive dimensions were discussed as a path to develop mentor training: contextual dimensions; theoretical-analytical dimensions; relational dimensions. The authors emphasize the importance for mentor training to be systematic, long-term and based on research that analyzes mentors' (self-)comprehension about the teaching and guidance they develop with beginning teachers.

If, on the one hand, mentorship occupies a prominent position in approaches to induction, standing out as one of the most demanded actions for the systematization of support to beginning teachers, on the other, some studies touched other possible strategies, as described in Chart 6:

Chart 6 - Teacher induction actions

Action	Training emphasis	References
1. Workshop 2. Workshops after certification and during teacher induction 3. Online workshops	Collective education activities with an emphasis on peer exchanging and the development of teacher competencies and skills.	Kaplan (2021). Stewart and Jansky (2022). Dvir and Schatz-Oppenheimer (2020).

4. Digital diaries 5. Reflective portfolios 6. E-portfolios	An individual education activity with an emphasis on reflective practice.	Schaap et al. (2021). Napolitano *et al.* (2022). Groißböck (2012).
7. Immersion in the school's surrounding community	A collective education activity of an investigative nature, emphasizing local culture and knowledge of the community in order to foster the production of contextualized and inclusive teaching approaches.	Morettini (2021).
8. Teacher residency	An education activity after completion of initial teacher education, based on the partnership between university and school, as well as on the relationship between experienced and beginning teachers.	Wallace, Rust and Jolly (2021). Rabelo and Monteiro (2021).
9. Teacher learning community	A collective education activity that is participatory, investigative and reflective, developed in the school context and involving experienced and beginning teachers.	García-Carrión *et al.* (2020).
10. Education-research	A collective education activity that is participatory and narrative-based, with an emphasis on peer exchanging and reflective practice.	Pessoa *et al.* (2022).

Source: The authors, with data from the study.

As can be seen, even though mentorship represents the induction action that is most demanded by beginning teacher support systems and has been implemented in different countries, studies in the field, especially the latest ones, as shown in Chart 6, have been contributing to disseminate other forms of support for teachers during their entry into the profession. Actions developed collectively and individually, with an appeal to reflective, investigative and narrative practice, emerge as fruitful education strategies for building the beginning teacher's identity.

This variation is in line with the need to incorporate other induction mechanisms (Ávalos, 2012). Although the mentor role is considered key to the success of induction, other teacher education possibilities should not be ignored, in order to ensure a multidimensional conception of teacher education and professional development.

After analyzing the induction actions and intentions that predominate in the reviewed literature, it is necessary to examine signs of its effects on and contributions for the education and professional development of beginning teachers, a question that will be addressed in the next section.

3.4 Teacher Education Perspectives

By analyzing the findings and results of the reviewed studies, as presented in their abstracts, with special attention to the signs of the effects of educational

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actions on participants' teaching practices, it was possible to outline a summary of perspectives on induction based on three strategic touchstones: considering teachers' difficulties and forms of resistance; fostering professional development; and ensuring objective working and educational conditions. These are aspects to be considered by induction programs, whether or not they arise from policies, so long as they aim to support and guide beginning teachers in their education, in a contextualized and situated manner, considering the objective and subjective conditions of their entry into the profession.

Chart 7 - Aspects to be considered in teacher induction

Strategic Touchstones	Distinctive Aspects	
	Difficulties	**Forms of Resistance**
1. Considering initial difficulties in teaching and forms of resistance	Situated induction addresses the difficulties faced by beginning teachers. According to the reviewed studies, the main difficulties are: - Reality shock; - Rapid classroom immersion; - Inadequacy of teacher education programs;	Situated induction takes advantage of the forms of resistance experienced by beginning teachers in relation to their difficulties. According to the reviewed studies, the main forms of resistance are: - Having a critical attitude; - Nurturing a positive view of life and career;
	- Low initial levels of teaching skills; - Excessive concern with class preparation; - Doubts about teaching practice; - Decontextualized teaching practices; - Demands in student learning support; - Classroom management; - Unequal relationship with peers; - Isolation; - Lack of support from veteran teachers; - Relationship with school management; - Precarious working conditions; - Heavy workload; - Fragmented, disconnected and disjoint support; - Concerns and expectations about experts' feedback;	- Expanding the professional skills that are most required in teaching routine; - Reconciling theory and practice; - Keeping relationships with veteran teachers; - Keeping an informal and continuous dialogue with colleagues; - Exercising the balance between professional autonomy and institutional conformity and between personal beliefs and values and those expected by the profession; - Entering communities of practice; - Recognizing the school as a teacher education environment; - Taking advantage of best mentorship practices.

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	- Little time for guidance, observation and feedback during mentorship; - Induction programs with a formal rather than pedagogical emphasis; - The teacher's sole accountability for ineffective learning processes; - Exhaustion and stress; - Balance between professional and private life; - Expectation-reality differences;	
2. Fostering professional development	Situated induction aims at professional development, focusing less on training with quick, standardized support, and more on professional autonomy. According to the reviewed studies, successful induction practices are based on: - Continuous education; - Integration between pre-service education, certification and entry into the profession; - Integration between knowledge, skills and competencies; - Theoretical-practical connection; - Collaborative, reflective and investigative practices; - Valuing the production of alternative and emancipatory teaching practices; - Work between peers; - Partnership between university and school; - Recognizing the school as a potential environment for building a teacher learning community; - Valuing community knowledge and local and institutional culture; - Family participation in the school community; - Dialogical approach to teacher professional development by and in the school; - Collective accountability for the effectiveness of the teaching-learning process; - Fostering understanding of the challenges faced by new teachers; - Work of mentors prepared to adapt with flexibility the strategies of diverse mentorship models according to the particular sociocultural characteristics of the workplace and the pedagogical aspects of the subject to be taught.

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| 3. Ensuring objective working and educational conditions | Situated induction is committed to ensuring objective working and educational conditions.
According to the reviewed studies, successful induction practices take into account:
- Formal organizational support;
- Continuous need for support for beginning teachers beyond the induction year;
- Breaking with linear time and space conceptions in school curriculum and teacher weekly hours;
- Necessity to structure times and spaces so that educational interaction can take place, in order to create exchange moments that present theoretical and practical meanings in teachers' individual and collective reflection.
- Reducing the workload in order to foster participation in induction activities and decrease the perception of psychological demands due to accumulation of tasks;
- Time for pedagogical planning with peers and mentor;
- Formative assessment;
- Safe and welcoming school climate;
- Fostering the school's relational culture;
- Effects of school leadership;
- Refining mentor recruiting, training and work |

Source: The authors, based on data from the study.

Based on the results of the examined studies, three strategic touchstones were outlined, as presented in Chart 7, in order to contribute to the formulation of induction policies and programs that counter the idea of quick, protocol support, solely aimed at developing basic competencies. There is a considerable range of studies with beginning teachers, as reported throughout this work, whose findings contribute to affirming recurrent difficulties in the initial cycle of teaching, as well as reinforcing evidence that verifies the most successful alternatives in attracting, retaining and developing teachers in the career.

From this perspective, it is defended that induction programs include mechanisms for the protection of teacher education activities according to teachers' individual difficulties and needs, allowing a flexible use of several offers, based on different didactic configurations, and that induction is incorporated into a continuous approach to teacher education, linked to other career stages and, most of all, committed to professional development and autonomy, through actions that foster reflective, investigative and peer-based practice. To this end, policies and programs for induction should ensure objective conditions for its concretization, in order to prevent induction from becoming just another pragmatic and bureaucratic requirement, overloading and tensioning teachers.

4 Conclusion

With this review, which aimed to analyze meanings of, and implementation perspectives on teacher induction, it is important to understand that, given the different appropriations about it by institutional (or non-institutional) policies and programs, it is necessary to insist on a conception that corresponds to a specific educational process with beginning teachers, developed through

guided and systematized support, with a view to contributing to strengthen their teacher judgment based on the affirmation of their knowledge, skills and working capacity. Since teacher judgment is related to a teacher's ability to mobilize professional knowledge and, through this knowledge, classify problems, think, analyze and make decisions with a view to facing and overcoming them, induction initiatives cannot neglect the difficulties typical to teachers' early years, but rather ensure objective working and educational conditions, in addition to fostering professional autonomy and development.

Thus, teacher professional development should be understood as a continuum built in the fullness and organicity of individual and collective learning experiences, which allow teachers to revise, review and expand their commitment to teaching, sustained by knowledge and skills to create, implement and assess teaching. Therefore, the period of entry into the profession requires strategic supervision and specific educational support, so as to ensure teachers' induction into the career and suitable conditions for their development, based on principles that can guide the institutionalization of policies and programs to their benefit.

The results of this investigation therefore contribute to understanding the distinctive aspects of entry into the profession, which should be considered in the implementation of induction policies and programs committed to teacher autonomy and development as a key idea for attracting and retaining teachers into the profession.

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English translation of the original in Portuguese CRUZ, G. B.; ÁVALOS, B. Indução docente: formação de professores iniciantes em perspectiva by Fernando Effori de Mello, e-mail: feffori@gmail.com.

APPENDIX
List of Reviewed Studies

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