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The Teacher Induction Program (TIP) and Its Influence on the Professional Development of Novice Teachers in Mankayan District

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Abstract: ***The Teacher Induction Program (TIP) in Mankayan District provides structured support to newly hired permanent teachers in schools funded by the Department of Education (DepEd). The program focuses on school orientation, mentoring, and professional development to help beginning teachers adjust to their responsibilities. New teachers often face difficulties in classroom management, lesson planning, student assessment, administrative work, and addressing diverse learning needs. These challenges can affect their confidence, teaching performance, and willingness to remain in the profession. The discussion highlights the different experiences of younger teachers entering their first employment and older teachers returning to or beginning a teaching career. Both groups require emotional support, practical guidance, and opportunities to develop professional skills. Effective induction should extend beyond initial orientation through regular mentoring, constructive feedback, reflective practice, and continuous professional learning. Such support can help teachers build confidence, strengthen classroom practices, develop positive professional relationships, and adjust to school expectations. A well-structured induction program can also contribute to teacher retention and long-term professional growth.***

Keywords: Teacher Induction Program, Beginning Teachers, Mentoring, Classroom Management, Professional Development

The Teacher Induction Program (TIP) in Mankayan District provides structured support to newly hired permanent teachers in schools funded by the Department of Education (DepEd). The program focuses on school orientation, mentoring, and professional development to help beginning teachers adjust to their responsibilities. New teachers often face difficulties in classroom management, lesson planning, student assessment, administrative work, and addressing diverse learning needs. These challenges can affect their confidence, teaching performance, and willingness to remain in the profession. The discussion highlights the different experiences of younger teachers entering their first employment and older teachers returning to or beginning a teaching career. Both groups require emotional support, practical guidance, and opportunities to develop professional skills. Effective induction should extend beyond initial orientation through regular mentoring, constructive feedback, reflective practice, and continuous professional learning. Such support can help teachers build confidence, strengthen classroom practices, develop positive professional relationships, and adjust to school expectations. A well-structured induction program can also contribute to teacher retention and long-term professional growth.

If you have recently entered the world of being a classroom teacher, you will know all about the grit and determination needed to survive your first year of teaching. For many new teachers, classroom management is a struggle, lesson planning is difficult and they lack knowledge in meeting learners with special needs. Many are overwhelmed with the excessive documentation and paperwork required for student assessment, classroom management, and program evaluation.

The harsh reality is that very few inexperienced teachers start jobs where they are given the necessary emotional and technical assistance to effectively handle the difficulties of their initial year. The more typical situation involves stories of disappointment and unmet expectations. It is common to hear teachers describing their first year of teaching with vivid terms like ‘reality shock,’ ‘sink-or-swim,’ or ‘trial by fire.’ The turnover rate in the initial years is alarming, leading some to refer to education as "the profession that consumes its newcomers."

It doesn’t have to be like this. Other professions acknowledge the requirements of new hires and have established professional pathways to aid beginners. In the field of early childhood education, addressing this matter is even more crucial because many new teachers lack specialized training in early childhood.

Teacher induction programs might hold the solution to cultivating promising and dedicated teachers. These programs recognize that a novice teacher is not a finished product, even after completing a teacher certification program. New teachers need more time to perform tasks that come easily to their more experienced colleagues. Inexperienced teachers often feel inadequate and overwhelmed by the physical and emotional demands of the job.

New teachers deserve our targeted support not all inexperienced teachers are the same. Some may be fresh out of college, in their early 20s, and have a two- or four-year degree in education. Others may have more experience but are returning to teaching after a career break or a change in their personal life. All new teachers, however, have one thing in common: they need our help. For them, their first 'real' job aligns with the life events of young adulthood- living independently, especially if they come from a family where working is a way to improve the family's financial situation. While they may appear enthusiastic and eager to make a difference in children's lives on the surface, internally they might be apprehensive about leaving the supportive college environment and good friends. Particularly young females worry they might lack credibility with students' parents because they do not have kids of their own.

Other new teachers are older and more experienced. They may have significant work experience, a related degree, and possibly children of their own. These older beginners may

have more realistic expectations about the work ahead, but often are less confident internally. Many older people feel insecure about returning to school because they think that others will expect them to adapt easily to their new roles, and consequently, are often reluctant to ask for help to avoid looking incompetent.

Regardless of being young or older, new teachers during their first year of work need this time to evolve their identities and attitudes towards the profession. New teachers are the most receptive to advice and criticism, as during this time, they are still quite malleable and willing to change. The teachers' first year is important in shaping their future attitudes and approaches to work, collaboration, reflective practice, and professional development.

Teacher Induction Program should extend beyond staff orientation, while all new staff members need an appropriate induction to become familiar with the program's policies and procedures and build knowledge and confidence in participating in the program's culture and practices, novice teachers need more support. They need regular opportunities to meet with you, their supervisor, or an assigned mentor throughout their first year to reflect on their practices, receive specific feedback, and plan gradual steps for skill enhancement.