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**BEGINNING TEACHER LEARNING AND
PROFESSIONAL DEVELOPMENT: AN ANALYSIS OF
INDUCTION PROGRAMMES**

A thesis
submitted in fulfilment
of the requirements for the degree

of

Doctor of Philosophy

at

The University of Waikato

by

F. J. LANGDON

The University of Waikato
2007

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The purpose of this thesis was to investigate the first two years of beginning teachers' professional development and learning. The study sought to document and understand the conditions and discursive practices of seven purposely selected schools that were implementing robust beginning teacher induction programmes. The focus was on induction, located in a comprehensive national system, to reveal the practices and tensions experienced by beginning teachers as they advanced their learning and development. It is anticipated that the seven case studies, along with the working theory of sound induction will add to the body of knowledge in the field of teacher learning and professional development and contribute to the debate about teachers' work and quality teaching.

Few studies have investigated beginning teacher (BT) induction in comprehensively resourced systems. Much of the research investigates fragmented parts of BT experiences. The literature shows that when a holistic examination of induction is carried out it tends to be predominantly in the secondary school context. In-depth research into year one and year two teacher learning and professional development in sound primary school induction programmes was not found. The study provides a working theory of beginning teacher learning and, as Renwick (2001, p. 33) suggested, "exemplars to maximise the effectiveness of schools to employ and support beginning teachers". Sound induction has the potential to positively influence teacher practice as research evidence indicates early career experiences affect future practice.

The research is a multi-site collective case study that takes an interpretative, qualitative stance drawing on constructionism to inform the interplay between sociological and psychological theoretical disciplines, which make the information visible in different ways. The case studies scrutinise in depth, individual school contexts and are instrumental in providing better understanding and theorising about the collective case of beginning teacher induction. The primary sources of data were individual and focus group interview transcriptions. In addition, there were the accompanying notes and related school documentation.

Data analysis was an iterative process of inductive and deductive reasoning to make meaning that moved beyond description to identify categories and themes that emerged both within schools and across schools.

Evidence of sound BT induction was found although variation in induction practices between schools was noted. Beginning teacher induction went beyond advice and guidance to incorporate educative mentoring in collaborative, collegial schools where high expectations prevailed. The findings suggest that teacher learning should be informed but not constrained by lock-step models of learning and development. Aspects of development as a professional were advanced and, in other respects, marginalised by the education policy focus on children's achievement. Feedback and children's learning and achievement underpin beginning teachers' judgements about their development as teachers. The socio-economic school contexts were less important than the quality of leadership, school cultures, expectations and the confidence of individual novice teachers. The study raises questions about the nature of teachers' work and teacher, government and societal expectations. It is anticipated that these findings will increase understanding of, and provoke debate about beginning teacher learning and their development as professionals.

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CHAPTER ONE: INTRODUCTION

We shall not cease from exploration
And the end of all our exploring
Will be to arrive where we started
And know the place for the first time
T S Eliot, Four Quartets

Over time, issues around teacher quality, recruitment and retention have resonated in government policy documents and numerous research publications particularly in the latter part of the twentieth and into the twenty-first century (Darling-Hammond, Berry, Haselkorn, & Fideler, 1999; Fideler, 1999; Organisation for Economic Co-operation and Development (OECD), 2005; Totterdale, Bubb, Woodroffe, & Hanrahan, 2004). This has led to an increase in policy initiatives that support beginning teacher induction, many of which were instigated as a panacea to problems of quality and retention. Such initiatives vary in purpose, length, quality and effect. For example, numerous programmes rely solely on mentoring to support novice teachers (OECD, 2005). The optimistic appraisal of mentoring often minimises the impact of the context, and the complexity of teaching, on beginning teacher learning and development. Nevertheless, some studies have recognised that the solutions to problems related to BT learning and induction are not simply about good mentoring and have identified characteristics of comprehensive systems and practices that support beginning teacher learning (Britton, Paine, Pimm, & Raizen, 2003; Feiman-Nemser, 2001; Williams, Prestage, & Bedward, 2001).

Research evidence justifies the relevance of inquiry into beginning teacher induction - learning and professional development. One rationale for such investigations is the positive relationship found between induction and retention, another is the relationship between experiences in the early years of a teacher's career and future practice. Teachers are more likely to indicate their intention to remain in teaching when induction programmes are in place (Ingersoll & Smith, 2004). Interestingly, despite this evidence, and that early teaching experiences determine long-term performance in the classroom (Kardos, Moore-Johnson, Peske, Kauffman, & Liu, 2001), few countries have a policy that provides

comprehensive resourcing and guidelines for novice teacher induction. New Zealand (NZ) is one of the few.

Much of the research related to induction investigates fragments of beginning teacher learning and induction or relies on survey responses to inform the investigation. There is a limited evidence of in depth, good induction practices particularly in countries or regions where comprehensive resourcing exists. The intention of this thesis was to gain understanding of, and learn from the experiences of beginning teacher learning and professional development in a country where induction is comprehensively resourced and in schools where good school induction practices were known to exist. Questions central to the inquiry were: What were the current programmes and practices that supported the professional development and learning of the beginning teacher? To what extent did these structures, programmes and practices give meaning to a teacher's practice? How did these meanings inform a particular construct of the beginning teacher? And finally, what were the tensions, accommodations and implications for beginning teacher learning and induction?

My academic interest in BT learning and professional development has evolved from a career both in teaching and initial and postgraduate teacher education. My work led me to puzzle over teacher learning and professional development and the meaning attributed to constructs or conceptions of the teacher, along with the subsequent effect the teacher has on children's learning. It seems that the course the teacher seeks and pursues during their career is enabled and constrained by their work environment. Returning to early experiences in the school setting can provide insight into, and further understanding of learning and professional development while teaching.

To embark on this study, I engaged with the literature to benchmark exemplary induction of beginning teachers and to develop a theoretical professional and pedagogical model of sound BT induction. Interestingly not one induction system or programme was identified in the literature where there was evidence of all the twelve key characteristics in the model developed. Instead, the model reconceptualised exemplary, or as referred to in this thesis, sound induction. The

features are recognised as not exclusive but indicative of successful systems and possibilities for beginning teacher professional and pedagogical learning and development. The theoretical model was used in the analysis and interpretation of beginning teachers' experiences of sound induction across seven NZ primary schools.

Seven case studies are presented to enable a heuristic illumination of beginning teacher experiences and the conditions and discursive practices in schools that were perceived to have designed and implemented sound induction programmes. It is expected that the thick descriptions of BT experience will extend and provide new meaning or confirm the reader's understanding of BT learning and induction. The seven case studies are presented as one in-depth case study and six cameos of BT induction.

In addition, the thesis reports data across seven schools, which enabled the development of a working theory of BT induction and learning. The intention was to uncover the discursive practice of the beginning teachers' lives, revealing the tensions encountered and any accommodations made as they engaged with the sometimes competing interests of their professional communities in the process of learning to teach and becoming a teacher while teaching. Five overarching themes emerged from the data analysis:

1. Teachers' work
2. Advancing professional learning and practice
3. Conceptions of the professional teacher
4. Judging beginning teacher's practice
5. The influence of the principal's leadership and school culture

Induction of teachers into the teaching profession is fraught with challenges. Challenges related not only to a novice teacher but also to the purpose of the system, leadership and teachers' work. Despite a nationally well-resourced system and being cushioned and enabled in educative induction programmes BTs experienced paradox and competing interests along with a range of emotions as they learned to teach and developed as a teacher in the complexity of their daily working life. There was evidence, in the participating schools, of the twelve

characteristics identified in the professional pedagogical model of sound induction, although some characteristics were more evident than others. The findings confirm that the school context, leadership, role models, expectations, confidence and self-image influence BT learning and subsequently the development of quality teachers. The study is optimistic as evidence of sound induction was found, but it raises questions about expectations of beginning teachers, conceptions of the teacher and BT learning and development.

Thesis Organisation

The thesis is organised into seven chapters. Chapter One is followed by an extensive and critical review of the relevant literature. The underpinning methodology and methods used are outlined in Chapter Three, and Chapters Four and Five present the findings. Chapter Six engages the reader in a discussion of these findings and Chapter Seven concludes with a summary of the thesis, with a particular focus on the findings and implications.

Chapter Two: The literature review: The complexity of teaching made a considerable amount and range of literature potentially relevant to the study. To place boundaries around the review the questions that were central to the investigation were kept to the forefront. How meaning was attributed to beginning teacher learning and induction at both macro and micro-levels was interrogated. Literature related to the conception or construct of the teacher, teacher standards, initial teacher education, judgements made about beginning teachers, school cultures and leadership were reviewed. Central to this thesis was the conceptual premise that BT learning and professional development was located within systems and processes rather than induction by default or happenstance. Over 90 studies were critiqued to develop the professional and pedagogical model of sound beginning teacher induction. The chapter concludes with a synthesis of the literature to provide a theoretical model of sound induction, which underpins this thesis on beginning teacher learning and development.

Chapter Three: The methodology and methods: The intention was to interrogate what was thriving in the present while reaching for what may be better in the future. How this was carried out and the underpinning epistemological nature and limitations of the study are presented. The chapter provides information about the general research approach and the methods used. It presents and justifies the interpretative, qualitative and heuristic methodology used in the study. The way constructionist theory and discourse inform the research is explained and issues around researcher credibility are discussed. Case study method is described and defended and is followed by an outline of the considerations given to strategic decision-making and ethical procedures. The participants and data collection methods are discussed and an account of the iterative process of data analysis is given. The chapter concludes with a discussion of the methods used to support the credibility, trustworthiness and authenticity of the study.

Chapters Four and Five: The findings: Chapters Four and Five are the product of the interpretive process and provide a vicarious experience of BT learning and induction through the researcher's eyes and through description, analysis and interpretation of the findings. Chapter Four presents a thick description of the data in seven individual school case studies. Syracuse School is written as an in depth case study and this is followed by six school cameos. The multi-case site approach aimed to achieve better understandings of induction and, ultimately better theorising about BT learning and professional development. The cameos provide exemplars of sound BT induction. Chapter Five provides an analysis of the data across the seven studies and the emergent themes that examine how beginning teachers, tutor teachers and principals gave meaning to the construction of the teacher, BT learning and induction, along with the common and contradictory school practices. Germane to this thesis is that induction happens with or without a designed programme, and that the programmes privilege certain practices and constructions of the teacher.

Chapter Six: Discussion: Chapter Six theorises the findings and begins and concludes with a critique of the induction system and processes used in the seven schools. The themes that emerged from the data are presented drawing on current literature and the model of induction presented in Chapter Two. The focus of this

chapter has been confined to how meaning was attributed to sound induction, how BT learning was advanced, the relevance of a particular construction of the teacher, how BTs were judged, along with anomalies, competing interests and challenges that emerged. The principal, leadership, tutor teachers, school cultures, the discourse of hard work, work conditions and the tension between teaching in isolation and collaborative practice are discussed. The construct of the professional teacher, and the implications of such a conceptualisation for BTs is debated. Central to the thesis are the factors that impact on BT learning and included in this chapter is a brief discussion about building on initial teacher education learning. How BTs are judged precedes the comparison of induction in the seven schools studied with the professional and pedagogical model of sound induction. While there was evidence that induction was about an engagement in educative practices, particular aspects of beginning teacher professional development were silenced.

Chapter Seven: Conclusion: This chapter provides an overview of the purpose of the study, the methodology, method and limitations. It includes a synopsis of the key findings and the tensions and challenges that face those engaged in the generation and implementation of systems and processes to advance beginning teacher learning and professional development. The thesis concludes with a discussion of the implications for future research, policy and practice.

In conclusion the thesis investigates not only what happens in school contexts engaged in good beginning teacher learning and professional development but also how principals, mentors and beginning teachers give meaning to and experience the systems, processes and practices of BT induction. Induction in this dissertation is a construct that describes a phase in a teacher's career during which is encountered systems, processes and people. It is a period of time that influences future practice and for some their decision to remain or leave teaching.

CHAPTER TWO: LITERATURE REVIEW

Introduction

It is a widely held view initial teacher education cannot fully prepare the beginning teacher for teaching. Indeed learning to teach and how to be a teacher will only begin to crystallize when the novice teacher enters their own classroom for the first time. Murdoch (1979a, p. 1) published his concerns about first year teachers being set adrift to ‘find their own feet’ in classrooms. He argued that induction into teaching was one of the weakest areas of teacher education in NZ. Later studies echo Murdoch’s earlier premise that some schools abdicate their responsibility to help novice teachers realise their full potential. In the early years of teaching the crystallization of self as teacher makes induction into the profession crucial to the calibre of teachers. In response to the concerns much has been accomplished in NZ since 1979 to strengthen the early experiences of beginning teachers through a national system of induction. By international standards NZ is well resourced to provide comprehensive induction. Even so some schools are considered wanting in the way they provide support and professional development for BTs yet others are perceived, in this respect, to be exemplary. This thesis is concerned with the latter group of schools and how BT learning is optimised in sound induction programmes. To inform this study a critique of the literature on beginning teacher professional development, learning and induction follows.

A Reader’s Guide

The chapter is divided into 15 sections. The approach to the literature review is initially described which includes how the review was framed, the selection, search tools and the methods. This is followed by a rationale for the research. The arguments for beginning teacher induction, definitions and the purpose that underpin novice teacher programmes are presented. International trends in induction practices are discussed and then to contextualise the study there are sections with a NZ focus.

Key reports, along with NZ related research on BT learning and professional development are presented and critiqued. The mentoring phenomenon is interrogated. To address questions about how structures, programmes and practices give meaning to BT learning and practice the literature on how BTs learn to teach and develop as teachers is examined; along with the effect of initial teacher education programmes on practice. Included in the critique is the influence of the school context and school leadership on beginning teacher learning and development. This leads onto a discussion of workplace constraints on BT learning. Then the competing and contestable views of the good teacher, teacher standards and judgments made about the beginning teacher are examined and critiqued. The chapter concludes with a synthesis of the literature to provide a theoretical model of sound induction which is used as tool to inform the analysis and interpretation of beginning teachers' experiences of sound induction.

Framing the Review

Drawing primarily on library catalogues and databases the literature review contextualises the study with reference to previous research findings and scholarly work. Examples of databases and catalogues utilised are - Geoweb, the University of Auckland library catalogue, Te Puna and the national library catalogue, academic research, education and professional development data bases; Index NZ, ERIC, ProQuest, Austrom and INFOTRACK. Conference attendance and discussions with colleagues in the field also informed the review. Key words used in database searches were: *teacher induction, novice teachers, beginning teachers, teacher learning, teacher professional development, retention, school cultures, tutor teachers, mentors, internship, registration, licensing, teacher standards, judgments, beginning teacher assessment, good, effective, quality teaching.*

The literature was confined predominantly, but not exclusively to the late 1980s, 1990s and 2000s. The timeframe was selected because in 1985 in NZ new beginning teacher employment conditions and a .2 staffing allocation (equivalent to one day a week release in the first year of teaching) were introduced to support BT induction. The first NZ national BT induction evaluation was published in

1989 when internationally researchers were beginning to examine recruitment and retention and questions related to teacher learning, professional development and beginning teacher induction.

Most studies that informed this review were qualitative; however included are some quantitative studies which drew on large-scale databases. These large-scale studies reveal little about how to attract, prepare, select, or support teachers who will be successful with students in particular contexts (Darling-Hammond, Berry, Haselkorn, & Fideler, 1999). Nevertheless they provide useful indicators of the characteristics of effective beginning teacher learning and induction practices.

While there is an extensive body of literature on BT learning, professional development and induction, the variation in methodology meant that it was difficult to compare studies. For example the term novice or beginning teacher was problematic. In some studies the nomenclature refers to those who are on practicum at a preservice level. In others it refers to teachers who have entered the workforce without teacher training, and yet in other instances it refers to the early teaching experiences of qualified teacher education graduates (Wideen, Mayer-Smith, & Moon, 1998). Equally disparate are the studies of induction programmes and processes. Some examine beginning teacher experiences of teacher induction where there are no formal programmes (Flores, 2003), while many others investigate induction as externally delivered short courses, or provide descriptions of a variety of induction programme characteristics and resourcing (Villani, 2002). Numerous studies examine the relationship between mentoring, induction and beginning teacher learning (Feiman-Nemser & Parker, 1993; Hargreaves & Fullan, 2000; Harrison, Lawson & Wortley, 2005; Norman & Feiman-Nemser, 2005; Smith & Ingersoll, 2004; Stanulis, Fallona, & Pearson, 2002; Williams & Prestage, 2002). Even so the type of mentoring varies ranging from school based to externally imposed mentors. Some investigate the cost effectiveness of mentoring and policy imperatives (Villar & Strong, 20005; Youngs, 2002), while others examine mentor learning and behaviour (Achinstein & Barrett, 2004). Many study the learning progression of the beginning teachers and associated barriers. These tend to take a deficit focus, examining such areas as the impact of stress and burnout on retention (Dworkin, Haney, Dworkin, & Telschow, 1990;

Goddard, O'Brien & Goddard, 2006; McCoy, 2003). A number of studies and scholarly works investigate the impact of school culture and leadership on BT learning (Deal & Peterson, 1999; Feiman-Nemser, 2001; Flores & Day, 2006; Williams, Prestage, & Bedward, 2001). Some have undertaken longitudinal investigations of supportive comprehensive beginning teacher induction (Britton, Paine, Pimm & Raizen, 2003; Moore, Johnson, & Kardos., 2004). A few have published literature reviews related to BT induction (Cameron, 2006; Totterdale, Bubb, Woodroffe, & Hanrahan, 2004; Wideen et al., 1998). Caution is required when examining studies that identify effective or comprehensive induction because the model or tool used to measure effectiveness is sometimes blunt. For example Ingersoll and Smith's (2004) work, which was a longitudinal study on beginning teacher retention, induction and mentoring, provided some indicators of comprehensive induction programmes measuring effectiveness of induction against retention rather than BT learning.

The range and variable foci of studies meant applying criteria for including work in the literature review. The key criterion was the match between the published work and the research questions. The body of work published by the author was considered in conjunction with the methodology when deciding to include or discard a study. Those discarded lacked clarity around conceptual definitions and participants, or had a weak methodology. Also omitted were non-empirical commentaries and reviews. Relevant conceptual work, position papers and official induction guidelines were included. Works referenced frequently had a small sample of participants, and were typically but not always longitudinal. These studies tended to provide a rich account of beginning teachers' experiences.

Rationale and Context

Renewed interest in teacher quality, recruitment, retention and induction has been evident in both government policy documents and numerous research publications over the last decade (Alton-Lee, 2003; Britton et al., 2003; Cochran-Smith & Fries, 2004; Darling-Hammond et al., 1999; Education Review Office (ERO), 2004, 2005; Feiman-Nemser, 2001; Fitzsimons & Fenwick, 1997; Graber, 1996; Hargreaves & Goodson, 1996; Hopkins & Stern, 1996; Kane & Mallon, 2006;

Moore Johnson, 2004; New Zealand Educational Institute, [NZEI] 1999; Organisation for Economic Cooperation & Development [OECD, 2005; Renwick, 2001). Recruitment statistics indicate that teaching does not attract promising more able school leavers. One reason may be that the multiple career choices available to women today has resulted in brighter, intelligent women choosing not to teach as many other professional occupations offer better pay or conditions. There is international concern over retention rates. For example of those who do enter the teaching profession in the United States, England and New Zealand, approximately a third leave after three years (Bubb & Earley, 2006; Elridge, 2002; Moore Johnson, 2004).

Those who enter the profession today have different expectations of work from past generations. Teachers who are of retiring or near retiring age and who make up a significant proportion of the teaching population tend to have remained in the profession throughout their working lives. The new generation of teachers have different expectations and experiences (Moore Johnson, 2004, p. xiii). They expect reasonable pay and working conditions and are unlikely to stay in one occupation throughout their working life. Darling-Hammond's research (1999, p. 183) found the more academically able did not stay in teaching as they did not like the administration and the "infantilising" expectations found in many public schools.

Educational policies, societal expectations and the subsequent conditions that affect teacher supply and demand provide many challenges to those concerned with teacher quality and retention. In many countries schools are competing to recruit and retain teachers. In the competition for qualified teachers some get more than their share while others go wanting (Moore Johnson, 2004). In addition, societal expectations have increased, and teachers are required to be accomplished across a broad range of intellectual, social and emotional dimensions to ensure *all* children learn and achieve. Articulated in many policy documents is the need for future generations to be educated by high quality teachers committed to children's learning (OECD, 2005). The concept of high quality teaching is contested. This is evident in the numerous studies on teacher quality commissioned by policymakers and initiated by academics (Alton-Lee, 2003; Darling-Hammond et al., 1999;

Education Review Office, [ERO], 2005; Feiman-Nemser, 2001; Fitzsimons & Fenwick, 1997; Graber, 1996; Hargreaves & Goodson, 1996; Hopkins & Stern, 1996). In response to the quality imperatives many policy-makers, researchers and schools are addressing BT induction (Darling-Hammond, Banks et al., 2005; Feiman-Nemser, 2001).

Numerous studies examine beginning teacher induction some of which are in-depth studies of comprehensive beginning teacher learning and induction (Britton et al., 2003; Darling-Hammond & McLaughlin, 1999; Feiman-Nemser, 2001; Kardos, Moore Johnson, Peske, Kauffman & Liu, 2001; Moore Johnson, 2004). However particular aspects of BT support such as mentoring are the focus of most studies. In addition there are descriptions of induction programmes (Villani, 2002) which tend to be descriptive giving limited insight into how teachers learn. Britton et al., (2003) investigated five countries with comprehensive induction policies, programmes and activities: France, New Zealand, China (Shanghai), Switzerland and Japan. Interestingly there is little evidence of the impact of these programmes as there are few formal evaluations of the systems. In NZ only three national studies have been commissioned since the inception of induction programmes between 1985 and 2006 (Battersby, 1989; Mansell 1996b; Renwick 2001). Within NZ there exists little research that provides in-depth understanding of sound induction to promote beginning teacher learning. This is despite national long-term investment in support of beginning teachers. Renwick, (2001) in her NZ study of *Support for Beginning Teachers*, suggested that it would be beneficial to “identify and develop best practice models that would provide exemplars to maximise the effectiveness of schools to employ and support beginning teachers” (p. 33). The aim of this study is to address this gap by investigating seven examples of sound induction programmes.

Learning by Chance or Design

Central to this thesis is the examination of how beginning teachers learn and develop as professionals. On taking up their first teaching position, regardless of the existence of formal induction opportunities, BTs embark on a process of learning how to teach and discovering who they are as teachers. During this time

they develop their identity as a teacher and begin to build on their beginning repertoire of knowledge, skills and understandings about teaching and students' learning. Support for this learning and development varies from country to country and region to region, ranging from no support at all to comprehensive multifaceted induction programmes.

On entering the classroom BTs are given sole responsibility for a class of students. The process they embark on, from my perspective, may be viewed as a trek, an expedition or an exploration, dependent upon the BT's own philosophical stance, that of national policy and the particular school context. Those on the trek would be setting out on a hazardous journey frequently alone. Those on the expedition would be on a national or a regional, planned, organised journey with others. Those on an exploration would be part of an expedition but also engaged in analysis, inquiry and possibly research. Regardless of the type of journey, whether BTs are left to their own devices to survive the trek or not, they are learning about how to teach and how to be as a teacher.

Feiman-Nemser (2001) argues induction happens with or without a formal programme. Because of their novice status this journey is not only potentially hazardous for the beginning teacher but also for children's learning. Other professions do not put their new graduates, clients or patients, at such risk. Darling-Hammond, Berry et al (1999) note that the expectations of the "resident in medicine, the intern in architecture, and the associate in a law firm" illustrate the importance other professions place on inducting novices (p. 215). These professions recognise the effect of experiences in the early years of a career. There is evidence that early teaching experiences determine not only long-term performance in the classroom, but a teacher's decision to stay in the profession (Kardos et al., 2001). There is also evidence that teachers are more likely to indicate their intention to remain teaching when induction programmes are in place (Ingersoll & Smith, 2004), and when they have experienced better teacher preparation and more professional work conditions which include participation in decision-making (Darling-Hammond & McLaughlin, 1999; Kardos et al., 2001).

Given the consequence of these early teaching experiences, which is detailed in the research literature, governments and policymakers would be foolish to leave induction to chance. It seems logical to provide conditions that optimise teachers' professionalism and performance to positively affect children's learning. Indeed more and more countries have established formal induction programmes. However there are competing views and agendas that underpin BT induction. These are discussed in the next section.

Induction: A System, a Phase, a Process

The purpose and philosophy underpinning BT induction influence the systems developed for novice teachers. Some policy-makers have been motivated to put in place induction programmes as a quick fix to resolve issues of retention and deficits in knowledge and skills. For example New York City's "ground breaking induction initiative" which introduced mentoring programmes for novice teachers were established primarily to address teacher shortages and recruitment problems (New Teacher Center, 2006 p. i).

Britton et al., (2003) argue policies and practice, even the unspoken and pragmatically driven, are shaped by philosophies. In their three-year study of comprehensive induction in five countries it was found that induction systems and practices reflected the values and orientation of the culture they served, and in all cases in their study the overriding belief was that induction was important and valuable. They described NZ as having a "pervasive culture or belief throughout the educational system" that beginning teacher needs should be supported (ibid p. 184). Furthermore, they suggest, induction practices provide indicators of significant cultural differences into how teaching is defined as either a public or private practice:

In France, Switzerland and New Zealand, regardless of cultural norms of collegiality, teaching is essentially understood as a private domain...the act of teaching in these settings involves teachers typically shutting their doors behind them, working within their own rooms. (Britton et al., 2003, p. 312)

Unlike induction in New York City, the induction programmes in the Britton et al., study had the broad goal of "building something desirable - a teacher, a

teaching force, a profession, a kind of learning for pupils in schools” not fixing a problem (p. 302).

Some researchers argue that induction into the profession is not simply a programme but a phase in a teacher’s career with unique needs and opportunities (Britton et al., 2003; Feiman-Nemser, 2001). It is viewed as a period of time with boundaries that are socially and culturally constructed. Britton et al., (2003) described induction as:

a *process* for learning;
a particular *period* of time;
a specific *phase* in teaching; and
a system. [authors emphasis] (p. 3)

They argue that the systems are embedded in the social and cultural contexts of the nations or regions they serve and are interconnected, complex and dynamic. They propose that “teaching takes place in time and learning takes place over time” and that induction is centrally about “teacher’s learning *about* teaching while they are engaged *in* teaching” (Britton et al., 2003, p. 5).

Researchers have demonstrated that BT induction is a process of learning connected to complex, cognitive, social and behavioural activity (Bullough, 1989; Moore Johnson, 2004). It is not just about support or filling gaps and is best understood as “a trajectory of what precedes and what follows” Britton et al., (2003, p. 335). As Feiman Nemser (2001) explains:

...induction brings a shift in role orientation and an epistemological move from knowing about teaching through formal study to knowing how to teach by confronting the day-to-day challenges. Becoming a teacher involves forming a professional identity and constructing a professional practice. Both aspects of learning to teach must unfold in ways that strengthen the beginning teacher’s capacity for further growth. (p. 1027)

Contrary to the proposition that learning is about the beginning teacher’s capacity for further growth, studies have found that the predominant view about the purpose of induction is that it exists to address BT deficits. The OECD study on teacher effectiveness involved twenty-five countries and found a reliance on mentors and mentoring to fix problems with novice teachers:

Provide on-the-job support, and diagnose deficits in subject matter, knowledge, classroom management strategies and other pedagogical processes. (OECD, 2005, p. 120).

The OECD study indicates that rather than a focus on teacher learning; a fill-the – gaps deficit approach to BT induction are internationally prevalent.

Induction in this study is viewed as more than addressing knowledge and skills deficits, mentoring, support, advice and guidance. Sound or comprehensive induction is a system that recognises and caters for the complexity of beginning teacher learning over time and encompasses professional development and inquiry in context (Britton et al., 2003; Darling-Hammond, Berry et al., 1999; Feiman-Nemser 2001; Flores, 2003). To further inform the thesis the international literature on induction purpose, policies and practices is examined.

International Induction Trends

There is an international trend to have some form of BT induction. Of the 25 countries in the project *Attracting Developing and Retaining Effective Teachers*, (OECD, 2005, p. 118), 16 countries had induction programmes and of the 16, ten had mandatory induction programmes. This OECD report identifies national and regional variation of induction policies and practices. The variation highlights the problematic nature of making comparisons between induction studies. For example the length of programmes varied from a few days to two years. Some countries (5) had a reduced beginning teacher load in the first year and some had mentors as the primary support people (13). The induction programme was rarely organised in collaboration with the teacher education institution. Despite a body of literature calling for BT induction few educational authorities had committed resources to such programmes. The exceptions were Northern Ireland, Switzerland, Japan, France, Israel, and sometimes Canada, and it was noted as a growing trend in the United States of America (USA). In the USA the majority of induction programmes are described as under-resourced, time-limited and over-reliant on mentoring which, studies have suggested, sometimes reinforced traditional norms and practices rather than the promotion of powerful teaching (Feiman-Nemser & Parker, 1993). Given the variability of contexts and practices caution is required when analysing the impact of induction practices (such as

mentoring) on beginning teacher learning when the studies are not clearly defined or contextually situated and when the macro educational environment is ignored.

There is evidence (Ingersoll & Smith, 2004; Youngs, 2002) that induction programmes impact positively on teacher retention. Two examples of induction programmes in the USA are the Connecticut Beginning Teacher Educator and Support and Training programme (BEST) (Youngs, 2002), and the California Beginning Teacher Support and Assessment programme (BTSA) (Villar & Strong, 2005). However there is also evidence that in the BTSA programme schools do not always align the purpose of the programme with practice. This lack of alignment of induction programmes with policy and practice tends to resonate as a problem in a number of countries (OECD, 2005; Battersby 1989).

As in the USA, Australia has mandatory induction in some States; sometimes this is at the discretion of the school (OECD, 2005). Like BEST and BETSA, programmes, the State of Victoria (Australia) links induction to assessment standards during the probationary year. Mentoring is the prime induction strategy in Australia. Criticisms about the use of mentoring as a “fix all” have been voiced by Conroy and Martinez (2003, p. 3). They caution against the over reliance on mentoring arguing for the development of schools as collaborative learning organisations to support beginning teachers.

England introduced an induction year for newly qualified teachers (NQT) in September 1999 that effectively reinstated the probationary year of the early 1990s. NQTs must pass the first year to continue employment as a qualified teacher. The assumptions underpinning these arrangements are that NQT’s require high quality support and consistent and regular monitoring. The policies and practices, in some respects, reflect a culturally entrenched low trust view of the teacher; as (Smyth & Shacklock, 1998) writes of educational policy in England:

In England and Wales, policy makers tend to treat teachers rather like naughty children; in need of firm guidelines, strict requirements, and a few short sharp evaluative shocks to keep them up to the mark. (p. 121)

Whatever the intended or unintended outcome of policy initiatives, as in the USA and Australia, researchers have found that in England anomalies exist between

purpose and practice with beginning teachers not always receiving their entitlements (Totterdale et al., 2004; Williams & Prestage, 2002).

A lack of cohesion between the purpose of BT induction and practices implemented in schools is echoed in Ontario Canada, which has had a BT induction system since 1995 (OECD, 2005). Ontario, like New Zealand, does not have an assessment focus. The aim is for mentors to provide orientation, assist and support the BT to develop a teaching philosophy, strengthen pedagogy, and encourage self-assessment and self-evaluation. The responsibility for the evaluation of the programme is with the principal (OECD 2005).

Countries or regions tend to privilege one of two approaches to induction. One approach has a focus on deficits, offering advice and support to fix or fill gaps and/or to test or evaluate the BT's knowledge and practices, such as in England. In some schools in the USA the programme may address an absence or lack of adequate preservice education. Another approach has a focus on learning and development that is responsive to the BT's individual needs and builds on pedagogical knowledge and skills. All programmes to a greater or lesser degree are engaged in reproducing the status quo and few actively support teacher agency to transform teachers' practice and the profession (Britton et al., 2003). For example Britton et al., (2003) contrasted NZ's advice and guidance programme which they described as "well crafted to support the new teachers fitting into the schools" with the induction of French secondary mathematics teachers who were engaged in reshaping mathematics education (p. 334).

The Britton et al., (2003, p. xi) case studies identified five counties or regions as implementing comprehensive induction systems with a focus on learning and development: France, Switzerland, New Zealand, China (Shanghai) and Japan. In these countries Britton et al., (2003, p. xi) conducted four in depth case studies over a two-year period examining the way induction policy, systems and practices shaped the early career learning of BTs. As BT induction was found to be complex the authors did not engage in traditional comparative approach to analyse, they were mindful of oversimplification. Their interest was not in evaluation of the programmes rather in developing an "understanding of induction

in its complexity within the critical frameworks of its educational and cultural contexts” (Britton et al., 2003, p. 8). While they cautioned against cross country or region generalisations, they found common themes, for example each site had “curriculum vision that linked what teachers are to learn - the goals - to activities designed to help them learn”. They examined the educative dimensions and found that learning and growth was “at the heart” of the induction programmes (ibid, p. 318). Britton et al., (2003) argue that induction without a clear pedagogical purpose is likely to address symptoms by offering advice, stress management and workshops to provide behavioural classroom managements strategies, handy hints and non-context specific resources.

Many investigations focus upon identifying support for beginning teachers (Ingersoll & Smith, 2004; Mansell, 1996a; Renwick 2001). These studies tend to be surveys or statistical analyses of data and, while providing interesting surface information, they do not always address the complexity of the beginning teachers’ working lives nor take into account the influences of diverse school cultures and policy influences. Often in these studies there was found an absence of analysis or definition of effective learning and professional development. This body of literature does not address induction from a good teaching or learning perspective. Instead it makes the assumption that by providing such support as reduced teaching time, workshops on behaviour management, tips on planning formats, and resources, along with friendly advice on request the beginning teacher’s needs will be addressed and consequently children will achieve (Feiman-Nemser, 2001).

However there are studies characterised by robust research methods to address the complexity of beginning teachers lives, learning and context (Achinstein & Barrett, 2004; Britton et al., 2003; Day, 2004; Feiman-Nemser, 2001; Flores & Day, 2006; Grudnoff & Tuck, 2003a, 2003b; Ingersoll & Smith, 2004; Kagan, 1992; Kardos et al., 2001; Loewenberg Ball & Cohen, 1999; Moore Johnson, 2004; Moore Johnson, Kardos, Kauffman, Liue, & Donaldson, 2004). The Moore Johnson, Kardos et al., (2004) research involved 50 first and second year teachers in a longitudinal study over three years using interviews and surveys. Five features of three exemplary induction programmes were identified. The programmes were “deliberately school based...integrated into the professional life

and practice of the school...constantly changing and being refined...dependent upon additional resources...and develop[ed] and use[d] professional capacity” (Moore Johnson et al., 2004, pp. 221-224). Like Britton et al., (2003) the researchers argued for induction as a system of support and an investment over time.

The international literature addresses a myriad of questions about BT support, barriers to learning, and induction policies and practices. However to find answers to these questions few focus on direct observation of the induction programme’s effect on beginning teacher learning in practice. None were found that examined the impact of induction on the BT’s development of agency and engagement with the broader teaching profession despite a number of scholarly works advocating that these characteristics should be included in initial teacher education and the BT’s repertoire of practice. Comparison of the studies is also problematic as the contexts and cultural practices influence significantly induction design and BT learning. However studies highlighted that for sound BT induction to occur there is required an alignment between purpose, policy, curriculum and practice; and identified of equal importance is the ability to design an induction system that is responsive to the social context, flexible, needs-based and appropriately resourced.

Numerous studies highlighted the influence of the social context on induction practices. Therefore, for this study, it is important to understand the NZ context in which the induction practices and beginning teacher learning are examined.

New Zealand Induction

The Social Context

It is argued that induction is a phase, “one with boundaries that are socially constructed” (Britton et al., 2003, p. 335). The NZ induction system is historically grounded in a liberal humanistic discourse. Prior to the mid 1980s, the concepts of equal educational opportunity, individual development and freer teaching methods were prevalent. The *Campbell Report* (1951) commissioned by the Department of Education, “posited that the purpose of training was to produce teachers able to

exercise professional judgment and freedom” (Alcorn, 1999a, p. 110). Many older teachers currently in schools were products of this system; some are now in school leadership roles or acting as tutor teachers/mentors to beginning teachers. They are likely to hold different views of teachers and teaching than the younger BTs who have been influenced by the national restructuring of education in the late 1980s and 90s. The *Scott Report* (Education and Science Select Committee, 1986), on the quality of teaching marked a policy shift that undermined the professional voice of teachers and positioned the learner at the centre of education. It called for greater accountability through mandated assessment of student achievement and teaching skills. As Alcorn (1999a, p. 111) writes:

This challenged the hegemony of the professionals, asserted the rights of the learners, called for greater accountability “to protect the rights of pupils” through the assessment of teaching skills and results, and recommended the commissioning of New Zealand research to develop a model for evaluating the quality of teaching. (p. 111)

Following the *Scott Report* came the *Picot Report* (Department of Education, 1988) and in 1989 the Department of Education, regional Education Boards and school inspectors disappeared and education was restructured to focus on “parental choice, decentralisation, management, governance and accountability” (Codd, 2005, p. 35). With the devolution of responsibility, to the Board of Trustees and individual schools for staff appointments and professional development, school principals became accountable for BT registration.

In the absence of central control over teaching appointments and in an attempt to address issues around teacher quality, the government established the New Zealand Teacher Registration Board (TRB). Its role was to register, or deregister, all teachers in NZ schools, kura kaupapa Maori and kindergartens. On 1 February 2002 the TRB was disbanded and reconstituted as a crown entity - New Zealand Teachers Council (NZTC). The Council was charged with professional leadership and the management of teacher registration, including provisionally registered BTs and their advice and guidance programme. It is also developed a code of ethics for registered teachers, and is currently developing standards to replace the Satisfactory Teacher Dimensions (Ministry of Education, [MoE], 1998a). The NZTC has the potential to impact on the quality of beginning teachers entering classrooms as it approves all initial teacher education programmes. On graduation

those with an approved degree and/or a Diploma of Teaching are eligible to apply for provisional registration as a teacher. The published guidelines claim that to become fully registered a beginning teacher must meet and maintain the national standards and adhere to the code of ethics (NZTC & MoE, 2006). When a teacher is employed the school is obligated to provide a two-year professional development programme, as outlined in the guidelines in the NZTC support kit, *Towards Full Registration*:

...the employer accepts the obligation and challenge to assist and guide the teacher to develop professionally and achieve and maintain full registration through an approved advice and guidance programme. (NZTC & MoE, 2006, p. 2)

However there is no mechanism for the NZTC to monitor this requirement, though the New Zealand Educational Review Office (ERO) has recently included an audit of the beginning advice and guidance programmes during the three-year school review cycle.

As Britton et al., (2003) and others argue, the purpose of induction will relate to the purpose of education in society. In NZ, at the broadest level, the aim is that schools produce educated citizens. ERO argues that this concept of an educated citizen is “complex, debatable and difficult to measure”. To simplify this complexity ERO requires schools to focus on achievement:

Schools assume that “student achievement” is an indicator of the likelihood of the student becoming an educated citizen and they focus on ensuring that students achieve in the areas of the curriculum they teach. In this way the goal of student achievement is an indirect measurement for the wider goal of the educated citizen.’ (ERO, 2003, p. 1)

This comparatively narrow philosophical stance, with its genesis in the 1986 *Scott Report*, has led to BT induction shifting the focus onto pedagogy and children’s achievement and subtly away from the development of the beginning teacher’s identity as a professional and possibly a change agent. The language used in the 2006 support kit for schools *Towards Full Registration* (NZTC & MoE) predictably reflects the national stance on achievement and compliance. It has eliminated the word induction which was in the 2004 guidelines. Instead advice and guidance and moving towards full registration are the generic terms for induction. The guidance given is that a successful programme will ensure that

teachers accept advice and know when to ask for it (NZTC & MoE, 2006). What appears silenced is independent, critical thinking and agency as a teacher, a teacher who will be expected to contribute to the profession and the shape of education in society. Confusingly the *Code of Ethics* (NZTC & MoE 2006, p. 22) requires teachers to actively support policy and programmes, which promote equality of opportunity for all; but what is not required is engagement in the development or critique of educational policy and national curriculum. The language used mostly supports Britton et al's (2003) findings of NZ induction as a process that enables the beginning teacher to fit in, reproducing the status quo.

The Induction System

New Zealand was one of the first countries to establish a national, formal BT induction programme. A 1979 review of initial teacher education cited in Battersby (1989) recommended that mandatory, coordinated regional induction procedures be implemented immediately. In February 1985 the national system of BT induction was established in response to the 1979 review, other scholarly work (Murdoch, 1979b), and the newly legislated requirement to have two years practical experience prior to teacher certification. Interestingly until the demise of the Education Boards and inspectorate these programmes were monitored more closely than the current system with inspectors undertaking formal visits twice in the first year and receiving monthly written reports. Despite this central control the 1989 BT scheme evaluation (Battersby, 1989) commissioned by the Department of Education and NZ Education Institute (NZEI) found, like many current studies (Britton et al., 2003; Darling-Hammond et al., 1999; Draper, O'Brien, & Christie, 2004; Mansell, 1996b; Totterdale, et al., 2004), that while there were many positive aspects to the induction scheme there existed inconsistencies between the policy intent and the practice. As Battersby (1989) noted there were, "ambiguities, inconsistencies and difficulties with aspects of the new schemes implementation" (p. 21). He recommended that clear guidelines be published to ensure greater accountability of both principals and inspectors. Notwithstanding the publication of guidelines similar concerns have been expressed over the past 15 years (ERO, 2004; Mansell, 1996b; Renwick, 2001). Mansell (1996b, p. 22) in her study seven years later stated:

...it may well be necessary to build more coordination and cohesion into the school system, with stronger provision of support services and consistency of professional development requirements. How this can be achieved without unwarranted centralized control and loss of professional responsibility and accountability is an issue for further discussion. (p. 22)

Nevertheless the scholarly work of the international community has commented favourably on the NZ induction system and the way it is resourced (Britton et al., 2003; Clement, 2000; Moskowitz & Kennedy, 1997). Schools are entitled to .2 staffing allowance in the BT's first year and .1 staffing allowance to support the year two full-time provisionally registered beginning teacher. Tutor teachers, who have responsibility for the advice and guidance programme, are paid a \$2000 allowance. However though there are published guidelines for tutor teachers, there are very few professional development programmes. This is despite on-going recommendations dating back to 1989 for these to be established (Battersby, 1989; Mansell, 1996b; Renwick 2001).

The MoE allocates funds for BT support to teacher advisory services who may go into schools but more frequently deliver short off site courses. Other than a brief mention in the Mansell (1996b) and Renwick (2001) studies there was no published information found on the effectiveness of this service. Britton et al., (2003) in their examination of NZ induction of beginning science teachers, (in 14 secondary schools in Auckland and Wellington, one rural school, and at regional workshops for beginning science teachers) concluded that many in education were committed to investing in support for BTs. At best they found induction practices to be comprehensive, enlisting complementary sources of support. However, even in schools with reported exemplary advice and guidance programmes the researchers found "instances where the implementation of the program described by the beginning teachers was less than described by the school's support coordinator" (p. 183). Indications are that the consistent implementation of high quality BT support across NZ schools remains a challenge.

To promote an understanding of who is being served and is servicing the induction systems and processes to support BT learning, literature that addressed NZ beginning teacher employment and retention was examined.

Employment and Retention

This section has a focus on research about beginning teacher employment in NZ. In the studies reviewed schools that provide BT advice and guidance and act as gatekeepers to the fully registered teaching profession are identified and the reasons why teachers might remain or leave teaching are discussed. BTs are defined as those in their first two years of teaching.

Elridge (2002) found in his study on *Teacher Supply: Beginning Teacher Characteristics and Mobility* that BTs were a relatively homogeneous group and many were employed in low socio economic schools. BTs were approximately five percent of the teaching workforce; the majority were between 20 and 29 years old and were of European/Pakeha descent. This ethnic trend is potentially problematic given the need to educate an increasingly diverse population. The Elridge (2002) investigation indicated that graduates from approved teacher education programmes were likely to gain employment in low decile schools and in regions that have the greatest difficulty attracting experienced teachers. This puts the onus on these low decile schools to design and deliver the majority of induction programmes. Of concern is that in 2002 over half the BTs were employed on limited term contracts of less than one year. Temporary employment has been found to have a negative effect on the BT's ability to access advice and guidance programmes (Cameron, Baker & Lovett; 2006; ERO, 2004).

Interestingly in the first two years of teaching there was little movement found of BTs between low, medium or high decile ranked primary schools. Beginning teachers are unlikely to leave the profession in the first two years despite the majority being employed in low socio-economic schools. This may be explained by the high probability of primary schools having well-established BT advice and guidance programmes:

Teachers in low decile schools almost all experienced supportive induction, which contrasts with overseas studies that have found that many schools serving low-income students do not provide new teachers with the support they need to do their jobs. (Cameron et al., 2006; p. ix)

However after two years lateral movement occurred across school deciles with BTs moving from low to high decile schools. Consequently the schools in high

socio-economic areas benefited from the low decile schools efforts and commitment to BT induction. After two to three years the statistics indicated that BTs' leaving rates are significantly greater than those of more experienced teachers with 37% of all BTs choosing to leave the teaching profession after three years. Almost one-fifth left to change their occupation (19%), 17% cited personal reasons and 15% left to travel overseas. Of those leaving, 31% of primary and 21% of secondary teachers return to teach after a year's break (Elridge, 2002).

In contrast to these mobility figures the Cameron et al., (2006; p. 59) study of 57 NZ teachers of promise indicated the possibility of a trend towards higher NZ retention rates (certainly amongst promising teachers). In their study they found that after three years 70% of primary and secondary teachers indicated they were highly likely to remain in teaching over the next five years. While a level of natural attrition and turnover is expected, the rate and possibly the type of teacher leaving are of concern. Ingersoll and Smith (2004, p. 682) argue that in the USA, the "best and brightest" among the newcomers appear to be the most likely to leave.

Kane et al., (2006) in their NZ study on *Perceptions of Teachers and Teaching* were interested in identifying factors that influenced decisions about recruitment and retention, the capability and performance of teachers and the impact of perceptions about work and status. The research was carried out in three NZ regions and included as participants: principals, teachers, Board of Trustee members, senior students and student teachers from early childhood centres, primary, intermediate and secondary schools, and tertiary institutions. Interviews and questionnaires were administered - 1,980 questionnaires were completed and 50 interviews recorded, 26.8% of the teacher, principal responses had less than five years in teaching. They observed that teachers remained in teaching because they were intrinsically motivated to work with and help young people. Teachers reported that they had a job one could be proud of, and a personal commitment to make a difference to society. Satisfaction in their ability to influence students' achievement, attitudes and behaviour was identified. Of importance to their decision to stay in teaching were effective leadership within the school, receiving feedback for a job well done, collegial relationship with colleagues, work-life balance, security of a reliable income, and an attractive holiday entitlement.

However, 60% of the teacher and principal participants were over the age of 40, and 50% were over 45. It would be of interest to identify a younger group of teachers and principals to gauge their decisions to remain in teaching.

Kane et al., (2006) identified negative factors that caused teachers to leave, or remain in teaching feeling disillusioned and lacking in motivation. These were: increasing workload and paperwork, unreasonable rate of change coupled with a lack of resources, low salary in relation to workload, increasing expectations to take on social welfare roles, challenging behaviour of students particularly in intermediate and secondary schools, unreasonable expectations from parents, lack of leadership and support, lack of understanding and respect from the public, a sense of teachers' work being misunderstood, and perceptions of being trapped in a job without options for alternative employment. Interestingly, teachers in medium and high socio-economically rated schools were less satisfied than those in low decile schools, where given the social problems, one might expect lower levels of satisfaction (Kane & Mallon, 2006). The authors observed that while many talked of leaving most did not really intend to do so. These NZ findings contrast with those in the USA, where the attrition rate is 40% to 50% and 50% within five years, and there is compelling evidence that in the USA "attrition and transfer affect most severely schools in low-income urban and rural communities" (Moore Johnson, 2004, p. 12). It could be hypothesised that there is a relationship between the comprehensive BT induction in NZ and retention of teachers. Further research is required to confirm this proposition.

The following sections examine the current literature on the NZ BT advice and guidance programmes.

The NZ Evidence

Six commissioned studies 1989-2005

Central to the study are induction practices that support beginning teacher learning and professional development. To inform this interest, this section examines six NZ commissioned investigations on BT learning and induction. These studies, relevant reports and policy documents generally recognise that

teachers enter the profession with a beginning repertoire of knowledge, skills and understandings because they have graduated from an initial teacher education programme. It is expected that BTs will engage in ongoing learning and professional development and the two year advice and guidance programme system is in place to support this expectation. The six NZ studies were undertaken by government related agencies between 1989 and 2005 (Battersby, 1989; Dewar, Kennedy, Staig & Lois, 2003; ERO, 2004, 2005; Mansell, 1996b; Renwick, 2001; Renwick & Vise, 1993). Each study is initially described and then a discussion of the findings follows.

The first study, the Battersby (1989) *Beginning teacher scheme evaluation* was commissioned in August 1985. This longitudinal national research project evaluated:

...the procedures for (a) induction (b) advice and guidance programmes and (c) certification, as they applied to a representative sample of beginning teacher primary school teachers (n 69) who entered the service in 1986 and who became eligible for certification in 1987. (Battersby, 1989, p. 2)

The investigation tracked 69 primary teachers over their first two years. Data collection included two interviews in the first year and one during the second year, participants were BTs, principals and when possible senior teachers. All participants completed questionnaires (6) at the end of each term and beginning teachers kept diaries for the first year. Relevant documentation was collected, including inspectors and principals' reports. Feedback and feed-forward of findings were part of this research design and the information was collected via a questionnaire. The report was based on triangulated data, opinions, perceptions and reported experiences rather than observation. Nevertheless the rigour of the research design gives confidence in the findings discussed below.

The second study *Windows on Teacher Education* (Renwick & Vise, 1993) was commissioned by the MoE and the New Zealand Council for Educational Research (NZCER). The work primarily focused on initial teacher education and the professional socialization of teachers, but because it addressed the first year of teaching it has been included in this section. It aimed to examine the process of teacher education as it unfolded over time, establish factors that contributed to

variations in student progress through their course of training, and to identify key events in students' experience which influence later progress as students and teachers. While not a national study it was longitudinal and tracked 100 student teachers from three Colleges of Education through to the end of their first year of teaching. As in the previous research observations did not occur and data was collected by interview and surveys. The study was limited in that it did not seek the views of other stakeholders and all teacher education providers but as the researchers legitimately claimed; "where students' opinions were widely shared they deserved to be taken seriously" (Renwick & Vise, 1993, p. 217).

The third study, the Mansell (1996) *Survey of year one and two teachers*, as with the 1993 project, was undertaken in the relatively decentralized educational environment of 1996. The TRB surveyed BTs to identify the spread of inadequate advice and guidance practices, gain information to improve these practices and incidentally to signal to beginning teachers that the TRB was interested and concerned with BT progress. The report was based on a survey sent to year one and two teachers (n=1403 returns) in all schools (Mansell, 1996b, p. 2). Difficulty in obtaining statistical information on BT appointments made the response rate to this survey problematic, although the first year returns were estimated at 41%.

The fourth study identified, *Support for beginning teachers* was commissioned by the MoE to gather feedback from primary and secondary beginning teachers on their experiences and the perceived effectiveness of the advice and guidance programmes (Renwick, 2001). The aim was to provide an evaluation of current support and possible development of future teacher supply policy initiatives to support and retain BTs. Surveyed was a random sample of BTs in their first year of employment in schools that had claimed the .2 staffing allowance for BT advice and guidance (25% n=291 primary; 40% n= 265 secondary). The response rate was 86%. As with the previous two projects the research did not include the views of other stakeholders, nor did it include those BTs in schools that were not claiming the .2 staffing allowance.

The fifth research project is a MoE commissioned study on recruitment and retention in NZ and had the aim of identifying "potential barriers to the

recruitment and retention of beginning teachers, returning teachers and heads of departments in secondary schools” (Dewar, et al., 2003, p. 11). This was a qualitative study of 20 schools and included 158 participants. Interviewed were 20 principals, 19 coordinators of beginning teacher programmes, 56 heads of departments, 63 beginning teachers, and 20 returning teachers. The schools selected had two or more beginning teachers in their school, and the sample included a balance of school size and one to eight range of decile ranked schools. Interestingly, the sample did not include decile nine and ten schools where predictably there may have been fewer recruitment problems. Interview schedules were developed although these were not included in the report. The secondary schools were in difficult to staff regions across the North and South Island of New Zealand. The researchers noted that during the time of the interviews industrial action was occurring which caused a disruptive and unsettled educational environment.

The sixth and final project, in this set of NZ commissioned studies came out of ERO which has published two reports drawing data from the same research project (ERO 2004, 2005). The 2004 report, *The quality of year two Beginning teachers - Ko te Tamaiti te Puketaki o te Kaupapa the child: The heart of the matter*, was an evaluation of year two BTs skill and knowledge of effective teaching, how BT practices impacted on student achievement and the quality of the guidance and support schools provided. The study included 100 year two primary and 79 secondary BTs. Data was collected in the first and second terms of their second year. The participants (second year BTs, tutor teachers and the principal/senior manager responsible for the BT) were surveyed prior to the evaluation, and then interviewed and BTs were observed. Evidence was also taken from the school review and school/class documentation. A critique of the study raised a number of concerns. For example, the timing of the data collection (which was early in the year) and the subsequent generalisations made about second year beginning teachers; the use of effective, good practice strengths and weaknesses indicators that were not transparent and did not match the beginning teacher interim standards; and that observers, while trained, were not assessed for reliability of judgments made during observations. The second publication *Voices: Beginning Teachers’ experiences during their first two years of teaching*

(ERO, 2005) further reported upon the original survey data along with interviews of teachers with broken service.

The findings from the commissioned studies

Taken together key themes emerged from these six studies and reports. Four of the projects indicated that BTs were generally satisfied with the advice guidance programmes. The induction programmes were described as having distinct advantages for beginning teachers (Battersby, 1989), providing very good professional support (Mansell, 1996b; Renwick, 2001); and that “most support arrangements for beginning teachers met and sometimes exceeded expectations of effectiveness” (ERO, 2004, p. 1). Worthy of note is Dewar et al’s (2003, p. 4) finding that advice and guidance programmes offered to secondary beginning teachers were informal, ad hoc, with BTs indicating they would like more time with their mentors. It is evident in a number of the studies of secondary teacher advice and guidance programmes that secondary teachers are less satisfied with their induction programmes than their primary counterparts (Dewar et al., 2003; ERO, 2004; Mansell, 1996b; Renwick, 2001). A number of studies recommended that the staffing time allowance be extended into the second year. Subsequently the MoE has provided .1 staffing allowance for year two teachers since 2003.

In all reports the positive role of the tutor teacher support was recognised. In secondary schools BTs indicated that they would like regular contact with their mentors (Dewar et al., 2003, p. 4). The need for greater recognition of the tutor teacher’s role and training were also identified in all reports. Interestingly the 2004 ERO study recommended strengthening the tutor teacher’s role as a step in the career pathway. Since this recommendation the tutor teachers allowance has been increased from \$500 to \$2000 per annum. Five studies (Battersby, 1989, Dewar et al., 2003, ERO 2004; Mansell, 1996b; Renwick 2001) indicated inconsistencies across all schools, and/or difficulties with the implementation of the advice and guidance programme. As stated earlier there is little evidence that these inconsistencies are being addressed, although ERO is including the evaluating of the advice and guidance programme as part of schools three year review cycle.

A common theme that emerged in all studies was the impact of the teachers' workload on their ability to teach, in particular the administrative and accountability requirements. A further key area of concern identified was the employment conditions of many beginning teachers (Battersby, 1989; ERO, 2004; Mansell, 1996b) which the authors claimed had disadvantaged their professional development and engagement in learning to teach. ERO (2004) noted:

...many of the beginning teachers were employed in a temporary capacity during their first year of teaching. Most of those in the evaluation had been made permanent in the second year. It appears that the first year of teaching is, in effect, a probation year for many beginning teachers. (p. 37)

Mansell, (1996b) corroborated many of the Renwick and Vise (1993) findings highlighting the effect of work conditions on confidence levels. The stress of administration and accountability tasks were again evident, along with workload and work conditions. These factors related to the high rate of teachers who indicated that they did not expect to be teaching for much longer. Employment and retention issues are not only international concerns they exist within NZ.

The literature discussed above acknowledges the commitment by most schools to provide support and learning opportunities for beginning teachers. The researchers highlighted the importance of principal leadership and the tutor teachers' role in the provision of effective induction. They also identified barriers to learning, which centred on workload and work conditions. Many of these findings resonate in other NZ literature on beginning teachers.

Further NZ Studies

Other NZ studies have informed BT learning and development over the last decade (Britton et al., 2003; Cameron, 2006; Cameron et al., 2006; Cameron & Grudnoff, 1993; Clement, 2000; Grudnoff & Tuck, 1999; Grudnoff & Tuck, 2003; Lang, 1996; Langdon, 2000; Moskowitz & Kennedy, 1997). These tend to be predominantly smaller qualitative studies but include longitudinal investigations (Cameron et al., 2006; Grudnoff & Tuck, 2003). They provide further evidence that collectively paints a picture of BT learning and development in NZ. As stated earlier NZ policies and finances dedicated to BT induction provide a comprehensively resourced system particularly when compared with

resources allocated in other countries (Britton et al., 2003, p. 183; Clement, 2000). However studies have found inconsistencies in the quality of BT induction experiences. Britton et al., (2003, p. 183) corroborated the existence of inconsistencies in BT support and use of resources in NZ schools. Cameron and Baker (2006) in their four year longitudinal project, *Teachers of Promise*, have confirmed this more recently. They are currently collecting and reporting on data from 57 primary and secondary, years three to seven teachers with interviews and surveys taking place over a four-year period. Like the ERO (2005) report, the authors found primary teachers were more likely to have experienced systematic and supportive BT induction than secondary or intermediate BTs (primary 74%, intermediate 38%, secondary 36%).

Several of the studies emphasise the complexity of the beginning teacher's role; some refer to the problems around conceptions of accomplished teaching and beginning teacher standards (Cameron, 2003; Grudnoff & Tuck, 1999; Langdon, 2000). Others refer to the challenges of the workplace including BT appointments, workload, and stress levels, particularly throughout the first year (Broadley & Broadley, 2004; Grudnoff & Tuck, 2003). Or, alternatively the focus is upon the BT support systems, practices and people, one of which is the tutor teacher. There is a growing body of evidence about the problems of induction however little is known about how BTs' learn in schools with sound induction practices. What the literature does confirm is that the tutor teacher or mentor's role in the process of BT induction has attracted much research attention with numerous published international studies. The following section discusses the literature on the phenomenon of the mentor teacher.

The Mentor Phenomenon

Much of the literature and policy documents propose that the mentor teacher is the answer to problems around BT learning and retention. Certainly research confirms that the mentor teacher can make a difference to a BT's effectiveness and ability to manage the stressors associated, in particular, with the first year of teaching (Gold, 1996; Greenlee & DeDeugd, 2002; Ingersoll & Smith, 2004; Martinez & Conroy, 2003; Smith & Ingersoll, 2004; Stanulis et al., 2002; Villani, 2002;

Youngs, 2002). Some studies have made positive correlations between mentoring and beginning teacher retention (Ingersoll & Smith, 2004). Conversely others warn against the mentoring phenomenon, arguing that much of the research on mentoring is overwhelmingly optimistic (Little, 1990; Martinez & Conroy, 2003). Martinez and Conroy, (2003) claim the mentor's role has the potential to be both positive and negative and is likely to reinforce traditional practices. They assert the need for more systematic research on mentoring to show "what sort of mentoring influence which teachers to stay in which schools doing what to which children, with what consequences" (p. 19). The trend that implies the mentor is central to BT retention and development has the potential to deflect attention away from non-supportive educational policy, individualistic school cultures and disinterested leadership. Nevertheless there is a body of evidence that indicates the mentor can play a key role in supporting beginner teacher learning.

Certainly the better understood the mentor role and practice is, the more able policy makers and principals will be to design and implement effective learning opportunities for these teachers. Most studies advocate mentoring that goes beyond emotional support and practical information. The OECD report described the mentor as a "good role model", somebody to assist the BT to become a competent professional and who has "expertise in teaching both adults and young students" (OECD, 2005, p. 121). Even so they found that most countries take a deficit approach to mentoring:

...mentors provide on-the-job support and diagnose deficits in subject matter knowledge, classroom management strategies and other pedagogical processes (ibid, p. 120).

The deficit approach is common despite researchers advocating mentoring strategies that encourage problem solving to transform schools and improve student learning (Achinstein & Barrett, 2004; Feiman-Nemser, 2001, p. 1038). Studies indicate that the mentor and mentoring are viewed by some administrators and policy makers as a way to improve teacher quality and retention.

There is evidence that the type of knowledge and skills required by a mentor will be determined, in part, by how the role is defined which in turn will shape how they accommodate BT learning (Britton et al., 2003). For example some mentors

are both supporters and assessors, others are solely educative, yet others are buddies providing emotional support and teaching tips. Williams and Prestage (2002) in their report on ten case studies of induction practices in schools in England found that the skills and abilities of the induction tutor varied from school to school and were influenced significantly by the school context. Villani's (2002) work supports this premise. She argues that those engaged in the provision of professional development must have an understanding of adult learners to provide emotional support and encouragement; and to promote cultural proficiency regarding students and the community. Therefore she asserts, professional developers require information about the daily workings of the school and cultural norms of the community. To this mix Villani (2002) adds the ability to undertake cognitive coaching. While cognitive coaching is included in the description of effective professional development, the list of good mentor qualities identifies primarily affective characteristics:

...approachability, integrity, ability to listen, sincerity, willingness to spend time, enthusiasm, teaching competence, trustworthiness, receptivity, willingness to work hard, positive outlook, confidence, commitment to the profession, openness, experience in teaching tactfulness, cooperativeness, flexibility' (p. 13).

There appears to be a mismatch between these qualities and the qualities required for cognitive coaching to support learning. Research argues that clarity about the purpose and role of those involved in induction is essential to sound induction and effective mentoring.

Research claims about the effectiveness of the mentor are not always related to their ability to support BT learning; instead effective mentoring is sometimes measured by teacher retention and attrition rates. Policy imperatives that relate to teacher retention have led to numerous studies on the topic. Ingersoll and Smith (2004) in their study, *Do Teacher Induction and Mentoring Matter*, analysed data from the National Centre for Educational Statistics, which included a school staff and a teacher follow-up survey. They focused on induction and mentoring of BTs, whom they defined as engaged in the first two years of teaching. To elicit information on the range of mentoring support they included in the survey battery of items – the provision of a mentor, a mentor in the same subject area, and “the degree of helpfulness the mentor provided” (p33). To assess effectiveness they

analysed the “association between receiving these supports” (this included the entire bank of items on induction not just mentoring) and the “likelihood of beginning teachers, moving or leaving at the end of their first year on the job” (p34). They found that mentoring made a difference to beginning teacher retention rates. Whether mentoring impacted positively on BT quality and children’s learning is another matter.

Some studies have aligned successful mentoring of the BT with teacher developmental stages (Berliner, 1986; Bullough, 1989; Veeman, 1984; Villani, 2002). Taking a teacher development stage approach to BT learning and development influences the mentors’ expectations of the beginning teacher with the potential to constrain or limit these expectations. The stages theories identify characteristics or elements common to the first year of teaching and move in a linear way from novice through to competence, proficiency and for some, expertise. For example Berliner (1994) identifies classroom discipline, rules and routines as integral to BT survival. Villani (2002) argues that an awareness of stages of development enables teachers to “speak the same language” to enhance student outcomes:

When colleagues in different stages of their careers are using the same language, and focusing on achieving the same student outcomes, there is a synergy in the school community that can be transformative. (p. 13)

Others who have examined mentoring have challenged the lock-step approach sometimes associated with stages of teacher development. Pigge & Marso (1997) in their seven-year longitudinal multi-factor assessment of teaching concerns and development, through preparation and early years of teaching, propose that teacher development may not be linear instead they suggest it is different for individuals. This is supported by Achinstein’s (2004) two year study of 15 new teacher mentor pairs, with data collected and analysed through mentoring conversations, classroom observations and interviews. She, like Feiman Nemser (2001), argues that novice teachers with good mentoring can move beyond the technical aspects of teaching. Achinstein (ibid) proposes that BTs require mentors that challenge their views of students, teaching and learning. Her study reframed mentors both as friend and critic to support BTs to view challenges and problems

from multiple viewpoints interrupting disillusionment, authoritarian and planned instruction to control behaviour:

Mentors more often initiated the non-managerial frames and promoted reframing as a way to interpret experience, expose underlying values, and address problems to form a multiplicity of perspectives...The mentor helped the teacher see that by reframing the problem to think about relationships with students and the politics of her context, the teacher could adjust her approach (Achinstein, 2004, p. 738).

Norman and Feiman-Nemser (2005) advocate educative mentoring which requires the mentor to have a “vision of good teaching...regards new teachers as learners and [to] think about how to develop a principled teaching practice” (p. 680). This is in contrast to a “narrow view of mentoring” that has the primary purpose of “easing the new teacher’s entry and helping with the immediate questions and uncertainties that inevitably arise when a teacher enters a classroom for the first time” (ibid, p. 680). Some propose a vision of good teaching should be linked to standards. Carver and Katz, (2004) in their USA national study of induction, argue for mentors who will shape and challenge BTs’ practice in a more educative way. In their research they found this was not happening even when mentors were well supported. They observed that well supported mentors over a two-year period routinely missed the opportunity to address difficulties experienced by three novice teachers. Carver and Katz (2004) argue for greater accountability and “a more sophisticated approach to mentoring that blends assistance with standards based assessment” (p. 449). Their argument was that mentors should hold novices accountable to professional standards with the aim of changing ineffective and inequitable practices. Whose standards were not discussed; it is well documented that standards are contested and problematic.

Limitations and Constraints in Mentoring

Many studies have described the limitations and effectiveness of mentoring. Some have identified factors that constrain the mentors’ practice. The most prevalent concern noted across studies was the lack of training for mentors (Achinstein & Barrett, 2004; Feiman-Nemser, 2001; Mansell, 1996b; Martinez & Conroy, 2003; Moore Johnson, et al., 2004; Norman & Feiman-Nemser, 2005; Renwick & Vise, 1993; William & Prestage, 2002). Feiman-Nemser (2001) highlights a common assumption made - that good teachers make good mentors. She argues that this is

not necessarily true. There is little evidence that policy makers consider mentor training a priority. In the OECD (2005) research project only two countries consistently provided training for mentors at the primary school level, these were France and Switzerland. This project went on to challenge schools to create time and opportunities for experienced teachers to learn about working with adults and novice teachers.

Numerous studies assert that education policy and school contexts can potentially constrain or enable effective mentoring. Williams and Prestage (2002) found that mentors in individualistic schools were less effective than those in collaborative schools. However on a more positive note mentors benefit from their mentoring experiences. Hargreaves and Fullan (2000) describe these benefits as a new enthusiasm and commitment to their work and insights into their teaching. It is evident, in the process of induction, that both mentors and beginning teachers have the opportunity to engage in learning.

The next section addresses research that examines ways in which BTs learn.

Beginning Teacher Learning and Development

Research that analyses teacher learning is a relatively recent phenomenon, becoming widespread in the 1990s (Darling-Hammond, Hammerness, Grossman, Rust, & Shulman, 2005). Central to this thesis are questions about BT learning and professional development. Flores (2003, p. 2) summarises BT learning as situated in school contexts and cultures, and socially constructed by individuals with others. Furthermore she argued that the BT as learner simultaneously makes sense of the world through active construction of knowledge by drawing on past experiences and prior knowledge. She, like others (Britton et al., 2003; Cochran-Smith & Lytle, 1999; Giroux, 1997; Smyth, 2001), observes that learning is ongoing and is about critical inquiry:

[Learning occurs] through confrontation and transformation of taken-for-granted assumptions to solve problems or reframe problematic situations. (Flores, 2003, p. 4)

Hammerness, Darling-Hammond, Bransford, with Berliner, Cochran-Smith, McDonald, Zeichner, (2005, p. 386) propose that teacher learning must be

underpinned by a vision of good teaching. In their framework of teacher learning they too acknowledge that learning takes place in school communities. In addition they identify the need for the continued development of deep content knowledge and understanding of pedagogy, students, social contexts, teaching practices, conceptual/theoretical and practical tools, and particular dispositions such as inquiry and reflection to think about teaching and children.

Much of the research on beginning teacher learning tends to fall into one of two camps. One is based on stage theory of teacher development. The other challenges the developmental model and argues that BT learning is not necessarily in sequential stages but differs from individual to individual, and context to context.

Learning and Development in Stages

Stage theorists have both contested and adapted theories on teacher development. For example, Kagan's (1992) analysis of the learning to teach literature related to preservice student teachers and BTs, resulted in a synthesis of the Berliner and Fuller model of professional development¹. Kagan, (1992, p. 161) validates and elaborates on the Berliner and Fuller models. She proposed that learning to teach involves five components of professional growth. The first is an increase in meta-

¹ Fuller's (1969) three stage model encompassed teacher concerns. They are characterised in the following way: prospective teachers during early preservice are concerned about their own progress as teachers (self concerns); during early field experiences their concern is about survival (task concerns); later in teaching their focus is on successful teaching experiences (impact concerns).

Berliner's five stage model of teacher development includes: Stage 1, the novice teacher, is learning elements of classroom tasks and rules. They are relatively inflexible, rational and require sustained concentration. Stage 2, the advanced beginner, is typically a year two and three teacher, episodic knowledge is acquired and prior experience, and knowledge and contexts guide behaviour. Stage 3, the competent teacher, is informed about what is important and not, sets priorities, makes plans and can make conscious choices about actions taken. They begin to work strategically and know when to ignore or break rules. Teaching is not yet fluid or entirely flexible. Stage 4, the proficient teacher is typically a fifth year teacher, intuitive know-how guides their teaching, and there is a holistic recognition of patterns in contexts. The ability to predict events and work without conscious effort is evident. Stage 5, is the expert teacher, not all teachers achieve this stage. The teacher is operating on automatic pilot; they are intuitive and have an analytical sense of appropriate behaviour. Teaching is fluid and effortless.

cognition when novice teachers' develop awareness of pupils and classrooms and with this their knowledge and beliefs change. The second is an acquisition of knowledge about pupils:

Idealized and inaccurate images of pupils are reconstructed. Knowledge of pupils is used to modify, adapt, and reconstruct the novice's image of self as teacher. (Kagan, 1992, p. 156)

The third component is a shift of attention from self as a teacher to planning and designing instruction for pupils' learning. The fourth is the teacher's ability to become increasingly automated and develop standardised routines that integrate instruction and management. The fifth is characterised by growth in problem-solving routines and repertoires, which can be generalized across contexts. Kagan's (1992) model of professional development differed from Fuller's model in that it does not view the "novice's initial focus on self as a weakness or inadequacy that is best shortened or aborted". The model "suggests that a novice's schemata for pupils and self evolve together" (p. 161) and it differs from Berliner's (1988) stage model with the initial focus on teacher beliefs.

Alternative Approaches to Learning

Research evidence suggests that staged models of teacher learning and development could potentially place constraints on BT learning (Achinstein & Barrett, 2004; Feiman-Nemser, 2001). Pigge and Marso (1997) study supports this proposition. They assessed teacher development against the Fuller model which focused on the evolution of teachers' concerns. Their seven-year longitudinal study analysed the progress of sixty teachers from the time they entered teacher education programmes through to five years of teaching. The Fuller model 1969, cited in (Pigge & Marso, 1997, p. 225) included three phases in which the teacher passes through (refer footnote 1). Their study was designed to test teacher early career learning related to such factors as knowledge, tasks, impact concerns, capability and personal feeling attributes. The data were collected through tests and a concerns questionnaire over seven years.

Pigge and Marso (1997) concluded that developmental changes occurred over the teachers' early career, with a relationship "between changes in teaching concerns capability and feelings" (p. 234). However they observed that "the pattern of

change varie(d) considerably relative to the capabilities of the teachers.” This in turn suggested, “the development of the teaching concerns may not follow a lock-stepped pattern, but may vary for individuals” (ibid, p. 234). The study did not take into account the different school contexts the teachers experienced and the different opportunities for professional learning and support that may have occurred, factors some would argue have an influence on teacher development (Cochran-Smith & Lytle, 1999; Codd, 1998; Darling-Hammond et. al., 1999; Feiman-Nemser, 2001; Flores, 2003; Flores & Day, 2006; Hargreaves & Fullan, 1998; Kardos et al., 2001; Williams et al., 2001). Nevertheless it does provide evidence that expectations around teacher learning and development should be responsive rather than expecting teachers to neatly progress through phases and stages.

Many scholars advocate critical reflection as a taught method to support individual teacher development and learning (Schon, 1987; Feiman-Nemser, 2001; Zeichner & Hoeft, 1996). Harrison, Lawson and Wortley (2005) investigated the effect of the use of reflective strategies by mentors to support BT learning. In their analysis of 30 transcripts of induction tutors and beginning teachers engaged in professional review meetings, they identified four who had been trained in, and used reflective practice strategies explicitly. These became selected case studies. When comparing these case studies with those who did not overtly adopt reflective practice strategies they found smaller shifts in mentoring styles and that learning to be a reflective teacher or mentor, requires training. They concluded that the newly qualified teacher will not reflect automatically but that reflection requires a degree of nurturing and professional example. Kagan (1992), as did Berliner (1988), question the ability of novice teachers to reflect at sophisticated levels and suggest a focus on inward self-reflection on their own behaviours and beliefs. Like Bullough (1989), Kagan (ibid) proposes that BTs who first enter the classroom should be supported to deconstruct their taken-for-granted notions of teachers and teaching and reconstruct a strong image of themselves as teachers. Without this she claims “they may be doomed to failure” repeating the same practice throughout their careers (p. 163).

Achinstein and Barrett (2004) argue that interventions are required to interrupt BT learning stages. They used a problem solving intervention to promote an understanding of classroom control problems. Their study was based on Bolman and Deal's organisational theory that adopted multiple frames to diagnose problems. Achinstein and Barrett (2004) suggested that BT self-reported control problems require reframing. The process of reframing they contend:

Provides a problem-solving scheme that supports novices in interpreting, generating alternatives, and making thoughtful decisions in the complexity of classroom life. (p. 741)

Furthermore Achinstein and Barrett (ibid) assert that by reframing problems mentors can support BTs to use multiple ways of understanding classroom challenges, which interrupts the stage theory development and learning cycle. Feiman-Nemser (2001) also questions the concept of staged models of teacher learning and development. She proposes that they limit thinking about how teachers learn ambitious forms of teaching:

...they assume individual teachers learn conventional practices on their own...[and] that achieving initial mastery even of conventional teaching takes longer than most people believe. (p. 1039)

She argues that it is difficult to improve teaching by oneself. Many others support the premise that BTs should have opportunities for collaborative learning (Feiman-Nemser, 2001; Fullan & Hargreaves, 1998; Graber, 1996; Hopkins & Stern, 1996; Moore Johnson, 2004; Villani, 2002; Williams et al., 2001).

In brief, the literature suggests that stages theories of development may constrain and lock step beginning teacher learning. It is advocated that expectations about teacher learning and development should not limit advancement and assume teachers will uniformly progress through developmental stages. Instead learning opportunities should be responsive to individual needs and require the teacher to engage in reflection to confront taken for granted assumptions and to problem solve. In addition scholars advocate that BT learning should take place in high quality collaborative learning cultures and professional development environments with teachers who are knowledgeable about adult learning. Time is required for the BT to consolidate learning and with growing confidence to reconstruct in practice a vision of himself or herself as a teacher.

Learning, Self Image and Identity

A body of literature supports the thesis that beginning teachers' learning and development is influenced by their own construction of professional identity and practice, which is consistent with their vision of teaching and image of students (Bullough, 1992). However scholars have cautioned that the beliefs and vision of teaching held by the teacher require critical analysis and that consideration be given to alternative ways to assist BTs to "develop powerful images of good teaching and professional commitments" (Feiman-Nemser, 2001, p. 1017). Feiman-Nemser argues that early beliefs held about teaching will continue to shape a teacher's ideas and practices. Over a quarter of a century ago Lortie's (1975) seminal work with teachers in two urban areas identified teachers' long apprenticeship of observation of education. He asserted that it is the beliefs derived from these conceptual images of teachers and teaching that are powerful influences on practice. His work has prompted many studies on teacher's self-image and identity and the relationship between teacher learning and professional development (Bullough, Knowles & Crow; 1989; Day, 2004; Flores & Day, 2006; Hargreaves & Goodson, 1996; Powell, 1992).

A theme that emerges from this body of research is that learning to become an accomplished teacher is a complex process that occurs over time and in context. The complexity of the development of professional identity and learning to be a teacher is described by Flores & Day (2006) as:

multi-dimensional, idiosyncratic, and context specific... which entails an interplay between different, and sometimes conflicting, perspectives, beliefs and practices, which are accompanied by the development of the teachers' self. (Flores & Day, 2006, p. 219)

It is argued in the literature that essential to the management of the complexity of teachers' work and BT professional development is a clear image of self as teacher, an understanding of the role of the teacher and assistance to answer the question "who am I". This development of identity and self-concept is influenced by numerous factors one of which is the interplay between the BT and students.

Bullough et al's (1989) early study on teacher self-concept and student culture in the first year of teaching is one of the few investigations that linked teacher self

concept to students. Seven first year teachers participated in three weekly interviews, kept a journal and class log and were observed teaching. Bullough et al., (1989) observed that three of the BT participants, when planning curriculum for students, were defining themselves. They found an “intimate relationship between teacher’s conception of self as teacher and his or her perception of students” (p. 230). A problem noted is that when BTs first enter their classroom they do not know the students. Bullough et al., (1989) recognised that first year teachers need to know and understand their students quickly. They found two BTs held clear conceptions of self that changed over time but resulted in clearer images of themselves as teachers. A third teacher was uncertain of himself and reacted to others by defining himself through the relationships and interactions he had in the school. This latter reaction led to, as Bullough et al., (1989) describe, an “ever-increasing frustration and, eventually, hostility towards students and towards schooling” (p. 230). The authors argued that a clear self-image and understanding of self as teacher is essential to sound professional development. An absence of this Bullough et al., (1989) propose stultifies and atrophies teachers’ practice:

[a lack of self concept and understanding of the role of the teacher leaves] beginning teachers crippled for the remainder of their careers, unable to develop educationally sound approaches for stimulating student learning and unable to locate a pathway leading to further personal and professional growth. (p. 231)

The relationship between teacher’s conception of self as teacher and his or her perception of students, and the need for BTs to get to know children quickly has implications for how BTs learn in the first few weeks and year of teaching. Bullough et al., (1989) along with Kagan’s (1992) findings challenge Berliner’s (1986) stage theory which has the novice teacher focused on classroom tasks and the rules.

Research evidence has demonstrated that teachers’ personal lives and identity are linked to competence and the ability to learn and develop (Hargreaves & Goodson, 1996). As Day (2002) explains:

Teachers’ sense of professional, personal identity is a key variable in their motivation, job fulfilment, commitment and self efficacy; and these will themselves be affected by the extent to which teachers’ own needs for autonomy, competence and relatedness are met. (p. 683)

The relationship between teacher image, identity and learning has implications for teacher education. To prepare BTs for their first year of teaching many recommend a focus on confronting beliefs and values about teachers and teaching within initial teacher education programmes. The next section discusses initial teacher education and BT learning.

Learning Attributes, Initial Attitudes and Teacher Education

Just as personal identity affects the beginning teacher's professional practice the literature on how initial teacher education programmes affect the BT's identity and success in the classroom are pertinent to this study. Of particular interest is the extent to which the preservice programme is regarded as a part of the BT's learning continuum. In most countries and regions beginning teachers have graduated from an initial teacher education programme. Prior to entering the programme candidates bring with them particular attitudes and attributes. Research has found that the core attributes of candidates entering initial teacher education are described as liberal and humanistic; "valuing social and peer groups, (having a) positive self concept, and helping behaviours...caring understanding" with the dispositions of "warmth" and ability to "relate to children" and their view of teaching tends to be "simple" and "mechanical" (Wideen, Mayer-Smith & Moon 1998, pp. 8-9). BTs have been identified as a predominantly female, homogenous group, who generally hold conservative individualistic views with regard to diversity (Darling-Hammond & McLaughlin, 1999; Zeichner & Hoefft, 1996).

In the Renwick et al. (1993) NZ study it was found that the influence of their "personal biographies endured, for all student teacher participants, in their three years at college and into the classroom" (p. 149). Of student teachers entering the three Colleges of Education who participated in the study 74% percent were white European and 81% percent were women. A substantive literature review (Wideen, et al., 1998) on learning to teach identified many studies (all undertaken in the USA context) that support Renwick's (1993) NZ assertion regarding the influence of BTs' personal biographies. Wideen et al., in their rigorous critical analysis of research identified 14 studies (primarily longitudinal) that claimed that on entry

into preservice teacher education student teacher beliefs were relatively fixed. In addition they analysed studies that suggest: that prior beliefs act as filters to screen out programme experiences that are cognitively incompatible (Holt-Reynolds, 1992); that pre-service teacher education is a weak intervention layered between the life history of the student and the socialisation process of the school (Richardson, 1996).

If those entering teaching are ethnically homogeneous, conservative and individualistic as described above, and initial teacher education is relatively ineffective, how will the increasingly diverse communities of children and young people become well educated? Wideen et al., (1998) caution against pessimism arguing for the “fixed nature of teacher beliefs” to “remain as an open question until the impact of more robust programs of teacher education programmes have been fully analysed” (p. 10). Some studies have found the teacher preparation programme effective but the lessons learned are that the initial teacher education curriculum needs to be inextricably interwoven with practice and personal biographies. It is argued that this should occur without compromising theory or reducing the programme to a mere socialisation of student teachers into the profession (Loughran, Brown, & Doecke, 2001).

A number of researchers have identified powerful, promising teacher education programmes, school professional development design characteristics and strategies that support learning for teachers in all phases of a their career. Darling Hammond (2006) study of seven exemplary preservice programmes identified common elements that she argues will prepare BTs with the knowledge and skills to engage in ongoing learning. She identified these elements as programme coherence, extensive connected clinical experience, an inquiry approach to connect theory and practice, school university partnerships that develop common knowledge and beliefs among school and university faculty, and assessment based on professional standards that evaluates teaching through the demonstration of critical skills and abilities.

Feiman-Nemser, (2001) also identified key tasks for preservice teacher education, and while there exist similarities between these central tasks and Darling-

Hammond's common elements, there are some differences. Feiman-Nemser (2001) includes a critical examination of beliefs in relation to a vision of good teaching. She signals clearly that the BT is developing a repertoire of knowledge skills and understandings that includes the development of dispositions. She challenges the lack of "connective tissue" (p. 1050) between the learning opportunities provided for teachers at preservice initial teacher education, induction and continuing professional development levels.

Wideen et al., (1998) observed in the literature that tension exists between bridging the culture and expectations of the university and of the school. Grudnoff and Tuck (2003) concur in their longitudinal study of 400 graduates from a three-year teacher education degree programme. They found through survey responses and interviews, carried out over the participants' initial teacher preparation period through to their first two years of teaching, that there existed "a tension between the preservice providers and the supervisors construction of teacher education" (p. 37). The schools and teachers in this study, prioritised craft knowledge and the teacher education institution prioritised equally both knowledge and critical interventions. They, like many others (Battersby, 1989; Burstein, Kretschmer, Smith, & Godoski, 1999; Darling-Hammond et al., 1999; Feiman-Nemser, 2001; Loewenberg Ball & Cohen, 1999; Murdoch, 1978; Phelan & McLaughlin, 1995; Renwick, 2001; Renwick & Vise, 1993; Yeatman, 1996), argue for a closer relationship between the endeavour of the initial teacher educator and the school:

Schools and pre-service providers are partners in a common enterprise, with the latter emphasizing learning about teaching while the former emphasises learning while teaching. Neither is sufficient in itself; rather both need to inform and be informed by the other (Grudnoff & Tuck, 2003, p. 39).

Murdoch's (1978) study of, first, second and third year NZ teachers included a random survey of graduates from two primary teacher education programmes (296, response rate 92%). He was recommending, as far back as 1978 that the "teachers colleges assume a greater role in (the) continuing professional development of beginning teachers" (p. 59). Others echo this catch-cry. However Hargreaves & Goodson (1996) advise caution when aligning university programmes with schools. They discuss the tension between the universities

research imperative and schools' pedagogical focus, and warn that "universities have a separate and distinct knowledge productions separate from the public" which "displaces discourse and debate away from the school" and "that the professional academic communities can be seen as self serving professional projects" (p. 7).

Tension between the roles of the university and school is a conundrum, as many scholars purport that the efficacy of initial teacher education and teacher development will be improved when a learning continuum from preservice through to veteran teacher status is developed (Burstein et al., 1999; Cochran-Smith & Lytle, 1999; Darling-Hammond et al., 1999; Kagan, 1992; Kardos et al., 2001; Loewenberg Ball & Cohen, 1999; Moore Johnson, 2004). As Feiman-Nemser (2001, p. 1049) writes, the task of building a system of serious and sustained learning opportunities for teachers is daunting. McGee (1998) in his examination of research trends in teacher education, argued that the lack of teacher education research means "teacher educators are not in a strong position to defend their enterprise" (p.13). To convince policy makers that a learning continuum would be beneficial to teacher and student learning requires further research in and on teaching practice and on how all players would come together to provide a system of sustained learning opportunities.

Induction, Schools, Work and Leadership

A key feature of beginning teacher learning and development is the school in which she or he works on a daily basis. This section is concerned with the way school leadership; organisation and cultures give meaning to beginning teacher practice. Researchers have provided evidence that the construction over time of the beginning teacher's professional self is not only associated with their own personal identity, managing the classroom and relationships with children, but with their interactions with other teachers and the organisational, social and discursive practices of the school (Britzman, 1991; Day, 2002; Feiman-Nemser, 2001; Flores, 2001, 2003; Flores & Day, 2006; Hargreaves & Fullan, 1998; Kardos et al., 2001; Moore Johnson, 2004; Nias, 1989; Smyth, 2001). In a synthesis of the literature that informs an understanding of the teacher as a learner

Flores (2003) concludes, “learning relates to the construction of professional identity which is located (and negotiated) in a given community of practice” (p. 3).

The concept of school cultures or school communities of practice have been investigated by scholars interested in the interrelationship between the school’s culture and teacher learning and development. It is pertinent to note that the term school culture is often used in publications without a clear explanation or definition. Prosser (1999) argues that this can cause confusion. He offers a perspective on culture which captures the complexity of school discourse by asserting that school culture is the result of multiple interactions of individuals and groups who form subgroups that in turn influence the school culture and other subgroups or organisational structures and subsystems. In this definition Prosser (ibid) is recognising teacher’s agency and ability to change cultures.

There are researchers who clearly explain and define culture, and provide evidence of the relationship between school culture and teachers’ learning and development (Darling-Hammond et al., 1999; Day, 2002; Feiman-Nemser, 2001; Flores, 2003; Flores & Day, 2006; Fullan & Hargreaves, 1992, 1998; Hargreaves, 1997; Hargreaves, 1998; Kardos et al., 2001; Moore Johnson, 2004; Nias, 1989; Smyth, 2001). Fullan and Hargreaves (1998) refer to the concept of school culture as “the guiding beliefs and expectations evident in the way a school operates, particularly in reference to how people relate (or fail to relate) to each other. In simple terms, culture is ‘the way we do things around here’” (p. 37). They link “the way we do things around here” with professional development.

The seminal investigative work of Kardos, Moore Johnson, Peske, Kauffman and Liu (2001) identified three types of school cultures. Their study examined the professional cultures new teachers encountered in their schools. They interviewed 50 first and second year teachers, and from an analysis of data identified three types of professional cultures or subcultures: “veteran orientated cultures, novice orientated cultures and integrated cultures” (p. 250). The researchers’ argued that integrated school cultures could have a positive effect on learning, retention development and veteran teacher renewal. In integrated professional cultures new

teachers described the provision of sustained support and frequent exchanges with colleagues. Kardos et al., (2001) described the respondent's view of integrated culture in the following way:

Communication and co-operation in the service of improving instruction were the norm, and teachers shared a collective responsibility for educating students. These professional cultures were attentive to what novice teachers knew and what they needed to know, and there was open and reciprocal exchange between the fresh perspectives of the novice teachers and the wisdom of their experienced colleagues. In addition, in integrated professional cultures, teachers could influence the practice in their schools, and they were dedicated to their own professional's growth and renewal, so that their practices were flexible and adaptive to the changing needs of their students. (p. 274)

Furthermore Kardos et al., noted that professional integrated cultures enabled and facilitated as the norm; teacher's pride, feelings of success, collegiality, teamwork, common planning times and an interest in improving practice and growing professionally.

Day (2002) provided further evidence that linked teacher effectiveness with school cultures. In the findings that emerged from a four year ongoing study of variations in teachers' work, lives and their effect on pupils (VITAE project) respondents identified the emotional support of school cultures as central to teacher effectiveness and agency. This was in addition to motivation, commitment, beliefs, ideologies, professional values, efficacy and job satisfaction. The emotional support of school cultures included support from school colleagues, "social relationships in the classroom, a sense of being valued and that they were making a difference in pupil's lives – a sense of agency" (p. 687).

The effect of emotional support in schools on teacher learning has been corroborated by others (Fried, 1995; Hargreaves, 1998; Nias, 1989). Nias (1989) observed that primary teachers were happiest in schools where people as individuals were valued. In these schools uncertainty and mistakes were not hidden but discussed and resolved. Disagreement was accepted, although tempered by a common purpose, respectful communication and the security in collegial relationships. Hard work, commitment and responsibility for each other and students were apparent. Nias (1989) found teachers valued school

environments that were characterised by unspoken gestures, jokes, sympathy and understanding, sharing ideas, encouragement and a pride in the school. In her seminal study of primary teachers' work, (99 interviews and half day classroom observations between 1975-77 and 50 interviews in 1985) Nias concluded that a primary teacher's job is to establish and maintain adult relationships (alongside relationships with children), and it is through adult relationship that teachers' influence school goals and policies.

Flores (2006) described the powerful interaction between beginning teacher personal histories and the contextual influences of the workplace. She conducted research over two years into the way 14 year one and two novice teachers developed and learned as professionals (a study with similarities to this thesis). Flores proposes that BT induction processes require a focus on the development of teachers' construction of identity by exploring the links between personal biographies, reflective practice in the classroom, student feedback, peer support and an awareness of professional development within supportive school cultures.

Many assert that BT learning is promoted through reflection, inquiry and learning conversations in collaborative school cultures (Cochran-Smith & Lytle, 1999; Darling-Hammond & McLaughlin, 1999; Feiman-Nemser, 2001; Fullan & Hargreaves, 1998; Hargreaves & Jacka, 1995; Loewenberg Ball & Cohen, 1999; Schon, 1987). However the notion of collaboration in schools has been contested and it is proposed that this can become hegemonic and utilised to support the managerial agenda which is sometimes referred to as contrived collaboration (Fullan & Hargreaves, 1998; Hargreaves & Goodson, 1996; Smyth, 2001). Many investigations of school cultures identified the principals' leadership as a key catalyst to creating collaborative school environments in which beginning teachers thrive (Deal & Peterson, 1999; Flores, 2003; Fullan & Hargreaves, 1998, Kagan, 1992; Moore Johnson, 2004; Nias, 1989, Villani, 2002).

The Influence of School Principals

The quality of leadership emerged as a key factor in the literature in determining the nature and process of new teachers' learning. Principals' leadership is widely

recognised as essential to the development and maintenance of integrated professional cultures where particular needs of new teachers are addressed. Numerous studies have identified key characteristics of principals who have created positive induction experiences for beginning teachers, for example, (Darling-Hammond & McLaughlin, 1999; Deal & Peterson, 1999; Feiman-Nemser, 2001; Flores, 2003; Fullan & Hargreaves, 1998; Hargreaves, 1998; Kardos et al., 2001; Loewenberg Ball & Cohen, 1999; Nias, 1989; Villani, 2002). These characteristics included a shared vision or purpose that encourages creative diversity, and the promotion of continued growth for students and staff through in-school professional development. Combined with this was a commitment to building professional communities of learners, making time for reflection and an inquiry approach to teaching. Further leadership characteristics identified in the studies were commitment to collaborative school cultures and the development of teacher motivation to focus on student learning in ways that are inclusive of families/community in a caring environment.

It has been found that the principal's school organisation will promote learning when the isolated nature of teachers' work is eroded and time is made for professional conversations, joint planning and reporting (Fullan & Hargreaves, 1998). Furthermore researchers argue that the confidence principals have in teachers as professionals, and their engagement with staff in authentic decision-making promotes teacher agency and efficacy. Day (2007) asserts that:

School leaders need, as a priority, to establish school-wide structures and cultures which support teachers if they are to sustain their sense of agency, well-being and effectiveness in different professional life phases and in different identity scenarios. (p. 123)

Quinn and Byllie's (2004) study linked the principal's support of the BT with the amount of support the BT received from other colleagues. They surveyed 180 first year teachers to determine the amount of support they perceived they received from their principal compared with the total amount of support they believed they received from colleagues. They found that that BTs who perceived they had the support of the principals also believed they had support from colleagues. They concluded that the relationship "between principal support and total support of

first year teachers serves as a powerful reminder to principals of their critical role in this area” (p. 167).

School Context: Constraints on Learning

Principals’ behaviour, the culture of teaching and the organisation of schools may also serve as obstacles to effective BT learning and induction. Kardos et al., (2001) found that in schools primarily staffed by veteran teachers induction of BTs was characterised by advice and support, but there was little evidence of attention given to BT learning needs. On the other hand schools with a high percentage of novice teachers left BTs with little experienced guidance about how to teach. BT learning and development is effected by the experience of the teaching staff and approaches to adult learning and professional development within the school. Feiman-Nemser (2001) proposes that BT learning is constrained in schools where inquiry, collaboration and experimentation are not worked on in a serious and sustained way and where a “culture of politeness” (p. 1040) and individualism prevails.

A number of studies have identified the outcomes of taking a narrow deficit approach to professional development that has a focus on teacher weaknesses. Where this occurs teachers frequently report feeling demoralized as the emotional and subsequent self-efficacy of teachers is left unattended (Hargreaves & Fullan, 1998). One study of 14 BTs found that under these circumstances learning became an increasingly lonely process:

Overall a narrow understating of teacher professional development prevailed. Learning was seen more as an individual and lonely business rather than a joint effort. (Flores (2003, p. 18)

Kane and Mallon (2006, p. xii) corroborate this finding; they observed that limited opportunities for professional development and working with others contributed to teachers’ feelings of isolation and loss of confidence.

Teachers Work

Researchers have argued that the never-ending nature and complexity of teachers’ work, the expanding curriculum, increasingly high expectations to improve teaching competence and the burgeoning accountability requirements have led to

stress and disillusionment for many teachers (Codd, 1999; Hargreaves & Goodson, 1996; Kane & Mallon, 2006; Smyth, 2001; Sullivan, 1994). As Mansell (1996a) in her survey of year one and two BTs, concluded:

The 1403 responses to this survey give an unmistakable picture of teachers who are generally very appreciative of the strong support they receive from colleagues, like the children and are concerned for them, enjoy teaching, yet feel under extreme pressure of over work, excessive paper work and administrative demands...These are not, on the whole, restless people who are leaving the profession because they are bored, or want a change, or who expected to follow a pattern of frequent career switches. They reflect rather a great sadness that they were finding it impossible to gain satisfaction from a chosen career, either in terms of professionalism or in terms of living a balanced life. (p. 22)

Managing the complexity of teaching in a world where knowledge is increasing exponentially further challenges beginning teachers. Hargreaves and Goodson, (1996) question the nature of teachers' professional work in the postmodern technologically driven world:

Alongside the accelerating changes in global and domestic economies have teachers' skills and responsibilities changed in ways that really matter? Are the shifts more than cosmetic; more than a gloss for extra administration and busywork? Is teachers' work becoming increasingly more complex or is it just more extended and in overload? (p. 17)

Central to their thesis is the premise that all teachers need to be professionals. Rowan in Hargreaves et al., (1996) used quantitative indicators to compare the knowledge, skills and tasks of those employed in other professions. He concluded that teaching was also a highly complex form of work. Ongoing demands on teachers provide evidence of the increased complexity of their work e.g. collective planning and decision-making, new skills in classroom assessment. Hargreaves and Goodson (1996) argue that unless something is done to ease the workload professionalism will become a synonym for teacher exploitation and burnout.

Evidence suggests that for BTs the stressors discussed above are magnified. Cameron et al., (2006) found that half the teachers in their study reported work overload that it was "mostly related to paperwork, meetings, assessment and reporting" (p. xii). It should be noted that the respondents in this study were 57 third to seventh year primary and secondary teachers. Respondents reported that they were worried about meeting their students' needs and the "myriad of

expectations” (p. xii). Numerous BT studies about workload have highlighted the stress and anxiety BTs experience (Dewar et al., 2003; Dworkin et al., 1990). BTs are likely to flounder and struggle to survive if they do not have adequate support to attend to the work overload reported by more experienced teachers. A focus on survival diverts BT attention away from student learning and achievement (Darling-Hammond, 2006).

The Teacher

BT induction is influenced by societal and the teaching professions’ views of the good teacher. In the literature attention is drawn to a problem that exists, that is the competing and frequently contested conception of the good teacher. Policy makers have a preference for listing competencies to define the teacher. Doubts have been raised about the “validity, reliability and practicality of such lists and many researchers question whether it is actually possible to describe the qualities of good teachers in terms of competencies” (Korthagen, 2004, p. 78). It can be argued that lists of competencies fragment the teacher’s role and teaching can only be understood in relationship to the teaching context and the individual teacher’s professional/personal identity. Korthagen (2004) recognises that “trying to put the essential qualities of a good teacher into words is a difficult undertaking” (p. 78).

Those outside the profession and those about to enter initial teacher education programmes (as discussed earlier) tend to have a view that is coloured by their own childhood experiences of teachers and teaching. Darling-Hammond et al., (2005) explains:

Having grown up within schools, most adults share the common experience of seeing teaching through the eyes of a child...the child’s view of teaching can produce a highly simplified image of what it means to teach, focusing on the superficial trappings of lectures, discussion, and assignments without an appreciation of the knowledge, planning, and analysis that undergrid expert practice. For the laypersons, it is easy to believe we know what is most important about K12 schooling: we know how to teach because we watched teachers for many years. We understand children because we were once children ourselves, and we may have our own children. We know K12 content because we took the required courses in school. (p. 169)

These firmly entrenched views of teachers and teaching pose a serious challenge for those who are rethinking and reforming education, teacher education and teacher professional development.

Conceptions of the Teacher

In the literature there tend to be two dominant conceptions of the teacher. One is the competency-based notion of a good teacher, a perspective that measures the teacher by his or her ability to effect student achievement. The conception casts the effective teacher as instrumental, and engaged in primarily technical and measurable activities. Teaching is a craft and the teacher is skilful. ERO promotes this philosophical stance. Within this paradigm the teacher can “identify essential representations of their subject, guide learning through classroom interactions, monitor learning and provide feedback, attend to affective attributes, and influence student outcomes” (Hattie, 2005, p. 2). The second view locates the teacher in the wider social and educational contexts intent on engagement with educational matters at both macro and micro levels and with the whole child or student to support learning and achievement. Although technical skills are required teaching is viewed as an art and it is acknowledged that not everything about it can be measured. However it is likely that most teachers cannot be defined as one or the other; but as a combination of the two perspectives.

The complex accomplished teacher

There is a good deal of support in the literature that an effective teacher is informed by inherent educational values and has a clear sense of purpose and agency. In addition he or she contributes, through reflection and critical appraisal, to the development of educational practices and policy (Thrupp, 2006). It is a broader vision with the good teacher engaged in moral, ethical decision making about what to teach, when and how, and in ways that encompass an inquiry approach to understanding the complexities of teaching and individual student learning. Rich learning opportunities are constructed for all students. In addition the teacher is a student advocate, constantly interrogating their own assumptions to work and change practice with social justice issues in mind. (Cochran-Smith, 2004).

Similarly Day (1999, p. 4) proposes that teacher development encompasses the construction of the teacher as a change agent who is engaged in a process of continual review and renewal of the moral purpose of teaching. This accomplished teacher, and the teacher development undertaken, goes beyond support and knowledge of educational curriculum, purpose and goals, to include active engagement with the achievement of equitable goals. This perspective of the teacher encapsulates a critical approach to acquiring skills and knowledge and emotional intelligence that he claims is essential to “good professional thinking, planning and practice with children, young people and colleagues through each phase of their teaching lives” (p. 4). Practitioners and theorists who hold this view of the teacher contend that the function of the teacher goes beyond measurable learning outcomes to foster civic tolerance and quality through democratic education (Feiman-Nemser, 2001). The individual teacher holds values such as trust, tolerance and integrity in high regard.

Many scholars contend that emotional intelligence and particular dispositions are integral to good teaching (Day, 1999; Groundwater-Smith, Cusworth, & Dobbins, 1998; Hargreaves, 1998; Langdon, 2000). Hargreaves (1998) asserts that “teaching cannot be reduced to technical competence or clinical standards” (p. 850). He argues that good teaching is “charged with positive emotion” and that teachers are not just “well-oiled machines”, they are “emotional, passionate beings who connect with their students and fill their work and classes with pleasure, creativity, challenge and joy” (p. 835). Langdon (2000) found emotional intelligence and particular dispositions were one of the expectations principals had of effective beginning teachers. In this qualitative study of primary principals’ (n=15) perceptions of the effective beginning teacher were analysed. The principals viewed personal, professional, dispositional qualities as the glue that held together and transformed knowledge and skills to create the effective teacher. Cameron and Grudnoff (1993) in an earlier NZ study on primary principals’ thinking about their beginning teachers also found that NZ principals valued personal qualities.

The work of influential researchers has promoted a complex conception of the teacher and questions have been raised about the BT’s ability to attend to the

degree of complexity that underpins such a conception of teaching. Some argue for an initial focus on the technical aspects of teaching. However research on BT learning and development in Portugal (Flores, 2001) found that BTs learning to teach in their first two years was a complex constellation of factors that went well beyond the technical:

[teaching] encompasses the construction of knowledge and meaning in an ongoing and challenging dialogue with the practice (p. 146).

BTs are conceptualising themselves as teachers in complex environments with competing views of the good teacher.

A New Zealand conception of the teacher

There are a limited number of NZ studies that have contributed to an understanding of the conception of a good primary school BT or teacher. Those that exist tend to indicate that a narrow view of teacher characteristics takes precedence over the teacher as an active decision-maker working for social justice and better work conditions. The majority of studies found personal attributes, including emotional and professional dispositions, integral to teacher effectiveness (Broadley & Broadley, 2004; Cameron et al., 2006; Kane & Mallon, 2006; Mansell, 1996b; Renwick, 2001). For example the Cameron and Baker (2006) study analysed responses from year three to seven promising teachers from primary and secondary schools (n=57, 36 primary, 21 secondary). The characteristics of the accomplished teacher included personal and emotional attributes but generally did not encompass a broad conception of the teacher (it is of interest to note that primary and secondary views were not distinct, despite studies identifying differences in school cultures). In the Kane and Mallon (2006) study Board of Trustee members, principals and teachers identified the most important attributes of the effective teacher as relationships with students, trust, integrity, having the respect of parents and students, and expertise in facilitating learning. Among the least important attributes were advocating for better conditions for teachers in order to meet pupil needs and the competitive ethos around achievement. They identified helping children and society as a strong reason for entering and staying in teaching.

The research findings addressed in this review of the conceptions of the NZ teacher were all based on data from surveys, questionnaires and interviews. Analysis reported or described conceptions or perceptions of good, accomplished, effective teachers rather than observations or analysis of teacher impact on learning. No international or NZ studies that address students' views of the good BT were found.

Standards and Judgments

The contestable views of the good teacher make teacher standards and judgments about the beginning teacher's accomplishments problematic. Predictably standards are as contentious and contested as the debate about the accomplished teacher. Some standards include the affective, professional dispositional elements of teaching, for example Queensland, Ontario and New Zealand. The majority focus predominantly on the technical competency-based dimensions of the teacher with student achievement and measurable learning outcomes driving the descriptors. Few encapsulate teacher agency and social justice agendas. There is little evidence that teacher standards affect student learning. One study found was the Thompson, Paeke, Goe and Ponte (2004) investigation on the impact of the California Beginning Teacher Support and Assessment programme (BETSA) on beginning teachers. BETSA base their assessment of BTs against the California Standards for the Teaching Profession. These authors concluded, despite a lack of statistical significance in differences between two groups, that the BTs who participated in the BETSA had a positive impact on student achievement.

Notwithstanding the lack of evidence about the effect of standards on teachers' practice many countries and states promote standards as a way of fostering beginning teacher quality (Carver & Katz, 2004; Cochran-Smith & Fries, 2004; ERO, 1998; Feiman-Nemser, 2001). For example Carver and Katz (2004) argued for greater mentor accountability by assessing the BT against professional standards and mentoring practice that blends assistance with standards-based assessment. Others advise caution and critique the standards agenda (Grudnoff & Tuck, 2003; Hargreaves, Earle, Moore & Manning, 2001; Sullivan, 1999; Thrupp,

2006). Darling-Hammond (1993) asserts that standards alone will not improve teacher quality:

Teaching standards are not a magic bullet. By themselves they cannot solve the problems of dysfunctional school organizations, outmoded curricula, inequitable allocation of resources, or lack of social support for children and youth. Standards like all other reforms hold their own dangers. Standard setting in all professions must be vigilant against the possibilities that practice could be constrained by the codification of knowledge that does not sufficiently acknowledge legitimate diversity of approaches... (p. 39)

A dilemma when judging teachers against standards is the tension that exists between broad standards, which are difficult to assess, and their operationalisation, which tend to reduce them to measurable technical skills, silencing the complexity of teaching.

In most countries where BT induction and support is implemented there are teacher standards and accreditation, registration or licensing processes. These range from examinations to assess that teachers have met standards, portfolios of evidence (e.g. Connecticut BEST programme), no external requirements of evidence other than the principal and supervising teacher's recommendation (e.g. New Zealand) to attending and completing an induction programme (e.g. Switzerland). In most cases the key function of BT induction is not to eliminate those not suited to teaching despite the BTs probationary status. Britton et al., (2003) found that during the induction phase beginning teachers were "considered probationers with respect to permanent certification" (p. 315). The consequences for BTs of not gaining a full license, registration or certificate in some countries results in further professional support and/or supervised teaching (e.g. New Zealand); and in some countries it results in termination of the BTs right to teach (e.g. England). However it should be noted that despite an international focus on BT induction, completion of induction programmes was found to be required for full certification in only six of twenty-four countries in the OECD (2005) study: sometimes in Switzerland and in the United States of America (USA).

New Zealand Standards

NZ BT induction guidelines, teaching dimensions and criteria are in the MoE and NZTC resource, *Towards Full Registration*. For BTs to become fully registered, principals are required to make a recommendation to the NZTC that the *Satisfactory Teacher Dimensions* have been met, that the BT is of good character, and has met the *Fit to be a Teacher* criteria. They must also have graduated with a recognised teacher education qualification. The *Satisfactory Teacher Dimensions* are not beginning teacher specific but apply to all teachers and include elements under the broad headings; professional knowledge, professional practice - teaching and the learning environment, professional relationships and professional leadership. The *Fit to be a Teacher* criteria includes a range of qualities such as trustworthiness, reliability, sensitivity, compassion, respect for others, imagination, enthusiasm, dedication, communication, and physical and mental health. The *Towards Full Registration* support kit indicates that these qualities underpin the way the teacher should operate within the classroom, school, community and profession (NZTC & MOE, 2004). Confusingly, for salary and promotions purposes, a BT is assessed against a different set of standards, *The interim professional standards for beginning teachers* (MOE, 1998b).

Only one NZ study was found that examined the way judgments are made about a beginning teacher's readiness for full registration as a teacher. A small qualitative non-generalisable investigation into 15 principals' perceptions of effective beginning teachers concluded, (as did Ballantyne 1998, in an earlier Australian study), when it came to judging or knowing a beginning teacher was effective "each principal interpreted and judged effectiveness in their own way" (Langdon, 2000, p. 116). The literature on the relationship between the conception of the good beginning teacher and standards is contested and limited. As Grudnoff and Tuck (1999, p. 3) propose "a good teacher in one context may or may not be a good teacher in another"; and confusion reigns over what constitutes standards. Within each school context the arbitrators of teacher quality in NZ are the principals and tutor teachers who are expected, in their isolated school domains, to make judgments about the quality of the beginning teacher and their practice.

Despite the different approaches and foci of the studies, there emerge from the literature common characteristics that have been associated induction programmes that support BT learning and development. This next section briefly summarises these characteristics and presents a theoretical model, derived from the literature, of sound beginning teacher induction. The model forms a theoretical basis for subsequent analysis of BT induction effectiveness.

Sound Beginning Teacher Induction: A Synthesis of the Literature

This final section of the review critically analyses and synthesises the literature to provide a theoretical professional and pedagogical model of sound induction as a tool to inform the analysis and interpretation of beginning teachers' experiences of sound induction in seven primary schools. The model draws on the wide-ranging literature discussed in this chapter on BT and teacher learning and development, along with the literature that addresses policies, contexts, practices and processes that positively impact on BTs as they continue to learn how to teach and discover who they are as a teacher. No one system or programme has been identified where all the features are present. Instead this section and Figure 1 describe the ideal, encapsulating the complexity of BT learning and reframing a conceptualisation of induction. The features and examples given are not exclusive and are indicative of successful systems and possibilities.

Sound induction is conceived as a system and a process for learning that occurs in a particular phase of the teacher's career (Britton et al., 2003). National, regional or state policies and resources enable the delivery and design of a coordinated system of processes and practices over time, which is more than one year (Darling-Hammond et al., 1999; Totterdale et al., 2004). Expectations at national, regional and local levels are clear and the system supports equitable access to induction programmes across the country, state or region that are flexible and responsive to individual needs. Multiple providers contribute knowledge and expertise to the BTs induction programme - the programme is not reliant on the expertise of one person, for example, it is not solely mentor-dependent. The

profession and policy makers recognise and value induction, and status is given to those engaged in the design and delivery.

The induction period is part of a teacher's learning trajectory and has links with initial teacher education, building on the novice teacher's beginning repertoire of knowledge, skills, understandings and personal/professional dispositions. BTs' learn while teaching and reflect on practice. Learning to teach and becoming a teacher are inextricably linked. Therefore, the programme encompasses learning how to teach and the development of the beginning teacher's identity as a teacher, facilitating the location of self as teacher, and as an active member of the teaching profession (Day, 1999; Flores, 2003; Hargreaves & Goodson, 1996). Policy, purpose and practices support an inquiry approach to teaching and learning. There is a reduced emphasis on teacher deficits and increased emphasis on developing the intellectual tools to examine and analyse students' work to improve teaching (Darling Hammond, Berry et al., 1999; Loewenberg Ball & Cohen, 1999).

The induction programme is underpinned by a vision of good teaching which enables the BT to deconstruct and reconstruct themselves in ways that include technical competence but go beyond to include the moral purpose and complexity of teaching from a broad perspective. Teacher agency is enabled and modelled through engagement in decision making to support democratic pedagogy and social justice agendas (Cochran-Smith, 2004; Day, 2002; Feiman-Nemser, 2001). To promote high trust and authentic teaching the BT is assessed against generic standards and documented evidence, which is authentically relevant to learning in practice e.g. reflective journals, portfolios. Many caution against over assessment against standards, for example Thrupp, (2006) argues that measuring teachers against professional standards does not ensure quality and puts at risk teaching that is responsive to students' learning needs, particularly when "the teacher's ability to respond to learning needs of the students" is constrained when "their understanding of what is required does not fit that implied by the specified standard" (p. 21).

In sound induction there is congruence between the system and purpose of induction and the school context. School principals are actively interested in the

BT's knowledge and learning and committed to the provision of relevant professional development and resources (Totterdale et al., 2004). The induction programme is embedded in an integrated school culture where the underpinning induction philosophy is played out in school practices (Kardos et al., 2001). The BT becomes part of the school's professional community of learners. School organisation breaks down the isolated nature of teachers' work and collaborative practices are the norm (Britzman, 1991; Hargreaves, 1998; Kardos et al., 2001; Nias, 1989).

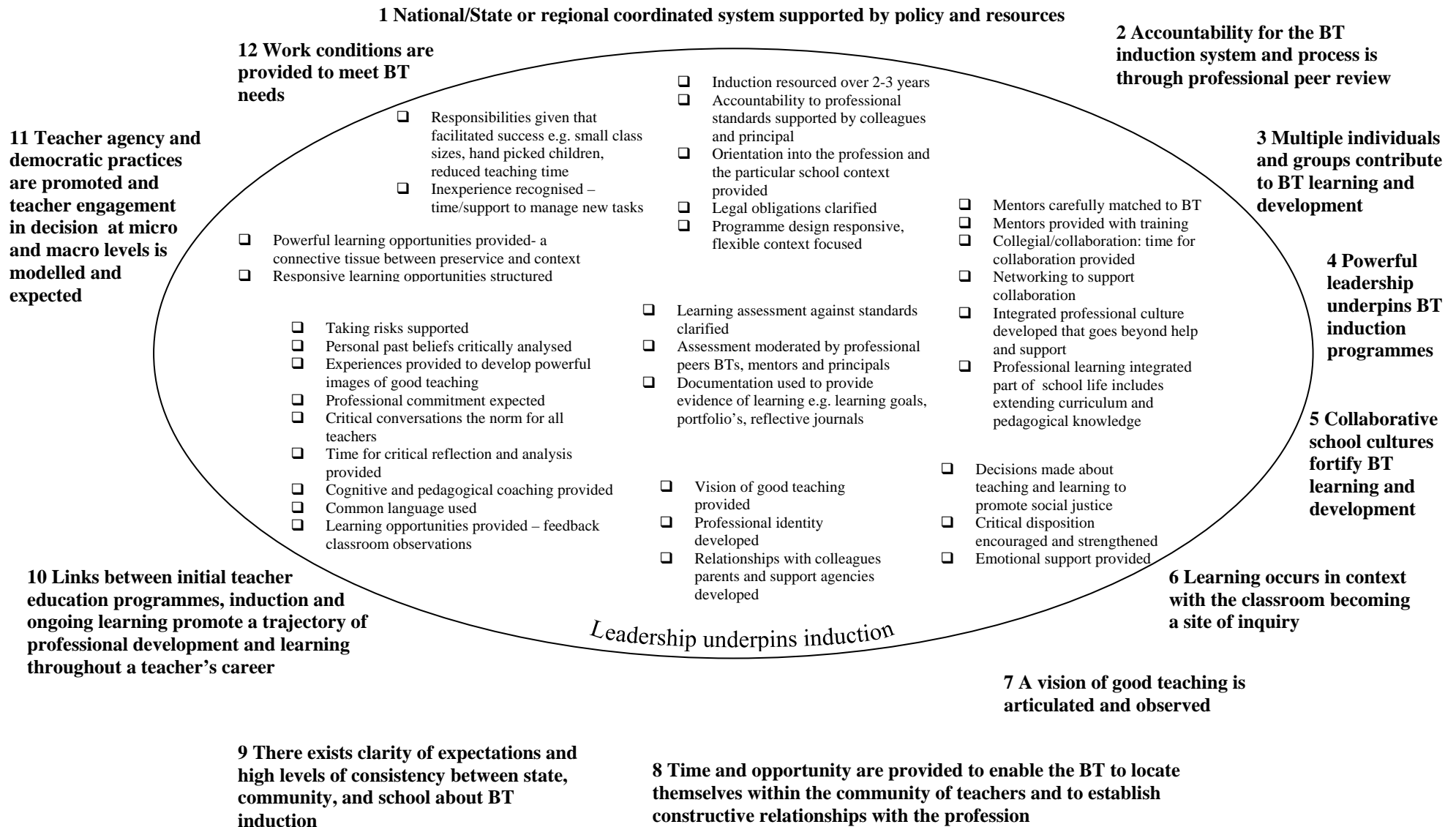
Flores (2003) argues for induction that provides an expanded and sustained view of professional development that is embedded in learning communities. She suggests that schools should transform into "professional learning communities for both teachers and students", and that the consequence would be an improvement in the quality of education (p. 23). Loewenberg Ball and Cohen (1999) concur, proposing that school-wide professional activity be centred on inquiry into practice with teachers engaging with colleagues in serious talk that is grounded in teacher and student learning.

Another aspect of the model is that work conditions must enable BT learning. For example a BT's class may have fewer students, be carefully selected and situated adjacent or nearby the mentor. Time out of the classroom is scheduled weekly (Totterdale et al., 2004). All BTs would have a colleague as a mentor with regular meetings and conversations about learning. There is time for inquiry and critical reflection. The BT regularly observes others teaching, is observed teaching and receives feedback in a constructive, safe environment. There is also time to manage any stress and demands associated with a BT's work. A focus is on improving learning, making decisions and taking risks; and personal and past beliefs are critically analysed. Record keeping is kept to a minimum and relates to teaching and reflective practice. There is a professional commitment to develop ideas and practices. All teachers engage in critical conversations about pedagogy and children (Kardos et al., 2001). While a school mentor is assigned to a BT, all colleagues contribute to BT induction. The BT contributes to and is part of decisions about the design of an induction programme. There are multiple

opportunities and teachers to support BT learning. Relationships are collegial and respectful.

The principal selects a mentor who has knowledge of adult learning and is an effective role model (Achinstein & Barrett, 2004; Feiman-Nemser, 2001; Gold, 1996; Youngs, 2002). Sustained mentor professional development is provided and has a focus on teacher learning and mentoring practice. The mentor takes an inquiry approach to learning, has critical feedback and observation skills, and an intimate knowledge of the school and its culture, along with policies, resources and practices. He or she is enthusiastic and committed to teaching and engages in the process as a co-learner. Mentoring behaviour reflects the school culture and good practice is modelled school-wide. A collaborative school culture provides emotional support by valuing the BT's contribution and fostering confidence in the BT's ability to learn and make decisions about their own and children's learning needs. Uncertainty, mistakes and disagreement are accepted but mediated by a common purpose and in collegial relationships. Humour and an ethic of care pervade school practices. Figure 1 summarises the BT sound induction model in schematic form.

Figure 1: A professional and pedagogical model of sound induction – twelve key characteristics of sound induction are identified. The inner circle presents examples of BT induction resourcing/performance indicators



Conclusion

Just as teaching is complex, so too are teacher induction systems. A review of the literature has indicated a number of major findings. An investment in BT induction is important to teacher quality as early career experiences affect future practice and teacher retention. Lack of clarity about the purpose of BT induction and expectations indicated that their potential had not been realised. Research on BT learning, induction systems and policies and practices that support the successful movement “from novice to expert teacher status” was limited. Much of the research has investigated fragmented aspects of BT learning, such as mentoring. When a more holistic, rich examination of induction was carried out, it tended to be in the secondary school context. Nowhere was there found in-depth research into year one and two teacher learning in comprehensive or sound primary school induction programmes. Such research would provide further insight into beginning teacher learning and potentially provide as Renwick (2001) suggested, “exemplars to maximise the effectiveness of schools to employ and support beginning teachers” (p. 33).

The literature review revealed a research gap that requires investigation. This study was designed to address key questions in schools that were perceived to have sound beginning teacher induction. The research focus was on the current programmes and practices that supported the professional development and learning of the beginning teacher. The extent to which these structures, programmes and practices gave meaning to BT’s practice, and how these meanings inform a particular construct of the beginning teacher were examined. Finally, the tensions, accommodations and implications for beginning teacher learning and induction were identified. The intention was to interrogate what was effective in the present while reaching for what may be even better in the future. How the research questions in the thesis were examined and the underpinning epistemological nature and limitations of the study are presented in the next chapter.

CHAPTER THREE: METHODOLOGY AND METHOD

Introduction

Pivotal to the development of the beginning teacher is the provision of support and opportunities for learning in the first few years of teaching. Therefore, in school resourcing and support is crucial to BT success. For several decades New Zealand has resourced schools to induct beginning teachers. The purpose of this thesis was to gain understanding of, and learn from the experiences of beginning teachers in NZ induction programmes. The particular interest was uncovering how schools known for their sound induction practices gave meaning to beginning teacher learning and development.

Implications that emerged from the interplay between the multiple discourses of the NZ induction system, the school contexts and individual interpretations are also identified and discussed. Questions particularly relevant to this inquiry were:

- What programmes and practices support the professional development and learning of beginning teachers?
- How did school structures, programmes and practices give meaning to beginning teachers' learning and practice?
- How did these meanings inform a particular construct of the beginning teacher?
- What were the tensions, accommodations and implications for beginning teacher learning and induction?

This chapter provides information about the research approach and the methods used. The interpretative, qualitative, heuristic approach is presented and justified. The way constructionist theory and discourse inform the research is explained and issues of researcher credibility are discussed. The case study method is described and defended. This is followed by an outline of the considerations given to strategic decision-making and ethical procedures. The participants and data

collection methods are described and discussed. An account of the iterative process of data analysis is given and the chapter concludes with a discussion of the methods used to support the credibility, trustworthiness and authenticity of the study.

Methodology

The purpose of the study makes interpretative and qualitative research the logical methodology because the focus was on how beginning teachers experienced induction and interacted with their colleagues in the school context. The intention was to interpret the reported practices that gave meaning to BT learning and induction in purposively selected, socially constructed sites of practice. Merriam, (1998) explains that interpretative, qualitative researchers engage in learning “how individuals experience and interact with their social world” and the meaning it has for them (p. 4). This socially constructed meaning constitutes reality, a reality that is not fixed, but constructed in different ways:

Qualitative research assumes that there are multiple realities - that the world is not an objective thing out there but a function of personal interaction and perception. It is a highly subjective phenomenon in need of interpreting rather than measuring. (Merriam, 1991, p. 17)

The interpretive, qualitative philosophical methodology has an ontological view of reality that is relative, and socially and historically constructed in time. The epistemological stance recognises subjectivity and multiple ways of knowing. Like Merriam, (1991) Denzin and Lincoln (2005) argue that qualitative researchers are interested in finding answers to how social experience is given meaning and they acknowledge that inquiry is value laden and reality socially constructed. Consequently, unlike experimental or positivist researchers, the qualitative approach does not lead to the discovery of facts or general laws. Qualitative scholars claim to generate, through rich and “finely nuanced accounts of human action” and agency, an understanding of individuals’ experiences and intersubjectivity in social contexts (Gergen & Gergen, 2000, p. 1027). Experimental, or as referred to by Denzin and Lincoln (2005), positivist, post-positivist or foundationalist researchers argue that this methodological paradigm is not scientific. Positivists assert that the truth can be found and that “reality is out in the real world to be studied, measured and understood” or, at the very least,

approximated using deductive, value-free reliability claims (p. 11). For this group of researchers, reality exists outside of the human mind and knowledge is verifiable and built upon (Lincoln & Guba, 2000).

In contrast, the interpretative, qualitative paradigm presupposes that meaning or reality is found in language and social behaviour, and is relative, local and specific, and co-constructed. Knowledge is informed by “more sophisticated reconstructions” rather than building blocks and made credible through trustworthy and authentic methods (Denzin & Lincoln, 2005, p. 194). Furthermore, the integrity of the reconstructions is also influenced by the quality of the logical, linguistic and cognitive skills of the researcher. All knowledge is perceived as relative to the human and cultural context and is socially constructed through the minds of humans. Denzin and Lincoln (2000) explain:

The constructivist paradigm assumes a relativist ontology (there are multiple realities), a subjectivist epistemology (knower and respondent co-create understandings) and a naturalistic (in the natural world) set of methodological procedures...Terms such as credibility, transferability, dependability, and confirmability, replace the usual positivist criteria of internal and external validity, reliability, and objectivity. (p. 21)

Clearly interpretative, research is inherently relative and subjective and differs significantly from positivist and post-positivist methodology.

Knowledge from a positivist’s perspective is viewed as value-free. Reality is observable, measurable and can be fragmented. From this standpoint reality is understood through experimental analytical methods. It is argued that the studies are not influenced by contexts and can objectively generate evidence that produces generalisable laws. Objectivity depends on the removal of bias and error through deductive logic, measurement and statistical analysis. Research is valid when it provides universal explanations using deductive methods and measures about objects that are reliable. Studies are reliable because they can be replicated with similar results:

The perspective includes the common assertion that “reliability”, or the stability of methods and findings, is indicator of “validity,” or the accuracy and truthfulness of findings. (Altheide & Johnson, 1994, p. 487)

Quantitative research as a method is suited to particular inquiries: for example, inquiries where the focus is on stable and predictable aspects rather than exploratory issues where uncertainty and change feature; or when the focus is on generalisations in response to broad scale questions such as ‘What is happening?’ rather than questions related to the how and why. This approach is equipped to test the consequences of a theory where predictions have been made about certain outcomes, under certain conditions and where the focus is on outcomes rather than process. It is a method typically used when there is an interest in causal relationships between variables across sizable populations and, while criticised for the objectivity stance on reality and knowledge, has “value when it is well carried out, under proper conditions for useful purposes” (Denzin & Lincoln, 2000, p. 22).

Despite the value attributed to quantitative research methods, the research funding it attracts and the “academic and disciplinary resistance to qualitative research”, qualitative methods have become a “major tool” for inquiry into social settings (Denzin & Lincoln, 2000, p. 7). Lincoln and Guba (2000) argue that the scientific method’s reliance on “naïve realism”, reliability, validity, prediction and control, may provide over-simplified explanations of complex social situations. They greet with scepticism the notion that reality and phenomena can be devoid of human contamination and suggest that these paradigms fail to address adequately “issues surrounding voice, empowerment and praxis...the theory and value-laden nature of fact, and the interactive nature of inquiry” (Denzin & Lincoln, 2005, p. 184). Indeed, there exists substantial agreement among interpretative researchers that the positivist scholars’ objective view of reality is not suited to explorations into social settings where the world or reality is not a fixed, single, agreed upon phenomenon (Merriam & Associates, 2002). Many researchers adopt an interpretative, qualitative approach when the inquiry investigates interactions in the social world to understand the “multiple constructions and interpretations of reality...at a particular point in time and in particular context” (Merriam & Associates, 2002, p. 4).

Qualitative research draws on multiple social theories such as interpretative, phenomenology, ethnography, constructionism, critical, post-modern and post-

structural. Each approach views reality from different perspectives that are frequently combined to contribute to better understandings of the study. Denzin and Lincoln (2005) contend that:

Qualitative research involves the studied use and collection of a variety of empirical materials - case study; personal experience; introspection; life story; interview; artefacts; cultural texts... - that describe routine and problematic moments and meanings in individual lives. Accordingly qualitative researchers deploy a wide range of interconnected interpretive practices, hoping always to get a better understanding of the subject matter at hand. It is understood, however, one advantage is, that each practice makes the work visible in a different way. Hence there is frequently a commitment to using more than one interpretive practice in any study. (p. 4)

The interpretative qualitative paradigm underpins this thesis which also draws on constructionist theory. The next two sections define and discuss constructionism, and briefly, critical constructionism.

Constructionism

Many writers use the terms constructionism, constructivism, constructionist and constructivist interchangeably (Crotty, 1998; Schwandt, 2000). Crotty (1998) cautions careful use of terminology to signal a particular perspective. He suggests defining social constructionism as the epistemology of collective meaning that fosters and signals a critical approach or “spirit” to inquiry. Crotty (1998) proposes that the term constructivism be used to indicate “epistemological considerations when focusing exclusively on the mean making activity of the individual mind” (p. 58). In this project, constructionism takes on a critical spirit and acknowledges the intersubjectivity and the social construction of knowledge. The terms constructivism and constructivists are used when referring to individual mean making.

Constructionists view reality as socially constructed through the consciousness or minds of human beings. This contrasts with the positivists’ stance where reality is observable and out in the world, as Schwandt (2000) explains:

[For positivists] knowledge and truth are created and not discovered by mind. They [constructivists] emphasise the pluralistic and plastic character of reality - pluralistic in the sense that reality is expressible in a variety of symbol and language systems; plastic in the sense that reality is stretched

and shaped to fit purposeful acts of intentional human agents...In place of a realist view of theories and knowledge, constructivists emphasize the instrumental and practical function of theory construction and knowing. (p. 125)

Not all constructionists agree that all reality is socially constructed. Some argue that social realities are constructed and natural or physical realities are not. They understand social constructionism as denoting “the construction of social reality” rather than “the social construction of reality” (Crotty, 1998, p. 54).

Whichever viewpoint is taken, there is agreement among constructionists that making meaning is relative. In this sense, meaning is relative to the contexts in which it is constructed, and is constructed through the interaction and intersubjectivity of people with, and in, the world. Crotty (1998) explains that:

All knowledge, and therefore all meaning of reality as such, is contingent upon human practices, being constructed in and out of interaction between human beings and their world, and developed and transmitted within an essentially social context. (p. 42)

Green (2000) argues that constructionism is “based on the assumption that the social world...does not exist independently, ‘out there’, waiting to be discovered by smart and technically expert social inquirers” (p. 986). Instead the “emotional, linguistic, symbolic, interactive, political dimensions of the social world” are constructed and given meaning by human actors and are influenced by “specific historical, geopolitical, and cultural practices and discourses, and by intentions - noble and otherwise - of those doing the constructing” (p. 986). Human agency is viewed as integral to the construction of the social world and it is through language that meanings are made.

Constructionism, like poststructuralism, recognises that language is the common factor used in the analysis of social organisation, social meanings, power and individual consciousness. Unlike the positivists’ paradigm, language does not reflect meaning; rather it produces meaning (de Saussure, 1988) through sound or written words and it ascribes meaning, relative to other sounds or words (Weedon, 1987). Language does not express unique individuality; instead, the subjectivity of self is socially produced through a range of discursive practices that underpin such sites as education, religion, political systems and economics. Meaning depends on

the discursive relations and context within which it is located and is open to a plurality of interpretations and readings. Social constructionists share some fundamental assumptions about language, meaning and subjectivity; and by drawing on concepts from other disciplines such as psychology, philosophy, sociology and linguistics they have engaged in inquiry that puzzles over and investigates human consciousness, culture and behaviour, and the multiple and sometimes competing discourses that make society.

Constructionists view grand unifying theories that explain life and truth with suspicion. A preference is to study people constructing discourses that constitute social reality and systems. The form or nature of reality is relative, and constructed locally and socially and the form or nature of knowledge is transactional and subjective (Lincoln & Guba, 2000). This view of relativity does not mean that everything has equal validity and credibility. In a socially and historically constructed world, characterised by change and uncertainty, there still exists the ability to commit and act. This ability to act and make choices is referred to as human agency and as a concept it underpins the critical spirit of constructionism which is discussed in the next section.

Critical constructionism

In this thesis, taking a critical constructionist perspective meant recognition that the meanings given to BT induction and learning were embedded in an educational environment that had competing interests in, and on teachers' lives; and that the analysis of the data should uncover tensions and competing interests. This critical approach does not draw on Marxist theory, as the focus of the study was not on class, race or gender, nor the emancipation of the oppressed. However, there was acknowledgement that research is bound by moral considerations, and cognisance was taken, during the analysis of data and in the discussion, of discursive practices, of the tacit rules that regulated the induction practices and of the interests and underpinning tensions and contradictions that emerged. Weedon (1987) argues that different interests and power relations can be interrogated and reconstructed through theories of language, subjectivity, social processes, institutions and discourse. Foucault approaches these power relations by problematising subjectivity and competing interests for power. He developed

concepts of human agency and discourse when considering the individual in society. Gubrium and Holstein, (2000) explain that Foucault “considers how historically and culturally located systems of power/ knowledge construct subjects and their worlds” (p. 493). These systems are referred to as discourses, and further explained as being:

Not merely bodies of ideas, ideologies, or other symbolic formulations, but ...also working attitudes, modes of address, terms of reference, and courses of action suffused in social practices. (Gubrium & Holstein, 2000, pp. 493-494)

The individual’s ability to act within these discourses - human agency - gives recognition to the view that although our subjectivities are discursively constituted and that there are numerous discourses, contexts and competing interests, there is the opportunity for choice or agency for an individual to resist or reposition him or herself. Such agency carries a sense of power. With this in mind the next section discusses ways in which discourse is related to the study.

Discourse

Beginning teachers in this project contended with multiple discourses that were site-specific and their sense of self as a teacher emerged from this episteme. Foucault explains episteme as “the total set of relations that unite, at a given period, the discursive practices that give rise to epistemological figures, sciences, and possibly formalized systems of knowledge” (Foucault cited in Lodge, 1988, p. 108). For principals and teachers, there existed competing discourses and discursive practices; for example, from the community, the Ministry of Education, ERO and society at large. From the researcher’s perspective, the individual BT, principal and tutor teachers were not viewed as existing separately and discreetly from society but were subjects located historically and who changed over time, as they acted as social agents interrelating with, and making meaning from, the social constructs that underpin education. The interest of the study was their agency to achieve the goal of a fully registered teacher. Power exercised by individuals involves choice and intention and when exercised over others may involve resistance and conflict. This occurs when there are differences of interest between the powerful and the less powerful. Power becomes negative when restrictions and deprivations exist for those subject to domination. Of interest was

the meaning ascribed to the teacher and teaching through the induction process, and the manner in which the systems supported or constrained key players in the beginning teachers' early years.

The social construction of meaning has implications for inquiry, as data cannot be simply described as a reflection of reality. The next section briefly addresses the problem of researcher credibility associated with the interpretative qualitative paradigm.

Researcher Credibility

Cognisance of the social nature of inquiry requires a critical interpretation of the researchers own reflexivity and social/cultural interpretation of the inquiry. In support of credible research reflexive accounts of the researcher's position in the research are advocated by a number of academic writers. Reflexivity is described by Lincoln and Guba (2000) as the process of reflecting critically on the self as researcher:

It is a conscious experiencing of the self as both inquirer and respondent, as teacher and learner, as the one coming to know the self within the processes of research itself. Reflexivity forces us to come to terms not only with our choice of research problem and with those with whom we engage in the research process, but with ourselves and the multiple identities that represent the fluid self within the process of research itself...[it] demands that we interrogate each of our selves regarding ways in which research efforts are shaped and staged around binaries, contradictions, and paradoxes that form our own lives. (p. 183)

From an interpretative paradigm, the researcher's subjective self is not necessarily viewed as something to be nullified but as a resource and, if reflexively used, can guide and interpret the data alongside the researcher's own thinking and behaviour (Olesen, 2000). As the researcher, I was known to many of the participants in a previous role as director of primary teacher education programmes at an initial teacher education institution. This role gave me insider knowledge that I could draw upon when selecting the research sample. My longstanding working relationship with many principals and teachers gave greater opportunity to gain access to schools and made it easier to be accepted and develop rapport. Trust and ethics (discussed later) were important as the power

relationships within schools and between participants was hierarchical i.e. principals, tutor teachers, and beginning teachers.

My own theoretical knowledge and practice as a teacher and teacher educator and my former research into principals' perceptions of beginning teachers meant that I brought to this project relevant knowledge and theories gained over time. I do not claim to be value-free and have taken a *bricoleur* approach to qualitative research, borrowing from other disciplines over time (Denzin & Lincoln, 2000). Denzin and Lincoln (2005) explain *bricoleur* as a qualitative researcher "piecing together a set of representations" to interpret complex situations through the use of "different methods and techniques" (p. 4). They note that the term, *bricoleur* qualitative researcher is contentious and read by some as a mythmaker rather than a researcher. However Kincheloe and McLaren (2000) assert that "blurring of disciplinary genres" has had a positive influence on numerous schools of social inquiry p. 291. As argued earlier, it makes the information visible in different ways (Denzin & Lincoln, 2005). The blurring of disciplinary theoretical positions in my case is the interplay between interpretative, constructionism, psychological and critical theories in the analysis and reporting of interpretative data. The research is influenced by my history and culture. Denzin and Lincoln (2000) illustrate this point:

The interpretive researcher understands that research is an interactive process shaped by his or her personal history, biography, social class, race and ethnicity, and by those of the people in the setting. The political bricoleur knows that science is power, for all research findings have political implications. (p. 6)

My own history, the manner in which the research was designed, the assumptions made and tensions that existed about beginning teacher learning and professional development were contested, challenged and/or confirmed through ongoing conversation and debate in regular two hour sessions (approx 30 sessions over three years) held with a colleague undertaking research in the field of teacher education and learning. In addition, critical debate took place in regular supervision meetings.

Crotty (1998) argues that the credibility of the research project will be found in the processes used to carry out the inquiry and asserts that the process itself is the only way of judging the assertions of the inquiry:

Why should anyone set store by what we are asserting as a result of our investigation? And what store should be set by it? The only satisfactory answer to these questions is, “Look at the way we have gone about it”. The process itself is our only justification. (p. 41)

The research design and methods sections outline the process used in this investigation.

Conclusion

To conclude this section on the theoretical position of the thesis, it is acknowledged that both the researcher and participants live in a social world where there exist competing interests and discourses. For example, beginning teachers construct themselves, but not completely on their own terms. They operate and position themselves within the wider discourse of the education system, of the school and the dynamics of their relationship with others. An interpretative qualitative approach drawing on constructionism is suited to the study as it investigated the way BT induction practices and beginning teachers construct themselves as teachers in situational school cultures and in an educational context with competing interests. This paradigm provided a theoretical lens that positioned meaning and knowledge as socially constructed, and recognised and critiqued competing interests.

Design and Methods

Introduction

To recap, the purpose of the study was to gain insight into how beginning teachers made meaning of their lived experiences in complex school contexts, and how they learned to teach and constructed themselves as teachers in particular schools perceived to have good induction programmes. Also of interest, was why particular practices were deemed to be good induction practices. Another objective was to theorise about beginning teachers’ learning and the school’s induction practices, to gain a more sophisticated understanding of sound beginning teacher induction systems, processes, mean-making, tensions and competing interest. A multi-site, instrumental collective case study approach was chosen as this enabled the findings to be presented, firstly as single site case studies to provide a rich, thick description of BT induction and learning. Secondly

the use of this approach meant that each case could be instrumental in informing the collective case of BT induction, to theorise about sound beginning teacher learning, professional development and induction systems processes and practices. The single site case studies are reported individually - as one in-depth case study and six cameos. The reason for the presentation of six case studies in brief cameos related to the aim of the study to provide insight into BT learning and professional development, and exemplars of particular induction programmes; also there were pragmatic constraints about the length to consider.

The case study method has been shown to be advantageous when seeking to understand complex settings and when the researcher has, as in this instance, little or no control over “a contemporary set of events” or the variables (Merriam, 1998, p. 32). She describes case study as:

...a means of investigating complex social units consisting of multiple variables of potential importance in understanding the phenomenon. Anchored in real-life situations, the case study results in a rich and holistic account of a phenomenon. It offers insight and illuminates meanings that expand the readers’ experiences...Educational processes, problems and programs can be examined to bring about understanding that in turn can affect and perhaps even improve practice...[and the method] has been particularly useful for studying educational innovations, for evaluating programs and informing policy. (p. 41)

Like all other research methods, case study has its limitations. Merriam (1998) warns that reporting and disseminating case studies can be problematic. She highlights the potential for case study narrative to oversimplify or exaggerate a situation that can lead the reader to wrong conclusions. Also assumptions can be made that the case represents the whole when it is a “slice of life” (ibid, p. 442). Like all qualitative research, interpretative case studies can be affected by researcher bias, which can influence decision-making, for example, decisions about what to include in the report and what to leave out. Often in case study the sheer quantity of data is problematic and judgements about content need to be made so the report is readable and not too lengthy (Merriam, 1998). With time (both researcher and participants) and resourcing constraints, decisions about how to capture the situational complexities in which BTs experienced induction were required. Hence, as a case study researcher, strategic decisions were required to be made about how much and how long the complexities of the case should be

studied. Not everything about the case can be understood - how much needed to be included was reviewed. But possibly the most significant challenges were time and resources; time to spend immersed in the case and the resources to do this. Decisions about participants, data collection methods, along with researcher subjectivity and bias are discussed in further detail within the chapter.

Case Method

A multi-site, instrumental case study approach enabled an investigation into the particular lived experiences of key players in BT induction, including the beginning teachers themselves. It was anticipated that this approach would allow a thick description of induction and the associated discursive practices. Thick description is interpreting the meaning of descriptive data in terms of the complex cultural, social context in which the study is situated. This interpretation reports a rich thick complete description, in this case, of BT learning, professional development and induction. Merriam, (1998) describes case studies as particularistic, descriptive and heuristic. The case is heuristic as it “illuminates the reader’s understanding of the phenomena under study...and can bring about the discovery of new meaning, extend the reader’s experience, or confirm what is known” (Merriam, 1998, p. 30). Working across seven sites enabled a report on findings about the intrinsic valued particularities of exemplary beginning teacher learning and induction in each school. Collectively, the cases were instrumental in providing data that allowed for the emergence, analysis and discussion of themes and theorising across schools. Stake (2000) in support of this instrumental, multi-case site approach; argues that “understanding them will lead to better understanding, perhaps better theorizing, about a still larger collection of cases” (p. 437).

The purpose of this study was to understand, interpret and provide information on exemplary case studies of BT induction. This purpose and the nature of the questions made interpretive multi-site case study an appropriate approach. As Stake (2000) argues though the interest is in general phenomena - in this case BT learning and development in induction programmes - there is a need to understand the complexities of the single case so that “we may simultaneously carry on more

than one case study, but each case study is a concentrated inquiry into a single case” (p. 436). The case of BT induction is the object of the study, the “bounded system”. The conceptual structure of the case, including how the case was bounded, is discussed in the next section.

Conceptual structure of the case

Each school was scrutinised as an individual case, but was bounded by the overarching interest in beginning teacher learning, professional development and the induction system and process. Integral to the case was the way in which key players constructed meaning about teaching and the teacher in the first two years of a teacher’s career, amid the complexity of multiple day-to-day interactions, in specific situational school settings. It was acknowledged that events related to BT experiences would in some instances be “be coincidental, some purposeful, and some situational and many interrelated” (Stake, 2000, p. 440).

From the literature review, a theoretical model of sound beginning teacher induction was constructed. However, it was expected that this model could be reframed as the study proceeded as a result of data collection and analysis. From this theoretical position, a two tier conceptual structure of each case study was developed.

1. *A focus on information* such as questions about current induction practice. For example, how is the .2 advice and guidance resource used in your school to support your professional development as a teacher? Identify the people who support you most?
2. *A focus on themes* such as school culture, resourcing, micro and macro-influences, making judgements, learning and professional development. For example, how does the school culture influence the professional development of beginning teachers? When thinking about your professional development needs, what aspects were included, excluded, silenced or marginalised? Whose interests does this type of support serve?

The intention was to have conversations with a purpose, to obtain meaningful data about the case of beginning teacher learning and induction.

The Sample: Schools and Participants

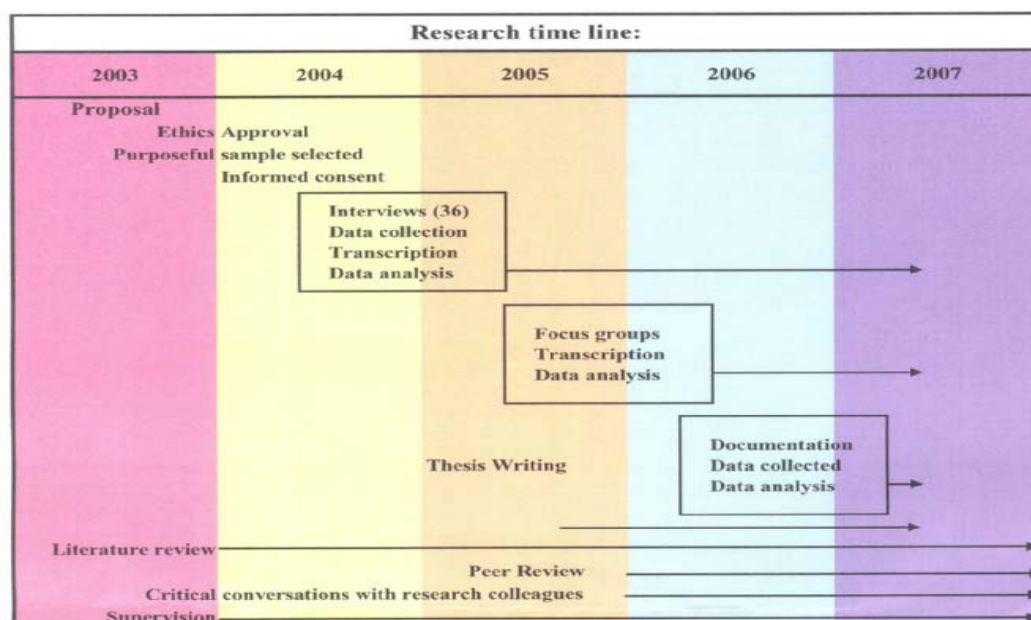
Addressed in the research process were two sampling problems. The first was developing the criteria for the identification and selection of exemplary information-rich cases of sound induction programmes. The second was how many cases to include in the study. Ultimately it became a matter of judgement taking cognisance of the focus of the study, the type of sample required, the interpretative methodology and the time and resources available (Sandelowski, 1995).

The question of the number of cases to include was given careful consideration. Sandelowski, (1995) suggests that when the intention is to understand something that is very unusual or atypical, one case may be sufficient. This was not a factor in this study. Indeed, a level of homogeneity and a number of cases were required as the objective was to report on exemplary or sound BT induction. Resources were limited and, in the end, ten urban schools from a range of socio-economic and ethnic communities, representing a range of school types were invited to participate. A decision to include demographic variation was made so that the particularities of induction experiences in low and high socio-economic schools could be analysed, although it should be noted this was not a comparative study. The schools needed to be accessible and able to provide the opportunity to learn and understand how beginning teachers experienced induction, hence the decision to select from an urban region. Seven schools agreed to engage in the research project. Collectively they provided the opportunity to investigate BT induction in situations that were diverse in terms of socio-economic communities and ethnic populations. Cases of BTs experiences of induction in rural or private schools were not included but would be worthy of study at a later date.

Each school site was unique in its history, community and in the complexity of the multiple discourses that impacted on the working lives of the teacher. Nevertheless, there were commonalities across all schools such as beginning teacher national policies, systems and resources, requirement to teach the national curriculum and the relatively homogeneous primary teacher population. In all but two schools, the researcher had spent time interacting with principals and staff on

numerous occasions. In these schools an informal understanding of the school culture existed. The schools and participants were selected and the project commenced. Figure 2 gives an overview of the project timeline.

Figure 2 Research Timeline



Participating schools (n=7)

The information used to select the schools included the researcher's insider knowledge of the schools, recommendations made by academic staff that had worked with student teachers on practicum placements in schools, feedback from teachers, and confirmation from principals that their induction programmes were good. (In one instance, the principal noted that there was room for improvement.) In addition, the three yearly ERO evaluations of each school were consulted to confirm that confidence in the quality of the teaching and learning had been reported. Therefore, the seven purposively selected schools were all identified by multiple sources as having good beginning teacher induction programmes, reported confidence in the quality of the school and importantly, there were willing participants: a year one and a year two BT, two tutor teachers, and the principal.

The seven schools in the sample, while not representative, provide insight into a range of primary and intermediate state school contexts (refer Appendix 1). One

school was an integrated school (years one - eight), one was an intermediate school (years seven and eight), and the remaining five were contributing primary schools (years one - six). Schools in NZ are decile ranked nationally from one (low) to ten (high) according to the socio-economic status level of their community. They are differentially funded with low decile school schools allocated the highest levels of funding. The sample included two low decile schools, a mid-decile and four high decile schools. Five of the schools had a diverse mix of ethnic backgrounds while two had predominantly NZ-European pupils. Schools ranged in size from 300 to 700 hundred pupils. Refer to Table 1 for details of school size, decile rating and research participants.

Participants (n=35)

Principals (n=7)

The participant principals were a relatively homogeneous group in terms of age and ethnicity. The three male and four female principals were NZ European and all were over 51 years of age. Two principals had participated in education for over 40 years, four over 30, and one for 28 years. Initial teacher education was undertaken for two in the 1960s, and five in the 1970s. All had qualifications in advance of their initial teacher education qualification.

Tutor Teachers (n=14)

The tutor teachers were also ethnically homogeneous. All were NZ European and all were female. However, the age range and years of teaching experience differed. Five were between 50 and 55 years old, four between 41 and 49, four between 26 and 30 and one between 20 and 25 years old. Experience in teaching ranged from four to 38 years, with seven having over 20 years teaching experience and three having six years or less. All the younger, less experienced tutor teachers (5) were teaching in mid to high decile schools. All but one of the TT (n=6) who had taught more than 15 years had advanced qualifications. Those with 15 years or less teaching experience (n=7) did not have advanced qualifications. Two of the TTs with advanced qualifications taught in high decile schools and four in low decile schools.

Beginning Teachers (n=14)

The 14 BTs were a more diverse group. Nine were female and five were male, an unexpected ratio, as male graduates from primary initial teacher education programmes are typically no more than 20% of the cohort. Within the group, two identified as Chinese, one was of European descent from a western English speaking country, one NZ Maori and the remaining NZ European (n=10).

All were aged between 20 and 30, with the exception of one who was 37, and six were between 25 and 30. All had degree qualifications. Thirteen had graduated with NZ qualifications. Six had a three year Bachelor of Education (Teaching). Four had four year conjoint degree qualifications. Four had completed a degree and then a 1.3 year teaching qualification. One of the four had previously completed the Graduate Diploma of Teaching (Secondary) qualification. One beginning teacher had graduated with an overseas qualification.

At the time of the individual interviews, all first year BTs were in the final quarter of their first year, two of the first year BTs had been teaching nine months, three, ten months and two, 11 months. The majority (6) of the second year beginning teachers were also in the final quarter of the second year. The exception was one who had been teaching for 14 months.

In summary there were 35 participants, seven principals, 14 tutor teachers and 14 beginning teachers (seven year one BTs and TTs, and seven year two BTs and TTs). In each of the seven schools, five participants were interviewed: the principal, the year one and two tutor teachers, and the year one and year two beginning teachers. Approximately nine months after these interviews, two beginning teachers, three tutor teachers and two principals attended group interviews. Each school and participant was provided with a code (refer Appendix 1). The sample provided a balance between beginning teachers' lived experiences of induction in well-established schools in different urban socio-economic communities and a range of state schools - contributing, intermediate, full primary and integrated.

Table 1: Participating School Information

Pseudonym	Pseudonym Code	Socio-Economic Status (Decile)	Inte ⁽¹⁾	State	Interm ⁽²⁾ 11-12 yr	Prim ⁽³⁾ 5-10 yr	Size	Community School Ethnic Composition
Arragon	AS	1a	✓		✓	✓	300	Predominantly Samoan & Tongan. Small percentage NZ/ European, Cook Island, Niuean, other groups SE Asian and Indian.
Verona	VS	2		✓			400	Predominantly Maori; then NZ European & Pacific Nations.
Windsor	WS	7		✓		✓	400	Predominantly largely from diverse ethnic groups Chinese, Maori, Korean, Indian, pacific Island Nations. NZ Pakeha the biggest minority group.
Messima	MS	9		✓		✓	360	Predominantly NZ/European. Small group Maori & Samoan.
Pisa	PS	10		✓	✓		670	Predominantly Chinese/Asian ethnicity. Small Maori & Pasifika group. Largest minority NZ European.
Norfolk	NS	10		✓		✓	700	Predominantly from diverse ethnic groups - Chinese, Indian, Sri Lankan & other. NZ/European largest minority group.
Syracuse School	SS	10		✓		✓	550	Predominantly NZ/ European

(1) Integrated School

(2) Intermediate School

(3) Primary School

Ethical Considerations

Ethics has to do with how one treats those individuals with whom one interacts and is involved and how the relationship formed may depart from some conception of an ideal...at more technical level, inquiry is supposed to increase knowledge...The inquiry has to be something worth doing. (Smith, 1990)

Ethical considerations are integral to studies involving human participants. The University of Waikato's Ethics Committee granted approval for the research to proceed (refer Appendix 2). Throughout the project, informed consent, confidentiality, no harm to others, and an ethic of care were paramount (refer to Appendices 3, 4, & 5 for participant information letters). An ethic of care goes beyond no harm to others to include respect and integrity. It is, in one sense, a moral position as it is not simply a matter of not doing harm or avoiding risk, it is "the infinitely more complex challenge of doing good" (Soltis, 1990). To take cognisance of the power relationships between the principal, tutor teachers and beginning teachers, it was important to obtain initial informed consent from the principal. But to avoid any feelings of coercion, independent individual informed consent from tutor teachers and beginning teachers was obtained. An awareness of the power relationships between participants and the researcher was heightened when beginning teachers were interviewed. Efforts were made with those who had known the researcher as lecturer or director of primary programmes to discuss the importance of their voice and perspective to the project. To provide the opportunity for participants to add to or amend comments, transcripts were made available to all participants on request. One principal participated in a second interview as the first interview tape recording was unclear and the transcript did not adequately represent her views. The majority of tutor teachers made comment about the value they placed on the process of articulating their practice as a consequence of the interviews.

When reporting a participant's ethnicity, a dilemma arose related to accurate reporting and confidentiality. Anonymity could not be guaranteed because of participant self-disclosure and participants were likely to know of others who participated in interviews in the same school. However, participants should not be identifiable in any disseminations or publication of research findings. To respect

confidentiality, a decision was made to mask identities by referring to three participants in general terms, i.e. as Chinese and western European, rather than identifying their country of origin. All participants who gave consent to participate remained in the project.

Methods of Data Collection

To inform this investigation, data were sourced primarily through one-to-one, 60 minute plus, semi-structured interviews. These were followed by group interviews, and, finally to confirm or disconfirm a hunch, BT induction documentation was requested from each of the seven schools. It was intended that using individual and group interview processes would give particular significance to the voices and feelings of the participants enabling listening, learning and questioning to provide thick descriptions of participants experiences of induction (Madriz, 2000, p. 835). Insight into induction practices in each school was gained through the reported multiple realities of the tutor teachers, beginning teachers and principals. Refer to Table 2 for a summary of data sources.

Semi-structured interviews (n=35)

Semi-structured rather than structured interviews were designed to provide depth and breadth of understanding of beginning teachers' learning and development. The interviews had topics to focus upon and the questions were open-ended to allow responses that would provide understanding of complex social interactions and the way participants gave meaning to induction practices. It was expected that opportunities to go beyond the interview guidelines would be taken. Merriam, (1998) argues that this approach assumes "that individual respondents define the world in unique ways" (p. 74). Engagement in real in conversation with the participants and an empathetic understanding of their voice was the interviewer's aim.

Table 2: Data Sources

Semi Structured Interviews (Taped)	Beginning Teachers	No = 14
	Tutor Teachers	No = 14
	Principals	No = 7
Group Interview (Taped)	Beginning Teachers	No = 2
	Tutor Teachers	No = 3
	Principals	No = 3
Documentation (School written documentation BT induction): Samples of	Arragon	No = 6
	Messina	No = 1 nil return
	Norfolk	
	Pisa	
	Syracuse	
	Verona	
	Windsor	
	BT induction Policy	
	Written observations-teaching, classroom management, planning and evaluations, curriculum delivery and assessment, school and team contributions, general	
	BT & TT Handbook	
	Staff induction programme	
	BT professional standards	
	Job descriptions-TT and release teacher	

To guide each interview, three separate, but in many respects similar, interview guidelines were constructed for tutor teachers, beginning teachers and the principal (refer Appendices 6, 7 and 8). The interview guidelines were piloted with one tutor teacher, two beginning teachers and one principal outside of the sample. As a consequence of the feedback, they were reviewed and revised and some questions were eliminated or reworded so the language used made sense to the interviewees. Most researchers advocate piloting questionnaires (Merriam, 1998). Prior to the individual interviews, the schedule was sent to the participants. In most cases these were received. The intent was not to overload the participant with expectations of preparation but to ensure they were informed.

The interviews were designed to provide information and to gather data on the beliefs, values and tensions, systems and processes of BT learning and induction. The strategies utilised to gather information focused upon practices and organisational features of induction along with the use of the national resourcing.

The key areas addressed initially emerged from the literature review and included professional development, school culture, macro/micro influences, an improved model, making judgements, and the construction of the teacher. In addition, questions were framed to elicit views on how BT learning and thinking were advanced, and the constraints, tensions and interests served by particular systems and practices. This meant asking meaningful questions, which enabled the essence of experiences to be disclosed, and included descriptive questions of practices of the cultural group, and process questions about experience over time (Morse, 1994). For example, when interviewing the beginning teachers such questions were asked as: What makes you a better teacher? What advances your thinking about children's learning? What gets in the way of advancing your thinking about teaching...children's learning? Whose interests are served by...? How do you recognise that things are not going well? In addition, ideal questions to elicit both information and opinion were posed; for example, if you could design a BT programme for all beginning teachers, what would it be like? A critical incident example was requested to advance initial responses related to thinking about learning.

When interviewing the tutor teachers similar questions to the beginning teacher were put to the participants but from the tutor teacher's perspective. Principals were asked about their beliefs and practices related to the professional development of teachers along with similar questions about advancing BT learning and constraints. Open-ended questions and prompts were used.

Care was taken to ensure interviews were privately held behind closed doors. A time of 40 to 60 minutes was proposed but was lengthened on request. The majority chose to continue well over 60 minutes. Gomm (2004, p. 182) supports this approach:

...the qualitative researcher conducting longer, more discursive interviews, usually directed at discovering how respondents understand their lives. ...usually consider that a personal engagement with the respondents is necessary to develop a relationship of trust, and that it is necessary to allow each interview to vary according to the particularities of each interviewee. (p. 182)

The interviews were semi-structured to allow for similar data to be gathered across participants and schools; opportunities were given for other comments to be made and digressions explored. A high level of engagement with the research project was demonstrated in all schools as the principals initiated release from the classroom for the tutor teachers and beginning teachers to engage in the taped one-to-one interviews.

Group interviews (n=3)

One taped group interview was held with each set of the participants; principals, tutor teachers, and beginning teachers. The purpose of the three group interviews was to add to, confirm or disconfirm data on BT learning, induction systems and practices. Fontana and Frey (1994, p. 361) make the point that group interviews are not meant to replace individual interviews but may provide another level of data gathering or perspective on the research problem. This was an opportunity to gather further data about improving BT learning and induction within the school setting, and at a national/regional and policy level. In addition, conceptions of the teacher were explored to gain further understanding of the participants' view of the teacher. Group discussion guidelines were developed (refer Appendices 9, 10 and 11) although the intention was that the conversation would be directed by the participants.

One year after the commencement of the face-to-face individual interviews, invitations were extended to the principals, the tutor teachers and the beginning teachers to attend taped group interviews (refer Research Timeline Figure 2). Four principals, four beginning teachers and four tutor teachers accepted the invitation. Three principals, three tutor teachers and two beginning teachers attended the taped group interviews. Informed consent was obtained. General guidelines for discussion were tabled and ground rules set to ensure all in the group participants were assured that there was agreement about speaking rights to ensure each had the opportunity to have their voice heard. Group interviews have the potential to be dominated by one person, silence others and develop a culture where a particular perspective gets in the way of an individual participant expressing their point of view (Fontana & Frey, 1994). The researcher's role was important in this respect but input was minimal during the interview, occasional prompts and

comments were made and notes taken. The exception was the beginning teachers' group where it was noted that the participants had a tendency to defer to the researcher. This may have been due to the small number of BTs in attendance and that the interview was held in the university setting. Madriz (2000) cautions against taking group interview participants out of their familiar settings as it may exacerbate researcher power and reduce participant empowerment to contribute. Effort was made to minimise this effect by explaining the importance of participant opinion and experiences, the role of the researcher as listener, and by providing the opportunity for the participants to ultimately "decide the direction and content of the discussion" (Madriz, 2000, p. 840).

To conclude these sections on interviews, the researcher was cognisant of the problematic nature of interviewing. Recognising the individual participant social context and history, listening, being empathetic and flexible were some of the strategies adopted by the interviewer. A principle that guided this project was the belief that participants should be treated not as subjects, but as people in the data collecting process. Reciprocity and an interactive dialogue to negotiate meaning were central to the interview processes. When comparing paradigms in qualitative research, Guba and Lincoln (1994) aptly describe the constructivist inquiry stance taken in this study, "as orchestrator and facilitator of the inquiry process" engaged in a multi-voice reconstruction of meaning (pp. 114-115).

Documentation

Meaning does not reside in the text but in the writing and reading of it. As the text is reread in different contexts it is given new meanings, often contradictory and always socially embedded...Texts can be used alongside other forms of evidence so that the particular biases of each can be understood. (Hodder, 1994, p. 394)

A request was made to schools for written material related to beginning teacher induction (refer Appendix 12). The documentation was outside of the data orchestrated by the researcher. The purpose was not in the first instance to examine biases, but to follow up on a hunch that emerged from the interview data that written documentation was secondary to professional dialogue, conversations and oral feedback. It was also viewed as material that could increase understanding of BT induction and potentially confirm or disconfirm the

particular constructions of learning and induction practices reported. Hodder, (1994, p. 401) cautions the interpreter to recognise that the meaning of text is through its use; nevertheless it can complement other forms of evidence to provide, “insight into other components of lived experience” (Hodder, 1994, p. 398). In this investigation, the material was viewed as secondary to the interview data with the potential to contribute to a more sophisticated understanding of BT learning and induction.

A letter, along with a large stamped addressed return envelope, was sent to each of the seven principals of each school in the study requesting written material associated with beginning teacher induction such as report formats, policy statements, school guidelines, or a sample of a report on a beginning teacher. It was acknowledged that the school might simply refer to the NZCER and MoE support kit for schools, *Towards Full Registration* (2004, 2006) and not have their own material, in which case they were requested to return the envelope with nil return on the outside. Six of the seven schools returned written material; one sent a nil return envelope. The material received included school beginning teacher year one and two policy statements and guidelines, sample beginning teacher classroom observations, school specific beginning teacher advice and guidance handbooks, job descriptions - for the tutor teachers and the permanent part-time release teacher, the tutor teachers, staff induction programme, and a school specific interpretation of beginning teacher standards.

Data Analysis

Data analysis as Merriam, (1998, p. 178) describes, is the process of making sense of the data. This involved engaging in an interpretation of what participants had said; it was an iterative process of inductive and deductive reasoning to reduce and consolidate the data. Merriam (1998) refers to this “as making meaning” (p. 178). To make meaning meant moving beyond description to identify categories and themes that represented the patterns that emerged from the considerable amount of data (35 one - two hour transcripts). The primary sources for data analysis were the transcriptions of these 35 individual taped interviews. In addition, there were the three taped and transcribed focus group interviews,

accompanying notes and the induction documentation received from six of the seven schools.

To manage the large amount of transcribed data, the intention was to use QSR NUD* IST software. This meant formatting the transcriptions so that they could be read by the software package. There were benefits to using the programme such as easy retrieval and testing theories; for example, the theme of hard work. However, my preference was to immerse myself in the data by initially going through each transcript school by school and summarising these while simultaneously coding, recoding and ultimately identifying themes and outliers. The computer programme could not act on hunches and intuition, nor was it able to visualise the participants in context. Word counts confirmed or disconfirmed participant use but contributed little beyond this point. Miles and Hammersley, (1984) discerningly describe words as “fatter than numbers [and] meaningless unless you look backwards and forwards to other words” (p. 23). The words of these participants were in conversations and mostly in the school context. Indeed, when out of the school context and in the University setting, it was noted that the beginning teachers in the focus group tended to defer to the interviewer.

It was important not to get buried and overwhelmed by the amount of data. Therefore considerable time was spent interpreting, reflecting and managing the analysis. This happened in two stages. The first stage of analysis was drilling down into each of the participant’s responses and conversations school by school, to inform the case study and school cameos. This involved devising themes or categories. Merriam (1998, p. 179) describes categories as concepts indicated by the data; and devising categories or themes as an intuitive process that is systematically informed by the purpose of the study, the researcher’s knowledge and the meanings made explicit by the participants. I immersed myself in the data, initially reading repeatedly the transcripts, noting and highlighting heuristic information relevant to the study, information that stood by itself, and information that made me think beyond what was said. During this period, the data were reduced against themes, initially identified for interview purposes, school by school. At the same time, I noted emerging themes from the voice of the participants, along with supporting quotes and outliers. At the end of each

participant group analysis, I constructed three working models of the school's induction practices; one from the tutor teachers' perspectives, then the principal, and finally the beginning teachers. At this point the data provided insight into the cultural norms and mores, school values and attitudes along with the practices beginning teachers experienced of induction and learning to teach, in the seven specific school contexts. A single case study was written and the six remaining schools were captured, in brief, in cameos. The case study school was chosen because in many respects its practices were similar to the other schools.

The second stage of analysis was examining the data across schools. To manage this I reviewed the data separately in three groups: the 14 tutor teachers, the 14 BTs and the seven principals. Included in this round of analysis were the taped and transcribed three focus groups. This was a lengthy process as I coded and recoded and checked and rechecked and collapsed themes. Tensions, challenges and outliers were identified, while at the same time quotes to support the evidence were recorded. During this period, I returned to the QSR NUD* IST software programme to carry out word counts across interviews and identified sections of interview responses relevant to themes. As noted earlier, I found this of less value than anticipated; by now I knew the interviews intimately and preferred the actual transcripts, my hardback exercise books in which the data was reduced, conceptual maps and diagrams drawn, notes and 'Aha' moments recorded. To reduce the data and confirm and disconfirm evidence, I created numerous tables. For example, a comparison of the data from one high decile and one low decile school, Messina and Arragon. Little difference between the thematic findings emerged from this comparison, although particular differences and outliers were noted; for example, leadership styles and community influences.

Another table was plotted numerically, and summarised the key factors and constraints identified by BTs, TTs, and principals that contributed to advancing BT thinking about children's learning and their practice. Yet another captured tutor teacher and principals' perceptions or views of the beginning teacher and the tensions and challenges they experience; and another summarised the response rate and reasons attributed to teacher status in NZ. In the process of table making, counting, drawing conceptual maps and note taking, decisions were made about

what to include and what to exclude. It was decided for manageability reasons to reduce the reporting on teacher status and professionalism data.

Analysis of the written documentation focused upon the quantity and requirements of TTs and BTs outlined in the material that was returned. This was prompted by a hunch triggered by a participant's comment that these schools were not interested in further accountability requirements. In addition, the text was read and reread to "try and pin down their key themes and, thereby, to draw a picture of the presuppositions and meanings that constitute the cultural world of which the textual material is a specimen" (Perälylä, 2005, p. 869). Of particular interest was the relationship between the text and themes that emerged from the interview data.

In conclusion the analysis of the data from the groups of participants enabled theorising about beginning teacher learning and induction. The dynamic process involved interplay between problems, theories and methods (Bryman & Burgess, 1994). It included making inferences, developing models and, as Miles and Huberman (1994) so eruditely describe:

[it is a process of moving up] from the empirical trenches to a more conceptual overview of the landscape. We're no longer just dealing with the observable, but also with unobservable, and are connecting the two with successive layers of inferential glue. (p. 261)

To go beyond the data and speculate about ideas meant having confidence in the findings and the relationship between emerging theory, the literature and future findings. A return to a discussion on issues of confidence, credibility and trustworthiness concludes the chapter.

Trustworthiness, Credibility and Authenticity

As stated, the purpose of this chapter was to present the research decisions made about the theoretical lens, the research design, data gathering, data analysis techniques and ethical approaches to enable the reader to have confidence in the processes and findings. Indeed, the chapter has sought to demonstrate that the research process has produced findings that are credible and trustworthy.

Trustworthiness

It is recognised that readers will cognitively screen the thesis through their experiential and theoretical lens but it is also acknowledged that the researcher has “some responsibility for the validity of the readers’ interpretations” (Stake, 2005, p. 453). Stake (ibid) claims never to have met a case researcher unconcerned with “clarity about their own perception and validity of their own communication”. As the researcher I had a commitment to clarity and accuracy to reduce the likelihood of misinterpretations.

Validating interpretive research is a topic that has generated much debate. Experimental researchers assert that qualitative researchers have no way of verifying truth. The experimental researchers’ claims are lodged in a paradigm position that views knowledge as verifiable, with established or probable facts or law, which are true or probably true (Denzin & Lincoln, 2000, p. 8). Rigour is benchmarked through internal and external validity, reliability and objectivity. In contrast, the interpretative researcher views knowledge as constructed and accumulated through more informed and sophisticated reconstructions. Rigour is demonstrated through trustworthiness and authenticity (Guba & Lincoln, 2005) and is implied through credibility transferability, dependability and confirmability (Denzin & Lincoln, 2000).

Peer validation and triangulation were among the processes used in this study to strengthen the credibility of the findings. Peer validation and feedback was gained through conference and seminar presentations and feedback (2004, *Learning to Teach, TEFANZ Conference 3-7 July Auckland; Learning to Teach: Beginning Teacher Induction: Team Solutions, Epsom Campus November 2004; Learning to Teach: ACE Seminar Series, Epsom Campus, August 2004*); *British Education Research Association Conferences: Exeter (2005) and London (2007)*). In addition, regular ongoing timetabled critical discussions and feedback sessions took place with a fellow researcher working in the research field and with two doctoral supervisors. Triangulation of data sources ensured there was weight of evidence to confirm and disconfirm findings; for example, data was collected from the principal (n=7), the tutor teachers (n=14) and the beginning teachers

(n=14); the information came from multiple sites (n=7); in addition, multiple data collection methods were used, one-to-one, and group interviews, and documentation.

For the interpretative researcher, dependability or confirmability replace the experimental researcher's benchmark of reliability. Reliability is the ability to replicate a study and achieve the same results. Achieving reliability is not possible in interpretative studies, which are highly contextual and preclude control of variables. Dependability relates to the consistency demonstrated between the data and the findings. As Merriam, (1998) suggests:

[in qualitative studies] A researcher wishes outsiders to concur that, given the data collected, the results make sense - they are consistent and dependable. The question then is not whether the findings will be found again but whether the results are consistent with the data collected. (p. 206)

Dependability was consciously worked towards through the iterative and continuous cross checking of data, along with record keeping of the research process, critical reflection on researcher subjectivity and the ongoing challenges and requirements of my research colleague and supervisors to justify decisions about the research process, data analysis, findings and conclusions. Triangulation of data sources and methods along with peer review also contributed to the dependability of the findings.

Transferability

An aim of the study was to represent individual cases to be read by those with an interest in BT induction and to learn about, and gain insight into, the collective case of sound beginning teacher learning and development. The intention was to generate a working theory on sound induction. Transferability through a working theory replaces the scientist's quest for generalisations and laws. The theory takes account of the context and acknowledges that it is an interpretation, an empirical assessment, and as such extrapolates and communicates the meaning the researcher has made of data. Merriam (1998) and Patton (1990) share this view of transferability, which should provide:

...perspective rather than a truth, empirical assessment of local decision makers' theories of action rather than generation and verification of

universal theories, and context bound extrapolations rather than generalizations. (Patton, 1990, p. 491)

Merriam (1998) argues that “the general lies in the particular; that is, what we learn in a particular situation we can transfer or generalize to similar situations subsequently encountered” (p. 211). She contends that the reader, once assured of the study’s context and ‘safe-guarding’ process, applies the findings to other situations. This is sometimes referred to as reader or user generalizability or case-to-case transfer. Stake (2005) agrees that case studies can contribute to theoretical knowledge:

Case studies are of value in refining theory, suggesting complexities for further investigation as well as to help establish the limits of generalizability...the purpose of a case report is not to represent the world, but to represent the case...the utility of case research to practitioners and policy makers is in its extension of experience. (p. 460)

Merriam (1998) agrees with Stake (2005) when he argues that the reader will “experience the happenings vicariously and draw their own conclusions” (p. 450). It is the researcher responsibility to report the study in such a way that the reader can trust the credibility of the findings.

To judge the process and outcomes of the inquiry Lincoln and Guba (2000, p. 180) suggest the following authenticity criteria - fairness, ontological and educative authenticity, and catalytic and tactical authenticities.

Authenticity

Through the systematic analysis of the data, it is argued that the findings present and represent a fair and balanced account of participant voices. The purposively selected schools and participants were a well-matched fit with the purpose of the study. Further research to include all teachers in the school in which induction is embedded would be of benefit to confirm or disconfirm some findings. In this study, resources and time could not accommodate the additional participants. It is likely that little would be disconfirmed: however, the additional data might strengthen and add further insight into the claims about the importance of the school context to BT learning and induction.

It is difficult to assess the ontological and educative impact of the study on participants. The tutor teachers and some principals communicated the value attributed to their intellectual engagement in the interviews about BT induction practices and how it acted as a catalyst for conversations with colleagues. It is anticipated the report will provide a working theory and act as a catalyst to further understanding of, and insight into, sound induction practices. Invitations to schools will be extended to attend a research seminar where the study will be presented. Catalytic authenticity cannot be claimed, as evidence of action as a result of the project has not been sought. Tactically, the report will be published in a time when beginning teacher induction and mentoring is attracting national and professional interest (Cameron, 2006; NZEI, 2007). MoE officials have demonstrated their interest in the study by initiating a meeting to discuss the findings (11 October, 2006).

Conclusion

This research was a multi-site instrumental case study, which took an interpretative, qualitative stance drawing on constructionism and, to a lesser degree, a critical approach. It was anticipated that beginning teachers, principals and tutor teachers would attribute meaning to themselves and others, and the micro and macro-educational contexts, in subjective and context specific ways. The study was interpretative as it sought to understand and provide a rich description of how the participants make meaning of beginning teacher induction. It was constructionist in that it recognised that meaning is relative to the educational context and is constructed through the interaction and intersubjectivity of people. However, there is recognition that relativity is tempered and bounded by the collective meaning making and discursive practices of the macro-educational context, which imposes common policies, systems and resources across schools. It is critical in its interest in uncovering the numerous discourses, contexts and competing interests that may impact on the teacher's choice or agency when engaging in teaching and learning.

This chapter presented the methodology and methods used in this study. Strengths and limitations were discussed along with multiple ways of addressing issues of

trustworthiness and authenticity that confront interpretative studies. Denzin and Lincoln (2005, p. 26) argue qualitative interpretations are constructed in ways that involve “the writer as interpreter” moving from text to research to text to create an interpretive document. It is acknowledged that this is not an easy process and is both creative and interpretive. The following two chapters are the product of the interpretive process and provide a vicarious experience of beginning teacher learning and induction through description, analysis and interpretation of the findings. Chapter Four presents a thick description of the data in seven case studies, and Chapter Five provides an analysis of the data across the seven studies and the emergent themes that examine how beginning teachers, tutor teachers and principals gave meaning to the construction of the teacher and BT induction along with the common and contradictory school practices.

CHAPTER FOUR: FINDINGS - SEVEN CASE STUDIES

Chapters Four and Five present the findings of the study and describe how beginning teacher learning and perceived sound induction practices were played out and given meaning in seven schools. In this chapter, to set the scene, a brief report on how the seven schools used the national induction resourcing is described. Then to provide a rich and holistic account of induction the results are presented as single site case studies. These are reported as one in-depth case study of Syracuse School and six school cameos, which give a snapshot of BT learning and professional development in each school.

Induction: A Brief Overview

The principals in all schools thoughtfully considered and planned how the .2 staff resourcing for BT induction could best support the learning and induction of beginning teachers. As one BT reported:

The principal is very strong about making sure the beginning teachers get their .2 and we use it as negotiated time for professional development so however the time is used it must benefit us...I could plan or go to courses or do odd jobs or she [the release teacher] would work alongside me with the children or release my tutor teacher to observe...we've been given ownership of the time which is very, very good. (SSBT2)

Underpinning each induction programme design were principles of ownership, responsiveness and flexibility. Alongside these design characteristics, expectations and practices esteemed and sanctioned in each programme were reported and typically modelled throughout the school.

The principal and senior management were influential in the induction of beginning teachers as they set the parameters for the design of the programmes. The tutor teachers were carefully selected to accelerate and enhance learning and acculturate the BT into the school, while paradoxically recognising the BTs' personal teaching philosophy. Furthermore, each tutor teacher was appointed for his or her ability to build confidence and advance practice. The tutor teacher acts as a mentor and, with the beginning teacher, designs the induction programmes to

provide formative feedback, summative assessment and emotional support. In two schools the TTs were part-time experienced teachers who did not have responsibility for a class of students. The principals viewed this as advantageous as the tutor teachers could focus on the BT to work alongside or observe the BT in the classroom. In addition, they modelled lessons or released the BT. Consequently, the two tutor teachers knew intimately the children in the BT's classroom, which facilitated meaningful and informed conversations about individual children's learning needs.

The importance of the quality of the staff employed to release either the BT or TT to support the programme was highlighted in this study. In the investigation this person was usually a part-time teacher who was employed throughout the year. This staff member would release the tutor or beginning teacher. They were known and accepted by school colleagues. For example, at Norfolk School, the relieving induction teacher was a successful classroom teacher who had previously taught at the school for a number of years. This teaching colleague tended to come on a set day or days each week. Four of the schools stated that their induction release teachers were flexible about the day they dedicated to the BT programme and provided assistance at alternative times if given notice. The beginning and tutor teachers planned their use of the release teacher in advance. The competency of the release teacher and her knowledge of the children and school-wide policies and practices were viewed as critical to the success of the induction programme by all participants, particularly the BTs. In many instances, the release teacher became another mentor who also provided advice and engaged in professional conversations about children's behaviour and learning. The support and the modelling of effective teaching practices and ethical professional behaviour throughout the school were recognised as integral to sound induction.

To provide insight into the way in which BT learning was supported, the following section portrays how induction was given meaning in one school - Syracuse.

Case Study: Syracuse School

Syracuse School had relationships and situations that were particular to the physical locality, the high socio-economic profile of the community, the teachers employed and the subsequent beliefs and practices that characterised the culture. It had, in common with other schools, national educational policies and curriculum accountability requirements. However the school responded in particular ways to this socio-political environment and designed BT learning and induction in ways that aligned with the school culture.

The description of Syracuse's induction programme and practices along with the constraints and situated relationships that contributed to the learning and professional development of two novice teachers are described through the experiential accounts of two BTs, two tutor teachers, Emilia and Adriana, and the principal. The focus of the study was on the structures, programme, practices, beliefs and values that Syracuse School used to induct the BT. Of interest was how these supported BT learning, privileged practices and a particular construct of the teacher. The conceptual structure of the case study is organised around the following particularities that emerged from the data analysis: a welcoming school, induction characteristics, appointments, attitudes toward initial teacher education, hard work, support, confidence, knowing the child, scaffold learning - freedom and direction, high expectations, the professional teacher, relationships, judgements, conceptualisation of the teacher and an improved induction model. The particularities or themes addressed the research questions and provided insight into the specific way that BT induction was played out at Syracuse School.

The data are unique to Syracuse School and bounded by the practices and beliefs of the school. While it tells its own story of teacher learning and induction, the case is instrumental in providing insight into BT induction. The case was selected from seven induction programmes studied as it typified many of the practices evident in the other participating schools and had many of the characteristics the literature suggests are evident in sound induction programmes. Triangulation by using the multiple perspectives of the principal, the two beginning teachers, and

the two tutor teachers supports the trustworthiness and credibility of the meanings and interpretation.

A Welcoming School

Syracuse primary is nestled into the side of a hill which slopes down to the sea and is surrounded by well-kept gardens and ample playgrounds. The reception area is welcoming with friendly receptionists, pot plants, children's work and comfortable seating. The classrooms are filled with colourful and well-displayed examples of children's work. It is a middle class, urban, high decile ten school of approximately 600, predominantly NZ European children. The school is well resourced with computers and a teacher librarian. A community elected Board of Trustees governs Syracuse Primary School. The principal, a NZ European, has a long history with the school and over 35 years experience in education. His teaching and educational philosophies are important to him and articulated in school documentation. He is qualified with a Diploma of Teaching and a Bachelor of Education. The tutor teachers, Adriana and Emilia, also NZ Europeans, had different approaches to tutoring. Each had over 20 years classroom teaching experience. Adriana, the year two tutor teacher, was a very focused practitioner. She had gained a Diploma and a Higher of Diploma of Teaching. Emilia, the year one tutor teacher, has a Diploma of Teaching, a Masters in Education (Honours), and was also an accomplished practitioner. She was academic and had ambitions to continue studies to a doctoral level. The difference between the two tutor teachers manifested in the way they approached their role. Emilia was philosophical and reflective about her tutoring and tended from the very beginning of the first year to give Luce the responsibility for decision-making; whereas Adriana was anxious to ensure the BT was successful and initially focused feedback on basic management strategies. Both BTs held their tutor teachers in high regard.

Luce and Luciana differed in their ethnicity and the qualifications they had gained prior to entering the teaching profession. Luce, the first year beginning teacher, was Asian and had graduated with a Graduate Diploma of Teaching (Primary) along with a Bachelor of Science. The Graduate Diploma of Teaching (Primary)

is a 1.3 EFT funded initial teacher education programme typically accessed in one calendar year, designed for those who hold a university degree or its equivalent prior to entry. He had spent ten months in the school and was a new father. Luciana, the second year beginning teacher, was NZ European and had spent 22 months in the school. She had graduated with a Bachelor of Education (Teaching), and was married without children. The Bachelor of Education (Teaching) is a three year initial teacher education degree programme.

A priority for the principal Dromio, was the effective use of the government-targeted resources to support the professional development and induction of the BTs. Like all other schools in NZ, Syracuse School was able to apply for resourcing to provide beginning advice and guidance programmes. This included a .2 staffing entitlement for the first year of teaching and a tutor teacher allowance. Dromio had applied and received this funding from the MoE. His commitment to support tutor and beginning teachers was fuelled by his own experiences as a tutor teacher. He recognised the role as important and demanding.

Dromio and the tutor teachers appreciated the need for the induction programme to be flexible to meet the needs of individual BT. To facilitate flexibility, he had appointed a permanent part time teacher whose sole job was to provide the .2 staffing time allocation to release the BT or TT as each saw fit. Flexibility was integral to the programme, the TT confirmed that they could change the provisionally set day simply by emailing or making a telephone call. Importantly, the relief teacher was known as a good classroom teacher. She had previously worked in the school and was familiar with the school policies and where resources were located. Her colleagues respected her teaching practices. Consequently the TTs and BTs were confident about handing their children over to her, knowing that they would not be unsettled by the change of teacher. Indeed the evidence indicated her contribution to the induction programme was valued. The relationships between the TT, the teaching teams and other school teaching staff were viewed by all as important to the success of the BT who, they acknowledged, had a lot to do as illustrated by Emilia:

Setting up of the room is one thing, setting up programmes, you know, there's a lot of stuff at the beginning of the year it's so mind boggling. Poor guy in between that personal stuff happening with his family, having a baby and all that sort of thing, there was quite a lot happening at the time. (SSTT1)

Induction Design and Practices at Syracuse

The induction programme at Syracuse School was characterised by flexibility, negotiation, welcoming practices, and the celebration of success. Teaching staff went out of their way to include the beginning teachers into school life. Luciana describes the way the school made a point of welcoming her on the first day:

It was nice [on the first day] because they made you feel so welcome with roses on my table and all that sort of thing. A lovely warm environment and lots of advice like where to put stationery and you know the first few things that you do with the kids on their first day. I knew if I wanted to do the same sorts of thing I could. Throughout the first week I had people popping in every morning. (SSBT2)

At Syracuse School becoming a fully registered teacher was celebrated. The TT, Adriana, described how she organised flowers, a present and dinner for the beginning teacher who had completed the induction programme. On a separate occasion at a staff dinner, Dromio presented the fully registered teacher with a certificate.

Each tutor teacher with the BT, was responsible for designing an individually tailored induction programme. This involved factoring in regular meetings, just-in-time conversations, classroom observations, feedback and time to work to meet deadlines. Emilia and Adriana met their BTs once a week. Luce and Luciana would bring their queries and concerns to these meetings and the tutor teachers would respond, probe, praise and challenge. They would also discuss upcoming events or deadlines, for example report writing, camp, and parent interviews. Luce engaged in a range of activities on Thursday when the release teacher typically came. The release teacher might take Emilia's class, allowing her to observe Luce teaching and give feedback, both written and verbal. Alternatively, Luce might be released to observe Emilia or other teachers; or he might work on his own, reflecting and planning, or alternatively the tutor teacher might work alongside

Luce in his classroom. Adriana describes the way she managed the first year induction process:

We have one day a week release. We juggled it; it was timetabled and programmed and we organised it so that there were opportunities for her to go and work on her planning and observe other people in the school. We sent her away to other schools, lower decile schools so she could see the same level in a different setting. Obviously the interplay between myself going in and observing her and she coming and observing myself was part of it. Spending time and working with her and her children in the classroom meant that I knew her children well. We timetabled term by term so there was a sort of direction to what we were going to do. It was done with her input and my direction. It's an important balance to achieve. (SSTT2)

Not all experiences were considered helpful; for example, twice Luce had gone to a BT course out of the school. He reported low satisfaction with these courses preferring classroom observations. He said:

[The courses]...not 100% helpful, I looked at the timetable and was full of expectation, I was so hopeful ...but it was an anti-climax, we were just sitting there listening to other non-expert people sharing their experiences, so I was a bit disappointed. (SSBT1)

Time was an issue for both beginning and tutor teachers. In the second year meetings were more difficult to schedule, as there was no longer release time available. Often breakfast meetings were arranged. Adriana and Luciana worked more as colleagues planning and, on occasion, assessed children together. Luciana reported that she felt just "like one of the teachers". Luciana, in her second year, went twice to observe in other classrooms at a different school. She also attended an off-site course that built on an interest rather than addressing a perceived weakness. Adriana expressed a sense of disquiet about her tutor teacher role in the second year. She said that her ability to give insightful and relevant advice and guidance was dependent on her knowing the children in Luciana's classroom and, because of the lack of release time and access to the BT's class, this knowledge of the children could not be gained.

Informal, serendipitous discussion was an important part of the programme. In the first year the tutor teachers frequently initiated contact and discussion, calling into the beginning teacher's classroom before and after school to see how they were getting on. Other teachers, including the principal, also initiated discussion. But in

the second year it was the beginning teacher who tended to initiate discussion; for example in team meetings, staff room and other classrooms. To facilitate informal contact, Emilia and Adriana worked in close physical proximity to their beginning teachers e.g. in the classroom next door.

Documentation of BT learning and development was submitted to Dromio and included a monthly written report in the first year along with feedback on classroom observations. Discussion and agreement about the content of the report took place prior to being signed off by both the tutor teacher and BT, and each kept copies. At Syracuse formal written reports in year two were not required unless there were concerns about the beginning teacher's ability to meet the criteria for full registration. A set of guidelines written by the school helped structure reports and clarified expectations about assessment, classroom management, the classroom environment, health and safety and professional development.

Appointments: Beginning Teachers and Tutor Teachers

Dromio considered one of the most important aspects of his job was making good staff appointments because he wanted the school philosophy acted out in teachers' practice. When interviewing prospective teachers he assessed the match between the successful applicant and the espoused school culture and teaching philosophy. This philosophy encapsulated a holistic, child-centred, action-learning approach to classroom practice. Dromio said:

I always ask teachers I interview for a job, and not just beginning teachers, "What's your philosophy of education? What's your philosophy of learning?" We want teachers who have a child-centred approach to learning, and know what learning is and how to move children. (SSP)

Embedded in the philosophy was the notion of quality; and Dromio frequently referred to quality teaching and quality learning. Predictably, Dromio took the appointment of BTs and TTs seriously; and gave status to the tutor teacher role. He wanted to ensure that the beginning teachers would fit in with the school philosophy. Of importance to Dromio was their professional persona, which he described as how they presented themselves - whether they looked professional, behaved and spoke professionally, communicated well and demonstrated the

likelihood that their interpersonal relationships would “fit in with the team and the way the staff operate.” He indicated that the school was not interested in an applicant who did meet these criteria.

Dromio involved the tutor teachers in the appointment process so that they felt committed to the successful applicant. He gave status to the work of the TT by allocating them management units and they were viewed as equivalent in status to curriculum leaders. Dromio acknowledged that tutoring involved a lot of work. Both Emilia and Adriana were invited to take on the role. Adriana was a first time tutor teacher; Emilia was experienced. Adriana had previously turned the invitation down for a number of reasons, one was because of her negative experiences with failing initial teacher education student teachers, another related to her responsibilities as a senior teacher and a mother of young children. Both Emilia and Adriana saw the role as risky: “...being a tutor teacher for a BT - it’s a gamble” (SSTT2) with much resting on the capability of the BT to take on board advice and guidance. They considered the participation in the appointment process mitigated the risk. As Adriana said:

It’s very important, very, very important to have a voice and to have a role in the appointment process; because when you help with the interview process and select a particular person it makes you committed and helps make that bond. (SSTT2)

Emilia accepted the role of tutor teacher because she viewed mentoring novice teachers into the profession as integral to her role as a professional; it was in her words, doing professional “good”. It seemed to Emilia a natural progression from her previous experiences as an associate teacher when she mentored and assessed student teachers from initial teacher education programmes. Both tutor teachers viewed the role as an additional responsibility to an already very busy and full job.

While both Emilia and Adriana were equally committed to tutoring, there were some differences in their approach to mentoring. Emilia’s practice tended to a greater extent, to affirm the right of Luce to try out his own ideas and she was not as concerned about him making mistakes, although she did discuss the difficulty of finding a balance between freedom and support. Adriana grappled to a greater

extent with the tension between telling Luciana how she could do things and allowing her to learn from mistakes.

Emilia and Adriana were appointed to their tutor teacher roles without training. They and Dromio were concerned about the lack of access to professional development opportunities for tutor teachers. At the time of interviews both tutor teachers, particularly Adriana as a first time tutor teacher said they would like to go on relevant mentoring courses, but there were none available. Emilia indicated she would read relevant articles to inform her tutor teacher role. Emilia and Adriana had purchased a tutor teacher resource kit from a Teachers' Centre but used it only as a general guide as neither wanted prescriptive instruction on their role. The tutor teachers felt they could discuss tutoring with colleagues and felt well supported by them and the principal.

Attitudes Toward Initial Teacher Education

In the first six months there appeared to be a tension between, building on ideas developed and theory learned in initial teacher education programmes, and the realities of classroom practice. Despite this, Dromio viewed the BT induction programme as an extension of initial teacher education, he stated:

The emphasis for year one and two beginning teachers is predominantly to get them into the school and to finish off the training that they've had so that they become good classroom practitioners. (SSP)

He valued the theory and ideas the novice teachers brought with them and acknowledged that they would want to put these into practice. Both tutor teachers also commented on the need to let the beginning teacher trial the ideas they had brought from the initial teacher education programme. However, both the tutor teachers and the principal thought the establishment of effective classroom management was important and that sound reading writing and mathematics programmes should be prioritised; it was asserted that the BT's personal ideas should fit in with these priorities. As Dromio observed:

There's a considerable amount of time spent in the first year developing reading programmes, maths programmes and those sorts of things, class management, routine, then the implementation of curriculum statement. (SSP)

Paradoxically, Dromio and Adriana identified preconceived ideas and mindsets as potential constraints to advancing BT learning. Adriana stated when discussing possible barriers to effective practice:

Maybe preconceived ideas, maybe something that's happened at College, that's been a mindset, something from practicum that's put them in a different mindset. (SSTT2)

This mindset, she felt, could lead to a resistance to taking on board advice about particular matters. Dromio noted that sometimes year one beginning teachers come out of their initial teacher education programme unsure about how they were going to put into practice what they had learned. This, he had observed over time, manifested in low confidence levels and high anxiety as they grappled with the responsibilities associated with their first teaching appointment.

The First Six Months

Hard work and support underpinned survival at Syracuse School. It was acknowledged by both tutor teachers that whether you were a first year teacher or an experienced teacher, teaching was hard work. As Adriana commented:

You need to work together, nut things out together, help each other, teaching is too hard on your own, and you need to share the load. (SSTT2)

Dromio's awareness of the demands associated with the first two years of teaching meant BTs were not given additional responsibilities beyond those associated with their class. He saw the children in the classroom as their number one priority:

We don't want to burden beginning teachers with other responsibilities like looking after rugby or taking gymnastics. (SSP)

The first six months were in many ways about survival; Adriana and Emilia saw their role as enabling the beginning teacher to "keep their head above water". Luce and Luciana shared this notion. As Luciana stated, "nothing quite prepares you for your first year; I think that it was a bit of a whirlwind" (SSBT2). Luce found the multiple pressures of work and home life difficult:

I have got so many shocks this year with so many things and socially it's not so fulfilling I would say, it's down to nil. (SSBT1)

Key approaches to survival included building confidence, clarifying expectations and time management strategies along with time to establish classroom routines

and manage the paper work. The type of support provided was both formal and informal. It ranged from the tutor teacher initiating contact e.g. dropping into their classrooms after school each day to see how the day had gone, and formal scheduled meetings either before or after school. Emilia and Adriana initiated contact daily:

My tutor teacher would pop in every morning and say, “Are you all right? Do you need anything? and What are you doing today?” and things. In the first six months they did come in and make sure that I felt okay about the day and that I felt all right at the end of the day. It was good. (SSBT2)

It was not just the tutor teacher who provided the support, Luce felt very well supported by all staff as he illustrated in this comment:

Everyone is quite helpful so when I say I have a problem everyone tends to just stop and listen to you and ask what is happening, there’s no fixed way of doing things. They did assure me that although I have been assigned a tutor teacher if I need help or any advice I need to just talk to anyone. They are very open. I think the first half of the year I really needed constructive feedback and constant, not to say praise, but assurance that the school could trust me. (SSBT1)

Acknowledged by both beginning teachers and tutor teachers as central to building teaching confidence and capability, were the opportunity for frequent informal talk along with regularly scheduled meetings to share ideas and concerns, to have questions answered and plan collaboratively.

Challenges in the first six months

Managing the workload, gaining confidence and balancing personal lives were identified as significant challenges in the first six months of teaching. Luciana found the workload hard. She arrived at 7.30, left at 5.45 during the week and worked weekends. Challenges particular to her were organising reading and mathematics groups, establishing routines, finding resources, setting up attractive classroom environments, planning to meet individual student needs, as well along with tiredness.

Dromio and Adriana identified managing the classroom and establishing mathematics and reading programmes as a priority in the first six months. Dromio argued:

Learning cannot take place unless you can manage children...in the first month or two developing routines and classroom management, control and organisation of groups, setting up things like basic planning structures, the core areas reading and mathematics [are of paramount importance]. (SSP)

Adriana identified establishing effective classroom management strategies as the basis to teaching in the first six months when she said:

The first six months is about meat and potatoes. I find the new teachers come out with wonderfully strong theoretical beliefs, pedagogy and curriculum - they're really strong but it's all about meat and potatoes. How are you going to move those children from the mat, from shared book to their reading activities? How are you going to get them organised, wash their hands and go to the toilet before morning tea? It's all those organisation things. Time management, standards, expectations, dealing with parents - it's just all of those little things. (SSTT2)

However, this focus was offset by a school-wide action learning approach, where Dromio required teachers to know what learning is, how to recognise learning and how to move a child on to the next level.

Paradoxically, while wanting her beginning teacher to focus on the technical aspects of teaching, Adriana valued the new ideas beginning teachers brought to the job. It was, in her terms, a "balancing act" to support the enthusiasm and philosophy Luciana had brought to the position and ensuring she focused on the "meat and potatoes". Luciana did not identify her confidence level as particularly problematic in the first six months but Adriana had noticed that she became anxious when classroom observations were suggested. In order to help her gain confidence Adriana did not observe her frequently during this time; instead Adriana modelled lessons in Luciana's class while Luciana observed her tutor teacher. Adriana considered building confidence a priority.

Unlike Luciana, Luce recognised confidence building as critical to his learning and development. He had very high expectations of himself and worried he was not meeting either his own or those of others. He said:

I constantly have this feeling that I could have done much more and much better if I didn't have the baby but I try not to put the blame on him and try to stay positive which was quite difficult but I find it very, very important so I try to talk to more people and try to stay sane as a person, (this) is also a critical area for myself. (SSBT1)

Knowing colleagues had confidence and a trust in his ability to teach were all-important to Luce. He valued constructive feedback, which he received from his tutor teacher and others including Dromio, who observed him twice in the first year.

Like Luciana, Luce was consumed by his role as BT and found there was no time to socialise. Becoming a father for the first time, (three months after starting in his first teaching position) compounded the overwhelming feelings associated with teaching. He commented about his feelings of social isolation outside of school. Part of these feelings could be attributed to his high level of commitment and conscientious attention to his teaching. Emilia worried about him:

Sometimes you think, Luce go home, have a life and just switch off; but he's not that sort of person really. (SSTT1)

Luce identified the induction .2 time allowance as essential to his survival. The induction programme allowed him to observe in other classes, be observed while teaching, attend courses, take time to reflect and cope with reports and other administrative tasks. All agreed that managing a balanced life was virtually impossible in the first six months of teaching.

The Second Six Months

Improved confidence related to knowledge and the establishment of individual relationships with the children and other teachers. In addition, a greater awareness of accepted school practices and school resources reduced anxiety and increased confidence levels. Emilia reported that Luce's more focused interest on the learning needs of the children was demonstrated in his reflections in the second half of the first year teaching. She talked about Luce consolidating his classroom practice. He had more contact with parents and was taking the initiative to resolve difficulties. Emilia continued to listen, resolve problems and work alongside him, as she illustrated:

There's a few sort of volatile girls, for example, that sort of test him a little bit and he's had to call parents in, but he's handling it really well. (SSTT1)

Emilia did not rescue Luce; she listened, questioned and tended to offer suggestions only when asked. Her interest was in encouraging thoughtful decision-making.

Adriana also commented upon her perception of Luciana's improved confidence in the second half of the first year. Luciana had developed a closer relationship with her tutor teacher and was able to voice her opinion and "thrash things out". Adriana noticed more in-depth discussion taking place. Luciana talked about "calming down a bit" in the second half of her first year. She acknowledged that observations of her teaching were less frequent in the first six months. In the second half of the year they increased and Luciana expressed her appreciation that they had allowed her this time to build confidence:

They observed me in the first half of the year but not as often as the second; they let me get some confidence, which was lovely. (SSBT2)

Luciana also noted that knowing how to access teaching resources helped. Like Luce, she had greater contact with parents and felt well supported by senior staff. It was interesting to note the difference between the two BTs. Luce, while acknowledging lack of confidence, sought constructive feedback and welcomed observations virtually from day one. He utilised reflection as a tool to improve practice and sought reassurance. Luciana was more cautious about feedback. She did not initially acknowledge her lack of confidence but her tutor teacher noticed her anxiety.

The Second Year: I'm Just Like Any Other Teacher

In the second year there was a tension between the tutor teacher role and the perceived needs of the beginning teacher. At the time of the interview, the staffing resource time allocation was not available in the second year. (nb: in 2006 a national .1 staffing allocation and a tutor teacher allowance was made available to support the second year tutor teacher). With the induction time allocation now no longer available it was difficult for Adriana and Luciana to find time to meet. Nevertheless time was found for discussion on a regular basis both formally or informally. Furthermore, there was no time to observe Luciana in her classroom or get to know the children, a fact that preoccupied Adriana particularly. Her

anxieties were alleviated somewhat by her confidence in Luciana's ability to teach. Adriana said:

I'd pop in to say, "How's it going? What are we doing?" I've just been lucky that she is an excellent, competent, independent teacher because I find that the second year with no release, it is extremely difficult as a junior teacher too, with her own responsibility of a class to be able to get in there to see how she's going and because there's not variable space and its closed walls, I can't see into her room, so it becomes, in the second year very difficult. (TT2SA)

Luciana also felt like one of the teachers and had not missed the release time. She continued to meet with her tutor teacher weekly. As she stated:

Okay - this year I don't get a day. I haven't really missed it. So I'm just like any other teacher really but we have discussions. My tutor teacher and I have been meeting on a Wednesday morning generally to see if there's anything that I need to discuss or that she needs to discuss with me. (SSBT2)

Regardless of the lack of national resourcing in the second year Luciana was released by the school and given the opportunity to observe language in other classes and in another school, and to go on a course of her choosing. She confidently stated that if she felt she had a need she could indicate this and it would be addressed. Her tutor teacher was equally confident of the school's commitment to provide support if there were concerns about the BT:

I knew by the end of the first term, she was just running so well, but if she was not, you know, there would have been an intervention to help her achieve. (SSTT2)

Luciana identified time and her personal life when discussing what got in the way of becoming the teacher she aspired to be, it was time to get through the curriculum and the need to put time into her personal life, she said:

Time - the lack of. When you want to do some nitty gritty assessment, like for example the Early Numeracy Project we were given two days to do assessment, to find out where the kids were at and then another day at the end to find out how much they've grown and where to go to next. I'd say time and I think personal life sometimes too can have an effect on my teaching. (SSBT2)

A problem for both Luciana and Luce was the lack of boundaries around their work. Whether they were in year one or two, the BT's working day could stretch and often encroached late into their nights and weekends.

Learning Scaffolded: Direction, Freedom and Fallibility

The tutor teachers experienced a tension between, on one hand, telling BTs what to do to save them from making mistakes, and to accelerate the implementation of effective classroom management; and on the other hand, allowing them to make mistakes and develop their own strategies and pedagogy. Emilia captured this tension when she said:

I had to keep my mouth shut. (SSTT1)

Both tutor teachers were mindful of the level of support they gave to Luce and Luciana to establish basic classroom management strategies, language and mathematics programmes and the amount of freedom they allowed them to put their own ideas into practice. While at times they were tempted to intervene and rescue, they tended to favour allowing the BTs to develop their own pedagogical practice rather than mimic others. Emilia, in particular took this stance. Despite the fact that she believed students who had completed the one-year graduate preservice teacher education course required a little more initial support than those who had completed a three-year teaching qualification, her preference was to listen and question, rather than offer direction. She was aware that it was a “balancing act.” She said:

I think sometimes, maybe it’s all to do with me. Sometimes I might give him too much freedom or too much choice and he’s thinking, “Oh! I want to have a bit more direction”. I think he’s done a one year training course and a university degree so for him he needs a little bit of extra support, perhaps in many respects. I noticed at the beginning of the year I assumed certain things were in place and they weren’t. I realised he needed to go back a few steps and that I had to give him a bit of guidance. (SSTT1)

Emilia wanted to prevent BTs from becoming disillusioned as they juggled their ideals about teaching and learning and the realities of the classroom. Her view was that amid the multiple pressures of coming to terms with classroom management and numeracy and literacy programmes, it was important to have the freedom and flexibility to trial their own ideas. This related to not only having the freedom to try things out but also having the flexibility to alter and modify approaches and practice after a few days. She acknowledges the difficulties associated with BTs implementing a teaching philosophy amid the complex and day-to-day realities of school life:

You know you've come out of [initial teacher education] with all these lovely ideas in your head and you want to try this and the world's your oyster sort of thing. Then you come to a school where you've got the reality, you know, certain furniture, a group of kids, cross grouping for maths, paper work, camp and an overnight sleepover about a month into the term. (SSTT1)

The tutor teachers did not want to tell the BTs what to do; instead they shared the way they were doing things, provided feedback and gave them opportunities to observe other classroom environments and teaching in action.

Adriana, the less experienced tutor teacher, expressed a greater degree of anxiety than Emilia about her ability to support Luciana's success in the classroom. She also initially worried about parental acceptance of the BT. She was relieved that by the second year that she had confidence in her BTs' ability to teach and communicate with parents effectively.

Fallibility

To privilege the freedom Luce and Luciana had to develop their own pedagogical approach to teaching, risk taking and making mistakes had to be accepted. At Syracuse School, this freedom was legitimised by, for example, tutor teachers sharing stories about their own risk taking and mistakes they had made. Dromio set the scene at an early session with the first year beginning teacher:

Okay! this year you can get in and try some things and you'll make some mistakes and you probably won't make the same mistakes again next year... (SSP)

Importantly, the acceptance of making mistakes meant also being open-minded, along with the ability to take on board constructive criticism. These dispositions were identified by TTs and the principal as essential to BT learning and development. However, making mistakes and accepting criticism was a big ask as the BTs, in their first year, had low confidence levels and were constantly looking for reassurance rather than critique. For Adriana, Luciana's inability to accept feedback was initially problematic. However, as Adriana said, the open-door school practice meant that people moved in and out of each other's classrooms and from this came an awareness of the teaching practices of others, along with an awareness that experienced teachers were fallible and yet respected colleagues.

These taken for granted practices, along with Adriana's empathetic approach, meant that over time Luciana developed an ability to more readily take on board suggestions.

Expectations

High expectations pervaded Syracuse School. The community and principal set the standards. Dromio met with the BTs early in the year to communicate an expectation that the high level of support would be matched by hard work, enthusiasm, good humour and respect for children and colleagues. This message was internalised by Emilia as illustrated in the following comment:

I think the biggest thing is we've all got really high expectations and I think that really helps the learning of the kids. We work really hard, I couldn't say that any teacher here is slacker and that's the sort of school I wanted to start in so that I could learn. (SSBT2)

Dromio believed that there existed amongst the teaching staff some "trepidation about the aspirations and expectations of the community". He was concerned that parental expectations could be potentially problematic for novice teachers. Emilia and Adriana shared this concern. As Emilia said:

They've got very high expectations here and you know they want their kids to learn and to do really well and we've got a very large group of highly educated parents and I think that the high expectation stuff is difficult. (SSTT1)

To address concerns about parental expectations Adriana and Emilia were proactive and provided high levels of support for BTs. For example, they would sit in on interviews between the beginning teacher and parents. Adriana was particularly protective; she was concerned that the parents might challenge Luciana because of her novice status. It made her more cautious about allowing Luciana to take risks. This anxiety is illustrated by her comment:

Then there is the pressure of [parental] expectations. If a BT is not performing there, will be people down here knocking on my door and [Dromio's] door, definitely. Well, dealing with parents can be tricky. My BT has coped particularly well and has quickly come [to me] if she's got stuck or she needs some support. There have been a few occasions where I've sat in on interviews with her, just because we weren't quite sure how it was going to go. (SSTT2)

The senior management and tutor teachers' recognition of possible problems around parental expectations and communication and the subsequent supportive action appeared to pre-empt any concerns the BTs might have had in this area. Luce and Luciana did not view the parental high expectations as particularly problematic and had unexpected high levels of confidence when working with parents. Luciana gave an example of her intervening in a proactive and assertive manner with parents, demonstrating a high level of confidence when discussing the child's learning needs. She wanted to support a child to develop independence when writing and felt the parents were undermining this. She said:

I had a little boy in my class who I felt the parent wasn't backing me up and it was an independence issue. I really wanted him to become independent. Eventually, I said to the parent you've got to back me up. I don't want him to put up his hand every time he starts to write or he has had a go and then I'd come and help because it was just becoming ridiculous - he was so dependent on me.

She's saying in front of him, "Oh! He's too scared to put up his hand" because I said, "Oh! He's become so much more independent". After the little boy walked away I said, "You've got to back me up. I work very hard in there with him" and I said, "It's very difficult when you're not backing me up and saying things in front of him. I'm happy to discuss anything with you but it's like I'm wasting my time if you don't do this".

[Now] He's writing whole pages by himself...I'm thinking I've done a great thing, here is this boy independent now and he's happy. You've got to be quite strong willed sometimes. (SSBT2)

The BTs' high confidence levels when communicating with parents may be linked to the high levels of support given to them. Certainly they did not pick up on the anxieties expressed by Dromio, Emilia and Adriana.

Learning Determinants

Learning to teach was acknowledged as a complex process. Multiple factors contributed to this enterprise. Identified as central to the endeavour was confidence. Nevertheless, confidence on its own was not enough. This disposition had to be matched with serious thinking and reflection, alongside engagement in conversations about children and learning. To be meaningful these conversations required knowledge of, and respect for, the children taught. (This was a problem for planning in the first month of the first year as the BTs were confronted with a class of children that they did not know). Particular dispositions were cited as essential to BT learning. These dispositions included open-mindedness, the ability

to take on board feedback and criticism, humour and an enjoyment of teaching. Interestingly the repertoire of technical teaching skills (e.g. routines, classroom management strategies), essential to any teacher, were identified as something the BT had to master but were not part of the tutor teachers' or principals' conversation when discussing their perceptions of good teaching. They appeared to be taken for granted. In this situation where time was scarce, Luce and Luciana said that having their teaching programme well organised gave them time to think and reflect on children's learning.

Dromio argued that the quality of the preservice programme, the quality of the school staff and the tutor teacher, in tandem with the induction programme combined to make the BT a quality teacher. He related quality teaching to children's learning. On one level he had a very pragmatic response to helping beginning teachers focus on children's learning. He discouraged them from taking on board any additional responsibilities other than the children in their classroom:

We don't want to burden beginning teachers with other responsibilities like looking after a rugby team or taking gymnastics. (SSP)

On a more cerebral level he expected the BT to be a thinking teacher. In particular, he wanted them to be thinking about "what do you want this child to learn and how do you know they have achieved?" Both Emilia and Adriana and the two BTs agreed that an accomplished teacher had a child-focused approach to teaching. Knowing the individual child and having their interest at heart was central to the success of the teacher. As Luce argued:

Knowing them as a person means a lot more than just looking at their written work. I think knowing how they behave and how they respond to things - of course the work they produce is part of it - so their attitude and their participation is considered. So I think it's a human factor, being able to treat them as human beings and also being flexible, I think is very important. I tend to mix with them and even when I'm on duty lunchtime, I try, I like to see how they play so I get to see another side of them. Last week we had the school disco and I made the effort to come here to just watch how they interact. I think knowing them is really important. (SSBT1)

This knowledge he claimed, enabled him to plan to meet children's individual needs and develop strategies to motivate their learning. Luciana added, "it was

knowing your learning objective”. And Luce suggested that “being able to ask questions and solving problems were important” to advancing learning.

Emilia predicted Luce’s success as a teacher because of his interest in the children, his ability to discuss honestly his problems, to take on board advice, his effective use of reflection and the dispositional quality of open-mindedness. She reported that she had confidence in Luce’s ability to become an accomplished teacher:

Because he likes teaching, he’s got the interest of the children at heart. He wants the kids to do well. He feels good about it when he sees successes happening and he has concern and can deal with problems. The other thing is that he’s very open and honest and I think if he has difficulties with something he doesn’t hesitate to say “Hey look! I’ve messed up here” or “I’m not quite sure about this” or “How do you think I should do this?” I think because he’s open-minded and he’s willing to take things on board it’s really, really helpful, particularly in his early years of development. (SSTT1)

Both tutor teachers and beginning teachers identified reflection as a tool to advancing the beginning teachers’ thinking about children’s learning. Emilia discussed Luce’s use of reflection to improve his teaching:

He does a lot of reflecting on it I think, at the end of each day. He’s been known the odd time to come in the early hours of the morning to do work and stuff and I think when he leaves the school he thinks very carefully about how his day has gone and whether there are things that have happened - so he does a lot of reflection and I think in that reflection he picks up on various things that he needs to work on and it comes through quite strongly. (SSTT1)

In addition, Adriana considered that success was related to time, experience and having good role models.

On a personal level Luce and Luciana reported that they had become more accomplished by working with colleagues. They valued engaging in conversations, questioning and team planning with others. Both argued that the feedback from the tutor teacher, along with team teaching, supported their focus on children’s learning. Luce found helpful discussion on the translation of good planning into instruction that provided learning opportunities. When thinking about children’s learning, Luce said his teaching went to another level when he focused on meta-cognitive thinking and learning to promote children’s

responsibility for self-learning. Luciana identified professional readings related to her practice along with whole school staff development as supporting her success as a teacher. Examples she gave were an information link course and the early numeracy project undertaken by the all teachers in the school. She said:

The infolink course - that was pretty heavy in your first year but it was interesting and you got to think about children's thinking and all that sort of thing and strategies. Early numeracy this year and that's been a learning curve. We did those as a whole school. (SSBT2)

When discussing how they knew that they were developing well as a teacher, Luciana and Luce confirmed that confidence was important. This, and a clear understanding of what was to be achieved, children's results, and feedback from teachers and parents, all contributed to their feelings of success. As Luciana said:

I think you can feel your own confidence growing and you feel like you know what you're doing now. Other people help you recognise your development. When [a teaching colleague] finishes the six-year nets and things, she always comes and says what a great job and how the kids have moved and things like that. She always gives you a lift and she realises that you are doing a good job. (SSBT2)

However, while much was happening to support BT learning, competing interests and constraints impacted on their development as teachers.

Luce and Luciana used the children as barometers of their effectiveness as teachers. They said they judged themselves as not doing well when the children were not so involved in the tasks and lacked interest and when they observed that the children were not achieving the planned learning outcomes. Luciana referred to children's results and parents' comments as indicators of her performance as a teacher. She said:

I can feel it almost right away when the kids are not interested, or they're not producing the kind of expectation, or the LO's are not met. I know from the formative way of assessment, by observation. I know maybe it's too hard or maybe it's not clear enough; so I think from here, What is my strategy? (SSBT1)

Luciana was problem-solving and making decisions about learning strategies while teaching.

Luce tended to gauge his success, or lack of it, from observation, formative feedback, summative assessment, feedback on, and observation of, his own

practice, his TT, other teachers, and the children. While his focus was on the fact that he had survived so far and was still learning, he had begun to prioritise the individual children's learning needs. He found teaching very fulfilling and had an idea of where he wanted to get to as a teacher and some ways to achieve his goals:

I love it more - I know the place I want to be at - I know how - but I know I'm not there yet. I know some ways to get there, maybe not 100% sure.
(SSBT1)

Despite the reported high stress levels and the lack of social life Luce was enjoying his role as a teacher. Luciana also regarded her work as satisfying. This is an interesting paradox given the stress levels and the overwhelming nature of early experiences reported by Luciana and Luce.

Learning to teach at Syracuse School for both BTs was enabled by multiple factors. Identified as enablers were their own confidence and the confidence others communicated to them about their ability to teach well. In addition the feedback received, the opportunities to observe others and their own children, and time and the ability to reflect on teaching practice and mistakes made were all recognised as central to advancing learning. Of importance was the discourse around children's learning and achievements that constructed the way things were done at Syracuse School.

Relationships

From the separate accounts of Dromio, Emilia, Adriana, Luce and Luciana, it was clear that collegial and collaborative interpersonal professional relationships underpinned the way teachers worked together at Syracuse School. Both Luce and Luciana valued the responsiveness of their tutor teachers and other teachers. Luciana valued being able to approach anyone. She talked about, "the openness of the staff, being able to go to them and any one of them really, whoever I like". This included the principal. Dromio had an open door policy and both TTs and BTs felt they could discuss professional matters with him. For both Luce and Luciana it was typically employment matters and career advice; for tutor teachers it was about their reports on BT development. Luce felt valued by the principal who had observed and given feedback on his teaching on two occasions. Luce particularly valued his tutor teacher; although he acknowledged the way all

teachers were ready to support him. When discussing who supported him most he said:

My tutor teacher, ah! and not far behind are the rest of the staff, especially the team leader and even Dromio as well. It works in a good way in this school. (SSBT1)

Luciana, while indicating that Adriana was a very good TT, also valued highly her relationship with the assistant principal and her teaching team. Both BTs separately valued the fact that they did not feel foolish or put down when asking questions or discussing mistakes. Interestingly, neither BTs mentioned family members as most supportive.

Their colleagues appreciated the beginning teachers. Emilia made a point of discussing the contribution Luce made to her thinking about teaching:

I think one of the nice things about going into his room for observation work is that for me sometimes you pick up on things that he is doing, that you think, oh that's a good way of doing that sort of thing, so its actually helping me to think about my own teaching. (SSTT1)

School Culture

The induction programme was viewed as an integral part of the school, which meant that all members contributed to the success of the beginning teachers. The school culture supported learning and professional development but demanded hard work and commitment from all teachers, not just beginning teachers. It was interesting to note that both Emilia and Adriana judged the culture of Syracuse School more favourably than others they had experienced. Emilia described the school:

I've been in other schools and I think this one is pretty crackerjack. (SSTT1)

Crackerjack to Emilia meant that she was able to make decisions about her own, her children and the BTs learning. She felt she could take risks and make mistakes knowing that she had both collegial and professional development support from her colleagues and senior management. All beginning teachers and tutor teachers referred to the supportive, collegial and collaborative characteristics of the school. The culture was described as "like a family", supportive, collegial, collaborative and open. Syracuse was also open to, and inclusive of, the local community

despite the nervousness about BT and parental interaction referred to earlier. Adriana describes the culture in the following way:

The culture of the school is very family-orientated, close in a good way, yes - strong family ethics. It's close and good, strong parent support, involvement and interest. (SSTT2)

Dromio spoke about the confidence the parents had in the school. He said that the relationship with parents was demonstrated through their work on the school board, in working bees, raising money and the number of parent helpers. He said:

The community has a big input into the school and work with the staff pretty well. We've a very strong PTA and very strong Board and a cohesiveness, which the beginning teachers get bound up in. They're accepted as part of the school. (SSP)

The school was characterised by a matrix management structure where there appeared, from the accounts of all interviewees, a balance between support and freedom to make professional decisions about children's learning and their own professional development interests and needs. Adriana and Emilia commented upon the non-hierarchical management approach and freedom to make professional decisions. Emilia said that she had not experienced a lot of top-down management:

It's here, but it's not here [top-down management]. You know that if you've got a concern or a difficulty you can go to somebody to get support and assistance but, in saying that, you also have a lot of freedom within the constraints from within the school, so there's a lot of support and a lot of freedom. You still have to do the day-to-day stuff but I think people respect each other and respect that they're doing a good job. (SSTT1)

Paradoxically, an action-learning pedagogical approach to classroom teaching was required across the school. School policy provided new staff with professional development in this area to facilitate consistency. This whole school approach was justified as professional development to strengthen teaching practice. Emilia the tutor teacher stated:

For me, personally I'm constantly looking at what I do in the classroom, constantly perfecting what I do, and I consequently take home...and I do university papers and stuff like that just to keep up to date with things. (SSTT1)

While the BTs did not comment on this action-learning policy it did have the potential to impact on the notion of freedom to "try things out" that potentially did

not fit within the action-learning umbrella. Nevertheless, Luce reported that he felt free to explore his own teaching and learning approaches in the classroom, but he did note a pecking order within the school. What he did appreciate was the school curriculum overview and team (syndicate) approach to long term planning:

In this school they have got the syndicate plan and then they've got the school scheme so we've got one big umbrella, but in your classrooms you are free to explore whatever you think is suitable for your kids which I find it really, really helpful and especially for me; I see things quite differently because of (my) different background. (SSBT1)

Luce felt that because of his novice status he had to wait for certain privileges and as a beginning teacher, he was aware of his position in the school. This was illustrated when he spoke about accessing chairs and a filing cabinet:

As a new teacher I didn't get all the good chairs...with the furniture I have to wait. I was asking for a filing cabinet for two terms. I have been asking the school caretaker and the principal and the deputy principal and they say, "Oh you don't need that you know" and some teachers' say "I have had to teach for five years or ten years before I got one". Then term three the caretaker told me that there is one sitting out in a shed somewhere and its been sitting there for a long time and I didn't want to question that because I thought maybe they will not pay attention or maybe they don't listen too well to beginning teachers. I thought no, it's nothing really serious, the good thing is I've got one now. (SS BT1)

There was a difference of opinion between the TTs and BTs about the hierarchical nature of school management, although they did agree that all teachers were empowered to make their own decisions about learning and teaching. Mostly they were able to access professional development that met their needs.

Professional Development

Certainly the BT induction programme was enhanced by the whole school focus on teacher learning and development. This engagement with learning and improving classroom practice was a school wide accepted value and practice. As Dromio stated, "in this school, professional development is seen to be a critical part of...quality learning and teaching and it's related to the school philosophy". Adriana appreciated this focus and took for granted that professional development was an integral part of teachers' work:

You take it for granted, it's ongoing and, in a school like this, we have people with incredible strengths and talents and those strengths and talents are shared within the school whether it's informally where it's just being

modelled and you can see these people in action or whether it's a more formal set-up in staff meetings where professional development is taken by those particular people. (SSTT2)

Both individual and whole school professional development programmes were planned and implemented annually. Expertise within the school and from outside was utilised to support teacher learning and development. Consequently, BTs were not the only teachers learning about teaching at Syracuse.

Luciana, when asked about her views of good professional development for all teachers, identified discussions with experts within the school, observing others in the classroom, and reading literature as the most effective professional development. Both BTs stated that their professional development needs were generally always met, although Luce observed that one-day courses out of the school context did not meet his needs:

Well! what I have seen so far is that a lot is happening [professional development]. Teachers would have discussions or go to courses but it's not really happening for me right now. I've just been to the beginning teacher's course...and I realize that one is not 100% helpful. (SSBT1)

He asserted that the out-of-school one day beginning teacher courses that happened twice per term were not helpful. Luce valued time for reflection, the opportunity to observe others, to be observed and receive feedback. Luciana and Luce perceived effective professional and learning as situated in the school context. Certainly the judgements made, over the two years of their development as they continued to learn to teach and develop as teachers, were context specific. Feedback and assessment outside of this context appeared irrelevant to them. The next section presents the findings on how these judgments were made at Syracuse School about the development of the BT.

Judgements: Becoming Fully Registered

After two years of provisional registration, beginning teachers may be recommended to the NZTC for full registration as a teacher. At Syracuse School, judgements about BTs' readiness for teacher registration were validated by evidence from a variety of sources. Taken into account were such factors as fitting in with the team, having the confidence and willingness to try things out without

over-riding the interests of others. Classroom practice was judged in three ways: firstly through the appraisal system against key criteria outlined in the interim professional standards for beginning teachers; secondly through tutor teacher and sometimes principal's observations; and thirdly, through documentation-planning, evaluations and children's achievements. The Assistant Principal undertook the appraisal of Luciana and Luce. Regular meetings with Emilia and Adriana, along with classroom observations were recorded. To verify the tutor teacher's assessment and the beginning teacher's self-assessment, Dromio and the Deputy Principal, as appraiser, examined planning and carried out classroom observations. The principal referred to the monthly report signed by both the tutor teacher and the beginning teacher, which summarised progress. Dromio also took anecdotal information into account.

Adriana and Emilia developed their own guidelines and methods to assess the beginning teacher. Adriana, the year two tutor teacher, described concrete assessment tools such as planning and observations, but she also referred to a gut feeling based on her own experience which she drew upon to assess and provide feedback. She described the need to be thoughtful, to put herself in the shoes of the beginning teacher and not to be quick to judge. Emilia and Adriana did not assess the BT against the Interim Professional Standards or the Satisfactory Teacher Dimensions (the latter they would have to attest to and sign off on the form completed for NZTC full registration). Instead, they used the guidelines for tutor teachers they had acquired from a one-day course and their own initiative and expertise. Adriana reported that she was confident by the end of the first term that Luciana would make full registration at the end of the second year. Both Dromio and Emilia said that by the end of the first year you could tell that the beginning teacher was going to be successfully registered.

Along with this inherent ability to tell how well the BT had performed, and drawing on "gut feelings," Syracuse School staff used a range of documented evidence and various colleagues to support their judgements. The application for full registration requires only the signature of the principal and attestation of the tutor teacher to tick boxes against the Satisfactory Teacher Dimensions. However, the judgements made about the BT at Syracuse School were informed by multiple

documented sources and validated formally by a minimum of three staff members and informally by the all the staff through conversations and anecdote.

The complexity around assessment of Luce's and Luciana's performance as teachers was not discussed as having a negative impact on their development as a teacher. They did not feel supported or constrained by any particular external standards nor could they articulate an awareness of the *Professional Interim Standards* or *Satisfactory Teacher Dimensions*. Luce wanted to achieve the unspoken school standard, and to work effectively within the syndicate as a team member. He also judged his success through the achievement of the children in his class. When discussing standards he said:

[I judge myself against] I think, the school standard in general. The school is pretty good in a way that they want you to feel confident with your own style of teaching. In a way it is good and I can't find anything bad because you might think that is bad in a way that there's no specific standard they judge against...I think it's good that they have that specific outcomes for the whole syndicate so however we achieve that is our own classroom's business but once we achieve that we know okay, our kids can do this. (SSBT1)

It appears that formal published standards were not important to Luce and Luciana. What mattered to them were the school's expected standards and related practises.

The performance management process of teacher appraisal was separate from the induction processes and was undertaken by the Deputy Principal. Dromio used these parallel processes as one way validating the judgments made about BTs. In addition to the plethora of published teacher standards and criteria, Emilia, Adriana and Dromio all had an internalised conception of the teacher. This next section presents their views on teaching and the teacher.

The Professional Teacher

Dromio, Adriana, Emilia, Luciana and Luce all viewed teaching as professional work but they perceived that this construct of the teacher was not generally held by NZ society. They categorised their occupation as professional because of a societal responsibility to educate future generations and the need for teachers to

continually up-skill and develop professionally. All independently identified themselves as well-read, reflective, thinking teachers who combined these attributes to make decisions about children's learning. They commented on the commitment, dedication and passion required to "do better" for children; and the need to have a child-focused approach to prepare children to be good citizens. Teachers' work was perceived as making an important contribution to society. Furthermore, they argued that the collegial and collaborative nature of their work and the high expectations they had of themselves and others put them in a professional occupational category.

Despite the perception that teaching was as a professional occupation, Dromio, Emilia, Adriana, Luciana and Luce felt that teachers were not always highly valued by NZ society. Interestingly, they acknowledged that different groups of people had different views of the teacher and teacher status. Luciana suggested that people like doctors viewed teaching as a technical craft, while a labourer would view teachers as a professional group. They argued that the general perception of teaching as a low status occupation had the consequence of not attracting many male teachers. Dromio, Adriana and Luciana believed the salary range had an impact on the number of males entering teaching. Dromio also felt that recent legal cases involving teachers and charges of child abuse influenced career choices. He also expressed the view that the community and the government appeared more interested in the number of teachers rather than the quality. He lamented the poor public perception of teachers:

It's a pity there is not a better public perception of the incredible and complex nature of teaching. It's just typical of NZ society; they spend millions on a rugby player but won't spend money on a person who is going to influence another's life for the rest of time. (SSP)

Conversely Dromio, Emilia, Adriana, Luce and Luciana felt the parents in their high socio-economic community valued them. The school had good relationships with parents; this was demonstrated through their engagement with, for example, the School Board, the Parent Teachers Association, working bees, monetary contributions and the number of parent helpers. Comments made by parents to the principal indicated that they thought teachers worked incredibly hard and did a fantastic job for their children. As Emilia comments:

People that are really in contact with the school in many respects like parent helpers and that, or people that go on trips, they say they take their hat off to teachers because of all the jobs in their day, or things that are happening; or the importance of education and how it impacts on their children. But we still have some people that see it as a 9 to 3 type job. (SSTT1)

Paradoxically, the BTs and TTs thought that many parents did not fully understand the nature of their work. They suggested the myth of the job being 9 to 3 with plenty of holidays still existed despite the comments about hard work. A challenge acknowledged by Emilia, Adriana and Dromio was the induction of BTs into a teaching profession where the conditions of employment were demanding, boundaries of work blurred, societal expectations high and teachers were considered by many in society as members of a low status occupation.

An Improved Induction Model

When reflecting on BT induction programmes from a national perspective, Dromio, Emilia, Adriana, Luce and Luciana expressed concern about apparent inconsistencies across schools in the delivery of BT support. They all recounted horror stories of BTs left to fend for themselves. Dromio expressed concern about some schools employing BTs in short-term relieving positions, not committing to them, and taking a “try before you buy approach”. Commitment to effective induction by the school was viewed as essential to quality teaching.

To promote consistency of BT induction, and to protect vulnerable novice teachers, it was suggested by the principal that ERO monitor the use of resources and the programmes with follow-up consequences if the school did not meet its responsibilities. Luce also argued for an external check on induction programmes. He proposed that a liaison person be available to give schools advice on good induction programmes. However, they were not advocating a one size fits all approach to induction design. They wanted the flexibility to design their own programmes to meet individual BT needs.

All argued for resourcing and release time in the BT's second year, this, through NZEI negotiations at a national level, has subsequently come about. Emilia and Adriana believed that further resourcing would strengthen BT learning in the

second year, consolidating and extending good practice by providing opportunities to continue to observe in other classrooms and enabling the tutor teacher to continue to work alongside the BT. Both Luce and Luciana agreed that BTs would benefit from more time to observe in other classrooms. They confirmed the need for the programme to be context based and considered that the courses organised outside the school were less valued:

The day release was excellent in my first year so I'd keep that on (in the second year). I don't know about the course (at xx) although it was good that you got to see people, sometimes I think I would rather have gone and observed classrooms and things more in subjects I felt like I needed to grow in. (SSBT2)

Adriana argued for greater support and professional development for the tutor teacher. She suggested courses that included problem-solving, networking with other tutor teachers and access to a greater range of resources. In addition, she wanted greater clarity about the role:

Tutor teachers need professional development - ongoing and I don't think it matters probably how many times you've done it either. They still need to keep an open mind and fresh ideas in their approaches so that they don't get stuck in a particular way of doing it or handling things. I think there needs to be lots of opportunities for discussion. What would be great would be a sort of problem-solving scenario. I think it would be very helpful and useful. (SSTT2)

Dromio, Emilia, Adriana and Luce suggested continuing links with the initial teacher education programme; Luciana disagreed. Dromio, Emilia and Adriana viewed the preservice and induction periods as part of a continuum of learning. Dromio suggested monthly visits from the provider in the first year, as this would give the BT and TTs access to others with expertise in teacher education. But they advocated that initial teacher education ongoing BT support should be school-based and structured to allow responsiveness to individual needs and have the flexibility to accommodate the intensity of the BT's early experiences. However Luciana believed the initial teacher education institution had "done its job". She argued that the preservice programme was "good for developing thinking skills, for personal professional growth, developing good reading habits, reflective thinking and written skills". Luciana believed that nothing could have prepared her for the first year. She argued that the initial teacher education programme

addressed the theoretical and personal, professional knowledge and beliefs about teaching, Luciana said:

You don't really learn what to do as a teacher; you learn who you are as a teacher. (SSBT2)

Luciana in her second year felt she was "one of the teachers" and thought a dual relationship between academics and the school could be potentially problematic. She did not want to contend with possible tensions that she could see arising between the initial teacher education institution, herself and the school. While Luciana did not want continued contact with the preservice programme, she did want to ensure that BTs had a variety of people to go to for support and guidance.

Dromio, Emilia, Adriana, Luciana and Luce indicated a high degree of satisfaction with the support given to BT learning and professional development at Syracuse School. Strategies for improving the programme nationally included implementing systems to ensure responsible use of funding and for BTs to have equitable access to sound induction across all schools. Any links with the initial teacher education, they argued, should be through tutor teacher, principal and the school rather than working directly with BT.

Conclusion

The commitment of Syracuse School to BT learning and professional development was evident in the leadership and the resourcing and energy invested to ensure a sound induction programme was implemented. This commitment included money, time and assigned status to the programme through the elevation of tutor teacher roles to the level of curriculum leadership. The induction programme focus on teacher learning was mirrored throughout the school. All staff were engaged in professional development as teacher learning was an integral part of school life.

The design of the programme was site based, flexible and responsive to beginning teacher's needs. The tutor teachers, without training, had to shift their child-focused pedagogy to teaching adults. However, relationships between all staff at the school supported collegial and collaborative practices. They worked together

to counter the hard work associated with high expectations and accountability requirements. Reflection, thinking and a commitment to learning were just three of a number of attributes viewed as essential to the teacher which involved the integration of pedagogical and curriculum knowledge and personal qualities to support decisions made about children's learning. The challenges for tutor teachers related to balancing structured support and giving direction to allow the beginning teachers the freedom to develop, as they would ideally like to be. The tutor teachers had to counter BT stress associated with their novice status and responsibility for the learning needs of between 28-30 children.

For the BTs the challenges were not only the management and teaching of classroom programmes but discovering how things worked in the school, how and where to access resources, coping with the paperwork and gauging expectations. Finding their own voice was important - when to share opinion and mistakes. In addition, they had to cope with their own emotions, which were erratic as confidence levels ebbed and flowed, and overload, tiredness and stress influenced how they felt. Despite all these factors Luce and Luciana had developed a joy and love of teaching. Improved confidence, feedback, observations in other classrooms, knowing the children, children's achievement, being open-minded, reflection and thinking, helped advance their classroom practice to support children's learning.

At Syracuse School a high degree of satisfaction was associated with the induction programme. The quality of the programme meant that the school had confidence in the recommendations they made to the NZTC regarding the full registration of the BT. This confidence was supported by the multiple methods used to validate the assessment of the BT's development. When judging themselves, the beginning teachers tended to benchmark against the school's unspoken standards and the behaviour of experienced teachers in the school. After two successful years of induction the provisionally registered BTs would become fully registered teachers entering a profession that they and their fellow colleagues valued, but sadly they perceived many in Zealand society did not hold them in the same esteem. This did not prevent Syracuse School developing a culture that

provided a working environment and relationships where Dromio, Adriana, Emilia, Luciana and Luce valued each other. Luciana said:

You are not on your own in this school, it's nice here, we have very high expectations, we work hard but the children are happy, and my team, the assistant principal and the principal are very positive. (SSBT2)

And to repeat Emilia's assessment of Syracuse:

This school is crackerjack. (SSTT1)

In the next section cameos provide a snapshot of BT learning and induction in a further six schools.

Six Cameos

The intention of the cameo is to learn more about BT learning and professional development by providing insight into and understanding of how beginning teacher induction was given meaning in six separate school sites. Each case is bounded by the particular school situation. The aim was not to make comparisons, although some similarities and differences are noted. The purpose of the cameos is to act as descriptive exemplars to allow the reader to discover new meanings, extend their experience or confirm what is known about BT induction. They are organised so that the key themes in the case of Syracuse School are addressed in brief: these are the context, principal's leadership, school culture, appointment of TTs and BTs, induction design, strategies to advance learning, tensions and challenges, judgements, improving the programme and the conception of the teacher.

The seven cases are instrumental in informing the collective case of BT induction. Chapter Five provides an analysis of the data across the schools and Chapter Six discusses the findings.

Cameo One: Arragon School

Arragon School differed from Syracuse School, as it is a small-integrated Catholic school that caters for children from years one to eight. The buildings and playing area are located in a high density, low socio-economic urban area. The school community is made up of predominantly Pacific Nations' families. The grounds and school are well kept and the reception area, while small, is welcoming with displays that reflected the Catholic character of the school and children's work. The classroom wall displays are rich in vocabulary and feature children's work.

The school principal had over 30 years experience in education and was an articulate and well-informed educator. She identified an interesting challenge that beginning teachers would face in her school. This was to work in, and support a school culture that promoted particular meta-cognitive skills that were not generally practiced or necessarily condoned in children's families. She provided an environment where Pacific Nations' children could discuss, question and think

critically; and she referred to this as running a counter culture, as typically the families do not condone children questioning and speaking out; they were expected to listen and obey:

There is a fairly hierarchical structure within Pacific Island culture and children are not expected to discuss and question - so to get them doing that at school is actually almost counterculture and yet it's necessary...The challenge is to get children thinking and thinking critically. (ASP)

She was conscious of her role as an educational leader and, similarly to other schools in the study, had high expectations of her staff giving high priority to professional development to improve the quality of teaching and children's learning. Both TTs and BTs referred to the way the principal's leadership supported good practice. As the first year BT said:

My principal, she is very focused on us, on the children, she is constantly getting back the children...What are the children learning? what can you do to see them progress? (ASBT2).

The year two BT perceived the principal as visionary and all spoke about the way she was mindful of macro-educational influences on teachers' work. Like the other schools in the study, the principal viewed the school as a professional learning community with the most valuable form of development taking place within and through her own staff. She worked on the development of a collegial non-threatening culture, where the examination of practice, observation of teaching, discussion of readings and critical reflection were the norm. She said:

There's a lot of professional talk here...teachers must constantly engage and expand in professional discussion on both a formal and informal basis, promoting questioning and asking questions to get people thinking in a secure environment; that's when thinking, real critical thinking takes place. (ASP)

Providing resources and creating time to think, read and discuss were a priority and staff meetings had a professional development focus.

The tutor teacher appointment differed from other schools in the study. She was a .8 part-time teacher; and did not have her own class. Therefore, she was able to focus on her role as a TT, working either in the classroom with the BTs or taking their class to provide release time. She was familiar with the school and had taught there for some time. TTs at Arragon were chosen because of their commitment, interpersonal skills and ability "to stretch beginning teachers'

thinking, to build on strengths, to nurture not molly coddle” (ASP). The approach to BT learning and professional development was constructive and identified by the principal as non-deficit.

The BTs were both permanent appointments. Both had had practicum experience in the school as student teachers. Therefore, they had an awareness of the way the school operated and had built relationships with some of the staff. As at Syracuse School, the BTs were not expected to take on extra responsibilities and had a hand-picked class.

Within the given structural and resourcing parameters there was a high degree of flexibility regarding how the BT and TT designed the programme, which was in-school, “proactive” and “geared to head-off problems” (ASTT2). As in all other cases, the principal had applied for the .2 resourcing from the MoE. She considered that the time belonged to the school rather than tagged to release the BTs. Nevertheless, it was used exclusively to plan for and meet the needs of beginning teachers across the first year. Planning and meetings were week by week in the first year and their focus was on individual needs. Goals were set. There was no release time in the second year, although regular meetings and tutor teacher support continued.

The tutor teacher’s weekly written feedback, alongside oral formative feedback were identified as central to advancing BT learning. The second year beginning teacher said, “The critique was good, I liked getting the feedback it was important, definitely” (ASBT2). Reflective practice was modelled throughout the school. For example, the principal required written reflections from all teachers each term and the purpose was to reflect on their own practice and children’s learning. Similarly to Syracuse School, it was thought that the BT’s ideas should be accepted and valued and that they be given the freedom to try things out. It was recognised the BTs would require considerable support, alongside well developed management practices, to avoid reverting to survival mode. The second year tutor teacher had noticed:

[That] good ideas can spiral out of control when management is not developed well enough to support their implementation. (ASTT2)

The BTs found that the level of support experienced counterbalanced the ethic of hard work and high expectations. They both reported constantly experiencing interactions with staff that were constructive and encouraged collaboration. The second year BT initially found the school very structured and strict and, because of the size of the school, there was only one class at her level. This meant she had to plan by herself. At the beginning of the year she felt “panicky” as she had anticipated planning with a team. She and two other teachers in the senior area formed a syndicate and supported each other with planning despite teaching at different levels. While the TT felt the expectations of the school might be too high, the BTs said they lifted their performance, although the first year beginning teacher admitted the high standards were a bit daunting. However, as the expectations were clearly articulated they appreciated knowing about what they were to be do.

The BTs reported the pressure of work, the quantity of work and the fact that it was the first time they had undertaken many of the tasks on their own, combined to impact negatively on them, causing stress and anxiety. Nevertheless they, like their Syracuse counterparts, expressed high levels of satisfaction in their job. As the second year teacher said about the first six months, “it [the first year] seems to have left my memory it must have been stressful but I still felt satisfied”. The first year BT said she felt a high degree of satisfaction due to the support she received to try out “different teaching methodologies”. She commented positively on the match between what she had learned at university and the school practices.

In addition to the tutor teacher mentoring, BTs received ongoing support from senior management. The second year BT discussed the proximity of the principal and deputy principal to her room and how she enjoyed their movement in and out of her classroom and the feedback she received. Both reported that early in the year their confidence improved and they began to focus more on the learning needs of children, rather than management. They spoke highly of the support they received from the tutor teacher, which was, as the principal described:

A balance between nurturing and pushing the boundaries; knowing when to push and when to hold back. (ASP)

As in all other schools in the study, teacher appraisal was separate from the induction programme. Like Syracuse, it was used to validate the decision to recommend the beginning teacher for full registration; and judgements were based on multiple sources of evidence such as term reflections, written classroom observations and planning; along with observation of the BT's disposition towards children, colleagues and work.

To improve the induction programme, the tutor teachers and principal suggested stronger links between the initial teacher education programme and induction and greater recognition of the TT role. The first year tutor teacher questioned the BT having sole responsibility for a classroom in the first year and suggested that for the first term or six months it become like a practicum experience with a TT working alongside the BT in the classroom. The first year BT supported the concept of an internship in the first term. It was argued that it would help consolidate practice with focus on children's learning rather than management and, in addition it would build confidence. It was also considered important that the second year teacher be given a class at the same level experienced in their first year, to build on first year learning.

The principal, tutor and beginning teachers communicated a construct of the teacher that encompassed technical competency along with the ability to make decisions about the individual learning needs of the child. They perceived themselves as professionals concerned about the purpose of education in society and their moral responsibility to develop good citizens who would contribute socially, intellectually and spiritually to society. At Arragon School there was a high commitment to the profession, to do professional good. Indeed, they viewed their support and nurturing of the novice teacher as a professional responsibility and they valued the contribution the beginning teachers made to the school.

Cameo Two: Messina School

Messina School can be found in a busy city suburb serving a predominantly middle class New Zealand European community. As in Syracuse and Arragon Schools the grounds are well maintained and the reception area is welcoming with visual displays that reflect a valuing of children's work. Classroom environments are stimulating, language rich and designed to be interactive with learning centres allowing for independent research. The school, a contributing state primary school, is well resourced with computers and a library.

From the first day, the beginning teachers were keenly aware of the principal's high expectations. There was a school-wide professional development focus, which was purposively and collaboratively planned by the school staff, with teachers setting individual goals for themselves around pedagogy and assessment. The principal expected hard work, collegiality, collaboration, high aspirations and that teachers would put the children first; she said: "If you don't want to work hard and have these high expectations you are out of step with the rest of the school" (MSP). She expected teachers to take responsibility for their own learning and be aware of their strengths and weaknesses. In saying that, she did not expect them to know everything but to "know when they didn't know" (MSP). Risk taking was encouraged and mistakes were normalised through open discussion, although the first year BT indicated that he was sometimes concerned that he might not be doing something as it should be and he might get "a slap over the hand" (MSBT1). This first year BT was unsure of how his mistakes would be viewed.

There was regular movement by teachers in and out of each other's classrooms both formally and informally. The principal encouraged collaborative teaching and was keen to break down the isolated nature of their work. She said:

We have practices that break down the individualistic notion of the teachers working in isolation in the classroom. (MSP)

The high standards and expectations were coupled with a high degree of support from the principal. Her approaches to teaching were forward thinking and she frequently referred to educational research and literature. It was not surprising to

find that research informed practice characterised the school's approach to learning and teaching; as the first year TT said "we know about new directions" (MSTT1).

The tutor teacher appointments differed from others in this study as the principal did not prioritise "complete compatibility" between the BT and TT. She was more interested in aligning two people who could learn from each other and believed anybody in her school could be a TT as they were all engaged in supporting each other's learning. It was important to her to facilitate informal and formal professional conversations, and to enhance this, the BTs and TTs worked in the same teaching team and at the same level. One tutor teacher had volunteered for the role and the other accepted the invitation to take on the role. The year two TT was new to tutoring and she frequently sought help from her school support network. As at Arragon and Syracuse, "giving back to the profession" (MSTT1), was one reason for choosing to be a TT. In line with the principal's focus on pedagogy, the tutor teachers said that working with BTs caused them to reflect on their own practice. They were certainly not in the role for financial remuneration, because as one TT said, "the money is a joke" (MSTT2). The need for the tutor teacher to be flexible and able to cater for different needs was recognised and, as in other induction programmes discussed in this thesis, the concept of flexibility was viewed as essential to the programme design.

Like Arragon and Syracuse Schools, the .2 staffing time was viewed as a school resource rather than attached to the BT. Consequently, it was not simply used as release time for the BT, it supported the design and delivery of the induction programme. The principal required induction plans and reports on a five weekly basis in the first and second years. The tutor teachers met weekly with the beginning teachers in both years one and two. Despite the lack of release time in year two, meetings continued with a focus on building and consolidating strengths. The importance of record keeping and working collaboratively with all the staff were highlighted by the second year TT when she realised her BT was not taking on board aspects of her advice and guidance around planning and documentation. She found she could go back to her records/feedback and discuss them with the BT. She was also able to enlist a senior teacher to mediate when she

thought the BT was not taking on board her critique. Through this process, the BT became aware of the complexity of teaching and accepted the importance of planning.

As in Syracuse and Arragon Schools, the induction programme was needs based. The time was variably used for TT release to work with the BT in the classroom, or to release the beginning teacher to observe in other classrooms within the school, or alternatively in other schools; or to work on planning and reports. Like Arrogan School, release time to plan or complete reports was given to help manage the stress associated with the first year. However, priority was given to the BT achieving goals set around teaching and learning.

The two beginning teachers had taught in other schools before taking up their BT position at Messina. The year one BT had worked as a relief teacher and the year two as a secondary school teacher. The second year beginning teacher acknowledged that he had developed “keeping children busy” habits when he had acted for one year as a relief teacher. Both BTs reported these experiences as initially impeding the advancement of their practice. The year one beginning teacher was able to compare his previous experience in a secondary school where he found there was less support.

The beginning and tutor teachers perceived the first year as coming to terms with classroom management, planning, managing time and, importantly, finding out how the school worked. In addition, they were getting to know the children, engaging in reflection, coping with constructive criticism and building collegial relationships. The year one BT welcomed the release time as it gave him “breathing space to reflect a little more” (MSBT1). Having enough time was a problem for both beginning teachers. Similarly to the experience of other BTs in the study, the BTs at Messina were expected in the first six months to focus on establishing classroom routines, behaviour management and their numeracy and literacy programmes. However, getting to know the children’s learning needs was considered of parallel importance. The second year TT argued that classroom management must be about learning; and from her perspective this could only be achieved through knowledge of the children. To plan and manage effectively for

learning she said BTs must “know how they [the children] think and work” (MSTT2). The beginning teachers identified the need for assistance with planning. As the first year progressed, both BTs reported an increased focus on children’s learning and with “control in hand” they were able to think beyond the next day. Both discussed the importance of others to their development, in particular the tutor teacher. Like the year two BT at Syracuse, the year two beginning teacher said he initially did not like being observed in the classroom. Subsequently, the importance of observations became apparent to him, as did the need to have a positive relationship with his tutor teacher so that, as he put it, his “confidence stayed intact” (MSBT2). It was apparent from the frequency of his comments about constructive criticism that this was an area that had challenged him:

You have this ongoing constructive criticism - that is great - but at times it gets a bit much. (MSBT2)

There was an initial tension between this BT and TT in the first year. To overcome this, the tutor teacher discussed her concern about taking on board advice to, and how it was normal in the school to have people come in and out of the classroom, to share ideas and building on success. She said:

It’s the norm here, (being observed)...we need to share ideas and celebrate the good things. (MSTT2)

By the second year, this BT no longer felt “on trial” because, in his words, he had discovered the “complexity of teaching” and had stopped trying to cut back on work, realising that to be a good teacher time had to be put into planning and preparation.

The beginning teachers felt that nothing would improve their induction programme, as they felt well supported. This was despite one of the BTs, in his first year, having problems. However, the first year tutor teacher and principal argued that the resourcing did not match the work and suggested greater recognition of the tutor teacher role. The out-of-school induction courses available through teachers’ centres received negative comments and were viewed as not relevant to the BT’s contextual needs. The principal and the year one TT suggested building on initial teacher education learning by providing the opportunity to return to the institution in the first six months. They advocated for

greater coordination and cohesion between initial teacher education learning and BT development.

Despite high stress levels and wavering confidence, both BTs spoke about enjoying and gaining satisfaction from teaching, and wanting to learn more. They, and the tutor teachers, reported that as BTs they had become part of a hard working, committed group of teachers in a “highly efficient, well-organised school” (MSTT1).

Cameo Three: Verona School

High fences that are locked at night surround Verona School. Nevertheless, the contributing state primary school is well maintained with an attractive reception area and classrooms. It is situated in a low socio-economic community with relatively high unemployment rates. The school differed from others in this study because of the proportionally high number of Maori children enrolled. It had recently experienced an increase in the number enrolments of children from Pacific nations. The school population had a high rate of pupil transience and, unlike other schools in the study, had a proportionately high number of beginning teachers; eight on a teaching staff of 23. Like the other schools in the study, Verona had a reputation of delivering quality education. While all participants reported feeling safe in the school, children who exhibited severe behavioural difficulties challenged them. As the principal said:

They are amazing staff, they work incredibly hard and they have huge challenges within their classes in terms of behaviour problems and classroom management. (VSP)

The principal was experienced and described by the tutor teachers as innovative and supportive. A culture of collegial support was clearly articulated by all and viewed as essential to surviving the behaviourally challenging children, along with accommodating the high expectations and hard work that permeated practice at Verona. The concept of learning journeys was central to the school. Unlike other schools in the study, there was greater disparity of views expressed about how “things” should be done at Verona. This related to school-wide programmes for children, advice given to beginning teachers and the amount of release time allocated to the first year.

The principal was committed to professional development that was sustainable and ultimately benefited the children in her school. Consequently, professional development was on site and related directly to teachers' practice and children's learning. Support was given to teachers to attend conferences and to observe successful practice in other schools. As teachers left the school, the principal grappled with the dilemma of professional development being the intellectual property of the teachers, she felt she was a up-skilling NZ teacher for the benefit of other schools. She wanted the school funds and professional development to make a difference to the children in her school. The BTs and tutor teachers supported the concept of professional development making a difference to children's learning; however, one tutor teacher talked about being more inspired by her own choice of personal professional development. All teachers kept a learning portfolio with evidence of goals set and reflections on achievement. The principal's commitment to beginning teacher learning and development was evident in the programme she had developed and the regular meetings she scheduled with the BTs.

The support for beginning teachers was used differently from others in the study as it was a school published programme. The use of the .2 staffing resource was designed to span the first two years. The programme was mapped out and divided into areas for focus over eight terms. There was a checklist for each term that was signed off by both the BTs and TTs. Meetings were held each week with the principal where there was a question and answer time and a set topic; for example, communication with parents, professionalism and confidentiality, legal issues; or school policy relating to teacher employment. As in other schools, the tutor teachers met weekly with the BT and observed classroom practice.

The principal regulated the use of the induction time through the published school programme. A 90-minute block per week was allocated to the first year BT and one hour per week was assigned to the second year BT. The tutor teacher had one hour per fortnight. The use of this time was planned with the tutor teachers. Five other schools utilised all the .2 staffing resource in the first year. The time allocated was not simply release time, as the first year beginning teacher acknowledged: "it was to be used wisely" (VSBT1). The BT could, for example,

observe in other schools and or classrooms, engage in discussion with key staff members, make resources or test new children. As in all the induction programmes, the key areas for development for the first two terms were classroom management, and establishing the mathematics, reading and language programmes. The tutor teachers indicated that there was flexibility to adjust the programme to meet individual needs; however, it was expected that all topics would have been covered by the end of the second year.

The TTs were experienced senior management teachers who were committed to effective induction but had some misgivings about aspects of the induction programme. Both tutor teachers felt well supported by the principal and other colleagues. Neither had accessed a TTs course, but both indicated interest in professional development in the area. The year two TT wanted this to contribute to a qualification. The second year tutor teacher was very experienced in the role and kept professionally up to date. Tutoring, she felt, was important because, in her view it related to retention:

Professional and pastoral care is important...I think a lot of what we do in the first two years determines whether they will stay or leave as teachers. (VSTT2)

Both BTs argued that the induction programme aided teacher retention. The year two beginning teacher stated that without the induction programme: "I would have dropped out" (VBT2). The year two TT expressed concern about the BTs class which included high needs and difficult children. She also indicated concern about the stress levels, the high expectations and, in her view, the small amount of release time available to the BT. The lack of BT release time for her, she described as a moral dilemma. From time to time she recommended that the beginning teacher take a mental health day. The principal reported that in the past some BTs had argued that they were not getting enough release time and had called in the union. The union decided that the programme was designed to provide the best for the beginning teachers but was delivered in a different way from the perceived norm. Nevertheless, both beginning and tutor teachers thought the programme could be improved by providing more release time in the first year.

The tutor teachers and BTs recognised the need to provide support that encouraged and built confidence. The first TT felt she was not an ideal person for the role as her responsibilities were not curriculum related. However, she acknowledged that she brought a wealth of knowledge about classroom management and, like other tutor teachers in the study, felt she was learning from the process. She believed it particularly important to stop and listen to the beginning teacher and not to be quick to make judgments. Of concern to her was the lack of understanding by experienced teachers about how novice teachers needed to have learning scaffolded and time for development. To offset the high expectations, building confidence and guiding gently were a priority. She said: “sometimes we are a little too harsh on our first years and our expectations are too high” (VSTT1). This was verified by the second year BT who said, along with other indicators; he knew he was developing well when he was “not being growled at” (VSBT2). BTs identified that encouragement and confidence were central to their success; the first year beginning teacher stated, “I would’ve been a mess if the support hadn’t been there” (VSBT1).

Despite the complaints about the use of the .2 staffing time, the BTs expressed a high degree of satisfaction in the support they received. As the first year BT commented:

The school support is amazing. They are very supportive, very open and they do give you a lot of feedback whether positive or constructive criticism, they are there and it’s not just one person that does it, everybody does it for you. (VSBT1)

The first year BT and second year BT had experiences that differed from others in the study in that they had more special needs children in their classrooms, less release time in their first year, but timetabled release time in the second year. The second year was able to compare two tutoring styles as he had had two different tutor teachers. He particularly valued the very structured approach he had experienced in his first year as he acknowledged that he was not very structured himself:

It was actually good to have a structured model for the first year to get me into the routines. The second coach was like, you tell me what you want; so the ball was in my court and that meant I had to think, what do I actually want? (VSBT2)

The year one BT found her tutor teacher was flexible and provided positive support which she valued:

My teacher was extremely supportive, the staff are a lot of fun, not cliquy, but inclusive, they take the initiative and offer you help and if you are struggling they give you extra release time. (VSBT1)

Both BTs identified observation of and feedback about their teaching and professional conversations as most effective for professional development. They added that central to their success was their willingness to learn. The second year BT valued constructive criticism and felt if he hadn't been challenged he would not have changed his practice:

I would have stayed in a rut and would just do what I have seen in the past or I'm doing at the moment. (VSBT2)

Beginning teachers had different opinions from the principal and tutor teachers about the value of ongoing links with their initial teacher education programme. When asked how they could improve the programme, the principal and TTs suggested the development of a stronger relationship between the initial teacher education programme and the first year of teaching. One tutor teacher suggested the first year be the fourth year of the teaching qualification. The year two TT, like the tutor teacher at Arragon, proposed that the first term be like a practicum experience with the BT working alongside an experienced teacher. Neither beginning teachers wanted continued support from their initial teacher education programme, arguing that individual school contexts are so variable and that "they need to break free and fit into the way the school works" (VSBT1). The only reason for maintaining the links they gave was to ensure that all beginning teachers, in all schools, had access to sound induction programmes. As the second year BT stated:

You hear some horror stories about beginning teachers not getting release time and having bad experiences. (VSBT2)

BTs, TTs and the principal viewed teachers as professionals engaged in a multifaceted technical, intellectual and social activity. The first year beginning teacher said, "we're looking after New Zealand's future". While the principal argued that there was "no one best way of teaching" she considered that all teachers needed to be intelligent with a good knowledge and understanding of theory and curriculum. Conversely, the participants felt undervalued by society

and the senior teachers were concerned that talented young people would not choose teaching as a career. All argued knowledge was important but not enough; the ability to form relationships with children, parents and colleagues to enable learning were identified as central to becoming an accomplished teacher.

Cameo Four: Norfolk School

Norfolk School is a large contributing primary school that serves a community of affluent, ethnically diverse families. It had recently had a significant increase in Chinese student enrolments, which required educational strengthening of programmes for those with English as second language. The school is particularly well resourced and Norfolk School has a reputation for the high achievement of the diverse learners who made up their school population.

Creating a professional learning community and coping with parental, “overly high expectations” (NSP) were important to the principal. The principal worked to develop a climate of continuous improvement, and resourcing was available to support this concept both at collective and individual levels. School-wide professional development was in-house and led by teaching staff. In addition, individual teachers had the opportunity to go to national or international conferences and financial support was available to improve qualifications.

Like all other schools in this study, there was an emphasis on professionalism. However, unlike the other schools, all participants overtly referred to professional knowledge when discussing professional development. The second year beginning teacher described the school as being “quite academic”. The principal was well qualified and nurtured this academic approach. She worked to develop everyday practices that reflected a learning community. All teachers in the school were required to write an annual reflection on their teaching, which the principal read. Most teachers had been, or were currently enrolled in postgraduate qualifications.

All participants spoke about the very collegial and supportive school environment and high expectations that pervaded the ethos of the school. The high expectations

caused the second year BT to feel anxious about her own abilities. She did not want to be left behind in terms of knowledge and qualifications. Her recent move from a teaching position in another school allowed a favourable comparison between Norfolk and the previous school. Initially, she was overawed by how knowledgeable everybody seemed and cried for the first two weeks until she discovered that she could ask people and “they wouldn’t snap” (NSBT2.) The BTs and TTs referred to the good humour, trust and honesty in communication that characterised each day and, despite very high expectations, the beginning teachers said once they got to know colleagues they could ask “dumb questions”. Mistakes were shared, the first year tutor teacher said:

[we] laugh about [mistakes] and people move on; there are no grudges (NSTT1).

The BTs felt listened to and valued by the principal and their colleagues.

The principal was very protective of her staff, expressing a real concern about the unrealistic expectations of the parents who she felt were very competitive and overly demanding. She had systems in place to protect the BTs from parents, and while the staff turnover was low, she felt worried about teachers becoming disillusioned as a result of the parental expectations:

Teachers turn themselves inside out trying to meet the demands and sometimes it doesn’t matter what they doing it’s never enough; it bothers me. I think they are working so hard and nothing is ever right. (NSP)

While both BT and TTs thought their work was important, none thought they were particularly valued by the school community, citing a lack of understanding about teachers’ work and the lack of monetary reward.

When selecting the tutor teachers, the principal identified and invited good teachers who were ready for responsibility, but not quite ready to take on a management unit. Management units are allocated by the principal and are sums of money that the principal can tag to the salary of a person holding a leadership/management position. At Norfolk, the TTs had less experience in the role than those in the other schools in the study. Both were new to the job. The second year tutor teacher viewed the role as a natural progression from her work

with initial teacher education students. Both TTs said they gained from the tutoring experience. As the first year TT explained:

You learn about your own practice and beliefs and how you do things, you get challenged. (NSTT1)

The principal met with the TTs at the beginning of the year to discuss expectations. Unlike other schools in the study, the TTs were responsible for the formal appraisal of the BTs against the *Professional Interim Standards*. This was in addition to assessing the BT against the *Satisfactory Teacher Dimensions* required by the NZTC.

Neither tutor teacher had access to mentoring professional development. However, they did have a tutor teacher handbook and support from senior management and other colleagues in the school. Both drew on their recent experiences of being tutored.

The induction programme support alleviated the challenges and hard work that characterised the BTs' first year. The programme was needs based. The BTs were released from teaching one day a week in their first year. They initially used the time to plan and establish their classroom programme. Unlike the other induction programmes, the beginning teachers could choose to use significant amounts of the release time for planning, making resources and assessing individual children. However, after the first term they did set goals, observe in other classrooms and were observed teaching. Norfolk School TTs recognised the demands of first six months teaching and the need for intensive professional and emotional support. The first year tutor teacher said:

[Tutoring is about,] support, support, support and a shoulder to cry on; it's practical, it's emotional, it's professional; you provide a safety net if things don't go right, you give them confidence to try things out, you scaffold their learning then withdraw gradually. Everything is positive, you might ask questions such as...Have you thought about? Or, Why did you do that? (NSTT1)

As in all other schools, in the first six months establishing reading and mathematics programmes was a priority. The second year BT recalled becoming very tired and ready for a holiday at the end of her first year of teaching. However, this was juxtaposed by the real sense of achievement she felt when she

saw evidence of the progress the children had made over the year. This gave her satisfaction, which she described as “really, really rewarding” (NSBT2). Significant challenges that both beginning teachers faced in their first year were managing time, the paper work and finding out how systems worked e.g. what to file, notes to parents and newsletters.

Time and educative strategies were reported to advance BT learning and professional development. The TTs referred to lack of time. They both would have appreciated a more flexible approach to the use of the induction release time to enable them to observe the BTs more frequently. The tutoring job was time consuming and both were committed to doing their best. The second TT had deferred her Masters of Education studies to “fit everything in” (NSTT2). The first year TT saw the very structured nature of the school timetable as a constraint on creativity and flair. She said:

Flair is squashed a little; you think, “I can have a go at this,” then you find you can’t because you have to go to aerobics, then religious instruction and then cross group for mathematics. (NSTT1)

In her second year, the BT was not entitled to release time, and did not miss it. However, her TT considered that she required further time to ‘strengthen’ her learning, despite being very competent. Support in the second year continued in the form of informal conversations, working on appraisal goals and classroom observations. Professional development funding was available to support the BT to achieve her goal. The second year tutor teacher would often leave notes on the BT’s desk with ideas she had tried and resources she had found useful. Both the BT and TT discussed the benefits of teaching at the same level in the second year. As the tutor teacher said:

There’s real reflective practice happening and even though it’s a different bunch of children with different needs there is still a core of things you need to cover, you can look at what you did last year and really evaluate what worked and what didn’t. (NSTT2)

Nevertheless, the beginning teacher reported that what worked in the first year did not necessarily work in the second. For her, this highlighted that all children are different. Both TTs and BTs valued working in the same team in close proximity to each other. Identified as central to the improvement of teaching practice were knowing the children, engaging in professional conversations, reflection, and

questioning and justifying practices. In addition, the BTs cited the way they were valued, their energy level and their confidence as important to advancing their practice.

The tutor teachers proposed that the beginning teacher induction programme could be further improved by TT access to professional development and by exemplars of good induction programmes. Both BTs and TTs argued for measures to be put in place to ensure there was some consistency of support across all schools for BTs. They considered that there was a lack of understanding about the expectations of tutor teachers.

At Norfolk School, the principal saw herself as a “powerful gatekeeper” to the quality of fully registered teachers. She considered it interesting that there were no checks on the decisions she made when recommending a teacher for full registration. As in all other schools, the judgments about how well the beginning teachers were doing was based on a range of evidence. This included written appraisal reports against professional interim standards, observations, verbal feedback, planning, the classroom programme, and interaction with colleagues and children.

The principal, tutor teachers and beginning teachers did not see any value in maintaining links with the initial teachers education programme. They felt the preservice programme staff “had done their job” (NSBT2) and it was time for the profession and the school to assist the beginning teacher to integrate their learning to create a classroom programme.

The participants at Norfolk School viewed themselves as highly competent and knowledgeable teachers. Teaching was conceptualised as a profession and as an art rather than a technical craft. There were concerns expressed that others, including Board of Trustee members, did not value or understand teachers’ work. Yet they all argued that some groups in society valued education and the role of the teacher. As a school they certainly valued their beginning teachers.

Cameo Five: Pisa School

Pisa School caters for the learning needs of emerging adolescents, and is the only intermediate school in the study. Intermediate schools are dedicated to year seven and eight children only and typically have 11 and 12 year old students. The school served primarily New Zealand European, Chinese and Korean families. A safe learning environment that challenged children to take risks, solve problems, reflect on their learning and set goals for their future development was provided. It is evident from the data that the teachers, including beginning teachers, were encouraged to do the same. As the first year BT commented:

Instead of giving up in frustration, I could talk through my ideas, try new things and if it failed, reflect discuss and try something else. (PSBT1)

As in other schools in the study, Pisa is a well maintained, child-focused school which has a reputation for high quality teaching and learning.

Whole school professional development was a priority for the principal. Consequently, the BT induction programme was embedded in a school that included regular professional development opportunities and access to professional readings. The TTs and BTs attested to the effectiveness of the weekly staff meetings that were dedicated to professional development. The first year tutor teacher talked about the relevance of these meetings to learning and how expertise within the school was valued:

From the staff meetings I choose things that appeal to me; I find something that inspires me and I trial it and see how it works, then I'd reflect upon it, if it worked I would try it again or I might modify it slightly or perhaps not do it again. I'd rather do in-house [professional development] as opposed to a course...I feel more relaxed ...I come out of my shell. (PSTT1)

The very experienced principal spent time and resources ensuring the school's philosophy of ongoing learning was shared and supported. At the end of each year, the senior management team went off site to plan school goals and an action plan for the following year. He adopted principles of distributed leadership to ensure the vision became a reality:

I've often said to the team leaders "You're the most important people in the school because you are the ones that can make the vision actually happen." So I spend a lot of time with team leaders seeing them within their area of responsibility in terms of driving the vision, doing the

cooperative planning, making sure they understand the direction and that it's incorporated into the direction we are trying to go. (PSP)

The principal considered this knowledge of the school goals important to the TTs whose responsibility was to ensure that the beginning teachers were also “driving the vision” (PSP).

He considered BTs as valued members of the staff as they brought fresh ideas about theory and practice. He expected them to contribute; question and debate equally with their colleagues and that others should not talk down to them. This equality of status was not fully accepted by the tutor teachers who suggested that they should listen and learn. The beginning teachers were initially overwhelmed, wanted to listen rather than contribute. In this regard, there was dissonance between the principal, the tutor teachers and BTs.

Having the time to keep their “heads above water”, and to find out about how the school worked, were initial priorities for the BTs. They were both permanent appointments. With the exception of Verona, the release time designated to the induction programme was less than in other schools in the first year. Over a six day period, a reliever was available for two 30 minute slots and one 90 minute slot which totalled two and a half hours over six days. They received a half hour release time for the first term in the second year. In addition, along with all other teachers in the school, they had approximately four hours non-contact time while the children went to specialist teachers. Neither BTs thought the half hour slots were adequate and would have preferred a longer block of time. However, they did raise questions about the amount of time away from the children in their classrooms they would have experienced had the full .2 induction time been utilised as release time on top of non-contact time.

Nevertheless, both beginning teachers valued the induction time allocated, as in the first six months they were testing, establishing routines and just keeping their heads above water. The second year BT said, “I would have burnt out if there had been no release time” (PSBT2). He noted how his theoretical knowledge had taken a back seat while he established himself as a teacher. He reported that theoretical knowledge became more valuable as he became more experienced.

The first six months were occupied with making sense of the way the school worked:

The first six months was about how to do it how it works, it was focused on the kids but in the school as a whole. The second half of the year was more learning focused. (PSBT2)

The first year BT supported the view that the focus was initially on finding out how the school worked, for example about how to set up an assessment file. By year two “the whole picture” became clearer. He commenced his second year eager and with confidence; and viewed this time as “having another chance, starting afresh, improving, doing things the same and differently”. He felt more confident about his ability to contribute to planning, team discussions and owning his mistakes.

Like other schools in this study, all participants discussed the hard work associated with teaching. The TTs both found the amount of work and the high expectations challenging for experienced teachers, and difficult for BTs. The impossible task of managing the paper work was supported by the second year BT who identified time as prohibiting him from being the teacher he ideally would like to be:

The need to fit everything in means that often you have to do things a little bit quicker than you’d like and there is not quite that amount of time to get things right or make sure you do it the way that would be best. (PSBT2)

The tutor teachers, while committed to their role, would have preferred access to relevant professional development. Both teachers were invited to take on the role after the BTs were appointed. The principal identified teachers who would challenge thinking and worked in the same teaching team as the beginning teacher. The first year TT felt, as a year five teacher, she was ready for more responsibility within the school. The year one TT, who was a very experienced team leader considered it her turn to be a tutor teacher. The less experienced TT was unclear about expectations and worried that she was not carrying out the role appropriately. She noted the need for different approaches when working with adults and found it frustrating when her BT did not pick up on her suggestions or hand in planning on time. He was not meeting her standards, she said, “it wasn’t that he didn’t have it, but was perhaps more relaxed than I was” (PSTT2). The

BT's different approaches to teaching and learning were problematic for this second year tutor teacher. She became aware of her need to be open-minded and accepting of the way others worked; for example, she said he had:

Different tolerance level and different management techniques, not wrong at all, just a different perception of the way the classroom might run. I had to take to make myself step out and think "Just because it's not how I would do it doesn't mean it's not acceptable." So I found you become quite set in your ways I guess, so being a little open-minded and accepting what works for others helps. (PSTT2)

She wondered whether it was a male/female issue. Interestingly, the male second year BT indicated that he preferred going to other male teachers in the school for support.

Both BTs spoke positively about the level of support received, not only from tutor teachers, but from all staff. However, while indicating help was always given, the level of help was dependent upon the pressure of work being experienced by colleagues. He stated, "it depended upon how busy people were, and choosing the right time to ask" (PSBT2). In contrast, the year one beginning teacher did not feel she had to wait for the right time as her needs were promptly met. She indicated that this "just in time" response to meeting her needs was invaluable:

In the first year it's knowing that they [tutor teacher] had an open door policy, like, if you are teaching halfway through something and you need something you can just knock on the door, so just having the support right next door was good. Also having them come into your classroom and watch you and give feedback. (PSBT1)

To reach the standards for full registration, BTs had to overcome, amongst other stressors, time constraints and the crowded curriculum. The first year BT recognised that unfamiliarity of tasks meant that they would be more time consuming. She was concerned about the amount of curriculum they had to cover and the number of children with a range of differing needs. The second year BT found having to deliver a curriculum in a certain way constrained his performance: for example, cross class grouping for mathematics. The tension between management of accountability requirements and learning was a tension for all but recognised as a particular challenge for the BTs:

It's so easy with a very busy curriculum to get into "How can I manage all these things? Fit them in? Have children achieving with the work that

needs to be done?” You forget about learning and the importance of that. (PSBT1)

Both BTs recognised their teaching was improving as confidence grew with more experience and knowledge of how the school worked. They reported that as their relationships with children developed, their insight into, and satisfaction with, their work increased. The second year beginning teacher said:

I love seeing the excitement in kids when they figure something out or realise that learning is fun. When that happens you know you are doing something right. (PSBT2)

They also knew they were doing well when they were getting along with colleagues, receiving positive oral and written feedback and “felt on top of things” (PSBT2).

When judging their own performance, the BTs used in-school, experienced colleagues’ teaching practice as the benchmark. The tutor teachers and principal judged the BT as ready for full registration by observing the confidence they had in themselves as teachers, along with their ability to plan, teach and assess effectively. The year one TT described this readiness as the ability to:

...plan, run a programme, assess to a reasonable level, group abilities and teach groups, knew their subject and were literate - able to write reports. (PSTT1)

Of equal importance were relationships they had with children and colleagues. This encompassed the knowledge they developed of the children, the empathy they had with them, and their ability to work with colleagues. As in the other schools in the study, the principal referred to multiple sources of evidence when recommending the beginning teacher for full registration as a teacher.

To improve beginning teacher induction, all participants agreed there should be published guidelines for all schools along with professional development opportunities for the tutor teachers. One BT suggested a modular induction programme that resulted in a postgraduate certificate. The principal suggested the development of a relevant postgraduate programme for tutor teachers. The TTs wanted to be able to refer to models of good practice. None wanted a prescribed induction programme. Paradoxically, after suggesting postgraduate qualifications,

with the exception of one tutor teacher, all participants thought there would be no advantage to continued links with the initial teacher education institution. The principal and one BT stated that links would be of more benefit to the teacher education programme than the BTs. The principal did not value the BT courses available out of the school context, and all believed that support should be site specific. The exception, advocated by one tutor teacher, was to link the initial teacher education qualification with the first term of teaching.

Teachers at Pisa were not viewed as clones, they were encouraged to “put their stamp” on their pedagogy within the constraints of the school vision, direction and accountability requirements. A commitment to ongoing learning was an expectation. Reflection, thinking, reading, imagination, addressing the individual needs of children, sharing and working collaboratively with colleagues along with effective management of the class, curriculum delivery and assessment were integral to the participants’ collective view of the good teacher. Like the other schools in this study, the participants did not feel that teachers were valued in society. As this BT commented, “teaching, I don’t think it strikes people as a successful job and I think a lot of males are success driven” (PSBT2). This second year BT intended leaving the profession and taking up another occupation the following year.

Cameo Six: Windsor School

Windsor School is a well-established school situated near the top of a hill in a high-density, suburban, lower middle-class socio-economic community. During recent years, the school has experienced demographic changes and is serving a more diverse community including New Zealand European, Chinese, Korean, Indian, South East Asian, Indian and Pacific Island Nations families. The school has responded positively to these changes and had earned a reputation for high quality teaching. The buildings and grounds, like other schools in this study, are well kept and classroom environments reflected a focus on a collaborative learning, literacy and the arts.

The very experienced principal’s inclusive philosophical approach to teaching and learning was authentically played out in the day-to-day school practices. He

clearly articulated his commitment to preparation of children as critical thinkers. For this principal, collaborative learning, at all levels, was a priority. His approach put ownership for learning and thinking onto children and teachers. These views influenced the design of the induction programme and tutor teachers' approach to their support of BTs. The year one beginning teacher valued the principal's leadership style:

The strong leadership is vital, the infrastructure is there, they are dynamic and supportive...if you don't understand something there is none of that horrible feeling you are going to get birched...the culture is inclusive and all teachers feel the same way - they feel included. (WBT1)

Both BTs and TTs attested to the school's commitment to an inclusive, supportive school culture. They all referred positively to the flat management structure and the "no rules" policy. The principal believed in professionalism, and for him, this meant teachers who are intrinsically motivated to learn and who recognise the responsibility they have to support children's, and each other's, learning. He spoke about "the power of learning together" (WSP). Like other schools in this study, expectations were high and hard work the norm.

The induction programme experienced by the BTs reflected a whole school commitment to learning and mutual support. The .2 staffing resource time was scheduled for one day in the week with the majority of release allocated to the beginning teacher. The tutor teacher and the BT planned the programme together for each term. This was then submitted to the principal. The programme included goal setting, time for classroom observations, assessment, planning, reviewing resources, reading and conversations with other teachers. In addition, they were able to attend the BT Teachers' Centre courses. As reported by other BTs in this study, the latter courses were given mixed reviews, with on-site BT professional development preferred. Reflection on, and evidence of goal achievement were required each term. The tutor teachers provided written feedback on the BTs' reflective writing. A very competent reliever was appointed for the year to release the BTs. Both beginning teachers valued the relief teacher's feedback and the discussions about different children. The TT was viewed as a valuable mentor. The second year BTs, like all other teachers in the school, were given three blocks

of release time per term to focus on such things as children's learning, assessment and research.

While the tutor teachers observed the beginning teachers, they did so less frequently than, for example, at Arragon, Messina and Syracuse Schools. Nevertheless, the school's open door school policy meant a number of people moved in and out of the BT classrooms; for example, the principal, the deputy principal and team leaders. In addition, team teaching was common. For example, the year one BT and TT worked together teaching an art unit. The year one BT took the lead modelling the appropriate pedagogy and worked with the TT and her children. This practice reflected the way beginning teacher knowledge and skills were valued and how confidence was actively promoted.

The tutor teachers were committed to and enjoyed their role. They had been invited to be a TT by the principal. Both tutor teachers had extensive experience working with student teachers. Like other schools in the study, the TTs were altruistic about their work and believed they would personally benefit from the experience. The year one tutor teacher stated:

You learn more about yourself. It makes you think more about what you are doing. (WSTT1)

The year two TT was experienced, and though she had not engaged in relevant professional development, she had taken the initiative to discuss the role with other tutor teachers from different schools. The role was new to the year one tutor teacher. She had attended a tutor teacher course at the Teachers' Centre, which she found "of some value." Both tutor teachers utilised learning conversations, reflection and looked for evidence of learning. This was a shift from deficit-focused approaches that the principal observed had been prevalent in the past. He stated: "we used to be more judgmental, observing and giving advice about what needed fixing". (WSP)

Like Syracuse School, tutor teachers at Windsor School discussed the tension between supporting and directing. The second year TT acknowledged that her role differed from that of a classroom teacher. In addition, she did not want to "squash" the aspirations of the BT, but worried that the expert experienced

teachers at Windsor School set high benchmarks, which she observed was daunting for the beginning teacher.

The BTs valued the supportive school culture and the clarity about expectations, which they both noted were high. Sharing mistakes, laughing and team support were ways of alleviating the anxiety both BTs experienced. They appreciated working in close proximity to their tutor teachers and in the same teaching syndicate. The positive impact of the TTs on their learning was identified by both BTs. The second year BT was relieved that mistakes were tolerated. He said, “Even though I dropped the ball a couple of times, it was okay and we moved forward” (WSBT2). Both had to work hard to keep their energy levels up. They considered persistence and stamina as central to survival. The year two beginning teacher had to work on his personal motivation. Managing time could be frustrating for him. He said:

[You need] to get to the heart of the matter. There are no buffer zones; you cannot sit back for a half an hour, and go “I might do this or I may not.” You’ve got to act on it and sometimes if you have made a mistake you just go back...also you can’t spend as much time with individual children as you would like. (WSBT2)

For the year one BT, becoming a “better” teacher was about developing the best way, rather than the easiest way, to teach. She found her teaching improved when she was willing to change approaches that did not work. She valued sharing ideas, professional conversations and time to read relevant literature. Both BTs indicated that understanding the school systems, “the way things were done and how to access resources” diminished anxiety. Knowing the children improved their teaching. The year one BT argued that enjoyment of life was central to teaching children, “enjoy life or else you won’t be able to teach children well” (WSBT1). As in other schools in this study, the length of time spent teaching appeared to be associated with increased confidence levels and the feeling that they could cope.

Time was identified as central to improving the induction programme. This included time to read, to practice different teaching methods, to enjoy the class, and to get to know the children. The participants identified, “having the principal on board”, teachers’ working in teams, support, adequate resourcing, rich learning opportunities, high trust, and a non-deficit approach, as characteristics of a good

induction programme. Despite the school having close links with an initial teacher education programme, none of the participants saw any need for a closer alliance to support BT induction. However, with regard to BT preparation, the principal argued that initial teacher education had many challenges, one of which was the student teacher practicum. These experiences he considered problematic because the student teacher was taking over someone else's class which already had in place management systems, routines, mathematics and reading programmes etc. The principal suggested that consideration be given to the difficulty of preparing somebody for something they have not experienced. The principal of Windsor School was committed to high quality BT preparation and induction.

At Windsor School teachers were viewed as ethical professionals, technically competent, committed to caring, inclusive, collaborative, safe practice. All viewed teaching as complex work. As the year one BT explained, "it's not an idea that can be reduced" (WSBT1). The participants agreed that society generally did not rate teachers highly; for example, that there was still the assumption that it was a nine to three job, they considered the remuneration poor, and from the principal's perspective, society tended to view teachers as, "patient, social people, not research or theoretically informed":

We are trying to put a lot more responsibility on children at a young age to help them become independent thinkers in deciding what is right and what is wrong. A lot of children in the past would sit and do what the teachers said even if it was dumb stuff, boring stuff. All teachers, - beginning teachers need to be up with the play. (WSP)

The principal argued that many parents do not appreciate the complexity of the world and learning in today's society, nor is it recognised that this is a very different world and new skills and approaches to teaching are required. BTs at Windsor School were challenged to think beyond the square and to engage with a school community committed to learning.

Conclusion

Syracuse, Arragon, Messina, Verona, Norfolk, Pisa and Windsor School case studies provide situated specific insight into beginning teacher learning and professional development. Each participant experienced BT induction in different

ways, yet each demonstrated sustained commitment to a multi-integrated system of resources, people and processes that had a focus on learning. The induction process in each school was sound but, even so, numerous problems challenged BTs. The success of each programme was predicated on, the principal's strong and active advocacy, the tutor teacher's readiness to invest time in educative and emotionally supportive mentoring, the competent and flexible release teacher and highly motivated, effective, collegial colleagues who were interested in the BT. Crucial was the beginning teachers' willingness to learn.

In addition to providing insight into understanding BT learning and induction in particular school sites, the intention was to theorise about beginning teachers' learning and the school induction practices across the studies. The following chapter presents themes identified from the data, to gain a more sophisticated understanding of sound BT induction systems, processes, and practices, along with tensions and competing interests.

CHAPTER FIVE: FINDINGS - THE CASE OF BEGINNING TEACHER INDUCTION

Introduction

Presented in this chapter is an analysis of the data across the seven school studies to develop a working theory of sound induction systems, processes and practices. Recognised are themes and patterns that emerged from the data which are collectively instrumental in informing the single case of BT induction. The intention was to uncover, across the schools, the discursive practice of beginning teachers' lives, revealing the tensions encountered, and accommodations made, as BTs engaged with their professional communities. The interpretive process consisted of a combination of iterative, inductive coding of the data, use of existing literature on the topic and the researcher's own theoretical orientation. Five overarching themes emerged from an analysis of the 35 individual interviews, the three focus groups, the case study and the six school cameos. The themes are:

1. Teachers' work;
2. The advancement of learning and professional practice;
3. Conceptions of the professional teacher;
4. Making judgements; and
5. The influence of the principal's leadership and school culture.

1. Teachers' Work

Anxiety, Inadequacy and Satisfaction

When describing the first week and months of teaching, the 14 BTs were both anxious and excited about how they were going to cope and meet school expectations. All agreed that a lack of clarity about expectations was not due to lack of guidance or support but rather to the complexity of the work, their inexperience and, for the majority, unfamiliarity with the school context. Five beginning teachers said they were daunted about relating to their colleagues, they suspected there were unspoken rules and they recognised how much they did not know. The second year BT from Pisa described himself as a shy person who was

apprehensive about establishing relationships with a large number of experienced teachers, and he was anxious about not knowing the way things were done around the school. He said:

I'm not really a confident person when it comes to strangers and there were forty teachers and I was a stranger and as far as I was concerned I was encroaching into their territory. (PSBT2)

The second year BT from Norfolk identified experiencing feelings of inadequacy and enthusiasm when she began teaching. She found her novice status amongst experienced teachers intimidating. It was the collegiality and the support that overcame her feelings of inadequacy:

The minute I walked in the door I loved it. I knew this was the place for me but I was totally overwhelmed by what everybody knew. They seemed to know so much. I think I went home and cried for the first two weeks and then I realised it was OK, I could go and ask these people about things and they were helpful. It was wonderful. (NSBT2)

Eight BTs worried about their constant need to ask questions. The first year BT from Norfolk discussed the doubts she had about her own ability and how she relied on her tutor teacher's support:

You are continually having doubts, you follow the other teachers and talk to your tutor teacher all the time, I went and asked as many questions as I liked and they were always there for me. (NSBT1)

Some of the BTs felt the barrage of questions they asked might mean they would be perceived as inadequate. This was despite all tutor teachers reporting that they anticipated constant questioning from beginning teachers. The first year BT from Windsor said:

I needed to ask lots of questions about how things worked in the school; what the particular rules were; ways to do things correctly; just simple things like filling in profile cards or what the rules were when you went on duty. A multitude of questions... (WSBT1)

Four BTs were tempted to retreat to the relative isolation of their classrooms, which one acknowledged had the effect of limiting his development.

In brief, most BTs found their initial experiences in the school both exciting and daunting. The majority were strangers to the school and were aware of unspoken rules. The need to constantly ask questions made them feel inadequate although the tutor teachers expected this to occur.

Endless Work

Endless workload, endless forms and reports. Sometimes you think, “Well I just want to teach. I don’t want to have to write about it endlessly. I don’t want to have to fill this form and tick here and tick there”. The difficulty is they are requirements we are all pinned down by because that is what is nationally required. (WSBT2)

The 33 participants identified that high stress levels and unrealistic demands on time were associated with teachers’ work but were exacerbated in the first year of teaching. For BTs this was attributed to the amount of work and new experiences encountered. All 14 BTs experienced the workload as initially unrelenting and discussed the impact of this on their teaching and their subsequent weariness. It was the first six months that the 14 BTs considered very stressful. However, the discourse of hard work and high expectations applied to all teachers. Five of the principals expressed concern about the level of hard work experienced by teachers and made reference to the overwhelming demands confronting teachers. One principal saw her role as helping teachers manage their work. Part of the stress she attributed to demanding parents. As the principal from Norfolk stated:

Teachers turn themselves inside out trying to meet the demands and sometimes it doesn’t matter what they do - it’s never enough, it bothers me and gets me down. (NSP)

Managing the constant high demands and knowing what to prioritise were considered essential by all participants. As the second year BT from Pisa said:

I didn’t have time to fluff around; I had to work out what needed to be prioritised pretty quickly. (PSBT2)

The rate at which work had to be done, the decisions that had to be made and the sheer quantity of work were factors all teachers accommodated but particularly challenged BTs.

The 14 experienced tutor teachers and seven principals also recognised teaching as hard work. These experienced teachers argued that it was impossible to achieve perfection in teaching and that the MoE accountability requirements were overwhelming. As illustrated by the second year TT from Syracuse:

The workload is hard and overwhelming. This is an extremely hard working staff who put in huge hours. There is a huge paper war. The paperwork is overwhelming which can lead to high stress levels and I think that is a problem. I think to do it properly becomes unmanageable.

You would actually spend more than twenty-four hours a day to do this job absolutely perfectly. So inevitably you are going to let something slide in favour of something else. The staff here put in a lot of hours and our BTs are expected to learn that. I think that is what is overwhelming. (STT2)

Yet, the BTs were expected to complete their work in the same timeframe as their experienced colleagues. Three BTs highlighted how much longer it took them to get through their work compared with their experienced teaching colleagues. Time-consuming activities like planning, preparation of resources, form filling, testing, marking and parent communication all had to be completed. The BT from Pisa said:

As a beginning teacher everything takes longer to do...the other teachers in the team would get something to do and they would fly through it. It would take me sometimes twice as long to do those things just because it's your first time doing it. (PSBT2)

To accommodate this they reported that their working days were longer than their experienced counterparts and their weekends were filled with work. As the second year BT from Windsor illustrates:

Last night I finished doing reports at 11 and I had been doing them all day since nine thirty after I had dropped my son off... (WSBT2)

Like their experienced counterparts, BTs had to learn to prioritise. For the BTs, prioritising had the consequence of, in some instances, not meeting their own expectations or standards as time was eroded and became scarce. The first year BT from Norfolk said:

When it comes down to the day-to-day business, all day every day, its quite tiring, you cannot manage to maintain the effort you put into planning as a student teacher because you will burn out. You just can't manage it. There's not enough time in the day and I think there's this urgency. I know I was working twelve, fourteen hours a day and not getting it done and that is highly frustrating. (ASBT1)

Not only did all participants view the beginning teachers' work as very demanding and stressful, experienced tutor teachers also saw their role as demanding. This was recognised by the beginning teachers (7) who acknowledged that their tutor teachers were busy people and they sometimes felt anxious about the extra load they were placing on them. Conversely at Arragon School where the tutor teachers did not have a class of her own but worked and modelled

teaching practice with the beginning teachers in their classrooms; the BT was relaxed about asking questions and received just in time responses.

Time was certainly reported a problem for the tutor teachers (13). Release time for the tutor teachers tended to be to observe the BT or work along side him or her in the classroom. Meetings were held out of class teaching time. While it was acknowledged that a proportion of the .2 resourcing for the beginning teacher advice and guidance programme could allocate time to the tutor teacher for report writing etc., it was seen as problematic as the BTs tended to view the time as theirs - as this tutor teacher stated:

It's very hard to, well say, I'm going to have the afternoon to write up your reports because they see it as their breathing space and their time, it is rather tricky, it needs to be explained that it's time for support in what ever way it takes. (MSTT2)

Accountability Demands

The focus group principals discussed the MoE's policy for all teachers to base their teaching and children's learning on evidence. They considered this a particular challenge for first year BTs as they were often preoccupied with the establishment of their class. As this principal stated:

It is actually a big ask to take on a beginning teacher and say now we are going to look at the data to gauge children's learning and their [BT] credibility...they will be thinking oh God! I have just managed to get through the day; but that's the job. The tutor teacher can ask, "What are the children learning? Did they enjoy it? How do you know?" (FP2)

However BTs' expressed concern about meeting these accountability requirements, particularly in the first six months. The BT from Windsor expressed frustration about the endless workload, the endless forms and reports and the impact these demands had on his relationships with children and ability to teach:

Sometimes you just want to teach. (WSBT2)

And the BT from Norfolk made another commented:

Work had an impact on time and time was a constraint. (NSBT1)

Demands beyond the Classroom

BTs associated the problem of managing time with the need to grapple with the multi-faceted demands of often unfamiliar work. This included work that went

beyond the classroom; for example, curriculum meetings, playground duty, camps, school assemblies, sporting events and the ERO accountability requirements. Part of the problem was unfamiliarity with how the school operated. The BT from Pisa illustrated this point when he said:

On the first day they sat on the mat and they started asking me all these questions, and I realised that for most of them I had no idea even whether they were allowed to wear PE gear to school. I'm like, "I'll find out for you..." so many things kept cropping up in the first six months. (PSBT2)

The challenge of managing the complexity of work was clearly recognised by the 35 participants and accepted as normal. As one principal said, "they need to know about the extras that go along with the school and how much hard work there is going to be" (FGP3).

Resilience

The importance of resilience was highlighted by a first year BT from Verona whose observation was that beginning teachers need to "to know how to survive, fit in and be stronger" (VSBT1). Survival was a word used by nine of the participants and tended to be associated with the first six months. BTs felt they were going to survive when they "felt on top of things" and began to "fit into the school". Eleven BTs reported that some of the stress experienced related to the anxiety they felt about receiving criticism and subsequent loss of confidence.

In brief, hard work was normalised and accommodated. The amount of work meant prioritising tasks, not all could be completed to the same standard. Work went beyond the classroom and tasks were often unfamiliar and complex. An obsession with survival was typically related to the first months of teaching.

Confidence, Feedback and Fallibility

The 14 beginning teachers related confidence levels to the type of support given, feedback received and the feelings they had about their success as teachers. They reported that not feeling confident impacted on their relationship with the children and colleagues. The majority of BTs indicated that initially they felt very vulnerable and that it was easy for their confidence to be undermined. As this beginning teacher explained:

As a BT because everything's happening in a new world...they [tutor teachers] should have high expectations but be sensitive. (FBT1)

BTs reported that receiving critical feedback in the first year that eroded confidence.

Feedback

Feedback was an intervention that in some circumstances advanced learning and in other circumstances acted as an inhibitor because it undermined confidence. BTs related confidence levels to their development as a teacher. Nine BTs and seven TTs commented on the tension between critical feedback and confidence levels. The tutor teachers were aware of the BTs' fragile state and discussed the importance of providing positive feedback and adequate scaffolding, while giving the freedom to develop individual teaching methods and style. This tutor teacher explained this as:

Having the wisdom to gauge when to let them go with their ideas and when to rescue... never squash ideas at the beginning. (FTT3)

Tutor teachers grappled with telling the BT what to do, so that they survived, and allowing them to take risks to enable them to put into practice their own philosophy of teaching. One tutor teacher and beginning teacher felt too much freedom was given early on in the first year, while another BT and TT reported that too much direction and feedback undermined the BT's confidence, as the Syracuse year two tutor teacher explained:

It's a fine line between going in and saying this is how I do it and this is how I would do it and letting them do it without stumbling too much. Not coming in and saying I'm the teacher with twenty years experience and you should be doing it like this. It's such a balance; you've got to be so careful. (SSTT2)

To promote confidence, the year two tutor teacher from Syracuse initially taught alongside the BT in her classroom modelling teaching and allowing her to observe teaching and own children. She invited the BT to give her constructive feedback. After a time the beginning teacher set specific teaching goals and the tutor teacher provided feed-back only on these goals. This strategy she argued promoted confidence and the ability to receive and listen to feedback:

In my experience, the person I am tutoring finds it very difficult to have me observe her, she is a great teacher but she felt very self conscious and

found it difficult to take constructive criticism. This year she has blossomed. (STT2)

The second year TT from Syracuse reported that giving the BT the power to control the observations led to increased confidence and a willingness to be observed. The BTs indicated that in the first year they valued constant support and constructive feedback.

Fallibility

Nine beginning teachers reported that making mistakes was problematic as this had the potential to erode their confidence. Yet learning from mistakes and “talking, talking” about practice were considered essential to BT development by the seven principals and 14 tutor teachers. To normalise mistakes, three tutor teachers reported sharing their oversights or errors of judgment with the beginning teachers and other colleagues. This beginning teacher said:

It is novel for me to do badly, she normalises it for me by relating back her experiences and provides me with advice I can act on; she makes me feel normal and I can accept my failures. (FBT2)

Three BTs discussed how important it was for them to “get things right” and how foreign it was for them to make mistakes.

Students

Students could also undermine confidence. Three BTs identified the need not to take children’s comments personally. One beginning teacher talked about “developing a thick skin” (FBT1). The first year teacher from Syracuse recounted his early experiences in this area:

One of the students came to me in tears, she wasn’t happy with the consequences of her misbehaviour. She said I was the worst teacher she ever had and she said every thing was all right until I came into her life. I felt very bad, I was so sad. I didn’t know what to do, so I got totally upset only to find out later this was something she said to her parents and other teachers. I think that taught me a lesson I shouldn’t get too affected. (SSBT1)

The beginning teachers’ highlighted the importance of developing an awareness that children’s behaviour could be in response to outside influences, like peer or parental relationships, rather than related to the teacher. One BT reported that to

become better informed about students as individuals he made a concerted effort to attend school social events and observe his pupils in the playground. Despite that the majority of BTs taught children from diverse communities, they did not identify the range of ethnicities in their class as problematic.

Parents

Six principals and nine TTs were concerned about the potential negative impact parents might have on beginning teachers' confidence. They were keen to shelter BTs from parents whose high expectations and demands were considered by three principals to be excessive. In five of the seven schools, concerns about the effect of parents on BTs meant a high level of support was made available when they were communicating with parents, for example, tutor teacher advice and the presence at formal interviews of an experienced teacher. As the principal from Norfolk observed:

The tutor teachers do this really well, they warn them [the BTs] and have systems in place to help them, senior management staff keep an eye out for everybody. (NSP)

The majority of BTs did not share the principals' and tutor teachers' concerns about communicating with parents. Eleven of the BTs expressed confidence in their ability to communicate with parents. The structures and practices that were put in place to support BT communication with parents were successful for this group, as only three beginning teachers talked of having difficulties with parents and, in each case, the tutor teachers worked alongside them to resolve the issues. This principal highlights the concern expressed about parents' ability to undermine confidence:

We are very careful about what parents we put with BTs - they can seriously ruin their year and confidence. (FP2)

They all spoke positively of the support given to them by their tutor teachers when interviewing or working with parents. All BTs reported that confidence levels were related to the way they established relationships with colleagues and students and how they met the schools' expectations rather than relationships with parents.

In brief confidence was important to BT success. All BTs initially felt vulnerable and required reassurance and positive feedback. Negative or critical feedback undermined confidence. Tutor teachers were aware of the BTs' need for reassurance. They worked sensitively to balance support and freedom enabling BTs to try things out themselves. Conversely, BTs were anxious about making mistakes, the tutor teachers normalised mistakes by discussing their own errors of judgement. Principals' and TTs' concern over the potential for perceived parental excessive demands to undermine confidence had the consequence of high levels of support around communication with parents. The majority of BTs reported that they were confident when working with parents.

Tensions and Satisfaction

All schools factored in high levels of support to combat issues around hard work, stress, satisfaction, confidence and unfamiliarity with expectations or the ways of the school. To facilitate the transition of the beginning teacher into the school, five of the schools dedicated the .2 resource time to the first year of the induction programme. In Verona and Pisa Schools, where this did not occur, the year one and two BTs, and one TT believed that they would benefit by more resource time in the first year. Indeed, the BTs attributed the induction time and programme to their survival. The first year BT from Messina argued that "the .2 time is critical to survival, it makes the transition period more digestible and not so horrifying" (MSBT1). The BT from Windsor agreed:

The support helped me to not to feel too swamped in all of the things that I have had to learn, especially in term one when I had so much to learn.
(WSBT1)

The 14 tutor teachers recognised the demanding nature of the work and factored into the programme release time in the first year, on a needs basis, to manage planning and report writing. The time allocated for administrative tasks differed between schools and individuals according to perceived need. At Verona Schools where there was less release time available, one tutor teacher recommended a mental health day to accommodate overload. The intensive support and time was repeatedly identified by BTs as enabling them to cope with the bewildering amount of new information, experiences and administrative work.

The seven principals and 14 TTs discussed the way a number of planned and incidental practices in each school provided support for the beginning teacher. Some examples of these practices were meetings with the principal to discuss school expectations, a warm welcome from staff, flowers and encouraging notes left on their desk, teaching resources suggested, advice received on setting up the classroom, conversations about children, feedback and regular meetings with the tutor teacher. BTs reported that they were reassured when they listened to experienced colleagues asking questions and sharing stories and concerns. The first year BT from Arragon was able to compare the induction support with her experiences of teaching in another country. She highlighted the positive impact the BT induction programme has had on her teaching:

I worked in [xxx country] and though you do work as a member of a team, it was different. I did not have a tutor teacher; it was sink or swim and yeah I think I was failing. [With my current support in New Zealand] I am much more proficient in my job. I'm going to be able to plan more reflectively, assess children more effectively and that's due to the models, help and support. (ASBT1)

However, despite the induction support, 11 of the beginning teachers indicated that the amount of information and people they were exposed to was overwhelming. The overwhelming nature of teachers' work was also recognised by principals. One principal argued for a national review of the induction and registration of beginning teachers; she considered that the enormity of the task and the difficulties facing schools with large number of BTs justified such a review. Two principals and two TTs suggested an internship in the first year with the BTs working for at least a term alongside an experienced teacher:

Being a beginning teacher is a daunting task for anyone the way we do it, just letting a beginning teacher loose in the classroom and saying "Go in and teach". I mean even if you've got a tutor teacher - it's a very daunting time...probably more difficult than any other task, and any other profession. I think in the future we have to think of an internship. I think it is vital that it takes more time to get your registration and also that you are supported in a better way. (FP2)

It was also suggested that further resourcing to support the second year beginning teacher be made available. This has subsequently been introduced at a national level. Key factors in alleviating tensions for BTs were the time and the type of support associated with the first year of teaching and clarity about expectations.

Satisfaction

Paradoxically, the BTs found satisfaction in their work despite reporting the impact of hard work, a lack of clarity about expectations, low confidence levels, entering an unfamiliar professional world and high anxiety. Eleven BTs spoke of the satisfaction they experienced when children achieved. The BT from Pisa said, “I love seeing the excitement in kids when they figure something out” (PSBT2). Five beginning teachers discussed the joy they associated with teaching. As the year two Messina BT illustrated, “It’s an exciting challenge and I am enjoying it” (MSBT2). This state of feeling simultaneously stressed and satisfied was attributed to their novice status and the quality of the support received within the school the design of the induction programme, collegiality and children’s achievement. The BT from Arragon said:

There was a lot of stress there but I felt content. That’s why I don’t look back and say that was just awful because I had such good support. I know I wasn’t completely on my own. (ASBT2)

Summary

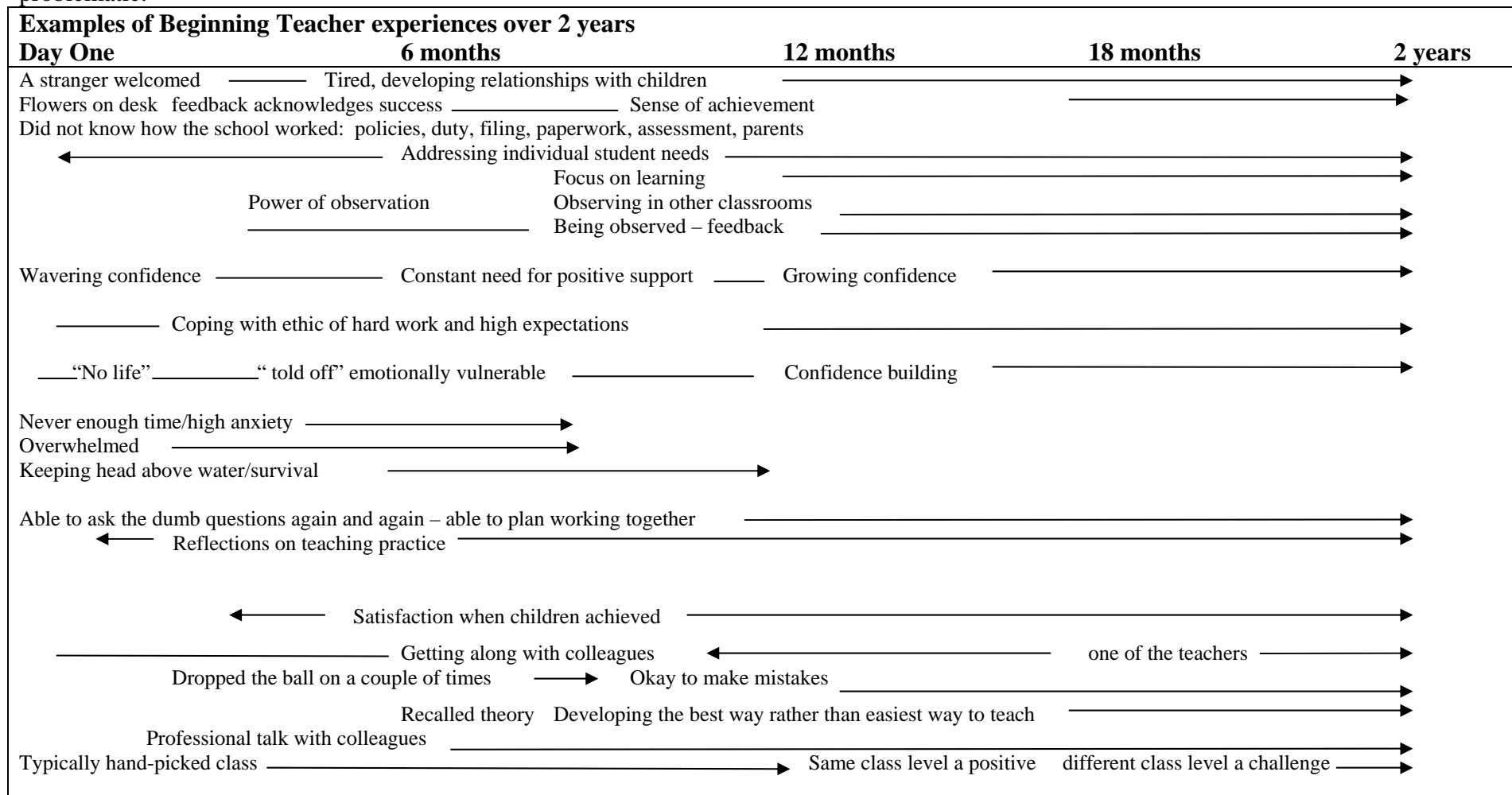
Figure 3 provides examples of BTs’ experiences over two years. The high stress levels and demands on time were attributed to the amount of work and new experiences encountered. BTs indicated that the nature of teaching was overwhelming. Initially they did not know “how things were done” in the school and they suspected there were unspoken rules that they recognised they did not know. The challenge to produce learning outcomes for students as well as any experienced teacher concerned some BTs. Some of the stress experienced related to the anxiety they felt about receiving criticism and their subsequent loss of confidence. Not feeling confident affected their relationships with the children and colleagues. They were unsure of expectations and anxious about relating to experienced teachers. BTs felt they were going to survive when they “felt on top of things” and had begun to “fit into the school”. This also enhanced confidence levels which were further bolstered through the induction process, support, positive feedback received, and positive feelings about their developing success as teachers, evidenced by children’s achievement, and collegial and TT feedback and interactions. Despite high stress levels and the hard work, BTs experienced satisfaction when children achieved and some associated joy with teaching.

Unrelenting hard work was accepted as the norm by principals and tutor teachers. However, the TTs reported that the high expectations, work overload and feelings of inadequacy impeded the BT's focus on children's learning. The advancement of beginning teachers' practice and children's learning are reported in the next section.

Figure 3:

Examples of beginning teachers' experiences over two years.

Note: Despite teaching children from diverse communities, beginning teachers did not identify the range of ethnicities in their class as problematic.



2. The Advancement of Learning and Professional Practice

I think learning can be difficult; it often makes you feel uncomfortable; it often makes you feel out on a limb. (WSBT2)

This theme, the advancement of learning and professional practice, presents the conditions and competing interests that enable and inhibit BT learning through their lived experiences of induction. It is, in part, a response to the research questions that investigated the way the school induction programmes and practices gave meaning to beginning teachers' learning and practice and the subsequent tensions, accommodations and implications for beginning teacher learning.

A key to the advancement of BT practice in all seven schools was the generally constructive approach to their learning. The principal from Windsor captured this overarching induction strategy when he reflected on the shift from a deficit approach to teacher development, which addressed weaknesses, to an empowering collaborative approach, which utilised reflection, evidence, feedback and conversations to further develop teachers:

We used to be more judgmental, observing and advising on what needed to be fixed. The focus now is on reflection, feedback evidence/data, and professional learning conversations ...the power of learning together. (WSP)

In his view, the onus for learning was ultimately on the BT but had to be matched by in-school and school-wide support.

The 14 BTs identified a range of the conditions and experiences that advanced and inhibited practice that particularly related particularly to their ability to focus on children's learning. All BTs identified the induction support, the feedback received and their own feelings as factors that contributed to their learning. The BT from Windsor represented the perceptions of many others when he identified feelings of vulnerability and challenge that accompanied learning but were ameliorated by the school support:

Sometimes you are vulnerable and insecure, all of those things. You can feel all of those things in the learning practiced here when you are learning... you have the support, the infrastructure. (WSBT2)

All BTs reported that greater proficiency came with experience and a growing knowledge of the children. The first year beginning teacher from Windsor illustrated this when he said:

Time has advanced my teaching, definitely time, like being in the second part of the year I have had more time to see the way children work and to start to understand that the same thing doesn't work for every child and I guess the way the different learning experiences fit with different children and seeing how they gel, that tells me a lot about children's learning. (WSBT1)

Twelve BTs stated knowledge of the school, "how it's done around here", and how children worked at a particular level resulted in more efficient use of time. Two principals, four TTs and two BTs spoke about how the proficiencies gained through experience were lessened when the second year BT was given a class at a different level. Two tutor teachers explained that a change of class meant the BT had to become familiar with the working dynamics of a new teaching team, along with the teaching resources and relevant pedagogy for the new age group. They argued that teaching at a different level in the second year prevented the consolidation of the knowledge and skills gained in the first year. One BT who had a change of school from the first to the second year illustrated the impact of this move. He reported that it took considerable time in his second year to become familiar with the new school culture, the expectations and the children's needs.

In brief the seven schools adopted a non-deficit, constructive approach to BT teacher learning and development. The induction and school-wide support and constructive feedback ameliorated feelings of vulnerability and mediated learning. Time allowed for a growing knowledge of how the school worked, and the children's learning needs. In addition, the allocation of a class to the second year BT, at the same level they had experienced in the first year, consolidated learning.

Limitations of Experience

Time and experience on their own were not enough to improve the BTs teaching; an open mind and a willingness to learn were deemed essential. All participants

identified as central to BT success a recognition that learning is ongoing and that all teachers are working as learners alongside the children. In addition, they argued that a willingness to reflect upon practice and to try different approaches improved teaching. This commonly held view was illustrated by the second year BT from Verona:

Willing to be a learner makes me a better teacher, knowing that you are learning as you go and that you don't know it all and you change. I've got computers, and half the time the kids show me - so I become the learner. It's a trade off because there's some things that they don't know. We share our knowledge and so for them, I kind of hope, that it shows them that they won't actually stop learning. I think that is what a good teacher does; it shows people that you keep on working and learning. (VSBT2)

He argued that this approach was pedagogically appropriate, he was modelling learning as a life-long process. Fourteen tutor teachers argued that BTs required the courage to develop their own approach to teaching and learning. As the TT from Arragon said:

They [BTs] need to try things out, work out what fits with the way they like to teach, knowing one size does not fit all. (ASTT2)

Notwithstanding these assertions, seven tutor teachers and five principals emphasised the importance of having role models throughout the school. They claimed that even with experience and an openness to learning BTs would not flourish in an environment that did not have good role models and appropriate learning opportunities. The tutor teacher from Arragon argued:

I think the way you operate as a teacher is shaped by the schools you teach in your early years and the colleagues that you work with. (ASTT1)

The opportunity to observe appropriate role models teaching was highly valued by the 14 beginning teachers. For example, the BT from Windsor illustrated how observing the reading recovery teacher and the resource teacher for language and literacy had an impact on practice:

I spent a block in the reading recovery room that was invaluable. Then I spent time with the resource teacher for language. It helped me see what I could do in the classroom and modified my practices a bit. (WSBT2)

All BTs reported that observation of good role models became particularly relevant as they could apply or trial what they had observed to their own class. It encouraged them to consider alternative practices.

In brief, open-mindedness and a willingness to learn alongside the children promoted teacher learning. For BT learning to flourish this disposition had to be modelled school-wide with BTs observing and working with teachers who were good role models, committed and also open to learning.

Reflection

Reflection was identified as a process that enhanced BT teaching practice. The 14 BTs identified reflection as a tool they used to focus on their practice to enhance children's learning. They, along with 13 tutor teachers, said that strong modelling throughout the school was required to guide reflection and evaluation processes. In the tutor teachers' opinions, without this modelling BTs were inclined to prioritise classroom management and meeting deadlines as they became overpowered by what seemed to be the enormity of their tasks, rather than prioritising children's learning.

There were two points of view presented about the right time to focus on BTs' reflective practice. One group of eight TTs thought that to facilitate a focus on learning they should initially take a day-by-day approach, gradually moving from concentrating on classroom management skills, routines and building confidence and competence in these areas, prior to providing challenge to enable reflective practice and thinking about individual children's learning needs. Conversely, four principals and six tutor teachers argued that survival and stress should be managed in a way that included the expectation that the beginning teacher would engage in evaluation and be reflective from the very beginning of their career. They contended that reflection and evaluation should not be lost at the expense of a primary focus on technical classroom competence.

Indeed, in all seven schools principals had an expectation that all teachers would engage in reflective practice. It was a process structured into teachers' work and talk. For example, one school had a requirement that all teachers provided a written reflection of their teaching, and children's learning and achievement, at the end of each term; (typically ten weeks) another school expected a written reflection on classroom observations and feedback that every teacher experienced

and received. In six of the schools BTs were expected to reflect on the goals they set.

However, regular engagement in reflective practice was reported by TTs and BTs as problematic. It took time, and time was a scarce commodity. To engage in the process meant prioritising reflection over other activities. Even the most experienced TTs found managing time to engage in reflection on practice a challenge. The tutor teacher from Verona argued that becoming a reflective teacher was time consuming as it created another layer of work. Reflection, from her perspective, had the consequence of rarely repeating the same lesson. She argued that those BTs who were reflective continually reviewed and changed teaching and learning approaches to support the learning needs of children:

If they are a reflective teacher they don't teach the same way twice, or rarely teach the same way twice, unless they think, "Oh yes, I've got this, it's going well." Mostly it's always reinventing the wheel. I think I have to be honest with them, it is tiring (VSTT2)

While encouraging reflective practice, she acknowledged that it meant more work in an already demanding job.

In brief, both tutor teachers and BTs experienced a tension between reflection and time, as time was such a scarce commodity. The challenge was making time for reflection on practice. Nevertheless, it was acknowledged as a tool that supported BTs in the development of a pedagogy that focused on children's individual learning needs. Principals argued that BTs could not be expected to be reflective teachers unless all teachers were engaged in the process. All teachers were expected by the seven principals to be reflective practitioners, which were evidenced in a variety of ways - reflection on goals, and reflective statements on pedagogy and children's achievement.

Goal Setting

A strategy identified by tutor teachers to focus BTs on their teaching to support children's learning was goal setting. It was reported as a process that enabled the BT to make the complex task of teaching manageable, focused the TTs feedback to the BT and provided evidence of development. In six schools beginning

teachers set goals, developed an action plan, reflected on their progress and made adjustments to their goals after consultation with their tutor teacher. The second year BT from Pisa explained how he utilised goal setting:

I work hard. I set myself a goal, say, a to do with reciprocal reading, I research books, resources, people in school, to get to the heart of the matter. (PSBT2)

Goal setting was modelled throughout schools. The majority of teachers were reported to have set themselves goals and were appraised against these annually.

In brief, goal setting was a tool used with BTs that made the complex task of teaching manageable, utilised reflection, focused feedback and provided evidence of learning.

Classroom Observations: Feedback and Conversations

The phrase taken from the beginning teacher quote below illustrates well the value attributed by the BTs to classroom observation as a tool for advancing practice:

It was just like magic. (SSBT1)

Observation prompted new thinking about pedagogical practice and developed deeper understanding of children's learning needs, provided feedback and professional conversation opportunities. Support to achieve goals was through classroom observations, either through feedback on the BTs own teaching or observation of others. All beginning teachers proclaimed the powerful effect of classroom observations on their learning. This included being observed and observing others. The first year BT from Syracuse argued that it assisted with planning and lesson sequence, and helped make sense of teaching approaches in a concrete way:

Just a couple of days ago I was taking xxx. I had never done it before and I asked my tutor teacher if I could observe. She took my class for a session and I observed. It was just like magic. I knew exactly what I was going to do just by watching her. I knew how I was going to plan, how the day would flow, all the gaps and blanks were filled when observing. (SSBT1)

Observation was considered an authoritative tool to advancing BTs' thinking and practice and it was common for BTs to be observed teaching and to observe others teaching within schools. In five of the seven schools, the beginning teachers went

to other schools to observe teacher's teaching in classrooms, often at the same level. All the BTs reported that the feedback received after classroom observations, alongside the general discussion with the tutor teacher was useful and influenced their practice. They stated that this feedback was pivotal to their ongoing learning about teaching. The majority of BTs also considered informal observation influential. The ability to observe informally was enhanced by open door classroom school policies as teachers moved freely in and out of each other's classrooms.

Six principals along with seven BTs and tutor teachers identified trial and error as an important tool to enhance practice. However, a dilemma highlighted by the second year BT from Messina was the evaluation of whatever was trialled and what action to take if problems arose. When discussing his experience with trial and error he said, "Hey I could see something was not quite right, but couldn't fathom what to do" (MSBT2). The majority of principals and TTs argued that having a culture where taking risks was accepted and where mistakes and problems were not hidden enabled all teachers to trial new ideas. Like the BT above, some principals raised concerns about trial and error, in particular assessment of the trial and the inexperienced BTs' ability to gauge when the trial was not working. For example, the principal from Norfolk suggested a problem arose when the BT did not know they were making mistakes, which she perceived as a relatively common occurrence, "Half the time [I believe] they don't know they are making mistakes" (NSP). She argued that tutor teacher feedback and supporting teachers to work collaboratively reduced the risk of teachers repeating misguided practice.

In brief, the use of trial and error was deemed appropriate to the enhancement of BT learning, provided the school culture supported risk taking, accepted mistakes, and there were systems in place to assess the trial.

Collaboration

Beginning teachers acknowledged that working with others advanced their learning to teach:

I couldn't become a better teacher by myself. (MSBT2)

As BTs traversed their first two years of teaching, they worked with colleagues who were perceived as collegial and collaborative role models. All principals, and beginning and tutor teachers discussed how BT learning was supported by collegiality and teamwork. Predictably, they identified the way they worked with their teaching team and others in the school as central to the BTs' thinking about children's learning. The first year TT from Windsor said:

A constraint on development would be not to have a supportive team, where they are not getting the modelling or the talking or discussion. As a team there is an awful lot of informal discussion. It's the chatting about what I have done, what worked well, why a child isn't learning... (WSTT1)

The second year BT from Messina reflected the views of the majority of participants in her belief that in addition to personal motivation, to become an accomplished teacher it was essential to work with others:

My desire to be a better teacher, that makes me one, but also the support, the observation of my teaching, the constant feedback and feed forward of ideas and the type of support. I couldn't become a better teacher by myself. (MSBT2)

Working collaboratively fostered in-depth discussion about children's learning. These conversations were common practice in all seven schools, and actively sought out by the BTs. The second year BT from Pisa favoured discussion about children's learning over talk about useful "tricks of the trade" which, in his view, did not benefit children's learning:

The tricks of the trade to a certain extent don't interest me. It is the more in-depth discussion...What can we do?...you have to go deeper to find the things that actually benefit the students...it's something I would love to have more of...often the tricks of the trade benefit the teacher more than the student. (PSBT2)

All schools had structured time for collaborative work and professional conversations. They acknowledged the importance of professional talk to learning. As this principal explains, "It's all to do with dialogue..., they learn a lot from conversations" (FP3). In an attempt to address the lack of time for professional conversations the schools used staff meetings to engage in discussion about teaching practice and professional readings. For example, the first year TT from Arragon said:

At our staff meetings we get professional readings, there is a culture in our school of thinking and being reflective. (ASTT1)

In addition, BTs and TTs reported discussing at team meetings current literature related to pedagogy, curricula and assessment to inform practice.

In brief, collaborative work and informed professional talk with colleagues were the norm and structured into school life; they were perceived as essential to BT learning and the enhancement of all teachers' practice. Working collaboratively and collegially with the tutor teacher within this school situation was considered central to BT learning.

The Tutor Teacher

All seven principals and 14 beginning teachers recognised the importance of the tutor teacher role to BT learning. Principals acknowledged tutoring as:

... a complex and a sophisticated role and requires to be done well. I think it requires outstanding qualities. It is vital beginning teachers get the recognition they deserve to help them on their journey. (FP1)

Part of the complexity was associated with the probability of the beginning teacher becoming a future colleague and while the evolving relationship was not perceived as a problem if the BT was competent the potential for it becoming so was raised. As this principal commented:

They [the tutor teachers] need training. It is complex and the BT will possibly become a colleague. It's the beginning of a relationship. (FP3)

The TTs were continually assessing the type of support and feedback required by the BT at any given time. They spoke of scaffolding support according to the BTs learning needs. As the tutor teacher from Windsor said:

Sometimes you have to move from walking alongside to walking ahead, taking the lead, giving direction or redirection. (WSTT1)

The TTs had to rely on their colleagues for support as they learned how to tutor while they were in the role. In five of the seven schools, TTs were concerned about the amount of time they had to give to their tutoring role. Those who felt they had adequate time to dedicate to induction processes had the role as their primary responsibility and sometimes were employed in a part-time capacity. Two TTs did not have a class of children nor did they have senior management

responsibilities but were very familiar with, and part of, the school. Consequently, they could dedicate more time to the BT. Principals recognised the need to support the TT. As this principal said:

The school culture should support the tutor teacher and beginning teacher. Everybody gets caught up in the hurly burly of everyday stuff and we need to focus more on beginning teacher needs. The principal also plays an important role in looking after the tutor teacher entitlements etc. (FP1)

Without exception, the 14 beginning teachers acknowledged the high degree of commitment the TTs demonstrated to support them in their development. They particularly valued the constructive feedback and TT confidence in their ability to succeed. It was this support and commitment, BTs reported, that enabled them to survive, to focus on learning and advanced their teaching practice.

The TTs indicated they wanted the opportunity to attend professional development courses or access appropriate qualifications related to the role. Three tutor teachers discussed the advantage of having a TT qualification, “if there is a qualification you might get some consistency, people would see a model” (FTT1). Principals also advocated for greater access to professional development opportunities for tutor teachers. Lack of TT expertise was not apparent to BTs, as they unanimously reported high levels of satisfaction with their tutor teachers.

In brief, the tutor teacher’s role was recognised as complex and essential to BT learning. Despite this, they did not have access to serious, relevant professional development, relying primarily on their colleagues for support. Without exception, the beginning teachers reported that their development as a teacher with a focus on children’s learning could be attributed in large proportions to the tutor teacher support. The tutor teachers were concerned about their own capabilities, with lack of access to training and professional development opportunities commented on by each of the tutor teachers.

Countering Isolation

Beginning teachers associated their development with their ability to work with others. Yet when their work was not going well some tended to retreat to the isolation of their classroom. Despite actively promoting collaborative work, the principals identified teaching as a relatively isolated activity. Indeed, teachers in

this study taught primarily in their own classroom separated from other colleagues. The principal from Norfolk illustrated this point when she said:

I mean it's [teaching] actually a really political activity because they're in a single cell with children - all on their own. When they shut the door and they are on their own, where's the regulating arm? How do I really know what goes on in that classroom between the children and the teacher? (NSP)

A number of strategies were used to break down this isolation. One was having the BT and TT teacher in close physical proximity e.g. located in the classroom next door which facilitated informal communication. All TTs reported initiating contact, and 11, during the BTs' first year, made a point of dropping into the beginning teacher's classroom at least once daily. This was typically to give the BT the opportunity to debrief or ask questions. The BTs reported that it was helpful when the tutor teacher was easily and quickly accessible to answer questions. Five reported that they could interrupt the TT in her classroom to ask questions. This set the precedent for teacher movement in and out of classrooms and promoted open door policies. The informal communication continued in the second year but was not as frequent and occurred with a wider group of colleagues.

The second year BT from Arragon described how her TT and the deputy principal and principal were very accessible:

My tutor teacher comes in after school as I need her. The deputy principal and principal are very approachable, I think it's because I am so close to them, my room is right next door. I often sort of pop in and ask her [the DP] opinion on something. (ASBT2)

Three BTs commented on the potential to become isolated in the classroom and the need for strategies to address this, for example, the first year BT from Messina said:

I get too locked into my own world. If I go out and observe, and I have observed in classes in the school and outside in other schools, and I get fresh ideas, its useful to come back and consolidate these ideas and think can I use them in my class in this context. (MSBT1)

Another strategy was making classroom observations common practice for all teachers. This was implemented in two schools where there was a school-wide professional development focus on pedagogy which involved all staff in

classroom observations and in giving and receiving feedback. This focus was, in addition to, and separate from, the national requirement for performance management appraisal observations. All schools collectively planned and worked in collaborative teams, typically around similar class levels. Frequently, they would draw on each other's expertise to lead in particular curriculum areas. Occasionally, they would team-teach. In all cases, teachers' worked together on sports afternoons or days.

There were tensions and some resistance identified to breaking down the isolated nature of teaching. The classroom was viewed as the teacher's domain. Teachers typically did not have their own space or their own office, unless they were in senior management positions. They shared their space with their children. One tutor teacher discussed the way she observed that some experienced teachers had a sense of private ownership of their class. This, she asserted, led to a focus on individuality, with teachers potentially becoming secretive about their work rather than working collaboratively:

I think schools become so private, and we get so enclosed in our own space in our classroom and - it's my space and - it's my classroom and - I feel like someone is invading my own space when they come in. You've got to kind of let go and think this is all right, this is normal, it's okay. I'm not going to get shot down in flames or nit picked or anything like that. It's just part of the norm, so I guess I'm trying to build that up [with the teaching team]. (MSTT1)

As a team leader, she developed ways of reducing the level of defensiveness that existed by establishing a time for sharing teaching strategies, mistakes and solutions, and an open-door culture that led to teachers moving in and out of each other's classrooms.

In brief, a number of strategies were used to promote teacher interaction and reduce isolation. All identified the advantage of having the BT in close physical proximity to the TT and TTs initiating contact. School-wide strategies included classroom observation becoming common practice for all teachers in the school, collaborative planning and teaching, and an open door policy which facilitated informal movement across classroom. Tensions identified were the private ownership and autonomy some teachers claimed over their classroom, and the

potential for BTs to retreat to the isolation of the classroom if relationships were not going well.

Busyness and Children's Learning

The busyness of the job and survival were barriers to thinking about children's learning. Due to the overwhelming workload, BTs energy was initially concentrated on getting through each day. Tutor teachers, along with the BTs individual self report, indicated that three BTs had a focus on children's learning within the first, two to three months; and eight BTs confirmed their ability to focus more on children's learning by the end of the first six months of teaching:

By the end of your first six months you kind of understand how the school works and what the children need to be doing and then you get into How do you actually get them achieving? (PSBT2)

For the three remaining BTs, this focus developed closer to the end of the year. It was not possible from the data to pinpoint precisely why three BTs had an earlier focus on children's learning needs. However, two of the three had experienced tutor teachers, all TT prioritised reflective talk about children; and all three BTs welcomed observation and feedback. BTs argued that their busyness made it particularly difficult to focus on children's achievements in the early months of teaching. In addition, the initial need to focus on classroom organisation and routines distracted them from individual children's learning. Their initial concern was predominantly with the class as a whole.

In brief, the busyness of work and the need to survive were barriers to thinking about individual children's learning needs. Different BTs developed this focus at different rates, all within the first year of teaching.

Initial Teacher Education

Generally, BTs did not articulate in the first instance drawing on the knowledge and theoretical approaches they had gained from their initial teacher education programme; they looked to the school and the way things were done in that context. It was TTs and principals who positively acknowledged the ideas and theoretical knowledge BTs gained from the teaching qualification. They reported

drawing upon the BTs theoretical knowledge. As the principal from Norfolk explained:

I always do a P/D [professional development] day at the beginning of the year, and I always do something on learning...quite academic stuff and I'm always quite impressed with new teachers. They know exactly where I am coming from. They're up to date with learning theory. It's really exciting I see them feeling good about themselves... (NSP)

Three BTs recalled that when they were asked to share their knowledge and ideas they refocused on their prior learning and they felt valued:

When the team asks you, you know you are really a teacher, you have made it, you feel you have made it when your ideas are valued. (NSBT2)

This engagement with theory and sharing of knowledge made them not only feel accepted as one of the teachers, but reminded them of the knowledge and ideas brought with them from their initial teacher education programme. It appeared that BTs required catalysts to draw on their theoretical knowledge in the first year of teaching. The second year BT from Pisa's began to consciously utilise theory to inform his practice in the middle of his first year of teaching:

It's not until halfway through the year that you realise you've put all that theory on the shelf. (PSBT2)

However, three tutor teachers viewed BTs' theoretical ideas as having the potential to cause frustration. They argued that BTs' inexperience with classroom management and organisation meant that they could not always successfully translate their theoretical knowledge and ideas into practice. The second year tutor teacher from Arragon provided this example:

It's a great idea, but I've had it happen a few times where they've been really disappointed because it's either ended up in chaos or they felt the children didn't really get it and it's always come back to that organisation thing. Whereas if they had structured it a little bit differently...they are so enthusiastic they come in and want to do this and that and I never discourage them. (ASTT1)

To facilitate beginning teachers' ability to apply theory to practice, four principals argued for a continued link with initial teacher education institutions. Three principals disagreed. One suggested initial teacher education should take on a programme monitoring role. Another argued that the two institutions had different roles, the initial teacher education provided foundational knowledge and skills,

and the school engaged in enculturation of the BT into teaching and the profession:

I think the preservice component is preservice and it's initial teacher education, it's preparation for the classroom and then, when they move into the classroom it's actually socialising them into the profession; really honing up on curriculum knowledge, pedagogical skills and knowledge so that they can deliver the curriculum effectively and I guess politicising it into the whole. (NSP)

The principal from Norfolk proposed that the two institutions, the school and the university, had different and distinct roles, which would make the development of a university induction package too difficult. Eleven BTs and one TT agreed that BT induction and professional development was the responsibility of teaching colleagues and employer. The year one BT from Norfolk said:

You've done teachers college, if you are employed it's the employers' responsibility. (NSBT1)

Conversely, four principals and the nine tutor teachers suggested that support of BT induction through the initial teacher education programme should take place. The reasons given for this continued contact were two fold; a belief that educational theory would have greater relevance once BTs had their own class, and that the contact would improve national consistency of beginning teacher induction. For example, the Messina principal explained:

Once teachers are out I think they need the opportunity to go back for a little more. The underpinning theory makes a lot more sense now that they have done a bit of practice. It would be useful to be looking, maybe, at a further qualification built into the development of beginning teachers. They would need time to consolidate and get on with their jobs, perhaps start in the second half of the year. (MSP)

This principal thought that building a qualification around the induction of beginning teachers was worthy of exploration. However, she warned that the qualification would need to align well with the BTs work and context to avoid creating yet another layer of hard work and stress. One beginning teacher agreed and proposed a national postgraduate qualification that was a series of modules related entirely to practice and the school context. Three BTs stated that links with the initial teacher education programme would be of value. Two of the three suggested it would give the BT the opportunity to ask questions and discuss ideas

with experts. One saw value in returning to critically evaluate what they were doing and to discuss ways of working with experienced professionals:

I think that time to get out of your classroom to think critically, to evaluate what you are doing, talk with others... where beginning teachers can talk, [it] would be phenomenally helpful. (ASBT1)

Two of the three BTs were opposed to enrolling in a formal qualification.

Eleven of the BTs did not see any value in continuing a relationship with the preservice programme, as they argued the support they required needed to be context specific. Five believed such contact would be valuable for the initial teacher education programme, as they would obtain feedback on the quality of their beginning teacher preparation:

Follow-up needs to be context specific - it would not be valuable once you are in a school. Follow-up would be more valuable for the preservice programme than the beginning teacher. (PSBT2)

The stance taken by the BTs did not mean that they undervalued their qualification. The second year teacher from Syracuse argued that her initial teacher education was good for the development of thinking skills, for personal professional growth, for developing good reading habits, reflective thinking, and written skills. She asserted that the initial teacher education programme addressed knowledge and beliefs about teaching and helped with the development of a teacher identity:

... you don't really learn what to do as a teacher, you learn who you are as a teacher. (SSBT)

Most BTs considered that the theoretical learning and practicum experiences could not fully prepare them for their own class:

[At the ITE institution] we learnt good ideas and theoretical stuff but didn't learn how to put it all together to make a particular class of children progress. (NSBT2)

Their first year teaching was perceived by BTs as a case of "moving on", and learning from their teacher colleagues in context about how to teach in a way that was relevant to the children in their classroom. Despite this perspective, two beginning teachers gave examples of informal links with lecturers from their initial teacher education programme. They reported that the advice and support had been useful and was valued.

Paradoxically, despite some participants not wanting continued links with the tertiary institution, all TTs and principals argued for appropriate qualifications or substantive courses to support the tutor role in the induction process. All tutor teachers agreed that such professional development would ultimately benefit the beginning teacher. They argued that recognition of the tutor teacher role, and professional development undertaken, should result in a tangible national reward. Three tutor teachers suggested the development of an online tutor teacher qualification.

In brief, it was evident that, while the majority of BTs did not consider continued links with the initial teacher education programme potentially helpful to the enhancement of their practice, more than half of the tutor teachers and principals considered such links as a potentially positive strategy to assist BTs with the process of becoming fully registered teachers.

Summary: Advancement of Learning and Professional Practice

The seven schools had a non-deficit, constructive approach to teacher learning and development which permeated the BT induction programme. The induction programme and school-wide support ameliorated BTs feelings of vulnerability, mediated learning and improved confidence. Time allowed for a growing knowledge of how the school worked. In addition, learning was consolidated by the allocation of a class to the second year BT at the same level they had experienced in the first year. Essential to BT learning were open-mindedness and a willingness to learn alongside colleagues and the children. For these dispositions to flourish, they had to be modelled school-wide, and it was considered essential that BTs observed and worked with teachers who were good role models.

Practice was enhanced through reflection; however, BTs experienced a tension between reflection and time, as time was such a scarce commodity. The challenge was making time for reflection. Principals argued that BTs could not be expected to be reflective teachers unless all teachers were engaged in the process. Indeed, all teachers were expected by principals to be reflective practitioners, which was evidenced in various ways. One form of evidence was reflection on goals.

Classroom observation was identified as one of the most powerful ways of enhancing BT practice. The use of trial and error was considered an appropriate learning strategy if the school culture supported risk taking, accepted mistakes and had systems in place to assess the trial. Collaborative work and informed professional talk with colleagues along with working collaboratively and collegially with the tutor teacher within the school's professional development framework were central to BT learning. Also pivotal to BT learning was feedback. The tutor teachers' role was recognised as complex and essential to BT learning. BT learning and practice was promoted through close physical proximity to the TT, with TTs initiating contact. School-wide strategies to reduce BT isolation, included classroom observation becoming common practice for all teachers in the school, collaborative planning and teaching, and an open door policy. BTs developed a focus on children's learning at different rates, but all within the first year of teaching. Some challenges to the advancement of BT learning were the teacher's autonomy and the private ownership of their classroom. The busyness of work and the need to survive were barriers to thinking about individual children's learning needs.

It was evident that while the majority of BTs did not consider continued links with the initial teacher education programme potentially helpful to the enhancement of their practice, more than half of the tutor teachers and principals regarded such links positively. Identified as essential to BT learning were induction programmes that were embedded in contexts where all teachers modelled high expectations and good practice that the BTs were expected to aspire to and ultimately demonstrate.

3. Conceptions of the Professional Teacher

If, as the principal from Verona proposes, "there is no best way to teach", how did the beginning teacher know which view of the teacher was privileged? And, how did the participants ascribe meaning to the construction of the professional teacher in their particular school? This section presents the findings in response to these questions.

Expectations

It was difficult initially for beginning teachers to know what sort of teaching and teacher was privileged in their school. It appeared to them that the notion of successful teaching was locked in the minds of the experienced teachers. The principal from Arragon confirmed this when she said:

It is not something you stop to think about, but I suppose it is constantly in your mind, you have a kind of benchmark in your head and you think this person is close to it or a long way from it, you kind of sense it, it is like a continuum of what you see as a teacher. (ASP)

It was the hidden or unspoken ideas and the differing views of teaching that BTs described, at times, as confusing. The first year BT from Messina identified the lack of clarity around what type of teacher was valued, but he did not perceive it negatively. Instead, he saw this stance as allowing freedom to develop individual teaching styles and methods of teaching:

There are no clear standards [about the teacher], there is a school general standard. They are quite good in that way - they want you to develop your own style, there's no clear line really, and we have specific outcomes for the whole syndicate. However, what we achieve, that is our own classroom's business. (MSBT1)

Yet this same BT was concerned about not doing things correctly, as he might get "a slap over the hand" (MSBT1). Three beginning teachers discussed the need to develop their own teaching philosophy and style but also felt anxious about meeting the school's expectations. Twelve beginning teachers, in six of the seven schools, indicated that they required reassurance about the way they were teaching. BTs who had previous practicum experience in the school felt advantaged by their prior understanding of the type of teaching and teacher that were valued in their school. Beginning teachers reported their own personal ideals, the school's philosophy, relationships with the other teachers, and the school's professional development focus influenced who they were as teachers and the way they taught. However, ultimately they wanted to meet the expectations of the school. As the second year BT from Pisa said:

As a BT, in your first year, your tutor teacher, your senior teacher and sometimes the senior management, the DP and principal, influence what you do. You do whatever you can to meet their expectations. (PSBT2)

Regardless of these tensions, the BTs indicated that they did not want teaching practice prescribed. They acknowledged difficulties and constraints associated with prescribing the ideal teacher because of the complexity of the role. The second year BT from Windsor said, “Teaching is really complex - it’s not an ideal that can be reduced (WSBT2). Paradoxically, although the complexity of teaching was recognised, the majority of BTs wanted teaching to be reduced to a focus on the technical skills in the first few weeks and for some months of teaching to acquire proficiency in classroom management skills. The BT from Windsor argued that “we can improvise and learn our style later” (FBT2). This beginning teacher agreed:

Initially, it’s about the technical stuff, how can I get this class up and running? And then it’s about reflecting and discussing, justifying what you are doing with others; it’s a moral activity. (FBT1)

However, the second year BT from Syracuse disagreed. She had definite ideas about how to teach and wanted to take responsibility herself for the development of classroom management strategies to fit her teaching philosophy, not as a mechanism for survival. Tutor teachers agreed with the need for technical competence, but with reservations. They discussed the tension that existed for them between supporting a focus on management of the class, to the detriment of supporting the development of the reflective teacher. The more experienced tutor teachers were keen for BTs to try different approaches and to practice making and justifying decisions as they developed as a teacher.

All BTs could refer to the NZTC and MoE, *Satisfactory Teacher Dimensions* and the MoE *Beginning Teacher Interim Professional Standards* for descriptors of the teacher. The seven schools used the *Beginning Teacher Interim Professional Standards* or an interpretation of these standards, during annual appraisals. However, when discussing the conceptions of a good teacher in the BT focus group interview participants identified particular qualities; they said a beginning teacher should be able to observe children and see their needs, reflect, then plan and put into practice a programme that would support learning. To do this BTs argued they would need to demonstrate empathy and a willingness to relate to children and understand them. In addition, they asserted the BT would be open-minded, and able to address difference in approaches required for boys and girls,

have a genuine concern for children as growing people and a respect for them. Humour and excitement about the discovery of learning and the use of formative feedback were also considered essential. They did not mention classroom management or control. All beginning teachers considered working with colleagues and planning and teaching as a team crucial to success.

The BTs generally expressed their views of teaching as grounded in their own values and understanding of good teaching along with the accepted practice anchored in the day to day lived reality of their school. They also perceived their individual pedagogical and philosophical approaches to teaching as evolving and likely to continue to change:

There are always new things to learn, you have a desire to be a teacher and help children learn and there is a sense of satisfaction when you see them (children) learning. It's not the money. It's who you are as a person and a willingness to reflect on that. (MSBT1)

Principals' and tutor teachers' conception of an accomplished teacher was one who prioritised an individual child approach to learning needs rather than privileging the subject. In addition they identified, idealistically, eight key characteristics of the good teacher. In a non-prioritised order these were:

1. A teacher who is ethical, has integrity, is aware of the moral nature of teaching and recognises their fallibility (learns from mistakes);
2. A teacher who is aware of societal influences on education, engages with the profession, acts to make a difference and communicates effectively with parents;
3. A teacher who engages in reflective practice yet is an adaptive learner, fits in but is not a clone;
4. A teacher who is committed to ongoing learning with students and colleagues and works collaboratively with others;
5. A teacher who is technically competent, who can manage, plan, evaluate and integrate learning;
6. A teacher who can draw on a range of pedagogical approaches in an informed way and is able to justify decisions made;
7. A teacher who has curriculum and theoretical knowledge e.g. child development; and

8. A teacher who has particular dispositions, for example, has high expectations, is open-minded, hard working, enthusiastic and positive.

The expectation that these characteristics would be evident in all good teachers was also recognised as problematic, as they viewed the teacher as engaged in complicated decision-making and contending with multiple accountability requirements and demands on time. For example, the year two TT from Norfolk discussed the debate about teaching as an art or a science, and argued that professional decision-making was the most important aspect of teaching. She asserted that professional judgments could not be standardised, and stated that the moral and ethical dimensions of these judgments could, at times, be justified with data and at other times had to be defended and/or rejected/accepted. She viewed teaching as both a science and an art with the art of teaching taking precedence:

Judgments that we make are based on morals and ethics which are not standardised, which are not consistent across every person and school. I think a good teacher makes justifiable professional judgments that they can prove with data and they also make professional judgments that people have to accept. You can defend them but you cannot always prove them. (NSTT2)

An example she gave was moving children across reading groups:

I move my children in their groups when I'm really busy and because I know the children so well know I've done the right thing. A few days later I do running records to make sure I'm right. (NSTT2)

In brief despite the recognition that there was "no one best way to teach" the BTs looked to clarify expectations and the accepted way of teaching in his or her school. Principals and tutor teachers held and identified some common characteristics of the accomplished teacher. These characteristics were in some instances paradoxical and a challenge for teachers to live up to in a time scarce environment with many competing interests. The findings indicate that there existed some consistency across all participants and schools about what made the teacher a professional.

The Professional Teacher

The 35 participants perceived themselves as engaged in a professional occupation. They acknowledged the need to be technically competent but asserted teachers'

work went beyond the technical to include making decisions about, and having a commitment to learning. They viewed the professional teacher as someone who was a thinking, reflective person, who read with interest in their field and engaged in professional conversations to make decisions about children's learning. Other essential professional teacher characteristics identified by all participants were high expectations of themselves and each other, along with having a body of knowledge about teaching. Also identified as important were collaborative practice to achieve results, a registered workforce and adherence to a code of ethics. All participants asserted that particular affective domains were essential to the professional teacher, a point illustrated by the second year teacher TT from Verona:

Gandhi said the teacher is the lesson. It is so true. People and children pick up on your motivation, your fair play, your enthusiasm, your perseverance; all these things contribute to being professional. (VSTT2)

The second year TT from Syracuse captured many of the views of the other participants when she identified the necessity for teachers to continue learning as they were responsible for preparing children for the future:

We are professional because we are dedicated and we continually want to seek and grow, we are not stagnant. We are thinking of children first; what is the best for them to lead them into their new challenging roles in life. (STT2)

Four tutor teachers and three beginning teachers aligned the pedagogical approaches used in the classroom with professionalism because of the complex decisions teachers were required to make about the individual learning needs of children. As the TT from Verona contends:

Teaching is not simple. You could give someone the early numeracy programme book and they could do it but it would be interesting to see in fact what they really did with it, the results they got. (VSTT2)

Nine participants described themselves as being involved in democratic teaching and perceived their role as preparing the child to function well as a citizen: socially, emotionally, physically and intellectually. One tutor teacher said this approach had less emphasis on the teacher as an authority figure and more on an understanding of the whole child and the world they live in. Her teaching overtly accommodated a political dimension, "I look at the broad picture and the teacher's place in the whole scheme of things..." (ASTT1). The first year teacher from

Messina also described the professional teacher as one who was concerned with the whole child. He agreed with the tutor teacher, perceiving himself as a learner alongside the child:

Whole child learning focus involves democratic practices where the child is viewed as a learner alongside the teacher who also is a learner; with the teacher focused on trying to meet the needs of individual students in the social context. (MSBT1)

These practices were contrasted with the concept of the teacher as a more technical person engaged in instruction, which the second year TT from Pisa argued implies an understanding of the curriculum and the ability to impart knowledge efficiently. This technical approach, she considered, did not result in the teacher making decisions about children's learning and adjusting approaches in practice, "the technician is somebody, kind of, armed with knowledge and imparts this" (PSTT2).

Despite considering themselves professionals the majority of participants thought the NZ public generally did not share this view. All but one beginning teacher considered that the majority of people in NZ society viewed teachers as occupying a low status, non-professional occupation, as illustrated by the BT from Norfolk:

It's awful; I think that everyone in society looks so down on us and I actually get really angry and mad at the way teachers are treated. I hate the way you see teachers criticized on TV, not paid enough, and everyone thinks you are so lucky you go to work at nine and come home at three. (NSBT2)

Principals discussed the predominance of national policies that focused on accountability and the expectation that teachers will solve a number of societal problems. The principal from Messina argued that the government policies did not help teacher professionalism as the focus tended to be on accountability measures rather than learning. This she proposed established a low trust environment:

Accountability with a focus on national testing and getting rid of bad teachers does not support teacher status. (MSP)

In brief, the BTs worked in schools where the principal, tutor teachers and their BT colleagues held in common some characteristics of the accomplished teacher and a common understanding of the teacher as a professional. But these views

were problematic as it was acknowledged that BTs were developing their identity in an environment that involved complicated decision-making and where there were many competing demands on their time. The participants justified their professional status by describing the complexity of the role and the responsibility and commitment associated with making decisions about their own and the children's learning. They viewed teaching as a vital profession because of the contribution made to society, to prepare citizens of the future. However, they agreed that some in society did not share this view. The second year BT from Messina proclaimed:

Personally I'm quite proud to be a teacher, I like being a teacher. Some people think, "Oh teachers! They get it easy, nine to three, twelve weeks holidays". It's just that they don't know that there's a lot of work involved. I like the holidays but you still work in your holidays, term time you're busy. A lot of people really respect the fact that what you're doing is a job educating the next generation. Whether we get paid enough and so on is another matter. So there's a lot of variation out there as to what people perceive but I think it's a good career. I see it as a genuine profession. (MSBT2)

The BTs reported grappling with and making sense of themselves as professional teachers through the interplay of their own ideas of teacher professionalism along with the teacher practices and behaviours privileged and played out in their school. They found it difficult to look beyond the immediacy of classroom demands. Predictably, BTs worked to meet school expectations, as it is the tutor teacher and principal who make judgements about their readiness for full registration as a teacher.

The next section presents how these judgements are made and how BTs judged themselves in the seven school sites.

4. Making Judgements

In this section the data analysis was concerned with the judgments made about the beginning teacher, what this meant for them and how emerging tensions were accommodated. After acceptance into an initial teacher education programme and subsequent graduation from that qualification, the critical times for judgements to be made about the teachers are; at the time of appointment to a BT position, and when a recommendation is made to the NZTC regarding the BTs full registration as a teacher.

Beginning Teacher Appointment

In all schools the BTs were appointed because of a perceived match between the BT and the school culture. Principals reported that the “fit” was based primarily on the professional intuitive judgments made by the principal and, or, the appointment panel, at interview. Four principals identified risk taking and using professional intuition as integral to the appointment process:

It’s a kind of gut feeling; you have to take a risk, look for sheer commitment and openness to advice. (FP3)

All schools wanted BTs who were committed to teaching, and to children and learning. They also expected them to be open to advice and to have graduated from a reputable initial teacher education programme. Initial teacher education was not the focus of this research; however, all seven principals referred to the importance of the preservice programme to the success of the beginning teacher. Curriculum vitae, transcripts from the initial teacher education programme, and importantly, practicum experiences were considered prior to interview. Two schools included the tutor teachers on the appointment panel. These TTs reported that engagement in the appointment process increased their commitment to BT success.

Three principals in the focus group discussed how the lack of experience and knowledge of the applicants’ practice in the particular school context, made it difficult to appoint a novice teacher. As one principal said:

Future performance is based on past performance. It makes it difficult to appoint, as there is no track record. (FP1)

Therefore, having student teachers in their school was considered by five principals as an advantage because it gave them insight into, and evidence of, the BTs’ potential fit with the school. While fitting in was a priority, principals did not want all their teachers to be alike. They wanted teachers with a range of pedagogical and curriculum strengths. As this principal said: “We do not want clones” (FP2).

BT Readiness for Full Registration

Judgments about BTs took place in seven different and distinctive school environments. Five principals, six TTs and nine BTs discussed the difference between, and complexity of, school environments. This complexity and variability, they argued led to like the likelihood of variability between schools when making judgments about beginning teachers. Three principals discussed the variability of induction support that was perceived to exist between schools; which they suggested would result in differences in beginning teachers' competence at the time of registration. Two principals proposed that the ERO should take a more assertive role in monitoring induction. One urged caution about adding another layer of accountability, arguing that for many the transition from beginning teacher to a fully registered teacher was well managed by schools. Despite these concerns there was evidence in these seven schools of consistency in the types and amount of data used to support judgements made when recommending a provisionally registered teacher for full registration.

Judgments made by tutor teachers and principals about the BTs competence utilised “gut”, “expert knowledge”, “intuition”, “observational evidence” and “collated data”. Examples of data included, documented classroom observations, induction planning and reporting, appraisal reports, lesson planning and evaluations and children's achievement records. In addition, the principals and tutor teachers benchmarked the BT's teaching against their own internalised professional knowledge and expertise. The use of intuitive expertise to make judgements was described by one principal as benchmarking the beginning teacher's development against her own internalised professional knowledge of where they should “be at” in relationship to their readiness for full registration (FP2). The principal from Windsor indicated his own experience came into consideration when assessing the beginning teacher:

[I make] a whole raft of judgments based on my experience, which you know, I suppose, the research would say might be a bit risky. (WSP)

The tutor teacher from Verona discussed the influence of personal values on the judgements made about BTs. She indicated that her personal professional values

were integral to making judgments and that, at times, she would impose her values onto the BT:

Of course our personal values have to be part of your judgment, how you do things, [the principal] said we mustn't make them clones of ourselves, which is a really good thing to say, but I think children are entitled to a clean and tidy environment with the place working and everything in its place. That's one of the things I look at. (VSTT2)

For this tutor teacher there was one standard that she would expect and impose which related to a clean and tidy classroom environment.

There were common dispositions and practices that all tutor teachers and principals referred to when considering the beginning teacher for registration. These included the following dispositions: "loves the children", "works hard", "works well as a team member", "is committed and enthusiastic" and "open to learning, advice and guidance".

Each school used multiple methods for confirming the decisions they were making about the beginning teachers' readiness for full registration as a teacher. They expected to have evidence of the following practices: "provision of good learning opportunities", "effective planning and evaluation", "insightful written reflections", "engagement in professional conversations with beginning teachers and other teachers", and "participation in staff meetings and professional development opportunities". The principal from Messina explained the range of sources that she used to validate her judgments about beginning teachers:

There's a lot to the picture. It comes through the appraisal programme; it comes from the induction reports; it comes from conversations that you have and through all those anecdotal and incidental experiences. Then, there is the attestation process, which, by and large, is reflective discourse where they have the evidence to show they are meeting the standard. (MSP)

The seven principals discussed how they validated the decisions made through discussions with numbers of people and multiple sources of documentation. Tutor teachers and principals discussed the importance of the assessment process being fair. To achieve this all tutor teachers and principals checked their judgments with others in the school, such as the syndicate leader and deputy principal. They also drew upon feedback from a variety of sources including the TT, children, parents

and teaching team leaders, observations and reports of progress signed off by both beginning and tutor teacher. They noted whether children liked being in the classroom, what the classroom environment itself was like and whether the BT had developed sound relationships with parents, children and staff. Ultimately, the TTs developed their own criteria for making judgements. For example, the year one TT from Messina said she used the following questions to guide her judgment about how ready the BT was for full registration as a teacher:

By observing...are the children happy? Is the classroom inviting? Do the children like being there? Are they proud to show off their work? Is management going well? Is teaching happening? Is assessment working? Is planning happening? Is there curriculum coverage? Are kids doing as asked? Is there the right balance between listening and working and talking and practice? (MSTT)

Standards

The majority of beginning teachers indicated they were aware of the *Interim Professional Standards* however, they reported they did not relate them to their everyday practice. Indeed, one beginning teacher thought it would be useful to have some sort of criteria to judge or assess BTs. This BT was looking for context specific information that gave him clues about qualities the school expects. He said:

We have a school charter that states we have to care for children in a certain way. I don't want it to be too prescriptive; it shouldn't be prescriptive but needs to be clear about quality and how we set our standards. (FBT1)

This BT suggested he could have been more proactive in finding out what was expected. Another BT said they had guidelines that outlined expectations in the school handbook but further detail so that they can set realistic goals for the first year.

The majority of BTs considered that NZTC and the *Satisfactory Teacher Dimensions*, did not impact on their practice or the children's learning. The exceptions were two BTs who reflected that they might have been indirectly influenced by NZTC because they required teacher registration. For example, the second year BT from Norfolk said, "we need to make NZTC happy as you want your registration" (NSBT2). The BTs associated registration fees with NZTC. The

influence on their practice stemmed from the school and leadership expectations. One beginning teacher said that the standards she aspired to came from the teaching team. She explained:

The standards really come from my own syndicate and the goals we set. (WSBT1)

Tutor teachers were ambivalent about externally imposed standards. One tutor teacher had developed her own exemplar of beginning teachers' practice. She used the reports she had kept over the two-year induction period to benchmark other beginning teachers. This was despite the fact that this school had a written interpretation of the NZIPS to appraise teachers as did all school in this study.

The second year TT from Norfolk and the first year TT from Arragon supported the notion of teaching as an art taking precedence over teaching as a science. The TT from Arragon highlighted the difficulty of measuring learning and teaching effectiveness:

In some ways the more we try to measure in the classroom the less effective a lot of teaching is...the complexity of the profession is what makes the job so interesting. (ASTT1)

The tutor teachers indicated that externally set standards were not uppermost in their minds when making judgments about the beginning teachers. These participants tended to benchmark against their own internalised professional standards. In turn, beginning teachers judged themselves in relation their experienced colleagues.

Documentation

All beginning teachers stated they could provide documented evidence of their development. While this evidence differed between schools, there were common induction records kept and data collected; for example records of classroom observations, feedback, induction plans and goals, written reflections, evaluations and tutor teacher reports. Five schools had forms to guide feedback with such headings as classroom environment, routines and relationships with students, behaviour management, teaching, learning and evaluation. One school did not provide samples of induction material. Six of the seven schools reported that appraisal observations were separate from induction observations. The appraisal, the principals stated, provided further evidence of the beginning teachers'

competence. The data indicates that schools used similar processes for making judgments about the beginning teachers' readiness for full registration. Six of the seven schools indicated commitment to appropriate but *minimal* data collection.

Judging Self

BTs judged themselves on formal and informal feedback received and children's achievement:

I'm still high on the [academic] scores they got. It was just brilliant; I wouldn't go and flaunt it to anyone because I have had that direction [school/collegial support]. (ASBT2)

Throughout the two years of induction, the BTs were making judgments about themselves. They all reported that these judgments were based on feedback from senior staff, the tutor teacher and other colleagues, and children's behaviour and achievement. The year two BT from Windsor said, when making judgments about himself:

Feedback from others, colleagues around you; my tutor teacher has been really good. I have goals, the deputy principal writes reflective comments on my reflective comment, that, and dialogue with others is pretty helpful. (WSBT2)

For all BTs there was a strong association between children's learning and achievement and teacher satisfaction. When children were achieving they judged themselves as doing well:

The way they achieve makes you feel good. It makes you feel you are self-appraising yourself, that you are doing something right. (ASBT2)

It was not only academic success that the beginning teachers used to judge their own success. The motivation to make a difference to children's lives was articulated by nine BTs; and all beginning teachers consistently identified relationships with children as the litmus test for assessing how well they were doing. As this beginning teacher stated:

I feel it in the classroom. You feel like the kids are getting this and that the lesson went well. The kids are engaged. I remember this time last year I would be teaching lessons where I would sit there thinking, my goodness, I'm glad no one saw me teach that. (MSBT2)

For many their growing sense of competence developed. But, essentially, it was feedback that acted as an indicator of success as a teacher:

I was confident when I first came in here then reality hit and I thought “Oh God!”... Now I am feeling really good, like I feel by the end of this year I’m competent enough to be fully registered. I think it’s because of all the support I have had. I have been given really good feedback and good parental response and feedback about the way I run my programme and how it’s working for their child. (NSBT2)

This BT cried each night for two weeks when she started as a year one teacher. Thirteen beginning teachers referred to the classroom programme and their emotional state as an indicator of success. They perceived that they were going well when they were organised, well planned, not feeling anxious, stressed or as one BT said, “not terrified” (VSBT2). They also observed the children responding positively to their lessons.

Predictably, indicators identified by BTs that all was not well were feeling stressed, disorganised, not able to keep up with expectations, and children not responding positively. Feedback from classroom observation and tutor teacher comment, both written and oral made them aware of areas for improvement. For example, this beginning teacher said:

I know where I am weak through written feedback, filling in all the profile cards...you feel “I’m just not making it, not getting there. I’ve got this to do and four other things to fill out.” (WSBT2)

All BTs reported the tutor teacher as the key person to provide insight into areas for improvement. As this beginning teacher stated, “The tutor teacher is very open, she will say when things are not right” (VSBT1).

A problem identified by four beginning teachers was benchmarking against experienced teachers, particularly, but not exclusively, in schools where there was not another BT at their own level. They reported that their confidence was threatened in the first year because as a novice they attempted to live up to the same standards as expert teachers. The year one BT from Norfolk said:

I compared myself with experienced teachers but I didn’t want to be isolated as a beginning teacher. (NSBT1)

While recognised as potentially problematic, this BT did not want to be grouped with other beginning teachers. The beginning teachers stated they learned by working alongside experienced teachers.

In brief, principals take a risk when appointing BTs because of a lack of work history. The school context in which the BT's success was judged differed; and the use of intuitive professional expertise is indicative that criteria for assessment could predictably differ. Nevertheless, there was evidence of some common factors and documentation used when judging the BT for registration as a teacher. The BT used feedback, the children's achievements and motivation, along with their own feelings of "being on top of things" as indicators of their own success. The complexity around making judgments about good teaching was recognised.

5. The Influence of the Principals' Leadership and School Culture

The final section in the findings chapter presents how BT learning and induction was given meaning through the school culture which evolved from the principal's leadership. The induction programmes were embedded in, and informed by, individual school's values, practices and beliefs. BTs and the tutor teachers attributed the ideals and values pervading the school to senior management and, in particular, the principal's leadership. The second year BT from Windsor explained how the school's particular vision and goals had an impact on his teaching practice and his view of teaching, which differed in detail and emphasis from other schools. It was the multi-ethnic demographic of his school and the principal's focus on inclusiveness, which permeated all aspects of school life and influenced his practice:

There is no discrimination that I can see at all and this comes from the principal's leadership, the culture is about being inclusive and the teachers are feeling the same way. They feel included by working in curriculum teams and syndicates. We bond with different people; we are not isolated. (WSBT2)

Principals articulated their own philosophy and it was the philosophies underpinning each school that caused the BTs to view teaching through a particular lens; for example, Syracuse's action learning and Arragon's emphasis on reflective practice. The BTs argued that the culture of the school was important as it affected the way they felt about themselves as teachers and their relationships with colleagues and children. The following comment captures the

views of the majority of participants regarding the influence of the school culture on the BT:

The culture of the school is extremely important to how a beginning teacher develops and how they feel. I think it's about self-esteem and confidence. It [the culture] impacts on your whole life. If you do not feel supported in your job, if you are not feeling there is someone there for you, you are going to feel very isolated and lonely and you are not going to feel your teaching is best practice. I've found this school extremely supportive, collaborative practice going on all the time. There is always someone you can go to and have a professional's discussion with and a moan, there's trust, honesty and a professional culture. (ASBT2)

It was the school leadership team and the tutor teacher along with their high expectations and active interest in the BTs that made the novice teachers feel valued and strive to meet expectations. Although the second year BT from Norfolk noted that the high expectations to keep learning layered another level of stress on beginning teachers:

This is quite an academic school and there's a sense of high achievement that applies to the staff as well as children...that really keeps you on your toes because you don't want to be left behind. You want to be up with everyone else, we have had a lot of in-house professional development this year. You have to stay on top otherwise you will be left behind. (NBT2)

She was challenged by the academic achievement of staff but also expressed sense of pride about being part of such a school culture. The BTs in all schools felt the senior management team were interested in their practice, as the first and second year BTs from Arragon commented:

I get help from the leaders here, if I need anything the DP is always there. Also the principal is always popping in. (ASBT1)

... the senior staff actually care about me, others are interested, but they really care. (ASBT2)

Most frequently named as helpful were the tutor teachers, the deputy principal, the principal, and syndicate or team teachers. The collaborative ethos evident in the seven schools and the way people worked together had the consequence of BTs generally having access not only to their tutor teachers but to all teachers for assistance or to engage in professional conversations.

All school cultures were distinguished by a focus on teacher professional development and children's' learning. Principals in the seven schools reported

prioritising the professional development of all their teachers, not just the BTs. All participants described in-house school professional development programmes that were designed, managed and accessed by the school teaching staff. For example, Messina School had a professional development focus on pedagogy to support children's learning. In this school, teachers set goals, observed teaching practice and gave feedback to each other (separate from appraisal) in much the same way that the tutor teachers worked with the beginning teachers.

Two BTs experienced tension when the in-school professional development programme did not match their own priorities, which for them in the early months of teaching tended to be around enculturation into the school, classroom management and organisation. They discussed how it was difficult to see beyond their own classroom and children. The year one teacher from Messina puzzled over why this was so:

A lot [of professional development] is happening; teachers have discussions; but it's not really happening for me right now...as a beginning teacher I don't take it as seriously [as experienced teachers]. I see some teachers are working on professional development related to gifted and talented. I'm interested but ...I should be asking myself, "Why am I not including myself?" (MSBT1)

The tutor teachers unanimously agreed that the expectations of the principal and the way in which he or she valued staff and communicated expectations pervaded the school and translated into the way colleagues, beginning teachers and children valued each other. The first year beginning teacher capture some of the essence of the seven school cultures when she described Windsor as:

Warm and professionally driven; committed and dedicated to teaching but also dedicated to having fun while you are doing the job, yeah positive, with a focus on improving the school and the staff. The learning culture of the school drives a lot of the stuff I need to do. (WSBT1)

The "stuff" of beginning teacher learning and induction, in these seven schools, was integral to, not separate from "the way the school did things."

Conclusion

The findings were presented as seven case studies of sound BT induction programmes to elucidate and unpack beginning teacher learning and development

in their first two years of practice. These studies, combined with an analysis of the data across schools led to a discussion of results under five themes: hard work, the advancement of learning and professional practice, conceptions of the professional teacher, judging beginning teacher's practice, and the influence of the principal's leadership and school culture. From these findings, common characteristics that both supported and constrained BT learning were identified.

The induction programmes privileged the practices, values and beliefs played out in each individual school. The BTs strived to meet the typically high expectations of their colleagues and to make sense of some of the commonly held perceptions of the teacher. To evaluate their own development they relied on feedback both informal and formal, along with children's achievement. Principals and tutor teacher used their knowledge and beliefs about good teaching, their intuitive expertise and documented evidence of learning and children's achievement to judge the BT. Some of the tensions that confronted BTs were the endless nature of teachers' work and unfamiliarity with the school context, and children. These were counterbalanced by the induction programme design where the principles of ownership, responsiveness and flexibility produced learning opportunities, time and collegial support along with leadership that promoted collaborative school cultures, high expectations and professional development. The professional development focus was typically on pedagogy and children's learning. Paradoxes were evident, such as the expectation to be reflective where time was pressured in terms of fitting in all demands. While this was not a comparative study, it was noted that differences between the school induction programmes appeared to be related to the particular emphasis and philosophy and processes underpinning individual school practices rather than the quality of BT support or decile rating.

The following chapter critiques, discusses and theorises these findings, drawing on the literature and the model of sound induction developed in Chapter Two.

CHAPTER SIX: DISCUSSION OF FINDINGS - LEARNING TO TEACH AND DEVELOPING AS A TEACHER

Introduction

To theorise the case of BT induction this chapter discusses and critiques the findings on novice teacher learning and professional development in induction programmes against the literature and the model of induction presented in Chapter Two. The focus of the chapter has been confined to how meaning was attributed to sound induction, how BT learning was experienced and advanced, the relevance of a particular construction of the teacher, how BTs were judged, along with anomalies, competing interests and challenges that emerged.

A Readers Guide

The chapter opens and closes with a critique of the induction system used in the seven schools. The themes that emerged from the case studies are discussed. These include the influence of leadership, school cultures, the discourse of hard work and work conditions and the tension between teaching in isolation and collaborative practice. The tutor teacher's role follows. Also discussed are the construct of the professional teacher and the implications of such a conceptualisation for BTs. Key factors that affect BT learning, including the contentious nature of building on initial teacher education learning are addressed. How BTs are judged precedes a comparison of induction in the seven schools with the model of sound induction. Evidence of sound BT induction processes and practices were found in the schools, although variation between each school was noted (refer Table 3). Beginning teacher induction went beyond advice and guidance to incorporate educative mentoring in collaborative, collegial schools where high expectations prevailed. Schools and mentors prioritise learning. Feedback and children's learning and achievement underpinned BTs' judgements about their development as teachers. In these seven case studies the socio-economic school contexts appeared less important than the quality of leadership,

school cultures, expectations and confidence of individual novice teachers. The study raises questions about the nature of teachers' work, and teacher, government and societal expectations.

The NZ System

National resourcing provided the opportunity for schools to design in-house individual programmes that were responsive to individual BT learning needs. In turn the programmes provided the opportunity for BTs to develop their own identity as a teacher although this was constrained by national and school expectations and a view of the teacher who would fit in. The New Zealand advice and guidance approach reflects a particular philosophy and, as Britton et al., (2003) assert:

Philosophies drive induction policies and practices, even if they do so in unspoken ways...induction can be seen as a reflection of a culture's assumptions both about how teachers learn about teaching and what teaching itself involves. (p. 299)

Educational philosophy is promulgated in the plethora of educational policy documents, resourcing, national standards, satisfactory teacher dimensions and nationally published BT guidelines. These privilege particular constructs of the teacher and teaching. National educational purpose and policy and resourcing impact on the way teachers develop and work. The NZ policies, publications and communications tend to privilege classroom competency, student's achievement and compliance. Not privileged is the development of teacher agency and professional identity beyond the school. For example, in the case of BT induction the national support kit *Towards Full Registration* (NZTC & MOE, 2006b) has a focus on support, advice, mentoring and professional learning which enable the beginning teacher to meet the *Satisfactory Teacher Dimensions* (STD). The language used to describe the dimensions relates primarily to demonstration of skills and knowledge in classroom settings along with knowledge of resources. One element, cited below, encompasses cultural, economic, social and political factors but this element infers that the action a teacher might take in relationship to these factors would be a response rather than proactive engagement:

Understanding and responding to social, cultural, economic, and political factors affecting students and society (NZTC & MOE, 2006, p. 8).

It appears that the 2006 update of the NZTC and MoE support kit for schools *Towards Full Registration* (NZTC & MOE, 2006b) has silenced a broad interpretation of BT learning and development by deleting any reference to BT induction; and has privileged the status quo of advice and guidance. BTs are to develop knowledge and pedagogy to *implement* policy and maintain standards. This is a legal requirement however, not privileged is the teacher as an active professional engaged with the development and critique of policy and curricula. This could be perceived as indicative of a positioning away from any change to accommodate the broader goal of a professional teacher expected to engage with student learning *and* advance democratic education and policy to improve learning for all students. Whichever way induction is recognised in national policy documents, beginning teachers will, by design or default, experience a rite of passage into the profession. These experiences take place in school contexts influenced by national policy and cultures, which are given meaning by the principal and teachers as they privilege particular discursive practices.

Employment and retention patterns mean that some schools resource BT induction to a greater extent than others. The principal and tutor teacher participants viewed BT induction as laying the foundations for future practice. Studies have corroborated that the early years of a teacher's career have a significant impact on subsequent teaching practice (Britton, Paine, Pimm, & Raizen, 2003; Darling-Hammond & McLaughlin, 1999; Kardos, Moore Johnson, Peske, Kauffman, & Liu, 2001). Taking cognisance of this effect principals and TTs were generally altruistic about their contribution to the profession through BT induction. However a conundrum raised by one principal from a low decile school was the investment schools put into the many beginning teachers they inducted only to lose them soon after they became fully registered teachers. Elridge (2002) validated this concern when he found that in NZ there is lateral movement of teachers from low to high decile schools after two years of teaching.

The employment patterns of beginning teachers was not the focus of this study, nevertheless it is a factor worthy of further investigation. The implications are that it is the low decile schools that are investing resources, time and commitment to the benefit of higher decile schools. The NZ investment in BT induction is

significant, not only in terms of national resourcing but because of the impact of resourcing, and individual schools' time and induction processes on the retention of teachers and their future practice. It seems logical that the profession recognise the contribution made by schools that induct high numbers of beginning teachers. The debate about this recognition and the form it might take is yet to be had.

School Context and the Principal

The study found that the school cultures acted as agents that legitimised and prioritised certain practices and in doing so either reframed and, or, reinforced induction strategies and processes and the beginning teachers conception of themselves as teachers. Other studies have reached similar conclusions:

The workplace conditions appear to be a powerful variable in the process of becoming a teacher. Not only are they crucial in shaping new teachers' professional behaviour they lead to the reanalysis of new teachers' thinking and practices. (Flores, 2001, p. 140)

The reframing related to the development of the BT's professional identity within the school context and the accommodation of the surprising (to the BT) complexity associated with becoming a teacher. Beginning teachers identified becoming overwhelmed by the knowledge of more experienced others. Tutor teachers were aware of the impact of the work environment on novice teacher's conception of self and argued that the teacher is shaped by the schools in which they have taught particularly in the early years of their career.

Imperative of Leadership to Learning

It was evident that the principal's leadership had a strong influence on the school culture and the manner in which BTs were inducted into the profession. To reiterate, this beginning teacher explained:

The culture of the school is very extremely important to how a beginning teacher develops and how they feel. I think it's about self esteem and confidence. It [the culture] impacts on your whole life. If you do not feel supported in your job, if you are not feeling there is someone there for you, you are going to feel very isolated and lonely and you are not going to feel your teaching is best practice. (ASBT2)

All the BTs entered schools where the principal's powerful approach to leadership permeated the ethos of the school community. For example, Arragon's principal

had a focus on inquiry and a vision of education that went beyond the school to actively influencing socio-political educational policy. Messina's principal focused on pedagogy, collaborative practice and high expectations, and Windsor's principal privileged inclusive practice and enabled children and teachers to take responsibility for their learning. The principals were described as innovative, dynamic, visionary and knowledgeable of current educational thinking and literature. They were consistently perceived as supportive and actively interested in their BTs and this interest was translated into action, such as classroom observations, spending time talking with BTs and an open door policy. The principals themselves, through their support of novice teachers, were altruistic in their commitment to contributing to the good of the profession, as the principal from Arragon illustrated when commenting on BT induction:

...it is a privilege as well as a responsibility because you have got the next generation of teachers. They are going to replace us when we bow out it's good to be part of it. (ASP)

Principals in this study went further than a focus on instruction and teamwork; they viewed the novice teacher as a potential future colleague, and valued the knowledge and idealism they brought with them to their beginning teacher positions.

The positive effect of principal's active interest in the beginning teachers and the promotion of supportive, collaborative, learning school environments has been substantiated by other studies (Darling-Hammond, Haselkorn, & Fideler, 1999; Deal & Peterson, 1999; Dworkin, Haney, Dworkin, & Telschow, 1990; Feiman-Nemser, 2001; Flores & Day, 2006; Walsh, 2005). The findings confirmed that principals were keenly interested in the novice teacher's development as a teacher. This interest translated into a commitment to well resourced induction programmes. The ultimate responsibility for the success of induction was with the principal, who within the constraints of MoE funding had the opportunity to create the conditions for effective BT induction.

It was found in the seven schools that the leadership supported a school-wide focus on collaboration and effective pedagogical professional practice. The importance of leadership to BT learning induction has been highlighted in other

studies. Flores (2003) in her study of 14 new teachers argues that leadership and the school culture impact on new teacher learning. She describes BTs as experiencing:

An idiosyncratic, practical, and context specific conception of learning...they [BT's] highlighted the strong influence of the workplace norms and values on the process of (re)learning in practice. Results noted the powerful effect of students' reaction within the classroom; day to day experience at school and significant others...on teacher learning in the workplace. Certain perceptions of school culture and leadership impacted the ways in which new teachers learned and developed over time. (p. 2)

Williams, Prestage and Bedward (2001) concur, arguing that schools with an individualist culture are unlikely to meet the needs of the beginning teacher. The principals in this study were reported by BTs to have had a positive impact on their learning and development. The impact was achieved through the articulation of particular school philosophies that were committed to the development of supportive school cultures to strengthen pedagogy and children's learning. Principals, in tandem with the senior management teams, enabled and encouraged both structured and spontaneous collaboration and professional conversations. Other studies have found a relationship between leadership and effective BT professional development (Darling-Hammond et al., 1999; Deal & Peterson, 1999; Feiman-Nemser, 2001; Flores & Day, 2006; Kardos et al., 2001).

The beginning teachers quickly noticed practices that were valued in the school; for example the engagement of experienced teachers in postgraduate studies at Windsor School, the importance of inclusive practices and acceptance of diversity at Verona, and the focus on pedagogy at Messina. However, the degree to which school discourse dominated individual BT's own beliefs about teaching cannot be argued with confidence in this study, but would be of interest in a follow-up investigation.

It was found that the seven school cultures constructed professional communities of teachers who respected each other, including the beginning teachers and the children. This finding differed from the Kane and Mallon (2006) study which found a low level of mutual respect between teachers and teachers and BTs. The difference may be explained by the samples in each investigation. The participants

in the Kane and Mallon study were from 92 schools including primary and secondary and 42 early childhood centres. In contrast in this thesis the sample was purposively selected primary schools with sound induction practices. However both studies found that participants believed that society at large did not respect them as a profession. The principals and teachers generally perceived that the respect for their work was confined to their colleagues and, in most cases, their immediate communities. Paradoxically, principals and school leaders are confronted with enculturation of BTs into a profession that is perceived as undervalued by society, yet regarded by teachers as providing an important service to society in the education of future population.

The powerful influence of the culture created by principals was considered by BTs to have had a positive effect on their learning. The commitment by principals to creating learning environments in which BTs might flourish has been identified by Williams, Prestage and Bedward (2001) as essential to the effective use of national induction resources:

While centralised and statutory demands seem to have been successful in raising the standard of induction practice, the characteristics that take induction practice beyond the satisfactory and into the realms of excellence are, by their nature, not amenable to statute or external mandate. (p. 265)

Without the commitment from principals and teachers in schools BT learning would be subject to chance. The evidence in the study was that the collaborative cultures in the seven schools enabled quality BT learning to occur in ways that went beyond survival and technical competence to include an inquiry approach into their teaching and children's learning.

While each school principal had a different school focus there was evidence of many parallel underpinning values. Notable were open-mindedness and a commitment to collaborative professional learning. The approach to professional learning was non-deficit (i.e. not focussed on short-comings or weaknesses) and constructive. The manner in which each principal valued the novice teacher, together with practices that were promoted throughout the school, mirrored in many instances the integrated school cultures reported in Kardos et al.'s (2001)

study of new teachers encountering the professional cultures of their schools.

They found:

...principals of school with integrated professional cultures were actively present and responsive in the school; they focused on instructional issues and organized support for professional growth, and they purposefully promoted teamwork toward instructional improvement within the school. (p. 279)

In this investigation the principals modelled and promoted learning and to a limited degree active engagement with macro educational issues. Discussions were reported to be frequently about BT practice and student learning. Goal setting was evident in schools and without exception principals articulated high expectations of teachers. Professional development was strategically planned, resourced and about teaching and learning. The expertise of colleagues was recognised and utilised but also supplemented by experts beyond the school. Each principal promoted respect for students and teachers. The findings suggest that the seven principals had many of the characteristics associated with effective leadership (Kardos et al., 2001; Hargreaves & Fullan, 1998; Robinson, 2007; Timperley, Wilson, Barrar, & Fung, 2007)

Collaborative and Contrived School Cultures

The seven school cultures were both authentically collaborative and, as Hargreaves and Fullan (1998) describe, collegially contrived. This had a positive effect on the development of the BTs' professional identities, as evidenced in the high levels of satisfaction associated with teaching. Of significance were the supportive, collaborative cultures that worked to provide safe environments for BTs who were encouraged to take risks and make mistakes as they learned to teach. Trust, humour and collaborative practices combated the high workload and colleagues demonstrated a genuine concern for each other's well-being. This authentic collaborative practice was encouraged as principals organised the school to allow opportunities for teachers to work together to discuss professional matters. For example, they intentionally structured into the week such activities as team planning meetings, professional development days and staff meetings to share and discuss matters that related to teaching and learning along with relevant educational literature.

Orchestrated collaboration paralleled the authentic collaborative cultures (Hargreaves & Fullan, 1998). Principals recognised the busyness of teachers' work and administratively contrived time and space for people to work together and to debate educational issues. As Hargreaves and Fullan (1998) suggest contrived opportunities provide, "conditions for collaborative cultures to develop" (p. 58). In the case of the seven schools, collaborative cultures appeared to be maintained rather than developed, as collegiality and collaborative practice was reportedly well established.

Competing Interests in the School Context

In spite of the collaborative practices within these school cultures there was evidence of inherent tensions. These included the discourse of hard work along with the expectations that BTs would be well informed and critically reflective in an environment where time was in short supply. In addition the paradox of collaboration was juxtaposed with the relatively isolated nature of teachers' work. Teachers coped with the pressure of expectations that they would continuously engage in ongoing learning. At times, BTs feared making mistakes. The logistics of managing time to discuss each other's work, be critically reflective and acquire the evidence that would inform their practice, in working conditions that were characterised by busyness, overwhelming paper work, uncertainty and change and an increasing pressure to increase curricula coverage, was a considerable challenge.

There was evidence that the schools were attempting to address the challenges associated with this busyness in cultures of supportive practice. However, whether it is possible to accommodate the competing demands associated with the multiple discourses and competing interests is a moot point given the work conditions. Perhaps beginning teachers are being acculturated into working conditions that will ultimately leave them frustrated as schools strive to meet societal expectations and the ever-increasing demands within increasingly diverse communities. Whichever way schools are viewed principals and teachers are subject to powerful and sometimes competing interests including those of society, governments, communities, educational agencies, technology, families, children

and teachers. Within these complex settings, principals develop school cultures in which novice teachers are inducted into the profession and learn to teach.

The Stranger

The majority of beginning teachers interviewed arrived as strangers to the school. This caused them to enter the school full of trepidation yet eager to succeed:

There were 40 teachers and I was a stranger and as far as I was concerned I was encroaching into their territory. (PSBT2)

The development of relationships and engagement in collaborative professional development was central to the advancement of their practice. Colleagues enabled this engagement. As Kardos et al., (2001) note:

The novice teacher, eager to succeed in the classroom and in the school, seeks signals from her colleagues about how they interact with students, what instructional approaches they promote or suppress, what topics they deem appropriate or out of bounds for discussion at meetings ... (p. 251)

For many BTs entering the school was a daunting prospect as they initially traversed the social world of the teacher with all the established and unspoken cultural behaviours. Their need to continually ask questions and to become familiar with the strange made them at times feel anxious about the frequency of their questioning. Entering with all the unfamiliar and unspoken practices was therefore initially problematic. Schutz (1971) argues:

...the cultural pattern of the approached group is to the stranger not a shelter but a field of adventures, not a matter of course but a questionable topic of investigation, not an instrument for disentangling problematic situations but a problematic situation in itself and one hard to master. (p. 32)

The BT's unfamiliarity with the particular school policies and discursive practices caused feelings of confusion and an initial loss of confidence. The impact of this should not be underestimated. Initial welcoming practices, such as flowers on the teacher's desk and notes of encouragement, were identified as important and memorable to the beginning teachers. Familiarity with expectations about how the school worked gave the BTs confidence and time to focus on the important matter of children's learning and achievements. A school climate that overtly encouraged questioning along with the facility to buddy with others, addressed some of the beginning teachers' concerns. Numerous researchers have identified the need for

supportive, collegial structures for new teachers as a hallmark of good beginning teacher induction (McCormack, Gore, & Thomas, 2004). Kardos et al., (2001) argue that early support and the privileged day-to-day practices in schools are central to novice teachers' development because the BTs' early experiences impact on their future classroom practice and on decisions to remain in or leave the profession. The stranger needs to be welcomed and their eagerness requires nurturing.

Isolation and Collaboration

In the seven schools the BTs embarked on their learning-to-teach journey engaged in collaborative practice with responsive induction support, yet they taught in relative isolation in their own classrooms. Interestingly, the words used to describe their work environment encapsulated this isolation and were, at times, synonymous with prison... "they are in a single cell classroom with children all on their own" (NSP); "I get locked into my own world" (MSBT1). Both principals and tutor teachers considered working alone as a potential barrier to advancing BT learning. Yet, they had prime responsibility for the learning and achievement of a diverse group of children, a substantial role for novice teachers to undertake (Kardos et al., 2001). So far as is known no other profession places new graduates in situations where they are solely responsible for about 30 clients or patients without day-to-day supervision of decisions made.

However, participants did not necessarily view working in isolation and the accompanying relative professional autonomy negatively. A senior teacher noted that some teachers considered the classroom to be their private domain and preferred a degree of isolation. In this TT's experience, such teachers became defensive about relinquishing their sole authority. The BTs, while initially anxious, were also excited about having a class of their own and derived satisfaction from this autonomy. Nevertheless, they valued working in teams but there was no suggestion that they were willing to relinquish their relative autonomy as a classroom teacher. Indeed, BTs were anxious about negative feedback and some wanted the opportunity to make mistakes in private. In this regard, one principal was concerned with how BTs would recognise they were

making mistakes and how the school might address misguided practice when BTs worked in isolation.

This concern about the isolation of teachers' practice, combined with an attempt to accommodate workload resulted in all seven schools making a conscious effort to reduce teacher isolation. Collaborative planning, working in teaching teams, and implementing an open door policy which meant that colleagues moved freely in and out of each other's classrooms on formal or informal occasions were some of the strategies used. Teachers also observed each other and gave feedback on their teaching goals. Time in staff and team meetings was structured into the week to engage in professional talk, share successes and mistakes and to collectively solve problems.

There existed an awareness of the need to counter working in isolation to enable problems to be collectively solved. Researchers (Feiman-Nemser, 2001; Fullan & Hargreaves, 1998; Hargreaves, Earle, Moore, & Manning, 2001; Moore Johnson, 2004; Williams et al., 2001) have highlighted the importance of collaborative practice to improve teaching and student learning. Smith and Ingersoll (2004) found that having teacher networks, time for planning, and subject and pedagogical collaboration along with mentors increased the likelihood of teacher retention. Ross (1998) argues that teacher efficacy is higher in elementary schools where the "school culture is collaborative and participatory and principals engage in behaviours that confirm teacher competence" (p. 57). While there was no evidence in this study about the effectiveness of the strategies utilised to combat isolation to improve teacher and student learning, there was evidence that the tutor teachers and beginning teachers perceived that working collaboratively improved their practice and children's learning. This perception has been similarly found in other studies (Flores & Day, 2006; Hargreaves, 1998).

Workplace Conditions

Workplace conditions were important to the process of the novice teachers' learning to teach while teaching. Within the induction design the work conditions were generally tailored to meet the needs of the beginning teacher but,

paradoxically, the conditions for all teachers were viewed as problematic. In most cases consideration was given to the BT's class composition and size, and they were encouraged not to take on additional responsibilities. In addition, the induction resourcing allowed some time to manage unfamiliar tasks, participate in professional conversations and reflect on practice. However, the induction of the BT was about enculturation into a work environment that tested most teachers. Indeed, a number of tutor teachers and principals considered the work expectations of teachers to be unrealistic. Kane and Mallon's (2006) findings were similar; they reported that teachers' workload was a "reoccurring and prominent problem" (p. 159). It is widely acknowledged that teaching is demanding and complex, as the OECD (2005) illustrates:

Society now expects schools to deal effectively with different languages and student backgrounds, to be sensitive to culture and gender issues, to promote tolerance and social cohesion, to respond effectively to disadvantaged students and students with learning or behavioural problems, to use new technologies and to keep pace with the rapidly developing fields of knowledge and approaches to student assessment. Teachers need to be capable of preparing students for a society and an economy in which they will be expected to be self directed learners, able and motivated to keep learning over a lifetime. (p. 7)

For the primary school teacher there is little time in the day to engage in professional reading and reflection as they attempt to meet children's immediate learning needs and the ever-increasing accountability and curriculum demands. It appears that beginning teachers are inducted into a profession where the work conditions and expectations are challenging for many experienced teachers.

Enculturation into the Discourse of Hard Work

Beginning teachers found the work of teaching and learning to teach unrelentingly hard and boundless, despite being cushioned by good induction programmes. There never seemed to be enough time and they had to cope with new experiences and the lack of boundaries around teachers' work. Although principals recognised the high demands on teachers, they expected all teachers, including the BTs, to be committed to working hard. Long hours were the norm for all teachers.

The findings, like other studies, suggest that the nature of the work caused the BTs to experience stress, anxiety and fatigue in their first year, particularly in the

first six months (Grudnoff & Tuck, 2003; Villar & Strong, 2005). BT stress-related feelings are frequently associated in research with beginning teachers who do not have centrally resourced, well-designed in-school induction programmes (Darling-Hammond, Berry, Haselkorn, & Fideler, 1999; Gold, 1996; Huling-Austin, 1990). It is apparent from this study that BTs, even when well supported, are troubled by stress, anxiety, fatigue and crises of confidence. BTs were being acculturated into the discourse of hard work. There was no attempt to challenge this status quo. Instead, principals and teachers looked for strategies that would enable them to accommodate the ever-increasing demands.

Numerous studies acknowledge the impact of government policy and accountability and curriculum demands on teachers' work (2004, p. 10). Certainly, the proposition that teaching is hard work is not new. Moore Johnson (2004) asserts that "Good teaching is demanding and exhausting, even in the best workplaces" (p. 10). Other researchers have found that teachers with a heavy workload, and who are stressed or burned out had low confidence levels and teacher efficacy (Alcorn, 1999b). It may be that the need for BTs to adapt to the overwhelming nature of their job is masking a problem experienced teachers are also attempting to manage.

Teachers appear to be adapting to, and accommodating, increasing expectations. This raises questions about teacher agency. The *Scott Report* of 1986 challenged the hegemony of teachers, claiming education had been captured by teachers. It appears the tide has turned and that teachers have been captured by multiple discourses played out in educational policy, institutions, communities and teachers' own discursive practices, all of which result in increasing workloads.

The catch-cry of a number of BTs was that the .2 induction time helped them survive. It was the positive feedback and strategies used to improve confidence that softened the unrelenting workload and some of the stress experienced. Maximising the time spent both in and out of the classroom to undertake observations or be observed or to address overload issues, along with joint planning, collegiality and collaboration, were identified as mechanisms for coping with the hard work and new experiences. Nevertheless, hard work remained a constant over the first two years of their teaching and was reported by all

participants as pervading their lives. Despite the hard work, they found satisfaction as a teacher. This satisfaction was attributed to children's achievements, the feedback they received and the high level of educative, collegial and actual support. The reoccurring theme of survival is of concern; teachers need to do more than just survive.

Paradox of Satisfaction and Never-Ending Work

The literature has attributed to beginning teacher satisfaction the quality of resourcing and support along with relationships with mentors/tutor teachers and colleagues. Induction programmes that are well resourced, time-rich, in-school, needs-based, flexible and supportive of the individual learning needs of the BTs are also effective in terms of teacher retention (Feiman-Nemser, 2001; Gold, 1996; Moore Johnson, 2004; Villani, 2002; Villar & Strong, 2005). In this study BT satisfaction was primarily associated with student achievement, feedback received and the responsive induction support. Other contributing factors to their satisfaction were the relationships they had with their tutor teachers, colleagues, the interest of leadership and the supportive learning school cultures in which their confidence was enhanced. Hard work and satisfaction did coexist. Day, Sammons, Stobart, Kington and Gu, (2007) in their longitudinal study on variations in teachers' work, lives and their effects on pupils, found that there were significant statistical associations between "levels of teachers' commitment in all professional life phases and levels of pupil attainment" and that sustaining this commitment was a problem particularly in challenging socio-economic circumstances (p. 234). They argued that these difficulties may be "ameliorated by intrinsic and extrinsic support, which will determine whether teachers are able to maintain their commitment and effectiveness" (p. 234). Questions about work conditions and associated stress and anxiety on BT confidence, commitment and efficacy require further investigation. Perhaps it is not so much the hard work but the nature and quantity of the work and teachers' agency to resolve, rather than accommodate, the overload that requires further examination.

The Tutor Teachers

The principals considered the tutor teachers to be accomplished teachers. All TTs were intrinsically motivated to enhance their own learning and that of their BTs. Trust and confidence in the TTs expertise were demonstrated by the principals who, in all but one school, left the them and beginning teachers to design programmes that were flexible and responsive to individual needs. Interestingly, in the school that was the exception there were reservations signalled by the TT and the BTs about the time allocated to both parties in the first year of the BT's career. In addition, the tutor teachers subverted the school's published two-year induction programme to accommodate BT immediate needs.

The BTs discussed the importance of the tutor teacher to their learning and assigned them characteristics and behaviours that aligned with educative mentoring. Norman and Feiman-Nemser (2005) describe educative mentoring as "enabling new teachers to thrive" (p. 696). They position robust educative tutoring or mentoring within a professional development paradigm, and argue that it is informed by a vision of good teaching:

A narrow view of mentoring focuses on easing the new teacher's entry into teaching and helping with the immediate questions and uncertainties that arise when a teacher enters the classroom for the first time. A robust view of mentoring...[is] linked to a vision of good teaching and a developmental view of learning to teach, such mentoring still responds to new teacher present needs while helping them interpret what their students say and do, and figure out how to move their learning forward. We call this educative mentoring to distinguish it from technical advice and emotional support and to suggest mentoring can be a form of professional development. (p. 680)

For educative mentoring to occur, the induction design had to provide more than advice and guidance, and emotional support. A focus on student and teacher learning was required. (Darling-Hammond et al., 1999; Darling-Hammond & McLaughlin, 1999; Feiman-Nemser, 2001; Williams & Prestage, 2002). BTs in this study described the tutor teachers' practice as learner-centred; each had sound curriculum and pedagogical knowledge, and the ability to draw upon a wide range of skills to find innovative ways to support BT individual needs. Without exception, TTs and BTs worked collectively to solve problems and valued the tutor teachers' support and feedback. In addition, they shared successes and

mistakes, with TTs making transparent their own fallibility in support of BT confidence and learning. The tutor teachers strived to scaffold learning in ways that enabled a synergy between the BTs developing practice and their beliefs about teaching and children's learning, within the constraints of the school context. Despite this objective, the least experienced TTs reported some tension when there was discord between the BTs' teaching practice and the TT's philosophy and vision of good teaching. The experienced tutor teachers were less troubled by this and tended to demonstrate, to a greater extent, the flexibility to readily accommodate alternative teaching approaches, provided they could be justified.

The positive impact of the tutor teacher on BT learning has been found in numerous studies (Achinstein & Barrett, 2004; Gold, 1996; Ingersoll & Smith, 2004; Norman & Feiman-Nemser, 2005; Renwick, 2001; Rust, 1994; Stanulis, Fallona, & Pearson, 2002; Villani, 2002; Williams & Prestage, 2002). In this research BT learning was attributed to the serious professional conversations, and planned and incidental learning opportunities.

Tutoring the Tutor

Few opportunities existed for TTs to access relevant professional development. Some engaged in reading about the mentoring role and in some cases they accessed a one-day course. Mostly tutor teachers relied on their colleagues for support and looked to the leaders in the school as their role models when working with other adults. Tutor teachers reported that this was effective. Nevertheless they were not complacent as all expressed interest in building on their expertise as BT tutors. It was also apparent that a one size fits all approach to provision of relevant professional development would not be appropriate. They were at different stages in their own careers with different qualifications and experiences and indicated a preference for a range of professional development options. Strategies to strengthen the status of tutor teachers within the profession were called for by both TTs and principals.

Predictably, both TTs and BTs indicated a high level of satisfaction when the induction programme design gave them time to focus both on learning and professional development. Numerous studies discuss the importance of the tutor or mentor teacher to beginning teacher learning. If, as Feiman-Nemser (2001) suggests, there is a need to support a continuum of professional learning from initial teacher education through to induction, it seems that it would be essential to include the tutor teacher as part of the “connective tissue” to enable cohesive and sustained BT professional learning across time (p. 1049).

Conceptions of the Teacher and Developing Professionally

Conceptions of the Teacher

In the seven schools, there were commonly held conceptions of the accomplished teacher and paradoxically a conviction that there was no *one* best way to teach. This paradox has been recognised by other scholars who argue that the profession requires a shared understanding of successful teaching yet needs to recognise there are many ways to be successful. For example, Darling Hammond et al. (2005) contend that:

As is true with all professions, including medicine, the law, and the clergy, there is no single “cookie cutter” formula for being successful...There are many different ways that successful professionals can vary and still be highly effective...Within this variation, however, there are common kinds of practices that draw on shared understanding of how to foster student learning. (p. 5)

It is well established that learning and socialisation into teaching is caused not only by the BT’s own beliefs about teaching but by the conceptions held of the teacher and how these are played out in their schools and beyond (Bullough, 1989; Feiman-Nemser, 2001; Flores, 2003; Giroux, 1992, Graber, 1996; Hammerness et al., 2005, Lortie, 1975). Consequently, the induction programmes are likely to be affected by the beliefs, understandings, values and practices attributed to teaching and held by both the beginning teachers and their colleagues within each school. Britton et al., (2003) support this view; they contend that teacher induction is underpinned by a philosophy whether articulated or not.

Bransford, Derry et al. (2005) assert that a vision of teaching that goes beyond support to encompass professional development is essential to good mentoring:

If mentoring is to function as a form of individualized professional development, it must be guided by a vision of the kind of teaching to be developed. (p. 695)

Therefore to understand BT learning and professional development it is necessary to understand the views, beliefs and values, held about teaching and the teacher. This research cannot validate how these views of the teacher were played out in the classroom but the participants did have a shared understanding of the professional teacher. This conception of the teacher included, yet went beyond, the technical competencies of management, planning and teaching interactively. Participants encapsulated a teacher who was an ethical, knowledgeable, thinking, professional practitioner concerned with student learning. As this beginning teacher explained when discussing his practice:

[I take a] whole child learning focus, [teaching] involves democratic practices where the child is viewed as a learner alongside the teacher who also is a learner; with the teacher focused on trying to meet the needs of individual students in the social context. (MSBT1)

This construction of the teacher incorporated hard-to-measure qualities such as integrity, open-mindedness, commitment and enthusiasm. Such dispositions have been identified as essential and integral to good teaching (Haberman, 1995; Hargreaves, 1998; Langdon, 2000) and at times are referred to as the emotional practice of teaching or emotional labour and work (Flores & Day, 2006; Hargreaves, 1998).

Teachers' professional identity is also influenced by society's perception of the teacher and though the teachers and principals generally felt appreciated by the parents in the immediate school community, they did not consider their work was well understood. The majority felt under-valued by society and had stories of colleagues who had left teaching because they felt disillusioned. Flores and Day (2006) argue teachers invest emotionally in their teaching and when their control is eroded through policy changes, unrealistic expectations or parental conflict they experience negative emotions. Balancing these emotions is a challenge. Too much emotional investment can leave the teacher feeling vulnerable and liable to burnout and too little can lead to disenchantment with their work. To counter

these emotional pressures teachers, in the schools studied, had developed an ethic of care and respect for each other and their children. Evidence of this was reported as occurring in their day-to-day conversations and their teamwork. Care and respect also meant an acceptance of fallibility, along with a view of themselves and their students as learners. The need to support each other emotionally, as well as practically and intellectually was apparent.

Student focused learning and curriculum knowledge

Curriculum knowledge was perceived as important to good teaching; however, uppermost in the minds of these teachers was meeting the learning needs of the child. A holistic perspective of learning took precedence over the subject. The student focused learning approach runs counter to recommendations made by some researchers who suggest that primary teachers should develop a subject speciality to overcome the need for subject knowledge across the curricula (Grossman, Schoenfield, & Lee, 2005; Kane & Mallon, 2006).

The principals did not expect the BTs to have in-depth subject knowledge in every curriculum area but they did expect BTs to have theoretical and pedagogical knowledge of the what, how and why related to teaching and children's learning, and a commitment to ongoing learning of curricula content knowledge. Signalled as important to BT success were the knowledge and skills to establish language and numeracy programmes. Though there was an expectation that BTs would have broad-brush understandings and skills of other curriculum areas, it was numeracy and literacy that were prioritised.

Principals and tutor teachers also articulated an awareness that to meet the learning needs of children the BTs required the ability to simultaneously teach and make decisions about student's learning needs in classrooms where uncertainty and unpredictability prevailed. To develop the required breadth of pedagogical and curriculum knowledge and the ability to make on the spot informed decisions, principals asserted that teachers must have a commitment to learners and learning. Research suggests that a focus on attending to individual learning needs is more likely to move the novice to a level of expertise at a greater rate than the BT whose priority is whole class control and learning (Hattie, 2003). This focus is a

challenge for BTs because of their inexperience. Nevertheless, due to the attention given to learning; the findings in this study indicate that novice teachers in the seven schools are likely to make a difference to children's learning, however to substantiate this claim the proposition requires further investigation.

The Professional Teacher

Without exception, teachers and principals viewed themselves as professionals. The principals and teachers assigned characteristics to teaching that have been associated with professional occupations (Bransford, Darling-Hammond, & Le Page, 2005; Shulman, 2004, p. 14). A commitment to ongoing learning was evident in the qualifications held by these principals and TTs. All principals and experienced tutor teachers had teaching qualifications at advanced levels, many were engaged in ongoing study, and all were participating in professional development. However, despite the participants' perceptions of themselves as professionals, the concept of a teaching profession is contested. There is a tension between how teachers construct themselves as professionals, and how society perceives teachers. Furthermore, their autonomy as professionals is relative, as governments contest teacher agency to control curriculum content and assessment (Codd, 1999; Day, 2004; Hargreaves & Goodson, 1996).

In this investigation the participants reported that they wanted to make a positive difference to children's lives. They all subscribed to the proposition that as teachers they were engaged in preparing the child intellectually, socially, emotionally and physically (some included spirituality), to function well as a citizen. For some, particularly the principals this meant an engagement with society's broader goals. Such engagement has been identified as integral to the notion of professionalism (Darling-Hammond et al., 2005).

The principals modelled an outward-looking approach to teaching and learning because they were active participants in the wider educational community at regional levels and most were engaged at national and international levels. However, the BTs found that it was difficult to look beyond the classroom and it was the conversations at staff meetings and in staffrooms that lifted their heads

above the precipice of paper-work, planning, preparation and assessment. Their engagement with the educational socio-political sector was evident to a limited extent in the reported conversations in schools, which involved discussion of national educational policy, curriculum demands and teacher union issues.

Principals, in particular, raised concerns about national policies that were preoccupied with low trust and regulated requirements. They argued that this undermined teacher decision-making, which, in turn undermined teacher professionalism. The literature supports their claims (Sullivan, 1999). These principals articulated a clear understanding of how teachers are shaped by society's educational purpose. Two principals identified ways in which they engaged their teachers in decision-making to give voice to their views of teaching and learning. A number of studies concur that to make credible decisions about teaching and learning, the teacher is required to look beyond individual interests in order to understand and critique the social political influences on their work (Codd, 1998, 1999; Smyth, 2001; Sullivan, 1999).

Darling Hammond et al. (2005) support the stance that teachers should participate in shaping educational policy and practice; they argue that this include "debates about the aims of education and current perspectives and policies that shape contemporary aims" (p. 172). However such expectations were not apparent to the BTs in this study. An understanding of teaching as a profession and the relationship between BT induction and teachers as professionals requires further debate and investigation.

Conceptualisation and Construction of Self as Teacher

A challenge for the beginning teacher was gaining clarity about the kinds of commonly accepted teaching practices their school associated with successful teaching and teachers. This was compounded by the acceptance that there would be variation in applying these conceptions of teaching successfully. BTs worked primarily alone in the classroom, and for some the notion of the accomplished teacher appeared locked in the minds of their colleagues and played out in varied ways in practice. Therefore, they were not entirely sure what was expected of

them. Consequently, and to differing degrees, the BTs initially had to second-guess the teaching practices that were valued in their schools.

Though each school held views in common about the teacher they interpreted them in ways that were particular to their school and community. For example, Syracuse School's interpretation of quality and professional demeanour, and the value placed on Norfolk's teachers as academically, informed practitioners. The first year BT from Syracuse initially wanted the view of the teacher to be made explicit and lamented the lack of a recipe for successful teaching. Despite this, he and all other BTs did not want the imposition of prescriptive instruction on how they might teach. Nor did the tutor teachers and principals want a formulaic approach. Reducing teaching to a checklist was viewed generally by the participants as a potential straight-jacket stifling the BT's idealism, creativity and innovation and children's learning.

The tutor teachers were faced with the tension between passing on their wisdom and experience and allowing the BT to develop their own ideas and teaching philosophy. The fact that the TTs valued a child-focused approach to teaching, ongoing learning and professional development along with collegial problem-solving, meant they tended to favour a non-scripted, non-directive approach to their mentoring from day one of the BTs' first year. However, it is corroborated by other studies and was acknowledged by these teachers that the ability to manage the classroom and establish routines provided a platform for the development of capacity to work creatively and innovatively to meet the learning needs of children (Hammerness et al., 2005). Regardless of the tension experienced by the tutor teacher between supporting the BT to successfully manage the class and make learning happen the tutor teachers did not spell out for the BT their own vision of good teaching. They were committed to enabling the BTs to develop individual methods of teaching and their identity as a teacher. Indeed, providing a prescriptive conceptualised model of the teacher would run counter to the generic understanding of the accomplished professional teacher made explicit by teachers and principals in this study. Therefore BTs initially puzzled over what was the privileged conceptualisation of the teacher in their school.

In brief, key characteristics of the accomplished teacher were identified as; a professional reflective, adaptive practitioner who was more than technically competent, committed to inquiry and ongoing learning. The teacher would have sound pedagogical and theoretical knowledge and be able to justify decisions made. Critical teacher dispositions identified included commitment, enthusiasm, high expectations, open-mindedness and ethical behaviour; and they would be hard working collegial team players. Engagement with the profession to act to make a difference and a student focussed learning approach were further characteristics identified. The conception of the teacher was idealistic and for even the most experienced teacher would be a challenge to consistently fulfil in the day-to-day uncertainties of this physically and emotionally demanding occupation. Nevertheless, it was this conception of the teacher and individual school's interpretations and construction of the ideal that influenced BT learning and professional development opportunities in each site.

Beginning Teacher Learning

Learning to teach for the BTs was not necessarily a linear process, rather a labyrinth of intersecting and sometimes conflicting experiences that were made meaningful because of the way schools organised themselves as collaborative learning environments. The induction programmes took a broad view of teaching described above and provided needs-based professional learning opportunities over a two-year continuum. The programmes supported an iterative epistemological shift from a focus on themselves as BTs, to knowing who they were as teachers and a focus on children's learning.

Time and immersion in the job along with the quality of the experiences, and learning opportunities described made a difference to BT learning. As Feiman-Nemser (2001) describes:

Induction brings a shift in role orientation and an epistemological move from knowing about teaching through formal study to knowing how to teach by confronting the day to day challenges. (p. 1027)

BT learning was advanced through the provision of time to scrutinise and manage learning, the use of educational theory (gained through the initial teacher education programme and school academic discussion of readings and research),

and a reflective approach to teaching and learning that went well beyond a focus on the tricks of the trade. Certainly, BT engagement in learning was tempered by the need to accommodate the boundless nature of their work, the collaborative school-wide support, the induction programme, and their beliefs about good teaching.

Particular ways of teaching were valued and prioritised in each school, subsequently legitimising particular practices. BTs grappled with learning what to prioritise, what was expected of them and what practices were valued. The very nature of prioritising meant that some practices were valued over others. The effect of this need to prioritise would be worthy of further investigation as a number of studies suggest the way teachers learn to teach in their initial years has an impact on the way they teach in the future (Kardos et al., 2001; Moore Johnson, 2004).

Consequently, for these BTs learning occurred within paradoxically complex, serendipitous and structurally planned, yet responsive and iterative, personal and situational experiences. The BTs in the seven schools went beyond the how to teach to encompass a reconstruction of who they were as teachers along with the what, and why of teaching within the immediacy and challenges of day-to-day work. The following sections discuss key approaches that were identified as advancing BTs' learning and practice.

Situational Learning

Confidence in teachers' commitment and disposition towards learning was evident in all schools. The BTs enhancement of practice was supported by an ethos of open-mindedness; a non-deficit, constructive approach to learning; and the desire expressed by those in the study to continue learning. All schools had planned in-house professional development programmes that were designed by the teachers and drew upon their own expertise as well utilising from time to time the expertise of others.

The use of teacher professional development demonstrated a confidence in the knowledge base of all teachers and openness to learning. This acknowledged teacher expertise had, on one hand, the potential to inspire the BTs, and on the other, to intimidate them. The high level of academic engagement with education by teachers was commented on positively yet nervously by one BT at Norfolk school. Another BT from Messina felt inept when he compared himself with the experienced teachers; and spoke about not being able to lift his gaze from the immediacy of the classroom as a first year teacher to take full advantage of the school-wide professional development. However, as stated earlier, it was evident that workplace discourse had a powerful and mostly positive effect on these beginning teachers.

The powerful influences of learning in the school context were similarly found in the study by Flores (2003). Principals, tutor teachers and BTs viewed learning as an ongoing collaborative process, situated in their school with the classroom as a site of inquiry and other teachers as collaborators in their quest to solve problems and to find innovative ways to support children's learning. This is in sharp contrast to the findings in Flores' (2001) study of 14 new teachers learning and development over the first two years of teaching. She found that teachers had a narrow understanding of professional development with teachers learning alone and from their own mistakes and children's reactions. A major difference between the two investigations was the intensity of the BT support in this NZ study compared with the absence of induction resourcing and support for beginning teachers in the Flores investigation.

Managing the Immediate and Learning to Teach Reflexively

An ongoing dilemma was how much direction and guidance to give the BT. Tutor teachers found that there was a tension between the provision of support that enabled survival and embedding reflection into day to day practices to advance BT learning in ways that gave them the freedom to implement their own ideas about teaching. They were also concerned about BT stress levels and yet they wanted to encourage their enthusiasm and idealism. A solution suggested was an internship approach with an experienced teacher working alongside the first year

teacher for suggested time frames of three to 12 months. It was argued that this would enable the novice to safely traverse the hardships of the first few months and enable them to trial and justify the knowledge and ideas they had brought to the position with a focus on learning rather than just getting through the day. The experienced teacher would act as a safety net, and would model teaching practice, and provide feedback and data on BT progress.

It was apparent that the tutor teachers were concerned with giving more than practical and emotional support; they were committed to supporting the BT to develop their own teaching philosophy and practice to support student learning. As Norman and Fieman-Nemser (2005) argue, this robust form of tutoring or mentoring helps to develop principled teaching practice:

Like good teachers, they have a kind of bifocal vision, keep an eye on the immediate needs of the novice teacher and one eye on the ultimate goals of meaningful and effective learning for all students. (p. 680)

The seven induction programmes tended to favour the early introduction of practices that went beyond helping with the immediate uncertainties to a focus on supporting BTs thinking about children's learning. The requirement to reflect and collegially problem solve arose from school expectations, the use of the induction time, learning opportunities provided and professional collegial conversations that were part of the working week. Whether the time was adequate is another question. The combination of the induction design, school-wide modelling of particular practices, along with the beginning teachers' personal attributes led to a focus on children's learning, albeit at different rates for different BTs.

All viewed reflection and evaluation as important to the advancement of BTs' practice and children's learning. Principals in particular, and some tutor teachers advocated that these processes become embedded into the induction programmes from day one, as stated earlier they believed that the professional habits and practices learned in the early years of teaching influenced future practice. To this end, the schools, in varying ways, integrated reflection into the professional lives of all teachers through school-wide practices. The reflexive inquiry approach to learning and teaching evident in each school is advocated by a number of researchers as a means of meeting students learning needs (Darling-Hammond et

al., 2005; Darling-Hammond & McLaughlin, 1999; Feiman-Nemser, 2001; Smyth, 2001). However, both experienced and beginning teachers had to contend with what Kennedy (1999) describes as the “bustle of immediacy”, which tended to hinder reflection on practice and a focus on broader educational issues (p. 12).

The Renaissance of Observation

Observing other’s teaching had an impact on BT learning. Indeed, in the first year of teaching BTs reported that classroom observations took on new meaning and became a powerful strategy in the advancement of their learning. Observations stimulated conversations about children’s learning and BTs related the practices they observed to their own situation and children’s learning needs in ways they had not done while on practicum. Fourteen BTs enthusiastically reported learning from observational opportunities and subsequently adapted their teaching practice. It may have been the quality of the observational opportunities that resulted in the reported efficacy of observation as a learning strategy. They were awakened to the value of observing other professionals teaching. As the first year BT from Syracuse said, the process was, “just like magic”, it allowed him to clarify his own pedagogy and gave him insight into other practices.

This study did not provide evidence of the degree of insight BTs gained from observing or being observed, and some studies of expert teachers and novice teachers have shown that beginning teachers notice less when observing experts in action (Hammerness et al., 2005). But classroom observation was consistently referred to by BTs as an effective tool that provided insight into their teaching and children’s learning. For example, BTs would observe the TT teaching the BT’s class which gave them the opportunity to stand back and observe the children they were teaching, reflecting on another teacher’s pedagogy and engaging in professional talk about the children for whom they were responsible. When it was the tutor teacher modelling lessons in the BT’s classroom, it had the added advantage of the TTs getting to know the BT students well, modelling risk taking and receiving feedback. Tutor teachers and BTs reported that this lifted confidence and developed collegial and collaborative relationships. Confidence was identified as central to the betterment of teaching. Strong beliefs in capability

have been related to teachers' efforts when faced with challenges. Day et al. (2007) relate confidence to self-efficacy and resilience - a characteristic their study linked to teacher effectiveness.

Not all beginning teachers initially felt confident about being observed. In these cases, the tutor teachers were sensitive to potential barriers to learning and adjusted their practice to meet individual needs; for example, one tutor teacher recognised that a beginning teacher initially experienced high anxiety when observed and receiving feedback. This TT reversed roles, modelling teaching with the BT class and receiving and discussing observational feedback, she then moved to teaching alongside the beginning teacher, and finally observing and giving feedback. It is worth noting that this tutor teacher had confidence in the beginning teacher's competence. She was therefore committed to lifting and advancing the BT's ability to teach beyond competence. Interestingly, only 66% of respondents in the Cameron, Dingle and Brooking (2007) survey considered that "it was very important to see their mentor/tutor teacher teaching" (p. 58). The fact that only half the primary BTs observed their mentors was given as an explanation for the low rating of the importance of observations.

In this study feedback was a regular occurrence in the first and second year of teaching occurring with greater frequency in the first year. Receiving formative feedback is a practice aligned in many studies with teacher learning (Feiman-Nemser, 2001; Tillema, 2004). The classroom observations provided the basis for written and oral feedback and feed-forward, facilitating professional development well beyond survival strategies and trial and error. It was a strategy that constructed their classrooms and their teaching practice as sites of inquiry (Loewenberg Ball & Cohen, 1999, p. 184).

Knowing the Child

Predictably, knowing the children was perceived as central to advancing teacher practice. All beginning teachers recognised that a prerequisite to successful teaching and learning was having knowledge of the child and the family background. To become better informed about their students BTs made use of

opportunities to observe their students in the playground and at school social events. The timing of this recognition of the need to know and construct relationships with individual children varied, with some beginning teachers acting on this within two to three weeks of their first year, yet others came to this conclusion within three to six months, and two reported this focus shift after six months of teaching.

The shift of BT focus onto the learning requirements of individual student related to a shift of focus from whole class planning and learning, increased confidence in class management, knowledge of school requirements and ways of doing things and feedback from tutor teachers. An impediment identified by one BT to an early focus on individual student learning was when the BT had a change of schools. He reported that he was again a stranger in the school and had to become familiar with the nuances and discursive practices of the new school contexts along with the age group and resources. Further investigation is required to explain the different time frames for the shift from a focus on self as teacher to a focus on student learning.

Unlike other studies, the majority of beginning teachers expressed confidence in their ability to communicate with parents about their children. The level of support provided by the principals and tutor teachers may explain this confidence. Principals and tutor teachers all expressed concern about parental communication and the possible negative impact it might have on the beginning teacher. Consequently they supported BTs well in this area. Indeed, many of the beginning teachers related conversations they had with parents that were assertive and demonstrated that they acted as strong advocates in support of children's learning needs. The value of listening and communicating with parents to support children's learning was acknowledged by beginning teachers.

Expectations

Beginning teachers frequently related their practices to the perceived school expectations. However, clarity about expectations was blurred by the existence of multiple teacher standards, the complex nature of teaching, an agreement that

there is no single best way to teach, along with the ever-increasing diverse nature of school contexts, communities and societal expectations. Regardless, the common induction practices and processes experienced by all BTs indicated some consistency of expectations about what they should do to succeed. Nevertheless, some differences about expectations existed between schools. These differences related to what was valued and privileged, the individual school philosophy, the professional development focus and the communities they served. For example, in Arrogan School, the predominant culture within in the community discouraged children from questioning. The principal expected the teachers to establish a counter culture to enable children to question and critique the exponential increase of knowledge in today's technologically driven society.

Without exception the schools had very high expectations of BTs, indeed of all teachers. The expectations related to a high level of commitment to the children, their colleagues, their own learning and to their efficacy as teachers. It was expected that the children in the classrooms of novice teachers would not be disadvantaged and would learn and achieve at the same rate as they would with an experienced teacher. The tutor teachers and principals corroborated these high expectations. The beginning teachers' indicated that they worked to meet their particular school expectations, over any other requirements.

Positive aspects about the expectations were reported by BTs. The high standards meant they were continually trying to improve their teaching to become as accomplished as the experienced teachers. A negative impact was that, at times, they did not keep up with their experienced counterparts and this could lead to overload and feelings of inadequacy. Certainly, the BTs had high self expectations and wanted their children to achieve. They sought reassurance from colleagues and children's achievement scores that they were meeting these expectations. It could be argued that the high expectations inferred a belief in the BT's ability, which in turn could improve confidence levels. Ghaith and Shaban (1999) argue that teachers who believe they are effective can have a positive impact on children's learning and are less likely to be as concerned about stress and survival, than those who do not have a similar confidence in their effectiveness:

Teachers who believe in their personal ability to provide effective teaching that would bring about student learning are less concerned about their self-survival as teachers and about the demands of the teaching tasks than their less efficacious counterparts. (p. 494)

The high expectations were recognised and accommodated by principals and tutor teachers, who factored in high levels of support and advised BTs to focus on becoming competent, initially, in the areas of literacy and numeracy.

The scaffolded support was acknowledged by BTs as essential to their development and, combined with experience over time, improved their confidence levels and reduced anxieties. Other studies have shown a relationship between expectations, teacher behaviour and children's achievement (Rubie-Davies, 2007). Indeed Weinstein and McKown (Ross, 1998) found that contextual factors magnify or diminish effects of expectancy factors. These factors included "teachers and the classrooms they create, students and their susceptibility to expectancy effects, and schools and their educational philosophy and practices" (ibid, p. 216). For BTs to become teachers who have high expectations, schools and BT induction programmes must also have high expectations and nurture teacher efficacy so that, with growing experience and confidence they may make a difference to children's learning.

Initial Teacher Education

Some principals advocated building on the theoretical knowledge and understanding gained in their initial teacher education as a way of enhancing the BTs' focus on learning, but this presented as a challenge. For example, tutor teacher knowledge of the theoretical underpinnings of the initial teacher education programmes was variable. The exception was the discourse of reflective practice, knowledge of this was evident across all schools. Most principals and tutor teachers, unlike the majority of beginning teachers, proposed continuing links with the initial teacher education programmes to advance practice. They advocated a cohesive and coherent professional development programme to traverse the transition from student teacher to beginning teacher, to fully registered teacher and beyond. It was suggested that having a class of children meant theoretical knowledge can be applied to a context and become more

meaningful. In contrast to this view one principal considered the professional development of teachers was the employer's responsibility. Nevertheless, learning in context was considered of paramount importance but creating an authentic relationship with the initial teacher education institution was viewed as problematic.

However, the majority of beginning teachers were resistant to disrupting their learning in the school setting to continue their engagement with the initial teacher education institution. Perhaps it is the tutor teacher, principal and senior management (whose influence on the beginning teacher was significant) who are the most appropriate people to benefit from links with the university, for it is they who create the opportunities and contribute significantly to the development of school cultures.

Initial Teacher Education and School Links

While many in universities argue for the creation of a continuum of learning for student teachers and BTs there has been little debate about this in New Zealand among the academics and the teaching profession. In this study, the principals and the majority of the tutor teachers argued for a link between initial teacher education and induction programmes. Three principals did not agree; their key argument was that the induction responsibility lay with the employer and the profession, not the university.

For the majority of tutor teachers and the four principals who agreed with the concept of a relationship with the initial teacher education programme, a range of ideas were proposed about the form this should take. Some suggested the initial teacher education programme should take on a regulatory role; others thought the university could support the tutor teacher and the beginning teacher. Turning the induction programme into a qualification was mooted, as this principal proposed:

Once teachers are out I think they need the opportunity to go back for a little more. The underpinning theory makes a lot more sense now that they have done a bit of practice. It would be useful to be looking maybe at a further qualification built into the development of beginning teachers. They would need time to consolidate and get on with their jobs, perhaps start in the second half of the year. (MSP)

As discussed earlier BTs generally were opposed to continued links with their preservice programme. BTs resoundingly wanted to learn in context alongside their colleagues and most did not want to be associated with their undergraduate status preferring to see themselves as novice teachers alongside experienced teachers. They perceived that the benefits were not for them but rather for initial teacher education. The BTs may have been predicting the professional development that alienated them from the professional context that some argue occurs when university scholarly norms are applied. Hargreaves and Goodson (1996) assert universities are primarily engaged in research and the political imperatives of the institution tend to neglect the teaching profession. At schools of education applied research does not have the same status as sciences; however, taking a scholarly scientific approach distances academics from the profession they are serving.

The dis-ease between initial teacher education providers and schools may be alleviated through the development of a continuum of learning for teachers throughout their careers. The process of development of a professional learning programme from preservice through to the fully registered to experienced teacher would further open dialogue between the university programmes and schools. This, in turn, could facilitate a shared understanding and clarity about roles. However, the complexity of developing multiple roles and responsibilities cannot be underestimated. As Feiman Nemser (2001) argues, the need for teachers to have a system or continuum of serious and sustained professional learning opportunities is clear. The task of building such a system is daunting but New Zealand is well placed to begin this task. Firstly complex questions around the different roles of national policy, the university and the school to support teacher learning and development need to be addressed. Whatever form such a system might take it should not be ad hoc or increase the busyness of teachers' work.

Judgements

The BT's potential, to develop and learn in particular school contexts, was recognised prior to their appointment. Learning and development over two years culminates in the principal and tutor teacher making a recommendation to the

NZTC regarding the BT's full registration as a teacher. Therefore, principals act as one of the final gatekeepers of quality within the teaching profession. Their first gate keeping action is the appointment of an initial teacher education graduate to a BT position, and the second is when they recommend to the NZTC that the beginning teacher should become a fully registered NZ teacher. The quality of NZ teachers is shaped, in part, by the standard of the initial teacher education graduates, and then subsequently by the principal's judgement of a BT's readiness to be a fully registered teacher.

The First Judgement

The paradox of fit and difference

Without doubt, the principals took the appointment of their beginning teacher seriously. For them fitting in appeared to be a dominant desired trait when making teacher appointments. Assessing the applicant's ability to be successful and work collegially in the school was problematic, particularly when the interviewee had not had a practicum experience as a student teacher in the school. Consequently, there was little evidence to support the appointment, so those engaged in the process tended to rely on their professional expertise when considering the applicant at interview. Because there was no track record to predict future performance the initial teacher education records and the credibility of the initial teacher education programme from which the applicant had graduated were considered carefully.

As part of the selection process each beginning teacher was interviewed for the position. The precedence of best fit meant that in interview they were assessing primarily affective domains and principals acknowledged they were taking a risk when appointing a beginning teacher. This may explain the high rate of appointment of BTs into relieving positions, or on short-term contracts, before committing to a permanent appointment (Kane & Mallon, 2006). This try before you buy approach has ethical ramifications. It should be noted that in this study all the BTs were permanently employed.

Literature substantiates the findings that the fit with the school culture is of primary consideration when making appointments and that a “subjective approach” takes precedence over a “rational paradigm” when appointing a beginning teacher (Broadley & Broadley, 2004, p. 226). Paradoxically, the principals in this study, wanted a fit with their school culture, yet did not want their teachers to be alike. “We do not want clones” (FP2) was one comment. It is possible that they were not aware of this contradiction. They were looking to appoint teachers with a range of pedagogical skills, curriculum interests and the ability to get along with a primarily homogeneous group of teachers. Yet, they were keenly aware of the increasingly diverse communities and student population they were serving. Perhaps the valuing of diversity that underpinned these school philosophies may provide a compatible basis for the inherent paradox of fit and difference.

Interpretation of Successful Teaching

Throughout the initial two years BTs received continuous feedback about their progress which meant that the decision to recommend them for full registration, or not, did not come as a surprise. An initial challenge the BTs experienced related to their ability to access the conceptions, the knowledge, understandings and skills about successful teaching held by their school colleagues. These conceptions were internalised and interwoven into the fabric of the experienced teacher’s everyday practice. The inability of novices to understand expert practice is not new, as studies have substantiated that experts typically internalise their knowledge and skills with the consequence of automating much of their work and no longer articulating their practice (Ethell & McMeniman, 2000). Furthermore these BTs had some, but nevertheless limited, opportunities to observe experts in practice as they primarily taught in isolation in their classrooms. In addition, in conversations with their colleagues BTs received covert permission to promote or suppress certain pedagogies. Another complication was benchmarking against experienced teachers. This had the potential to undermine confidence and promote unrealistic expectations. Conversely, it could also lift expectations and performance.

It was the induction practices; the ability of the tutor teachers to articulate their own practices and the collaborative aspects of teaching practice in the seven schools that appeared to quickly bridge the uncertainty about what was deemed accomplished teaching in each school context. By the end of the BTs' first year, all parties were cognisant of the beginning teacher's potential, or lack of it, to be successful and to achieve the standard of full registration status the following year.

Under the Influence of Standards

Confusingly, when recommending BTs for full registration, principals are required to appraise them against a different set of criteria than those used for salary purposes, namely the *Satisfactory Teacher Dimensions* (NZTC & MoE, 2006). New Zealand teachers are annually appraised against a different set of standards, the *NZ Interim Professional Standards* (MoE, 1998) which have been described as "fuzzy, open and amorphous" (Grudnoff & Tuck, 1999). How schools interpret the *NZ Professional Interim Standards* is an individual school matter. Meeting these standards determines the salary level of teachers and principals, and includes a beginning teacher salary scale.

The guidelines *Towards Full Registration* are also confusing as they infer there are additional requirements to the *Satisfactory Teacher Dimensions*. It is stated that to achieve full registration as a teacher, the principal must attest that the BT has satisfactorily trained to be a teacher, is of good character, possesses the qualities associated with the criterion of fit to be a teacher, and has met the satisfactory teacher dimensions (NZTC & MoE, 2006). Confusingly only the *Satisfactory Teacher Dimensions* require attestation on the form in which the recommendations to the NZTC are made.

Despite, or perhaps because of, the plethora of dimensions and standards, the BTs reported that the benchmarks that influenced them were unwritten and played out in practice by their teaching colleagues. The tutor teachers expressed ambivalence about the use of the *NZ Interim Professional Standards* to guide beginning teacher practice (they did not make reference to *Satisfactory Teacher Dimensions*). They

argued that teaching is complex and encompasses moral and ethical decision-making that is hard to measure. There was a concern expressed that the use of standards would result in an over-focus on measurement. Some participants viewed measuring good teaching as problematic. It was argued that teaching consists of cognitively informed actions that are not discrete but are combined in real life situations to help decision-making to provide relevant opportunities for individual student learning. This did not mean the teachers did not utilise data to support their teaching effectiveness and professional development. However, it was considered that not all aspects of teaching could be measured. As this tutor teacher proposed:

I think a good teacher makes justifiable professional judgements that they can prove with data and they also make professional judgements that people have to accept. You can defend them but you cannot always prove them. (NSTT2)

Interestingly Williams, Bedwood and Prestage, (2001) note the influence of standards on externally mandated practice but argue that this approach will not result in exemplary practice:

While centralised and statutory demands seem to have been successful in raising the standard of induction practice, the characteristics that take induction practice beyond the satisfactory and into the realm of excellence are, by their nature, not amenable to statute or external mandate. (p. 265)

From this study it appeared likely that internalised beliefs held by teachers about that which constituted an accomplished professional teacher took precedence over externally published standards or criteria. Paradoxically, to achieve full registration judgements about fulfilment of specific national set criteria are required to be made about a beginning teacher.

The Second Judgment

A recommendation for registration

A principal's expert knowledge underpinned the judgements made about the beginning teacher's readiness for full registration as a teacher. These judgements drew upon professional acumen that was often described as based on "intuition", "experience" or a "gut feeling". Given that the expert knowledge of the individual principal guided judgements made, it would be reasonable to predict that variability in the accomplishments of the beginning teacher across the schools at

the point that they were recommended for full registration would exist. In this study it is argued that this variability need not be viewed as problematic and could even be seen as desirable based on the premise that there existed in each school the view that there was no one best way to successfully teach and that there was a high level of commonality about what constituted a professional, accomplished teacher.

Principals ensured there were checks and balances when making decisions about their BTs' ability to successfully teach. The schools used multiple and similar methods for confirming the decision about the readiness for full registration. These included observing the BT in the wider school setting and in classrooms and conversations with the TT, colleagues and parents. In addition, documented evidence in the form of regular BT and TT signed reports, lesson planning, goals set and achieved, evaluations, written reflections, classroom observations, meeting notes, and data on children's achievement were referenced. The credible assessment of BT competence was well demonstrated.

What was not evident in this assessment process was any form of external moderation of the judgement made. The NZTC (a crown entity) states that it randomly checks beginning teacher induction documentation (NZTC & MoE, 2006, p. 20) and the ERO audits schools and reviews the advice and guidance programme on a three yearly cycle. However, it appears that the judgement made about the movement out of the induction phase of teaching to become a fully registered teacher is predominantly the responsibility of the principals in relatively isolated communities of practice. Consequently, the quality of fully registered teachers is dependent upon principals, the expectations they have, the decisions they make, and the environments they create in schools. Integral to a profession are principles of ethics, integrity, self-evaluation and accountability. In this case, how does the teaching profession as a body justify the judgements they are making about the quality of teachers moving from the induction phase, as provisionally registered teachers, to become fully registered members of the teaching profession? This is a question not yet widely debated, much less answered.

A Working Theory of BT Induction

The Relationship between the ‘Sound’ Induction Model and Findings

The professional, pedagogical model of sound induction developed from the literature (Figure 1) provided a useful basis for representing the findings because there existed a connection between the evidence-based ideals espoused in the literature and the constructed meaning and practice of BT induction and learning in the seven sound induction programmes. It was found across the schools studied that, of the 12 key characteristics of sound induction programmes identified in the model, six of the characteristics were consistently evident, two were substantially evident, and four were sometimes evident (refer Table 3). In each case the national induction resourcing was effectively utilised, and accountability to the profession and to quality teaching and learning were demonstrated through high expectations and robust internal assessment processes. The induction programmes were inquiry-based and designed in context to meet the needs of BTs.

It was evident in this study that BT development had many similarities with the espoused stage theories of teacher development (Berliner, 1994; Feiman-Nemser, 1983). But, unlike Berliner’s theories, it did not always follow a linear pattern, instead learning tended to mirror the iterative processes of reflection, trialling new ideas, and receiving and acting on feedback. Other studies have found that early teacher development is not necessarily lock-stepped into linear progression with a focus on self in the classroom through to a shift away from self to the learning needs and achievement of the child (Joyce & Showers, 2002; Pigge & Marso, 1997, p. 234).

The findings identified learning as an iterative process indicating that early in the first year BTs could engage in reflection on children’s learning. The evidence suggests that although BTs are initially concerned with classroom management, discovering and making sense of the overt and covert discursive school practices and their own emotional practice, they are able, early on in their first year, to shift their focus on to children’s learning needs. High expectations and the priority given in the schools to the examination of pedagogy and engagement in

conversations about children's learning may contribute to this early move from a myopic preoccupation with self, survival and managing the classroom to children's learning and achievement. In addition, BTs feeling valued and respected despite their novice status, enhanced confidence, and confidence levels and self-efficacy have been associated with successful practice (Day et al., 2007).

Central to successful BT induction in this study was the location of programmes in collaborative learning communities where principals were respected leaders, focused on pedagogy to support children's learning, and where tutor teachers were engaged in educative mentoring and emotional support of their novice teachers. There was evidence that BT learning and development in this study had, to differing degrees, demonstrated characteristics of sound induction. The 12 overarching characteristics identified in the model of sound BT induction are:

1. Induction exists as a national/state or regional coordinated system supported by policy and resources. It is a programme designed for a specific period of time in a teacher's career and is a process of inquiry and learning set predominantly in the context of the day-to-day working life of the teacher;
2. Accountability for the BT induction system and process is through professional peer review. There is evidence of novice teacher learning and development. Assessment is against broad standards;
3. Multiple individuals and groups contribute to BT learning and development, to the knowledge, skills, understandings and dispositions required to develop as a successful and accomplished teacher. The programme is not solely or *overly* reliant on the mentor teacher;
4. Powerful leadership underpins BT induction programmes. Principals, management and mentors take an active interest in the novice teacher's learning and development and are themselves engaged as learners with a focus on pedagogy to support children's learning;
5. Collaborative school cultures fortify BT learning and development. These are integrated professional cultures where practices, dispositions and behaviours expected of the BT are modelled. The culture supports a planned, flexible, responsive induction programme;

6. Learning occurs in context with the classroom becoming a site of inquiry. Reflection underpins inquiry and learning;
7. A vision of good teaching is articulated and observed in practice. Variation in the way in which the vision of successful teaching is interpreted is the norm. The BT is able to construct and reconstruct self as teacher to develop their own professional identity;
8. Time and opportunity are provided to enable the BT to locate themselves within the community of teachers and to establish constructive relationships with the profession;
9. There exists clarity of expectations and high levels of consistency between state, community, and school about BT induction. High expectations of all teachers underpin the induction process;
10. Links between initial teacher education programmes, induction and ongoing learning promote a trajectory of professional development and learning throughout a teacher's career;
11. Teacher agency and democratic practices are promoted and teacher engagement in decision at micro and macro-levels is modelled and expected. Schools are committed to transformative ethical and respectful practices to make a positive difference to children's learning; and
12. Work conditions are provided to meet beginning teacher needs. This includes such measures as provision of time, a selected class of students, in-context responsive educative mentoring, and appropriate guidance and support.

Six characteristics of sound induction consistently evident

The research found there were six characteristics consistently evident across the seven schools studied. These were that induction exists as a national/state or regional coordinated system; accountability for the BT induction system and process is through professional peer review; multiple individuals and groups contribute to BT learning and development; powerful leadership underpins BT induction programmes; collaborative school cultures fortify BT learning and development; and learning occurs in context.

1. *Induction exists as a national/state or regional coordinated system supported by policy and resources. It is a programme designed for a specific period of time in a teacher's career and is a process of inquiry and learning set predominantly in the context of the day-to-day working life of the teacher.*

The seven schools consistently accessed the national funding over a two-year period and designed responsive, needs-based, in-house, induction programmes. Each school had the option of additional support through teacher advisory services. Participants suggested there existed a lack of consistency of BT access to sound induction at a national level as they had observed or experienced that the coordination of the induction system was weak and inconsistently implemented, an observation evident in other New Zealand studies (Battersby, 1989; Cameron, 2007; Mansell, 1996).

2. *Accountability for the BT induction system and process is through professional peer review. There is evidence of novice teacher learning and development. Assessment is against broad standards.*

The schools demonstrated accountability for the assessment of the beginning teacher's readiness for full registration as a teacher; judgements were validated through iterative, internal peer review and documented review processes. The processes were not overtly linked to external standards, but the final assessment was made against the NZTC Satisfactory Teacher Dimensions. In the process of assessment, at the point of making the recommendation to the NZTC, there was an absence of external moderation.

3. *Multiple individuals and groups contribute to BT learning and development, to the knowledge, skills, understandings and dispositions required to develop as a successful and accomplished teacher. The programme is not solely or overly reliant on the mentor teacher.*

In this study, a variety of people contributed to BT learning. Novice teachers had the opportunity to access support, feedback, knowledge and skills from a number people and sources, the majority of whom were located in the school. In addition, there were MoE contract advisors, courses and visits to other schools to undertake classroom observations. Tutor teachers, supported by

colleagues, were identified as central to BT learning and professional development. The induction release teacher provided support and informal feedback.

4. *Powerful leadership underpins BT induction programmes. Principals, management and mentors take an active interest in the novice teacher's learning and development and are themselves engaged as learners with a focus on pedagogy to support children's learning.*

Principals in this study provided powerful leadership and were supported by senior managers. All took an active interest in the beginning teachers and tutor teachers/mentors provided educative and emotional support. Many principals observed the BT teaching, provided feedback, and all on a regular basis (although frequently informally) engaged the BT in discussion about practice and children's learning. In the case of the seven schools the quality of the leadership was of greater influence on the induction of BTs than the socio-economic communities.

5. *Collaborative school cultures fortify BT learning and development. These are integrated professional cultures where practices, dispositions and behaviours expected of the BT are modelled. The culture supports a planned, flexible, responsive induction programme.*

Leadership in the seven schools promoted collaborative school cultures with a focus on pedagogy and children's learning. Work in teams to plan was common practice. Collaborative practice was both contrived and authentic, yet paradoxically teachers for most parts of the day worked on their own in classrooms. High expectations to participate in ongoing learning were evidenced in school-owned and planned, in context, professional development. The induction programme was designed in-house and reflected the values of the school such as collaborative practice, teamwork and a commitment to learning. Responsiveness and flexibility to meet individual BT learning needs were valued key characteristics.

6. *Learning occurs in context with the classroom becoming a site of inquiry. Reflection underpins inquiry and learning.*

BTs used their classroom to advance their own practice and development. Such strategies as critical reflection, goal setting, classroom observation and regular feedback were utilised to advance BT and student learning. Importantly, school colleagues modelled an inquiry approach to learning also using reflection and goal setting. Some experienced teachers engaged in observation of their practice in ways that went beyond annual appraisal.

Two characteristics of sound induction substantially evident

The research found there were two characteristics of sound induction that were substantially evident across the seven schools studied. These were that a vision of good teaching is articulated and observed in practice and time and opportunity are provided to the BT to identify as a teacher within the profession.

7. *A vision of good teaching is articulated and observed in practice. Variation in the way in which the vision of successful teaching is interpreted is the norm. The BT is able to construct and reconstruct self as teacher to develop his or her own professional identity.*

In schools, the induction support and processes enabled BTs to construct and reconstruct their practice and professional identity in order to, firstly accommodate the discourse of the professional teacher in the school, and then their own beliefs about good teaching. This construction of self as teacher was initially problematic as the BT gauged what aspects of the teacher were privileged and what were silenced within their school. The intensity and boundless nature of teacher's work made it hard to meet the school and individually espoused expectations and ideals. Acceptance of fallibility became important.

8. *Time and opportunity is provided to enable the BT to locate themselves within the community of teachers and to establish constructive relationships with the profession.*

As novice teachers, the BT's focus was on themselves, their classroom practice, and children's learning. By the end of the second year they became "one of the teachers". They found it difficult to locate themselves within the broader professional community. Nevertheless there existed common

understanding of the professional teacher. Generally, society was perceived not to share this view.

Four characteristics of sound induction sometimes evident

In the study, four characteristics of sound induction were sometimes evident. These were clarity of expectations about BT induction; links between initial teacher education programmes, induction and ongoing learning throughout a teacher's career; teacher agency and democratic practices are promoted; and work conditions are provided to meet beginning teachers' needs.

- 9. There exists clarity of expectations about BT induction and high levels of consistency between state, community, and school. High expectations of all teachers underpin the induction process.*

For beginning teachers in this study there was, at times, confusion between government, societal, community and school expectations. This is not surprising given the existence of multiple standards. Predictably, BTs prioritised school expectations. Consistently found in all programmes were high expectations of teachers to engage in their work as team players, to work hard and demonstrate commitment.

- 10. Links between initial teacher education programmes, induction and ongoing learning promote a trajectory of teacher professional development and learning throughout a teacher's career.*

In some instances, beginning teachers maintained informal relationships with individual academics from the initial teacher education institution. In all cases, there was an absence of any formal links between the preservice programme and the induction of the beginning teacher. This was predictable because of the clearly delineated roles of the tertiary institution and schools, and an absence of resourcing and national commitment that would enable connections between the tertiary professional teacher education programmes. Therefore, a comprehensive continuum of learning from initial teacher education to full registration was not evident. In all cases school-based professional development was evident.

11. Teacher agency and democratic practices are promoted and teacher engagement in decision-making at micro and macro-levels is modelled and expected. Schools are committed to transformative ethical and respectful practices to make a positive difference to children's learning.

Beginning teachers and their colleagues wanted to make a difference to children's lives. This, and a respect for children and a desire to work collaboratively with teachers as learners, were predominant underpinning values. Teacher agency was constrained, for example by the national purpose of induction, the unrelenting work, a time-poor environment and accountability requirements. The national purpose of induction supported the status quo, fitting in and the implementation of national educational policy, rather than indicating the possibility of making a contribution to the development of such policy. Current policy privileges children's achievement, which has led to increased accountability, demands to provide evidence of student success. The accountability demands and an over-crowded curriculum in primary schools and the national educational structures make teacher engagement at broader policy levels problematic. There was some evidence of teachers, primarily principals modelling engagement with educational policy development and implementation at a national level. However, the beginning teachers in this study had difficulty lifting their heads above the busyness of their own classroom to engage in professional educational debate and action.

12. Work conditions are provided to meet beginning teacher's needs. This includes such measures as provision of time, a selected class of students, in-context responsive educative mentoring, and appropriate guidance and support.

The BT's work conditions were given careful consideration and, in most cases, a class of pupils was selected to facilitate BT learning and success. The discourse of hard work was hegemonic and affected principals, experienced teachers and BTs.

The following Table 3 provides a summary of the professional and pedagogical model of sound induction (used as a tool to analyse sound

induction in the seven schools) and the features of sound induction identified in the NZ sample.

Table 3 Key characteristics of sound induction derived from the literature versus the features of induction in the New Zealand school sample

Of the 12 key characteristics of sound induction programmes that emerged from the literature, six were consistently evident #, two were substantially evident *, and four were sometimes evident ^, in the induction of beginning teachers in these schools.

Literature	Sample of Seven New Zealand Schools
Sound induction characteristics:	Features of induction
<i>Six characteristics of sound induction consistently evident across the seven schools</i>	
1. Induction exists as a national/state or regional coordinated system supported by policy and resources. It is a programme designed for a specific period of time in a teacher's career and is a process of inquiry and learning set predominantly in the context of the day-to-day working life of the teacher.	# The seven schools consistently accessed the national funding over a two-year period and designed responsive/needs-based induction programmes. Each school had the option of additional support through advisory services. It was suggested by participants that at a national level the coordination of the induction system was weak and inconsistently utilised.
2. Accountability for the BT induction system and process is through professional peer review. There is evidence of novice teacher learning and development. Assessment is against broad standards.	# The schools demonstrated accountability, for the assessment of the beginning teacher's readiness for full registration as a teacher, validated through iterative, internal peer and documented review processes. The processes were not externally moderated and not reported as overtly linked to external standards.
3. Multiple individuals and groups contribute to BT learning and development, to the knowledge, skills, understandings and dispositions required to develop as a successful and accomplished teacher. The programme is not solely or overly reliant on the mentor teacher.	# Beginning teacher learning was supported by a variety of people. BTs had the opportunity to access support, knowledge and skills from a number people and sources. The majority were located in the school, in addition were advisors and external school classroom observations and courses.
4. Powerful leadership underpins BT induction programmes. Principals, management and mentors take an active interest in the novice teacher's learning and development and are themselves engaged as learners with a focus on pedagogy to support children's learning.	# Principals provided powerful leadership and were supported by, senior managers who took an interest in the beginning teachers, and the tutor teachers/mentors. Tutor teachers were identified as educative mentors.

5. Collaborative school cultures fortify BT learning and development. These are integrated professional cultures where practices, dispositions and behaviours expected of the BT are modelled. The culture supports a planned, flexible, responsive induction programme.	# Leadership in the seven schools promoted collaborative school cultures with a focus on pedagogy and planned, in-context, ongoing learning. The induction programme was designed collaboratively and importantly embedded in the school. Responsiveness and flexibility to meet individual BT learning needs were valued key characteristics.
6. Learning occurs in context with the classroom becoming a site of inquiry. Reflection underpins inquiry and learning.	# BTs were able to learn in context in and from practice by utilising a range of such strategies as critical reflection, goal setting and observations. School colleagues modelled an inquiry approach to learning using critical reflection and goal setting and some engaged in observation beyond appraisal.
<i>Two characteristics of sound induction substantially evident in the seven schools</i>	
7. A vision of good teaching is articulated and observed in practice. Variation in the way in which the vision of successful teaching is interpreted is the norm. The BT is able to construct and reconstruct self as teacher to develop his or her own professional identity.	* The induction support and processes enabled BTs to safely reinvent themselves as teachers, constructing and reconstructing their practice and professional identity in order to accommodate the discourse of the professional teacher in the school and their own beliefs about good teaching.
8. Time and opportunity is provided to enable the BT to locate themselves within the community of teachers and to establish constructive relationships with the profession.	* As novice teachers the BTs' focus was on themselves, their classroom practice and learning. By the end of the second year they became "one of the teachers". They found it difficult to locate themselves within the broader professional community. Nevertheless, there existed common understandings of the professional teacher. Generally society was perceived not to share this view.
<i>Four characteristics of sound induction sometimes evident</i>	
9. There exists clarity of expectations about BT induction and high levels of consistency between state, community, and school. High expectations of all teachers underpin the induction process.	^Beginning teachers were, at times, confused about government, societal, community and school expectations. Predictably they prioritised the school expectations.
10. Links between initial teacher education programmes, induction and ongoing learning promote a trajectory of teacher professional development and learning throughout a teacher's career.	^In some instances, beginning teachers maintained informal relationships with individual academics from the preservice institution. In all cases, there was an absence of any formal links between the preservice programme and the induction of the beginning teacher. A comprehensive continuum of learning from initial teacher education to full registration was not evident.

<p>11. Teacher agency and democratic practices are promoted and teacher engagement in decision-making at micro and macro-levels is modelled and expected. Schools are committed to transformative ethical and respectful practices to make a positive difference to children's learning.</p>	<p>^Beginning teachers and their colleagues did want to make a difference to children's lives. This notion, along with respect for children and working collaboratively with teachers as learners, were predominant underpinning school values. Teacher agency was constrained for example by, underpinning national purpose of induction, work, time and accountability requirements.</p>
<p>12. Work conditions are provided to meet beginning teacher's needs. This includes such measures as provision of time, a selected class of students, in-context responsive educative mentoring, and appropriate guidance and support.</p>	<p>^The BT's work conditions were given careful consideration and, in most cases, a class of pupils was selected to facilitate BT learning and success. Hard work was normalised to become hegemonic.</p>

In Conclusion

Underlying tension exists between the national purpose of induction and the literature on the professional teacher, sound induction and school practices. The study suggested that the novice teacher prioritised the expectations and the vision of the teacher played out in the day-to-day realities of their school. Indications were that the development, and ultimately the quality of the fully registered teacher, is to a greater rather than lesser extent dependent upon the practices condoned and privileged in each school context. The findings indicate that without the commitment of principals to the provision of a vision of good teaching, good role models, and a community of practitioners committed to ongoing learning, novice teacher induction is less likely to result in high quality fully registered teachers. Consequently, greater recognition should be given to the principal and tutor teacher's roles and other colleagues, in the professional development and induction of beginning teachers.

Teacher agency was evident in the school context, but for BTs generally not in ways that went beyond decision-making in the classroom. Induction was about fitting in and accommodating hard work. In the seven schools, fitting in included working alongside few role models actively engaged with broader educational issues. Whether these role models were enough for BTs to develop professional agency in the future is unknown. The NZTC *Code of Ethics* states that teachers shall “exert every effort to maintain and raise professional standards...[and] contribute to the development of sound educational policy...[and] promote a climate that encourages the exercise of professional judgement...in the belief that the quality of the services of the teaching profession influences the nation and its citizens” (NZTC, 2004, p. 22). However, the language used in official ministry communication does not mirror this intent. For example, the current 1997 *Satisfactory Teacher Dimensions* and the revised dimensions in NZTC consultation documents do not explicitly address teacher agency. Instead, the latter confusingly pit the *Code of Ethics* against the dimensions. Numerous researchers have highlighted the importance of an alignment between the purpose of teaching, induction policy and the use of resources.

The model of sound induction along with findings about BT learning and professional development provided the basis for the formulation of a theory of beginning teacher induction. The foundation of the theory is in the 12 characteristics and performance indicators identified in the induction model (Figure 1) and the analysis and interpretation of the data from the investigation into BT induction. Evaluation of the evidence from the study against the characteristics of sound induction provides insight into and greater understanding of how BT learning and professional development was advanced and constrained in school contexts where there existed credible BT induction programmes. The findings verify that sound induction systems and practices advance novice teacher development and promote inquiry learning in context to meet individual beginning teacher needs.

The evidence highlights the centrality of leadership, educative mentoring and high expectations to these processes. BTs thrived in schools where good induction, professional and pedagogical practices were embedded and played out in schools where a discourse of learning prevailed and where mutual respect, acceptance of pedagogical difference and an ethic of care prevailed. The case studies provide exemplars of the possible. The thesis identifies the numerous tensions and paradoxes experienced by principals, tutor teachers and BTs, one of which is the work conditions that confront all teachers. The challenge is to further investigate and address these difficulties to advance beginning teacher learning and professional development ultimately to improve student learning.

The following chapter concludes this thesis with a summary of key findings and implications for those engaged with BT induction whether they are beginning teachers, mentors, fellow colleagues, principals, academics, policy makers or simply those with an interest in teacher career learning and development and the quality of education. The thesis contributes to an understanding of the structural and situational factors that effect the way teachers' interpret the multiple complex demands when progressing from novice to an experienced teacher, or in the this case from provisionally registered to a fully registered teacher. The early experiences of novice teachers and the quality of future experienced teachers are dependent upon the commitment of many educators and policy makers to sound

induction. Just as many studies have shown teachers make a difference and teachers matter (Day et al., 2007); this thesis argues that beginning teacher induction matters.

CHAPTER SEVEN: CONCLUSION

The purpose of this thesis was to investigate beginning teachers professional development and learning and to contribute to the fields of teacher learning and professional development. The focus was on sound BT induction to reveal the practices and tensions experienced during the first two years of teaching. This chapter provides an overview of the study design, methodology and limitations. A synopsis of the key findings and implications for future research, policy and practice follow.

The Study

Four central questions focused the investigation into sound BT induction programmes. They were:

- What programmes and practices support the professional development and learning of beginning teachers?
- How did school structures, programmes and practices give meaning to beginning teachers' learning and practice?
- How do these meanings inform a particular construct of the beginning teacher?
- What were the tensions, accommodations and implications for beginning teacher learning and induction?

The study sought to understand the conditions and discursive practices of seven schools that were perceived to be implementing sound BT induction programmes; and is a timely investigation as it provides insight into and understanding of BT learning and induction, at a time when there is international and national concern about the quality and retention of teachers. Studies have substantiated the importance of practices and attitudes established in the first few years of teaching to retention and future practice (Feiman-Nemser, 2001; Moore Johnson, 2004). Certainly, induction happens with or without formal programmes. Providentially research demonstrates that teachers are more likely to indicate their intention to remain teaching when induction programmes are in place (Ingersoll & Smith,

2004), and when the work environment is conducive to participation in decision-making about teacher and student learning (Darling-Hammond & McLaughlin, 1999; Kardos et al., 2001). The research goal was to take a non-deficit approach to novice teacher learning and professional development by examining sound induction programmes to expose the system, processes and practices that both advanced and constrained BT learning and professional development. Understanding what advances and inhibits BT learning provides a basis for recognition and evaluation of sound induction systems and programmes.

While many studies have investigated the field of beginning teacher learning and professional development, there have been few in-depth studies of sound BT induction, certainly none with a sole focus on NZ schools responsible for the education of year one to eight children. One exception is Britton et al., (2003) who examined BT induction in five countries in which there were comprehensive induction policies, programmes and activities: France, New Zealand, China (Shanghai), Japan and Switzerland. As a country with comprehensive induction systems and processes New Zealand is well positioned to further examination sound BT induction.. The thesis purposively sampled seven NZ sound induction programmes to examine BT learning and professional development. It is anticipated that the findings will increase understanding and provoke ongoing debate about BT induction.

Research Design and Methodology

The thesis utilised a multi-site instrumental case study approach. The seven individual case studies provide thick descriptions and exemplars of sound BT induction and collectively were instrumental in informing and theorising the collective case: beginning teacher induction. It is an interpretative, qualitative study that drew on constructionism to interpret the findings. The study is interpretative as it sought to understand and provide a rich description of how the participants make meaning of beginning teacher induction. It is constructionist in that it recognised that meaning is relative to the educational context and is constructed through the interaction and intersubjectivity of people. There is recognition that relativity is tempered and bounded by the collective meaning and

discursive practices of the macro educational context, which imposes common policies, systems and resources across schools. The work is critical in its interest in uncovering the numerous discourses, contexts and competing interests that impact on teacher's decision-making or agency when engaging in teaching and learning.

The sample of seven schools provided a balance between beginning teachers' lived experiences of induction in well-established schools in different socio-economic communities and a range of school types - one intermediate (11-12 year old pupils), one integrated full primary (5-12 year old pupils), and four contributing primary schools (5-10 year old pupils). There were thirty-five participants, seven principals, fourteen tutor teachers and fourteen beginning teachers (seven year one BTs and TTs, and seven year two BTs and TTs). In each of the seven schools, five participants were interviewed: the principal, the year one and two tutor teachers, and the year one and two beginning teachers. The primary sources of data were the transcriptions of the thirty-five individual taped interviews. In addition, approximately nine months after the individual interviews, there were three taped and transcribed group interviews. Induction documentation was received from six of the seven schools.

Limitations

The number of cases studied, the urban sample and the interpretative approach, limited the generalisations that could be made. This does not preclude the reader from drawing their own conclusions and transferring the findings to other situations. It should be remembered that the case studies are a slice of life and were reflexive interpretations of complex practices and contexts. The interpretative approach provides thick data, and the triangulation of methods and participants provide trustworthy and credible findings to further understanding of the complexity of beginning teacher learning and development. The number of cases, and a cross analysis of the data, enabled the development of a working theory on sound BT induction. However, the sample did not include small or rural schools. It could be predicted that inclusion of such schools would have uncovered additional challenges and tensions. Claims were made about the impact

of other colleagues in the school on the BT. In a repeat study, I would include other teachers in the school to test this finding; also, to address power relations, the group interviews would be held in a neutral place not in the university setting. Working on such a project with a funded research team would allow for observation of BT classroom practice and their interactions with students and colleagues which would further validate the triangulation of participants and subsequent interview data.

Key Findings: Learning to Teach and Induction

The indicative model of key characteristics of sound induction, derived from a synthesis of the literature (Figure 1), provided a tool that enabled a comparison to be made between the model and the features evident in the NZ school sample of sound induction programmes (Table 3). The findings are indicative of what is important and valued about BT induction and reflect the beliefs and values of the seven communities they served. Induction practices are indicators of how teaching was constructed. The school principals were actively interested and committed to beginning teacher's learning and the provision of relevant professional development and resources. All induction programmes were embedded in integrated school cultures where the underpinning induction and school philosophy were played out in school practices. The programmes were located in the school discourse, which typically had a focus on pedagogy and children's learning and achievement. The BT became part of the school's professional community of learners. There were attempts to break down the isolated nature of teachers' work and authentic collaborative practice was the norm. However, the unrelenting nature of teacher's work was accommodated rather than questioned which made meeting the high expectations problematic, not just for BTs but also for all teachers. The following sections provide a summary of the key findings.

National Resourcing, Structure and Design

- The New Zealand national resourcing of beginning teacher induction afforded the opportunity for the schools in the study to design, over a two year period, in-house individual programmes that were flexible and responsive to individual BT learning needs. These responsive and

reflexively designed programmes provided structured and incidental collaborative learning opportunities that advanced BTs thinking about their pedagogy and children's learning.

- The homogeneity of induction practices evident across the seven schools provides a substantive steer towards identifying successful induction and learning as all the features of sound induction of beginning teachers derived from a synthesis of the literature (Figure 1) were evident but in differing degrees.
- A key to advancing beginning teachers' practice was that each school took responsibility to design sound two year induction programmes which were embedded in individual discursive school practices and not the responsibility of externally funded agencies or people. Generally, there existed an altruistic commitment amongst the participants to contribute to the profession by effective mentoring of novice teachers to become accomplished fully registered colleagues.
- Underpinning the induction programme design was an individual needs-based approach which incorporated strategies and processes that initially balanced survival with activities that advanced beginning teachers' thinking about children's learning.
- Tutor teachers had a vision of good teaching but they were not bound by that view. Instead, they tended to have a dual focus on teachers' and children's learning, puzzling with the BT possible ways of teaching and solving problems to affect the BT's practice and children's achievements. When the BTs ways of teaching differed in the extreme from the tutor teachers it caused some consternation for the TT, notwithstanding this the tutor teacher tended to reflect on the difference, rather than judge it to be inappropriate.

Learning to Teach

- It was the induction design, school-wide modelling of particular practices, along with the beginning teachers' personal attributes that enabled a dual focus on self as a teacher and on children's learning. This was enhanced by observations, feedback and on collaboratively planned, ongoing in-

house professional development programmes in which all teachers participated. The approach to professional development was constructive. A deficit approach to learning was not evident.

- For the BTs, learning was not necessarily a linear process, rather a labyrinth of intersecting and sometimes conflicting experiences that were made meaningful because of the way schools organised themselves as collaborative learning environments. While BT development had similarities with espoused staged theories of teacher development, it tended to mirror iterative processes of learning, reflecting, trialling new ideas and receiving feedback with shifts from a focus on self as a teacher to a parallel focus on the children's learning. For the majority, this occurred early in the first year facilitated by feedback from tutor teachers and, in some cases, modelling successful practice in the BT's classroom.
- The BTs unfamiliarity with particular school policies and discursive practices could cause feelings of anxiety and an initial loss of confidence. Predictably, familiarity with expectations about how the school worked gave the beginning teachers the confidence to focus on the important matter of children's learning and achievements.
- Entering the school was a daunting prospect, as beginning teachers initially traversed the social world of the teacher with all its established and unspoken cultural patterns. It was the attitudes and practices of their colleagues that enabled them to engage in meaningful and collaborative professional learning.
- Exposure to good role models and expertise that were fallible was essential to beginning teacher confidence and learning. Experienced colleagues who shared their stories about making mistakes gave the beginning teachers permission to take risks.
- Observing others teaching had an impact on BT learning. Indeed, in the first year of teaching, BTs' reported that classroom observations took on new meaning and became a powerful strategy in the advancement of their learning. Observations stimulated conversations about children's learning and BTs related the practices they observed to their own situation and

children's learning needs in ways they had not done during their initial teacher education practicum experiences.

- As in other studies, self-efficacy, self-esteem or referred to as confidence in this study, were important to the beginning teachers' success, even when well-supported beginning teachers were troubled by crises of confidence, stress, anxiety and fatigue. There was a need to address confidence levels and the personal/emotional sphere of teachers' work.
- Tutor teachers were central to advancing BT learning. They found that there was an initial tension between providing support that enabled beginning teacher survival and teaching that enhanced student learning. The dilemma was the degree to which TTs supported the beginning teacher so that they survived, and the freedom they allowed them to implement the knowledge, understandings and ideas they had brought to their beginning teacher position.
- Tutor teachers lamented the lack of opportunity to engage in learning related to their role. This was despite their recognised effectiveness.
- The induction release teacher contributed to classroom stability and provided additional feedback and support. The quality of this teacher is important.
- A potential barrier to advancing practice was the relative isolation of teachers' work in classrooms. In these seven schools, to advance BT practice, a conscious effort was made to alleviate isolation through such activities as collaborative planning, working in teaching teams and having an open-door policy.

Leadership and School Culture

- The study suggests that school leadership and its influence on the subsequent school culture and discursive practices is more relevant to BT induction than the socio-economic communities in which the school is set. Because of the size of the sample, this requires further investigation.
- The principals in the seven schools created professional learning communities of teachers where respect for each other and the children was the norm. They viewed the novice teachers as potential future colleagues

and valued the knowledge and idealism they brought to their positions. Paradoxically, BTs and the other participants generally perceived that respect for their work was confined to colleagues and, in most cases, immediate communities of parents. There existed agreement that teaching was perceived, by society, as a low status occupation.

- When employing beginning teachers, the principals looked for a fit with their school culture, yet they did not want their teachers to be alike. The valuing of diversity that underpinned the school cultures may have provided a compatible basis for the inherent paradox of fit and difference.
- The school cultures were both authentically and structurally collaborative and collegial, which had an impact on the way BTs worked as they shaped their professional identities.
- The study found that the school leaders acted as agents that legitimised and prioritised certain practices and, in doing so reframed and, or, reinforced the beginning teachers' conception of themselves as teachers.

Identity and Conceptions of the Teacher

- There existed homogeneity among the participants about attributes that made an accomplished teacher. Despite this homogeneity, there was a belief amongst the participants that there was no one best way to teach, that variance in the way teachers taught was acceptable, indeed desirable.
- Most BTs wanted intensive support in the first six months but they generally did not want prescriptive requirements imposed on them about how they might teach or be as a teacher. Nor did the tutor teachers and principals want a formulaic approach. There was recognition that teaching is complex and that one instructional approach is not appropriate.
- For some beginning teachers, not surprisingly given the research into expert practice, the notion of good teaching appeared locked in the minds of their colleagues and played out in varied ways. Therefore, BTs were not always entirely sure what was expected of them. They had relative freedom, within the constraints of the school's expectations to develop their own identity as teachers.

- Beginning teachers did not clearly articulate how they viewed themselves within the profession, as they found it difficult to see beyond the classroom and themselves as a classroom teacher. It was the conversations at staff meetings and in the staffroom that lifted their heads above the precipice of paper work, planning, preparation, and assessment of their children. There was a commitment to making a difference to children's lives.

Expectations Workload and Satisfaction

- The participants were committed teachers and principals whose aspirations and expectations, without exception, were high. The logistics of managing time in working conditions that were characterised by these high expectations, busyness, overwhelming paper work, curriculum and societal demands, uncertainty and change, was a challenge for BTs and identified as problematic by experienced teachers and principals.
- There was evidence that schools were attempting to address workload challenges in cultures of collaborative practice. Principals sympathised with the teachers' concerns about the level of work demands, with the exception of one who stated those not prepared to work hard should go elsewhere. Despite the concern about workload held by the majority of principals and teachers, the hegemonic discourse of hard work was accommodated.
- The expectations of these novice teachers were that the children in their classrooms would learn and achieve at the same rate as they would with an experienced teacher.
- A conundrum beginning teachers faced was the lack of boundaries around a teacher's work. They were aware that they could always do more planning, preparation, reflection, organisation and reading to support children's learning. They also had to survive.
- The reality of the never-ending nature of a teacher's work, even with the induction time, meant beginning teachers had to learn to prioritise and this led to letting some things go and not always meeting their own expectations.

- Despite the hard work, BTs had high expectations of self and found satisfaction as a teacher. They attributed this satisfaction to children's achievements and the high level of effective collegial and actual support.

Judgements: Becoming Fully Registered

- Judgements are made about quality at a preservice level at the point of entry into an initial teacher education programme, and then as the student teacher progresses their qualification to graduate, and again at an in-service level at the interview for a position in a school, and finally after two years teaching a judgement is made the BT's readiness to become a fully registered teacher.
- The beginning teachers reported that the standards that influenced them were unwritten and played out in practice by their teaching colleagues. It may be that the standards were interpreted in practice in ways that were not recognised by the beginning teachers.
- The internalised beliefs of principals and tutor teachers about what constituted an accomplished teacher took precedence over externally published standards or criterion. Principals' expert knowledge about the accomplished teacher underpinned the judgements made about the beginning teacher's readiness for full registration as a teacher. These judgements drew upon documentation and professional acumen that was often described as based on intuition, experience or a gut feeling.
- Professional intuition was juxtaposed with hard evidence. Teachers did utilise data to support their teaching effectiveness and professional development. However, it was considered that not all aspects of teaching could be measured.
- BTs were judged against good practice norms considered acceptable within each school. The induction and collaborative practices responsively scaffolded BTs learning in ways that matched the school's discursive practices. The beginning teacher's ability to accommodate this learning meant all parties were cognisant of the BT's potential to achieve full registration status by the end of their first year.

- Judgements made about the BT's readiness for full registration were internally validated and credible. The schools demonstrated accountability for their assessment of the beginning teacher through iterative internal peer and document review processes. There was no evidence of external moderation of such judgements.

Links with the Tertiary Institution

- International researchers in universities or colleges of education argue for the creation of a continuum of learning between initial teacher education and beginning teacher induction. In this study, four of the seven principals and all tutor teachers also argued for such a link between the initial teacher education and induction programmes.
- Beginning teachers, generally, were opposed to continued formal links with their preservice programme. They preferred to learn in context alongside their colleagues and did not want to be associated with their undergraduate status. Instead, they viewed themselves as teachers (albeit novices) learning alongside experienced teachers, and best served by learning in context.
- Building on the theoretical knowledge and understandings gained in initial teacher education programmes to strengthen practice was advocated but recognised as a challenge; for example knowledge of the theoretical underpinnings of the initial teacher education programmes was variable. Nevertheless, principals and tutor teachers valued BT knowledge gained in these tertiary environments.
- The differing roles and responsibilities of the school as employer and the tertiary institution as a credentialing body were considered potentially problematic in the development of possible partnerships in the induction of beginning teachers. One principal argued it was the profession's and schools' responsibility to induct and support the BT into teaching.
- Preparing beginning teachers to accommodate the distinctive culture of each school is difficult for initial teacher education. For example, one school principal spoke about creating a counter-culture to her school community as she encouraged children to question and critique knowledge

and information. This was counter to the ethos of the dominant community group where questioning tended to be discouraged.

Sound Induction

- Despite variation between schools there was evidence in NZ of sound BT induction; induction that went beyond advice and guidance to incorporate educative mentoring in collaborative, collegial schools where high expectations prevailed. With the exception of decision-making about children's learning, there were only glimpses of support that would develop professional agency beyond the classroom.
- BT's experiences were determined by multiple factors including how the national resourcing was utilised, how teaching and learning was given meaning in particular sites, and the ethos and discursive practices in each school.
- Fundamental questions about teachers' purpose and their ability to meet societal and their own professional expectations require examination to address the tensions between induction to preserve the status quo and to transform teaching and the profession.
- Of the twelve key characteristics of sound induction programmes that emerged from the literature, six were consistently supported, two were mostly evident and four were sometimes demonstrated in the induction of beginning teachers in these schools (refer Table 3).

Implications for Policy Makers and Future Research

The comprehensive national resourcing of induction and the substantive evidence in this thesis positions New Zealand well to begin the task of building a learning continuum to advance teacher learning and professional development that spans initial teacher education, beginning teacher induction through to full registration and beyond. The challenge, if taken seriously, will require addressing many complex questions. Caution should be taken to ensure whatever system might evolve does not increase the busyness of teachers' work. Such a continuum could strengthen the early phase of a teacher's career by promoting learning cultures that model sound pedagogical practices. This is a leadership challenge.

Problematic too, is the creation of school cultures that support inquiry and enable teachers to provide effective learning for all children when the workload is overwhelming, not only for beginning teachers, but also for many experienced teachers and principals. There was evidence that the principals in the seven schools were attempting to address these challenges in collaborative cultures of supportive practice. Whether this is achievable is a moot point with the current working conditions and demands on schools. It may be that the need for beginning teachers to adapt to the never-ending and overwhelming nature of their job is masking a broader question about all teachers' work. The retention rates indicate that some BTs are experiencing acculturation into working conditions that ultimately leave them frustrated as they strive to satisfy the sometimes unrealistic school and societal expectations. Certainly, research into teacher retention identifies work conditions as a factor related to teachers leaving the profession. Nevertheless, despite the work conditions, teachers express satisfaction in their work. The effect of the amount of work and the paradox that exists between work conditions and satisfaction is worthy of further investigation when considering the systems and people that support beginning teacher learning.

Teachers make decisions about what to prioritise as a consequence of the amount of work they confront daily. These decisions are shaped by the multiple expectations of the community, society, government and the way principals and teachers rationalise work within the school. Consequently, decisions about teaching, the what, the when and the how, are made within the constraints of school community and government expectations. Principals and teachers privilege certain discursive practices. The very nature of privileging practices infers that some practices will be valued over others. As BTs adapt to the busyness of their work they also make decisions about what to prioritise. Examining questions that attend to what is left out when BTs and teachers make decisions about prioritising are worthy of attention. To address such questions, the influences of the school discourse and the wider educational context on decision-making and, ultimately teachers' practice and children's learning, would require scrutiny. Rarely are questions about what should not be part of teachers' work or included in initial teacher education considered; the proclivity is to add more.

The fact that BT learning takes place in the school setting in ways that cannot occur elsewhere highlights the influence of those who are working and modelling practice alongside the BT. Therefore, it is logical that resources and support provided by outside agencies or tertiary institutions would potentially have greater impact if they were offered to the professionals in schools who impact on BT learning and induction. Addressing BT induction frequently results in a single-minded focus on the beginning teacher or mentor, to the exclusion of others. Those outside experts who provide courses for BTs are confronted with the complexity of teachers' work and the work environment, which make it problematic for contextualising and providing 'just in time' learning opportunities for individual BTs and mentors.

It is the principal, the tutor teachers and the school staff in the inducting schools that are better positioned to support BT development. They intimately understand and deal with the complexity of teachers' work on a daily basis; and it is they who are responsible for, and impact regularly on, BT learning and induction. Principals, tutor teachers and the school staff are engaged in this process to differing degrees. There is the potential to strengthen sound induction practices if, for example, tertiary expertise, qualifications and professional development opportunities were orientated to those who have the greatest influence on BT practice.

The rhetoric around BT and teacher standards and quality resonates in both in academic and societal domains. Questions around standards and quality are vexed. In New Zealand it is the principal's recommendation that acts as a gatekeeper to full registration as a teacher. This study provided evidence, in all seven schools, of robust internally moderated practises when principals made a recommendation regarding the BT's readiness for full registration. Principals were making judgements about similarly valued teacher characteristics as there existed relative homogeneity amongst the participants about particular attributes that made a teacher accomplished. Furthermore each school was distinguished by high expectations. It is reasonable to predict that confidence could be attributed to the quality of teachers who reach full registration in the seven schools. Problematic are schools that do not have high expectations of their BTs, or do not provide

adequate induction programmes. Also of concern is the lack of support for principals and tutor teachers who do not consider that a BT is ready, or even suitable, for full teacher.

Consideration by the profession should be given to the development of external moderation processes for induction of novices and the judgments made about BTs' readiness for full registration. The provision of a more robust accreditation system could be helpful to school staff and principals when making, sometimes difficult, decisions about the less able beginning teachers. Indeed, collaborative moderation processes have the potential to improve induction programmes and to facilitate greater consistency of quality induction experiences and judgements. However, consistency should not necessarily result in all practices mirroring each other. Instead, there exists the need to hold steadfast to practices that are underpinned by commonly agreed principles to provide flexible, responsive needs-based contextually relevant programmes. It is clear that teachers and principals in the seven schools believe children's learning is best served by broad teacher standards rather than specific technical accountability requirements. This has implications for the development of standards and those required to meet them.

BTs become members of the teaching profession whether engaged in a formal induction programme or not. Teachers' identities are a product of their own beliefs about good teaching, their initial teacher education qualification and their work environment. The work environment is subject to often competing societal, governmental, community and education group discourses. School leaders are confronted with this complexity and the enculturation of BTs into a profession that is paradoxically undervalued by its own members, yet perceived as providing an important service to society. In their early years, novice teachers find it difficult to raise their heads above the busyness of classroom teaching, to locate themselves within the broader professional community. This is not surprising as the dominant educational discourse over the past twenty years has been on children's achievement, accountability and efficiency and, to some degree, teachers' voices have been marginalised. Greater clarity around the purpose of advice and guidance and BT induction is required. The development of a

professional teacher identity beyond the classroom is serendipitous. Further review of BT induction to address the dual purpose of supporting BTs as they learn to teach and the development of agency as an ethical professional is required.

Such a review should attend to the schools that are inducting BTs into the profession. Elridge (2002) found that the majority of NZ BTs are employed in low decile schools. Other studies have found that many BTs (approx 50%) are employed as non-permanent staff members (Cameron et al., 2007; Kane & Mallon, 2006). The commitment to sound, needs-based, flexible and responsive induction programmes requires expertise and is time consuming. The impact of resourcing, time and induction processes on the retention of teachers and the quality of their future practice has been recognised. It seems logical that the profession and those investing in education should recognise the contribution made by the schools that commit to, and soundly and regularly induct, beginning teachers. The debate about this recognition and the form it might take is yet to be had.

Implications

The current national resourcing of BT induction and the rhetoric around professional learning communities and quality make it timely for New Zealand to critically evaluate possible systems to develop a coherent learning continuum from initial teacher education, through beginning teacher induction, to full registration and beyond. To ensure clarity of purpose overarching questions about induction warrant further investigation. Also required is the alignment of induction with the national purpose of education. The engagement of teachers to provide learning for diverse groups of students in a rapidly developing technological age is one such purpose.

It is apparent that to work effectively teachers require support of their ongoing learning and agency to make decisions about information, their own learning needs and those of the children. If induction is to encompass the dual purpose of developing pedagogy to improve learning and achievement for children, and to

promote professional agency (as the *NZ Code of Ethics for Teachers* implies), then further investigation into how this phase in a teachers' career might address this purpose, is required.

The relationship between BT induction and leadership also warrants further investigation. Principals have responsibility for the provision of the induction programme and the final assessment of the BT prior to full registration. Examination of how judgements are made about BTs would provide insight into the quality of early career, fully registered teachers. They also provide the learning context. The quality of beginning teacher induction is predicated on the quality of school experiences; therefore, it is important to know more about the effect of this relationship and about the schools that are inducting beginning teachers along with their practices and needs. Should all schools induct beginning teachers? To commit to quality, there is a need to examine how policy and individual schools can ensure all BTs experience sound induction and learning as they develop their pedagogy and identity as professionals.

This dissertation has argued that the context in which beginning teacher learning takes place is important. Leadership, school cultures and appropriate role modelling are prerequisites to sound induction. Learning is not the sole prerogative of the beginning teacher. Those principals, tutor teachers and experienced teachers engaged in the induction of BTs are potentially learners themselves. Beginning teacher learning would benefit from further investigation into:

- the impact of the principals' leadership and the discursive practices in individual schools on beginning teacher learning and practice;
- the effect of role models in the school on beginning teacher's practices and developing teacher identity; and
- principals, tutor teachers and experienced teachers own learning needs in relation to beginning teacher induction.

In addition is the need to address the questions raised about teachers' work and the effect of work conditions on teachers' and children's learning. The decisions that are made consciously and unconsciously about what to prioritise, what to

leave in and what to leave out in a time constrained environment and the effects of these both on student and BT learning would be of interest to those committed to unpacking what makes a difference to children's learning in the school context. There is also the impact of teachers' work on satisfaction levels and the paradox that exists between work conditions, satisfaction and learning. Beginning teacher and student learning could benefit from an investigation into teacher satisfaction and work conditions. To attract future generations into teaching work, conditions will need to match the aspirations of up and coming educators. Increasing the satisfaction level may well attract more to the profession, thus providing a greater pool of potential applicants and teachers.

Principals are in essence the final arbitrators of teacher quality, recommending that BTs move from provisional registration to full registration. Research into who and how these judgements are made and the relationship to teaching and learning would provide further insight into teacher quality. The development of meaningful and robust external moderations processes to support the induction designs and judgements made by principals could enhance both consistency and potentially the induction experiences. Finally, there is a need for additional empirical data that further unpacks and provides insight into day-to-day sound induction practices that are occurring in schools, classrooms and in professional conversations.

Conclusion

The challenge for policy makers, principals, teachers and academics is to provide all novice teachers with induction experiences that are grounded in collaborative school learning cultures, where sound induction and school-wide effective pedagogical and ethical practice are modelled. This is a daunting task. However, not addressing the challenge has consequences for teacher quality and retention. BT induction isolated from effective school leadership and educative school cultures will have minimal positive impact on BTs, indeed an absence of good leadership has the potential to affect BTs negatively as the discourse of the school has a powerful influence on teacher's identity and practice.

This thesis has developed a pedagogical and professional BT induction model, which identified a number of characteristics of sound induction, and these characteristics have implications for policy. Such implications are challenging and raise many questions, as sound induction is complex encompassing multiple factors and people. The evidence in the study found that BTs, tutor teachers and principals in schools with characteristics of sound induction contend with numerous issues and competing interests. Nevertheless, the BTs found the negative issues were outweighed by the support and strategies that advanced their learning as teachers. Even so, beginning teachers, to be successful, require emotional and educative support. Just as graduate beginners in other professions are unlikely to become exceptional when their rite of passage is in situations where competence is mediocre or inept, and ethics are unprincipled, so to are beginning teachers less likely to learn high quality pedagogical and ethical practices in schools where mediocrity and a lack of integrity prevails.

The interrogation of BT induction has presented what is thriving in the present in the anticipation that it may inform and improve beginning teacher induction in the future to advance the potentially powerful effect of teachers on student learning. It is anticipated that the seven case studies, along with the working theory of sound induction presented will add to the body of knowledge in the field of teacher learning and professional development and contribute to the debate about beginning teacher induction, teachers' work and quality teaching.

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APPENDICES

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Appendix 1

Seven schools showing decile rating, size, participants, ethnicity, age, gender, highest qualifications, time in teaching and codes for participants

Arragon Full primary, Integrated school; Decile 1; School size:305; Urban	Code	Years/Months Teaching	Ethnicity	Age	Gender	Qualification
BT year 1	ASBT1	13 months	Western Country European	26-30	Female	Bachelor of Science in Biology Bachelor of Science in Education
BT year 2	ASBT2	20 months	NZ Pakeha/Euro	26-30	Female	Bachelor of Science Graduate Diploma of Teaching Primary
Principal	ASP	30 years	NZ Pakeha/Euro	51-55	Female	Higher Diploma in Teaching
TT year 1	ASTT1		NZ Pakeha/Euro	41-45	Female	Advanced Diploma in Teaching
TT year 2	ASTT2	30 years	NZ Pakeha/Euro	51-55	Female	Trained Teacher Certificate
Syracuse Contributing school; Decile 10 School size:509; Urban						
BT year 1	SSBT1	10 months	Asian-Malaysian	26-30	Male	Bachelor of Science (Marketing) Graduate Diploma of Teaching Primary
BT year 2	SSBT2	22 months	European		Female	Bachelor of Education (Teaching)
Principal	SSP	35-40 years	NZ Pakeha/Euro	56-60	Male	Bachelor of Education
TT year 1	SSTT1	20 years	NZ Pakeha/Euro	41-45	Female	Higher Diploma of Teaching
TT year 2	SSTT2	24years	NZ Pakeha/Euro	46-50	Female	Master of Education (Honours)
Messina Contributing school; Decile 9 School size: 351; Urban						
BT year 1	MSBT1	24 months	NZ Pakeha/Euro	18-22	Male	Bachelor of Education Teaching
BT year 2	MSBT2	9 months	NZ Pakeha/Euro	31-35	Male	Bachelor of Music Graduate Diploma of Teaching Primary & Secondary
Principal	MSP	33 years	NZ Pakeha/Euro	51-55	Female	Master of Education
TT year 1	MSTT1	6 years	NZ Pakeha/Euro	26-30	Female	Bachelor of Education; Dip Teaching Post Graduate Diploma of Teaching
TT year 2	MSTT2	9 years	NZ Pakeha/Euro	26-30	Female	Bachelor of Education Diploma of Teaching

Windsor Contributing school; Decile 7 School size: 351; Urban						
BT year 1	WSBT1	11 months	NZ Pakeha/Euro	18-25	Female	Bachelor of Education Primary
BT year 2	WSBT2	13 months	NZ Pakeha/Euro	36-40	Male	Bachelor of Education Primary
Principal	WSP	40 years	NZ Pakeha/Euro	61-65	Male	Bachelor of Education
TT year 1	WSTT1	7 years	NZ Pakeha/Euro	51-55	Female	Diploma of Teaching
TT year 2	WSTT2	15 years	NZ Pakeha/Euro	31-35	Female	Bachelor of Education
Norfolk Contributing school; Decile 10 School size: 690; Urban						
BT year 1	NSBT1	10 months	Asian	18-25	Female	Bachelor of Education
BT year 2	NSBT2	22 months	NZ Euro/Maori	18-25	Female	BA/Bachelor of Education
Principal	NSP	28 years	NZ Pakeha/Euro	51-55	Female	Master of Education
TT year 1	NSTT1	6 years	NZ Pakeha/Euro	46-50	Female	BA
TT year 2	NSTT2	4 years	NZ Pakeha/Euro	18-25	Female	Bachelor of Education
Verona School Contributing school; Decile 2; School size: 400; Urban						
BT year 1	VSBT1	10 months	NZ Pakeha/Euro	18-25	Female	Bachelor of Education (Teaching)
BT year 2	VSBT2	20 months	NZ Pakeha/Euro	31-35	Male	Bachelor of Education (Teaching)
Principal	VSP	30 years	NZ Pakeha/Euro	51-55	Female	Bachelor of Education
TT year 1	VSTT1	28 years	NZ Pakeha/Euro	45-50	Female	Bachelor of Arts (Diploma of Teaching)
TT year 2	VSTT2	24 years	NZ Pakeha/Euro	51-55	Female	Graduate Diploma of Education
Pisa School Intermediate school; Decile 10 School size: 660; Urban						
BT year 1	PSBT1	10 months	NZ Pakeha/Euro	18-25	Female	Bachelor of Education
BT year 2	PSBT2	10 months	NZ Pakeha/Euro	18-25	Male	Bachelor of Management Studies Post Graduate Diploma of Teaching
Principal	PSP	40 years	NZ Pakeha	61-65	Male	BA
TT year 1	PSTT1	28 years	NZ Pakeha	46-50	Female	Partially completed BEd (TTC)
TT year 2	PSTT2	5 years	NZ Pakeha	23-30	Female	Bachelor of Education Diploma of Teaching

School of Education
Te Kura Toi Tangata
The University of Waikato
Private Bag 3105
Hamilton, New Zealand

Telephone 64-7-838 4500
Facsimile 64-7-838 4555
<http://www.waikato.ac.nz/education>



The
University
of Waikato

*Te Whare Wānanga
o Waikato*

Appendix 2:

MEMORANDUM

Telephone 64-7-838 4500
Facsimile 64-7-838 4555
<http://www.waikato.ac.nz/education>

To: Frances Langdon
cc: Professor Clive McGee, Supervisor
Timoti Vaitolei, Committee Representative

From: Jenny Ritchie, Chairperson
School of Education Ethics Committee

Date: 15 July 2003

Subject: Ethical Approval

Project: *Professional Development for beginning teachers in primary school*

I am pleased to advise that the above application has received ethical approval.

The Committee wishes you all the best with your research.

A handwritten signature in black ink, appearing to read 'J Ritchie'.

Jenny Ritchie
Chairperson
School of Education Ethics Committee



Appendix 3: Principals information letter

Title of Project: Professional Development for beginning teachers in primary schools

Information sheet/letter

Dear (Principal),

Your school has the reputation of providing good practice advice and guidance/professional development for beginning teachers. This letter is to inform you of a research project that is investigating the professional development for beginning teachers in primary schools and to invite you to participate.

As someone who has been committed to teachers, teaching and teacher education for many years this study is of particular interest to me. I am also enrolled as a PhD student at Waikato University and the investigation of current good practice and possible future advice and guidance programmes to support beginning teachers is my thesis. I hope this study will support the professional development of beginning teachers which research indicates impacts on the quality of teachers in schools and arguably the retention of teachers.

I would like to interview you, beginning teachers and tutor teachers in your school about the professional development support you provide over the first two years of their practice. The interviews will be approximately 40 minutes in length and with individual consent would be taped. I would send you a copy of the types of questions we would explore in the interview a week before it is scheduled. I would anticipate that these interviews would take place during term 3 at suitable prearranged times. After the interview and later in term 3 a one hour principals focus group is to be convened to address any new question that may have arisen out of the interviews data and seek where necessary seek clarification. A suitable time for this focus group would be negotiated.

You are in no way obliged to participate however if you do take part, you may withdraw up until June 2004 without prejudice and data can be returned to you or destroyed at your request. All data gathered in the research process will be confidential and anonymity of individuals and schools will be maintained in any reports and publications. If you agree in principle to participate I would ask you to sign the consent form and return it to me in the enclosed stamped addressed envelope.

I would also ask you to pass on to the beginning teachers – a year 1 and/or year 2, and if available tutor teachers of year one and two beginning teachers, the information I have enclosed so that they too may consider participation. Please note it is not essential for all beginning teachers and tutor teachers to participate, it is a choice for them to make individually

I would like to thank-you for considering my request. If you have any queries I would welcome discussing these with you. I can be contacted by phone on 09 6238899 ext 8769 or 8626 or by email at f.Langdon@ace.ac.nz.

Yours sincerely

Frances Langdon



Appendix 4: Tutor Teacher Information letter.

Title of Project: Professional Development for beginning teachers in primary schools

Information sheet/letter

Dear (Tutor Teacher),

Your school has the reputation of providing good practice advice and guidance/professional development for beginning teachers. I have discussed the advice and guidance programme with your principal and (name) has given me permission to communicate with you about my research project. I am investigating good practice professional development for beginning teachers in primary schools and would like to invite you to participate.

As someone who has been committed to teachers, teaching and teacher education for many years this study is of particular interest to me. I am also enrolled as a PhD student at Waikato University and the investigation of current good practice and possible future advice and guidance programmes to support beginning teachers is my thesis. I hope this study will support the professional development of beginning teachers which research indicates impacts on the quality of teachers in schools and arguably the retention of teachers.

I would like to interview you about the professional development support you provide as a tutor teacher of a beginning teacher. The interviews will be approximately 40 minutes in length and with your consent would be taped. I would send you a copy of the types of questions we would explore in the interview a week before it is scheduled. I would anticipate that these interviews would take place during term 3 at suitable prearranged times. After the interview and later in term 3 a one hour tutor teacher focus group is to be convened to address any new question that may have arisen out of the interview data and where necessary to seek clarification. A suitable time for this focus group would be negotiated.

You are in no way obliged to participate however if you do take part, you may withdraw up until June 2004 without prejudice and data can be returned to you or destroyed at your request. All data gathered in the research process will be confidential and anonymity of individuals and schools will be maintained in any reports and publications.

If you agree to participate I would ask you to sign the consent form and return it to me in the enclosed stamped addressed envelope.

I would like to thank-you for considering my request. If you have any queries I would welcome discussing these with you. I can be contacted by phone on 09 6238899 ext 8769 or 8626 or by email at f.Langdon@ace.ac.nz.

Yours sincerely

Frances Langdon



Appendix 5: Beginning Teacher Information letter.

Title of Project: Professional Development for beginning teachers in primary schools
Information sheet/letter

Dear (Beginning Teacher),

Your school has the reputation of providing good practice advice and guidance/professional development for beginning teachers. I have discussed the advice and guidance programme with your principal and (name) has given me permission to communicate with you about my research project. I am investigating good practice professional development for beginning teachers in primary schools and would like to invite you to participate.

As someone who has been committed to teachers, teaching and teacher education for many years this study is of particular interest to me. I am also enrolled as a PhD student at Waikato University and the investigation of current good practice and possible future advice and guidance programmes to support beginning teachers is my thesis. I hope this study will support the professional development of beginning teachers which research indicates impacts on the quality of teachers in schools and arguably the retention of teachers.

I would like to interview you about the professional development support you get as a beginning teacher. The interviews will be approximately 40 minutes in length and with your consent would be taped. I would send you a copy of the types of questions we would explore in the interview a week before it is scheduled. I would anticipate that these interviews would take place during term 3 at suitable prearranged times. After the interview and later in term 3 a one hour beginning teacher focus group is to be convened to address any new question that may have arisen out of the interview data and where necessary to seek clarification. A suitable time for this focus group would be negotiated.

You are in no way obliged to participate however if you do take part, you may withdraw up until June 2004 without prejudice and data can be returned to you or destroyed at your request. All data gathered in the research process will be confidential and anonymity of individuals and schools will be maintained in any reports and publications.

If you agree to participate I would ask you to sign the consent form and return it to me in the enclosed stamped addressed envelope.

I would like to thank-you for considering my request. If you have any queries I would welcome discussing these with you. I can be contacted by phone on 09 6238899 ext 8769 or 8626 or by email at f.Langdon@ace.ac.nz.

Yours sincerely

Frances Langdon

Appendix 6: Guidelines for Interviews: Beginning Teacher

Current practice:

How is the .2 advice and guidance time used in your school to support your professional development as a BT?

Identify the people who support you most?

What do you do to support your development as a teacher?

What type of support do you find most useful? e.g. time out of the classroom to plan , time out to observe others, time to read current research or new practices, time to attend short courses, time to continue professional development that lead to other qualifications, other...

What effect has the support had on you...what difference has it made to you?

What type of support did you need in the first 6 mths? 2nd 6mths of your first year? (where relevant)

What type of support did you need in the first 6 mths? 2nd 6mths of your second year? (where relevant)

What do you think would have happened had the .2 time not been available...how important do you think it is?

What is it that makes you a better teacher? improves your practice?

What advances your thinking about children's learning? triggers deeper thinking?

What gets in the way of the previous two questions? improving practice? deeper thinking about children's learning?

Making judgments:

How do you recognise that you are developing well as a beginning teacher?

How do you recognise that things are not going so well?

Are the views that you have of yourself validated by others?

If so who are these people?

What form does this validation take?

School culture:

How does the culture of the school support your professional development?

How does the culture of the school constrain your development?

Do you always feel safe in the school environment?

CRITICAL INCIDENT:

Describe an incident /event or insight that has made a difference to the way you are thinking and/or your practices as a teacher?

Resourcing, macro/micro influences:

How easy is it to get help when you feel you need it?

Who is likely to support you?

What constraints are there on you to develop, as you would ideally like to be as a teacher?

Do you see any links between what you are doing now and your teaching qualification?

Do you think there should be follow up between your preservice programme and yourself as a BT?

If so what form?

Whose interest is it to have this type of follow up?

Are there any particular standards used to judge your teaching against? If so what are they?

Does the NZ Teachers Council influence what you do? If so how?

Improved model:

When thinking about your professional development needs what aspects did you value?

What was important? Were there instances when your needs were not addressed?

Did you feel at any time excluded from or unable to access professional development?

Were there times when you did not feel comfortable asking...?

What would you like to change to improve the programme?

How would these changes impact on what you do?

If you could design a programme for all NZ BTs what would it be like? Why would it be like this and how would you know whether it was a good advice and guidance programme?

Conceptual views of the teacher:

Have you ever heard of the teacher referred to as a technical teacher or a technician?; and conversely a socially democratic moral professional? What does being described as a technician mean to you? What does being described as a professional teacher mean to you?

1. What is the status of New Zealand teachers in our society?
2. Why do you consider this to be so?

Other comment.....

Statistical Data:

Please circle: Male Female

Beginning Teacher YR 1

Beginning Teacher YR 2

**Ethnicity: NZ Pakeha/ European; Maori; Pasifika; Please state: -----; Asian
Please state: -----; Indian Please state: -----; Other Please state: -----;
Age: 18-25; 26-30; 31-35; 36-40; 41-45; 46-50; 51-55; 56-60; 61-65; 66-70;**

Highest Qualification Please state: -----

Teaching Qualification Please state-----

**Months in teaching - 1; 2; 3; 4; 5; 6; 7; 8; 9; 10; 11; 12; 13; 14; 15; 16; 17;
18; 19; 20; 21; 22; 23; 24;**

School decile: 1; 2; 3; 4; 5; 6; 7; 8; 9; 10;

**School size: 200-350; 351-500; 501-650; 651- 800; 801+
Urban ;
Rural**

Appendix 7: Guidelines for Interviews: Tutor Teachers

Current practice:

What are your beliefs about good professional development for teachers?

How did you become a tutor teacher?

Why did you take on the job?

How is the .2 advice and guidance time used in your school to support the professional development of the BT

How did or do you influence how the professional development for beginning teachers is structured?

What do you see are the specific needs of the BT in first 6 months, 2nd 6 months, 2nd year? (as relevant)

Give examples of the strategies you use?

How do you deal with problems? Give an example...

What makes the BT a better teacher?

What advances their thinking about children's learning?

What if anything gets in the way of advancing BTs thinking and practice to improve learning for children?

How as tutor teacher do you address

- Improving BT thinking about children's learning
- Barriers for BT thinking about children's learning

Who supports you as the tutor teacher?

What professional development do you get in relationship to your tutor teacher role?

School culture:

How does the school culture impact on what happens with regard to professional development of beginning teachers?

What aspects of the school culture benefit BTs?

What aspects of school culture might BTs find difficult

How does the culture of your school support/constrain the development of the BT and you as tutor teacher?

How does the culture of your school support the development of you as a TT? Constrain your development as a TT.

Critical incident

As a tutor teacher you are working in a different capacity than as a teacher in the school...you are supporting the development of a colleague.

Describe an incident /event or insight that has made a difference to your thinking and/or your practices as a tutor teacher?

Making Judgements

How do you make judgments about the beginning teacher?

Do others moderate these judgments? If so whom? How does this occur?

How do you recognise the beginning teacher as being ready for full registration?

What do you do with this information?

Do you use any particular standards to judge the BT against? If so what are they?

Resourcing, macro/micro influences:

What are the strengths of the current resourcing associated with this programme?

What are the strengths of the current programme you implement?

What constraints are there on you when implementing the advice and guidance programme, as you would like to?

What if any links do you see between what you are doing and the preservice qualification from which the student graduated?

Does the NZ Teachers Council influence what you do? How does...?

Improved model:

What questions are raised for you about the support available to BTs?

What would you like to change to improve the programme?

What do tutor teachers need to carry out the role?

How would these changes impact on what you do?

Do you see the advice and guidance programme linking with preservice programmes? If so how?

If you could design a programme for all NZ BTs what would it be like?

Why would it be like this?...how would you know whether it was a good advice and guidance programme?

What impact on the teaching profession would you like the reduced programmes to have?

Conceptual view of the teacher

Have you ever heard of the teacher referred to as a technical teacher or a technician; and conversely a socially democratic moral professional? What does being described as a technician mean to you?

What does being described as a professional as for BT mean to you?

What is the status of NZ teachers in our society? Why do you consider this to be so?

Other comment.....**Statistical Data:**

Please circle:

Male

Female

Yr 1 tutor teacher

Yr 2 tutor teacher

Ethnicity: NZ Pakeha/ European; Maori; Pasifika; Please state: -----;

Asian Please state: -----;

Indian Please state: -----; Other Please state: -----;

Age: 18-25; 26-30; 31-35; 36-40; 41-45; 46-50; 51-55; 56-60; 61-65; 66-70;

Highest Qualification Please state: -----

Teaching Qualification Please state-----

Months in teaching - 1; 2; 3; 4; 5; 6; 7; 8; 9; 10; 11; 12; 13; 14; 15; 16; 17; 18; 19; 20; 21; 22; 23; 24;

School decile: 1; 2; 3; 4; 5; 6; 7; 8; 9; 10; School size: 200-350; 351-500; 501-650; 651- 800; 801+

Urban ; Rural

Appendix 8: Interview Question Schedule: Principal

Current practice:

What are your beliefs about professional development for teachers?
How do you influence how the professional development for beginning teachers is structured/ carried out?
How is the .25 advice and guidance resource used in your school?
How do you decide on /appoint the tutor teachers?
How do you advance tutor teacher thinking/ practice?
How do you support the development of the beginning teacher...1st year...2nd year?
What do you see are they specific needs of the BT in first 6 months, 2nd 6months 2nd year?
How is BTs thinking advanced?.... a practice advanced?
Outline the strategies you use?
What makes the programme effective?
How do you deal with problems?

School Culture:

How does the school culture impact on the teacher?
What aspects of the school culture benefit BTs?
What aspects of school culture might BTs find difficult
How does the culture of your school support/constrain the BT programme?

Making judgments:

How do you make judgements about beginning teacher?
Do others moderate these judgements? If so whom? How does this occur?
How do you recognise the beginning teacher as being ready for full registration?
What do you do with this information?
Do you use any particular standards to judge the BT against? If so what are they?

Resourcing, macro/micro influences:

What are the strengths of the current resourcing associated with this programme?
What are the strengths of the current programme you implement?
What constraints are there on you when implementing the advice and guidance programme, as you would like to?
What if any links do you see between what you are doing and the preservice qualification from which the student graduated?
Does the NZ Teachers Council influence what you do? If so how?

Improved model:

What questions are raised for you about the support available to BT's?
What would you like to change to improve the programme?
How would these changes impact on what you do?
Do you see the advice and guidance programme linking with preservice programmes? If so how?... other school advice and guidance programmes?... anything else? How?
If you could design a programme for all NZ BT what would it be like? Why would it be like this? How would you know whether it was a good advice and guidance programme?

What impact on the teaching profession would you like to see induction having?

A conceptual view of the teacher:

Have you ever heard of the teacher referred to as a technical teacher or a technician? (Conversely a socially democratic moral professional?) If so what does it mean to you?

Other comment....

Statistical Data:

Please circle:

Male Female

Ethnicity: NZ Pakeha/ European; Maori; Pasifika; Please state: -----;

Asian please state-----;

Indian Please state: -----; Other please state: -----;

Age: 18-25; 26-30; 31-35; 36-40; 41-45; 46-50; 51-55; 56-60; 61-65; 66-70;

Highest Qualification Please state: -----;

Teaching Qualification Please state: -----;

Years in teaching -1; 2; 3; 4; 5; 6; 7; 8; 9; 10; 11; 12; 13; 14; 15; 16; 17; 18; 19; 20; 21; 22; 23; 24; 25; 25; 26; 27; 28; 29; 30; 31-35; 35-40; 40+

School decile: 1; 2; 3; 4; 5; 6; 7; 8; 9; 10;

School size: 200-350; 351-500; 501-650; 651-800; 801+

Urban; Rural

Appendix 9

Induction of Novice Teachers August 2004

Principal's Group

Research project: Professional development of beginning teachers in primary schools.

Thank you for agreeing to participate in this group discussion. The session will be taped. It is anticipated it will be a one-hour meeting.

This discussion will focus on:

- Improving beginning teachers learning to support children's learning.
- Identifying further ways to improve the induction of beginning teachers and the retention of teachers.

Suggested questions:

- How important for you or the school is it to have a conceptual view of a good/effective beginning teacher to support BT learning?
- What might this effective/good beginning teacher be like?
- What do you think advances beginning teacher thinking and practice about children's learning?
- What do you think advances tutor/teacher thinking and practice to support the beginning teacher to think about children's learning within your school and beyond?

To what extent do you see the need to support the beginning teacher in terms of:

- Technical practice/competence? (i.e. the things they need to do)
- As a thinking professional teacher? (i.e. a teacher who moves beyond competence and compliance when considering children's learning.
- As a teacher who works with others?
- As a teacher who contributes to the school/community/education sector?

To support the retention and quality of teachers what aspects of induction would you like to improve:

- at a national policy level
- at a regional level
- within schools

Other:

Comments:

Name: _____

Signature: _____ Date: _____

School Decile: _____

{Confidentiality, an ethic of care of individuals/schools in publications will be adhered to}

Appendix 10

Induction of Novice Teachers August 2004

Tutor Teacher Group

Research project: Professional development learning and induction of beginning teachers in primary schools.

Thank you for agreeing to participate in this group discussion. The session will be recorded on tape. It is anticipated the meeting will be a one hour meeting.

This discussion will focus on:

- Improving beginning teachers learning to support children's learning.
- Identifying further ways to improve the induction of beginning teachers

Suggested areas for discussion:

- How important is it to have a conceptual view of a good/effective beginning teacher? to support BT learning?
- What might this effective/good beginning teacher be like?
- What advances beginning teacher thinking and practice about children's learning?
- What advances your thinking and practice to support the beginning teacher to think about children's learning?
- What can the principal and other teachers do to advance beginning teacher learning about children's learning?
- Do you think there should be assistance from others outside the school to support the development of beginning teachers?

To what extent do you see the need to support the beginning teacher in terms of:

- Technical practice/competence? (i.e. the things they need to do)
- As a thinking professional teacher?
- As a teacher who works with others?
- As a teacher who contributes to the school/community/education sector?

To support the retention and quality of teachers what aspects of induction would you like to improve:

- at a national policy level
- at a regional level
- within schools

Other : _____

Comments:

Name: _____

Signature: _____

Date: _____

School Decile: _____

{Confidentiality, an ethic of care of individuals/schools in publications will be adhered to}

Appendix 11

Induction of Novice Teachers August 2004

Beginning Teacher Group

Research project: Professional development learning and induction of beginning teachers in primary schools.

Thank you for agreeing to participate in this discussion this session will be recorded on tape. It is anticipated the meeting will be a one hour meeting.

This discussion will focus on:

- Improving beginning teacher learning to support children's learning.
- Identifying further ways to improve the induction of beginning teachers.

Areas for discussion:

- To support BT learning how important for you or the school is it to have a conceptual view of a good/effective beginning teacher?
- What might this effective/good beginning teacher be like?
- What advances beginning teacher thinking and practice about children's learning?
- What advances your thinking and practice to support beginning teachers to think about children's learning?
- What would advance tutor teaching thinking and practice to support beginning teacher thinking/practice in relation to children's learning?
- What could the principal and other teachers do to support BT learning?
- Do you think there should be assistance with the development of a beginning teacher from others outside of the school?

To what extent do you see the need to support the beginning teacher in terms of:

- Technical practice/competence? (i.e. the things they need to do)
- As a thinking professional teacher?
- As a teacher who works with others?
- As a teacher who contributes to the school/community/education sector?

To support the retention and quality of teachers what aspects of induction would you like to improve:

- at a national policy level
- at a regional level
- within schools

Other Comments:

Name: _____

Signature: _____

Date: _____

School Decile: _____

{Confidentiality, an ethic of care of individuals/schools in publications will be adhered to}

Appendix 12: Request for BT documentation sent to seven schools

Dear

Re: PhD research: Beginning Teacher Induction

I am undertaking research examining effective/ good induction programmes. Your school participated in this research.

I am currently writing up the findings after analysing 36 individual interviews with principals beginning teachers and tutor teachers and 3 focus group interviews.

It is most interesting and I am confirming that we do have some very fine induction practices.

I am interested in citing written material that your school has associated with beginning teacher induction e.g. report formats, policy statement, your own school guidelines, samples of a report on the beginning teacher. If you have examples you could forward it would be appreciated. I have enclosed a stamped addressed envelope.

You may not have anything specific to your school as you will have the Ministry of Education support kit for schools, Towards Registration. If this is the case would you please just return the envelope with a nil return on the outside.

I value your time once again as I know how busy you are and I look forward to sharing this work with you in the future.

Kind regards

Frances Langdon