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**Towards a smoother transition: A multiple case study of
perceived teaching related issues and support for novice
higher education teachers**

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Abstract

Individuals from various occupations are recruited into higher education based on their expert discipline knowledge, professional experience and currency of practice. However, little is known about the experiences of this academic subgroup in New Zealand. International literature evidences that this group of individuals experience teaching related issues and inadequate support to assist them to transition into academia and to master the teaching role.

Using a multiple-case study research approach, this thesis reports on the main teaching related issues perceived and experienced by four novice higher education teachers in New Zealand. In addition, it reports on what they consider are the most effective/least effective structures and practices for supporting their teaching development, including tertiary teacher academic induction. Semi-structured interviews and participant details forms were used to gather data. A social ecological framework was used to interpret and contextualise the findings.

Ten themes arose from the analysis. Teaching related issues were found to be unclear expectations, resources absent/not up to standard, assessment development and marking, challenges engaging students, and issues affecting identity. Perceived effective support structures were conversations with colleagues, conversations with external contacts and the Teaching Development Unit or equivalent. Perceived ineffective support structures were induction and line management. Use of the social ecological framework identifies that most effective/ineffective structures and practices to support this group occurred in the interpersonal and intrapersonal contexts most proximal to the individual. Similarly, the teaching related issues arose from oversights of others and development needs of the individual.

This research adds to what is known about the transition experiences of novice higher education teachers in New Zealand. It provides preliminary findings that suggest that the induction procedures within both universities and ITPs need to be reviewed and their implementation scrutinised. There

is a need to support line managers to induct and support their new staff members more effectively. The study concludes with practical implications and recommendations for future research.

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Chapter 1 : Introduction

1.1 Introduction

I began teaching in higher education after four successive years of study, during which I gained two years' experience in the fitness industry as a personal trainer. I had limited teaching experience but held a Graduate Diploma in Teaching (Secondary) and a plethora of experience leading young people through volunteer work. As a novice higher education teacher, I encountered many tensions that I associated with my workload and the context I found myself in. In my first year, I was assigned eight papers to teach that spanned across two qualifications. The qualifications had been delivered for the first time in the year prior, and each paper was delivered in an eight-week block by various casual tutors. Consequently, when I began my role as a full-time lecturer, the existing resources were scattered and scanty.

I was hired as a potential solution to the attrition of student attendance and poor course completion statistics of the year prior. It was assumed that the students needed the security of a full-time lecturer, particularly due to their education backgrounds. The entry criteria for the Certificate qualification I delivered was NCEA level one. I spent my six weeks prior to delivery preparing resources for the interactive pedagogies I intended to use with my students. However, once teaching began I was spending 16 hours a week in the classroom and I discovered the extent of my students' learning needs and preferences. They expected practical lessons and instead encountered necessary theory. Hence, my first year was spent burning the candle at both ends to develop resources not only to deliver a cohesive curriculum, but also interactive pedagogies that met the needs of my learners.

I worked in a team of three: manager, colleague and myself and we operated mostly independently. I think this reflected our teaching allocations and lack of formal structures for curriculum development. I was

comfortable with this because I didn't know any better and I was too busy to consider the benefits of collaboration. Even in my three and a half years teaching, my team changed several times. Hiring people from careers outside of tertiary institutions without teaching backgrounds was common practice, but it brought with it complex issues. All academic staff were time poor, including myself. Although there were induction processes in place, they were very limited and sporadic. There was an expectation that all staff should gain a Certificate in Tertiary Teaching, but in some cases, this occurred after six months in the position, or never at all.

During my experience I relied heavily on my learning from the Graduate Diploma in Teaching. However, two of my colleagues did not possess teaching qualifications or teaching experience. They struggled in their roles as much as I did, if not more so, considering their decisions to leave the position after little more than a year. Hence this thesis is about identifying and advocating for support for people who transition into higher education teaching from careers outside of tertiary institutions with no previous teaching experience or qualification. I believe that in identifying their teaching related needs and what support they perceive is available or lacking, informed changes in support will be able to be made by managers, human resources and professional development staff. In the remainder of this chapter I introduce this subgroup of academics as novice higher education teachers and explain the importance of this research. I provide an overview of the research design, research questions and practical relevance of the study.

1.2 The novice higher education teacher

This study is concerned with the perceived teaching related issues and support structures and practices for the teaching development of novice higher education teachers. For the purpose of this study, novice higher education teachers are defined as individuals who have entered an academic teaching position within the last seven years from a career outside of academia. They have no experience teaching adults and did not possess an adult teaching qualification upon appointment to their academic teaching position. This definition has been influenced by the

recruitment issues encountered in this study that are addressed in Chapter 4, subsection 3. The definition of novice higher education teacher includes individuals who have transitioned from professions, occupations or trades. This group differ from other academic staff who enter academic positions through an academic only route or from primary/secondary education. Novice higher education teachers may not have the professional knowledge that is associated with teaching. Hence their experiences with teaching and need for support may differ from their academic counterparts.

The existing literature indicates that those who transition from careers outside of tertiary institutions into academia come from a variety of occupations such as law (Wilson et al., 2014; Guth, 2009), occupational therapy (Ennals, Fortune, Williams & D'Cruz, 2016), design, forensic science and performing art (King, Roed & Wilson, 2018), engineering (Wilson, Wood, Solomonides, Goos & Dixon, 2014), nursing/clinical background (Anderson, 2009; Boyd, 2010; Gourlay, 2011b; Smith & Boyd, 2012), construction/trades (Chan, 2009; Maurice-Takerei, 2016), youthwork and sport (Wood, Farmer & Goodall, 2016), health, caregiving and business (Gourlay, 2011a). Additional studies have reported their participants to come from a range of practice and professional backgrounds (Iglesias-Martinez, Lozano-Cabezas, & Martinez-Ruiz, 2014; Staniforth & Harland, 2006; Barlow & Antoniou, 2007; Gourlay, 2011a).

However, only two of the studies found were conducted in a New Zealand context (Chan, 2009; Maurice-Takerei, 2016). Most of the existing literature found regarding novice higher education teachers was carried out in the United Kingdom (UK) (Guth, 2009; Boyd, 2010; Gourlay, 2011a; Gourlay, 2011b; Smith & Boyd, 2012; Wood et al., 2016; King et al., 2018). It suggests that novice higher education teachers experience an array of challenges upon their transition into academia. These include transition issues such as culture shock/disorientation, workload and isolation; teaching related issues such as course planning, assessment and classroom management; and finally, personal issues such as identity and inauthenticity, and confidence.

Such experiences have also been encountered by Australian former professionals (Wilson et al., 2014; Ennals et al., 2016), American nurse practitioners and clinical nurse specialists (Anderson, 2009) and New Zealand trades educators (Maurice-Takerei, 2016; Chan, 2009). Given such transitional issues, novice higher education teachers may be inclined to learn to cope as opposed to teach (Husband, 2018). At worst, they may choose to leave because they can't cope with the perceived demands they experience, or the contrast of reality to their expectations (King et al., 2018). Sutherland (2018) and King et al. (2018) raise the need to consider the expectations, experience, skills and potential of individual staff in order to provide more effective support structures. They conclude that support should be structured according to the needs of each individual.

In order to make improvements, there is a need to know more about novice higher education teachers' experiences. In New Zealand, the work of Sutherland (2018) is the most recent study that has some relevance to the needs of those who have or will transition from careers outside of tertiary institutions into academia. In 2013, Sutherland, Wilson and Williams (2013) undertook a research project that sought to identify factors that influenced early career academics' (ECAs) academic success in all eight universities around New Zealand. ECAs were defined as "those within seven years of their first permanent academic appointment" (Sutherland et al., 2013, p. 8). All ECAs in the eight universities were sent a questionnaire on demographics, qualifications, and job information, research and teaching activity, institutional policies, support and services for new academics, and work-life balance and satisfaction. Five hundred and thirty-eight responded. Of those who responded, 36% were 40 years of age or older, indicating that they had entered academia from other professions. It was discovered that an interrelation of institutional support, prior experiences and qualifications, and personal characteristics contributed to the perceived success of ECAs.

Beyond the term 'early career academics' (Sutherland, 2018), there are many varied terms used in literature to identify staff that are new to teaching at tertiary level. Some include 'new academic staff' (Mathieson, 2011; Billot & King, 2017; Staniforth & Harland, 2006), 'beginning

university teachers' (Stes, Coertjens, & Van Petegem, 2010; Clavert, Bjorklund, & Nevgi, 2014), 'probationary lecturers' (Smith, 2010) and 'novice/new university lecturers' (Gourlay, 2011; Barlow & Antoniou, 2007; Bywater & Mander, 2018; Iglesias-Martinez et al., 2014). However, to distinguish those who transition from working in a profession to teaching in a university, other terms are used. These include 'practice-based academic staff' (King et al., 2018) 'professional educators' (Boyd, 2010) and 'practitioner-academics' (Wilson et al., 2014). In their former positions, this group of people are referred to as 'practitioners' (Boyd, 2010; Wood et al., 2016; Wilson et al., 2014; Maurice-Takerei, 2016; Gourlay, 2011; Husband, 2018). The majority of studies focused on this group have been carried out in universities, whilst Wood et al. (2016) and Husband (2018) refer to Higher Education Institutions and Maurice-Takerei (2016) to Vocational Education and Training. To broadly encompass all these types of institutions, the participants in this study are referred to as 'novice higher education teachers'.

1.3 Rationale

This study focuses on novice higher education teachers from a university and an Institute of Technology/Polytechnic (ITP) and is the first of its kind in New Zealand. Novice higher education teachers may be perceived as a minority subgroup of academics, but they are important. Although not much is known about them in a New Zealand context, there are political, social and economic factors that make them a relevant subgroup of academia to consider.

Firstly, the New Zealand Government has proposed a reform of vocational education (RoVE) (Tertiary Education Commission [TEC], 2019). The aim of RoVE is to create a more unified and sustainable system that better delivers skills required by employers. In order to attain greater consistency, one of their seven key changes is to amalgamate the 16 ITPs across the country into one entity: New Zealand Institute of Skills & Technology (TEC, 2019). There is an expectation that demand for upskilling and retraining will increase as technological change impacts on

existing jobs. Given the history of ITPs for delivering “hands-on work-relevant training to adults” (TEC, 2017, p.3), such demand places ITPs in a favourable position to meet these training needs. The priorities of RoVE and the current Tertiary Education Strategy (TES), particularly, “Delivering skills for industry”, make individuals from careers outside of tertiary institutions attractive recruits for academia (TEC, 2016, p.1).

Secondly, recruitment of new academic staff is necessary to replace an ageing workforce (Nana, Stokes & Lynn, 2010). In a report to Universities New Zealand Human Resources Committee Steering Group, Nana et al. (2010) raised the need to attract more recruits into academia if demand is to be met by 2020. One suggested strategy was “to address workforce issues independently” (Nana et al., 2010, p. 7) whereby individual universities decide and act on the best suited approach to increase their academic staff. The suggestion was that this could be achieved by recruiting individuals from careers outside of academia. Hence it is possible that such individuals may be sought to work in both ITPs and universities in New Zealand.

Finally, the recruitment of individuals from careers outside of academia supports the development of a more diverse workforce that offers more expansive and comprehensive perspectives on a variety of knowledge forms (Bywater & Mander, 2018). These individuals have valuable professional knowledge and experience that is particularly valuable for the delivery of vocational degrees (Wood et al., 2016). In addition, they often have transferable skills that are complementary to teaching such as “counselling, facilitating, researching, supporting and educating” (Bywater & Mander, 2018, p.209).

Teaching is a focus in this study because tertiary teachers in New Zealand tend to lack pre-service teacher education (Projects International, 2010) and teaching expertise should be as equally valued as discipline knowledge in order to enhance the learner experience (Suddaby, 2019). A more recent study of New Zealand early career academics evidenced that only 15 percent held a higher education teaching qualification (Sutherland et al., 2013). However, it is possible that the teaching skills and

qualifications of New Zealand academics will receive greater attention in the coming decade in response to the potential professionalisation of tertiary teaching (Suddaby, 2019).

It is foreseen that professional standards for tertiary teaching have the potential to support staff in their capability “so that they use good practices to challenge, motivate, and support learners, so learners can receive the benefits that excellent education offers” (Suddaby, 2019, p.5). This international discussion acknowledges the duality of the tertiary teachers’ role and the significance of their expert discipline knowledge and experience, hence the professional standards framework will take this into account. Consequently, novice higher education teachers will continue to be valued but also challenged and supported to build teaching capability. Therefore, it is important to find out more about the teaching related issues they face, in order to better support their teaching development.

1.4 The research design

This study falls within interpretive paradigm (Taylor & Medina, 2013) and explored the teaching related issues experienced by novice higher education teachers. It undertook a holistic approach to their experiences, acknowledging that there are aspects associated with the transition and social context that impinge on their capacity to build their teaching capability.

1.4.1 Research questions

The research questions are as follows:

What are the main teaching related issues perceived and experienced by novice higher education teachers?

What do novice higher education teachers consider are the most effective / least effective structures and practices for supporting their teaching development?

The answers to these questions have been pursued through in depth semi-structured interviews (Brown & Danaher, 2017) with four novice higher education teachers, two from a university and two from an institute

of technology/polytechnic. I faced a number of challenges in recruiting participants in the study and these issues will be discussed in depth. Findings are presented as individual case studies in order to describe the context of the novice higher education teachers experiences and perceptions (Baxter & Jack, 2008). Furthermore, stories assist the reader to transfer the findings to their own situations (Baxter & Jack, 2008).

A social ecological framework (Bronfenbrenner, 1977) was used to enhance the rigor of this case study approach (Baxter & Jack, 2008). The framework shows the relationships between each novice higher education teacher and their specific context schematically. The framework provides a way to think about and analyse the complexity of the environment in which issues arise and support is offered to novice higher education teachers.

It is anticipated that the findings will assist in identifying the constituents of potential support structures. Furthermore, it is hoped that findings will reveal the perceived effectiveness of existing support structures for building teaching capability. This study therefore has the potential to inform those considering a teaching career in higher education, existing novice higher education teachers, their managers, their colleagues, and institutions' units that develop and implement support structures. It is intended to elucidate implications for how to support teaching effectiveness and inform the discussion regarding the development of a professional standards framework for tertiary teaching (Suddaby, 2019). Findings may provide evidence to induce positive change or refinement to policies as to better support novice higher education teachers in developing their teaching capability.

1.5 Structure of the thesis

This thesis is presented in 7 chapters, including this introductory chapter.

Chapter 1 has introduced the study by identifying the need to find out more about the experiences of novice higher education teachers in a New Zealand context. The chapter describes the subgroup of novice higher education teachers who emerge from careers outside of academia and what is currently known about their experiences, including the relevance and importance of the study in a New Zealand context. Finally, the research questions and research approach were described.

Chapter 2 is the first chapter of the literature review. It explores the literature related to the first research question: academic demands and issues experienced by novice higher education teachers. It specifically focuses on the transition issues, teaching related issues and personal issues as experienced by novice academics in the literature given teaching issues is the focus of this study.

Chapter 3 discusses literature pertaining to the second research question: existing sources of support for novice higher education teachers as identified in the literature. It begins with an exploration of induction related practices, followed by consideration of mentoring, collegial relationships and professional development and learning.

Chapter 4 discusses the research design of the study. It addresses the underpinning paradigm of the study and qualitative methods. Ethics and trustworthiness are discussed.

Chapter 5 focuses on the findings of the study. It reports on the data gathered through semi-structured interviews with four novice higher education teachers. Each individual's experience is presented as a story within the structure of the social ecological framework.

Chapter 6 is the discussion chapter. The themes arising from the findings are discussed in relation to the literature addressed in chapters 2 and 3.

Chapter 7 concludes the study. It presents the limitations of the study. The chapter also provides recommendations and implications associated with the findings of the study.

Chapter 2 : Academia demands and issues experienced by novice academics

2.1 Introduction

This chapter begins by exploring the issues that have arisen in the transition from careers outside of tertiary institutions into academia with a particular focus on teaching. Three categories of issues emerged from the literature review: transition issues, teaching related issues and personal issues. All categories were explored because the transition and personal issues were found to impinge on teaching capacity. Transition issues are presented in the themes of culture shock/disorientation, workload, and isolation. Subsequently, the teaching related issues are explored in the areas of course planning, assessment and classroom management. Finally, the personal issues of identity and authenticity, and confidence are discussed.

2.2 Transition issues

2.2.1 Culture shock/disorientation

Culture shock is a significant experience when novice higher education teachers encountered the jargon, systems and procedures of their new workplace, although not unique to academia (Allen, 2006; Boyd, 2010; Smith & Boyd, 2012; Wilson et al., 2014; Bywater & Mander, 2018). The initial transition period has been found to be overwhelming and characterised by feelings of disorientation (Anderson, 2009; Boyd, 2010; Gourlay, 2011a, Gourlay, 2011b; Smith & Boyd, 2012). In some cases, this experience is not specific to novice higher education teachers, but extends to novice academics who may have entered academia through an academic only route or from a teaching background (Staniforth & Harland, 2006; Smith, 2010). Disorientation is associated with not knowing what is required of them (Staniforth & Harland, 2006; Gourlay, 2011b) or where to

go to raise professional issues (Smith, 2010). The confusion of the transition experience can feel like “having to deal with a new language” (Boyd, 2010, p. 159) or landing on another planet (Gourlay, 2011b).

2.2.2 Workload

Upon transition, many novice higher education teachers find their workload to be overwhelming (Guth, 2009; Anderson, 2009; Boyd, 2010; Smith & Boyd, 2012; Wilson et al., 2014). For novice higher education teachers in teacher and nurse education at a UK institution, contributing to this feeling was “the expectation they feel that they should be up and running from day one of their appointment, especially with regard to teaching” (Boyd, 2010, p. 159). This was a result of the department’s need to ensure all teaching work was allocated (Boyd, 2010). However, this ‘sink or swim’ experience was not uncommon in the novice higher education teacher literature. Other nurse practitioners in America were overwhelmed in their transition into academia (Anderson, 2009). Some of their experiences were reported using metaphors of drowning or treading water (Anderson, 2009). Furthermore, an Australian document designed to inform potential novice higher education teachers of what to expect in the transition acknowledged that “the sink-or-swim mentality in becoming an academic is quietly fostered within universities” (Wilson et al., 2014, p.6).

In a New Zealand context, the latest public tertiary education staff survey conducted by the Tertiary Education Union reported that all full-time academics across all institutions reported working more than the duty hours outlined in their contracts (Sedgwick & Proctor-Thomson, 2019). Factors that affect workload such as class sizes and staffing levels were identified as non-negotiable by more than 60% of the 1936 academic staff surveyed. Respondents reported greater pressure on permanent staff and more tension between colleagues (Sedgwick & Proctor-Thomson, 2019).

Given that some novice academics feel overwhelmed by their workloads, balancing their time and efforts is a commonplace concern (Barlow & Antoniou, 2007; Guth, 2009; Billot & King, 2017). Preparing for teaching, including course and resource development, has been specifically

identified as a time consuming task (Barlow & Antoniou, 2007; Guth, 2009; Smith & Boyd, 2012). This can be a stressful experience because the time pressure makes it difficult to make rational and thoughtful decisions regarding selection of course content and pedagogical approaches (Guth, 2009).

2.2.3 Isolation

Several novice higher education teachers (Gourlay, 2011a; Gourlay, 2011b) and general novice academics (Barlow & Antoniou, 2007; Smith, 2010), reported experiencing isolation in their new academic roles. Resources designed to inform and support novice academics have also warned about the potential for isolating experiences (Boden, Epstein & Kenway, 2005; Wilson et al., 2014). Barlow and Antoniou (2007) discern isolation to be a particular issue for new academics, describing the higher education environment as individualistic and cliquey. However, others argue this can depend on “the preconceptions and prejudices we have of a potential future workplace [which] influence our experience of that workplace” (Wilson et al., 2014, p. 9).

It seems that novice academics may pre-conceive a collegial environment as some studies reveal that they are surprised or disappointed by the lack of collegiality (Sutherland et al., 2013; Wilson et al. 2014). Of particular interest is that in some cases, even staff that aren't new to a university and already know the environment and systems, may still experience a sense of isolation and need for support (Billot & King, 2017). Ultimately, isolation is an issue because it can leave a novice lacking confidence and self-efficacy in their capacity to teach (King et al., 2018).

Beyond personal relationships, the culture of the institution and individual departments can also have an isolating effect (Mathieson, 2011). Mathieson (2011) discovered that where there was dissonance between departmental localised cultures and approaches to teaching in the centralised induction programme, it was easy for novice academics to fall “into states of alienation and retreat” (p.254). Even in situations where there may not be a centralised induction programme, the nature of the department can have a significant influence. Mathieson (2011) points out

that alliances and conflicts regarding perceptions of teaching and learning are inevitable within a department.

2.3 Teaching related issues

Teaching is a multifaceted practice and requires time spent on “programme and course creation, material development, assessment design, moderation, one-on-one supervision of postgraduate students, laboratory and fieldwork” (Universities New Zealand [NZ], 2018, p.7). Novice higher education teachers have experienced issues with course planning (Iglesias-Martinez et al., 2014; Guth, 2009; Wilson et al., 2014), assessment (Maurice Takerei, 2016; Iglesias-Martinez et al., 2014; Boyd, 2010; Guth, 2009; Smith & Boyd, 2012) and classroom management (Iglesias-Martinez et al., 2014; Guth, 2009). Each of these themes from the literature are explored below.

2.3.1 Course planning

At the University of Alicante, Spain, 60 novice academics were interviewed to gather data about the main problems that new academics experience in their professional teaching activities (Iglesias-Martinez et al., 2014).

Those who participated in the study had been teaching for less than one year and up to six years. Course planning difficulties emerged as a finding. The novice lecturers experienced difficulty with planning course content for a variety of courses, especially ones that were new to them. Similarly, a study of 146 novice higher education teachers in nursing, midwifery and the allied health professions identified teaching outside their specialist knowledge as challenging (Smith & Boyd, 2012). Such courses required additional preparation due to the concern that a lack of command over the content would be evident in class (Iglesias-Martinez et al., 2014). This influences their confidence in their teaching capacity, which in turn influences their teaching delivery as will be discussed further on.

The aforementioned ‘sink or swim’ notion in Australian universities has been associated with course planning issues for some novice higher education teachers (Wilson et al., 2014). Wilson et al. (2014) revealed the

experience of a novice law lecturer: “I was thrown in the deep end in my first session, convening and teaching a unit at quite short notice. I had about six weeks to prepare the course...” (p.11). Another novice law lecturer in the UK reported having to design a new module in a perceived short space of time (Guth, 2009). She had not considered theories and best practice in curriculum design and found it challenging making sound decisions under the time pressure (Guth, 2009).

2.3.2 Assessment

According to the findings of Iglesias-Martinez et al. (2014), tensions in assessment procedures included excessive amounts of correction and evaluation work, difficulty in being objective and conscious of lack of evaluation competency. Assessment is perceived as important, hence there is concern about the responsibility of marking fairly and consistently (Boyd, 2010; Smith & Boyd, 2012). However, there is also concern about the amount of time it takes and assessment systems and regulations (Boyd, 2010; Smith & Boyd, 2012).

2.3.3 Classroom management

Classroom management recognises the role of the teacher in facilitating a group of individuals. It is necessary for effective teaching and learning but can become a challenge depending on student-teacher ratio, relationships with students and ambiguity around the teacher’s role in the teacher-student relationship (Iglesias-Martinez et al., 2014). A novice higher education teacher formerly from the legal profession admitted, “I had not given student behaviour all that much thought when I began teaching. I assumed that I would have little trouble beyond students falling asleep or turning up late” (Guth, 2009, p. 192). A novice lecturer at the University of Alicante also shared their struggle with classroom management: “every year [there was] at least one student who questioned my figure and my authority in the classroom” (Iglesias-Martinez et al., 2014, p. 180). However, although classroom management was identified as a theme, it is not a prominent issue in the existing literature.

2.4 Personal issues

Career transition involves the reconstruction of identity (Anderson, 2009; Chan, 2009; Smith & Boyd, 2012; Wood et al., 2016; Bywater & Mander, 2018). The individual revises and adapts how they define themselves in response to past experiences, new situations, motives and their position in a community (Smith & Boyd, 2012; Wood et al., 2016). Maurice-Takarei (2016) states that occupational identity “comes from a certainty, where a person is confident that they have the skills and knowledge necessary, can access new knowledge within the zone, and can understand the way new knowledge is made within that zone” (Maurice-Takarei, 2016, p.123). This section discusses the issues novice higher education teachers face in relation to attaining an academic identity. Inauthenticity is discussed in conjunction with identity because it is an experience of novice higher education teachers as a result of their perceived status in academia. Finally, novice higher education teachers’ issues with confidence are discussed.

2.4.1 Identity and inauthenticity

The challenge of attaining an academic identity is common for novice higher education teachers (Chan, 2009; Smith, 2010; Maurice-Takarei, 2016; Boyd, 2010; Wood et al., 2016; Ennals et al., 2016; Billot & King, 2017). Billot and King (2017) refer to the self-construction of identity but acknowledge the relationship with the workplace context. This is consistent with the perspective of a social ecological framework, whereby identities are socially situated and “transformed in response to a complex range of contextual factors” (Mathieson, 2011, p. 245-246). The workplace context is one factor (Chan, 2009) and can hinder novice higher education teachers’ identity development (Bywater & Mander, 2018). Upon transitioning into academia, they become part of a social grouping: a department of academics, with whom they interact. However, status puts meaning into interactions between academics.

It is common for novice higher education teachers to transition from careers where they have spent years accumulating experience and credibility in their discipline (Wood et al., 2016; Smith & Boyd, 2012; King et al., 2018). Hence novice higher education teachers expect to feel credible, validated and authentic in an academic setting (Boyd, 2010; Gourlay, 2011b; King et al., 2018). However, upon transitioning into academia many have experienced feelings associated with inauthenticity (Gourlay, 2011a; Gourlay, 2011b; Boyd, 2010; Wood et al., 2016). In one case this was associated with a lack of research experience or high level qualifications (Gourlay, 2011a; Gourlay, 2011b). In an interpretive phenomenological analysis, it was the perception that their previous professional experience and expertise was dismissed by others (Wood et al., 2016). The newness of it all can also be a contributor, in particular in large universities where it's easy to feel like "a small fish in a big pond" (Boyd, 2010, p. 159).

Whilst credibility may not be easily gained from established academic peers, it can be more readily obtained from students (Wood et al., 2016; Boyd & Harris, 2010; Wilson et al., 2014; Chan, 2009). Students show interest in the work experience of novice higher education teachers, and respect them for it (Wilson et al., 2014). Credibility can also be gained according to students' perceptions of novice higher education teachers' teaching (Boyd & Harris, 2010). Bywater and Mander (2018) suggest that novice higher education teachers can transcend the academic bump by immersing "themselves in an identity that is continually evolving, drawing upon the strengths of both professional practice and academic requirements" (p.204). novice higher education teachers can draw confidence knowing that they have been recruited into academia for their expert knowledge, and that their employers believe that they have the personal skills and attributes to contribute to the role.

2.4.2 Confidence

Confidence has been identified as an attribute of successful academics in New Zealand (Sutherland et al., 2013). Confidence in teaching was

explored in the work of Sutherland et al. (2013). When asked how confident they were as teachers, 87 percent of early career academics surveyed were either fairly or very confident (Sutherland et al., 2013). This was in spite of the absence of teaching qualifications, as only 15 percent had a higher education teaching qualification and 13 per cent had another teaching qualification (Sutherland et al., 2013). However, this research involved early career academics broadly. There have been instances in international literature where novice higher education teachers have perceived personal teaching skill deficits that have caused them to lack confidence (Guth, 2009; Smith & Boyd, 2012).

Some nurse practitioners experienced difficulty teaching outside their area of expertise (Smith & Boyd, 2012). In addition, an earlier self-reflection study also evidenced a novice higher education teacher's struggles with confidence. She commented, "Lecturing is scary" (Guth, 2009, p. 189). This fear was associated with her personality because she did not deem herself to be a natural performer. Both of these findings are corroborated by Iglesias-Martinez et al. (2014) whose study involved novice academics in Spain. Problems with teaching praxis was a code identified in their findings. It was discovered that some novice lecturers experienced fears in relation to personal traits and communication skills. Conveying understanding was found to be an issue, in addition to command of the content. One novice commented, "sometimes you have to know fifteen times more than what you actually have to teach, in order to be confident especially" (Iglesias-Martinez et al., 2014, p.173).

These findings present implications for the way that novice higher education teachers are supported in their development. The needs discovered are individual which implies that induction and support structures may need to be individualised for novice higher education teachers who have previously worked outside of academia.

2.5 Chapter summary

The literature makes it clear that the transition from careers outside of academia to academic responsibilities may present many trials.

Professionals who have recently made the transition highlight transition issues, teaching issues and personal issues. Many novice higher education teachers identify with the experience of culture shock and feeling overwhelmed as a result of jargon, systems, procedures (Boyd, 2010; Smith & Boyd, 2012; Wilson et al., 2014) and workload (Guth, 2009; Anderson, 2009; Boyd, 2010; Smith & Boyd, 2012; Wilson et al., 2014). Disorientation features in some novice higher education teachers' experiences (Anderson, 2009; Boyd, 2010; Gourlay, 2011a, Gourlay, 2011b; Smith & Boyd, 2012) due to a general lack of direction, as to what is expected of them (Staniforth & Harland, 2006; Gourlay, 2011b) and who they can go to for support (Smith, 2010). Furthermore, it appears that some novice higher education teachers preconceive a collegial environment and are surprised by isolating experiences (Sutherland et al., 2013; Wilson et al. 2014). These challenges are compounded in some novice higher education teachers' experiences because they present the expectation that novice higher education teachers should be functioning as a fully-fledged teacher from day one of appointment (Boyd, 2010). Attempting to meet such expectations in such an environment requires a balancing act and has implications for teaching (Guth, 2009; Barlow & Antoniou, 2007).

Some novice higher education teachers find course planning time consuming and difficult, especially when they require a command of content outside their area of expertise (Smith & Boyd, 2012; Iglesias-Martinez et al., 2014). Assessment is perceived as important but novice higher education teachers experience tensions with procedures and marking, including practising objectivity (Iglesias-Martinez et al., 2014; Boyd, 2010; Smith & Boyd, 2012). In the classroom, managing students can be an issue, especially when they challenge the authority of the novice higher education teacher (Iglesias-Martinez et al., 2014; Guth, 2009). However, this was not a significant representation in the literature.

Personal issues related to identity, inauthenticity and confidence were experienced by some novice higher education teachers. It appears that attaining an academic identity is challenging for novice higher education

teachers (Chan, 2009; Smith, 2010; Maurice-Takerei, 2016; Boyd, 2010; Wood et al., 2016; Ennals et al., 2016; Billot & King, 2017). Some perceive that their lack of higher qualifications and research experience cause them to be perceived as having a lower status than traditional academics (Gourlay, 2011b). Furthermore, a lack of confidence in teaching and lecturing has been experienced by some novice higher education teachers (Guth, 2009; Smith & Boyd, 2012). This issue relates to the breadth of knowledge required to teach outside areas of expertise and personal skills such as communication to convey understanding.

If the experiences of novice higher education teachers in New Zealand echo the experiences reported in the international literature, then change is required. It is imperative that adequate support is provided to novice higher education teachers to help them overcome the challenges identified above. The literature surrounding existing sources of support for novice higher education teachers is addressed in the following chapter.

Chapter 3 : Existing sources of support

3.1 Introduction

In response to the second research question, this chapter explores sources of support for the teaching development of novice higher education teachers and their associated experiences as identified in the literature. There are many and varied sources of support at universities and ITPs for novice academics. Two categories of support emerge from the literature: formal and informal. Themes of formal support are discussed including induction, managerial support, formal mentoring and professional learning and development opportunities. Induction is deemed relevant because it plays a part in socialising novice higher education teachers to mastering the working norms, procedures and culture of academia, which includes the practice of teaching (Bauer & Erdogen, 2011). Subsequently, informal support from colleagues is discussed and finally, the key points of the chapter are summarised.

3.2 Formal support

Formal support refers to the organisational arrangements made to assist the socialisation and development of their new staff. These can be mandatory or non-mandatory and implemented through a whole institutional approach, faculty or departmental approach. The formal support offered by institutions and novice higher education teachers' experiences with such support are explored below.

3.2.1 Induction

Induction is a process designed to orientate new academic staff into the context and demands of an institution. The constituents of the process vary; there may be a brief orientation session, a sequence of workshops, online tutorials, a pedagogical training programme, or a mixture of these (Billot & King, 2017). There may also be a form of mentoring or team-teaching. Some of these aspects may be compulsory, others voluntary. A good quality induction has been found to have a significant impact on the confidence and stress levels of novice academics (Barlow & Antoniou,

2007). If effective, it has the capacity to enable them to feel in control of their situation as opposed to disoriented (Barlow & Antoniou, 2007). Essentially, there should be some form of induction in place in order to transition new staff into the workplace and prepare them to operate effectively within it (Bauer & Erdogan, 2011).

The literature is dominated by UK sources that illustrate inadequate induction experiences of novice higher education teachers (Guth, 2009; Husband, 2018; Barlow & Antoniou, 2007; King et al., 2018; Staniforth & Harland, 2006; Gourlay, 2011b). A poor induction can cause a novice higher education teacher to feel diffident, undervalued, disoriented and unmotivated (King et al., 2018). It can also cause time pressure and a feeling of being unprepared for allocated responsibilities due to a lack of training and support (King et al., 2018).

Staniforth and Harland (2006) reveal that disadvantageous practice situations result in the “unwarranted investment of intellectual and emotional energy in coping with aspects of the new job” (p.194). Even perceived organisational support is important because it shapes novice higher education teachers’ first impressions of the institution (Allen, 2006). That said, institutions should take caution in ensuring that they deliver on the professional support offered. A multiple-case study of two institutions in Wales and Scotland highlighted a negative effect on the learning and development of staff where promised aspects of professional learning were not delivered (Husband, 2018). Several participants identified situations where they had to go without supported learning opportunities and seek other sources of knowledge. This reiterates realities identified in other studies whereby coping is prioritised over learning to teach (Staniforth & Harland, 2006; Orr, 2012).

In another UK study, 30 participants from UK institutions were interviewed to gather information about the influence of induction policy implementation on the individual (King et al., 2018). Some of the participants had expectations of support that weren’t met. It appears that novice higher education teachers have high expectations of induction based on their prior experiences (Gourlay, 2011b; King et al., 2018).

“Ensuring the manager contacts the new recruit prior to arrival, that their workstation is readied, their system accesses are pre-loaded, are all commonplace in the world outside HE” (King et al., 2018, p. 11-12). However, none of the novice higher education teachers in this study experienced this. In their opinion, arriving unwelcomed was shocking and poorly implemented induction programmes lack rigour. A structured induction is perceived as valuable, particularly where there is an open and active communication within the chain of command (King et al., 2018).

It was common for novice higher education teachers to compare their academic induction to that of a prior workplace and this resulted in a feeling of abandonment and disorientation (King et al., 2018). As aforementioned, a sense of disorientation was common amongst novice higher education teachers (Anderson, 2009; Boyd, 2010; Gourlay, 2011a, Gourlay, 2011b; Smith & Boyd, 2012). In a study of general novice academics, Smith (2010) interviewed 23 ‘probationary’ lecturers from 11 universities in the UK to outline an emergent typology of academic socialisation. A ‘probationary’ status meant that the academic had spent less than four years in their academic position. The findings categorised the lecturers’ responses to academic socialisation as resonant, dissonant and rejection. Although a minority, all three participants who rejected an academic identity had “lengthy backgrounds outside of the academy” (Smith, 2010, p. 585). The qualitative comments of these participants led Smith (2010) to conclude “that the gap between expectation and experience [was] large and unpleasant” (p. 587). Furthermore, Smith (2010) perceived that there was a risk that these individuals would ultimately resign from academia. At the time of the second interview, one of these participants had already resigned, and a second was considering it. Two other studies of novice higher education teachers have reported instances of resignation (Gourlay, 2011b; King et al., 2018).

The New Zealand and Australian (Wilson et al., 2014) literature of the induction experiences of novice academics is scarce. As aforementioned, the mixed methods study of Sutherland et al. (2013) involving all of the universities in New Zealand is the most recent study in the country involving early career academics. As a result of the study, pragmatic

handbooks for early career academics and all those involved in supporting them have been developed. These are respectively titled 'Surviving and succeeding as an early career academic: Personal characteristics to help you succeed' (Ako Aotearoa, 2013a) and 'Supporting early career academics: Conversational guidelines for senior staff and new colleagues' (Ako Aotearoa, 2013b). However, it is unknown how well used these resources are.

In New Zealand, all of the universities offer central mentoring opportunities and orientation programmes for novice academics (Sutherland et al., 2013, p. 53). The research report, *Taking Stock*, commissioned by Ako Aotearoa, conducted an on-line survey to gather data on tertiary practitioner education training and support (Projects International, 2010). Responses indicated the existence of comprehensive induction programmes. These were indicated to be delivered using a variety of means such as workshops, on-line resources, an induction manual, campus tours, individual programmes and central induction followed up by individual Schools/Departments/Faculties (Projects International, 2010). Hence support does not appear to be lacking.

However, the findings of Sutherland et al. (2013) suggest that support is difficult to access. "It is very hard to find out about anything unless you are already familiar with the procedures and who to contact. Most of this information trickles through eventually, but sometimes this is too late" (Sutherland et al., 2013, p.53). Furthermore, the needs of novice higher education teachers cannot be met through a simple short induction. A study of trades tutors made it clear that their transition from trades into academia was fraught with complexities that needed more than a short induction to resolve them (Maurice-Takerei, 2016).

Billot and King (2017) carried out an international corpus analysis that evidenced the shortcomings of academic induction. In addition, they drew on an empirical study conducted in New Zealand to investigate how well-aligned induction was structured for the academic needs of novice researchers (Billot & King, 2017). Through their analysis, Billot and King (2017) attributed an ineffective induction process to the undermining of

novice academics' identities through a "sense of isolation, lack of confidence and unsatisfied training needs" (Billot & King, 2017, p.619). They concluded that the findings of their corpus analysis affirmed the experiences of induction inadequacy of the case study and suggest this is common internationally.

Sutherland et al. (2013) suggests that induction programmes for early career academics should be planned according to their individual needs. "Not all ECAs [early career academics] will need the same level of input in terms of career planning, for example, but may need more opportunity to refine their research or teaching skills, depending on prior experience, or to find networks of like-minded colleagues (Sutherland et al., 2013, p. 14). Other studies also identify the need for a diversion from mainstream approaches to induction when it comes to novice higher education teachers (Barlow & Antoniou, 2007; Gourlay, 2011a). Gourlay (2011a) posits that three factors need to be taken into account: the "potential loss of perceived status and confidence, the encounter with a radically different, 'mismatching' ethos and required subjectivities; and the sense of invisibility within an unfamiliar and possibly isolating set of practices and emotional landscape" (p. 592). These factors and lack of confidence and unsatisfied training needs as mentioned by Billot and King (2017) reflect the issues identified in chapter 2 of this study. This suggests that these needs are specific to novice higher education teachers and need to inform induction practices for this group.

Novice higher education teachers have high expectations of the induction process as a form of support. In some cases, there have been positive induction experiences that were valued for the knowledge and skills they provided. However, a poor induction poses a risk to institutions as it can be disorienting and demotivating as evidenced by several studies. It is particularly important that institutions deliver on the learning opportunities they offer in order to alleviate the need to cope over the need to learn. Essentially, an effective induction is one that is tailored to the individual needs of novice higher education teachers.

3.2.2 Managerial support

Support from Heads of Department (Sutherland et al., 2013) and line management (Staniforth & Harland, 2006; Smith & Boyd, 2012) are perceived as important by novice academics. They are also deemed to have an important role in the induction process (Billot & King, 2017). However, several studies have highlighted a lack of managerial support (Staniforth & Harland, 2006; Barlow & Antoniou, 2007; Smith & Boyd, 2012; King et al., 2018; Bywater & Mander, 2018; Husband, 2018).

In New Zealand, the Tertiary Education Union (TEU) is the primary trade union that represents the interests of staff across the tertiary education sector. In 2018 the TEU surveyed the public tertiary education sector staff to determine the influence of systemic and institutional pressures on their experiences (Sedgwick & Proctor-Thomson, 2019). A dissonance was discovered between individual values and institutional conditions. Academic staff were found to be dissatisfied with the level of managerial support.

Although collegial relationships within departments were found to be strong and capable of fostering tenacity, relationships between staff and management were tense (Sedgwick & Proctor-Thomson, 2019). This was reflected in one of the respondent's comments: "Unit Management and Executive are now much worse, unwilling to listen, or willing to accept differing viewpoints" (Sedgwick & Proctor-Thomson, 2019, p.14).

3.2.3 Formal mentoring

Mentors are perceived by novice academics as useful sources of support (Boyd, 2010; Sutherland et al., 2013; Iglesias-Martinez et al., 2014; Husband, 2018). In a UK case study of two organisations, it was revealed that one offered formal mentoring "to support work-based practice and any required non-academic training" (Husband, 2018, p. 169). This followed an extended induction process and provided not only support but assessment too, in the form of teaching observations. Mentors shared the same academic area as the mentee, which can be beneficial for the development of subject specific pedagogies and curriculum knowledge

(Husband, 2018). Participants reported the mentoring as beneficial (Husband, 2018). Participants of an earlier UK study also placed high value on the support offered through mentoring (Boyd, 2010). However, their experiences were characterised by a hasty start and heavy workload. Hence their mentors were perceived as helpful in supporting their understanding of jargon and organisational procedures as opposed to the provision of strategic developmental support (Boyd, 2010).

In the Spanish study at Alicante University, there was found to be significant demand for mentors from the novice lecturers (Iglesias-Martinez et al., 2014). When asked what they found necessary and lacking in their development as university lecturers, mentoring was identified. A mentor was perceived as having the potential to provide advice and orientation in teaching and research, and to reduce the transition period. By contrast, participants in other studies have had negative experiences with their mentors and may not perceive them as desirable (Husband, 2018; Staniforth & Harland, 2006). One participant at a UK university was allocated a mentor but felt as though she could not approach them because they had too many other mentees and were too busy (Husband, 2018). This suggests that mentoring is not an effective support structure if the mentor has more mentees than is manageable. In another study, the mentor of a novice academic was away on study leave at the time their support was most needed (Staniforth & Harland, 2006). Hence consideration should be given to such factors when mentors are assigned.

Formal mentoring is uncommon in New Zealand universities (Sutherland et al., 2013), but can contribute to a more effective professional development. In an extensive study of early career academics, Sutherland et al. (2013) discovered that only 26 per cent of the 538 participants, across all eight universities, had been mentees in a formal mentoring programme. However, those that had experienced at least six months of formal mentoring identified their professional development as more effective than those who had not experienced mentoring. Sutherland et al. (2013) suggests that this implicates mentoring as a process that exposes

ECA to further development opportunities and encourages their proactivity in meeting their developmental needs.

In New Zealand, managers perceived formal mentoring alongside formal induction and professional support in developing teaching, as more important than the early career academics perceived it to be (Sutherland et al., 2013). This finding was from the responses of 104 academic leaders across eight universities in New Zealand and therefore can be relied upon as representative of general management perspectives across the New Zealand university system. Even so, when novice academics were asked what they thought contributed to their success in academia, most responses reflected a strong appreciation for formal induction and mentoring (Sutherland et al., 2013). However, the comments indicated a desire for more support around the research and resources facets of their roles as opposed to teaching. Sutherland et al., (2013) reasons that this is likely a result of the qualities of the participants, most of which had a PhD or were working towards one. For the same reason, formal mentoring had a significant effect on research confidence, but less so on teaching confidence.

3.2.4 Professional learning and development

In 2010, teacher support and development in New Zealand universities and ITPs was offered through three structural arrangements:

- “A single business unit with a direct report to a member of the senior management team of the organisation” (Projects International, 2010, p. 8).
- “Human resources or Academic Services and a separate staff services unit” (Projects International, 2010, p. 8).
- “A central administration unit with some teacher support...spread across faculties/departments” (Projects International, 2010, p. 8).

Through these structures, formal opportunities for professional learning and development (PLD) are offered. This includes professional assistance for developing/improving teaching, peer observation of teaching, the opportunity to attend conferences and the opportunity to gain a tertiary

teaching qualification (Sutherland et al., 2013). According to Suddaby (2019) PLD “can be intensive and collaborative and may incorporate an evaluative stage” (p. 7). Whilst PLD is valuable for academics at all stages in their career, Husband (2018) suggests that novice academics require a dual approach to PLD, one that includes both theoretical instruction and applied learning. This kind of on and off the job training would allow for the development of tacit skills and confidence in practice (Husband, 2018). This section discusses the findings of Sutherland et al. (2013) in relation to the possession and perceptions of tertiary teaching qualifications of novice academics in New Zealand. Finally, novice academics’ experiences with pedagogical training and workshops are explored.

Tertiary teaching qualifications

According to the *Taking Stock* report (Projects International, 2010), a tertiary teaching qualification was not a prerequisite for appointment as full time staff at any university or ITP in New Zealand. The opportunity to undertake a tertiary teaching qualification is offered at all of the universities in New Zealand, either through their own programmes or in conjunction with another provider by distance (Sutherland et al., 2013). Although, ITPs have placed more value on staff attaining teaching qualifications compared to universities. The *Taking Stock* report (Projects International, 2010) stated that most ITPs have an expectation that a tertiary teaching qualification would be attained by new academic teaching staff within a specific time period post appointment, whereas New Zealand universities did not.

Those with an interest in the professionalisation of tertiary teaching believe that “Quality teaching is not an optional extra. Higher education teachers should be trained as teachers” (McAleese et al., 2013, as cited in Suddaby, 2019, p. 37). However, Sutherland's et al. (2013) comprehensive study found that most early career academics did not possess a teaching qualification. Only 15 percent held a higher education teaching qualification and two percent were in the process of attaining one at the time. The survey asked early career academics to rank the importance of the opportunity to gain a tertiary teaching qualification. Out

of 36 items, it was the only one deemed unimportant. That said, this was likely due to the type of participant. Not all were in teaching roles, most were influenced by the pressure of the PBRF and 86 percent either held a PhD or were in the process of attaining one (Sutherland et al., 2013).

Pedagogical training/programmes/workshops

There is no shortage of literature regarding initiatives designed to support teacher development in higher education. The names of development are as varied as the initiatives: professional development, instructional development, academic development, educational development and so forth (Stes et al., 2010). However, pedagogical training and teaching workshops have been found most beneficial for novice academic development (Sutherland et al., 2013; Clavert et al., 2014; van den Bos & Brouwer, 2014).

At a Finnish technical university, ten academics undergoing pedagogical training, were interviewed regarding their development as university teachers (Clavert et al., 2014). All of the participants identified the training as meaningful for their development. Most expressed an increase in pedagogical understanding and identified a need for pedagogical development.

At a Dutch university, the learning process of 12 novice teachers was observed over a five-month induction programme (van den Bos & Brouwer, 2014). Interviews and logbooks were used to determine what they learned, how their conceptions of teaching and learning changed and what changes they made to their teaching practice. The results found that their most significant learning regarded the process of teaching and learning. They developed a greater understanding of the process and became more aware of why and how interactive pedagogies should be used. In turn, they changed their teaching to include more interactive pedagogies and planned lessons more deliberately. They also exemplified a change in their conceptions of the purpose of assessment. Formative assessment was brought to their attention as a means of guiding the

learning process. Nevertheless, most teachers perceived future challenges but reported greater confidence in their future development as a teacher. Hence the programme was deemed as empowering and worthwhile.

In New Zealand, Sutherland et al (2013) discovered that teaching development workshops were the most effective form of professional development for enhancing teaching confidence. In her research of 538 ECAs, the more confident teachers were those who had attended a teaching development workshop compared with those who had not. However, the validity of this finding is questionable because the early career academics who participated in the study may have already been confident prior to the workshop (Sutherland et al., 2013).

3.3 Informal support

Informal support is typically unstructured and arises from the social interactions of the novice higher education teacher. This section focuses on the collegial support of novice higher education teachers in academia.

3.3.1 Collegial support

Collegial support is valued and sometimes even expected by novice higher education teachers. Colleagues have been found to be relied on as sources of informal support particularly where formal mentors and management are lacking (Staniforth & Harland, 2006; Barlow & Antoniou, 2007; Smith & Boyd, 2012; King et al., 2018; Bywater & Mander, 2018; Husband, 2018). However, participants had different perceptions of this act: that they were pestering someone who was busy, or that they were seated with someone who was willing to work closely with them (King et al., 2018). It would appear that physical location bears significance when it comes to collegial support. Participants in another study also referred to “gaining support from those colleagues with whom they share an office space, a corridor or a coffee room” (Smith & Boyd, 2012, p.69). Those who found collegial support were enabled to view academic life more positively (King et al., 2018).

Staniforth and Harland (2006) found that managers have a desire to see novice academics make an effort to integrate. This is particularly important in instances where management is not available for support. However, it does not remove the responsibility of the manager to check in with their staff. In the New Zealand study, 77 out of 104 academic leaders provided advice for new academics (Sutherland et al., 2013). More than a third of respondents focused their advice on novice academics pursuing professional development opportunities and mentoring. That said, mentoring in any form was not experienced by 35 percent of ECAs at any point in their career (Sutherland et al., 2013).

Where a mentor is not offered, there appears to be a need to be proactive in finding one. Smith & Boyd (2012) noted that a substantial number of novice academics in their study looked for their own informal mentor. Responses from novice academics in a recent study highlighted the benefit of mentors, both formal and informal (Husband, 2018). The majority of respondents identified several individuals or groups as providing significant support. Novice higher education teachers identified teaching team colleagues as a significant source of support (Smith & Boyd, 2012). Senior colleagues have been identified as particularly helpful because their own experiences allow them to empathise with that of a novice academic (Bywater & Mander, 2018). This was the case for two UK novice higher education teachers, but the same support cannot be assumed to be available for all novice higher education teachers. In the experiences of the two UK novice higher education teachers, friendships arose out of trust and sharing of vulnerabilities and was deemed an expression of mutual respect. The senior lecturers volunteered their time, although it was noted as difficult to sustain (Bywater & Mander, 2018).

The value of a mentor is apparent in the experiences of novice academics. However, King et al. (2018) advises on the implications of relying on colleagues for ad hoc advice. In cases where a staff member does not have mentoring included in their job description, problems may arise. Consideration needs to be given to the reliability of the information offered and the investment of time on both members of the mentoring relationship

(King et al., 2018). Furthermore, whilst trends in studies evidence the mentoring relationship, there are some novice higher education teachers that perceive a lack of collegiality (Barlow & Antoniou, 2007; Smith, 2010; Smith & Boyd, 2012; Wilson et al., 2014; Billot & King, 2017). According to Sutherland et al. (2013) “Early career academics commonly express disappointment at the lack of collegiality in academia and several research studies have declared this lack to be one of the most surprising aspects of the first few years for early career academics” (p. 59). So, whilst collegiality is valuable and desirable, it shouldn't be expected.

Two studies show that management acknowledge the value and importance of the induction process but may not contribute as much as is expected by novice higher education teachers (Staniforth & Harland, 2006; Sutherland et al., 2013). These two studies illustrate that managers believe in the personal responsibility of the novice academic to take initiative and make an effort to integrate (Staniforth & Harland, 2006; Sutherland et al., 2013). In such instances where managerial support is lacking, colleagues, particularly those within close proximity are often sought for support. Teaching team colleagues and senior colleagues have been proven to be very generous with their time and support. However, one needs to be wary of the reliability of information and conscious of their voluntary time. Moreover, whilst there have been positive experiences of collegiality, there are still cases of a perceived lack of collegiality. Essentially formal and informal mentoring is beneficial for novice higher education teachers but often needs to be sought through their own effort.

3.4 Chapter summary

This chapter sought to explore sources of support for the teaching development of novice higher education teachers and their associated experiences. As a formal support, induction of novice academics was found to be inadequate in the international literature (Guth, 2009; Husband, 2018; Barlow & Antoniou, 2007; King et al., 2018; Staniforth & Harland, 2006; Gourlay, 2011a; Gourlay, 2011b). The specific issues experienced by novice higher education teachers such as isolation,

inauthenticity and lack of confidence suggest that there is a need to divert from mainstream approaches to individualised induction to cater for this subgroup. Although the universities and tertiary institutes across New Zealand seem to have comprehensive induction programmes in place, support has been reported as being difficult to access (Projects International, 2010; Sutherland et al., 2013). This was associated with a lack of knowledge of procedures and personnel and reinforces this as an issue experienced by novice academics. In New Zealand, handbooks have been produced to support early career academics (Ako Aotearoa, 2013a, Ako Aotearoa, 2013b). However, it is unknown how well used these are.

Formal and informal mentoring is valued and perceived as beneficial by novice higher education teachers (Boyd, 2010; Sutherland et al., 2013; Iglesias-Martinez et al., 2014; Husband, 2018). It has been suggested that a shared academic area between mentor and mentee can be useful for the provision of discipline specific pedagogies and curriculum knowledge (Husband, 2018). Novice higher education teachers who did not have access to mentors perceived them as desirable for their potential to provide advice and orientation (Iglesias-Martinez et al., 2014). Even so, the negative mentoring related experiences of some novice higher education teachers suggests that caution should be exercised when assigning a formal mentor (Staniforth & Harland, 2006; Husband, 2018). Consideration should be given to the mentoring load and timetable of the mentor. Formal mentoring is uncommon in New Zealand but perceived as valuable, more so by management than novice academics (Sutherland et al., 2013).

As the final formal structure of support discussed, professional learning and development takes many forms. Pedagogical training and teaching workshops have been found most beneficial for novice academic development (Sutherland et al., 2013; Clavert et al., 2014; van den Bos & Brouwer, 2014). In Finland they have been found to increase pedagogical understanding and awareness of development needs (Clavert et al., 2014). In the Netherlands they have facilitated greater understanding of

the teaching and learning process and raised awareness of why and how interactive pedagogies should be used (van den Bos & Brouwer, 2014). In New Zealand, Sutherland et al (2013) discovered that teaching development workshops were the most effective form of professional development for enhancing teaching confidence, although baseline measures of confidence were unknown prior to the workshops.

In terms of informal support, novice higher education teachers perceive support from Heads of Department (Sutherland et al. 2013), line management (Staniforth & Harland, 2006; Smith & Boyd, 2012 and colleagues as valuable sources of support (Barlow & Antoniou, 2007; Smith & Boyd, 2012; King et al., 2018; Bywater & Mander, 2018; Husband, 2018). However, colleagues have been found to be relied on as sources of informal support where formal mentors and management are lacking. It appears that managers expect novice higher education teachers to be proactive and find their own mentors (Staniforth & Harland, 2006; Sutherland et al., 2013), and in some cases, they do (Smith & Boyd, 2012). Team colleagues (Smith & Boyd, 2012) and senior colleagues (Bywater & Mander, 2018), particularly those in close proximity, have been specifically identified as helpful for novice higher education teachers.

Chapter 4 : Research design

4.1 Introduction

This study set out to explore the experiences and perceptions of novice higher education teachers. It relied on the subjectivity of participants as the source of insight into reality, and therefore occurred in an interpretivist paradigm. This paradigm influenced the choice of methods, and hence the approach to data analysis and representation as well as considerations of ethics and trustworthiness (Cohen, Manion, & Morrison, 2011).

This chapter begins by describing the paradigm and research approach of the study in more depth in order to facilitate understanding of the chosen research methods. Subsequently it addresses the process taken to recruit participants, including the challenges faced and how these reflect the experiences of other researchers as indicated in the literature. The next section provides a comprehensive discussion of the data collection and analysis methods. Steps taken to protect the participants from harm are addressed throughout the chapter and reviewed in more detail in the research ethical considerations section. Finally, the chapter addresses research trustworthiness, drawing on theory to illustrate the steps taken to ensure the credibility of this qualitative study before providing a summary of key points.

4.2 The research paradigm and approach

In a case study research approach, meaning is created out of the subjective experiences of participants (Baxter & Jack, 2008; Hancock & Algozzine, 2016).

“A paradigm is a way of looking at or researching phenomena, a world view, a view of what counts as accepted or correct scientific knowledge or way of working, an ‘accepted model or pattern’” (Kuhn, 1962 as cited in Cohen et al., 2011, p. 5). It is of great importance in research because it determines how the issue identified for investigation is approached, the development of research questions, the nature of participants, choice of methods and the type of data sought (Cohen et al., 2011).

An interpretivist paradigm (Taylor & Medina, 2013) is suitable for this study because it is concerned with the teaching related issues of novice higher education teachers and their perceptions of what is effective or ineffective in enhancing their development as a teacher. These are subjective social realities that are defined by the participants themselves. The interpretivist paradigm recognises that knowledge is generated through subjective experiences that are influenced by time and context (Taylor & Medina, 2013; Cohen et al., 2011). For this reason, case studies of participant experiences were of interest and sought. The interpretivist paradigm supports the development of thick descriptions of complex situations (Cohen et al., 2011), something that can be achieved through a case study research approach (Baxter & Jack, 2008).

A case is defined as “a phenomenon of some sort occurring in a bounded context” (Miles and Huberman, 1994 as cited in Baxter & Jack, 2008, p.545). The case is the unit of analysis. Essentially, a case study design is suitable when the phenomenon cannot be divorced from the context. This is true of this study because the individual experiences of teaching and teaching development, cannot be considered without the context, the university or ITP in which the participants worked. In this study the cases are the experiences of the individual novice higher education teachers. As there are four participants, recruited from two different institutions, a multiple-case study research approach was used (Baxter & Jack, 2008).

4.3 Participants and participant recruitment

This study reports the experiences of four participants, two from a North Island university and two from a North Island ITP in New Zealand.

Purposive sampling (Denscombe, 2010) was used to identify participants.

Eligible participants had to meet the following criteria:

- Currently occupying a role that involves teaching (including curriculum development, assessment development and/or lesson planning);
- Had been in their current role seven years or less;

- Had no formal teaching experience prior to their current role;
- Had taught Semester one/Trimester one 2019;
- Will teach Semester two/Trimester two 2019.

It was necessary for participants to be engaged in teaching, given that the study investigates teaching related issues of novice higher education teachers. However, defining 'novice' was challenging. Sutherland et al. (2013) defined 'early career' as academics as those in their first seven years of being appointed to a permanent academic position. This definition has been chosen because it allows for a useful comparison of findings in similar studies.

I sought participants from two different organisations because this allowed for the triangulation of data sites. This is a strategy to enhance the credibility of the study, as will be discussed (Shenton, 2004).

However, participant recruitment in the study was very challenging. The challenges experienced were similar to those reported by others, including Amundsen, Msoroka and Findsen (2017), who also stated that it is not uncommon for Masters students to experience trouble accessing research sites. One reason for the challenge is that access to research participants, as was the case in this study, is often controlled by 'gatekeepers'. The literature describes gatekeepers as key individuals located at the potential research site who function as a conduit between the researcher and participants (Amundsen et al., 2017). Whilst gatekeepers may not participate in the study themselves, they "have an 'invisible hand' in the production of knowledge by influencing whose knowledge can be accessed" (Amundsen et al., 2017, p.7). This means that although access to participants may be approved as ethical, its practical application may not yield the expected results. However, this misconnection between the formal ethics application process and what occurs in practice is largely ignored by the literature (Amundsen et al., 2017). This misconnection proved to be the case for the initial participant recruitment approach of this study.

To begin recruitment for the study, an email was sent to individuals at three universities in the North Island of New Zealand who were responsible for supporting academic staff in their teaching development. It was assumed that these contacts were the gatekeepers who would know and have access to, or responsibility for, novice higher education teachers. The emails were sent between late November and mid December 2018. The email informed the individual of the study and requested that they forward a research invitation on behalf of the researcher to their contacts at the university who may meet the criteria. The research Invitation explained the study and provided the researcher's contact details. Those who believed they met the criteria and were willing to participate were asked to contact the researcher through the details provided. Onus then belonged to the researcher to ensure participants met the criteria.

This first recruitment attempt failed to attract sufficient participants, which could be for a variety of reasons. Firstly, it's possible that the individuals approached were not in fact gatekeepers to novice higher education teachers. This was discovered in a phone call to the head of a Teaching Development Unit (TDU)/equivalent at a potential research site. It was pointed out that the TDU often didn't have contact with novice higher education teachers because the TDU programmes were voluntary. In the history of her role, the head of the TDU/equivalent had not encountered many novice higher education teachers in her courses, but knew they existed through discussions with others at the university.

Secondly, as Amundsen et al. (2017) highlighted, a gatekeeper's decision to allow a researcher's access to a site and participants can depend on their view of the validity and value of the researcher. I was enrolled as a student with one of the universities I approached but had no relationship with the other two institutions I approached. I did not hear back from the two institutions whose gatekeepers I did not know. Their lack of response may have been due to not knowing me and or a tactic to resist cooperation. Amundsen et al. (2017) note outsiders often experience challenges in gaining access from social groups they have not had contact

with or been socialised into. This lack of response could also have been a tactic to protect staff time.

Initial recruitment for this study began between late November and mid December 2018 because it was conducive with the research timeline. It was also assumed that marking and results meetings would be complete and so staff would have fewer demands on their time at this time. Another barrier to access may have been narrow entry criteria (Manohar, MacMillan, Steiner, & Arora, 2019). However, access to research sites and participants was not gained and a change in the research questions had to be considered.

Due to personal circumstances, six months had passed before the second recruitment attempt. That meant that if the time of year had been a barrier the circumstance of possible participants being invited at the end of their teaching year was no longer relevant. In this round I drew on pre-existing relationships. The second recruitment attempt began in June in 2019. The participant criteria were broadened to include staff who had teaching qualifications and who could be up to their seventh year of tenure. Email contact was made with two individuals: a Head of Faculty who was my former line manager at the ITP I recently worked for and a lecturer who had formerly taught me at a university. It was requested that these individuals forward the research invitation to novice higher education teachers under their management or in their peer group who may be eligible to participate. This strategy of gaining access through trusting, long term relationships is in line with the suggestions of Amundsen et al. (2017).

The pre-existing relationships I had with those I approached made me a partial insider this round as opposed to outsider. The gatekeepers I had approached had knowledge of my authenticity and value and hence felt comfortable facilitating access to potential participants. Another factor that influences access is the status or influence of the gatekeeper in their specific context (Amundsen et al., 2017). It was a serendipitous finding that my former line manager was in a position of significant influence and was comfortable to send an email around the faculties of the ITP. Whilst

my former lecturer did not have the same influence, it was by chance that a colleague she shared an office space with was a novice higher education teacher willing to participate in the study. Those who expressed interest and were confirmed to meet the criteria, were then sent a consent form and participant details form by email. This process yielded four participants, two from a North Island university and two from a North Island ITP. The two institutions involved have not been named in order to protect participant confidentiality.

4.4 Data collection

In order to effectively present the context of each individual case, as is necessary in a case study (Baxter & Jack, 2008), participants were requested to complete a Participant Details Form shortly after providing written consent. This allowed for the collection of demographic data and information regarding individual qualifications and teaching schedules.

In line with the interpretivist research paradigm it is crucial “to retain the integrity of the phenomena being investigated” by making an effort to “get inside the person and to understand from within” (Cohen et al., 2011, p.17). Interviews are therefore a suitable method within this paradigm, and also within a case study approach. The simplest definition of a research interview is “a conversation with a structure and a purpose” (Brinkmann & Kvale, 2009, p. 3). Interviews can occur between individuals face to face, groups face to face, and through mailed or self-administered questionnaires or telephone surveys. They may occur once, briefly, or they may occur multiple times for lengthy periods of time. Interviews can be structured, semi-structured or unstructured (Fontana & Frey, 2000). The type of interview chosen depends on the type of data sought.

Semi-structured phone and audio Skype interviews were used to gather qualitative data. This choice removed geographical barriers and allowed participants to speak from a comfortable and secure environment of their choice. Semi-structured interviews were suitable because they allow for some planned and some spontaneous questions and conversation that

could not have been predicted in the planning of the interview. The interviewer still has prepared questions, but these are somewhat open to encourage open responses (Brown & Danaher, 2017).

Participants were requested to participate in two interviews, four months apart. Consideration was given to the length of interviews and types of questions, in particular those associated with competence. The researcher engaged in 'everyday ethics' and reflexivity (Mockler, 2004; Guillemin & Gillam, 2004) throughout the data collection. The initial interview allowed for exploration of experiences to date, including data about their context. This interview took approximately 45-60 minutes per participant. The time between interviews allowed the researcher to transcribe and analyse the raw data, and participants to expand their experiences. The second interview enabled a follow up on questions that arose out of the initial data analysis and follow up on more recent experiences. This interview was brief as it was treated as an opportunity to corroborate and extend the raw data from the first interview.

Member checks of summary transcripts occurred following interviews to ensure the subjective accuracy of participant experiences (Shenton, 2004). This helped to ensure the credibility of the research because the participants could check that their words represented the meaning they wished to convey.

4.4.1 Data analysis

Thematic analysis was chosen as the method to analyse the data because it allowed for individual perspectives to be examined, compared and contrasted, as well as producing unexpected revelations (Nowell, Norris, White & Moules, 2017).

According to Baxter and Jack (2008), a conceptual framework is beneficial to enhance the rigor of a case study approach, with the framework particularly beneficial during data interpretation. In this case the framework can be used to identify and describe relationships. A social ecological framework bears relevance in this study for its emphasis on relationships between the individual and the environment (Bronfenbrenner, 1977).

Teaching related issues arise in a physical setting: a university, institute of technology or polytechnic (ITP), as does the support on offer. Physical settings embody institutional and ideological structures that influence the what, the how and the why of the delivery of support. Similarly, issues don't arise in a vacuum; they arise as a result of experiences within social contexts. A social ecological perspective reflects the holistic approach of this research, recognising the complexity of the environment in which issues arise and support is offered to novice higher education teachers.

Ecology is a study within biology that addresses the reciprocal relationship between an organism and its environment. Psychologist, Urie Bronfenbrenner, developed the theory of ecology of human development (Bronfenbrenner, 1977). He recognised that humans developed in the context of relationships, some of which are intimate, or proximal, and others which are more distant. In his early work he divided the ecological system into subsystems to illustrate the interpersonal contexts in which individuals interact. He called these the macrosystem, exosystem, mesosystem and microsystem. Bronfenbrenner's (1997) theory has since been proven useful as a general framework for organising perceptions of dynamic connectivity. The theory recognises that behaviour is contextual and is therefore often used to study social support and health. Subsequent models have emerged as researchers in various fields have modified the subsystems to make them specific to their application.

The social contexts of a novice higher education teacher have been organised into a typology below. They resemble the subsystems developed by Bronfenbrenner (1997). However, the microsystem has been divided to include an intrapersonal context.

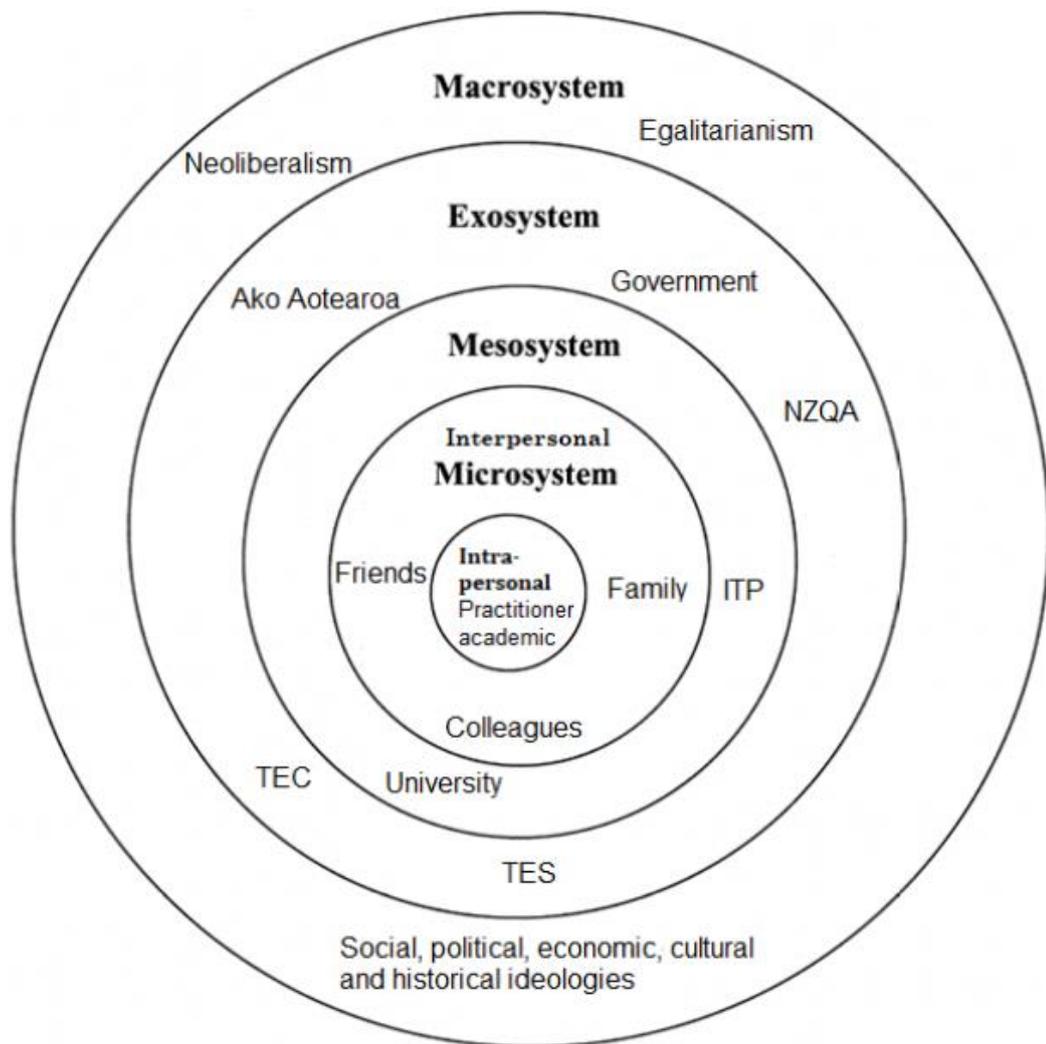


Figure 1: Social ecological topology of novice higher education teachers

The macrosystem bears the ideological influences that have impacted on tertiary education in New Zealand. This includes the hegemonic conceptions of the purpose of higher education, notions of egalitarianism and in contemporary history, the cultural influence of colonisation and the economic influence of neoliberalism.

The exosystem contains the Government; specifically their agencies associated with tertiary education in New Zealand such as the Ministry of Education, Ministry of Business, Innovation and Employment, TEC and Ako Aotearoa. This system also includes policies and funding mechanisms that impact on tertiary education in New Zealand such as the Tertiary education strategy (TES) and Performance based research fund (PBRF).

The mesosystem contains the university or ITP the novice higher education teacher works for, including key structures such as support services, policies and procedures.

The interpersonal microsystem constitutes the relationships of the novice higher education teacher with current colleagues, management, former colleagues, fellow colleagues from other institutions, friends, family and students.

The intrapersonal microsystem contains the individual novice higher education teacher, their values and beliefs, experiences, skills, knowledge and qualifications.

Transcription of the audio recordings of the interviews enabled a prolonged engagement with data. This, and close reading of the raw data helped in familiarisation with the data. A research diary was kept for the entire duration of the research project and allowed thoughts about themes and insights to be documented. The research questions provided a broad framework to focus the identification of themes. Peer debriefing occurred with my academic supervisor and was helpful in generating and reviewing themes. The raw data was referred back to during this process to ensure accurate interpretations were made. At times some themes were reworded to more accurately reflect the shared experiences of participants within and between cases. Finally, themes from the first interview were affirmed in the in the follow-up interviews and member checks of both sets of interviews were conducted.

Themes were then collated in answer to the research questions.

4.4.2 Reporting

A multiple-case study is a complex approach to report. Baxter and Jack (2008) suggest presenting each case as a story, a chronological report, or a series of responses to each proposition. The most suitable of these is stories. Furthermore, it was important to consider how the findings could be exhibited in a social ecological framework. Hence a comparative method (Baxter & Jack, 2008) has been used. The themes that arose in

the data analysis process have been presented in the social ecological subsystem in which they arose. The responses reflecting each theme are reported from each participant, enabling comparison of experiences and perspectives.

4.5 Research ethical considerations

Ethics is significant because it satisfies “an obvious need to protect the basic rights and safety of research participants from obvious forms of abuse” (Guillemin & Gillam, 2004, p.268). Ethical approval was gained from the University of Waikato Ethics Committee. Ethical procedures that were carried out are described below. This includes gaining informed consent, affirming the right to exit the study at any time and ensuring the confidentiality and anonymity of participants.

Anonymity/ Confidentiality

The Participant Details Form requested some personal information of participants, including age, gender and professional profile, but participants had the right to withhold information they did not wish to expose. Information remained confidential as only the researcher and research supervisor had access to it. Participants were not aware of others involved in the study; pseudonyms, instead of names of individuals have been used in reporting. Furthermore, the institutions to which the participants belong, have not been identified.

4.6 Research trustworthiness

Shenton (2004) offers Guba’s constructs as more effective measures of quality in qualitative research: credibility, transferability, dependability and confirmability. Quality is essential due to the purpose of research, to uncover truth and advance knowledge.

The credibility of this study has been enhanced through the use of triangulation. Particularly in case studies, Baxter and Jack (2008) identify three ways to effectively view and explore the phenomena from different angles. These ways include triangulation of data sources, triangulation of data types or triangulation of researchers. I have triangulated data sources

through a range of informants. I interviewed four participants in order to look at the similarities and differences between their experiences. The inclusion of two participants from the same institution has allowed individual viewpoints and experiences related to institutional support to be verified against others. Triangulation of participant experiences enabled a richer picture to be constructed of the individual needs of novice higher education teachers (Shenton, 2004). Furthermore, the inclusion of two institutions has allowed for the triangulation of data sites. Having a variety of perspectives has created a more stable view of reality and enhanced the credibility of the study due to similar findings (Shenton, 2004).

Bowen (2009) identifies investigator bias as a hindrance to the credibility of a study. Whilst it cannot be completely eliminated, I have been transparent about my predispositions, especially as this enquiry has been instigated through my own experiences.

4.7 Chapter summary

This study gathered data from four novice higher education teachers at two research sites, an ITP and a university in the North Island of New Zealand. The research design occurred in the interpretivist paradigm and in line with this, a multiple-case study approach was selected. The case, or unit of analysis was the experience of the individual novice higher education teacher. A case study was appropriate because it allowed for the exploration of the subjective experiences of the participants, and their perceptions of reality. The approach recognised the significance of time and context, which were taken into consideration during selection of the methods.

The initial recruitment attempt was unsuccessful as a result of trouble accessing research sites. Upon reflection, it was likely that the gatekeepers were incorrectly identified, and outsider status and narrow entry criteria provided further barriers to access. However, the second recruitment attempt was successful due to partial insider status of the researcher and a broader entry criterion.

In valuing context, data was gathered using a Participant Details Form and semi-structured interviews. These allowed for the preservation of participant integrity and for an exploration of their reality. The interviews were conducted by Skype or phone to remove geographical barriers and allow participants to speak from a comfortable and secure environment of their choice.

Thematic analysis was used for data analysis. Familiarisation of the data occurred through transcription and close reading. A research diary and peer debriefing were helpful for identifying and reviewing themes in the data. The participants' experiences were reported on through individual stories as this is consistent with a case study research design.

Credibility of the study was enhanced through the triangulation of data sources and data sites. Investigator bias could not be eliminated entirely, but I have been transparent about my predispositions.

Chapter 5 : Findings

5.1 Introduction

As is suited to a case study, the findings present each participant's experience as a story (Baxter & Jack, 2008). Given the subjective nature of experiences, each story begins in the intrapersonal microsystem context by setting out participants' backgrounds and expectations of support in academia. This structure enables the reader to gain access to their view of reality (Baxter & Jack, 2008). Subsequently, the participants' experiences are reported in each social ecological context from an external to internal focus. The macrosystem has been omitted because as novice higher education teachers, the participants were not yet familiar with the wider systemic and political context in which they worked and so this was not commented on. The participants' experiences are reported in the mesosystem context, interpersonal microsystem context and finally returns to the intrapersonal microsystem context. A brief reminder of the constituents of each context is provided in the first story.

5.2 Claire's experiences

5.2.1 Claire's background

Claire had worked for the university in a full-time permanent capacity for five months, teaching students ranging from undergraduate to postgraduate in Arts and Education. However, Claire's transition into academia had been staggered. Prior to full time appointment, she had spent 2018 as a tutor in Semester One and as a teaching fellow Semester Two. Claire was between the ages of 36 and 45. She had spent 21 years working in music and arts prior to her transition to academia, 15 of which were as an early childhood music educator. Claire held a PhD in her field. She was considering obtaining a Postgraduate Certificate in Adult Teaching but had been made aware that it would be a challenging undertaking during one's first year of teaching.

Expectations of support

Claire did not expect any support to assist her development as a teacher; she perceived this as her personal responsibility. However, she did expect a sufficient induction to orientate her in the workplace. She commented:

Not to mention my development as a teacher but just sort of settling into the workplace would have been good...I mean to be honest, I think in terms of my own development as a teacher it's my responsibility (CInt1).

As part of an induction experience, Claire had expected to meet her line manager face to face. She had anticipated that they would have a meeting where she would be given some explanations and guidance about her role and the workplace. This expectation arose from her previous experiences. She commented:

"I've, in my past career, you know, inducted people and you always, you know, meet them on the first day and tell them what they need to do and... introduce them to staff and stuff like that" (CInt1).

Essentially, Claire was concerned about support to help her integrate into her new workplace. This is not an unreasonable concern given that it is likely most new staff members would have similar expectations.

5.2.2 Findings in the mesosystem context

The mesosystem contains the university or ITP the novice higher education teachers works for, including key structures such as support services, policies and procedures. In this context it was discovered that unclear expectations were a main teaching related issue. The institution's induction programme or lack thereof, were deemed as a least effective

source of support. By contrast, the Teaching Development Unit (TDU) or equivalent was identified as a most effective source of support in their development.

Ineffective induction

Claire recalled a non-existent induction to the institution. On her first day she had to find her own office, introduce herself to the team and familiarise herself with the facilities. She did not know who her line manager was and she didn't find out for weeks into her job. She commented, "I eventually found out who my line manager was and emailed, and she said, "If there's any specific questions that you've got, by all means contact me", but there was no, "Let's sit down together and I'll explain things"" (CInt1). Although there was a general university induction about a month after she started, it contained nothing specific and left Claire desiring something more: "Can't they just have like an induction manual?! Can't they just say, you know, 'Here's some stuff for new staff' and give us a book, I mean even anything we can look up" (CInt1). There was no one to indicate what she should be doing. "Nothing had been arranged you know and I didn't know what courses I was going to be teaching and no one told me for weeks. So I just sat down and continued my writing that I was doing anyway" (CInt1). "It was really really awful; really badly organised and the excuse is "Oh we're in the middle of a restructure"; Well that's not really a very good excuse for not inducting someone" (CInt1). Claire's reference to a university restructure was one of the few comments made about the structural influences on her transition experience.

Issues with unclear expectations

There were six weeks between Claire commencing the job and teaching for the first time which Claire regarded as "quite a bit of time" (CInt1). During this period, although she tried to find answers regarding what course she would be teaching, she struggled to access this information because she didn't know who to approach: "I had to keep chasing people to find out what I was doing, but you know you don't know the people to chase, all that sort of stuff" (CInt1). Despite the delay in receiving

information about the courses she would be teaching, she considered herself to be adequately prepared in terms of curriculum when teaching began. She explained that there was only one paper she was initially unsure about: "...for my music teaching..there was one paper I was teaching jointly I wasn't so sure about but that was ok" (CInt1). Her previous experience was with primary school children and so she wasn't sure what to expect when it came to actually teaching adults. She stated, "I just walked in there and went for it" (CInt1). This was a display of confidence despite the self doubt she experienced at times.

Teaching and Learning Development Unit

Claire didn't expect support to help her teaching development; she deemed that as her responsibility, but she did expect some direction and help to settle in. She eventually became aware of the unit responsible for teaching and learning development and at the time of the first interview, intended to make contact with them. She discovered the unit incidentally but couldn't recall precisely where, perhaps it's website. She knew that the unit was responsible for the Postgraduate Certificate in Tertiary Teaching and concluded, "I'd quite like to do that but it's just a matter of time. And I think someone said to me you'd be mad to do that in your first year of teaching" (CInt1). At the time of the second interview, the unit had recently begun delivering workshops at the campus where Claire was based. She had managed to attend a few of those around her teaching requirements but relied more on two colleagues for support specific to her teaching related needs; a senior colleague from the same institution and a senior colleague from a different institution. She shared, "...in terms of teaching as in activities and how teaching works; I think talking to people is better for me" (CInt1).

5.2.3 Findings in the interpersonal microsystem context

The interpersonal microsystem constitutes the relationships of the novice higher education teachers with current colleagues, management, former colleagues, fellow colleagues from other institutions, friends, family and students. In this context, colleagues were reported to be both helpful and a

hindrance. A main teaching related issue raised was the absence or unsatisfactory standard of resources that were prepared by predecessors or course coordinators. On the other hand, conversations with colleagues were identified as an effective source of support. So too were conversations with colleagues external to the institution.

Resources absent/not up to standard

Claire reported that the resources available to support her were either absent or, in her view, not up to standard. Claire had experienced resource troubles during her role as a teaching fellow. She shared, "Even then I didn't get any-there wasn't much support!". "They were supposed to give me all the things I needed; all the resources I needed, and it didn't always happen" (CInt1). This situation was one of Claire's greatest teaching related challenges because she had to plan a class and find activities for topics that she wasn't all that familiar with under time pressure. In contrast, at the time of the first interview, when she was in a full-time role as a lecturer, she noted that she had autonomy over her courses. This meant curriculum planning and teaching resourcing was her responsibility:

I'm more in control of what I do now because I'm not teaching for somebody else really. I'm doing my own stuff...obviously I feel a bit more in control and it's you know, if I'm responsible; it's my own fault if I haven't prepared something (CInt1).

Claire preferred having responsibility over her courses because she didn't have to rely on other people for resources that were promised but never received.

Supportive conversations with colleagues

At the time of the first interview Claire shared that no formal support had influenced her teaching. Rather, when she had an issue related to her teaching, she would have discussions with other colleagues: "If I have a problem with how I'm teaching, if I think this isn't really working, I just ask

around what do you do?" (Clnt1). One particular senior lecturer was a primary source of support for Claire and many of the other new lecturers at the university. This senior lecturer was great with any issues due to her experience and approachability:

She's someone...who has a lot of the answers because she has been doing it for a while and she's really supportive and you know wanting to help; she's a gem really, I mean for all of us...all the new ones. She's just been a rock, she's amazing (Clnt1).

Supportive conversations with external contacts

Claire was supported in her first teaching experience through a colleague from another institution. They knew one another through conferences and taught similar papers in geographically divided institutions. Claire sought her support for the paper she was allocated to deliver that required knowledge in upper primary music, which was not her specialisation. The colleague travelled to meet with her, and they discussed content and pedagogy. Claire remarked, "We just shared ideas about things that were appropriate to do and good activities and- she's very very experienced- what she'd found the students enjoyed and stuff like that so that was really helpful" (Clnt1).

Ineffective line management

As aforementioned, Claire's induction experience had led to disillusionment with her line manager. Firstly, she had to determine who they were and then she had to instigate initial contact. She commented, "I did eventually get a meeting with my line manager which wasn't that helpful" (Clnt1). Essentially, her expectations of organised and formal support were not met. Rather her adjustment into academia was a result of time. When asked what support there was to help her settle in, she responded, "...nothing really formal but you just in the end settle in don't you? You just find your feet" (Clnt1).

5.2.4 Findings in the intrapersonal microsystem context

The intrapersonal microsystem contains the individual novice higher education teacher, their values and beliefs, experiences, skills, knowledge and qualifications. Hence the findings in this context are the main teaching related issues experienced by the participants associated with their individual knowledge and skills. This includes assessment development and marking, engaging students and lack of confidence

Issues with assessment development and marking

Claire acknowledged her inexperience with assessment. At the time of the first interview she had not yet designed a rubric or assessment task at all. She perceived assessments to be highly important and this put her under pressure. She commented, "I find the hardest thing is to think of the assessments because that seems to be the most important thing" (CInt1). By the time of the second interview she had begun planning the assessments for a new paper which suited her discipline expertise. However, she noted the challenge of making the assessments equally accessible to such a diverse range of students:

[The paper is] open to anyone so you don't have to have any musical experience but then some people who enrol may have a lot of experience. So again I have to make it so that the assessments and the activities are equally accessible to all those you know, people with quite different skill sets (CInt1).

Claire had sought advice from colleagues, including the Associate Academic Dean whose experience and feedback she valued. She commented: "I got the chance to talk through my experiences with assessment with her, and as she's extremely experienced, she was able

to help me with that and give me some feedback” (CInt2). Claire believed she was likely to develop appropriate assessments but acknowledged the need for reflexivity. She concluded, “I’m on track I think. It remains to be seen if what I have planned for will work or not. I think that’s all I can do; try it out” (CInt2).

Marking challenged Claire because it too was completely new to her. It made her feel uneasy because she wanted to be fair to the students but had received limited guidance. She lacked confidence in her ability, particularly in instances where she had to rely on marking criteria produced by other academics and she wasn’t completely clear what they wanted. The following comment illustrates her discomfort:

I felt like I really didn't have much guidance at all...I was marking assignments other people had planned... I'm completely and utterly inexperienced with assessment I have to say...I used to always feel you know; I wanted to be fair to the students (CInt1).

On the other hand, Claire noted that having clear rubrics enabled her to mark more fairly and consistently: “It’s just such a difference when you’ve got a rubric and it’s really clear” (CInt1). She concluded that she was becoming more practiced at it now.

Issues with engaging students

Claire was the only participant who did not report an issue with engaging students. When asked how she engaged her students in learning she responded, “In my music classes I just don’t give them an option; it’s just all go from the beginning. They have to be, you know, standing and singing and playing instruments and all that stuff” (CInt1). From this comment we can see that in her music classes Claire uses a range of interactive pedagogies. Claire reported that students responded positively to this approach.

At the time of the first interview Claire had not taught any non-music classes, but she acknowledged her development needs regarding pedagogies for non music classes. "I've still got so much to learn really... just like different activities... I've only got, probably only a limited range, outside my music teaching" (CInt1). She recalled her experience of lecture classes from the previous year when she was a tutor. She expressed a distaste for lectures commenting, "I don't like really standing up in front of people talking talking talking. I get bored of the sound of my own voice so I prefer to take discussions or do the practical activities" (CInt1). She had found it difficult to interact and get to know the students in a lecture format as this didn't suit her preferred style of teaching. Furthermore, she expressed her discomfort with lectures with large class sizes such as 60 students because "when there's a lot of students they don't tend to offer up their opinions as much; they're sort of a bit shyer" (CInt1).

Issues affecting identity

When asked about the journey of becoming a university teacher Claire acknowledged the self-doubt that she experienced. She commented, "I have my moments where I think I'm not sure I know what I'm doing!" (CInt1). She agreed that she started out with a low level of confidence for teaching adults, but this was gradually building. Her lack of confidence was associated with the breadth of knowledge and experience required to teach into the various courses she had been assigned. Her numerous qualifications, including a PhD, had led her to be delegated a range of courses. However, she posited that having a PhD only makes you an expert in a very small area. She had needed to read to broaden her content knowledge but always still felt just a short step ahead of the students. Claire revealed, "I feel a bit like a fraud sometimes" (CInt1).

Claire referred to a particular experience to explain why she felt like a fraud. One of the papers she delivered required her to write music lesson plans for all the different levels of primary school and give them to her students to teach in the schools they were placed in for experience. She

shared, “[It] was interesting when it got to the upper levels which I haven't actually taught myself, being an early childhood and lower primary music specialist” (CInt1). Claire was proactive in gaining some experience in an upper level primary classroom so that she would feel confident giving an upper level primary lesson to her students to deliver:

So I actually planned a class and I went to my local Primary School where my children go, and I said to the...Year 7 and 8 teacher, “Do you mind if I come and teach a music class to try a few things out?”. And he said, “Fine”. So that's exactly what I did; I went and taught the kids (CInt1).

This was a positive experience for Claire because on the basis of children’s responses she was able to provide her students the plans that she was confident would be successful. Her confidence was further boosted when the majority of her students returned from their delegated schools with a positive experience of delivering her lessons: “I was really worried but they all came back..., the vast majority, had a really good experience, and their plans had worked and the kids had loved them. ...That made me feel a bit more confident” (CInt1).

From these experiences we can see that Claire was student-focused and concerned about ensuring quality learning.

5.2.5 Summary of Claire’s views and experiences

Although Claire perceived teaching development as her personal responsibility, she needed more direction when she began her academic role. She expected to meet her line manager and have a discussion with them on her first day in the position. Instead, she had to find her own office, familiarise herself with the facilities and undertake a search to determine who her line manager was. Claire wasn’t sure what courses she would be teaching or who to approach to find out what was expected of her. She reported a non-existent departmental induction, ostensibly due to

a university restructure, and would have appreciated an induction manual at the very least.

Through Claire's proactivity, she discovered who her line manager was and sought to gain direction through an email. Her line manager's response was 'contact me if you have any specific questions'. Although Claire eventually met with her line manager, it was unhelpful. The university induction, about a month after she started, was also unhelpful.

Prior to her new permanent academic position, Claire had been a teaching fellow for the same university. She experienced resource issues in this role because she had to rely on colleagues to supply quality resources in a timely manner. Conversely, in her lecturing role at the time of the first interview, she reported having autonomy over her courses and developing the resources herself. Whilst Claire preferred this, she reported not having the breadth of knowledge and experience required to deliver the assigned courses outside of her specialisation. She experienced self-doubt and agreed that she had started out with a low level of confidence for teaching adults, but this was gradually building. Claire was proactive in gaining some experience in an upper level primary classroom so that she would feel confident giving an upper level primary lesson to her students to deliver. Ultimately, she was successful in delivering the lesson she had planned and gained enough confidence to return to students and reassure them that they would be successful too.

Claire did not report an issue with engaging her students because she used interactive pedagogies in her music classes. She preferred workshops and felt uncomfortable with large lecture groups because it didn't suit her preferred style of teaching.

Claire reported issues with assessment development and marking. She perceived her inexperience as the cause of her struggles. She had never designed a rubric or assessment task but was required to do so for a new paper she was assigned to deliver. Marking was also a new experience for Claire, and it made her feel uneasy. She wanted to mark fairly and consistently but was concerned that her lack of experience and guidance

limited her capacity to do so. Claire perceived assessments to be highly important and this put her under pressure.

Claire was proactive in seeking advice from colleagues at the university in which she worked, and a friend from another university. When Claire needed reassurance about what material to include in a course outside her specialty, she drew on the support of her friend who delivered a similar paper. When Claire developed her first assessment task, she sought the advice of the Associate Academic Dean to assist her in this area. Claire spoke with enthusiasm about the support she received from individuals. She also incidentally found the Teaching Development Unit and following the second interview, attended some workshops which supplemented the individual support she received.

5.3 Brandon's experiences

5.3.1 Brandon's background

Brandon was in his seventh year of teaching small post-graduate classes in Psychology. He possessed a PhD in his field. He had completed a Postgraduate Certificate in Adult Teaching whilst working as a lecturer with the support of his Faculty. He recalled it taking around four to five years to complete, although it should have been a two-year programme. He acknowledged that there must have been a gap in between his studies, but he could not recall why. He had previously spent 15 years working in the profession, with his most recent appointment with the New Zealand Government as a Clinical Psychologist for the Department of Corrections. Brandon was between 36 and 45 years of age.

Expectations of support

Brandon didn't expect any support to help his teaching development. He commented, "I had no real expectations of what support would be available" (BInt1). Prior to starting in his academic position, he had already decided that if there was no support, he would simply speak to people and

ask how they did things. This forethought suggests that Brandon had skills in planning and organisation.

5.3.2 Findings in the mesosystem context

Ineffective induction

Brandon's interview comments suggest that settling into academia takes time. Now seven years into his role, he noted that it took him a couple of years to really get a sense of the place, particularly because it was a large workplace. When he initially began in his role, he was proactive in seeking an induction. Subsequently, he received an email from a member of the Professional and Organisational Development Unit which he assumed was a result of his probing. He commented, "That was the thing that I found interesting, I'd asked people... "is there induction here?" and I think the Chair of School must have forwarded my details onto HR or whatever, that's probably how I got in line with it" (BInt2). Since the experience was many years ago, he doesn't remember a lot of it, but he referred to it as brief but useful. It gave him an idea of the general layout of the university. It's likely that Brandon appreciated this due to his nature to analyse, plan and organise.

Issues with unclear expectations

Brandon was one of two participants who did not report unclear expectations because he had autonomy over his courses and significant familiarity with the programme and university for numerous reasons. He had been through the programme he was responsible for teaching in decades past. This meant that not only was he familiar with the structure of the programme, but he also had pre-existing relationships with the people who had previously taught him. Such familiarity was a positive influence on his transition into an academic position because it brought back good memories of when he was a student. Furthermore, his previous position outside of academia had led to the development of wider relationships with those in academia. In addition, Brandon knew his predecessor and had co-written with him. He commented, "We're quite a

small community so practitioners know researchers and academics really well; if you've been in a field any measure of time you get to know who's who" (BInt1). The combination of these factors meant that Brandon had a good sense of the role and what was required of him.

However, he acknowledged that there were differences in his new role compared to his previous role working for the Government as a Clinical Psychologist. In the first interview he referred to his previous workplace as "quite a highly structured and quite transparent sort of workplace" compared to the university which was "a much more softer structured workplace where things were probably less transparent" (BInt1). He found this exciting as opposed to confusing, and noted the difference in his experience seven years into the role, "I'm...quite a bit more settled now; got into a whole lot of routines, got quite used to the way things kind of run here I guess. And you know things are far more predictable for me now than they were when I first started" (BInt1). Brandon commented that the only thing that surprised him was the "highly competitive climate for research money and funding" (BInt1). In the first interview he remarked, "I came from a place where funding was easy; you just had to put together a halfway decent proposal, you got money. There weren't many dedicated researchers within the department at the time so there was a non-competitive funding model" (BInt1). Although this was an unexpected find, Brandon did not perceive the expectations of him to be unclear.

Teaching and Learning Development Unit

Brandon spoke highly of help from the TDU when he first began his role: "TDU were incredibly helpful actually, I couldn't sing their praises enough. They were really supportive" (BInt1). Through emails he discovered that they were offering free half-day workshops that he referred to as "seat of the pants, on the job sort of training" (BInt1). He got involved in these because he wasn't involved with research at the time and he stated the workshops were "...really good for new people like me who were coming in, who had notions of teaching and training but no formal background in that stuff" (BInt1).

The range of TDU workshops amazed him and had broadened his perspective of the opportunities of working in adult education. In his former position he had been involved in training people, but it was “a really crude training model, that empty vessel model where you turn up, fill people with information and you know then you tell them to go away and do something with it” (BInt1). TDU provided an opportunity to encounter new conceptions that had not been discussed in his former profession. He expressed in the first interview, “...becoming more aware of the range of pedagogical approaches and philosophies I found hugely enlightening and actually even informed my clinical work funnily enough, so it was kind of a multi directional thing” (BInt1).

Furthermore, Brandon’s involvement with the TDU also exposed him to the Postgraduate Certificate in Tertiary Teaching, which he subsequently completed. The director of the TDU had raised it as an option for further development but did not pressure staff into it. Brandon commented:

They never really pushed it that hard...She put it out there as an idea and I thought that would be good to do and of course I realised that staff were entitled...to do a paper or a course over time; like the School would support that (BInt1).

From this comment we can see that the support of the School made attaining a tertiary teaching qualification more attractive.

5.3.3 Findings in the interpersonal microsystem context

Resources absent/not up to standard

The programme that Brandon delivered relied on the resources remaining from the work of his predecessor. In his accession to the position of Senior Lecturer, he discovered that his predecessor “didn’t have much in the way of material” (BInt1). In addition, Brandon had the opportunity to observe current students of the programme during their internships with one of the agencies he worked for. Through his observations of these students, Brandon surmised that the programme was fragmented. He commented,

“So the programme was kind of piecemeal and I noticed from students who went through our agency when I was in the field that it was kind of piecemeal” (BInt1). Hence, he spent two months developing content and could do this in the absence of pressure. He wasn’t engaged in research at the time and he had already decided to concede the first year of his tenure to teaching, as he shared in the first interview: “I had no research kind of things happening at that moment...I kind of wrote that first year off as teaching anyway...to just developing content” (BInt1) . Brandon’s predecessor “...brought in a lot of guests [that seemed to be a bit of a habit in the programme], so the course content was reliant on getting guests to talk about their particular area” (BInt1). Upon this discovery, Brandon determined where he would focus his efforts prior to teaching:

“So, one of the things when I got the job would be to look at the curriculum more properly...and to try to make something out of that. So that’s what I ended up doing; I spent a lot of time creating, not a curriculum, but creating content really, for that middle year” (BInt1).

From this comment we can see that Brandon used his strengths in analysis, planning and organisation to carry out his academic tasks.

Supportive conversations with colleagues

Brandon recalled turning to his colleagues for direction when he was new to his academic position:

“One thing I did do of course, early on in the piece was actually talk to people, “how do you do this?”. To just get a sense of how people approach their own work to just kind of calibrate my own expectations just so I'm not over under/doing it” (BInt1).

However, in the following interview he commented, “I think the thing I found least useful might have been other peers to be honest” (BInt2). Brandon was referring to their informal support and came to this conclusion because they were comfortable in their practices: “That’s not a

formal part of developing and the reason I say that is people had been here a long time people just basically learned things as they went along” (BInt2). Brandon was the only participant in this study who did not find conversations with colleagues a beneficial source of support.

Supportive conversations with external contacts

Brandon referred to serendipitous support as opposed to advice deliberately sought. He maintained his relationships with former colleagues and agencies. He commented, “Even just casual over the teacups conversations you know can become really informative” (BInt1). This was the case as Brandon was looking to enhance the bicultural aspects of the programme he delivered. However, Brandon’s greatest development in this area emerged from an opportunity to extend himself. He was approached by a colleague to provide cultural supervision outside of the university. Having facilitated for a few months at the time of the first interview, he came to the realisation that “Experiences or activities outside of your teaching or research per view for instance, suddenly have a role in that space” (BInt1). Brandon’s audience worked in the profession and experienced cultural issues regularly. Hence, they were a source of authentic cultural issues that Brandon could take back to his classroom, bearing in mind confidentiality caveats. He commented, “It provided much more meat into the bicultural stream within our programme and it gets the students thinking more critically about the Maori culture in a clinical space” (BInt1). From this experience we can see that Brandon was valued for his cultural competency.

Ineffective line management

Brandon was one of two participants who did not report ineffective line management.

5.3.4 Findings in the intrapersonal microsystem context

Issues with assessment development and marking

In his earlier years of teaching Brandon had developed assessments that were very demanding of the students and time consuming to mark. He had realised this through experience and reflection and had since shaped and reshaped the assignments to make them more doable and useful for the students. He shared, “I think I asked a real huge amount of students when I started that paper, so I’ve pared back the assignments to make them far more doable now and probably more useful for the students” (Blnt1).

It was also important to him to make marking feasible because he didn’t have the professional assistance of markers at graduate level for his graduate level courses. “So finding more streamlined ways of doing the assessment was something I had to learn in the last few years and that seems to be kind of working ok” (Blnt1).

Issues with engaging students

Due to the length of time Brandon had been in his position, his interview comments included reflections on his initial teaching experiences up until the time of the first interview. In more recent times, Brandon recognised that his greatest challenge was “making the content digestible but also bringing the cultural material in, in a way that’s relevant and respectful but also usable for the students” (Blnt1). There were some aspects of the curriculum such as professional competencies that had to be taught, but could be difficult for the students to engage in. Brandon referred to trying to make areas such as these “a bit more sexier than they are sometimes” (Blnt1). Enhancing the bicultural content of the programme was also particularly important to Brandon and his team. They perceived the students’ ability to work safely culturally to be crucial when they move into the profession and work with people in the community. However, students found it hard to engage with theoretical concepts and illuminating the

relevance of culture was perceived to be difficult to impart through the customary models and sources of bicultural material.

Brandon reported that his clinical experience was helpful to engage his students in theoretical papers. According to Brandon:

So you can talk about theories, that's well and good; you might get someone pointy headed, like me back in the day, who would really pay attention to that stuff, but most of the students really latch onto clinical experience (BInt1).

He reasoned that this was likely due to the narrative nature of teaching when he included stories from his clinical experience. He commented, "...probably because there's a storytelling nature to that... people seem to really enjoy the stories not necessarily for their own sake but for the teaching points that come out of those" (BInt1).

His programme was rife with theory and terminology, but he believed that his experiences enabled him to express theoretical ideas and concepts in a way that was meaningful and students could understand.

Issues affecting identity

Brandon was one of two participants who did not report a lack of confidence in his teaching ability. However, with regards to the development he received from the TDU, he noted:

"A lot of it was quite humbling to be fair. I certainly didn't come to university thinking I knew all about teaching, I certainly didn't claim anything like that, but becoming more aware of the range of pedagogical approaches and philosophies I found hugely enlightening" (BInt1).

From this comment it can be seen that his learning from the TDU workshops led him to recognise and value the specialised knowledge of teaching.

5.3.5 Summary of Brandon's views and experiences

Brandon brought a lot to his academic career. He had experience training people, experience in research, expert cultural competence and a strong value of professional learning and development. Furthermore, Brandon's background and existing connections with academic staff meant that he knew exactly what was expected of him in his academic role. Prior to commencing his new position, he had a concept of what his role involved and what changes he wanted to make to the programme he delivered.

After some probing, Brandon got involved in a general university induction which he found helpful to determine the organisational layout of the university. He also learned about the culture of the institution through observations and personal summations. Brandon observed the structural differences between his academic workplace and former workplace and was excited rather than confused. He was surprised by the competitive research climate, but not disillusioned.

Brandon discovered the need to develop more materials to supply the content that was previously addressed by guest lecturers. He perceived this as an opportunity to make the programme more comprehensive and cohesive. Brandon had decided to spend his first year focusing on teaching and had two months to prepare prior to teaching. He reported that this was contrary to anecdotal instances where other colleagues had begun teaching for the first time soon after appointment.

One of Brandon's early recollections of teaching issues was assessment development and marking. Brandon recalled that his early experiences in assessment development resulted in assessments that were too demanding of the students and time consuming to mark. Over time spent delivering the same paper, he was able to make them more feasible and useful for the students.

Despite his training and research experience, Brandon acknowledged how much there was to learn about teaching. He did not expect any support for his teaching development, he simply determined to ask colleagues to share their way of doing things. However, upon doing so, Brandon observed that people had been in academic positions for a long time and lacked enthusiasm for development. Hence, he did not esteem the advice of his colleagues. Rather, Brandon became involved in the teaching development workshops offered by the Teaching Development Unit. He was informed by email of the workshops and spoke with great enthusiasm regarding their support and the influence they had on his teaching practice.

Brandon's prior training experience operated on a transmission model of teaching, but the TDU helped him to adopt a more reflexive and problem-based learning approach. He had issues with making theoretical and cultural content interesting and appealing to the students, so this change in teaching approach was helpful. He also found that students engaged more when he shared his clinical experience.

Brandon referred to the support of former colleagues and agencies through serendipitous 'over the teacups' conversations. Another external source of support, although unexpected, was his role as a cultural supervisor in his former field. He was approached based on his expert cultural competency but found that it benefited his teaching practice because he was able to use cultural issues as learning material in his classroom.

5.4 Sarah's experiences

5.4.1 Sarah's background

Sarah had been at the same institution for nearly 18 months and taught small undergraduate classes in Nursing. She had previously worked in the profession for 20 years. Her highest qualification was at the Postgraduate level, but she was currently completing a qualification at Masters level.

She had not considered a qualification in adult teaching. Like the lecturers at the university, she too was between the ages of 36 and 45.

Expectations of support

Sarah had very clear expectations of the support she would receive, particularly around lecturing. This expectation came from her learning in a Postgraduate Diploma in Health Science: “We learnt about practice development in education where you would co-lecture so that the lecturer could build some confidence in lecturing” (SInt1). Sarah was aware of her own limitations, having never lectured in her life. Hence she thought her expectations for support were reasonable. She commented:

I would have thought that because she knew I’d never lectured in my life that if I’m gonna stand up and lecture two hours at a time, twice a week that I would have a bit of assistance around how to do that (SInt1).

In this comment Sarah refers to her line manager’s knowledge of her inexperience with lecturing and decision to place Sarah in a lecturing position unsupported.

5.4.2 Findings in the mesosystem context

Ineffective induction

During a departmental induction, Sarah was introduced by a colleague to everyone in the office on the campus in which she worked. The same colleague took her through a two week induction regarding processes and housekeeping, after which she was on her own. She recalled in the first interview, “So I remember, and I talked to other lecturers too when I started, you kind of sat there going ‘What do I do now?’” (SInt1). It wasn’t that she didn’t appreciate the two week process, rather she acknowledged the extent of orientation that was required to transition effectively:

I mean god, you could have an induction for six months I think...There's induction and then there's like a buddying... it was like a two week induction; this is the housekeeping type-here is the this, here is the that (SInt1).

From this we can see that Sarah turned to her colleagues for additional support following the formal induction process.

Issues with unclear expectations

Sarah received direction in the form of a complex timetable, which she found confusing. Her understanding of her teaching schedule was hindered early on because she was given the wrong timetable as a guide four months prior to teaching. She commented:

The semester timetable had changed for the second semester so I had the wrong one for like four months...then I had to understand because everyone's course outline is different too, so these are the lectures and these are the tutorials...it took me months to work out what was the lecture and what was the tutorial (SInt1).

Consequently, she'd been in the position for longer than six months and had already begun teaching before she understood the timetable format and was able to distinguish between lectures and tutorials. Her confusion was compounded by the realisation that each course had a different outline; the lectures and tutorials didn't follow a pattern across courses and she would not receive lesson plans for tutorials, she had to develop those herself. "It makes you feel like a new graduate of lecturer. You have no idea what's going on" (SInt1).

In her first year of teaching, the courses Sarah was allocated to teach were coordinated by a senior lecturer on another campus. Sarah's initial learning about teaching was through her interactions with this Course Coordinator. However, in Sarah's second year of teaching she was

exposed to a different approach to teaching and realised that the lack of planning and structure she had observed, was related to the Course Coordinator's way of doing things. She recalled that the Course Coordinator's "...style was just much more informal...and not structured the way that I like it" (SInt1). Sarah began teaching the third year nursing students and got to work more closely with another pair of senior lecturers. "I only realised once I started teaching the third years with these two lecturers that it doesn't have to be that difficult" (SInt1). She attributed the difference to their teaching styles:

I think it's much more that the lecturers that I'm now working with are much more structured because they have lesson plans and they have everything set out. Whereas the other lecturer doesn't have anything set out and no resources are up-to-date (SInt1).

In a comment to her line manager, Sarah indicated that unclear expectations wouldn't have been an issue had she encountered the teaching style of these two senior lecturers first: "What I needed was these two lecturers last year and then I would have been much more clearer about what I was doing" (SInt1). This experience highlights the need for managers to be thoughtful and deliberate in their decisions that affect the early learning experiences of novice higher education teachers.

Teaching and Learning Development Unit

Sarah was the only participant who did not report the TDU equivalent as supportive. Although Sarah had involvement with them, she found their support regarding teaching development ineffective. At the time of the first interview, two different members of the TDU equivalent had observed Sarah deliver a lecture and a tutorial. She hadn't been concerned about the tutorial because she was confident in her ability, but she was quite nervous regarding the feedback she would get from the lecture. To her surprise their feedback was positive which she put down to her delivery of "not such an in-depth subject" (SInt1). She was concerned that the didactic lecturing style required her to be an "encyclopaedia". So, whilst

she was pleased to hear positive feedback, she found their suggestions and feedback generic and not that helpful. She acknowledged their expertise and appreciated their technology related assistance but wasn't convinced about the value of an observation when their feedback couldn't be specific to her programme. In the second interview she admitted:

I really appreciate their input when it comes to, they'll teach us how to set up a quiz on our platform for students...they're really good around that type of thing but I'm not very convinced about the observation thing because it's a very generic teaching perspective, not a nursing one (SInt2).

This comment indicates her preference for discipline specific pedagogies.

5.4.3 Findings in the interpersonal microsystem context

Resources absent/not up to standard

When Sarah was informed of her teaching allocation, she was led to believe that she would receive the resources that she required to do this, and that they would be of an adequate standard. In faith, she prioritised accessing the resources a week before she started teaching. The resources were there, but she was shocked that the PowerPoint presentations had a lot of pictures with no notes. "I'll go and look the week before and 'oh my god' so how do I teach this? It's a picture of an eyeball. Oh my god" (SInt1). Sarah returned to the Course Coordinator for direction. The Coordinator, through her five years of experience lecturing, felt comfortable delivering ad lib and had expected Sarah to be able to do the same. It was Sarah's opinion that this approach was not a suitable option for her or for the topic at hand. Reflecting on this made her cringe because of their contrasting expectations. As a result, she had needed to play "catch up every single day to try and lecture to what I thought was an adequate standard" (SInt1). She commented: "If I had any idea that the lecturing was gonna be like it was or that I would have to update resources

to the extent that I did in August I could have spent months doing it really” (SInt1). This is another example of a situation where Sarah’s expectations weren’t met.

Supportive conversations with colleagues

In the first interview, Sarah shared that lunchtimes provided opportunities to question senior lecturers regarding all things academic. “They just know all the processes and you ask them a question and they just they just know everything, yeah it’s amazing like thank god! oh so helpful” (SInt1). Sarah made it clear that there was no formal mentoring, but senior lecturers expected to be approached by new staff and were happy to receive questions. Albeit, some were more helpful than others. She recalled, “It’s not a formal mentoring; there’s no kind of that kind of thing, but they know...that we will go to them for support like an informal type mentoring” (SInt1).

In Sarah’s first year the coordinator of the courses she was allocated to teach generated more questions than answers, simply because their approach to teaching was ad lib and informal. However, as aforementioned, her development was supported in her second year of teaching by a pair of senior lecturers that she had begun teaching with. She recalled the challenge of the transition: “It’s tricky coming from a nurse expert that I used to be in practice, in a really specialised area where I was the expert and I was kinda teaching others, to then coming to a novice of a teaching role where I don’t have a clue so it was like, “Oh my god what is...what am I doing?”” (SInt1). She was relieved at the time of the first interview, noting that after observing efficient and effective lesson planning and resource development that everything was much clearer.

Supportive conversations with external contacts

Sarah turned to a colleague at another institution for support. This allowed her to share her lecture related grievances and seek advice. Sarah thought her colleague’s suggestion was a good idea:

She said, “I just turn my lectures into tutorials so that I teach for a while and then stop and ask some questions and do a quiz or you know turn it into more of a non formal so that you can gauge if they're learning something” (SInt1).

Following the first interview, Sarah intended on changing her delivery in lectures to make them more informal and interactive. One of her strategies was to get the students to create their own mnemonics in order to remember the content. She described this as a fun and silly approach that suited the group. Sarah shared her new insights at the second interview, “I think in lecturing I’m learning more so that understanding how the group works, then I’ll alter my lecturing style to them. You know, as opposed to being an encyclopaedia and just regurgitating facts” (SInt1). She acknowledged that it takes confidence and learning about the group, both of which had improved as she approached two years in the lecturing position.

Ineffective line management

Sarah spoke to her line manager on numerous occasions. She had high expectations of them and was bold in approaching them with her ideas and concerns. Most points of contact she addressed in the interview regarded lecturing. As aforementioned, Sarah expected a practice development model of induction whereby she would co-lecture in order to build her confidence in lecturing.

After three months her line manager asked how the lecturing was and her response was an astonished “terrible”. Sarah raised her opinion of the didactic nature of lecturing, how it’s antiquated and adverse to effective learning:

... lecturing’s so didactic and kill the students by PowerPoint. It’s horrendous. So I’ve talked to my line manager and said, “We can't be lecturing like this in this day and age- like how much learning goes on? Pretty much nothing!” (SInt1)

Her manager's response was that it would take five years to get used to it and that it was just something she would have to learn. Sarah was astounded at this assumption and indicated her need for support if she was to continue lecturing. She suggested co-lecturing, but the line manager's response was, "Oh no, we don't do that" (SInt). Sarah commented, "She kind of just brushed it off" (SInt1). However, in Sarah's persistent request for support it was suggested that she observe another lecturer. She accepted the suggestion and arranged to observe a peer. Reflecting on the experience at the time of the interview made her cringe. Her peer held a doctorate in the subject that he was lecturing in. Sarah commented, "He just rattles everything off because it's his bread and butter" (SInt1). This experience was unhelpful for her.

5.4.4 Findings in the intrapersonal microsystem context

Issues with assessment development and marking

Sarah was the only participant not to report an issue with assessment development and marking. Rather, she seemed confident in her abilities and encouraged her peers to be more critical in their marking. Sarah referred to an experience when two senior lecturers asked her to mark the work of a mature student that they knew but she didn't know. She recalled:

I was like, "Oh that's a fail". And... they were like, "Oh explain to us why you think it's a fail". And they had to agree with me 'cos I said, "Well this doesn't meet any of the criteria that we're asking and they're like, "Oh yeah, no. That's really right" (SInt1).

This comment illustrates Sarah's confidence in her assessment abilities and the credibility she had gained from her peers in the short duration she had been in her role.

Issues with engaging students

Sarah struggled to engage students during lectures. She spoke about lectures with distaste because she learnt in postgraduate education that “The students have switched off after 20 minutes of PowerPoint lecturing. They’re gone. So for them to do two hours of it?!” (SInt1). In her view, lecturing is not conducive to learning because there are limited means to test their understanding. She favoured tutorials because she could observe active learning. Sarah made her opinion known at a curriculum meeting and through her agency, a lecture had been converted to a workshop for the following year.

Issues affecting identity

Sarah lacked confidence in lecturing. She expressed her terror:

I thought that I would be co-lecturing...that there’d be like a step kind of process before I would be lecturing in a big lecture theatre, but no, I was just landed in it. I panicked. It was terrible. I was petrified (SInt1).

During her blocks of delivery, she would lecture for two hours at a time, twice a week. She was shocked at the lack of support she received, particularly because her line manager knew of her inexperience with it. Part of her struggle was trying to conceptualise what lecturing involved:

I’ve talked to other lecturers and said, “How do you even do this? Am I supposed to just stand up there and talk for 2 hours non-stop without even a breath or even asking them questions or testing their understanding?” (SInt1).

Sarah perceived lectures to be more formal than tutorials. In a tutorial she was confident in managing student conduct, but in a lecture, it was one of

her greatest challenges. The example she provided is if students were laughing inappropriately; she wasn't confident enough to confront them, partly because she didn't know if it would be acceptable to ask them to leave. Her discomfort was also exacerbated by the internal conflict she experienced as a result of beliefs around lecturing.

5.4.5 Summary of Sarah's views and experiences

Sarah made no reference of an institution wide induction; however, she was welcomed into her department by a colleague. She received a two-week departmental induction regarding processes and house-keeping and then she was 'left on her own'. Sarah had high expectations of the support she would receive to help her settle her into the role and to carry out the tasks required of her. She received her teaching schedule and adopted it as her guide, only to discover four months into her role that she had been given the wrong one. Sarah was shocked and confused. Each course had a different outline and she struggled to differentiate between lectures and tutorials.

Sarah experienced issues with resources. In her first year of teaching she was told that she would receive access to teaching resources from the Course Coordinator. Although she was given access in a timely manner, she was appalled to find what she considered to be insufficient detail in the PowerPoints she viewed one week prior to teaching. This placed her under a heavy workload as she attempted to teach and modify them up to her standards concurrently. Sarah did not believe in her capacity to address topics such as pathophysiology ad libitum, as her Course Coordinator did. Sarah had never lectured in her life and it was a terrifying experience.

Sarah lacked confidence in lecturing because she had no clear concept of what it meant, what it should involve and what her role in a lecture entailed. She perceived lectures to be more formal than tutorials and wasn't sure how to discipline inappropriate student behaviour. Sarah sought advice from her colleagues at her ITP and a colleague at another ITP. She wanted clarity about lecturing and how she could better engage

her students in a lecture. Sarah's colleague from another ITP suggested changing her lectures to include features of tutorials. Consequently, Sarah changed her teaching delivery in lectures to be more informal and interactive. At the time of the second interview Sarah was more confident in her lecturing ability because as she understood the dynamics of her students, she was able to alter her lecturing style to suit them.

Throughout this journey, Sarah also sought the support of her line manager, but was appalled when her expectations weren't met. Based on her former studies, Sarah expected to be eased into lecturing through a buddy system or co-lecturing venture. However, her manager belittled her proposal for a co-lecturing opportunity and suggested that Sarah observe a colleague instead. Sarah took up the opportunity but found it unhelpful. Her peer held a doctorate and had expert command of the content that made her cringe. Furthermore, Sarah continued to experience dissonance between her personal conceptions of effective teaching and learning, and those associated with lecturing.

Despite her lack of confidence in lecturing, Sarah brought a critical perspective to her role and was willing to offer opinions and solutions. During her first moderation experience, she was pressured to pass a student. Sarah expressed her disagreement and reasoning for not passing them, and it was then that her colleagues became aware of her marking capacity. Sarah reasoned that her colleagues may have been a little bit institutionalised when it came to marking and moderation.

Sarah reported that senior academics expected to be approached by novice academics for support and advice. The lunch table provided a good opportunity to ask questions of senior academics. However, in Sarah's first year of teaching, she was most exposed to the work of her Course Coordinator whose style was ad lib and informal. This was not helpful, and Sarah was relieved in her second year of teaching when she got to work with other lecturers who demonstrated efficient and effective planning and resource development. Sarah also referred to receiving observations of her teaching from the Teaching Development Unit equivalent. She appreciated the support but wanted feedback more specific to nursing.

5.5 Neil's experiences

5.5.1 Neil's background

Neil was in his fourth month teaching small undergraduate classes in Tourism and Hospitality following four years in the profession of Hotel Management. He had just begun a Certificate in Adult Teaching. His highest qualification was at postgraduate level. Neil was between the ages of 46 and 55.

Expectations of support

Neil reported having no expectations of support to help his teaching development. He commented, "I just came in with an open mind. I didn't set myself up with any planned expectations. And I guess, because of that, what transpired and that 6 weeks was like yes! It really helped me along" (NInt1). From this we can see that Neil attributed his lack of expectations to his satisfaction with his experiences.

5.5.2 Findings in the mesosystem context

Ineffective induction

Neil was one of two participants who did not report an ineffective induction, rather he was satisfied with his induction experience. His line manager arranged meetings for him with a number of support staff. In the first interview he commented, "I was able to meet the learning advisors, the library assistance for our Faculty, I was able to do the normal health and safety induction, learn the system, different programmes that we use;... it was pretty well laid out" (NInt1). This included the TDU equivalent who provided Neil with the aforementioned publication.

Neil had six weeks between starting in his academic role and teaching for the first time. He recalled that this was valuable preparation time that allowed him to become familiar with the content and course outlines of his

teaching allocation: “Again because I had a 6-week lead in time, I had pretty good inductions...being able to...work with the content and the course outline beforehand...so I felt more comfortable delivering it” (NInt1). As will be discussed, it’s likely Neil felt this way because all the resources were supplied and only required minor editing.

Issues with unclear expectations

Neil was one of two participants who did not report experiencing unclear expectations. Rather, Neil reported that the expectations of him and his role were very clear. In addition to the meetings with support staff, he also had regular meetings within the department and informal opportunities to raise issues with his line manager. As he shared, “We have regular meetings with the team and apart from these...our Programme Manager drops in the office every so often and asks, “How you going, any questions?”” (NInt1). From this we can see that support was offered, not only sought.

Teaching and Learning Development Unit

Neil met with the TDU equivalent at his institution during his induction. In the first interview he commented, “They were able to walk me through the basic concepts of teaching and they gave me material to read which actually really did help for my first sessions. I mean really did help!” (NInt1). In this comment Neil is referring to ‘*Goalposts: A Professional Development Resource for Tertiary Teachers in the First Year*’ (Honeyfield & Fraser, 2013).

As a form of teaching development, Neil was encouraged to observe some of his colleagues teach: “I actually went into a couple of classroom sessions with my colleagues, as an observer” (NInt1). Although some of the lessons were for three to four hours, Neil observed for around one hour and learned some fundamental teaching skills from the experience:

...it was just the basics in terms of classroom management,

...respectfulness between tutor and student, how to basically not sit behind the desk and talk,...how to get them engaged a bit, how to get that direction going, how to walk around the classroom (NInt1).

This experience illustrates that the quality of learning is not determined by the length of time of the development opportunity. Neil's observation took only approximately an hour of his time and he gained some insight.

5.5.3 Findings in the interpersonal microsystem context

Resources absent/not up to standard

Neil's teaching allocation included courses that had been delivered in previous years: "...all the papers that we deliver have been delivered... But then there's always the you know, you want to.... put your stamp on it" (NInt1). As a result, he had access to resources that already existed and he only had to personalise it and make updates regarding statistics, dates or field trips. He commented, "I already have the resources; so like all the PowerPoints are there...if I think there is anything I need to put in or update like statistics, that's that's what I did" (NInt1).

Supportive conversations with colleagues

Neil identified his department colleagues as his focal point of support. He referred to them as his team: four other tutors and the programme manager. Their approachability and willingness to help was valuable: "Everybody basically is willing to help and assist, especially being new myself; it was quite refreshing" (NInt1). Listening to them and drawing on their experiences was beneficial for Neil's teaching development. When he experienced an issue, such as trying to get the students to open up and engage, he would approach his team for advice. He also used them as a sounding board when considering ideas, "I would develop an idea and get feedback. And they'll say "Yeah but let me try it this way or maybe you could try tweaking it this way" (NInt1).

The team was also a source of reassurance and encouragement when Neil first began teaching, “I was getting more nervous but, my team was like, “you'll be fine, you'll be ok, you know your stuff” and... when I started it was brilliant” (NInt1). At the time of the second interview, Neil revealed several strategies he was using to engage his students such as questions and answers, videos, discussion topics and an app called Kahoot. His colleagues were his source of ideas.

Supportive conversations with external contacts

Neil was the only participant who did not report support from contacts external to the institution. It's likely that this is because Neil found all the support he required internally.

Ineffective line management

Neil was one of two participants who did not report ineffective support from line management. As aforementioned, Neil referred to his Programme Manager as approachable and willing to help.

5.5.4 Findings in the intrapersonal microsystem context

Issues with assessment development and marking

Neil identified marking assessments as his greatest teaching related challenge, for reasons similar to Claire. At the time of the first interview, his classes were fewer than 15 students. Hence, his challenge was to focus on the quality of the work in front of him as opposed to the individual's efforts. He commented, “...trying to be as true as possible to the rubrics: fairness, consistency and trying to leave out the...I want to say the face of the individual, you know what I mean? You're looking at just what is in front of you” (NInt1). Having transitioned from Hotel Management, assessment and marking was a new experience for Neil.

Issues with engaging students

Neil spoke about the challenge of engaging students. His initial perception of what being a teacher involved was based on his experience as a student. However, it was only once he began the role that he realised the effort required to deliver content in a way that was enjoyable and appealing in order to engage the class. He commented:

And being on the other side as a tutor I realise, oh my gosh they do a lot! ...it's the lesson planning, the preparation, it's the research...well it's trying to find content and making it deliverable in such a way that it's enjoyable and appealing and finding ways to engage the class, you know, so it's much more (NInt1).

Neil taught some international students too, which further compounded the issue. He remarked that "Their English is not the best" (NInt1) and that he found it difficult to get his Chinese students to contribute to group discussion. Some of his classes were quite large in his opinion, particularly those he was teaching at the time of the second interview; they were around 35 students. He was concerned that the international students hid at the back, so he coaxed them to the seats at the front of the classroom.

Issues affecting identity

Neil was one of two participants who did not report a lack of confidence in his teaching ability, although he recalled being nervous before he taught for the first time: "[it was] a totally different experience, my first day...in front of the classroom. I mean building up to it I was getting more nervous" (NInt1). However, he was reassured by his colleagues and his students were helpful. He commented, "I guess the students also helped because I did let them know that you know it was my first time, "I'm new", and then we started chatting and things got really easy after that" (NInt1).

When asked if he considered himself to be a teacher, his response was "yes". His justification was based on the fact that he did the work of a teacher: "I mean I get up in front of the classroom, I deliver material and I

teach” (NInt1). However, he had more to add: “I want to qualify that statement: I am still learning and what I've come to realise: it's you're going to never stop learning in this role” (NInt1). His comments highlighted a belief in himself, given that he had taught, but also humility in recognising his role as a lifelong learner.

5.5.5 Summary of Neil's views and experiences

Neil transitioned into academia with an open mind and no expectations of support to help his teaching development. He believed that his experiences in the first six weeks were positive as a result. Neil was welcomed into a small and supportive team. He received a departmental induction that was arranged by his Programme Manager where he got to meet all the necessary support systems/teams.

Neil had six weeks before his first teaching experience. He was satisfied that he had sufficient time to prepare for the courses he had been assigned. All the resources he required were accessible and only required minor adjustments such as dates, statistics and personal touches.

Nerves were not foreign to Neil when it came to teaching for the first time, but the support of his students and colleagues gave him the confidence he needed for the task. Neil referred to all his colleagues being willing to help. Anytime he had a query or concern, he approached his team for advice.

Some of the issues Neil faced were assessment development and marking, and engaging students. Some of his classes were small, which meant there were fewer assessments to mark. Neil's greatest challenge was assessing the quality of the work in front of him, rather than the individual's efforts. He wanted to be consistent, fair and true to the marking rubrics.

At the time of the second interview, Neil was teaching larger classes. He perceived it harder to interact with the students in larger groups, particularly his international students who tended to hide at the back of the room. Neil reflected on the difference between being a student and being

a lecturer, and the challenge of finding means of delivering content so that it was enjoyable and appealing.

Not only was Neil able to draw on the support of his immediate colleagues, but he also had the assistance of the Teaching Development Unit equivalent. Neil referred to discussions regarding the basic concepts of teaching, the provision of reading material and the opportunity to be a peer observer. He found all these support structures to be helpful. In addition, Neil had recently begun a Certificate in Adult Teaching and had received an Ako Aotearoa publication titled '*Goalposts: A Professional Development Resource for Tertiary Teachers in the First Year*' to assist his teaching development. Neil's experience illustrates how a transitional experience can be made positive, when effective support structures are in place.

5.6 Summary of findings

No two cases in the study were the same despite participants working for the same institution: Claire and Brandon worked for a university and Sarah and Neil worked for an ITP. Although common themes were found between their experiences, not one theme united all of the participants. There was nothing in the backgrounds of the participants that united them all, other than the fact they had worked outside of a university or ITP prior to taking up their teaching position. Matters such as induction that could be assumed to be similar within an institution, were different. Furthermore, Claire and Brandon's initial experiences couldn't be compared in the same context given their six year difference between starting their academic roles. Claire and Sarah had the most similar experiences as can be seen in seven out of ten themes. Their differences were their perceptions of the TDU/equivalent, assessment development and marking, and engaging students. Perhaps their similarities were related to their demographics; they were both females between 36 and 45 years of age, with at least 20 years of work experience outside academia. Cross-case analysis is addressed further in the discussion chapter.

The main teaching related issues these novice higher education teachers faced were:

- Unclear expectations: Claire and Sarah experienced confusion associated with not knowing what was required of them;
- resources absent/not up to standard: Claire referred back to her experience as a teaching fellow, having to rely on others to supply resources that never appeared. Brandon took stock of his predecessor's resources and identified gaps where guest lecturers had been scheduled. Sarah reported PowerPoint slides with pictures and no notes, for a subject she deemed too complex to ad lib;
- assessment development and marking: Claire was acutely aware of her inexperience with assessment and found them difficult to develop. Brandon initially developed assessments that were more arduous for the students than they needed to be. Both Claire and Neil raised the issue of fairness when it came to marking;
- challenges to do with engaging students: Brandon and Neil expressed the challenge of finding ways to deliver content so that it was enjoyable and appealing. Sarah didn't believe lecturing was conducive to learning and noticed that her students would disengage after 20 minutes.
- issues affecting identity: lack of confidence in lecturing and delivering outside specialist areas. Claire lacked confidence in her teaching ability because in some papers, she did not have the breadth of knowledge and experience required. Sarah lacked confidence in lecturing, primarily because she had no lecturing experience so did not have a grasp of what she was required to do in a lecture, but also because she didn't believe lecturing was conducive to learning.

The participants of this study considered the most effective support for their development to be:

- conversations with colleagues: Claire found it helpful to ask her colleagues to share their way of doing things and drew on the

support of one particular senior lecturer whom she valued for their advice. Likewise, Sarah and Neil reported the approachability and willingness to help, of their colleagues;

- conversations with contacts external to their institution: Claire drew on the support of a colleague at another university with which she shared a similar paper. Brandon's source of support external to the university were serendipitous conversations with former colleagues and agencies. Sarah too had a fellow colleague at another institution whom she sought for advice regarding lecturing;
- their institution's TDU/equivalent: Claire and Brandon attended TDU workshops at the university, although six years apart. Brandon found them enlightening and praised them enthusiastically. Claire less so, but still valued their input. Neil had conversations with the TDU equivalent regarding the fundamentals of teaching, was given reading material and observed his peers teaching, all of which he found useful.

The least perceived least effective means of support were:

- their institution's induction/lack thereof: Claire reported a non-existent departmental induction and an unhelpful university induction. Sarah had a two week 'house-keeping' departmental induction but would have liked more direction following its completion;
- their individual line management: Claire did not find out who her manager was, nor did she get to meet her for several weeks into her new role. Claire needed her manager to communicate more effectively with her. Sarah needed support regarding lecturing from her line manager, but her suggestion of co-lecturing was belittled.

Whilst these common themes have been generated through thorough analysis of the data, the uniqueness of each case is evident. The following discussion will explore the findings in relation to the existing literature.

Chapter 6 : Discussion

6.1 Introduction

In the exploration of the teaching related issues perceived and experienced by novice higher education teachers, five themes emerged from the data in response to the first research question. These were unclear expectations, the absence of /substandard resources, assessment development and marking, engaging students, and issues affecting identity. This study also sought insight into the most effective/least effective structures and practices for supporting the teaching development of novice higher education teachers. The most effective support was found to be conversations with colleagues, conversations with contacts external to the institution, and the teaching development unit (TDU) or equivalent. The least effective structures/practices were found to be formal induction and line management. However, it needs to be remembered that the experiences of this small sample cannot be generalised and taken to represent the experiences of all novice higher education teachers. Rather, the readers of this study are invited to make connections with their own experiences.

This chapter is structured in a similar way to the individual case results and the research questions but draws out key points across cases. It begins by discussing the findings related to expectations of support. Subsequently, the chapter discusses the interpretations of the themes above in the social ecological context in which they arose. It compares and contrasts the findings with current literature regarding the transition experiences of novice academics, formal and informal support structures and perceptions of support.

6.2 Expectations of support

Three out of four of the participants did not expect support to help their teaching development. Claire considered it to be her personal responsibility, Brandon did not expect support and had already decided on his course of action if there was no support and Neil transitioned with an

open mind and no expectations. Only Sarah had expectations of support to help her teaching development and they weren't met.

Despite teaching at the same institution, Sarah and Neil had very different experiences. Sarah's line manager appeared to be unsupportive despite being accessible. By contrast, Neil's manager and team were very supportive. Although Sarah and Neil both had similar support on offer in terms of: peer observations and input from the TDU equivalent their experiences were different. Neil found both sources of support to be helpful, whereas Sarah thought they were unhelpful. This paragraph brings together expectations and experience. Interestingly, their expectations were different: Neil referred to having an open mind but no expectations of support, whereas Sarah had very clear ideas about receiving mentorship. This finding raises a query as to the influence of expectations on experiences of support.

Smith (2010) found that the novice lecturers with extensive experience outside academia rejected an academic identity. They experienced an unpleasant chasm between their experiences and expectations. Smith (2010) expressed the value of their expert discipline knowledge but also concerns that resignation from their academic positions was a real possibility, even a reality for one of the participants. Other studies also reported instances of resignation (Gourlay, 2011b; King et al., 2018). From this we can see that it is important that the expectations of support of novice higher education teachers are given adequate attention.

According to King et al. (2018), novice higher education teachers have high expectations of induction based on their prior experiences. The literature highlights the importance of meeting expectations of induction. In instances where induction was perceived as inferior to the induction of their prior workplace, novice higher education teachers reported feelings of abandonment and disorientation (King et al., 2018). Other studies indicated a similar response to a poor induction (Sutherland et al., 2013; Wilson et al. 2014; Anderson, 2009; Boyd, 2010; Gourlay, 2011b; Smith & Boyd, 2012). In this study, Sarah reported conflict with her line manager and expressions of shock. The worst possible outcome of not meeting

novice higher education teachers' expectations is resignation based on a poor experience (Smith, 2010; Gourlay, 2011b; King et al., 2018).

6.3 Findings in the mesosystem context

Ineffective induction

Induction was deemed an ineffective means of supporting development by two out of four of the participants.

Claire and Sarah reported inadequate induction experiences which both resonate with and contest the literature. Many UK studies reported inadequate induction experiences of novice academics (Guth, 2009; Husband, 2018; Barlow & Antoniou, 2007; King et al., 2018; Staniforth & Harland, 2006; Gourlay, 2011b). Conversely, two New Zealand studies affirmed the existence of 'orientation programmes' at all New Zealand universities (Sutherland et al., 2013) and 'comprehensive induction programmes' across a range of tertiary education providers in New Zealand including ITPs and universities (Projects International, 2010). However, the quality of induction programmes may have changed since these studies were completed.

Claire reported a completely non-existent departmental induction at her university, despite a deep desire for one. She attended a general university induction about a month after she started, but she did not find it helpful. She would have appreciated an induction manual at the very least. In the UK, similar experiences were shared by other novice academics (King et al., 2018; Barlow & Antoniou, 2007). Participants reported a desire for a folder of practical information because they were unfamiliar with the systems and still had to ask other people (Barlow & Antoniou, 2007). A pattern of discovery is common between these experiences. Participants, including Claire in this study, 'eventually found' information, support services or key personnel. Even Brandon, who was satisfied with the general university induction he received, only came into contact with it through his own probing. This suggests that although formal support structures were in place, their implementation was inadequate. This

finding resonates with the findings of Sutherland et al. (2013) who suggested that support was difficult to access for early career academics, particularly given their unfamiliarity with systems, procedures and staff.

Unlike Claire, Sarah received a two week departmental induction. A colleague took her through general house-keeping matters. Although Sarah appreciated this, she needed more direction and like Claire, didn't know what to do when she was left to her own devices. Sarah's need for further direction was particularly pertinent given her resource related experiences.

Despite working for the same institution, Sarah and Neil's experiences contrasted. They both received a departmental induction, but whilst Sarah's was housekeeping oriented, Neil's included meetings with various support structures. This highlights the departmental differences within an institution and also raises the possibility of differing perspectives of the quality of induction.

Claire and Brandon's experiences suggest that the organisational structure, lines of communication and procedures of the university were in a state of disorder at the time of their inductions. However, their experiences were six years apart, which raises the question of, were they coincidentally disordered at each of these times, or have they been disordered for at least the past six years? Their comments suggest that they both received a general university induction, which was not valued by Claire but valued by Brandon, again highlighting the subjectivity of experiences.

We can see from these experiences that the induction procedures within both universities and ITPs may need to be reviewed. It is likely that procedures exist, but their implementation needs to be scrutinised. Without analysis of the procedures at each institution, it is difficult to identify precise areas for improvement. However, Allen (2006) and Bauer and Erdogan (2011) state that a departmental induction is mandatory for any new staff to become acquainted with their new environment.

“Support at departmental level is also vital for early career academic socialisation and satisfaction” (Sutherland, 2018, p. 182). Based on her research of early career academics in New Zealand universities, Sutherland (2018) makes sound recommendations that would benefit the participants in this study. Sutherland (2018) recommends that the Head of Department engage in the preparation and delivery of a sound induction. In avoiding a deficit model of development, Heads of Department should prepare an induction that is relevant to the prior experiences of each individual novice higher education teacher (Sutherland, 2018). Furthermore, Sutherland (2018) suggests that early career academics could be assigned a departmental mentor or buddy to provide ongoing support and direction. This could be a staff member whom the novice higher education teacher could co-lecture with.

Induction was identified by two of the participants in this study as an ineffective source of support for their teaching development. Their expectations for guidance and help in settling in, were not met. Had they received a comprehensive induction, they may have had a more pleasant transition into academia. Furthermore, their issues regarding course planning, resources and lecturing may have been mitigated. Essentially, all new staff need a good induction and in the case of novice higher education teachers, the Head of Department should have a role in the preparation and delivery of the process.

Issues with unclear expectations

Two out of four of the participants reported experiencing unclear expectations. Claire and Sarah experienced confusion associated with not knowing what was required of them. Novice academics in the literature have had similar experiences whereby they've felt disorientated (Anderson, 2009; Boyd, 2010; Smith & Boyd, 2012; Sutherland et al., 2013), because they've not known what is required of them (Staniforth & Harland, 2006; Gourlay, 2011b) or where to go to raise professional issues (Smith, 2010).

In this study, unclear expectations were identified as a teaching related issue. In Claire's initial transition period, she didn't know what she would

be teaching or when. Furthermore, she didn't know what to expect in a tertiary classroom. By contrast, Brandon's background and existing connections with staff meant that he knew exactly what was expected of him, whereas Claire had no connections and no indication of who to approach. As discovered by Sutherland et al. (2013), this illustrates how a lack of knowledge of procedures or who to contact can make existing support difficult to access.

It's unclear whether Claire's lack of direction was an institutional procedural fault, or an oversight of another staff member. Her line manager's email response suggested that Claire was expected to know what was required of her, but aspects such as teaching allocation needed to be communicated; they were not implicit in the role. Therefore, it's possible that someone was responsible for informing Claire and her manager assumed that this was done.

Sarah had difficulties understanding the teaching timetable, particularly distinguishing between when she was expected to lecture or deliver a tutorial. Furthermore, she did not have a clear conception of a lecture. Even though she had received a timetable, interpreting it was a challenge and the experience was only worsened when she discovered she had been given the wrong one. This experience can be deemed a disadvantageous practice situation that resulted in unjustifiable energy expenditure in trying to cope with such matters (Staniforth & Harland, 2006).

These issues were specific to the departments the novice higher education teachers belonged to. From these experiences we can see that there is a need for better communication within some departments, if not a review of departmental procedures for inducting new staff members. However, it raises the question of who is responsible for the induction and support of new staff. Teacher support and development in New Zealand universities and ITPs is offered through three structural arrangements, only one of which referred to the provision of some teacher support spread across faculties and departments (Projects International, 2010). Arguably, these structures could make it easy for staff at departmental level to

dismiss and redirect responsibility for novice academics. However, the experiences of the participants in this study illustrate that support is required at departmental level and therefore individual departments need to make decisions about how they will support their new staff.

Given that Sarah's experiences with her Course Coordinator were not helpful for her teaching development, management needs to take caution when delegating responsibility. Albeit, some guidance may not be an intended part of the orientation process. Teaching allocations are generally a reflection of the strengths and availability of staff members within a department. Hence Sarah may have been placed with her Course Coordinator based on that alone, not as a deliberate source of support. Regardless, line management needs to make deliberate decisions regarding how the new members of their department are made welcome and informed of what is expected of them (King et al., 2018). This needs to happen early on in the transition experience so that the novice higher education teacher can begin to structure a cognitive map of their role and prioritise their teaching preparation.

Teaching and Learning Development Unit

The Teaching and Learning Development Unit (TDU) or equivalent is an example of one of the formal support services for new staff in New Zealand universities and ITPs. In this study, three out of four of the participant's interview comments reflected a value in the TDU, or equivalent, in supporting their development.

Claire and Brandon attended TDU workshops at the university, although six years apart. Claire incidentally found the TDU and following the second interview, attended some workshops. Brandon received emails regarding their workshops. Claire did not report receiving emails about TDU workshops. This suggests that the TDU workshops may have been better communicated at the point in time when Brandon started his academic role, or perhaps there weren't any workshops being delivered early on in Claire's transition. These experiences suggest that the processes for establishing a relationship between novice academics and the TDU may need to be reviewed or improved.

Sarah and Neil received support from the TDU equivalent at their ITP, but not from workshops. Sarah was observed teaching twice, once in a tutorial and once in a lecture, and received subsequent feedback. Neil on the other hand, had discussions regarding the basic concepts of teaching and received material to help with his teaching development which he found really helpful. He also made a few peer observations of his colleagues teaching, as a development exercise.

In New Zealand universities, Sutherland et al. (2013) discovered that teaching development workshops were the most effective form of professional development for enhancing teaching confidence. This was not the case for Claire because her lack of confidence was centred around her breadth of knowledge as opposed to pedagogy. Sarah too, did not find the support of the TDU equivalent useful for her teaching. That said, she was positively surprised with the feedback she received following a peer observation of a lecture. Whilst this may have been a potential source of a confidence boost, Sarah was quick to disparage the feedback because she perceived it was the delivery of 'not such an in-depth subject'.

Peer observations may have been helpful for Claire and Brandon because they both reported asking their colleagues how they did things. According to van den Bos and Brouwer (2014), "The possibility to be observed and to observe others accompanied by discussions and systematic reflection is put forward by several authors as being very useful" (p. 774). Sarah deemed the observations of her teaching as not very helpful because she received generic feedback, not feedback specific to Nursing. On the contrary, Neil made a few peer observations of his colleagues and learned some fundamental teaching skills.

Brandon reported that the TDU delivered a range of workshops during his early transition experience. His awareness of pedagogical approaches and philosophies increased, which suggests the workshops addressed pedagogy. As a result of the TDU workshops, Brandon's crude transmission model of teaching changed to a problem-based learning approach. This reflects the benefits of pedagogical training, also reported in existing literature (Clavert et al., 2014; van den Bos & Brouwer, 2014).

All of the participants in the study by Clavert et al. (2014) identified pedagogical training as meaningful and most expressed an increase in pedagogical understanding. Van den Bos and Brouwer (2014) reported that their five month induction programme enabled teachers to deepen their conceptions of teaching and learning, although some already exhibited a student focused orientation prior to the programme.

Essentially, Claire, Brandon and Neil valued the support of the TDU or equivalent. The TDU or equivalent appears to offer support through a variety of means: discussions, reading material, workshops and peer observations. The needs of novice higher education teachers differ, as do their preferences for the ways in which they are supported. Hence engagement with the support services of the TDU could be instigated by the novice higher education teachers themselves, following a general meet and greet. It would be helpful for the formal induction to include an introduction to the TDU and their support services so that the novice higher education teachers are aware of them. In saying that, a follow up would be required. Induction can be overwhelming (King et al., 2018) and sometimes there may be too much information for induction participants to take in at once (Sutherland et al., 2013).

6.4 Findings in the interpersonal microsystem context

Resources absent/not up to standard

Three out of four of the participants identified absent or substandard resources as an issue, but their experiences varied. This finding was not raised as an issue of novice higher education teachers in the literature about their transition experiences. However, it does raise implications regarding how resource issues can be avoided, or how novice higher education teachers are supported to overcome such issues.

Although there were other contributing factors to Neil's successful teaching development, pre-existing and accessible good quality resources were helpful. On the contrary, Sarah's development was hindered as she attempted to teach and modify her resources up to her standard

concurrently. This experience presents a two-sided argument. One might say that Sarah was provided with adequate support; she was supplied the resources with sufficient time to amend them and it was her personal responsibility to determine the extent to which they required amending. A contrasting argument could be that, given Sarah's novice status and her unfamiliarity with academia and teaching, she should have been given more direction so that she was aware of what to expect in such situations, or simply provided better prepared resources.

Essentially there is always the possibility of a new member of staff perceiving the supplied resources as substandard because of the subjectivity of quality. The critical lesson from these experiences is that novice higher education teachers should be given access to resources and directed to view them well in advance of their teaching commencement date. Alternatively, where there are limited resources available and resource development is required, novice higher education teachers should be given the support and time required to carry out such a task. King et al. (2018) raised the issues of time pressure and feeling unprepared for allocated responsibilities due to a lack of training and support. Had Sarah received direction during induction to view the resources supplied for her courses, she would not have found herself under time pressure and feeling unprepared for her lectures.

The development and distribution of teaching resources typically occurs at the department level of an institution. Again, the question of responsibility is raised. In the instance where a new staff member is taking over the role of a predecessor, it is the responsibility of the manager to ensure that the required resources are easily located and accessible prior to the staff member's departure from the institution. However, where a course coordinator is in place, it is likely that they have responsibility for the allocation of resources.

Claire's resourcing issues were experienced when she was a teaching fellow and exemplified the difficulty in relying on other colleagues to hand over resources in a timely manner. It was one of her greatest teaching related challenges because she found herself under pressure and without

the skills to develop resources and activities for a lesson. This reiterates the importance of a sound induction that provides sufficient training and support (King et al., 2018). Resource issues such as this present a challenge for management because in delegating responsibility, they are showing trust in their staff to meet their expectations and how they handle the situation is dependent on their personal management style.

Regardless, an element of accountability is necessary to ensure that novice higher education teachers, and all other staff for that matter, receive the resources that they are promised. Caution should be taken to ensure that promised aspects such as this are delivered. The UK study by Husband (2018) highlighted a negative effect on the learning and development of staff where promised aspects of professional learning were not delivered. This is particularly important in the instance of resources because novice higher education teachers may not have the time or skill set to develop resources when they have not been delivered. Consequently, coping may again become the priority over learning to teach (Staniforth & Harland, 2006; Orr, 2012).

When making their decisions regarding teaching and resource allocations, management should also consider how they can foster autonomy in their novice higher education teachers. Claire reported feeling more in control when she had responsibility for her own courses. Sutherland et al. (2013) reveals the importance of autonomy to early career academics and therefore the significance in their experiences of “the influence of the university’s structures and expectations, and the provision of resources and services (or perceived lack thereof)” (p.37). Fostering autonomy in novice higher education teachers could help to alleviate the feelings of inauthenticity associated with status and confidence Gourlay (2011a).

Supportive conversations with colleagues

Three out of four participants identified informal conversations with colleagues as one of the most effective factors in supporting their development. This echoes the value of collegiality of other novice higher education teachers in the literature, particularly where formal mentors and management are lacking, as were in this study (Staniforth & Harland,

2006; Barlow & Antoniou, 2007; Smith & Boyd, 2012; King et al., 2018; Bywater & Mander, 2018; Husband, 2018).

Claire found it helpful to ask her colleagues to share their way of doing things. She drew on the support of one particular senior lecturer whom she valued for their experience and advice. Likewise, Sarah and Neil reported the approachability and willingness to help, of their colleagues. Sarah reported that at her ITP senior academics expected to be approached by novice academics. Bywater and Mander (2018) also reported senior academics volunteering their time to help novice academics. The senior colleagues were able to empathise with the novice academics through their own experiences (Bywater & Mander, 2018). Evidently, collegiality was apparent in spite of the isolating experiences of other novice academics in the literature (Gourlay, 2011a; Gourlay, 2011b; Barlow & Antoniou, 2007; Smith, 2010; Mathieson, 2011).

A difference in context appears to be the main reason the participants in this study did not report isolation like those in the literature. Mathieson (2011) reported that dissonance between departmental localised cultures and approaches to teaching in the centralised induction programme could have an isolating effect. Whereas in this study, only two participants had a sufficient induction and did not report such dissonances. Large departments were not an issue in this study because departments were referred to as small and supportive.

Some of the findings in this study reflect earlier findings in the literature. Both Claire and Sarah had unhelpful experiences with their line management. Hence, they each sought the advice of their colleagues internal and external to their workplaces. In the literature around novice academics, colleagues were relied on as sources of informal support where formal mentors and management were lacking (Staniforth & Harland, 2006; Barlow & Antoniou, 2007; Smith & Boyd, 2012; King et al., 2018; Bywater & Mander, 2018; Husband, 2018). A participant in Iglesias-Martinez' et al. (2014) study also expressed the value of colleagues for support. They appeared to value the informal support of their colleagues more than formal courses as can be seen in this comment: "Colleagues'

comments provide more than the teacher himself can in training courses” (Iglesias-Martinez et al., 2014, p. 176). It’s possible that colleagues are so highly valued for their support because their support is informal and easily accessible in a timely manner.

Sarah referred to asking questions of her senior colleagues at the lunch table. Neil referred to his manager popping into his office or talking things over with his small teaching team. This reflects the significance of physical location in relation to collegial support. As Smith and Boyd (2012) found, the new lecturers in their study gained the support of colleagues who shared an office, corridor or coffee room. Teaching team colleagues were also identified as significant sources of support. Moreover, “A considerable number of new lecturers had sought out their own informal mentor” (Smith & Boyd, 2012, p. 69).

Given how much novice higher education teachers value collegiality, it may be helpful for management to promote informal or formal mentoring. Maurice-Takarei (2016) discovered that trades tutors had preferences for learning about the practice of teaching from a mentor or equivalent. It appears that this may already be happening in universities in New Zealand. Sutherland et al. (2013) reported advice for early career academics from 77 academic leaders across the eight universities in New Zealand. One of the points they made was for ECAs to seek mentors from internal and external sources to their discipline and institution.

Locating a mentor could be made more achievable for novice higher education teachers if an opportunity is provided to do so. For example, an organised departmental meet and greet where the purpose of the meeting is for new staff to find a mentor. If all parties involved are aware of the purpose, then there is less likely to be begrudging compliance. It is important in both formal and informal mentoring that the mentor is willing and able to supply support. Studies have evidenced the potential pitfalls with mentoring. Husband (2018) described an experience where the mentor had too many other mentees and was too busy to support the reporting novice higher education teacher. Staniforth & Harland (2006) reported that the mentor of a novice academic was away on study leave at

the time when their support was most needed. Hence institutions/management should consider how mentoring will operate in their setting, rather than leaving it to chance.

Supportive conversations with external contacts

Three out of four participants referred to contacts external to their institution as sources of support. This finding was not reflected in the literature regarding the experiences of novice higher education teachers.

Claire and Brandon had relationships with academics prior to their entry into academia. Claire had met her friend at a conference. Her friend worked at another university from the one where Claire commenced working. They both delivered similar papers, which made her an obvious source of support for Claire who had to teach outside her speciality. Brandon's source of support external to the university were his former colleagues and agencies. In contrast to Claire, his support from his external contacts was serendipitous as opposed to deliberately sought. He referred to 'over the teacups' conversations, similar to Sarah's informal lunchtime conversations with her colleagues.

It is possible that this finding is not presented in the existing literature because the research/interview questions of other studies have not positioned themselves to gather such data. Claire and Sarah did not have managerial support to resolve their issues. It's likely that they had a sense of urgency to find some answers because it directly affected their practice and therefore used all the resources at their disposal to do so.

Claire and Sarah's relationships with their colleagues external to the institution were pre-existing to their transition into academia. It is unknown how strong or mature these relationships were, but an established relationship has value. It's possible that Claire and Sarah drew on support from these individuals because there was no fear of judgement or inconveniencing someone they weren't familiar with. The literature evidences the challenge novice higher education teachers face of attaining an academic identity and averting feelings of inauthenticity (Chan, 2009; Smith, 2010; Maurice-Takerei, 2016; Boyd, 2010; Wood et al., 2016;

Ennals et al., 2016; Billot & King, 2017). It takes confidence for a novice staff member to approach an unfamiliar person and ask for guidance, particularly if they perceive that they're expected to know what they're doing.

Neil did not seek external support. It's possible that Neil did not have the need to seek support outside his department. His manager and team were very supportive, he had support from the TDU equivalent and he only had to make minor modifications to the resources he was supplied.

Furthermore, he had a six week period to familiarise himself with the materials and develop these relationships prior to teaching for the first time.

Ineffective line management

Two out of four of the participants identified line management as an ineffective source of support for their development.

Claire needed her manager to communicate more effectively with her. Ideally, she would have been greeted upon arrival to her workplace and led through a departmental induction. Sarah needed support regarding lecturing from her line manager. She boldly approached them regarding her beliefs and challenges, but her needs were belittled. These findings resonate with the most recent survey of public tertiary education sector staff in New Zealand, whereby academic staff were found to be dissatisfied with the level of managerial support (Sedgwick & Proctor-Thomson, 2019).

In Claire's experience it's difficult to determine the reason she struggled to make contact with her line manager. It could be a shortfall of the institution's processes, or a lack of action from her manager. Either way, Claire did not find the eventual meeting with her manager to be helpful. The explanations and direction she expected were not provided. This could be a reflection of many things. Management could have been unclear about the expectations in their own role, experiencing institutional pressures that diverted their attention to other matters, held personal perceptions about their role in induction of new staff that limited their

willingness to intervene, had pressing workloads that placed them in a position of coping and prioritising or there could have been miscommunication within the chain of command. Regardless, King et al. (2018) recommend that all new staff should be made to feel valued, even prior to their arrival.

Sarah's issues with her line manager were a result of conflicting values and expectations. Sarah suggested that co-lecturing would be helpful for her but felt as though her comment was 'brushed off'. The most recent survey of public tertiary education sector staff in New Zealand revealed that academic staff believe that Unit Management and Executive are not open to listening to their needs or views (Sedgwick & Proctor-Thomson, 2019). This is a concern, considering the significance of the working relationship between Heads of Department/managers and novice academics in universities. In the university study by Sutherland et al. (2013), early career academics ranked Heads of Department/managers who were committed to their success as the second most important working relationship/type of support. The New Zealand literature is scarce regarding support for novice academics in ITPs. However, Chan (2009) reported that at least half of the novice trades tutors in her study, received and valued collegial and managerial support. This suggests that institutions should give attention to the cultures and structures that enable positive working relationships between management and their new staff members.

Sarah's experiences illustrate that the quality of support can be the result of decisions made by line management. Sarah's teaching allocation determined most of her early learning experiences because she was exposed to the work of one main individual, the Course Coordinator. From Sarah's experiences we can see that the impact of such relationships on initial perspectives of tertiary teaching is significant. Sarah's initial perceptions of tertiary teaching were that it was unstructured, difficult and confusing. These perceptions were formed based on her observations of her Course Coordinator. It was only in Sarah's second year of teaching, when she was exposed to the work of other senior lecturers, that her perceptions of tertiary teaching evolved. It was then she realised that

tertiary teaching can be structured and much less difficult than she originally perceived. That said, it's possible her perceptions changed as a result of time and experience in her academic role too.

Sutherland (2018) identifies that Heads of Department/managers should take responsibility for informing their new staff of the opportunities available to them but take caution not to supply all of the support by themselves. Given Sarah's experiences, they should also take caution when deciding who to involve in the provision of support. Like Sutherland (2018), Billot and King (2017) recognise the importance of the role of the manager in supporting the development of novice academics during the induction phase. The organisational knowledge and experience in the institution of managers means they can help novice academics determine what to prioritise in their early transitional period (Sutherland, 2018). However, this demands administrative and managerial skills that they may not have due to a lack of such training (Sutherland, 2018).

In this study it is unclear where the line managers were situated in the department hierarchy, whether they were Heads of Department or in other roles. Since the participants in this study received/sought most direction from their line managers, there appears to be a need to support line managers to induct and support their new staff members effectively. However, this study is particular and there is a need to find out more about the current formal and informal support available to new tertiary teachers in the ITP sector, given that the last stocktake was a decade ago (Projects International, 2010). Sutherland et al. (2013) has produced a slightly more recent, thorough report on the situation in New Zealand Universities and valuable, pragmatic handbooks for early career academics (Ako Aotearoa, 2013a) and all those involved in supporting them (Ako Aotearoa, 2013b). According to Projects International (2010), "The induction programme content and the support available to staff new to tertiary teaching are similar across the university, ITP and PTE sector" (p. 41). Hence it is likely that the recommendations (Sutherland et al., 2013) and resources (Ako Aotearoa, 2013a; Ako Aotearoa, 2013b) are equally applicable to ITPs in New Zealand. Even so, I would still recommend another stocktake of the ITP sector after the current reforms (TEC, 2019). It is highly likely that

support structures will either experience significant change or be affected by significant change. In this study, Claire's experiences are an example of how the support structures of an institution can be affected during a restructure.

This study corroborates the findings of Sutherland (2018) regarding novice academics' needs for collegial and managerial support in universities. However, support is variable and we need to know more about the current state of support in the ITP sector. Claire and Sarah's experiences resonate with the reports of other academics (Sedgwick & Proctor-Thomson, 2019) who express dissatisfaction with managerial support. There appears to be a need for management to be more supportive of their staff, even more so, given the inadequacy of induction. Management should assume some responsibility for informing their new staff of developmental opportunities and make an effort to help them to feel valued. The working relationship between a novice academic and their manager is an important source of support. However, management may lack administrative and managerial skills required to deliver on the support required novice academics. Hence there is a need for institutions to train line managers to induct and support their new staff members effectively.

6.5 Findings in the intrapersonal microsystem context

Issues with assessment development and marking

Three out of four of the participants reported issues related to assessment development and marking. Similar experiences were reported by other novice higher education teachers in the literature (Boyd, 2010; Smith & Boyd, 2012; Iglesias-Martinez et al., 2014).

Claire and Brandon experienced issues regarding assessment development. This was not prevalent in the literature surrounding novice higher education teachers. It is possible that few novice higher education teachers are required to develop assessments during their early transition experience because it is a demanding task for someone inexperienced. Assessment development could also be difficult for novice higher

education teachers as their attention may be diverted by transition issues that they need to overcome (Wilson et al, 2014).

Both Claire and Neil raised the issue of fairness when it came to marking. Given their inexperience with assessment, they were both conscious of the potential for subjective bias. This reflects the findings of Iglesias-Martinez et al. (2014) whose participants had difficulty in being objective and were conscious of their lack of evaluation competence. Claire was acutely aware of her inexperience with assessment. She perceived assessment as important, as have novice academics in other studies (Boyd, 2010; Smith & Boyd, 2012). In spite of the particular nature of this study, it could be said that many novice academics are concerned about the responsibility of marking fairly and consistently (Boyd, 2010; Smith & Boyd, 2012).

A form of training could be beneficial for novice higher education teachers needing to develop their skills for assessment and marking. A suggestion is subsequently made in the section below.

Issues with engaging students

Three out of four of the participants expressed issues with engaging their students. This too was not prevalent in the experiences of novice higher education teachers in the body of literature.

Brandon and Neil expressed the challenge of finding ways to deliver content so that it was enjoyable and appealing. Even Claire, who didn't report any issues engaging students, acknowledged her need for development regarding pedagogies because how one teaches is linked to student engagement. This is likely because pedagogy is expert knowledge associated with the teaching profession and the participants had no tertiary teaching experience. Likewise, the participants of the study at the University of Alicante in Spain referred to 'gaps' in their knowledge that corresponded to a lack of pedagogical teacher training. They suggested that initial training regarding teaching methods and communication skills would have helped them to better engage their students and manage their classes (Iglesias-Martinez et al., 2014).

It appears that lectures can be troublesome when it comes to engaging students in learning. Claire and Sarah shared a distaste for lectures. Sarah didn't believe it was conducive to learning and noticed that her students would disengage after 20 minutes. Claire found it difficult to interact with the students in a lecture format, particularly when it was a large class, but did not report difficulty engaging students because she primarily delivered practical music workshops. Neil also found it hard to interact with students in large classes. French and Kennedy (2017) affirmed that lecturing can still be an effective teaching method if it is an engaging and interactive experience. Given the macrosystem influences on universities, it is likely that lectures will continue to be used as a teaching method. The lecture is "one of the most pragmatic and cost-effective methods for teaching to large student numbers" (French & Kennedy, 2017, p.649). Whilst the limitations of engaging students in large lectures is acknowledged, thought can be promoted through the use of the visual displays, handouts and pre-reading requirements and a slower delivery.

The issues the novice higher education teachers faced with engaging students, particularly in large lectures, suggests they would benefit from the inclusion of pedagogical training either prior to commencing teaching or concurrently. This would provide them with an opportunity to develop strategies for engaging students, whether it be in a theory class, lecture, or large group setting. Studies reveal that novice academics appreciate the opportunity for pedagogical development (Clavert et al., 2014; van den Bos & Brouwer, 2014).

Inspiration can be taken from a five month induction programme for novice university teachers at a Dutch University (van den Bos & Brouwer, 2014). The primary focus of the programme was on how to engage students and encourage active learning. It took place over 14 one day meetings over the five month period, that addressed: "(1) the use of effective and stimulating classroom strategies, (2) mentoring individual students and supervising group work and (3) course design and assessment" (van den Bos & Brouwer, 2014, p. 775). It was important for the participants to

teach concurrently with the programme because it relied on reflection in action. The participants were encouraged to apply theories to their own teaching, film the experience and discuss it with their peers and teacher educator. This was decided in response to literature which highlighted the need for teacher education programmes to be personally relevant to the participants. Hence teaching concurrently enabled the participants to perceive the usefulness of their learning as they were able to prove what worked and alter strategies to suit their personal contexts.

As aforementioned in the literature review, the induction programme was effective and the participants became more aware of why and how interactive pedagogies should be used. In turn, they changed their teaching to include more interactive pedagogies and planned lessons more deliberately. This type of programme has the possibility to support the development of novice higher education teachers in New Zealand. Much of what it included appears to address the issues experienced by the novice higher education teachers in this study. By all means it could be altered to include guidance on how to mark objectively, consistently and fairly.

The timing of the delivery of the programme would have to be considered so that it is sufficiently early in the tenure of novice higher education teachers. All of the participants in this study had at least six weeks prior to teaching for the first time. This is ideal because these six weeks could allow for prioritisation of general induction and orientations with systems, policies and procedures. Following this, the next five months could see the delivery of the programme concurrent with teaching. However, the starting dates of new staff need to be considered because of the irregularity of recruitment. The most feasible option would be to deliver the programme twice a year, once per semester.

Iglesias-Martinez et al. (2014) found that engaging students can be troublesome for novice higher education teachers, particularly in theory classes. In this thesis research, Claire and Sarah disliked lectures, and Claire and Neil expressed that large classes make it difficult to interact with students. However, it is likely that lectures will endure due to their

efficiency and cost effective nature (French & Kennedy, 2017). Pedagogical training could be valuable for novice higher education teachers. The work of van de Bos and Brouwer (2014) illustrates the effectiveness of a five month induction programme that focuses on strategies for student engagement. This could be valuable in New Zealand setting and provide support around the teaching related issues of novice higher education teachers

Issues affecting identity

Two out of four of the participants experienced unsettling issues affecting their identity. Claire experienced a feeling of inauthenticity that resonates with many other novice higher education teachers (Gourlay, 2011a; Gourlay, 2011b; Boyd, 2010; Wood et al., 2016). Sarah lacked confidence in lecturing, as did Guth (2009).

Claire lacked confidence in her teaching ability and reported feeling like a fraud sometimes. She identified that she did not have the breadth of knowledge and experience required to deliver courses outside of her specialisation. Claire's experience was shared by other novice teachers at Alicante University in Spain (Iglesias-Martinez et al., 2014). The participants had difficulty with course planning regarding content knowledge. They had to spend more time preparing for their lessons so that they had sufficient command of the content to feel confident enough to deliver.

The requirement to teach outside of a specialist area is likely not uncommon. Although it may not be appealing (Smith & Boyd, 2012), it depends on the scale and variety of strengths of a department. It would be advantageous for individuals and for the efficiency of a department if teaching allocations could be made based on the specialisations of staff. However, these decisions are often made by management and depending on the size of the department, they may not have the time to consult individuals.

Sarah lacked confidence in lecturing, primarily because she had no lecturing experience but also because she didn't believe it was conducive to learning. In her initial lecturing experiences, Sarah was petrified. Likewise, Guth (2009) identified lecturing as scary. For Sarah, it was a point of tension with her manager. Sarah was expected to lecture without the support she desired. Mathieson (2011) describes how departmental cultures and practices are contested terrains where academics have to mediate contradictory pressures such as employer expectations, in developing their teaching strategies. It is possible that Sarah's line manager assumed she would have transferable facilitation and communication skills from her role as a nurse but did not consider Sarah's personal perception of her abilities (Bywater & Mander, 2018).

Guth (2009) associated her fear of lecturing with her personality, whereas Sarah's concern appeared to be related to what a lecturer should be. This was evident in her questions to colleagues and indecision as to whether or not she could remove a student from a lecture for being disruptive. Some of the novice teachers at Alicante University in Spain made similar reports of ambiguity around the teacher's role in the teacher-student relationship (Iglesias-Martinez et al., 2014). Sarah's experiences also strongly reflect the experiences of newly appointed lecturers in nurse education in the UK (Boyd, 2010). The UK lecturers experienced confusion due to the tensions regarding what a lecturer in nurse education should be (Boyd, 2010).

Sutherland (2018) recognised that early career academics learned about the norms, values and cultures of their institutions through the socialisation process. It's possible that as Sarah conversed with her manager and colleagues, her perception of what was required of her in a lecture became clearer. Her experience observing an expert peer did not help her confidence possibly because it affirmed what was expected of her and she did not agree with it, or believe that she was capable. Sarah was astounded that she could be expected to lecture to the standard of her senior colleague, who she reported rattling things off because it was "his bread and butter" (SINT1). This suggests that she may have had a fear of not having the skills to express complex concepts. At the University of

Alicante, personal teaching skills were identified as problematic (Iglesias-Martinez et al., 2014). A participant shared, “I’ve had some bad moments there [while teaching the subject] even in class, you think you know something and when you try to explain it you lose the concepts, and I’ve had a bad time” (Iglesias-Martinez et al., 2014, p. 173).

Just like Sarah, mentoring was reported by the participants at Alicante University as necessary and lacking in their development as university teachers (Iglesias-Martinez et al., 2014). Many participants believed they would have benefited from a university lecturer-model or a senior colleague who could provide advice. From Claire’s experience we can see that this is a valuable approach to support. In effect, Claire found her own informal mentor at her university whom she relied upon for support. Sarah relied on senior colleagues too, including a fellow colleague from another ITP. Sarah’s confidence only improved once her conception of what she could do in a lecture changed. This was aided by the advice of her fellow colleague from another ITP who suggested treating a lecture as more of a tutorial. As a result, Sarah changed her lectures so that they were informal, interactive and included some form of formative assessment. At the time of the second interview Sarah was more confident in her lecturing ability because as she understood the dynamics of her students, she was able to alter her lecturing style to suit them.

For the specific issue of confidence, novice higher education teachers could benefit from the opportunity to co-lecture during their early teaching experiences. Assuming that this would include co-planning, the novices could learn from the senior academics regarding how to plan a lecture, possible activities and how to engage students. Husband (2018) indicated it would be helpful for a mentor and mentee to share academic areas because it would allow for the development of subject specific pedagogies and curriculum knowledge. Novice higher education teachers could also learn ways to mitigate their lack of command of content such as flipped classrooms, the jigsaw technique and more. Furthermore, the pair could teach to their strengths and the novice higher education teachers could gain some confidence from moral support. Co-lecturing could also be used

as an opportunity for peer observation: the novice could be observed and observe their co-lecturer. This process would include feedback and reflection and contribute to the teaching development of the novice higher education teacher.

The main limitations with co-lecturing are the demands on the co-lecturer and possible strain it could put on the department. Allocating two lecturers to one paper may appear to be inefficient in the eyes of management, particularly if the department is small and/or understaffed with high numbers of programme delivery. However, it has the potential to improve the transition experiences of novice higher education teachers and enhance their teaching development. Ultimately, it could be a worthwhile strategy to improve the quality of teaching, satisfaction and retention of new staff.

6.6 Discussion summary

Analysis and discussion of the findings suggests that the induction procedures within both universities and ITPs need to be reviewed and their implementation scrutinised. There is evidence that novice academics expect and value the involvement of line management in this process, however there appears to be a need to support some line managers to induct and support their new staff members more effectively. The synthesis of the findings of this study and existing literature illustrate that novice higher education teachers need:

- an induction where they are welcomed by their line manager and provided with clear direction regarding what is expected of them. This includes a discussion of teaching allocations, timetables, who to approach for support and direction for teaching preparation (previewing/editing resources);
- support from colleagues who are willing and able to demonstrate and guide the implementation of best practice in teaching;
- resources of a good standard that can be accessed in a timely manner prior to teaching for the first time;

- training in regard to individual areas of self-doubt, assessment development and how to mark objectively, consistently and fairly.

This is a small-scale study which has extended the knowledge about the specific needs of four novice higher education teachers in one university and one ITP in New Zealand. The study is concluded in the following chapter, including its limitations, recommendations for future research and potential improvements to better support novice higher education teachers.

Chapter 7 : Conclusion

7.1 Conclusion

Novice higher education teachers need better support not only for their teaching development, but their general transition into academia. This thesis sought to determine the teaching related issues experienced by novice higher education teachers and what they perceived as effective/ineffective support structures. The study reported the experiences of novice higher education teachers in existing literature, but there were few New Zealand sources. A mixed methods study of the experiences of early career academics in New Zealand universities presented the most recent and relevant knowledge in this area (Sutherland et al., 2013). Through a multiple-case study research design that used semi-structured interviews with four participants, this thesis discovered that the needs of novice higher education teachers are contextual. Analysis of the data suggests that novice higher education teachers have a need for sound induction, positive and supportive relationships with line management and colleagues, good quality and accessible resources and training in a range of teaching related skills.

This research adds to what is known about the transition experiences of novice higher education teachers in New Zealand and provides evidence of a need for further research in this area. The findings presented in this study are preliminary and suggest that change is required in the way novice higher education teachers are supported to transition into academia and develop their teaching practice in a New Zealand context. It is likely that this particular subgroup of academics will receive increased attention in the coming decade as a result of the Review of Vocational Education (TEC, 2019), proposed professionalisation of tertiary teaching (Suddaby, 2019) and recruitment of new academic staff to replace an aging workforce (Nana, Stokes & Lynn, 2010). Hence further research is required not only to better support current novice higher education teachers, but also to effectively transition and assist in the teaching development of future recruits from careers outside of academia.

7.2 Limitations

This study used a small sample size of four participants in a multiple-case study approach. Case studies present contextual findings and small samples report on unique individual perspectives. These are limitations because the participants in this study have referred to experiences arising in their individual departments and institutions. Although pairs of participants shared institutions, the cross-case analysis in the discussion, indicates how much experiences can vary in one institution alone. The findings are particular and make it difficult to conclude generalisations that could be applied to other novice higher education teachers. Hence it is the responsibility of the readers to make comparisons with the experiences in their own contexts.

Furthermore, the study defined 'novice higher education teacher' as an academic who had limited teaching experience and transitioned from a career outside of academia within the previous seven years. This engaged participants with as little as four months experience up to seven years. This made it difficult to compare experiences between cases. It also relied upon memory for specific events such as induction, that could have been recalled more accurately for those who had been in the position for a relatively short period of time.

7.3 Implications and recommendations

7.3.1 Improvements to better support novice higher education teachers

The synthesis of the findings of this study and existing literature point to some potential improvements to better support novice higher education teachers. Responsibility for these improvements falls upon line managers and/or Heads of Departments of novice higher education teachers. They need to:

- Make deliberate decisions regarding how the new members of their department are made welcome (even prior to their arrival) and informed of what is expected of them;
- exercise caution when delegating responsibility to others to assist in the support of novice higher education teachers and communicate more effectively with those involved so that their roles and responsibilities are clearly understood;
- consider the accessibility and standard of resources available to novice higher education teachers. Ensure timely access to resources and direct novice higher education teachers to view them well in advance of their teaching commencement date. Where there are limited resources available and resource development is required, provide novice higher education teachers with support and allocate time required to carry out such a task and;
- consider assigning a departmental mentor to each novice higher education teacher to provide individualised support such as an opportunity for co-lecturing.

Finally, the novice higher education teachers' teaching related issues suggest that they could benefit from a form of pedagogical training within the first six months of their role. The TDU/equivalent may be the best suited authority to conduct this. Based on the needs of the participants in this study and the literature, it could include strategies to effectively engage students and guidance for assessment development and marking.

7.3.2 Recommendations for future research

There is a need to find out more about the current formal and informal support available to new tertiary teachers in the ITP sector, given that the last stocktake was a decade ago (Projects International, 2010). The best time to do this is following the current reforms because it is likely that support structures will either experience significant change or be affected by significant change.

More needs to be known about the experiences of novice higher education teachers in New Zealand. Future research could focus on transition issues

and what support could be provided to 'transcend the academic bump' (Bywater & Mander, 2018). There is also an existing body of international research that addresses the identity shift of novice higher education teachers (Chan, 2009; Maurice-Takerei, 2016; Boyd, 2010; Wood et al., 2016; Ennals et al., 2016; Smith (2010). Little is known about this in a New Zealand context. Furthermore, it was evident whilst conducting this study that individuals have preferences for the ways in which they are supported. This suggests that further research could be conducted regarding the ways in which novice higher education teachers learn, such as situated learning.

This research design of this study makes generalisation not possible. Future research may benefit from a larger sample size of novice higher education teachers from more institutions.

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Appendices

Appendix 1 : Email to Head of Department/Faculty

Tena koe [name]

My name is Stacey Conning, and I am in the process of completing a Master of Education degree at the University of Waikato under the supervision of Professor Bronwen Cowie. The purpose of my research project is to explore the primary teaching related needs of early career academics. I also want to explore their perceptions of what has been most effective/least effective in supporting their development as a teacher. My aim is to be able to offer useful information to both institutions and individuals in order to improve their early career experiences.

I understand that you may have access to potential participants. I'm using purposive sampling which means that my selection of participants is based on criteria which are detailed below.

Please read the attached Research Invitation for more information about the research. I would appreciate your support with my study and you forwarding the attached Research Invitation to staff you believe meet the following criteria:

- Currently occupying a role that involves teaching (including curriculum development, assessment development and/or lesson planning).
- Has been in their current role 7 years or less
- Does not currently possess any teaching qualifications or commenced one in 2019
- Has no formal teaching experience prior to their current role
- Has taught Trimester 1 2019
- Will teach Trimester 2 2019

Following reading the Research Invitation, those that wish to express their interest in participating in the study can contact me at:

Email: Stacey_conning@outlook.co.nz

Phone: 021 1498861

I take responsibility for ensuring participants meet the criteria stipulated. I will check this with participants who express interest prior to sending them a consent form and participant details form.

If you have any questions or concerns, please don't hesitate to contact me.

Kind regards,

Stacey Conning

Appendix 2 : Research invitation

Tena koe,

My name is Stacey Conning, and I am in the process of completing a Master of Education degree at the University of Waikato. You have been identified as someone who may be willing to participate in my thesis research project. The project involves understanding the primary teaching related needs you experience and your perceptions of what has been most effective/least effective in supporting your development as a teacher. I anticipate that the findings will illuminate how to improve the experiences of those who begin a career teaching at a tertiary institution with limited teaching experience.

This topic is of particular interest to me because of my experiences as a novice lecturer. I began teaching at a tertiary education institution after two years' of experience in the fitness industry. I worked with colleagues who also transitioned into tertiary teaching from other roles in the field of sport and recreation. My experience and observations led me to pursue this study as way of advocating for support on behalf of those who are new to academia, particularly teaching. A preliminary review of the literature suggests that it can be challenging, but very little is known about people's experiences.

If you choose to participate, you will be asked to complete a consent form whereby you agree to complete a participant details form and participate in two phone/Skype interviews. The forms will each take 5 minutes to complete. The requested details are simply to provide some context. Your anonymity will be ensured in the reporting of the findings. Identifying information will not be reported and pseudonyms will be used instead of names.

The phone/Skype interviews will be no more than one hour each. They will help me to understand your experiences. You will have the opportunity to withdraw from an interview at any time. The first interview is anticipated to occur between Trimesters in June 2019 and the second in October 2019. I request that they can be audio recorded so that I may review the conversation. I will transcribe the recordings and send summaries of your answers back to you for checking and amending. Checking and amending summaries will take about 30 minutes. You may request a full transcript if you prefer.

All information you provide will remain confidential. Only myself and my academic supervisor, Professor Bronwen Cowie, will have access to your

details form and interview recordings. The data gathered will be used in writing my thesis, in presentations or publications. Your data will be kept securely.

You have a right to decline this offer to participate in this study. If you choose to participate, you have a right to withdraw at any time, including any data gathered prior to confirming the summary of your interview/s.

If you would like to participate in my research, or if you have any questions or concerns, please contact me: Stacey_conning@outlook.co.nz or 021 149886.

Alternatively, you can contact my supervisor Professor Bronwen Cowie: bronwen.cowie@waikato.ac.nz or (07) 838 4987

Kind regards,

Stacey Conning

Appendix 3 : Research consent form

Research Consent Form

Research on teaching related needs and perceived support for early career academics

I, _____ have read the attached letter of information and understand that my participation in this research project is voluntary.

I consent to participate in two Skype interviews of no more than one hour duration. I acknowledge that I can negotiate the exact dates and times of these interviews within the months they are scheduled to occur: June/July 2019 and October 2019.

I consent to the interviews being recorded and my data being securely stored.

I understand my comments remain confidential to the researcher and supervisor. I understand that I reserve the right to decline to answer particular questions in the interviews, and I may withdraw from an interview at any time.

I understand that I may withdraw my first interview data up until I confirm the summary of my first interview in September 2019. I can withdraw from the second interview any time before it takes place and withdraw second interview data up until I confirm the summary of my second interview in November 2019.

I consent to the data being used in a thesis to complete a Master of Education thesis. I understand that parts of the research may be presented at education conferences and in education journals.

I understand that every effort will be made to ensure I remain anonymous in the reporting, including my institution I work for, although this cannot be guaranteed.

Queries can be directed to the researcher:

Email: stacey_conning@outlook.co.nz

Phone: 021 1498861

Unresolved issues can be raised with Bronwen Cowie:

Email: bronwen.cowie@waikato.ac.nz

Phone: (07) 838 4987

Signature:

Date:

Please return via email to stacey_conning@outlook.co.nz

Appendix 4 : Participant details form

Participant Details Form

Please complete the form below. Only the researcher, Stacey Conning, and the supervisor, Bronwen Cowie, will have access to this information. Pseudonyms will be used in reporting to retain your anonymity. Specific details will be omitted from reporting and only used to provide context.

Name

Age

- <26 years
- 26-35 years
- 36-45 years
- 46-55 years
- >56 years

Gender

- Male
- Female
- Other

Formal qualifications

Prior profession(s)

Prior Profession	Length of service (most recent first)
E.g. Marine Biology	4 years

Current position title

Length of time in current position

- <3 months
- 3-6 months
- 7-10 months
- 11-14 months
- 15-18 months
- 19-23 months
- >2 years

Teaching function in Semester A 2019/Trimester 1 2019

Student status refers to undergraduate (UG), graduate (G) or post-graduate (PG)

Course title/subject	Number of students	Student status

Teaching function in Semester B 2019/Trimester 2 2019

Student status refers to undergraduate (UG), graduate (G) or post-graduate (PG)

Course title/subject	Number of students	Student status

Appendix 5 : Questions for interview one

Context

- How would you describe your job to your friends?
-Probe: What is required of you in your role? Are the expectations clear?
- How much time was there between starting your academic job and teaching for the first time? Do you feel like you were adequately prepared?
- Who and what supported you for your first time of teaching?
- How is your teaching load organised? (i.e. lectures, tutorials, labs etc).
- How would you describe the climate of your workplace?

Teaching Related Issues

- What were your initial expectations of teaching? What have you experienced? Have your expectations been met/ exceeded?
- Do you consider yourself to be a teacher? How has the journey of becoming a teacher/tutor/academic been for you?
- How do your students compare to your initial expectations of them?
- Please tell me about your experiences in course planning (preparing content, choosing teaching strategies, preparing learning materials, establishing a time schedule).
- How would you describe your experiences with assessment? (developing assessments, developing marking schedules, marking)
- Have you made any significant changes to your teaching and why?
- What have been your greatest teaching related challenges?

Support

- What support did you expect to help your development as a teacher? What did you experience; were your expectations met?
- What support has influenced your teaching development?
- What professional development opportunities are available to you? (Follow up - have you participated in any, or do you intend to? If you have, did you find them useful in supporting you to develop your teaching practice?)
- When you've faced challenges related to teaching, has there been a primary source of support you've drawn on? Please tell me about it.

Appendix 6 : Questions for interview two

Claire

1. I recall you saying you had to plan a whole course for T semester from scratch. Have you started planning it? How's that going? In our last interview you stated that you find the hardest thing is to think of the assessments because that seems to be the most important thing. How has your experience been in developing these assessments? Who or what have you drawn on for support?
2. In our last interview you talked about marking. You started a sentence about how it made you feel but you never finished it. You were concerned about being fair to the students. Does marking make you feel uneasy when you have an unclear rubric/marketing schedule?
3. In our last interview you indicated that you read to attain content knowledge in areas you're not quite up to scratch in. Do you consider reading to be one of the most effective means of supporting your development? Where did you find your reading material? Did you go to the library? Did you find stuff online?
4. Your colleague from Auckland, does she teach similar papers?
5. In our last interview you said that " Finally you found that CeTTL was there"- did you seek support from them?
6. Would it be fair to say that you expected to meet your line manager face to face? I'd like to make a comment: she thought that they would have a meeting as part of her induction where she would be given some explanations and guidance about her role and the workplace.
7. Have you heard of Ako Aotearoa? Did they feature in your journey to becoming an educator?
8. I recall you saying that you were left completely on your own, but you also referred to helpful colleagues. Did you ever feel isolated?
9. What are your experiences with formal processes such as team reflections? Do you find them effective in supporting your teaching development?

Brandon

1. Last interview you commented that support was more incidental than strategic. Can you recall your induction experience from when you first began? Was it supportive/did it direct you towards sources of support?
2. Did you ever feel isolated during your initial transition into academia?
3. In our last interview, you mentioned that you read a lot in order to stay up to date with your practices. You also referred to reading about pedagogical approaches, especially with large groups. Do you consider reading to be one of the most effective means of supporting your development?
4. You said that in January each year you have your curriculum planning meeting; you come together, you have time to reflect individually and collectively about what's worked, what hasn't so much, what you need to do to improve, what needs to be included, maybe material can be retired or taken out or reduced or or taught again another way or collapsed together with some other topic. Would you say that this is a formal process that is one of the most effective means in supporting your teaching development?
5. You mentioned that you have a contractual relationship with the Clinic- the Psychology Centre. Do the students go through the Psychology Centre during their internships, or do they have earlier experiences there?
6. Have you heard of Ako Aotearoa? Did they feature in your journey to becoming an educator?
7. What do you consider was the least effective in supporting your development? Was there anything where you thought well that was a waste of time?

Sarah

1. Last interview you talked about how you had a 2 week house-keeping type induction before you were left on your own scratching your head. Did you ever feel isolated?
2. Please tell me more about your team and the way it works. How many of you are there? How do you find multiple campuses influences your relationships/collegiality and work? Does every paper have a course coordinator and a tutor? If your curriculum planning is done together in meetings, then what does the course coordinator do? Were they the course coordinator for all of the papers you delivered in your first year? And now this year you've been lecturing third years with two senior lecturers on the other campus?
3. In our last interview you said that you learnt in postgrad education that the students have switched off after 20 minutes of PowerPoint lecturing. You also said that you learnt about practice development in education where you would co-lecture so that the lecturer could build some confidence in lecturing. Are you referring to your Postgraduate Diploma in Health Science?
4. How did your contact with TEEL come about? Did they email you? Did you get introduced to their team and what they do? Can you remember what TEEL stands for?
5. You were concerned about TEEL observing you lecture, but when the feedback was fine you justified it by saying that it was complimentary medicine which is not such an in-depth subject. What are your experiences lecturing in-depth subjects? How do you think your lecturing changes between an in-depth and a not so in-depth subject?
6. She said that you were going to take your fellow lecturer's advice and try and make your lectures more informal more interactive, break-give them a break between subjects, get them to stand up and move around or ask them. How did that go?

7. Have you heard of Ako Aotearoa? Did they feature in your journey to becoming an educator?

8. What are your experiences with formal processes such as team reflections? Do you find them effective in supporting your teaching development?

Neil

1. How did you get on developing that assessment? (Marking rubrics/marketing schedules?).
2. How are the larger class sizes? Probe- what strategies are you using to engage the students?
3. You mentioned the TEEL department were helpful. What does TEEL stand for?
4. What do you consider was the least effective in supporting your development? Was there anything where you thought well that was a waste of time?
5. Have you heard of Ako Aotearoa? Did they feature in your journey to becoming an educator?
6. Did you ever feel isolated during your initial transition into academia?