Supporting Novice Teachers in their Transition Process

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D2 – PH NÖ

Advanced Organiser

- Research Questions

- Theory
  - Career Entry and job satisfaction
  - Support and attendance in transitional processes
  - Teacher Self-efficacy

- Supporting Novice Teachers in Lower Austria

- Research Method
  - Research results and consequences

Research Questions

- 1. How have novice teachers experienced their career-entry?

- 2. How are the novice teachers supported by colleagues?

- 3. How are novice teachers supported by mentors in professional learning communities?

- 4. How do they experience their self-efficacy?

Career entry

- One of the most sensible phases in the course of job biography (Hericks, 2009)

- Tasks of development (Keller-Schneider & Hericks, 2011) :
    - Competence
    - Teaching
    - acceptance
    - Institution

- Appraise what works and what does not work (Terhart, 2000)

- Routines of actions and subjective theories are established - little change later on (Wahl, 2006)

Job socialisation

- Experience shock (Müller-Fohrbrodt, Coletta & Dann, 1978)

  - Bad conditions at schools

  - Conservative teachers

  - Experiencing discrepancy between theory and practice

- Three phases of job socialisation (Lewin. In: König & Volmer, 2008)

  – Unfreezing

    - challenge behaviour and personal characteristics

  – Moving

    - self-worth is probably sinking

  – Refreezing

    - establish stability

Support and attendance in transitional processes

- Bentler & Bührmann (2008) :

  Support is needed in the following areas
    – Knowledge and information
    – Methods and techniques
    – Reflecting about yourself
    – **Social contacts**
    – **Support from outside**

Special Supporting events

- Integration into group processes
  - Individual support during seminars, workshops

- Combining events of learning and advice
  - Individualisation, plurality and simultaneousness is needed

- Attendance of the process during the whole time
  - Central contact point

Bentler & Bührmann, 2008.

- The roles of lecturers have to be modified.
  - facilitator, consultant, moderator
- The studies have to be reformed.
  - Special seminars and contact points for transition processes.
- Research has to be done.
 - little knowledge about the use and effect of such supporting formats

Bentler & Bührmann, 2008.

- Schwarzer & Schmitz (2000)

  4 major areas (8 items) concerning

  – Job accomplishment

  – Skill development on the job

  – Social interaction with students, parents and colleagues

  – Coping with job stress

Supporting Novice Teachers in Lower Austria

obligatory

Portfolios for Reflection

Further Vocational Training

6 seminars

220 NT

Meetings
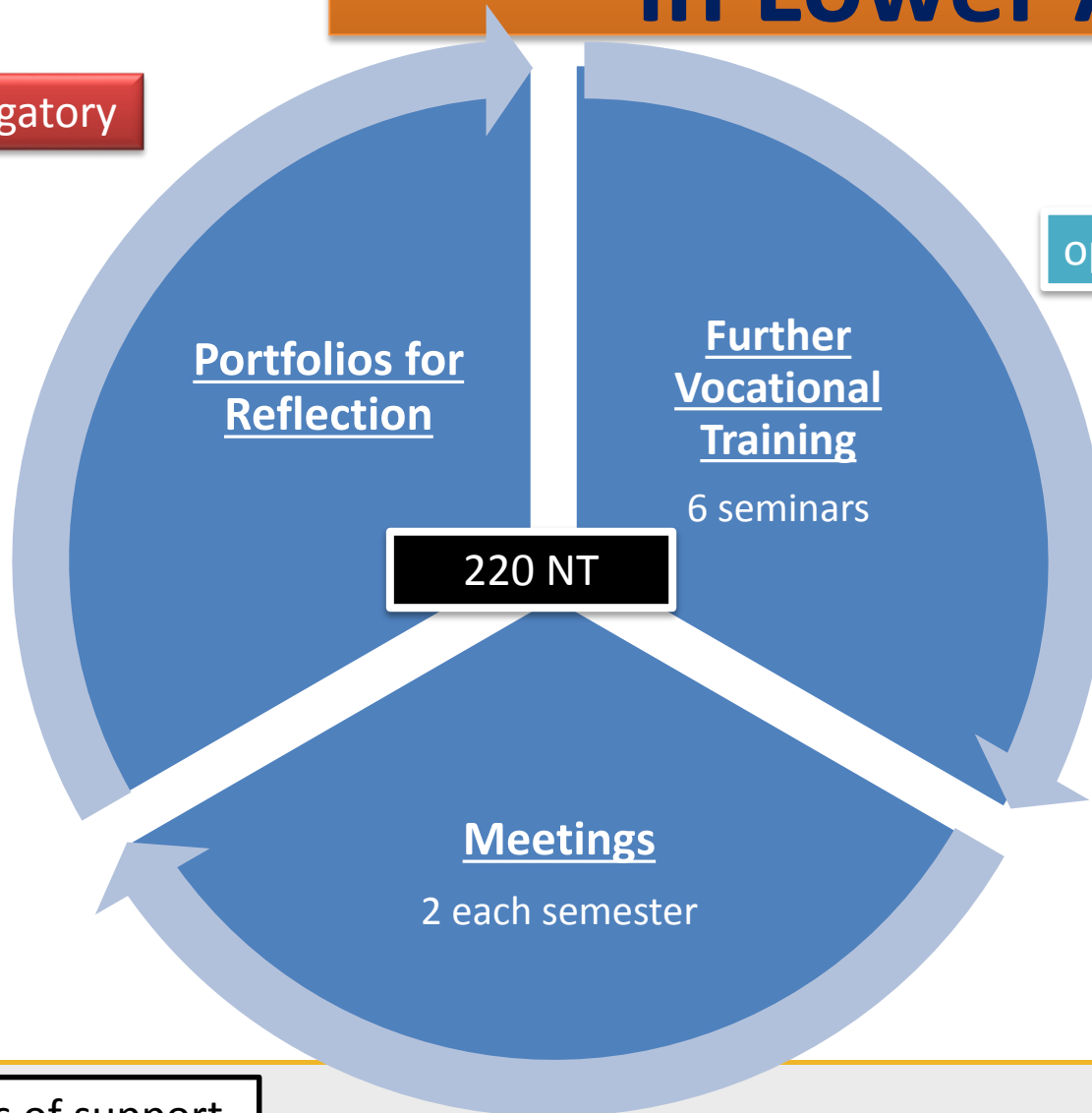
2 each semester

Advanced Training Course:

optional ➕ 34 NT

PLCs
2 each semester

➕

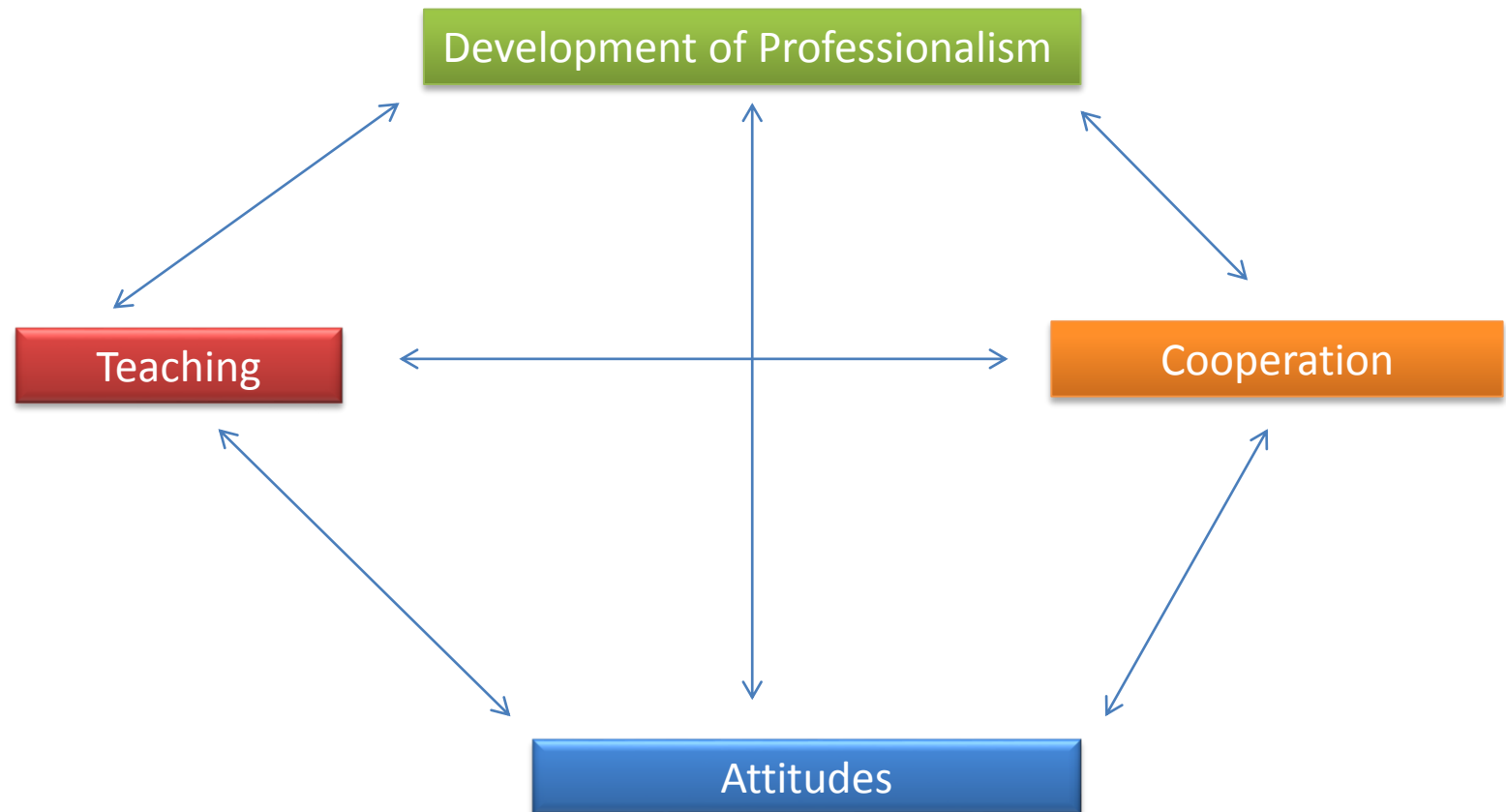**Webinars/Flipped Classrooms**
in semester 1 -3

➕

Optional Seminars:
16 lessons

2 years of support

Support is needed

- Own research results (2014)

- Qualitative Research
  - Instruments of enquiry:
    - Portfolios of development
    - 2 Online surveys
  - Participants
    - 34 novice teachers (online survey 1: 35; online survey 2:14)
  - Point of time of enquiry
    - at the end of the first term (= after 5 five months) of work experience
  - Method of data analysis
    - Grounded Theory (Strauss & Corbin, 1996)
    - Quantitative Analysis

Question 1: Experiencing the career entry

positive	threatening	chaotic	challenging
22 very positive, pleasant, exciting, fear was without cause, successfully be thrown in at the deep end	12 stressful, time consuming, I was not prepared well by others, sometimes hopeless, very demanding, requirements increased by leaps and bounds,	8 chaotic, hectic, aimless, tumultuous, uncertainty, diversified, confusing,	10 lots of new information, problems with discipline, parent-teacher-conferences, teaching more lessons (overtime hours), organisational tasks,

instrument:
portfolio

Conclusion: career entry

- Experience shock (Müller-Fohrbrodt, Coletta & Dann, 1978)
  - is not identifiable
    - Bad conditions at schools: only one report
    - Conservative teachers: are not mentioned
    - Experiencing discrepancy between theory and practice: can be identified

- Career entry is experienced
  - mostly positive (65%),
  - threatening (35%),
  - chaotic (24%),
  - challenging (29%)

Unfreezing phase

Question 2: Experiencing support by colleagues

Received emotional support	Received Instrumentally/ practical/ informational support	Reciprocity of social support	Satisfaction with social support, social integration	Social strain
14 a feeling of social affiliation, cooperative, amicable, always stick together, being accepted without condition	58 questions, problems, deeds, materials, everywhere, preparation and post processing,	11 Everybody helps everybody, working hand in hand, interchange materials, planning together, fair split of work, Open-minded reaction to my proposals	28 very satisfied, satisfied, could not be better, Amicable/familial	5 hardly overcome without support, little words and deeds/support is not existing/no interchange of materials (1) very diverse, difficult to cope with the tattling

instrument: portfolio

Categories in dependence on Sommer, Fydrich & Brähler 1991 (= F-SozU)

PÄDAGOGISCHE
HOCHSCHULE
für NIEDERÖSTERREICH

- Experienced support by colleagues
  - Mostly instrumentally/practical/ informational support (23 participants report 58 kinds)
    - Bentler & Bührmann: methods and techniques
  - Satisfaction is very high (28 very positive, one negative)
  - Emotional support (14 positive reports)
  - Reciprocity (11 reports)
  - Social strain (5 reports)
    - Bentler & Bührmann: social contacts

Organisation of PLCs for Novice Teachers in the ATC

– 1st class of Elementary School

– 2nd class of Elementary School

– 3rd class of Elementary School

– 4th class of Elementary School

– All grades of Elementary Schools

– German in Secondary schools

– Mathematics in Secondary Schools

– English in Secondary Schools

– Special Needs School

– Polytechnic School

2 meetings each semester for two years at the schools of the mentors

Question 3: Professional Learning Communities

Items	Exactly true	Moderately true	Barely true	Not at all true
I feel good in the PLC.	13	1		
For me it is possible to bring in my own wishes in the group.	13	1		
We exchange teaching materials.	9	5		
The PLC should meet more often.	3	3	7	1

➡ Novice Teachers like the support of a mentor in small groups.

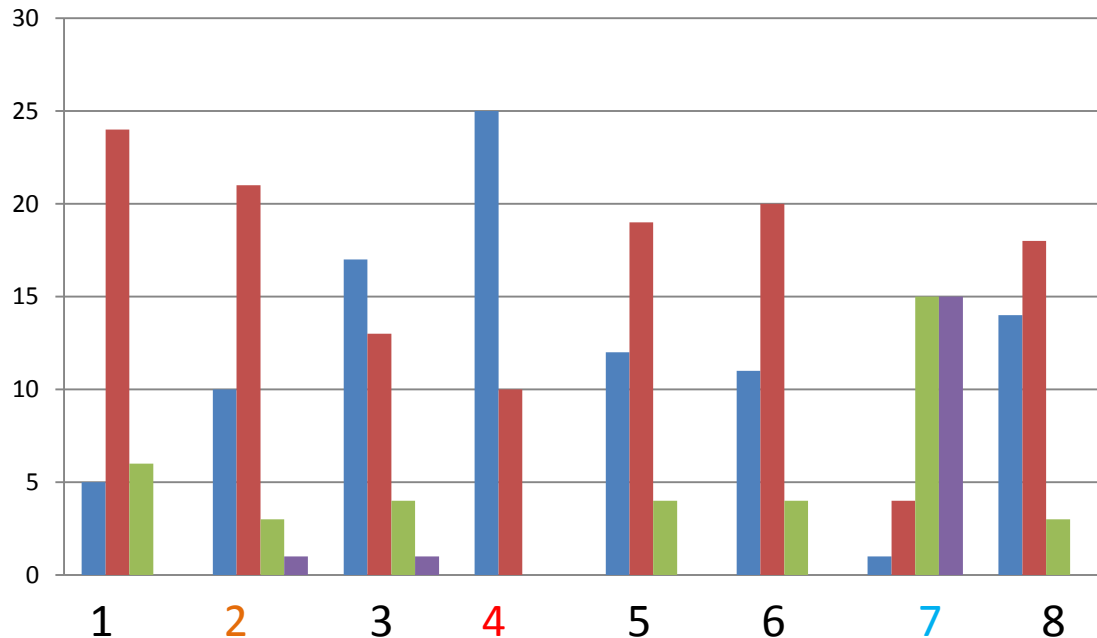➡ Support with **materials** is also important (Bentler & Bührmann).

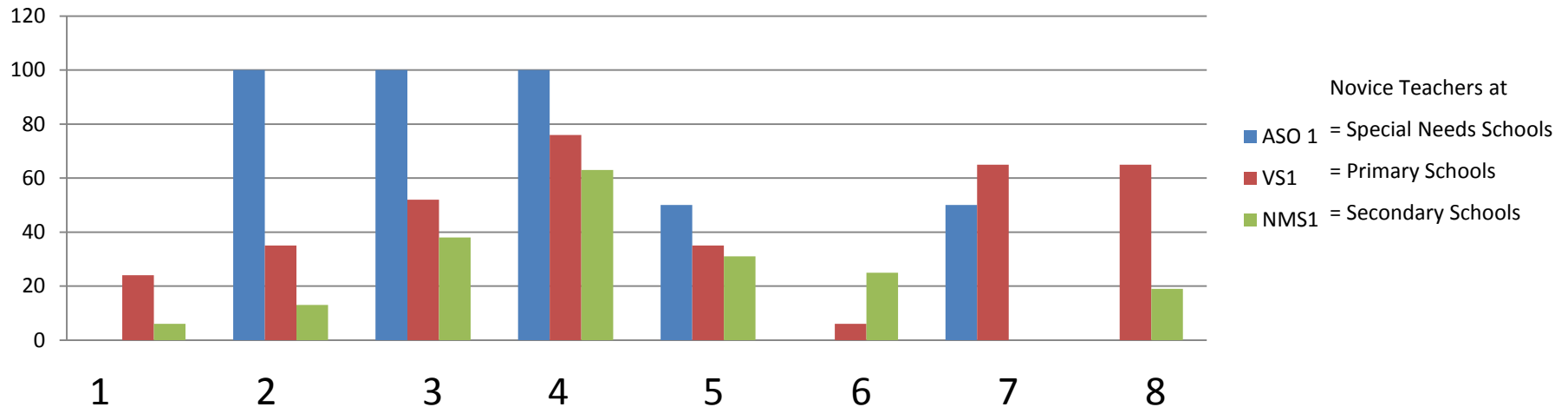|	
1	I know, that I am able to teach the subject matter, which is relevant for the test, to the most problematic pupil.
2	I know, that I am able to keep good contact to the parents, even in difficult situations.
3	I am sure, that I will be able to get into good contact with the most problematic pupils, if I go after it.
4	I am sure, that I will be able to adjust myself better to individual problems of the pupils in the future.
5	Even if my lesson is disturbed, I am sure, that I will be able to keep the necessary calmness.
6	Even if I don´t feel well, I am able to commit myself to the pupils.
7	Even if I engage myself as much as possible for the development of my pupils, I know, that I am not able to bring much about.
8	I am sure, that I am able to develop creative ideas with which I can change disadvantageous lesson structures.

Teacher Self-Efficacy

35 participants

Datenreihen1 = exactly true
Datenreihen2 = moderately true
Datenreihen3 = barely true
Datenreihen4 = not at all true

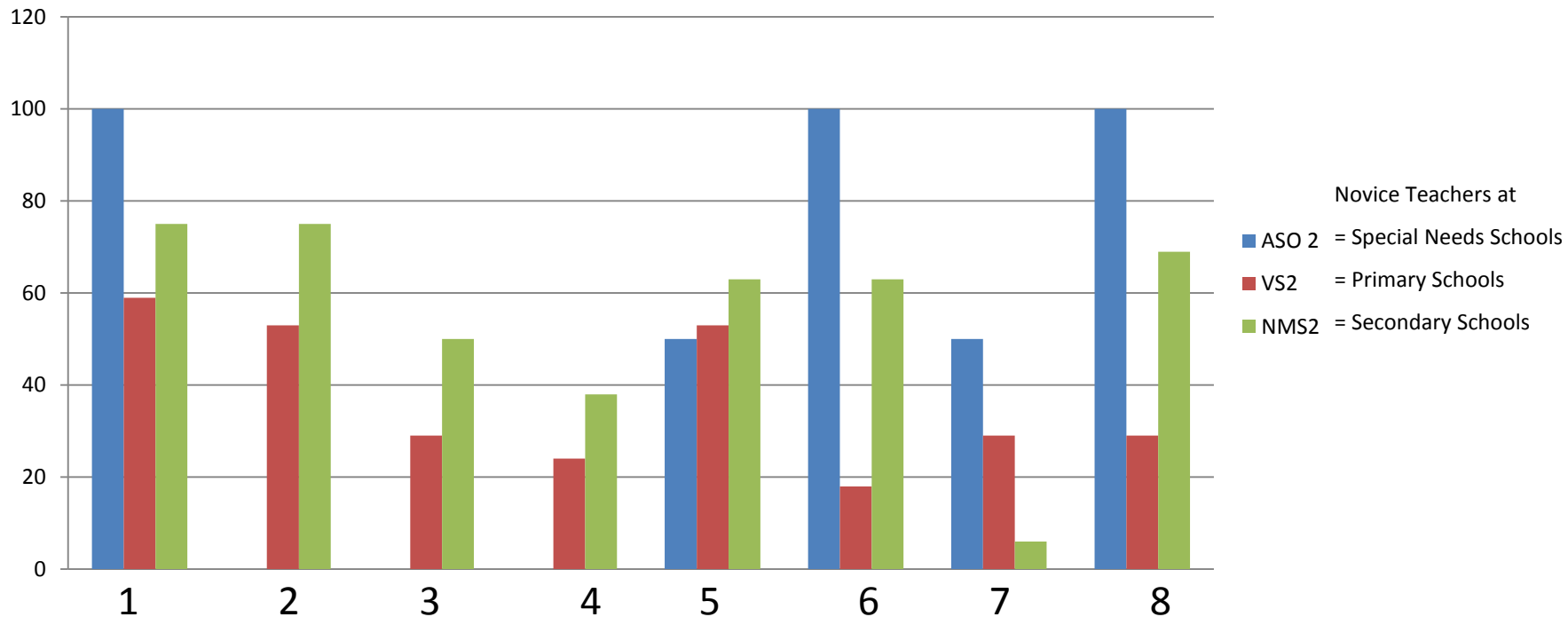|	Statement
1	I know, that I am able to teach the subject matter, which is relevant for the test, to the most problematic pupil.
2	I know, that I am able to keep good contact to the parents, even in difficult situations.
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Teacher Self-Efficacy exactly true

Novice Teachers at

- ASO 1 = Special Needs Schools
- VS1 = Primary Schools
- NMS1 = Secondary Schools

1	I know, that I am able to teach the subject matter, which is relevant for the test, to the most problematic pupil.
2	I know, that I am able to keep good contact to the parents, even in difficult situations.
3	I am sure, that I will be able to get into good contact with the most problematic pupils, if I go after it.
4	I am sure, that I will be able to adjust myself better to individual problems of the pupils in the future.
5	Even if my lesson is disturbed, I am sure, that I will be able to keep the necessary calmness.
6	Even if I don´t feel well, I am able to commit myself to the pupils.
7	Even if I engage myself as much as possible for the development of my pupils, I know, that I am not able to bring much about.
8	I am sure, that I am able to develop creative ideas with which I can change disadvantageous lesson structures.

Teacher Self-Efficacy modereately true

Novice Teachers at

- ASO 2 = Special Needs Schools
- VS2 = Primary Schools
- NMS2 = Secondary Schools
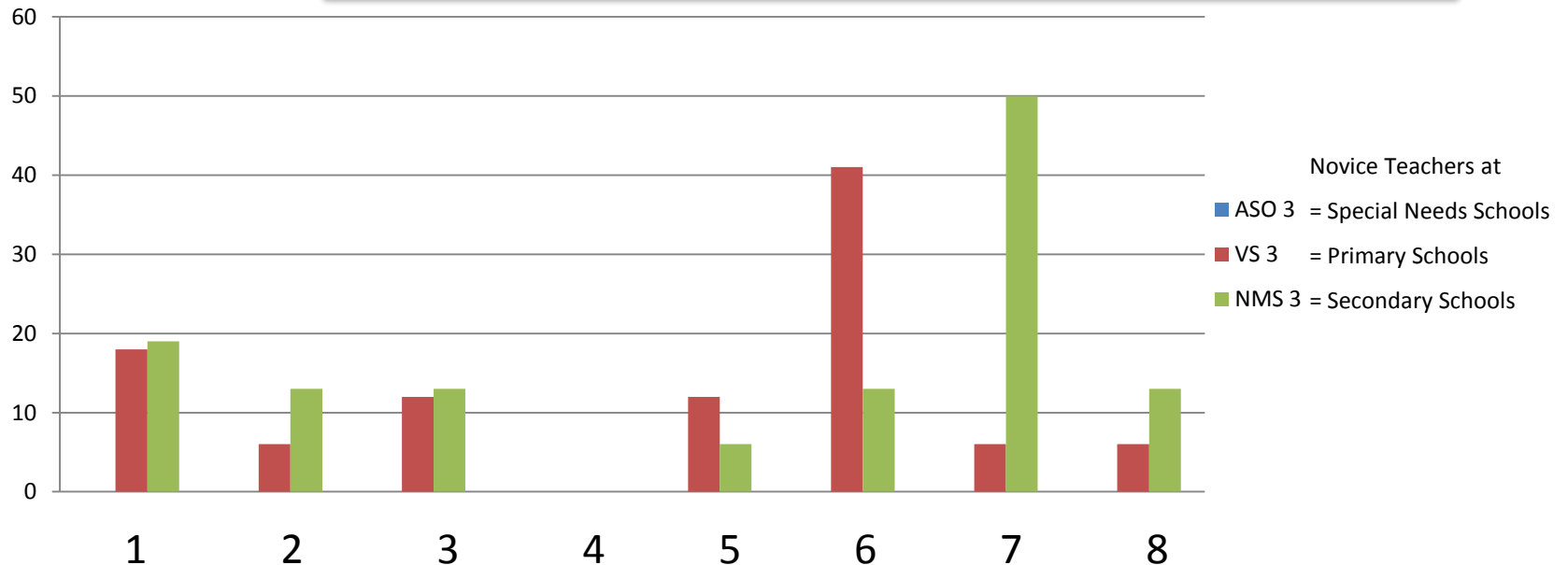
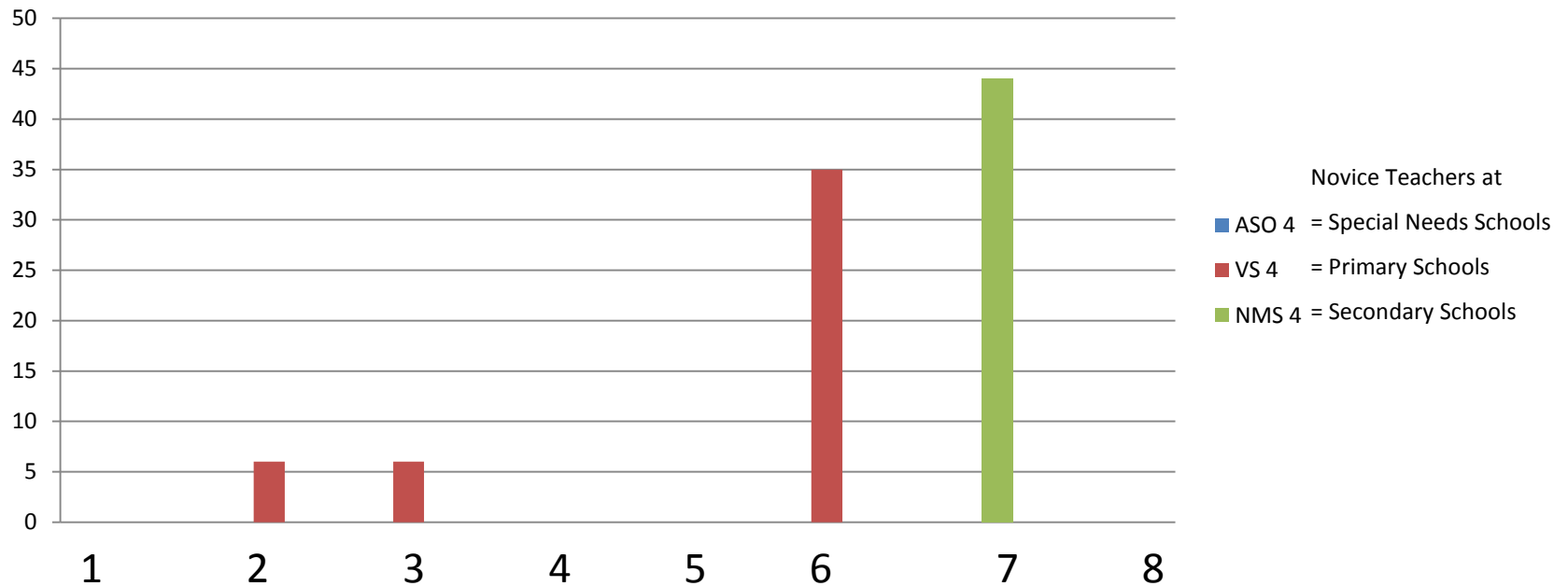|	
1	I know, that I am able to teach the subject matter, which is relevant for the test, to the most problematic pupil.
2	I know, that I am able to keep good contact to the parents, even in difficult situations.
3	I am sure, that I will be able to get into good contact with the most problematic pupils, if I go after it.
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5	Even if my lesson is disturbed, I am sure, that I will be able to keep the necessary calmness.
6	Even if I don´t feel well, I am able to commit myself to the pupils.
7	Even if I engage myself as much as possible for the development of my pupils, I know, that I am not able to bring much about.
8	I am sure, that I am able to develop creative ideas with which I can change disadvantageous lesson structures.

Teacher Self-Efficacy barely true

Novice Teachers at
- ASO 3 = Special Needs Schools
- VS 3 = Primary Schools
- NMS 3 = Secondary Schools

	Description
1	I know, that I am able to teach the subject matter, which is relevant for the test, to the most problematic pupil.
2	I know, that I am able to keep good contact to the parents, even in difficult situations.
3	I am sure, that I will be able to get into good contact with the most problematic pupils, if I go after it.
4	I am sure, that I will be able to adjust myself better to individual problems of the pupils in the future.
5	Even if my lesson is disturbed, I am sure, that I will be able to keep the necessary calmness.
6	Even if I don´t feel well, I am able to commit myself to the pupils.
7	Even if I engage myself as much as possible for the development of my pupils, I know, that I am not able to bring much about.
8	I am sure, that I am able to develop creative ideas with which I can change disadvantageous lesson structures.

Teacher Self-Efficacy
not at all true

Novice Teachers at

- ASO 4 = Special Needs Schools
- VS 4 = Primary Schools
- NMS 4 = Secondary Schools

1	I know, that I am able to teach the subject matter, which is relevant for the test, to the most problematic pupil.
2	I know, that I am able to keep good contact to the parents, even in difficult situations.
3	I am sure, that I will be able to get into good contact with the most problematic pupils, if I go after it.
4	I am sure, that I will be able to adjust myself better to individual problems of the pupils in the future.
5	Even if my lesson is disturbed, I am sure, that I will be able to keep the necessary calmness.
6	Even if I don´t feel well, I am able to commit myself to the pupils.
7	Even if I engage myself as much as possible for the development of my pupils, I know, that I am not able to bring much about.
8	I am sure, that I am able to develop creative ideas with which I can change disadvantageous lesson structures.

Conclusion: teacher self-efficacy

- Novice teacher experience themselves in their self-efficacy very high.

  – **Moving Phase** (Lewin) is not identifiable.

- Studies in Swiss have found out, that young teachers see themselves as more competent than teachers with many years of experience.
  (Kunz-Heim et al., 2007)

Literature

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