

BEGINNING TEACHING - THE IDEAL AND THE REALITY.

A study of primary teachers  
in the first four years of teaching.

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This thesis and the research study  
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### ABSTRACT.

Beginning teaching - the ideal and the reality.

A study of primary teachers in the first four years of teaching. The aim of the study is to examine the perceptions of a sample of graduate teachers (B.Ed. Hons.) in primary schools of beginning teaching. It consists of a questionnaire survey of 57 teachers in the first year of teaching (1986-1987) and case studies, based on interviews, documents and questionnaires, of 10 teachers during their first four years of teaching (1986-1990).

The study begins with a brief outline of its purpose and methods (Introduction) and an account of influences on teachers and teacher training from 1970-1990 to place it in context (Chapter 1.).

Part 1. (Ch.2-6) gives details of the survey. Data analysis shows that the training course was seen as helpful by more teachers than any in-service support, although this was still a minority. Teachers were at different developmental stages and the majority received little in-service support and found evaluation of teaching difficult. Certain 'beliefs', for example a belief in group teaching, were widely held.

In Part 2. (Ch.7-10) methods of data collection and analysis for 10 case studies are given. A synthesis of data in the form of a life history was sent to each subject for verification at the end of four years. Theoretical frameworks adopted from Fuller (1969), Lacey (1977) and Berlak and Berlak (1981) were used in analysis of life histories to form case studies, allowing themes to emerge. Comparison of the case studies in an analytic survey suggests that new teachers enter teaching with an 'ideal' but find adjustment necessary to the reality of being a class teacher. In the first year of teaching student teaching practice is seen as unrealistic, giving insufficient experience in teaching basic skills, class organisation and long-term planning. Years 2-4 mark a period of professional growth, when teachers appear to learn more effectively from their teaching experience, placing theory in a practical context. Although it appears that the theoretical base of the ideal of teaching may have been imperfectly conceptualised as a student, the ideal is retained. Once teachers begin to 'know the job' they look for further intellectual stimulus and career challenge and this may occur in the second or third year of teaching.

In Chapter 11. the influence of personal theory disposition on the development of theory-practice relationships is considered and related to theories associated with teacher learning. Conclusions from the study and implications for initial training, teacher development and further research are discussed. The importance of extended school experience with opportunity for reflection and analysis of teaching is argued. Training for mentors is urged as a means of promoting collaborative enquiry between mentor, student/new teacher, and college tutor, establishing continuity between training and induction and stimulating whole school development. The need for attention to student teachers' individual learning needs, and to their acquisition of the broad range of competencies required for classroom teaching and for reflective analysis and further professional development, is also stressed.

A brief conclusion points to the compromise entailed in drawing generalisations whilst attempting to preserve the individual teacher's 'voice'.

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I am particularly grateful to the ten 'case-studies' who gave me so much of their time and so many insights on what it was like to be a 'beginning' teacher from 1986-1990. I hope their commitment to teaching brings them the career fulfilment which they deserve.

I should like to thank the West Midlands L.E.A. for allowing me access to their probationers, the Advisers who so willingly gave information about the induction programme and the headteachers who welcomed me into their schools.

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INTRODUCTION.

## Introduction.

### Outline of the study.

This thesis is a report on a study, carried out between 1986-1990. The aim of the study is to examine the perceptions of teaching of a sample of graduate teachers (B.Ed. Hons.) in primary schools during their early years of teaching.

The study has two parts:

1. A survey of 57 new teachers was carried out by questionnaire to determine their perceptions of their ability to meet the demands of the first year of teaching (1986-1987) and of the in-service support available to them.
2. Case studies were made, using documents, interviews and questionnaires, of a sub-sample of 10 of the new teachers during their first four years of teaching (1986-1990) to examine how, if at all, their perceptions of teaching changed.

The original aim in this study was to examine the perceptions of new teachers during their first year of teaching, by sending a questionnaire to a sample of the population to obtain quantitative data and by collecting qualitative data in interviews with a sub-sample.

The study was extended when it was learned that an H.M.I. survey (D.E.S., 1988) of new teachers was being carried out simultaneously. The aims of the H.M.I. survey were to assess the quality of training which new teachers had received, the extent to which this was used by the schools and the quality of the support given to new teachers in their first year of teaching. These aims mirrored closely the original

aims of this study and of the questionnaire sent to new teachers in May, 1987, and the findings in the H.M.I. report are compared with the responses to the survey questionnaire. At the same time it was possible to extend this study rather than replicate a much larger survey. This was effected by extending the time-span of the case studies to four years to include a consideration of the subjects' professional development during the early years of teaching and their retrospective views of the training course. The effect on the sub-sample of the Education Reform Act of 1988 and the implementation of the National Curriculum (D.E.S., 1989) was also considered.

#### Methodology.

During the first year of this study quantitative and qualitative methods were used simultaneously and were interdependent. For example, the pilot questionnaire was used as a basis in designing the questionnaire for the survey and also in structuring interviews for the case studies. This is a similar methodology to that adopted by Furlong, Hirst et al. (1988) in their evaluation of four school-based teacher-training courses.

In the second part of the study qualitative methods were used to complete the case studies of a sub-sample of ten subjects in their transition from new to 'experienced' teachers.

Initial analysis of the case studies was based on three conceptual approaches: teacher development (Fuller, 1969), dilemma (Berlak and Berlak, 1981) and teacher socialisation (Lacey, 1977). In subsequent analysis themes began to emerge from the subjects' own words and these



assumed greater prominence than the applied frameworks. A full discussion of the theoretical approaches used in analysis is given in Chapter 8.

Campbell and Fiske (1959), Todd (1983), Hammersley (1985, 1986), Firestone (1987) and Mason (1990) argue that qualitative and quantitative methods do not necessarily belong to separate research paradigms, but can be used together successfully within one project and quantitative and qualitative methods are used in this study as complementary sources of data.

Firestone (1987, p.20) claims that the choice of methodology may be an expression of a philosophical stance, "expressing values about what the world is like, how one ought to understand it". The choice of methodology in this study was not made consciously on these grounds, but in an attempt to obtain the maximum amount of data with a minimum of intrusion and disturbance for the subjects.

Smith (Smith, J.K.,1983) distinguishes between quantitative and qualitative research on the basis of purpose rather than method. He argues that the purpose of quantitative research is to explain and predict by finding laws or modifying existing ones, either deductively or inductively. He contrasts this with the "interpretive-idealist" (ibid., p.12) approach of qualitative research, which "rejects the possibility that laws will ever be found" and where the purpose, in his view, is "interpretive understanding", involving an attempt to empathise with the participants and to understand their reasons for actions. The idea of experiencing empathy with the subjects of the case studies seems in conflict with researcher objectivity and I admit to it almost

guiltily, as does Hammersley (1980), yet Smith views it as a strength of the research rather than a weakness.

The case studies in this study cannot be neatly classified as belonging to one methodological tradition. They do not constitute an ethnography, defined by Lutz (1986, p.108) as "holistic, thick description", but ethnographic methods (Malinowski, 1922, 1935; Miller, 1952; Agar, 1980) are used in recording the perspectives of participants in their own words, and in the use of interviews and life-histories. Smith (Smith, M.L., 1987, p.175) points out that, because of the variety of 'qualitative' methods available, and the ambiguity in defining them, documentation of the researcher's methods, mistakes and theoretical approach should be included in the report and this has been done.

One difficulty, noted by Hammersley (1980), lies in weighing the importance of 'generalisability' against the idiosyncratic nature of the individual study. Hammersley (1980, p.1) also points to the difficulty of maintaining an inductive approach "to minimise the danger of bias from commonsense and theoretical preconceptions". It seemed that a compromise had to be made in retaining both a structure for the study and the flexibility to respond to new insights and it is hoped that this was achieved.

The generalisability of the case studies may appear limited, in that each case has a particular context, but areas of common ground emerged in analysis of the data, lending support to Erickson's (1986, p.130) claim that comparison of detailed individual cases can be a means of discovering "concrete universals". At the same time, Hammersley's (ibid.) warning on the danger of subsuming idiosyncrasies to

generalisability has been heeded and the individuality of each case study has been preserved by allowing different emphases on emergent themes to remain apparent. As a result the case studies do not have a uniform pattern in presentation, although common themes are indicated.

The terms used in the different stages of qualitative data-collection and analysis (case data, case record, case study, analytic survey) are defined at the beginning of the case studies. They are the terms used by Stenhouse (1978) to describe the development of a case study and his definitions suggested a useful methodological progression and were adopted as a framework.

Light and Pillemer (1982, p.22), in their discussion of ways of combining quantitative and qualitative evidence in research reviews, stress "the value of using quantitative and descriptive studies as allies rather than adversaries for data synthesis". They argue that qualitative methods may offer a means of exploring reasons for the findings of a quantitative survey and cite research studies which exemplify their claim. One example which they give (ibid., p.21) is a four-year study of 57 daycare centres (Ruopp, Travers, Glantz and Coelen, 1979), where quantitative studies produced the unexpected finding that "children in very large groups performed less well than children in smaller groups", even when staff:child ratio was the same. Qualitative studies were undertaken to discover the reasons for this and it was found that in a room where four staff were supervising a group of children the adults spent more time talking to each other and each could assume that the others were looking after the children.

The quantitative data in this study also raised questions. For example, there was evidence in responses to the survey questionnaire of

the concern felt by some new teachers about professional development and lack of appraisal. This area of concern was explored further in interviews for the case studies.

Firestone (1987, p.20) suggests that, although providing different forms of data, "When focused on the same issue, qualitative and quantitative studies can triangulate", allowing a comparison of findings obtained by different methods. In this study quantitative and qualitative data were compared and contrasted and in the first year of the study this method of analysis was used as a means of assessing the validity of the data.

A full description is given later in the report of the methodology used for quantitative and qualitative data collection and analysis (Chapters 2, 7 and 8).

#### Outline of the thesis.

The thesis begins with a review of some of the changes which have taken place in education during the last twenty years and their influence on teacher training, teacher development and the role of the teacher. This is followed by a description of the survey of 57 new teachers, the methodology adopted and analysis of the data. The second part of the thesis is concerned with the case studies of 10 teachers during their first four years of teaching and includes a discussion of the methodology, the ten case studies and a comparative analysis of the case studies. The thesis ends with conclusions drawn from the survey and the case studies. Questionnaires used in the survey and in the case studies can be found in the appendices, together with two examples of

'life histories' of subjects of the case studies and a sample of interview questions.

Reference to other research.

References to relevant literature are integrated throughout the study and are used to justify the methodology and support or qualify the findings. This method was chosen in preference to giving a literature review at the beginning of the study to facilitate direct comparisons with other studies and to avoid preconceptions:

Too much theory at the start can prejudice the outcome...

(Hammersley and Woods, 1977, p.51)

CHAPTER 1.

Putting the research into context.

## Chapter 1 - putting the research into context.

### The context of the study.

The entry into teaching of the students in this study has taken place during a period of change culminating in demands for reform of teacher training, greater accountability of teachers and the introduction of the National Curriculum. To place the study in a historical context an outline of events during the last twenty years is given in relation to:

1. Teacher training.
2. Teacher induction.
3. Teacher accountability and appraisal.
4. Curriculum change.

Teacher development is then considered in relation to:

1. Developing a model and a role.
2. Teacher socialisation.

### The historical context.

#### 1. Teacher training.

The first section of this study, the survey of 57 new teachers in their first year of teaching, was undertaken at the same time as the 1987 H.M.I. survey (D.E.S., 1988) and has a similar 'context' to that given in the H.M.I. report (ibid., paras. 1.4., 1.5., 1.6). As the second part of the study is concerned with the new teachers' first four years of teaching (1896-1990) more recent developments are also relevant.

H.M.I. (D.E.S., 1988) refer to the decline between 1970 and 1980 both in the number of students training to be teachers and in the number of training institutions in England and Wales. The James' Report (1972) criticised the curriculum of teacher training institutions and Circular 7/73 (D.E.S., 1973) initiated the rationalisation of training colleges and a reduction in their number. The number of students training to be teachers nearly doubled in the 1960s-1970s, rising from 26,261 in 1963 to 50,623 in 1972, but then fell to 18,385 in 1982 (Furlong, Hirst et al., 1988, pp. 2-3), although this decrease was largely for demographic reasons.

Since 1970 the nature of teaching and the most appropriate forms of training have been widely discussed (Willey and Maddison, 1971; Peters, 1973; Dunkin and Biddle, 1974; Desforges and McNamara, 1977; McNamara and Desforges, 1979; Hopkins and Reid, 1985), with the focus of attention increasingly on practical application of theory within the training course, the proportion of time which should be spent in school during training and how that time can be most effectively used (Fullan, 1985). Fullan (1985, p.195) claimed:

We have learned virtually nothing about how to integrate theory and practice in teacher education in the 80 years since Dewey's (1904) article on the relation of theory to practice was published.

A major influence on teacher training during this period has been the establishment of the Council for Accreditation of Teacher Education (CATE) and of criteria for teacher training courses (D.E.S., 1984). In their 1988 report H.M.I. (D.E.S., 1988) draw attention to the changes which had occurred in teacher training since their previous report (D.E.S., 1982) as a result of these criteria. A movement away from the



Plowden (D.E.S., 1967) 'child-centred' philosophy to an instructional mode with an emphasis on subject knowledge, both in training and in teaching, is apparent in the CATE criteria (D.E.S., Circular 3/84), the aim of which was "to introduce more uniform requirements for teacher training course content and structure including subject knowledge and practical skills" (Secretary of State for Education, 1992). These criteria included a requirement that all B.Ed. courses should be 50% subject studies with primary school teachers spending one quarter of that time on pedagogy.

The teachers in this study trained from 1982-1986 and the courses they followed would have been planned before changes to meet CATE criteria could be fully implemented. For this reason their entry into teaching might have been expected to be particularly difficult in that they were entering a world of changing expectations and had been trained on courses which were already seen as obsolete and failing to meet the required standard in subject studies and teaching specialisation.

Bell (1981), in his review of teacher training from the mid 1950s to 1980, defines three major changes, marked by the changing names of the institutions:

1. teacher training college, a monotechnic institution aiming to produce a 'good teacher' by passing on experiential knowledge from a staff made up of 'good teachers';
2. college of education, where the influence of the universities was evident and the aim was to produce an 'educated teacher', who could debate the purpose of education;
3. institute of higher education, aiming to produce professional experts.

Bell sees each stage as distinctive in its structure, culture, organisation of knowledge and modes of social interaction, corresponding with Weber's (1948) three ideals: charismatic education, education of the cultivated man and specialised expert training.

The teachers in this study were training during a transitional period when colleges of education were being replaced by institutes of higher education. Bell's theory (ibid.), if accepted, illustrates that both the nature of teacher training and its expected outcome were changing significantly during the time these teachers were training and entering teaching.

## 2. Teacher induction.

The high recruitment of new teachers in the 1970s was accompanied by criticisms of induction provision. The James' Committee reported:

Nothing has impressed, or depressed, us more than the gross inadequacy of the present arrangements for the probationary year.

(D.E.S., 1972, para 3.10)

Bolam (1973, p.185) also commented on the 'unsympathetic' attitude of heads, experienced teachers and even of new teachers themselves to "the idea of systematic induction".

Reports were published recommending improved in-service support and the appointment of professional tutors in schools (Taylor and Dale, 1971; Gibson, 1972; James' Report, 1972; Bolam, 1973).

Ten years later, despite these criticisms, there appeared to have been little improvement in induction provision. The 1981 H.M.I. survey, which extended to 294 schools in England and Wales, found that 'the

circumstances of the new teachers' first year were largely a matter of chance' and the 'effectiveness' of the induction of new teachers was 'haphazard' (D.E.S., 1982, para. 6.7).

In view of this a study of the first year of teaching and an examination of in-service support provided for new teachers seemed relevant and necessary in 1986 and a sufficient reason in itself for undertaking this study.

### 3. Teacher accountability and appraisal.

The Open University E 364, Block 1, 'Accountability and Evaluation', (Nuttall et al., 1982) outlines the developing emphasis on accountability. Reports on Risinghill Comprehensive School (Berg, 1968) and William Tyndale Primary School (Auld, 1976) were precursors of James Callaghan's Ruskin College speech (T.E.S, 22 October, 1976) which inaugurated what came to be known as the 'Great Debate' on education. A D.E.S. memorandum, 'School Education in England - Problems and Initiatives' (T.E.S., 15 October, 1976), requested a clear delineation of areas of responsibility for schools, with a more influential role for the Inspectorate in relation to the curriculum and teaching methods and in the Ruskin College speech Callaghan stressed that teachers were not autonomous educators but answerable to their 'clients':

To the teachers I would say that you must satisfy the parents and industry that what you are doing meets their requirements and the needs of their children.

The Times Educational Supplement, 22 October, 1976.

The speech was followed by a Government Green Paper (D.E.S., 1977a), 'Education in Schools', calling for the accountability of schools and

L.E.A.s, and by the Taylor Report (D.E.S., 1977b), 'A New Partnership for our Schools', which stressed the future role of governing bodies and the involvement of parents.

Recognition of accountability has been accompanied by attempts to introduce appraisal of teachers (D.E.S., 1983, 1985a, 1985b). Berliner (1976) and Dunkin (1976) describe the difficulties of assessment of teacher effectiveness because of teacher and pupil variables which defy quantification of teaching as a process-product interaction. Nevertheless, as Grace (1985) points out, there has been a growing demand for agreement on criteria.

The Government White Paper, 'Teaching Quality' (D.E.S., 1984), affirmed the requirement for 'formal' assessment of teachers by classroom visits from the headteacher or head of department, supplemented by assessment of the children's work, and this was confirmed in the Education (No. 2) Act, 1986, giving Local Education Authorities the power to implement appraisal of teachers. Although the introduction of a system of appraisal on a national scale was delayed projects have been undertaken to determine how appropriate appraisal schemes can be implemented (Turner and Clift, 1988; McMahon, 1989).

Self-appraisal schemes (Day, Whitaker and Wren, 1987) have been initiated within schools and the H.M.I. survey (D.E.S., 1988) found that schools expect new teachers to be self-critical. This expectation has been considered in this study.

#### 4. Curriculum change.

Greater emphasis on curriculum areas, specialisation and the role of the curriculum consultant (Campbell, 1987) and the introduction of a National Curriculum (D.E.S., 1989) by the Education Reform Act of 1988 resulted in a changing context and materially altered the teacher's role in relation to the curriculum. It could be argued that the teachers in this study had not been prepared for this by their training. The effect of this on them is discussed in the case studies.

#### Teacher development.

##### 1. Developing a model and a role.

Beliefs about the purpose of education and the role of the teacher underpin the aims and content of teacher training programmes (Tom, 1984; Ryan, 1989), influencing the ideology and 'model' of a teacher with which the student enters teaching. Reassessment of the role in the light of changes in educational policy and external pressures also affect the way in which that 'model' and ideology develop.

One model of a teacher which has received considerable attention has been the model of a 'reflective practitioner' (Schon, 1983). This is interpreted variously in teacher training programmes as a moral educator or an expert technician (Calderhead, 1988a), with reflection being focused on the purpose and structure of education or solely on the acquisition of teaching skills.

One view, expressed by Pollard and Tann (1987), is that the teacher should accept professional and political responsibility for what is taught. Pollard and Tann (1987) argue that the aim of training institutions should be to develop a 'reflective practitioner' who is concerned with the moral, ethical and political issues of education, prepared to "speak out if they view particular aims as being impracticable, educationally unsound or morally questionable" (Pollard and Tann, *ibid.*, p.6). They adopt from Dewey (1933) the three attitudes of openmindedness, responsibility and wholeheartedness as "vital ingredients of the 'professional' commitment which needs to be demonstrated by all those who aim to be reflective teachers" (Pollard and Tann, *ibid.*, p.9) and argue that "an instrumental approach to teaching is not consistent with reflectiveness" (*ibid.*, p.8). Pollard and Tann's view of the teacher as morally responsible educator is dependent on the 'professional autonomy' suggested by Calderhead (1988a), but teacher autonomy has been eroded by Government legislation with the introduction of a National Curriculum and more power for governing bodies, as already shown.

Furlong, Hirst et al. (1988, p.178) also argue that:

a student should at least become aware that the principles of some contemporary curriculum practices involve beliefs and values which are open to fundamental consideration and dispute.

In their view " Professional activity is therefore a constant process of interpretation, action, reflection and adjustment." (Furlong, Hirst et al., *ibid.*, p.123).

Habermas (1978) sees reflection holding potential for change in its search for reasons and consequences but Popkewitz (1987, p.17) concedes that reflection in beginning teachers may be limited to "utilitarian

concerns: how do I get the materials for this lesson? How can I keep order? "

The examples of 'good teaching' given by H.M.I. (D.E.S., 1988, pp.2-4) relate to classroom practice and are clearly prescriptive. This may facilitate self-evaluation against defined criteria but does not stimulate questioning of the criteria or a "systematic, critical search for alternatives, employing logic and evidence", which is how Berlak and Berlak (1981, pp.111-134) define reflection. The schools' expectations of a self-critical probationer (D.E.S., 1988) may also be more concerned with 'instrumental rationality' (Popkewitz. *ibid.*, p.17) than with a reflective activity demonstrating political awareness envisaged by Pollard and Tann (1987).

Davis and Zaret (1984, p.18) comment on an "ever-increasing press in teacher education for evaluation concerned solely with exit competencies" and Grace (1985, p.13) also notes "a growing emphasis upon tighter accountability; a required core curriculum and a concentration upon basics".

The 1988 Education Reform Act, the restructuring of school governing bodies (D.E.S., 1977b), the emphasis on accountability in schools, and the introduction of teacher appraisal all point to a changing view of the teacher's responsibilities, with education as a client-centred process rather than child-centred in the Plowden (D.E.S., 1967) tradition.

Beyer (1991, p.207) argues that contemporary educational reform is aiming to produce "technicians or managers following the directives of others rather than morally-engaged people", and that this is resulting in an emphasis on training rather than education for teachers. Whitty

and Wilmott (1991, p.317) argue that "the advantages of a competence-based approach [to teacher training] remain to be proven" and express their fear that "it may shift the emphasis toward outcomes at the expense of learning processes".

It is noted that a majority of new teachers in the H.M.I. survey (D.E.S., 1988, para. 3.12), wanted more emphasis on 'training' and acquisition of teaching skills and were of the opinion that the courses they had followed were 'not practical enough'. Similar comments were made by some of the subjects in this study. Tickle (1991) argues that competence is a priority for new teachers, and this is supported by Fuller's (1969) research. Tickle (ibid., p.325) argues that once that competence is achieved it allows "a clearer view of events", which facilitates analysis and further planning. This would suggest that competence is a prerequisite of reflection and self-evaluation.

The role of teacher as 'technician' is very different from the role suggested by Pollard and Tann (ibid.) and is more in accord with Bell's (1981) description of the move towards training programmes which will produce 'professional experts'. The demands for teaching criteria and teachers as 'technicians' have stimulated enquiry into what constitutes a teacher's 'craft-knowledge' (Clark and Peterson, 1986; Feiman-Nemser and Floden, 1986; Zeichner, Tabachnick and Densmore, 1987) and whether there is an appropriate and universal 'knowledge base' for teacher education (Shulman, 1987; Sockett, 1987; Ayers, 1988; Valli and Tom, 1988).

The introduction of the National Curriculum (D.E.S., 1989) and criteria for pupil performance in the form of Standard Assessment Tasks (S.E.A.C., 1992), changes the teacher's role in relation to selection of



content to teach and may also influence teaching strategies. There is already conflicting evidence of the effects of these innovations. Broadfoot, Abbott et al. (1991) report that some teachers are using assessment constructively to improve children's learning but Harlen and Qualter (1991) are concerned that some teachers are introducing activities solely for the purpose of assessment.

The teacher's role is affected not only by the legal requirements of the National Curriculum but also by the need for collaborative planning to implement it effectively as a whole school policy. In another context Fullan (1985, p.205) suggests that collaboration is fundamental to reform and consistent with reflective teaching and analysis of practice. If teaching is seen as skill-based and children's education is also seen as the acquisition of skills and a socially-agreed body of knowledge the moral dimension of the teacher's role is changed although Watts (1989) sees a moral responsibility in the development of professional skills and in joint decision-making.

Another factor which has been instrumental in encouraging collaborative work between teachers has been the concept of curriculum co-ordinator (Cockcroft, 1982; Campbell, 1987), with the attendant expectation that teachers will ask colleagues for help in their teaching. This expectation is reinforced in the 1992 report on primary schools (D.E.S., 1992) in recommendations for greater subject specialisation and represents a fundamental change in the teacher's role.

The opportunities for collaboration and the new teacher's willingness to work collaboratively are considered in this study.

## 2. Teacher socialisation.

Initial training and induction programmes may influence development of a teacher's 'model' and ideology but another factor is socialisation into teaching by staffroom colleagues and this is recognised in recent research (Petty and Hogben, 1980; Freeman, 1987; Kremer-Hayon, 1987; Nias, 1989).

Petty and Hogben (1980) suggest there is fairly consistent evidence of a change from traditional to progressive attitudes in student teachers during training but that this is reversed once full-time teaching begins. They also point out that Shipman (1966, 1967) and Lortie (1973, 1975) believe that the apparent change in student attitudes is not well-grounded and is a response to 'impression management'.

In Tickle's (1989, p.283) view 'solitary socialisation' of new teachers may result in the substitution of expediencies for principles and he emphasises the importance in the first year of continued and collaborative learning:

the probationary year involves extensive reflection-in-action  
.....This is when the problematic nature of teaching is  
confronted in its most acute form, opening up the potential  
for educational experiences for new teachers to be developed  
constructively.

Other research points to the influence of individual factors, such as environmental conditions (Lacey, 1977) or personal commitment (Nias, 1989), on the new teacher's ability and willingness to apply educational theory taught in training.

Schwanke (1981, p.61), in reviewing a selection of literature on teacher socialisation, points to a perceived emphasis on "the tendency

of student and beginning teachers to become more conservative and conforming as they gain experience". The evidence in this study does not support this, but, on the contrary, suggests that new teachers are more prepared to experiment as they gain experience and confidence, replicating the results of Calderhead's (1987a) research with students.

Schwanke further argues that the rejection of educational theories is also often accompanied by a rejection of idealism. In this study the conflict between idealism and reality emerged as a prominent theme throughout the four years of the case studies but the evidence refutes Schwanke's theory of rejection.

#### Conclusion.

The changing role of the teacher, the view of teaching as a process-product interaction and the increased attention to criteria for teacher and pupil performance have been accompanied by a review of training procedures and proposals by the Secretary of State for Education (North of England Education Conference, 4th. January, 1992) that student training should be more school-based.

Furlong, Hirst et al. (1988, p.4) point out that nearly fifty years ago the McNair Committee (1944) asked for more emphasis to be placed on a practical training for teachers, with supervision of students by teachers in schools, and argue that many training programmes have already adopted this method (Alexander, 1984).

The difficulty of integrating theory with practice has yet to be satisfactorily resolved. Research on how teachers think about teaching and how they develop their teaching skills may help to demonstrate how

an effective balance can be achieved. Elbaz (1991, p.8) points out that both Berliner (1986) and Shulman (1987) argue that studies of new teachers allow us "to observe how pedagogical knowledge develops" and how the knowledge base "comes into being".

The introduction of a wider variety of training courses provides opportunity for study of teachers and the mentor role and an examination of how new teachers can be helped most effectively in the process of learning to teach. Bolin (1988) argues that it is necessary to make the taken-for-granted in teaching problematic if a student is to learn from teaching experience and that a supervisor should present alternatives and "model a more mature level of thought" (Bolin, *ibid.*, p.52). He shares Goldhammer et al.'s (1980, p.135) view of the supervisor as "less a teacher of technique and... more a critical dialectician". Bolin argues that habits of reflection are a necessary component of teacher development and that they are acquired by searching for 'ambiguities' in the practice of teaching. This concept is similar to that employed by Berlak and Berlak (1981) in development of a 'dilemma language', a method of analysis used in the case studies and discussed more fully in Chapter 8. Bolin encouraged his student to record ambiguities in a journal for later discussion with him as the supervisor, urging the importance, like Biott, of "collaborative evaluation and discourse" (Biott, 1983, p.152) and "collaborative enquiry" (Lane and Lane, 1986).

Bolin (*ibid.*) seems to see a distinction between teachers who look on teaching as a 'doing' activity, concerned with planning and on-the-spot decision-making, and those who see it as a reflective activity, and this view helps to illustrate the theory-practice dichotomy which underlies the move towards a more school-based training.

The teachers in this study may not have been fully aware of the changing climate in education during their training and entry into teaching but nevertheless, reform, both implemented and imminent, has been an important factor in this period. It is perhaps all the more surprising that teachers in the case studies appeared to maintain their ideology and their idealism whilst successfully adapting to new circumstances.

PART 1.

The survey.

CHAPTER 2.

The survey questionnaire.

## Chapter 2. - the survey questionnaire.

### Piloting the questionnaire.

A questionnaire designed to identify the concerns of new teachers was piloted in October, 1986. In designing the questionnaire previous research in this field was studied for guidance in selecting areas of enquiry. Surveys carried out in the 1970s provided a useful starting point and also a basis for subsequent comparative analysis of data about induction programmes (Taylor and Dale, 1971; James' Report, D.E.S., 1972; Bolam, 1973). Bassey's (1978) study of 900 primary teachers and Cortis' longitudinal study (1977 and 1985) gave a broader insight into teacher concerns and the SPITE Report (1982) on the perceptions of P.G.C.E. students of the transition into teaching and "The New Teacher in School (D.E.S., 1982a) provided more recent data. An Economic and Social Research Council project being carried out at that time to examine the quality of novitiate teachers in primary schools (Bristol University School of Education, 1986) by questionnaire and observation of teaching was also studied.

A final selection of questions was influenced by Morrow and Lane's (1983) research into student teacher perceptions of difficulties experienced in teaching.

The pilot questionnaire (see Appendix 5.) was given to 10 new teachers as a structured interview during their first few weeks of teaching. The teachers were all graduates from one college in the West Midlands and were teaching in a West Midlands L.E.A. It was also sent to 4 new teachers from the same college teaching in other L.E.A.s.



### Revising the questionnaire.

The questionnaire was revised and extended in the light of the respondents' comments about its form and content. For example, some new teachers said they disliked answering by numbers (1-5) and so the numbers were replaced by words (e.g. very pleased, satisfied, not quite satisfied, slightly concerned, very concerned).

### The survey questionnaire. (Appendix 1.).

Questions in the first part (pages 3-4) of the revised questionnaire (as used in the survey) were grouped in accordance with Fuller's conceptualisation of teacher concerns (Fuller, 1969; Fuller and Bown, 1975).

### Pages 3-4. Questions 1-24.

These questions were designed to elicit data on:

- (questions 1-5) survival concerns - classroom control,  
relating to parents,  
relating to staff.
- (questions 6-8) classroom concerns - organisation of resources,  
organisation of classroom,  
display.
- (questions 9-19) pupil concerns - progression of individuals,  
organisation for learning,  
pupil assessment,  
match of work to ability,  
breadth and balance of the  
curriculum,  
teaching styles.
- (questions 20-24) self concerns - professional development,  
attitude to teaching,  
appraisal and self-evaluation,  
reflection and analysis.

In this section opportunity was also given to indicate what support had been received and what support would have been appreciated.

The second section of the questionnaire (pages 5-9) included questions on aspects of teaching highlighted in recent research studies, e.g. group work and class organisation (Bennett, Desforges et al., 1984), variety of teaching approaches (Bennett, 1976; D.E.S., 1985a), classroom interaction (Galton, Simon and Croll, 1980). Questions relating to assessment of children and record-keeping were also included. In some questions the new teacher was asked to comment on the usefulness of the student training course and teaching practice.

In the third section (pages 10-12) new teachers were asked about their 'professional development' during the first year of teaching. They were also asked to plan, implement and evaluate an improvement in their teaching in a form of 'action research' (Elliott, 1976) and to carry out an observation of their class during a specified planned activity. The intention was to discover the willingness and ability of new teachers to engage in such self-evaluation.

The fourth section of the questionnaire (pages 13-14) related to the induction programme for new teachers, personal assessment and future plans. Questions on the induction programme were based on information supplied by L.E.A. Advisers with responsibility for organising the programme.

The questionnaire was designed to cover a wide range of experiences which a new teacher would be likely to encounter. The structure of the questionnaire finally evolved as:

- page 1. Introduction.
- page 2. Information relating to school and college course.
- pages 3-4. Survival, classroom, pupil and self concerns.
- page 5. Children's achievement.
- page 6. Comparison with teaching practice.
- pages 7-8. Class organisation and use of published schemes.
- page 9. Written planning, evaluation and record-keeping.
- page 10. Professional development.
- page 11. Action research.
- page 12. Observation schedule.
- page 13. Induction programme.
- page 14. Personal assessment and future plans.

#### Distribution of the questionnaire.

Questionnaires were posted in May, 1987, to 68 new teachers in primary schools who had graduated (B.Ed. Hons.) in 1986 from one college. Questionnaires were also distributed at an induction meeting for new teachers in one West Midlands Local Education Authority which had agreed to co-operate in the study.

The total number of responses received provided a sample of 57.

Three questionnaires were returned unanswered but with explanations. For example, one teacher, although trained as a primary school teacher, was teaching in a secondary school and found the questions inappropriate to the context.

### Critique of the questionnaire.

Comments added to the questionnaire by respondents made two criticisms:

1. The questionnaire was too long.
2. Some of the questions were ambiguous.

During analysis of the responses other weaknesses became apparent:

1. The terms 'evaluation' and 'appraisal' were used in questions but not defined. The intention had been to distinguish between formal appraisal based on a systematic series of observations of classroom teaching (D.E.S., 1985) and informal evaluation given by a teacher-tutor or colleague (e.g. comments on a classroom display or a class assembly). Lack of definition of terms invalidated this distinction for analysis.
2. On some pages insufficient instructions were given with the result that answers were circled or deleted and the choice of answer was not clear. Comments had sometimes been added to clarify this.

Parlett (1982) claimed that questionnaires are difficult to publish and a frustrating and trivializing form of communication. Some responses in this study suggested a similar view. The later sections of the questionnaire were sometimes only partially completed, with written comments supplementing or replacing answers. One respondent explained this by writing: "I'm sorry that there are a few gaps but I have found it quite difficult to fill in in places" and another wrote: "I'm not quite sure of the correct thinking". One new teacher sent an accompanying letter to expand answers given on the questionnaire. Despite these criticisms it is recognised that studies based on

questionnaires have been a source of much useful data about teachers (Bolam, 1973; Ashton et al., 1975; Cortis, 1977; D.E.S., 1982).

It is acknowledged that the questionnaire in this study was distributed to a relatively small sample, but the sample included new teachers trained at different institutions and teaching in different regions. It provided data about a broad range of the concerns of new teachers and raised issues which could later be explored in more depth in interviews with the sub-sample who were the subjects of case studies.

#### Analysis of the responses.

A full analysis of the responses to the questionnaire is given in Appendix 2. A synopsis of the analysis is given in Chapters 3-5 and some conclusions from the survey are given in Chapter 6..

A brief analysis of the responses relating to the induction programme was sent to the co-operating L.E.A. in February, 1988, in accordance with the conditions of the agreement reached in negotiating access to the teachers. This report is given in Appendix 6.

### CHAPTER 3.

Survival, classroom, pupil and self concerns  
of new teachers.

A synopsis and discussion of the analysis  
of survey questionnaire responses.

(pages 3-4 of the questionnaire)

The page and question numbers given refer to the page and  
question numbers of the questionnaire as it was used and not  
to the page numbers of this thesis.

Numbers of responses are expressed as a percentage of returns.

Chapter 3. - survival, classroom, pupil and self concerns.

Pages 3-4. Questions 1-24.

page 3, questions 1-5.                      Survival concerns.

How new teachers felt about survival concerns.

It appeared from analysis of responses that after ten months in the classroom a majority of new teachers were 'very pleased' or 'satisfied' with matters relating to 'survival concerns':

relationships with class	98%
with individual children	95%
with colleagues	93%
with parents	91%
 class discipline	 93%

The majority were 'very pleased' with their relationships with the class, individual children and colleagues and 'satisfied' with class discipline and relationships with parents.

Would new teachers have appreciated help with survival concerns?

Only a minority of new teachers said they would have appreciated help with survival concerns. The largest number of these would have liked help from the headteacher or a member of staff in the areas of

relationships with parents:	
help from - headteacher	23%
- a member of staff	16%
 class discipline:	
help from - headteacher	18%
- a member of staff	12%

but this was still a minority.

The headteacher and a member of staff other than the teacher-tutor with designated responsibility for the new teacher were the preferred sources of help with survival concerns:

headteacher	54%
a member of staff	49%
teacher-tutor	17%
college tutor	13%
L.E.A. Adviser	4%

Had new teachers received help with survival concerns ?

The areas where most new teachers had received help were those of class discipline and relationships with parents. Most frequently recorded sources of help were:

class discipline -

a member of staff	37%
class teacher on teaching practice	23%
college course	21%

relationships with parents -

headteacher	33%
a member of staff	28%

Most 'in-school' help had been given by another member of staff (mean: 21% over the five areas) and the headteacher (mean: 15%). Only a small minority had received help from their teacher-tutor (mean: 7%).



The college course and the class teacher on teaching practice were seen as sources of help by an approximately equal number of new teachers (teacher on teaching practice - mean: 10%; college course - mean: 10%). The mean in each case is raised to 15% if relationships with colleagues and parents are excluded.

The class teacher on student teaching practice was given as a source of help with class discipline by 23% and 21% said that they had received help with discipline from their college course.

Fewest new teachers (5%) said they had received help from an L.E.A. Adviser. Where an L.E.A. Adviser had given help it had been in relation to discipline.

How new teachers felt about classroom concerns.

In relation to classroom concerns a majority of the new teachers were 'very pleased' or 'satisfied':

display	77%
organisation of classroom for learning	65%
organisation of resources	57%

Organisation of resources was the area where the greatest number of new teachers were 'not quite satisfied' but even this was a minority (40%). Fewer new teachers were 'very pleased' in relation to classroom concerns (mean over the three areas: 17%) than survival concerns (mean over five areas: 52%) and more teachers were 'not quite satisfied' (classroom concerns - mean: 32%, survival concerns - mean: 6%).

Very few teachers were even 'slightly concerned' about an aspect of 'classroom concerns':

organisation of classroom for learning	4%
organisation of resources	2%
display	0%

Would new teachers have appreciated help with classroom concerns ?

More new teachers would have appreciated help with organisation of resources (60%) than with any other area in this category. More new teachers (49%) would have appreciated help from a member of staff (other than the teacher-tutor) than from any other source.

Had new teachers received help with classroom concerns ?

Sources of help most frequently recorded for classroom concerns were:

college course	81%
class teacher on student teaching practice	68%
another member of staff	53%

Fewest new teachers (17%) recorded receiving help from an L.E.A. Adviser although 37% of new teachers said that they would have appreciated help from an Adviser.

pages 3-4, questions 9-19. Pupil concerns

How new teachers felt about pupil concerns.

In relation to pupil concerns a majority answered that they were 'very pleased' (mean: 17%) or 'satisfied' (mean: 49.7%).

The number 'not quite satisfied', or 'slightly concerned' exceeded 30% in the following areas:

childrens' record-keeping	46%
planning and implementation of work	
in R.E.	43%
in Problem-solving	42%
assessment of ability	37%
individual progression in reading	36%
planning and implementation of work	
in Science	36%
balance in the curriculum	32%
time allocation to curriculum areas	30%

In two areas (Music and time allocation) 2% were 'very concerned'.

Fewest new teachers were 'very pleased' with children's records (9%), assessment of ability (7%), and time allocation (7%).

There was a small difference between the percentage of new teachers who were 'very pleased' or 'satisfied' with more general pupil concerns (i.e. assessment of ability, etc. - page 3, questions 9-15 of the questionnaire) and those who were 'very pleased' or 'satisfied' with pupil concerns relating specifically to teaching content (page 4, questions 16-19):

very pleased with general pupil concerns	mean: 16%	
satisfied	mean: 55%	(total: 71%)
very pleased with concerns related to selection, preparation and implementation of teaching content	mean: 18%	
satisfied	mean: 46%	(total: 64%)

The percentage of new teachers who were 'very pleased' or 'satisfied' with their planning and implementation of work varied considerably with the different areas:

Oral language skills	84%
Writing	78%
Reading	70%
Maths.	67%
P.E.	61%
Humanities	58%
Music	52%
Science	51%
Problem-solving	38%
R.E.	38%

A large majority of new teachers were 'very pleased' or 'satisfied' with their topic work (79%).

H.M.I. (ibid., Table 6, p.29) found that 74% of new teachers in primary schools felt that they had been 'given a good understanding of how to plan a programme of work over a long period' but it seems that this may vary with the subject area or in implementation.

Would new teachers have appreciated help with pupil concerns ?

More new teachers said they would have appreciated help with pupil concerns relating to assessment, individual progression and balance and breadth of the curriculum than with concerns related to teaching content, although 23% said they would have appreciated help from the headteacher with selection of content to teach.

The areas where the largest number would have appreciated help were those of assessment of childrens' ability and childrens' record-keeping. The person from whom help would have been appreciated varied according to the area of concern, but another member of staff (mean: 13%) and the headteacher (mean: 11%) were again the preferred sources. There was little difference between the preferred sources of help for pupil concerns relating to assessment, etc. (page 3 of the questionnaire, questions 9-15) and those for teaching content (page 4 of the questionnaire, questions 16-19):

concerns relating to assessment, etc:

another teacher - mean 16%  
 headteacher - mean 12%

concerns relating to content:

another teacher - mean 12%  
 headteacher - mean 8%

Had new teachers received help with pupil concerns ?

The college course was the source of help recorded most frequently in every area except:

assessment of ability :	member of staff	21%
	college course	21%
individual progression in reading :	member of staff	28%
	college course	26%
planning and implementation of work in reading :	member of staff	23%
	college course	19%.

The sources from which help had been received with pupil concerns relating to assessment, etc. and with concerns relating to content showed little difference in the mean:

assessment, etc.	college course	26%
	member of staff	17%
planning and implementation	college course	22%
	member of staff	16%

The maximum percentage of new teachers who said they had received help from an L.E.A. Adviser was 9% and this was in relation to P.E., whereas in 11 out of 23 areas (48% of pupil concerns) 0% was recorded.

How new teachers felt about self concerns.

A majority (68%) of new teachers said that they were 'very pleased' or 'satisfied' in all areas of self concern. The mean over the five areas (personal planning and evaluation records, development as a teacher, ability to evaluate own teaching, evaluation of teaching by headteacher, evaluation of teaching by L.E.A.) was 73%. The areas where the largest number of new teachers was 'very pleased' or 'satisfied' were 'development as a teacher' (79%) and 'ability to evaluate own teaching' (77%). The latter is confirmed by the H.M.I. survey (ibid., Table 6, page 29) where 73% of new teachers in primary schools said that they were well prepared to assess the effectiveness of their own teaching.

Although the percentages of new teachers 'very pleased' or 'satisfied' with the evaluation of their teaching by the headteacher (70%) and the L.E.A. (68%) were almost the same the distribution was different:

'very pleased' with headteacher's evaluation	42%
'very pleased' with L.E.A. evaluation	28%

The area in which most dissatisfaction was experienced was that of personal planning and evaluation records where 30% of new teachers said that they were 'not quite satisfied' or 'slightly concerned'. In other areas the percentage was less than 25%.



Would new teachers have appreciated help with self concerns ?

Although development as a teacher and ability to evaluate one's teaching were the areas in which the largest number of new teachers recorded satisfaction they were also the areas in which the largest number said they would have appreciated help.

The headteacher was seen as the most appropriate source of help by the largest percentage in both areas:

development as a teacher	headteacher:	21%
ability to evaluate own teaching	headteacher	19%

Had new teachers received help with self concerns?

The college course was given as a source of help for self concerns by the largest number of new teachers. If the areas of evaluation of teaching by the headteacher and L.E.A. are discounted (areas in which consideration of the college course as a source of help is irrelevant) the mean over the three remaining areas can be given as:

college course	20%
another member of staff	12%
headteacher	11%
teaching practice tutor (collège)	8%
teaching practice teacher	8%
teacher tutor (school)	4%
L.E.A. Adviser	4%

When 'development as a teacher' is also discounted (a new teacher may have little if any contact with the training institution during the first year of teaching) the mean for the college course rises to 25%.

The only other sources of help recorded by 11% or more were:

development as a teacher:	headteacher	16%
	member of staff	16%
	class teacher on teaching practice	11%
ability to evaluate own teaching:	member of staff	14%

Summary. (pages 3-4, questions 1-24).

Responses to this early section of the questionnaire do not entirely support Fuller's (1969) conceptualisation of teacher concerns.

'Survival concerns' (Fuller, *ibid.*) did not seem to be a preoccupation: 98% of new teachers were 'very pleased' or 'satisfied' with relationships with the class and 93% were 'very pleased' or 'satisfied' with class discipline. One possible reason for this is that by the time the questionnaire was received, in the third term of the first year of teaching, early 'survival concerns' had been resolved, but it should also be noted that a minority of new teachers reported having received help with 'survival concerns'.

A majority of the new teachers appeared to be at the second stage of development, i.e. their preoccupation was with classroom concerns. Some pupil concerns, particularly record-keeping of children's work and progress and assessment of children's ability, also predominated and some new teachers were concerned about their professional development, suggesting a more 'mature' level of concern. This variation in the progress of the new teacher through Fuller's developmental stages confirms Katz's (1972) view that teachers move through these stages at different rates. Nias (1989) found that although Fuller's theory supplied the basic developmental structure for teacher concerns other factors were also significant. This is explored more fully in the case studies of the sub-sample.

The majority of 'help' was recorded as having been received from the college course. This perception of new teachers of the training course is supported in the H.M.I. study (D.E.S., 1988, 1.18., p.4) which found

that, "Two thirds of the new teachers were well or reasonably well satisfied with their training", although the report goes on to say (ibid., 1.20., p.4) that in some areas, "the new teachers tended to over-estimate the extent to which they were prepared".

H.M.I. (ibid., 1.20., p.4) also report that, "A substantial number of new teachers felt that discipline and control had not been adequately dealt with on their courses". This receives some confirmation in this study in that only 21% of new teachers record the college course as a source of help in relation to discipline but at the same time 93% said that they were 'very pleased' or 'satisfied' with class discipline.

It must be noted that although the college course was given most frequently in this study as the source of help the percentage of new teachers acknowledging this help is still only a minority. The mean for help received from the college course over all areas is:

survival concerns	10%
classroom concerns	27%
pupil concerns	24%
self concerns (excluding evaluation of teaching by headteacher and L.E.A.)	20%

The percentages show a perception of the college course as markedly less helpful in relation to survival concerns.

A relevant factor in consideration of these percentages is that this was the perception of new teachers after ten months of full-time employment when it might reasonably have been supposed that in-school sources of help would have superseded the college course. This did not appear to be the case. In-service help was less frequently acknowledged than help from the college course. Support from designated personnel (e.g. teacher-tutor or L.E.A. Adviser) was the least frequently recorded. A table of acknowledged help, expressed as means of the areas

of concerns, demonstrates this:

concerns	in-service help				pre-service help		
	member of staff	teacher tutor	head teacher	L.E.A. Adviser	T.P. tutor	T.P. teacher	college course
survival	21%	7%	15%	1%	4%	10%	10%
classroom	18%	11%	10%	6%	10%	23%	27%
pupil	17%	6%	8%	2%	4%	8%	24%
self	12%	4%	11%	4%	9%	8%	20%

(In this table evaluations of teaching by headteacher and L.E.A. Adviser are excluded from self concerns.)

The 'in-school' source of help was usually another class teacher or the headteacher, but less frequently the teacher-tutor. This finding conflicts with the results of the H.M.I. report which states that, "Help was often provided in primary and middle schools by responsibility postholders working alongside probationers" (ibid., 1.31., p.7).

H.M.I. found that:

Ninety-six per cent of the probationers in primary and middle schools had received support from the head....  
 Over three-quarters had been helped by the deputy head.....  
 Two-fifths had received support from a specifically designated other member of staff and over a quarter had been helped by heads of department or subject consultants, year leaders or staff with pastoral responsibilities or other staff.

(ibid., 5.22., p.53)

In this study the most commonly reported in-school help was given by another class teacher and not by designated personnel or holders of posts of responsibility.

Help for a new teacher from an L.E.A. Adviser appeared to be rare. This confirms and even emphasises the findings of the H.M.I. survey which showed less than a quarter of new teachers receiving "good or quite good support" from their L.E.A.s and half receiving "less than adequate or no effective support" (ibid., 5.57., p.63.)

CHAPTER 4.

Developing as a teacher - methods and organisation.

A synopsis and discussion of the analysis  
of survey responses.

(pages 5-9 of the questionnaire)

Chapter 4. - developing as a teacher - methods and organisation.

page 5, questions 1-5. Children's achievement.

Only 68% of respondents completed this page of the questionnaire.

Examples of reasons given for non-completion were:

It's hard to try and categorise children at this stage of my career.

This is difficult to assess as I haven't had enough experience with this age-group

[This school is in a] Very difficult area - what may be of average potential [here is] probably of below average or average in a middle class area.

It was difficult to determine whether reluctance to 'categorise' children was due to inexperience or a resistance to 'labelling' grounded in ideology (Rosenthal and Jacobson, 1968).

Of the new teachers who completed the page 61% felt that some children were under-achieving in their class. The willingness to suggest that children were under-achieving may reflect inexperience in assessment, a reason given by new teachers for not completing the page and an area in which 37% of the new teachers said, in response to question 9, page 3 of the questionnaire, that they were 'not quite satisfied' or 'slightly concerned'.

Reasons given for under-achievement were:

lack of teacher-time to give to the children	61%
lack of expertise in diagnosing the problems	59%
lack of resources	40%
lack of knowledge about what to do	40%
lack of support from the advisory services	30%

H.M.I. (ibid., 3.25., p.31) reported that more than half of new teachers thought they were "well prepared to teach more able children" and half the new teachers thought they were "well prepared to teach less able children". Observation by H.M.I. of teaching did not provide evidence to support this and H.M.I. (ibid., 2.11., p.14) concluded that, "The needs of more able pupils and of less able pupils were largely ignored in three lessons out of ten".

The findings of this study suggest that new teachers are aware of the needs of these children and of their own limitations as teachers in providing appropriate work but that they may not know how to organise teacher-time to give individual help or what form that help should take.

page 6, questions 1-5. Comparison with teaching practice.

New teachers commented on several differences between the first year of full-time teaching as a class teacher and teaching as a student on teaching practice. As a class teacher they found that they had:

more responsibility for children's progress,  
to cope with children with 'special needs',  
responsibility for long-term planning.

At the same time they found that they had:

more contact with parents,  
time to develop relationships with children and parents,  
a more 'real' situation.

They also commented that teaching was more enjoyable than it had been on teaching practice. It seemed that long-term involvement with a class and a school had benefits as well as additional responsibilities. (This was corroborated by responses on page 14 of the questionnaire where teachers were asked what they had found most rewarding about their first year of teaching.)

All the aspects of student teaching practice listed in the questionnaire were described by a large majority of new teachers (87% - 65%) as 'very useful' or 'useful' as a preparation for teaching. Teaching practice lesson planning and evaluations were considered 'very useful' or 'useful' by the largest number (87%).

Supervision of teaching practice by a college tutor was recorded as 'very useful' or 'useful' by the smallest number but this was still a majority (65%), although 30% said it was 'very little use'.



The value placed on teaching practice retrospectively by new teachers is also seen in the H.M.I. study (ibid., Table 5, p.26) where 38% of primary teachers considered that it was given too little emphasis in the training course .

pages 7-8. questions 1-7. Class organisation.

The large majority of new teachers (95% - 93%) said that they varied their organisation to include teaching individually, in groups and as a class. Organisation of groups was carried out sometimes on a basis of the children's:

similar ability	77%
mixed ability	65%
friendships	58%
behaviour	33%

but never on the basis of home background.

Although there were no new teachers who said that they never thought about changing the groups a minority of new teachers appeared to organise the children in groups according to rigid precepts :

never behaviour	25%
never friendship	11%
same groups for all activities	16%
always similar ability	5%
always mixed ability	4%
always friendship	2%
always behaviour	2%

The majority gave as their reasons for organising their class in groups that it benefits children socially (89%) and/or intellectually (88%), and 82% said that they did it because they believed it was the best form of organisation.

Only 2% said that they never organised their class in groups for teaching.

page 8. Published schemes.

A majority of new teachers used one published scheme in Mathematics (77%).

A majority also used one scheme in Reading (63%). Reading was the area where more than one scheme was most frequently used but even here it was only 12% of new teachers who said that they used more than one scheme. This gives a total of 75% of new teachers who were using reading schemes rather than the 'real books' approach to the teaching of reading (Meek, 1988; Wade, 1989) which encourages the use of children's literature rather than published schemes. Only 2% of new teachers said that they were going to change from a reading scheme to 'real books'.

page 9, questions 1-7. Written planning, evaluation and record-keeping.

Written planning and records of children's work were completed by the great majority of new teachers because they found them useful (93%). A majority of new teachers (54%) also found written evaluations useful. More new teachers devised their own method of keeping written records than used a method advocated by the school or the college they had attended.

A majority of new teachers kept records of the children's progress in Reading (95%), Maths. (88%), Language (54%) and Social and Emotional Development (54%) but only a minority in Science (25%).

Summary of responses from pages 5-9 of the questionnaire.

Developing as a teacher - teaching methods.

There is some evidence of teaching methods and organisation adopted by new teachers in the responses to this section of the questionnaire.

Teaching of reading

The findings in relation to the teaching of reading are paralleled in the 1990 H.M.I. report (D.E.S., 1991) on 'The Teaching and Learning of Reading in Primary Schools' which states that only 5% of teachers 'described their approach as 'real books'' and 95% used graded reading schemes. This suggests that there is no discernible difference between the numbers of new teachers and experienced teachers using reading schemes.

It is likely that the teaching of reading is a matter of school policy and the new teacher has little influence over this, but this issue was not explored.

### Class organisation.

Classes were largely organised in groups and, although some new teachers said they had insufficient experience to assess children and/or expressed reluctance to 'label' children, a majority of new teachers (77%) used ability grouping for some activities.

New teachers also felt that there were some children in each ability band who were under-achieving and that there were as many as 32% of children of below-average potential who were under-achieving. New teachers were aware of their inexperience in assessment of children and under-achievement was attributed by 59% of new teachers to their own lack of expertise in diagnosing individual problems.

H.M.I. (D.E.S., 1988, 2.14., p.15) point out that, "Some primary teachers had appropriate ideas concerning group work...but as yet lacked the skill to put them into action effectively". They also state that "the provision of differentiated tasks is an aspect of work which presents considerable difficulties for newly trained teachers" (ibid., 2.13., p.15). Bennett (Bennett and McNamara, 1979, p.223), argues that evidence from Kounin's studies (1970, 1975) suggests that "unless competently managed, working in groups could depress achievement".

There is a possible link between the difficulties which H.M.I. found new teachers experienced in organising groups 'effectively' and the concern which new teachers in this study felt in relation to children's underachievement but further research would be required to explore this further.

Other pertinent factors relating to the ability of new teachers to assess children and provide differentiated activities should be considered at this point:

1. Previous experience of the age-range.

(page 2, questions 5-7).

A factor which is relevant to the ability of new teachers to assess their pupils and provide appropriately differentiated tasks is their previous experience of teaching the age-range. In this study 42% of teachers were teaching an age-range which they had not taught as a student on teaching practice, 23% had no previous experience of teaching the age-range, and 19% had "some experience". H.M.I. also found that only 42% of primary school appointments were "entirely appropriate to age range" in terms of training (ibid., Table 29, p.65) and that the percentage of "entirely appropriate" appointments was even lower in relation to ability range (33%), subjects (35%) and mix of pupils (33%).

2. Size of class.

(page 2, question 4).

Size of class may also be relevant to assessment and provision of a differentiated programme. The number of children in classes taught by new teachers in this study ranged from 12 to 35, with an average of 27. H.M.I. found that 19% of new teachers in primary and middle schools had 31 or more children in the class and that 26% at some time had to teach a group of 31 - 40 pupils (ibid., Figure 12, p.58).

## Conclusion.

Bennett (1979, *ibid.*) claims that the 'ideal' of children working co-operatively in ability groups, advocated in the Plowden Report (1967) as of social and intellectual benefit, is seldom achieved, yet the majority of new teachers said that working in groups benefits children socially (89%) and/or intellectually (88%) and 82% of new teachers said that they believed it to be the 'best way'. Only 9% said that they chose that form of organisation because it was school policy. This suggests that, although only 28% of new teachers said that they had adopted this form of organisation on the basis of educational theory, new teachers were influenced by a Plowden-based ideology. It seemed that group work was seen as the ideal method of teaching despite the difficulties associated with assessment and the concern felt about under-achievement.

Petty and Hogben (1980, p.59) argue that "orientations developed in teacher training were soon dissipated in practice". No attempt here is made to explore whether a belief in group work as the 'best way' was the result of teacher training but responses to the questionnaire in relation to group work and assessment suggest that new teachers may persevere during the first year of teaching in their attempts to base practice on beliefs despite any difficulties they may experience.



CHAPTER 5.

Professional development and self-evaluation.

A synopsis and discussion of the analysis  
of survey responses.

(pages 10-14 of the questionnaire)

Chapter 5. - professional development and self-evaluation.

page 10. questions 1-5. Professional development.

A majority of new teachers had taken part in activities which might reasonably be expected to lead to some form of professional development:

visiting another school	89%
attending the L.E.A. induction course	88%
looking at teaching practice files	86%
observing another teacher teach	81%
looking at college notes	72%

A majority of new teachers had discussed their teaching with the headteacher (82%), L.E.A. Adviser (72%) and/or a member of staff (68%).

A majority had been given an appraisal of their teaching by the headteacher (81%) and/or L.E.A. Adviser (75%) but only a minority by a teacher-tutor (26%) or another member of staff (14%).

It appeared that appraisal was more usually associated with a hierarchical structure and did not often take place as a collegial activity.

A majority of new teachers (84%) felt confident that they were 'coping'.

Although 81% of new teachers identified an aspect of their teaching they wished to change, only 37% outlined a course of action to effect that change.

A majority of new teachers said that in identifying the need for change and evaluating the change effected it would be helpful to have another opinion and a majority selected the headteacher as the person whose opinion they would find helpful in this situation:

would like opinion from:

headteacher	51%
class teacher	40%
teacher-tutor	25%
L.E.A. Adviser	25%
college tutor	23%

It seemed that an in-school source was seen as most helpful but the teacher-tutor was regarded as the least appropriate source of in-school help.

A majority of new teachers (70%) thought that self-evaluation should form part of an appraisal system.

Of the new teachers in the survey 72% carried out the observation of children in their class during a Maths. activity and of these only a minority felt that they had learned something from it (39%) or were surprised by anything that occurred during their observation (32%).

It was also only a minority who felt that this type of observation might be helpful if carried out by someone else. Observation by a colleague was thought to be helpful by the largest group:

observation would be helpful by:

colleague	47%
headteacher	37%
teacher-tutor	37%
L.E.A. Adviser	35%
college tutor	33%

Whereas the headteacher was seen as the most appropriate person with whom to discuss initiating a change of teaching approach (responses to page 11 of the questionnaire), observation of teaching by a colleague was seen as more helpful in this situation than observation by the headteacher. One comment written on a questionnaire was:

I think having the head there would make it artificial -  
I'd want them all to be quiet and working.

The amount of non-contact time given to new teachers differed regionally between L.E.A.s and also between schools within one L.E.A. Some new teachers had no non-contact time whilst others had three hours per week. The use made of the non-contact time varied according to its length and the way in which the induction programme was structured.

A minority of new teachers (46%) said that they had a teacher-tutor within the school and only a minority were aware of an established system for discussion, observation and appraisal of their teaching by school personnel or an L.E.A. Adviser, although a majority had met an L.E.A. Adviser in school (86%) and/or at a Teachers' Centre (68%).

Only 9% of new teachers had observed the teaching of their teacher-tutor and only 5% had experienced team-teaching. This again conflicts with the report of H.M.I. (ibid., 1.31., p.7) that post-holders work alongside new teachers.

A majority felt that another teacher was the easiest person to ask for advice (74%) and had given the most helpful advice (65%).

Although a majority of new teachers had met an L.E.A. Adviser in school (86%) and/or at a Teachers' Centre (68%) and 55% said an L.E.A. Adviser was the easiest person to ask for advice, only a minority of new teachers said that an L.E.A. Adviser had given the most constructive evaluation (18%) or the most helpful advice (14%).

The largest percentage of new teachers (42%) had found the headteacher's evaluation the most constructive.

A majority of new teachers (65%) felt that there was a role for an adviser/support teacher for new teachers who was not associated with the school or with appraisal. An additional 9% of new teachers felt that in a school which was less supportive than their own such an adviser might be helpful

Many of these findings were corroborated by answers to questions in the first section of the questionnaire (pages 3-4), where it was shown that:

1. In-school help from another class teacher was the most frequently recorded and the most helpful.
2. Advice from an L.E.A. Adviser was rare.
3. Evaluation and appraisal of teaching by the headteacher were seen as constructive.

Reasons given by new teachers for satisfaction or disappointment with their teaching were categorised.

The largest percentage of reasons for disappointment in the first year of teaching were classified as pupil concerns (49%). These included lack of resources and concern about provision for children with special learning needs. Extrinsic factors, such as relationships with and attitudes of parents (12%), salary (11%), poor teaching resources (7%) and attitudes of other teachers (5%) accounted for 44% of reasons.

Self concerns (14%) and survival concerns (9%) were also given as reasons for disappointment.

An attempt was made to classify reasons for satisfaction by considering whether reasons which related to pupil progress were expressed in terms of the new teacher's personal satisfaction at being responsible for the progress or more objectively as concern for the pupil. This distinction was difficult to maintain and it was concluded from responses that for a majority of new teachers satisfaction in teaching was intrinsic and derived from successful accomplishment of the teaching role. This was seen by new teachers as including the establishment of good relationships with the children and furthering the children's academic development. Nias (1989, p.83) reports a similar finding from her study of primary and middle school teachers who trained in one year Post Graduate Certificate in Education courses.

All the new teachers in the survey said that they intended to continue teaching, although 12% said that they might leave teaching within a few years.

Summary of responses. (pages 10-14 of the questionnaire)

Professional development and self-evaluation.

Responses in the early section of the questionnaire (page 4, question 22) suggested that the majority of new teachers were 'very pleased' (16%) or 'satisfied' (61%) with their ability to evaluate their own 'performance as a teacher', and in this section (page 10) 84% of new teachers said that they were confident that they were 'coping'.

At the same time 30% of new teachers said that they would like another opinion about whether or not they were 'coping', 39% said they would like an opinion from the headteacher about their teaching and 25% said they would like an opinion from the L.E.A. Adviser ( page 10, questions 2-5).

In the action research section (page 11), in which new teachers were asked to identify an area of their teaching which they would like to change or improve and suggest a course of action which they were prepared to implement and evaluate, 81% identified an area of their teaching but only 37% completed the section by also outlining a course of action.

The observation schedule (page 12), in which new teachers were asked to observe a group of children during a Maths activity, was undertaken by 72%, but only 39% felt that they learned anything about their teaching by observing in this way. One new teacher wrote:

"No point watching my class. I'm their teacher !"

Responses suggested that new teachers felt that they should be able to evaluate their own teaching but in practice found this difficult to do.



A majority of new teachers (70%) said that self-evaluation should form part of an appraisal system (page 11, question 5) but added comments were:

Yes, but I personally find it very difficult to isolate myself from a situation I want to evaluate.

To self-criticise is very difficult.

Responses to the questionnaire (page 11) suggested that new teachers felt more discussion with another member of staff and with the headteacher would have been helpful in the process of self-evaluation.

Reference was made in Chapter 1. to the concept of the 'reflective practitioner' (Schon, 1983). Calderhead (1988a, p.9) argues that the reflection of student teachers "generally remains at a fairly superficial level" and suggests that they find self-evaluation difficult because they "lack a language for talking about teaching" (ibid., p.10) and an 'image', defined by him as "a way of conceptualising what teaching ought to be" (ibid., pp.12-13). Biott (1983, p.158) also argues that students find self-evaluation difficult and stresses the need for students and tutors to engage in it together.

Evidence from this study suggests that self-evaluation remains difficult in the first year of teaching and that new teachers would welcome more discussion of their teaching with colleagues and more observation and appraisal of their teaching but the benefits derived from discussion must vary with the degree to which it is focused on the teacher's needs. Housego and Grimmett's (1983) analysis of the 'performance-based' and 'developmental' modes of teaching practice supervision must also be relevant to any consideration of the nature and quality of mentoring.

CHAPTER 6.

The first year of teaching.

A discussion of the survey.

## Chapter 6 - the first year of teaching.

In this chapter the data obtained from the survey questionnaire sent to a sample of primary school teachers (n=57) in their first year of teaching (1986-1987) are summarised. The survey was conducted in May, 1987, and responses reflect the perceptions of new teachers after 9-10 months of teaching.

Issues arising from the data are discussed in relation to teacher development and beliefs, the training course and in-service needs and support.

The contribution of the survey to the research project as a whole is also considered.

### Teacher development and beliefs.

Teacher development through survival, class, pupil and self concerns in the sequential progression suggested by Fuller (1969) appeared to be variable (Chapter 3., p.45).

Nearly all the new teachers were very pleased or satisfied with discipline and their relationships with children, parents and other teachers (survival concerns). Concerns relating to organisation of the classroom as a learning environment (class concerns) were mainly resolved although one-third of new teachers was not quite satisfied with some aspect of classroom management and this was most commonly organisation of resources.

Two-thirds of new teachers were very pleased or satisfied with their planning and implementation of work (pupil concerns). H.M.I. (D.E.S., 1988, Table 6, p.29) also found that 74% of new teachers felt they had

been "given a good understanding of how to plan a programme of work over a long period". In this survey there was a marked variation in satisfaction between subject areas, ranging from 84% in oral language skills to 38% in Religious Education. Of areas which are now core subjects in the National Curriculum English was the subject in which most teachers were satisfied (oral language - 84%, writing - 78%, reading - 70%). More difficulty appeared to be experienced with planning and implementation of work in Mathematics, where 67% said they were satisfied, and in Science (51%).

In addition, 79% of teachers were very pleased or satisfied with their planning and implementation of 'topic work' but this number was halved (38%) in relation to problem-solving. This suggests a commitment by a majority of new teachers to a thematic teaching method traditionally associated with the 'child-centred' approach advocated in the Plowden Report (D.E.S., 1967; Bonnett, 1986). A view of knowledge as an integrated whole (Bruner, 1966) may also be implied, although 'topic work' may refer to thematic work within one curriculum area or across the curriculum and no definition was given in the questionnaire to clarify this. This evidence pointed to the need for further discussion of teachers' attitudes to topic work in the case studies.

A tentative conclusion from the survey data is that teachers felt more confident in planning and carrying out language-based work on a thematic basis than Science and problem-solving activities. This confidence could reflect the emphasis placed on these areas by the training course or within the school and could also influence teaching methods and the amount of time allocated to these activities.

Differences in levels of teacher confidence between subject areas are discussed again at a later stage in conjunction with data obtained from the survey on the use of published schemes and on record-keeping.

The evidence from the survey suggested that variation in teacher confidence between subject areas should be considered in the case studies. The subsequent introduction of the National Curriculum (D.E.S., 1989), with prescriptive curriculum content and time allocation, was another factor which influenced teacher concerns and confidence in relation to subject area and this is also considered in the case studies.

When asked to categorise children as of average or below/above average potential, some teachers expressed reluctance. This could have resulted from difficulty in assessment, an area with which one-third of the teachers was 'not quite satisfied'. One reason given was a dislike of 'labelling' children. This suggests a view which may be based on a belief that 'labelling' can affect achievement (Rosenthal and Jacobson, 1968; Troyna, 1991) and one which is incompatible with the implementation of Standard Assessment Tasks (SEAC, 1992), indicating a possible conflict for some new teachers between sociological and educational theory and classroom practice.

Plewis (1991, p.377) argues that there is some 'conceptual confusion' amongst teachers and researchers about 'underachievement' and its relation to ability level and position in the class. The survey questionnaire specified underachievement related to potential and confusion should not have arisen.

Nearly two-thirds of the teachers estimated that some children in all three categories (i.e. average, below and above average potential)

were 'underachieving' (Appendix 2, p.360). The high proportion of children assessed by new teachers as underachieving in relation to their potential (between 7 and 4 in a class) suggests high teacher expectations and concern about the failure of pupils and 'self-as-teacher' to meet them, evidence of both pupil and self concerns. Blackford et al. (1989) found that children for whom teachers had higher expectations were given a wider range of activities in written language and mathematics. If this were so it could be a factor in the incidence of assessed underachievement in that children were given more than they should reasonably have been expected to do. In apparent contradiction, it could also explain the satisfaction which new teachers expressed with their planning of work in those areas of the curriculum, in that 'match' of work planned may have been subsidiary to quantity. New teachers' perceptions of criteria for 'successful' teaching were explored further in interviews with the subjects of the case studies.

Tizard et al. (1988), cited in Plewis (ibid., p.384), also found that teachers thought some children were underachieving. Teachers in the Tizard study gave pupils' emotional and behavioural problems as the reasons but in this survey there was no opportunity for the new teacher to comment on children's emotional and social development, or home background, as contributory factors. Most of the possible responses given in the questionnaire were teacher-oriented: lack of time (61%), lack of expertise in diagnosing the problem (59%), lack of resources (40%), lack of knowledge of what to do (40%) and lack of support from advisory services (30%). Ames (1982) found that teachers who placed a high value on the importance of teaching took responsibility for student performance and attributed student failure to themselves rather than

situational factors. There is some support for Ames' (ibid.) finding in data from this survey but the narrow range of possible responses in the questionnaire makes the evidence inconclusive.

Fusion of social theory with educational practice was evident in the strong support for grouping as the 'best form of organisation' in that teachers saw its purpose and benefits as both intellectual and social. New teachers said children were never organised in groups on the basis of 'home background', although 'friendship' grouping was sometimes used, perhaps ignoring the possible link between these two factors. Records of children's social and emotional development were kept by a majority of teachers (54%). This prompted further exploration in the case studies of teachers' attitudes to social factors.

A belief in grouping as a means of class organisation appeared to be widely held, although reasons for grouping were diverse. This indicated that some 'beliefs' were common to a majority of new teachers but that the foundation of the beliefs and their classroom implementation might vary. This issue became a focus for the case studies.

Published schemes in Reading and Mathematics were used by two-thirds of the teachers but the use of schemes in other curriculum areas was rare which may reflect a paucity of published material in other areas or less importance given by schools to resourcing them.

Reading schemes took precedence over a 'real books' approach to the teaching of reading (Meek, 1988; Wade, 1989), but this would reflect school policy and cannot be taken as an indication of the 'beliefs' of new teachers.

Written planning and record-keeping in Reading and Mathematics were carried out by a majority of new teachers but this was less in other

areas and in Science was reduced to a quarter. Some published schemes provide guidelines for both planning and record-keeping and this may account for the high incidence of record-keeping in those areas where published schemes were used.

When this is considered in conjunction with the data on teacher satisfaction with planning and implementation of work it appears that teachers are generally more satisfied with planning and implementation of work, and keep records of children's progress, in the subject areas where published schemes are used. This may be because published schemes usually have an accompanying teachers' handbook containing guidance in these aspects of teaching. Another factor is that new teachers may feel greater confidence when using a scheme which has been adopted throughout the school in the knowledge of sharing in a common school policy.

Chandler et al. (1991, p.50) suggest that student teachers "see science teaching as more prone to failure". The lack of record-keeping in Science and the lower rate of satisfaction with Science teaching shown in this survey suggest a similar perception by first-year teachers. Use of a structured scheme of work in Science, as in Maths. and reading, might have helped to give them confidence, and the introduction of the National Curriculum (ibid.) may have effected that. Figures published in "The Independent" (20.8.92) show a decline in 1992 in the number of students taking Science (Physics and Chemistry) and Mathematics at G.C.S.E. Advanced Level and a higher percentage of failures in these subjects than in arts subjects. This suggests a possible reason for the present lack of teacher confidence whilst indicating that there is little hope of improvement in the entry qualifications in Science and Mathematics of student teachers in the



near future. This has serious implications for the teaching of Science and Mathematics and points to the importance for student teachers of a course which offers them a sound basis in both subject content and teaching method in these areas.

Collaborative staff planning, whole school policies and the use of published schemes are examined in the case studies in relation to their effects on new teachers' confidence and perceptions of their autonomy.

A majority of teachers identified an aspect of their teaching which they wished to change but only a minority (37%) went on to outline a course of action to effect the change. A majority of teachers said they would have liked another opinion in outlining a course of action and half saw the headteacher as the most appropriate person to consult about it. If the change involved school policy, or required extra resources, the headteacher's agreement would be necessary and this could explain the responses. It also seemed possible that new teachers might not have a sufficiently wide repertoire of teaching strategies to enable them to think of alternative courses of action by which to effect a change. This again raised questions relating to teacher autonomy, the power of a new teacher to effect change either in the school or in his/her own teaching and the influence of organisational climate on a teacher's ability to be 'proactive' (Goodman, 1987), indicating a need for discussion of these issues with the subjects of the case studies.

Any observation of a new teacher's teaching was usually carried out by the headteacher and L.E.A. Adviser and was associated with probation and formal appraisal for qualified teacher status. Observation of teaching by a teacher-tutor or another class teacher was rare, although half the new teachers thought that observation of their teaching by a

colleague would be helpful. Observation by a new teacher of the teacher-tutor teaching did not seem to occur. This data suggested an area in which teachers' needs were not being met and which should be discussed with the subjects of the case studies to determine their attitudes to observation of teaching.

New teachers in this survey had not experienced team-teaching in the first year of teaching although H.M.I. report post-holders working alongside new teachers (D.E.S., 1988, 1.31, p.7). This may reflect the range of schools selected by H.M.I., or regional differences in the prevalence of team-teaching, attitudes towards it and appropriate buildings. It could also indicate that efforts were made in the selected schools to meet H.M.I. expectations.

H.M.I. (D.E.S., 1982, para. 5.24.) recommend team-teaching as a "natural and effective context of support" but more research is needed to determine the benefits and disadvantages for a new teacher. Team-teaching introduces another dimension to the complexity of teaching and cannot be assumed to facilitate teacher development without reliable data to support the claim.

The survey showed that the largest percentage of reasons for new teachers' disappointment centred on concerns related to pupil progress and included lack of resources and provision for children with special needs. Satisfaction appeared to derive from successful accomplishment of the teaching role as conceived by the teacher, and as such was dependent on teacher development and beliefs.

Data on pre-service and in-service influences on teacher development and beliefs during the first year of teaching are now considered in more detail.

### The training course.

The training course was seen as helpful in classroom, pupil and self concerns by a higher percentage of teachers than any source of in-service help, although the number of teachers acknowledging help from the training course was only a minority.

The training course was seen by new teachers as less helpful in relation to survival concerns. The H.M.I. survey shows a similar differentiation in that H.M.I. report that two-thirds of new teachers were satisfied with their training (D.E.S., 1988, 1.18., p.4) but "A substantial number of new teachers felt that discipline and control had not been adequately dealt with on their courses" (D.E.S., 1988, 1.20., p.4.). At the same time H.M.I. also record that "In two-thirds of the lessons the teacher managed the class well or quite well and in the majority of lessons did so adequately" (D.E.S., 1988, 2.5., p.13).

In this survey only 21% recorded having received help from the training course in this area. Nevertheless 93% were very pleased or satisfied with their discipline. These data, together with that of the H.M.I. survey, pose the question of whether more training in discipline is a real need or a perceived need of inexperienced teachers.

Data in relation to teaching practice as a preparation for teaching show that lesson planning and evaluations were seen as very useful or useful by the largest number of teachers (87%), followed by class organisation (77%), classteacher's supervision (72%), teaching practice file (71%) and college tutor's supervision (65%). It is perhaps more revealing to consider the distribution of teachers who thought that any aspect was 'very useful': class organisation - 40%, classteacher's supervision - 33%, lesson planning and evaluations - 19%, teaching

practice file - 18%, college tutor's supervision - 11%. When this distinction is made the difference between classteacher's and college tutor's supervision becomes more marked, but both still compare unfavourably with the practice of teaching, i.e. class organisation. This suggested more evidence was needed of teachers' retrospective views of teaching practice, particularly as H.M.I. also reported receiving more critical comments on teaching practice than positive ones (D.E.S., 1988, 3.13., p.27) despite, or perhaps because of, the importance placed on it by new teachers. In view of the implications for school-based training and mentoring this seemed an important focus for the case studies.

#### Previous experience and size of class.

Data about the student teaching experience of the new teacher and the size of class being taught were obtained from the survey (p.58). The discrepancy between placements and previous experience in 42% of teachers prompted questions in the case studies to examine what effects this might have on a new teacher.

#### In-service needs and support.

It must be recorded that, as a result of the co-operating L.E.A.'s evaluation of its induction programme, to which this survey contributed, changes to its programme were made.

Responses provided data about induction programmes in different regions and indicated that provision varied between L.E.A.s and between schools within one L.E.A.

The induction programme:

1. Non-contact time.

Non-contact time was not always provided and when it was fell short of proposals made by the James Committee (D.E.S., 1972).

2. Teacher-tutors.

Teacher-tutors were not always identified. A minority (28%) of new teachers knew of any arrangements for discussion of their teaching with a teacher-tutor (question 4, p.13) and this percentage was less in respect of observation of teaching (14%) and evaluation (11%) by a teacher-tutor. Observation of the teacher-tutor's teaching was arranged for 9% of new teachers.

3. Another teacher.

Another teacher was seen as the easiest person to ask for advice by 74% of new teachers (question 9, p.13) and as giving the most helpful advice by 65% (question 7, p.13).

4. Headteachers.

The headteacher's advice was seen as the most helpful by 44% of new teachers (question 7, p.13) but this still compares unfavourably with the percentage who considered that the most helpful advice was received from another teacher (65%). A large majority of new teachers (questions 3-5, p.10) had discussed their teaching with the headteacher (82%) and/or received an appraisal of their teaching (81%). The headteacher's evaluation (question 8, p.13) was seen as the most constructive by the highest percentage (42%).

##### 5. L.E.A. Advisers.

A majority of new teachers had met an L.E.A. Adviser at school (86%) or at a Teachers' Centre (68%) but little value seemed to be placed on the meetings (question 6, p.13). Although 55% of new teachers said that an L.E.A. Adviser was the easiest person to ask for advice only 18% said that the Adviser gave the most constructive evaluation and only 14% said that the Adviser gave the most helpful advice. H.M.I. point to the need for clarification of the role of L.E.A. Advisers (D.E.S., 1988, para. 1.45) and report that support from L.E.A.s was considered "less than enough" by many headteachers in primary and middle schools (ibid., para. 5.29). The results of this survey confirm this view.

##### 6. Appraisal and self-evaluation.

Responses indicated that appraisal would be welcomed by new teachers. This was also noted by H.M.I. in both the 1981 and 1987 reports (D.E.S., 1982, para. 5.24.; D.E.S., 1988, para. 1.44.). Support from a source not connected with formal appraisal (question 10, p.14) would have been welcomed by a majority (65%) of new teachers. Examples of comments added to the questionnaire are:

This would be very helpful. Probationers feel very isolated after having the support of College tutor before and no-one fills this gap at the moment. Need some encouragement !

Definitely - I would have found this very helpful.

An additional 9% said such help would have been welcome in a school less supportive than their own.

### Conclusions and comment.

Data relating to in-service support suggested that induction programmes were not always fully implemented and might not meet the needs of first-year teachers. It appeared that observation and discussion of teaching were infrequent and that new teachers would welcome more constructive evaluation of their teaching. These conclusions prompted an enquiry in the case studies into the new teachers' perceptions of in-service support and needs.

Schlechty (1985, p.37) points out the difficulty of evaluating teacher induction programmes "because there are no generally agreed upon criteria for an exemplary program" but one criterion must surely be its accessibility to all new teachers and responses showed that induction programmes were not administered uniformly. The 1981 H.M.I. survey (D.E.S., 1982) argues that support should not be confused with "cosiness and lack of rigour" (para. 5.10) and that "a good school atmosphere" is not sufficient in itself (para. 5.26). H.M.I. urge (D.E.S., 1982, para.6.7) that there should be a more clearly-defined structure for induction programmes, with common criteria:

There is a strong case to be made for the setting-up of national guidelines, which should indicate both the acceptable minimum and the desirable levels of support that should be available for all new teachers both from the schools and local authorities.

H.M.I. also point to the need for a more individualised programme to meet the needs of a new teacher (ibid., para.6.8.). The different developmental stages, which this survey suggests are attained by new teachers, also indicate that this would be beneficial.

After the 1987 survey (D.E.S., 1988) H.M.I. said that guidelines for induction of new teachers should be given to schools by L.E.A.s

(D.E.S., *ibid.*, para.1.46) and drew attention to Administrative Memorandum 1/83 (D.E.S., 1983). This memorandum was superseded by AM 1/90 (D.E.S., 1990), "The Treatment and Assessment of Probationary Teachers", in which support for new teachers is required only "so far as is practicable" (D.E.S., 1990, 12b). This does not seem to urge the provision of "desirable levels of support" or even "the acceptable minimum" (D.E.S., 1982, para.6.7) and gives little hope of individualised programmes.

Analysis of the responses suggested that some new teachers received support from a variety of sources but that some felt isolated by the nature of the school (e.g. distance from the Teachers' Centre) or the attitude of the staff ("Communication is very poor").

H.M.I. drew attention to the importance of the headteacher's role in "The New Teacher in School" (D.E.S., 1982, paras. 5.32 and 5.36) and this appears to remain a key factor. New teachers in this survey looked to the headteacher for advice and appraisal of teaching but distinguished between the advisory roles of headteacher and another class teacher in finding another teacher the easiest person to ask for advice. This suggested that the headteacher's role in relation to a new teacher should be examined further in the case studies

Many of the findings of the present study indicate that there has been little change in the arrangements for new teachers since the National Survey of 1966-67 (Taylor and Dale, 1971), despite plans that a national scheme (D.E.S., 1972) should result from pilot projects mounted in 1975-76 (Bolan et al., 1979). This survey suggests that new teachers rely on their college course and that their in-service support comes largely from the headteacher and from another classteacher.



Responses suggested some uncertainty about self-evaluation amongst new teachers. Although 77% of new teachers said that they were 'very pleased' or 'satisfied' with their ability to evaluate their own teaching (questions 20-24, p.4) and 70% said that self-evaluation should form part of an appraisal system (question 5, p.11), only 37% responded when asked to outline a course of action to change an aspect of their own teaching (questions 1-4, p.11) and over half of the new teachers (51%) said that they would like help in this from the headteacher. A similar percentage (47%) said that they would find observation of their teaching by a colleague helpful (question 8, p.12).

It seemed that new teachers were anxious to discuss their teaching and to have another opinion about it. Although 84% of new teachers felt confident that they were 'coping' (question 2, p.10) and 82% had discussed their teaching with the headteacher (questions 3-5, p.10), 30% said that they would like someone else's opinion as to whether they were 'coping' and 39% said that they would like the headteacher's opinion about their teaching.

The data suggest that 'colleagial interaction' is still infrequent, and this situation is also reported by Copeland and Jamgochian (1985, p.18), who nevertheless have an optimistic view of what the individual teacher is able to achieve:

Systematic analysis of teaching, exploration of alternative approaches, analysis of individual teaching and learning problems, and the generation and testing of possible solutions are all activities that typically occur at the individual teacher level, not among colleagues.

The wish expressed by new teachers for more observation and discussion of teaching, together with the difference in number between those who expressed a wish to change an aspect of their teaching and those who

outlined a course of action to effect a change, indicate that many new teachers feel unable to carry out 'systematic analysis' and 'exploration of alternatives' in isolation.

Little (1982, p.331) argues that "teachers teach each other the practice of teaching" by building up:

a shared language adequate to the complexity of teaching, capable of distinguishing one practice and its virtues from another, and capable of integrating large bodies of practice into distinct and sensible perspectives on the business of teaching.

Little, 1982, p.331.

It seemed that new teachers, although they recognised both the need for help from colleagues and its potential, had little opportunity to develop or benefit from 'a shared language', if indeed it existed, and relied more on their training course for help than on in-service support.

This suggested that one focus in the case studies should be the influences of the training course and in-service conditions on the development of teachers' thinking as they gained classroom experience.

#### A critique of the survey.

The data from the survey have been compared where possible with data from the H.M.I. survey (D.E.S., 1988) conducted at the same time and presentation of results is arranged to facilitate this. The two studies are compared again in this section.

The questionnaires in this survey and the H.M.I. survey (ibid.) reflect preoccupations of the time (e.g. children's progress, classroom interaction and group-work), allowing comparisons to be made. Both questionnaires may be criticised for their length and complexity.

Criticisms on returned forms in this survey indicated that a higher response rate might have been achieved had a shorter form been used, but this has to be weighed against the need for a comprehensive questionnaire to obtain a wide range of data. This proved valuable in this study as it allowed a search for issues which could be developed in the case studies.

Another weakness in both questionnaires is the use of terms without clear definition. Examples are 'classroom management' in the H.M.I. survey and 'topic work' in this survey. This results in uncertainty in responses and in interpretation of data.

Both surveys were aimed at a sample of new teachers from different colleges and teaching in different regions. For this reason questions about the training course and the induction programme could not be specific, although in designing the questionnaire for this survey account was taken of the training course followed by a majority of the new teachers who were from one college and of the induction programme of the co-operating L.E.A. where a majority of the teachers were employed.

The 'social desirability factor' (Edwards, 1957), influencing respondents to give the answers which they think are wanted, is acknowledged in this study. It was noticeable in interviews for the case studies that teachers seemed prepared to admit to difficulties once a relationship of trust had been established between interviewee and interviewer but there may be a reluctance to commit a similar admission to print for an unknown researcher, particularly during a period of probation. It is likely that this factor was of much greater importance in the survey conducted by so influential a body as H.M.I., when approval of teacher qualification might have appeared to be at risk.

In this study an attempt was made to avoid imposing a particular model of the teacher although questions about grouping and self-evaluation included in the survey may have inadvertently suggested one. In marked contrast the H.M.I. survey imposes criteria for effective teaching by identifying teaching skills which are required for competence and in analysis of the data adopts a judgemental stance. This was contrary to the purpose of this research project.

There is also some evidence of bias in the way in which the results of the H.M.I. survey are reported. One example of this is in the comparison of support given to probationers by headteachers and L.E.A.s. It is reported (D.E.S., 1988, 5.57, p.63) that: "Nearly a quarter received good or quite good support from their L.E.A.s, but half received less than adequate or no effective support", yet "just under half of all probationers were receiving good or quite good support from the heads". This could have been reported as 'just over half of all probationers were not receiving good or quite good support from their heads', reducing the implication that more support was given by headteachers.

An effort has been made in this study to avoid any bias in interpretation and reporting of results but it is recognised that this may not always have been achieved.

Some similar foci in the questions of this survey and that of H.M.I., for example new teachers' perceptions of the value of their training as a preparation for teaching, suggested that comparisons of data should be made as a form of triangulation, particularly as the H.M.I. survey reached a much larger sample of new teachers (120 primary and middle and 177 secondary teachers) than this survey (57 primary

teachers). Corroborating data from the H.M.I. survey indicated a possible validation of results, although not constituting 'proof'. Conflicting data sometimes indicated other factors to consider and suggested another line of enquiry.

One example of how this comparison raised issues which, when pursued in the case studies, resulted in other factors emerging is in the question of pre-service training for long-term planning. H.M.I. (ibid., Table 6, p.29) report that 74% of new teachers felt they had been "given a good understanding of how to plan a programme of work over a long period". Although this study showed a general agreement, the data also revealed a variation between subject areas, suggesting a more complex situation. In pursuing this in interviews with new teachers for the case studies it became apparent that there was a difficulty in long-term planning related to the difference in time-scale between extended teaching and a relatively short-term student teaching practice. This also indicates how use of ill-defined terms (e.g. 'a long period') can lead to misinterpretation by respondents and corresponding misrepresentation of data in reports.

#### The role of the survey in the research project.

The survey provided a considerable amount of data about first-year teachers and raised many issues for consideration in the case studies, as indicated in detail in the previous sections. The main issues can be summarised as:

1. Teacher development was variable and did not always follow the sequential progression suggested by Fuller (1969) through survival, class, pupil and self concerns.

2. Teachers appeared to enter teaching with certain 'beliefs' about how they ought and/or wanted to teach, although there was evidence that some beliefs were founded on uncertainties (e.g. Were children grouped for social or academic benefits ?).
3. In-service support was provided most often by another class teacher or the headteacher, not the teacher-tutor or L.E.A. Adviser, and the headteacher and class teacher had different support roles. Observation, evaluation and discussion of teaching were infrequent and development through self-evaluation was difficult.
4. The college course and teaching practice were seen as helpful by more new teachers than any in-service help although this was still only a minority. Supervision of teaching practice was seen as less helpful than the experience of teaching.

These issues suggested lines of further enquiry and, based on this survey, a qualitative study of these areas was carried out in the case studies.

The evidence of variable teacher development suggested the adoption of Fuller's (1969) concerns conceptualisation as an instrument of analysis in the case studies so that this aspect could be examined in more detail.

It seemed that further data relating to the value of the training course and student teaching practice as a preparation for teaching would be particularly relevant in consideration of proposals for school-based training.

The evidence of teacher beliefs with uncertain foundations raised the question of the durability of such beliefs in the transition from student to qualified teacher. Would new teachers retain or relinquish

their beliefs and would the apparent lack of in-service support which they received be a factor ?

The longitudinal nature of the qualitative study would also make it possible to consider whether teachers' perceptions of these issues changed during the first four years of teaching and whether the first year 'experience' differed materially from succeeding years.

It proved impossible as an individual researcher, working alone, to follow up all the lines of enquiry suggested by the survey because of constraints of time and resources. For example, although some further data were obtained about the use of published schemes and how this affected teacher autonomy, attitudes to Science teaching were not explored.

Another, more important, obstacle to pursuing predetermined paths of enquiry too vigorously with the subjects of the case studies lies in the nature of the qualitative methods adopted. It became apparent in interviews that individual subjects had specific concerns and these emerged as 'themes' in analysis of the data. Too close an adherence to issues arising from the survey might have obscured the concerns of the case study subjects, preventing the emergence of new issues and in this way distorting the data and changing the nature of the research.

Nias (1989, p.18-19) argues the importance of thinking of teachers as individuals and not subordinating individual studies to the search for generalisations and Bassey, replying to the H.M.I. survey (D.E.S., 1988), wrote: "What is needed is not a search for general statements, but a study of cases" ('No Help to Trainers', The Times Educational Supplement, 4.11.88), but an appropriate balance is difficult to determine and even more difficult to achieve. In this project the

survey provided 'general statements' which alerted the researcher to possible issues and suggested initial foci for interviews with the subjects of the case studies, but the generalisations were not allowed to dominate the case studies or to preclude new insights.

The research project has two distinct parts, quantitative and qualitative, which, although interdependent in design and in support of each other, can also be considered independently.

The survey, despite its shortcomings, does in itself make a contribution to our knowledge about the perceptions of new teachers in their transition from student to qualified teacher, although it must be remembered that these are the perceptions they chose to report on a questionnaire.

By the end of the first year of teaching the majority of new teachers seemed reasonably confident in most areas of their work, despite receiving little in-service support. This may reflect favourably on initial training and give cause for optimism, but it raises questions about the quality of support required if a new teacher is to continue to develop after initial training ends. The need felt by new teachers for more observation and appraisal of teaching suggests a wish to improve their teaching skills beyond a 'coping' level. Failure to respond to this early enthusiasm may result in loss of motivation and ideals.

The lack of well-structured support during the induction year and of trained teacher-tutors casts doubt on the level of support which will be available to teachers if teacher-training becomes predominantly school-based. The low value which new teachers placed on advice received from teacher-tutors and L.E.A. Advisers emphasises the need for more



attention to be given to the source and nature of support which is both acceptable and beneficial to new teachers. This is given some consideration in the case studies but more research is needed.

The incidence of common practices and 'beliefs' (i.e. group-teaching, topic work) based on uncertain foundations, and the difficulty new teachers experienced in self-evaluation and in the search for ways of improving their teaching, suggest that students should be given more opportunity within their courses to experience and debate a range of teaching strategies so that their choices may be better informed. This, together with implicit criticism of the supervision of student teaching practice, provide a strong argument for reappraisal of the structure and content of initial training courses.

Part 2.

The case studies.

## An introduction to the case studies.

The second part of the thesis concerns case studies of ten new teachers (B.Ed.Hons.) during the first four years of teaching in primary schools. An account of data collection methods and analysis is given.

Stenhouse (1978) outlines different stages in collection, analysis and presentation of data for case studies. His definitions suggested a methodological framework and extracts are given to clarify the terms used in this study:

The Case Data are all the materials assembled by the field worker studying the case.

The Case Record is a theoretically parsimonious condensation of the case data, produced by selective editing without explicit comment....This case record would be regarded as an "edited primary source"....

The Case Study is an interpretive presentation and discussion of the case, resting upon, quoting and citing the case record for its justification.....The case study is potentially a secondary source.

The Analytic Survey is an attempt to draw together data from case records to make retrospective generalisations across cases .....The survey, like the case study, should be grounded in the case record archive and should cite it.

(Stenhouse, 1978, p.36)

Case data was collected by documents, questionnaires and interviews.

Case data for each subject was then 'selectively edited' (Stenhouse, *ibid.*,) and written as a narrative case record in the form of an autobiographical 'life history'. This was sent to the subject for verification, with a questionnaire, as the final stage in data collection. Case studies were then prepared by analysis of the case records and form Chapter 9. of the thesis. An analytic survey of the case studies was then undertaken and is presented in Chapter 10.

## CHAPTER 7.

Collecting data for the case studies.

All names used in the case studies are pseudonyms.

(When an example is used in discussion of data collection methods a name is not given if it is felt that this would entail a breach of confidentiality.)

## Chapter 7 - collecting data for the case studies.

Data collection for the case studies is described and discussed in the following sections:

- selection of subjects;
- negotiating access;
- overview of methodology;
- discussion of methods used;
- threats to reliability;
- a rejected method;
- critique and conclusion.

### Selection of subjects for case studies.

A sub-sample of ten was selected from the cohort of new teachers in the exploratory survey as subjects for case studies.

Selection of the 10 subjects was criterion and convenience based (Goetz and LeCompte, 1984). Interviewing ten teachers in their schools at regular intervals necessitated choosing subjects who would be teaching at schools within reasonable travelling distance from the researcher base. The Local Education Authority was approached and gave permission for new teachers who knew the researcher and had agreed to take part in the study before starting teaching to be interviewed. The L.E.A. hoped in this way to ensure that the research interviews were not confused with the L.E.A.'s induction programme and appraisal procedure and that their purpose was clearly understood by the new teachers. This limited the selection of subjects to students from one West Midlands college teaching in one area.

In June, 1986, ten students who had obtained first teaching appointments in the area were interviewed before leaving college. The purpose of the project was discussed with them and any specific concerns in relation to their teaching appointments. Arrangements were also made

at that stage for interviews to be held at the schools within the first few weeks of starting teaching.

Two students who volunteered as subjects were interviewed but not included in the study. Early interviews suggested they regarded the interviewer as a counsellor and expected some intervention in their school situation as a result of their complaints. Wax (1952) warns that informants may use the interview to complain about grievances and Dean, Eichhorn and Dean (1967) point out that subjects who seek out a researcher may be atypical of the group. The two volunteers seemed to be examples of this and to misunderstand the purpose of the research.

The ten new teachers were appointed to nine schools. Six of the schools were state-maintained and three were denominational (two Church of England and one Roman Catholic Voluntary Aided). The schools included mixed infant, junior and primary schools and differed in terms of size, buildings and catchment area. They ranged from a non-denominational suburban primary of 260 children on a new housing estate to a rural Church of England primary of 86 children in a small hill-top village, where the new teacher was the only infant teacher. In order to consider new teachers in a 'diversity' of placements, thought by H.M.I. to be a factor in the first year of teaching (D.E.S., 1988, p.10), no criteria were applied to schools in the selection of subjects.

Five of the new teachers had followed a training course for teachers of children aged 7-11 (Y3-6) and five had followed a course for teachers of children aged 4-8 (Reception-Y2). Four teachers were given children of an age-range they had not taught before although within the age-range for which they had been trained. The age-range taught by the new teachers extended from 4-11 years. Class sizes varied from 26 to 34,

with an average of 30 children in a class. The three teachers who were teaching the youngest children had a three-year age range within the class.

All ten new teachers successfully completed their first year, were granted qualified teacher status and remained in the study for four years. Two of the teachers left teaching for the birth of children but returned to teaching and interviewing was resumed. One left teaching for the birth of a second child during the final stage of the study. No wastage occurred and ten case records were completed.

#### Negotiating access.

Access for interviews in schools with the new teachers and distribution of a questionnaire were negotiated with the L.E.A., headteachers and the new teachers themselves. Hargreaves (1986, p.172) claimed that it was easier to gain access to the classroom 'of a low status teacher' than to the office of a senior administrator but this did not prove true in this study. L.E.A. Officers and Advisers were generous with their time in interview and co-operative in giving information about the induction programme.

In the third term of the first year a decision was taken by the L.E.A. on whether or not to grant qualified status to a new teacher and appraisal interviews and observations were carried out during that term. For this reason it was agreed, in consultation with the L.E.A., that research interviews would not be held in the third term of the first year of teaching.

An overview of the methodology.

The sequence of data collection methods used with the ten subjects of case studies during the four years can be summarised as:

Student.

Final term as B.Ed. student - interview;  
collection of  
teaching practice reports;

New teacher.

Year 1. - interviews;  
questionnaire;

Years 2-3. - interviews;

Year 4. - verification of 'life history';  
questionnaire.

Years 1-4.

Contact was maintained with the subjects throughout the four years of the study by planned interviews, opportunistic visits to schools and letters. The number of interviews per subject varied because of individual circumstances (two subjects left teaching for a period of time). The target length for interviews was approximately one hour but some were as long as two hours. Data from the subjects in response to a questionnaire sent to all the new teachers in the statistical survey were added to the case records.

During the fourth year a synthesis of the case data was prepared for each subject. It was written as a narrative in the first person as a simulated autobiographical form to give a 'life history' (Becker et al., 1961; Klockars, 1975; Lortie, 1975), or 'career history' (Tabachnick, Adler et al., 1982), summarising the case data. The ten life histories were submitted to the subjects in July, 1990, at the end of their fourth year of teaching, for 'host-verification' (Schatzman and Strauss, 1973).



A short questionnaire was also sent to each subject with the life history as the final stage of data collection for the case studies. The subjects were asked to verify the data and comment on changed perspectives and future plans.

#### Discussion of methods used in data collection.

Several data collection methods were used and are discussed here:

1. interviewing;
2. audio-taping of interviews;
3. field notes;
4. status-informant interviews;
5. questionnaires;
6. documents;
7. life histories.

#### 1. Interviewing.

Interview was used as the main method of data collection, with interviews being carried out in the schools, at the end of morning or afternoon sessions. This had the advantage that an impression of the field-setting could be gained from direct observation, but the disadvantage that interviews were subject to interruption. Interviews were tape-recorded and subsequently transcribed. Field notes were also made.

Non-scheduled standardised interviews were used, as defined by Goetz and LeCompte (1984). A framework of questions was devised before each cycle of interviews but questions were not always asked in the same order and sometimes additional questions were introduced to clarify points. This combination of structure and flexibility allowed apparently productive lines of enquiry to be developed and questions which evoked little response to be abandoned.

Individual interest in questions varied and Erickson (1986) warns that little or no response to a question may be significant in itself. An example of this was that in one school, where the new teacher was responsible for the organisation of parent helpers and a welfare assistant in the classroom, the subject wanted to discuss the effect of this on the teacher's role. In contrast, in another school a question about this provoked little interest and it was subsequently explained that the school policy was that parent helpers should not be encouraged to work in the classrooms.

Goetz and LeCompte (1984) point out that evasions or omissions by the interviewee may also be significant and the absence of any reference by the new teachers after starting teaching to the visits they had made to their schools immediately after being appointed suggested that the visits had been of limited value. This prompted questioning which revealed that school brochures and curriculum guidelines received on the visits had not been read.

The responses from each interview were examined for 'indicators' (Becker, 1958) which might suggest further lines of enquiry or assist in 'progressive focusing' (Parlett and Hamilton, 1972; Corrie and Zaklukiewicz, 1985) of subsequent interviews. For example, one subject asked for an opinion about displays and classroom organisation and this gave an 'indicator' of her uncertainty about standards and the difficulty of self-evaluation. The emergence of 'indicators' allows time for a search for both confirming and disconfirming evidence (Erickson, 1986) whilst field-work is still in progress, reducing the risk to the researcher of finding out what questions need to be asked when it is too late to ask them (Hargreaves, D., 1986). On the other

hand, focusing which is too precise and premature (Lutz, 1986) could lead to distortion of evidence, and the interactive nature of the interview (Goetz and LeCompte, 1984) was retained to enable both interviewer and interviewee to influence the course of the interview and respond to emerging priorities.

The subjects appeared to welcome the interviews as an opportunity to talk about their teaching and to explore their awareness of the context of their situation with someone outside that context in a process of reflection (Habermas, 1974). Interviews can also stimulate reflection after the interview has been concluded (Simons, 1977) and there was evidence of this when interviewees referred back to previous interviews.

Elbaz (1983) reported a decline in the subjects' interest after the second interview of a five-interview study, but Walker (1961) claimed that subjects in the SAFARI (Success and Failure and Recent Innovation) project, appreciated their involvement in the research and found it a stimulating experience. In this study the subjects appeared to retain their interest and in some cases to experience involvement at a personal level. Indications of this are seen in these comments written on the final questionnaire returned at the end of the project:

Dinah: Thank you for the opportunity to pour my heart out.  
Hope the study has gone well.

Lizzie: I'll be very interested to see your completed work and what results you come up with. Let me know if you need any help with any of your research in the future.

## 2. Audio-taping of interviews.

Some problems with audio-recording were encountered (Corrie and Zaklukiewicz, 1985) because the interviews were recorded in schools. At times sections of recordings were indistinct because of background noise

or interruptions caused by routine school activities, for example a caretaker emptying waste-paper bins, the noise of an electric cleaner or voices of parents talking to other teachers.

The subject's permission to record was always requested before recording started and was never refused, although reactions sometimes suggested embarrassment. Some subjects laughed or grimaced self-consciously when giving their permission. On one occasion the interviewee waved the hand microphone about as she was talking and it was only when transcribing the tape that it became obvious she had also been switching the microphone on and off repeatedly but apparently inadvertently.

It is possible that the tape-recorder had an inhibiting effect on some interviewees, but this is difficult to determine. Stenhouse (1982) favours the tape-recorder as a means of data collection but Goetz and LeCompte (1984) are of the opinion that field notes offer a less reactive medium for recording. When the tape-recorder was switched off at the end of an interview some subjects appeared to relax physically, stretching back in the chair or even walking round the classroom whilst continuing to talk. They sometimes referred back to points already discussed or raised issues of personal concern not addressed by the interview questions. One example of this was when a subject explained that he might have to consider giving up teaching if his wife had a baby because her salary and career opportunities were greater than his. Another example was when two subjects started to talk about the staff of the school.

An ethical issue was raised by the nature of this type of extended discussion after tape-recording had finished: could information received

after the interview was officially terminated be used as data? This was resolved by including it in the 'life history' for verification, giving the subject the opportunity to disclaim it. None of the subjects objected to any of the data included in the life histories.

### 3. Field notes.

Field notes were made during interviews and these were used to check recordings and as a supplementary source when indistinct or interrupted recordings were difficult to transcribe. Where a complete, clear recording had been obtained of an interview field notes made during the same interview were checked against the recording to validate them. It was found that the field notes provided a full record. This indicated that field notes could confidently be used as a source of data when recordings were unsatisfactory. In some instances it was found that the field notes clarified points which had been made hesitantly, or as an 'aside', by the subject, and which were consequently indistinct on the tape.

### 4. Status-informant interviews.

Goetz and Lecompte (1984, p.119) describe those who "possess special knowledge, status or communicative skills" and who have access "in time, space or perspective" to other observations concerning the subjects as 'key-informants'.

Four senior L.E.A. Officers, with 'special knowledge' and 'status' in relation to new teachers were interviewed individually. Their responsibilities included interviewing, appointment and placement of new teachers, the induction programme, and final appraisal for qualified status. Interviews were also held with a headteacher seconded by the

L.E.A. to co-ordinate the induction programme during the final year of the study (1989-1990).

Nine interviews were held but discussion was confined to L.E.A. policy for appointment, induction and qualification and did not relate directly to any of the subjects. For this reason the term 'status-informant' seems more accurate in this study. These interviews provided background information about the field-setting and placed the subjects' perceptions in the context of the L.E.A. perspective.

#### 5. Questionnaire.

Two questionnaires were used for data collection for the case studies. The first questionnaire was sent to the subjects in the third term of the first year of teaching and was also distributed simultaneously to the 57 new teachers in the survey.

Another questionnaire was sent to the subjects of the case studies at the end of the project when the 'life histories' were submitted to them for verification and comment. Both questionnaires are included in the appendices.

All questionnaires were returned by the subjects of the case studies.

Parlett (1974) claims that questionnaires are a frustrating form of communication and at least one subject showed a preference for interview by writing at the end of the final questionnaire:

Sophie: Sorry I can't come up with much to say - it's probably easier to talk to you.

Despite this, the questionnaires were a valuable source of data.

## 6. Documents.

At the beginning of the study reports by college supervisor and class teacher of the third and fourth year student teaching practice of each subject were collected.

A search was made for information about the previous teaching experience of the subjects, teaching styles and any strengths or weaknesses in teaching performance or in forming relationships. This analysis provided data for comparison with interview responses. An example of this was seen when Rachel said that she preferred teaching mathematics on a topic basis and it was possible to verify that she had used that method on teaching practice successfully.

Data from the reports provided evidence of the subject's teaching methods as a student and allowed a hypothesis to be made in the final stages of data analysis that student teaching methods and beliefs had persisted.

## 7. Life histories.

During the fourth year of the study a life history was prepared for each subject as a narrative synthesis of the case data, written in the first person to simulate an autobiographical form. The narrative covered a period from the final term as a student to the end of the third year of teaching (June, 1986 - July, 1989)

At the end of the fourth year of teaching a life history was sent to each subject with a short questionnaire asking for verification of the data, changing perspectives and future plans. The questionnaire also provided an opportunity for subjects to offer some critical analysis of their teaching experiences. A questionnaire was used in preference to interview to allow the subject time to study the narrative and give

considered answers and to avoid the subject feeling under pressure to authorise use of the data.

Grumet (1981) argues that narrative is an evocative means of reducing subjectivity without eliminating it. She refers to this as a process of 'distanciation', which enables the subject to see the events recounted in the narrative from another perspective. A comparable experience was described by Bullough (1912) when he suggested that looking at a painting enables the observer to look through the eyes of the artist, or an 'other'. It was intended that the use of a narrative form would stimulate analysis by introducing this element of 'otherness'.

Recent research suggests that confrontation with self through biography encourages critical reflection, increasing awareness and the potential for personal and professional development (Sikes et al. 1985; Woods, 1985; Aspinwall, 1988; Ayers, 1988). Research into the use of journals as a means of helping student teachers to reflect about their teaching strengthens this view (Bolin, 1988). The life history appeared to have certain advantages over a journal or diary in that, although based on interview responses and written largely in the subject's own words, in its final form it was written by the researcher and for this reason had an element of 'otherness'. A journal, or 'learning log', written ostensibly for the purpose of self-examination but also for subsequent discussion, may be written with the final audience in mind (Goetz and LeCompte, 1984). In addition, the life history was presented to the subject after a considerable interval of time, whereas the journal has an ever-present familiarity. It was intended that both these factors would increase 'distanciation' and that the life history



would help the subject to look back on four years of teaching with some degree of objectivity and critical analysis. In a two year study of prospective and beginning teachers, carried out by Tabachnick and Zeichner (Zeichner, Tabachnick and Densmore, 1987), a similar strategy was used in that subjects were asked to comment on transcripts of their interviews, but this took place over a period of only five months. In this study a much longer period of time elapsed.

Responses to the life histories suggested that some form of 'distanciation' had been achieved:

Lizzie: It was really interesting to read about myself.  
I felt that I could see the last four years flashing  
in front of my eyes.

but there was little evidence of critical analysis. Two of the subjects said they had delayed returning the questionnaire because they knew what they wanted to say but not how to say it, a difficulty suggested by Erickson (1986), who holds the view that people cannot always articulate all they know. One possible inference is that the skills required for analysis of practice (Biott, 1983) were being acquired, but articulation of analysis, which Erickson (1986, p.157) describes as an "essential mastery that should be possessed by a master teacher", was not adequately developed.

Holly (1989, p.76) stresses that the realisation of change in self is more disconcerting than recognition of change in 'reality' and this may also have contributed to the apparent difficulty which teachers experienced in analysing and responding to the life histories. The 'distanciation' which Grumet (1981) advocates may become 'alienation', as Grumet (1987) herself suggests (Elbaz, 1991, p.6).

Goodson (1991, pp.36-37) argues that in order "to build upon notions of the 'self-monitoring teacher', 'the teacher as researcher', 'the teacher as extended professional'" 'the teacher's voice' must be "heard, heard loudly, heard articulately". In this study the life histories and case studies are based firmly on 'the teacher's voice'.

Some threats to validity.

As the study developed, the researcher role began to predominate and it became easier to avoid comments which might suggest a 'partisan', or unduly supportive, attitude. This was made easier because the study is not an ethnography, defined by Lutz (1986, p.108) as participant observation of and immersion in a culture, and so the risk of over-rapport, described by Walker (1986, p.204), was reduced. Some difficulties in establishing relationships without undue personal involvement did occur at the beginning of the study and are described here:

1. establishing and maintaining relationships;
2. preconceptions and personal involvement.

1. Establishing and maintaining relationships.

The criterion which the L.E.A. imposed for selection of the sub-sample determined the form, and to some extent the character, of the early stages of the relationship with the subjects. The first interview in the field-setting of the school was made easier because the subjects had been interviewed as students and the first interview had been arranged at that time.

Other relationships within the school sometimes impinged on the relationship between researcher and subject. It had been intended that headteachers would be interviewed about their perceptions of the new teachers' experiences but this was discontinued when it appeared that

such interviews were sometimes viewed with suspicion by the subjects. The new teacher's teaching qualification depended on a satisfactory appraisal of teaching performance from headteacher and L.E.A. Adviser and this placed the new teacher in a vulnerable position at the base of a hierarchy, although awareness of this, and the reaction to it, appeared to vary amongst both new teachers and headteachers. Walker (1981, 1986) points out that difficulties can arise when carrying out research in a hierarchical structure, and describes the problem experienced in the SAFARI project of trying to establish equal rights of confidentiality amongst participants of different status. A similar example occurred in this study when a headteacher asked for information given in interview by a subject. Lutz (1986, p.114) stresses the importance of a preliminary 'contract' to avoid such problems, but in this instance tension developed in relationships within the school after the research was under way as a result of the headteacher's allocation of curriculum leadership posts. Erickson (1986, p.141) makes the point that, although careful negotiation of field-entry is a prerequisite of data collection, it is impossible to safe-guard against all ethical issues and this situation could not have been foreseen. The information requested by the headteacher was not given, but for a short time the subject seemed apprehensive and at the end of one interview said:

subject: Have you been talking to the Head? You talked to him last time you came, didn't you? I saw you go into his room.

In contrast, in five other schools where interviews with headteachers were attempted, the headteachers appeared reluctant to discuss the new teachers and to adopt a protective attitude. This was corroborated by

the comment of one of the subjects about her headteacher:

Rachel: If I have a problem I can go straight to him.  
He said, 'Treat me like a father'.

For these reasons interviews with headteachers were discontinued.

## 2. Preconceptions and personal involvement.

Although this was not an ethnography the difficulty which Blythe (1969) described in his study of Akenfield of trying to look with new eyes at a familiar scene was experienced as a result of familiarity with the field-setting and prior acquaintance with some of its 'inhabitants' (teachers and headteachers as well as subjects). An example of this is that at one school the first visit to interview a subject was thought by the secretary and other teachers to be a 'social' visit because people not directly concerned in the study did not know its purpose. Powdermaker (1967), in her study of the Hollywood film industry, claims that only unconscious involvements are dangerous, and this incident served as a warning of the need to approach each situation as a 'stranger' (Blythe, 1969).

A tendency for the researcher to identify with the new teachers was experienced early in the study. This probably resulted from an initial role-conflict in separating 'interviewer' from 'tutor' and a wish to project an image as "an insightful, helpful person" (Hyman, Cobb et al., 1954, p.99). Ethnographers (Miller, 1952; Spindler, 1970; Mead, 1975) warn of the possibility of losing objectivity by becoming too closely associated with the culture of the field-setting and even a frequent visitor and interviewer may share this experience. On the other hand, Lutz (1986, p.114) points out the value of having access to the

subject's 'representational model' of events whilst preserving the freedom to re-interpret these events later to produce a more objective interpretation or 'operational model'. Hammersley (1980, p.310), in his ethnographic study of an inner-city school, describes his experience of role-conflict and of the difficulty of entering into the feelings of participants without being overtly sympathetic:

one cannot constantly present an image of agreement, friendliness and understanding without strong pressures towards experiencing such feelings.

This aptly describes the dilemma experienced at the beginning of this study when feelings of sympathy were intensified by the familiarity of the field-setting and by seeing the new teacher attempting to come to terms with a new role.

Walker (1986) draws attention to another difficulty when he makes the point that an educational researcher is likely to be regarded in schools as an expert and there was evidence of this in one school when an opinion was sought by both the subject and the headteacher on the displays in the school hall.

The "process of gaining and maintaining access", which Hammersley (1980, *ibid.*) found instrumental in creating a bond of sympathy, was in this study taking place at the same time as the new teacher's process of acceptance into the school. Once both these processes were accomplished relationship with the participants stabilised.

Every effort was made to maintain objectivity, whilst at the same time developing good relationships, recognised as crucial to the successful completion of the study (Whyte, 1943). The subjects' support for the project was enlisted by explaining that an analysis of the data might be helpful in future evaluations of systems of initial training

and induction. Argyris (1958) argues that research should seem to the participants to have a useful end goal and the purpose given appeared to satisfy this requirement.

A rejected data collection method - classroom observation.

The influence of a non-participant observer on observed behaviour has been noted by Stenhouse (1982) and Goetz and LeCompte (1984). Lawton (1982, p.171) commented that the botanical research model is not appropriate when studying human behaviour because "human beings behave differently when under observation, cabbages do not". Attention has been drawn to this by Samph (1976), who claims that insufficient concern has been shown for "the possible intrusive effects" (ibid., p.126) that observation of teachers in the classroom might have. In Samph's study, which examines non-participant observation, interaction analysis categories (Flanders, 1965) were used to analyse the verbal behaviour of ten elementary school teachers. Analyses were carried out by the use of microphones with no observer present, and on other occasions by an observer. When an observer was present microphones were also used to obtain an additional, objective record. Samph concluded that teacher verbal behaviour varied in accordance with the presence or absence of an observer. Prior notification of the observation did not appear to influence this. Samph's argument is not that observation cannot provide useful data, but that observer effects must be recognised. Schwartz and Schwartz (1955, p.344) also make the point that the observer's presence 'modifies' the context.

The difficulties of participant observation and of the teacher-researcher in the classroom have been documented in other studies (Pollard, 1984; Nias, 1987). As the subjects of this study were new teachers and were involved in observations and interviews conducted by headteachers and L.E.A. Advisers as part of their induction and appraisal programme, it was felt that such difficulties might be exaggerated. After discussion with L.E.A. Officers about the possible effects of stress on new teachers of additional observations of their teaching this form of data collection was not pursued.

Evidence from projects already cited suggested that classroom observations might produce distorted data, although it is acknowledged that some recent studies of new teachers have used this method with apparent success (Zeichner, Tabachnick and Densmore, 1987; Furlong, Hirst et al., 1988).

#### A critique and conclusion..

The use of questionnaires to elicit teachers' attitudes and beliefs has been criticised on the grounds that:

questions are directed at areas which the researcher has selected as significant rather than at those which the teacher might select;

answers are not context-specific or action-driven;

professed attitudes and beliefs do not necessarily determine action or reflect it, failing to give a clear indication of the teacher's thinking and development.

(summarised from

Hargreaves, D., 1986; Zeichner, Tabachnick and Densmore, 1987).

Although the questionnaire used in this study was piloted and developed by interview these criticisms must still apply.

The same criticisms can also be levelled at the use of standardised interviews, the main method of data collection for the case records. Answers are only given to the questions that are asked. Other information is acquired incidentally and accidentally, and will depend on the importance or relevance attributed to it by the subject. When asked after four years' teaching what her plans were for the following year, one subject said:

Sylvie: I will finish my M.A. in October, 1991, and will be applying for deputy headship within the next year.

The information about the degree was only acquired accidentally when the degree course was almost completed because the 'right' questions had not been asked earlier.

Edwards (1957) and Simons (1977) point out that the preconceptions of both participants may influence the course of the interview and Walker (1986, p.214) also says that "the interviewee will often react to or against what is perceived to be the interviewer's frame of reference". An example of this was that one subject (Lizzie) seemed to be at pains to criticise the college course whilst another (Sylvie) was anxious to praise it, although in neither case were the comments in direct answer to questions. The interview inevitably reflects, not only the preconceptions but also the character of the participant, and sometimes a subject may try to give the response which seems to be wanted, a trait which Edwards (1957) describes as the 'social desirability variable'.

The varying conceptual frameworks of the participants are also a factor which should be recognised (Harre, 1979), as they may lead to misrepresentation through different understandings of conceptual terms



in common use in the 'jargon' of the field-setting, e.g. 'informal' and 'integrated'. On the other hand, asking for definitions of every such term used would impede the flow of the interview.

Previous research has shown that an interview which is too tightly structured and controlled by the interviewer may fail to hold the interest of the subject (Piore, 1983) and Goetz and LeCompte (1984) claim that a conversational mode is favoured by most qualitative researchers. An informal approach was adopted in interviews and an attempt was made to use "generative questions" (Strauss, 1987, p.20).

Observation of teachers in the classroom (Furlong, Hirst et al., 1988; Trafford, 1989), interviews (Elbaz, 1983) and repertory grid techniques (Chard, 1987) are amongst the research methods which have been used in recent studies in attempting to learn more about teachers' thinking and development as teachers. All these methods produce "interactive data" (Goetz and LeCompte, 1984, p.108), data influenced by the interaction of the subject and the researcher, and are open to the charge of subjectivity. They also depend in varying degrees on the ability of the subject to articulate reasons for action, an ability which Schon (1983) feels is poorly developed in many teachers.

Stenhouse (1978, p.33) argues that it is impossible to collect objective data for a case record and that the aim should be:

to produce subjective data whose subjectivity is sufficiently controlled to allow critical scrutiny.

This can only be achieved if the researcher remains constantly aware of the subjective nature of the data, the possible influences in interpretation and the consequent bias. By amassing a wide variety of case studies of teachers engaged in thinking about teaching, obtained by

diverse methods, it should be possible to minimise the effects of bias and present a more objective view of how teachers' thinking, and their teaching skills, develop. It is hoped that the case studies in this study will contribute to the body of research in this field.

CHAPTER 8.

Methods of  
analysis, interpretation and presentation  
of the case data.

## Chapter 8. - analysis, interpretation and presentation.

Methods of analysis, interpretation and presentation of case data are described and theoretical frameworks adopted in analysis are discussed.

### Analysis.

The methods of analysis are interpretive and subjective but every effort has been made to counter-balance subjectivity by use of a variety of theoretical frameworks and frequent re-classification of the data. A form of phenomenographic analysis (Marton, 1981; Carlgren and Lindblad, 1991) has been used, a content analysis which focuses on a comparison of the subjects' differing perceptions of phenomena without regard for their truth or falsity. At the same time analysis of documents (teaching practice reports) and interviews with status informants allowed for some validation. The stages of analysis were guided by Stenhouse's (1978, p.76) definitions of case data, case record and case study, already cited, and by Goetz and Lecompte's (1984, pp.164-207) account of analysis and interpretation of data. A search of the data was made for patterns and "distributions of frequencies" (Goetz and Lecompte, 1984, p.171) which would suggest "conceptual categories embedded in the social phenomena" (Goetz and Lecompte, 1984, p.169). This process of sifting was repeated at intervals and resulted in the selection of the categories used in presentation of the case studies (e.g. Rachel: teaching styles; teaching styles, relationships and control; principles v. pressure of time). These categories also aided comparison across the case studies.

Although references by the teachers to categories were counted for classification a more formal statistical analysis with coefficient correlations, as used by Kremer-Hayon (1987), was not thought to be appropriate because categories were tentative and open to amendment.

#### Interpretation and presentation.

The life histories were prepared for presentation to the subjects by selective editing of the case data during the fourth year of the study. Data from the questionnaire sent to each subject in the first year of teaching was included in the life history. While an attempt was made to produce a cohesive narrative, care was taken to omit as little as possible.

Various theoretical frameworks derived from other research were considered in analysis and were adopted where they seemed appropriate to individual case records. These were used as an aid in the search for appropriate categorisations.

When the life histories were returned at the end of the subjects' fourth year of teaching a further analysis of the data was made to produce case studies. At this stage 'themes' (Nias, 1989) emerged which had not previously been evident and, although classifications derived from earlier analysis were preserved as a basis for comparison of cases, the themes are given in the teacher's own words, giving prominence to the teacher's 'voice' (Elbaz, 1991).

An analytic survey, or comparative study, of the case studies was then undertaken as the final stage of analysis.

Goetz and Lecompte stress the importance of "lapse of time" (ibid., p.197) in reflecting on data and of the recognition of a possible need

to modify the "original theoretical framework" (ibid., p.199) in the light of subsequent analysis. This was evident at each stage of analysis and interpretation (case record, life history, case study and analytic survey), when re-examination of the case data revealed new emphases and 'themes' but it was most marked in the final stage of the study in the comparison of the case studies.

### Theoretical frameworks.

Three conceptual approaches were considered and are discussed:

1. teacher development;
2. dilemma;
3. teacher socialisation.

#### 1. Teacher development.

Fuller (1969, pp.218-221) suggested a conceptualisation of teacher concerns in three developmental phases:

- |                |  |
|----------------|--|
| pre-service    | - non-concern;   |
| early teaching | - concern with self adequacy and evaluation by others; |
| experienced    | - concerns for pupil gain and self evaluation.         |

Fuller and Bown (1975, pp.38-39) later amended these to four phases:

- identification with pupils;
- survival concerns (class control);
- situational concerns (methods, materials);
- pupil concerns (learning, social and emotional needs).

Their findings were based on analyses of counselling interviews with student teachers during teaching experience and/or of their written statements. They claimed support for their conclusions about 'early

concerns' from their analysis of published surveys carried out between 1932-1967 (Fuller, 1969, p.214), but admit that analysis of "perceived problems" of experienced teachers (Fuller, *ibid.*, p.216) provided only tentative confirmation of this aspect of their work.

Fuller and Bown (*ibid.*) do not claim that these phases occur at specific intervals of time and Katz (1972) argues that the length of teaching experience required to reach 'maturity' may vary between three and five years or even longer. Katz (*ibid.*) suggests four developmental stages: survival, consolidation, renewal and maturity. Gibson (1976) draws similar conclusions from his longitudinal study of a group of student teachers. In his opinion a number of students moved "away from the 'survival and safety' perspective towards a more autonomous position" (Gibson, *ibid.*, pp.247-248) during the third year teaching practice, but he emphasises that this was a minority.

The variations in the proposed phases of development lend support to Katz's view that there are considerable differences between individual teachers.

Use of Fuller's conceptualisation in framing the questionnaire used for the survey sample and for the subjects of the case studies in their first year of teaching inevitably determined categorisations in analysis of questionnaire responses and early analysis of the case data. Other theoretical approaches were considered which allowed other classifications to emerge.

Cole (1991) suggests that teacher development is a process of contextual interpretation and that opportunities for development arise in resolution of "dichotomous dilemmas or "emotional crises" naturally arising from ongoing interaction with the social environment" (Cole,

ibid., p. 418). This possibility was considered in the light of theories of dilemma and teacher socialisation.

## 2. Dilemma.

In analysis of the data consideration was given in identifying a dilemma to the factors influencing the new teacher in both the creation and resolution of the dilemma, rather than emphasis being placed, as in the work of Zeichner et al. (1987), on the dominant mode of resolving it. Such an emphasis is inappropriate in this study, which is an examination of the subjects' perceptions of their actions rather than of the actions themselves.

Argyris and Schon (1974) argue that potential for dilemma is created when beliefs, or professed beliefs ('espoused theory'), conflict with practice ('theory-in-use'). They contend that an individual's awareness of the dilemma is dependent on the importance of those beliefs to the individual and to self-image. They define dilemmas as:

conflicts of requirements that are considered central  
and therefore intolerable.

(Argyris and Schon, 1974, p.30)

They further argue that a dilemma may stimulate changes in beliefs and practice because it demands a response to the problem. The way in which an individual confronts and learns from a dilemma may determine effectiveness of behaviour and, as a consequence, professional and personal development. This is a more positive interpretation of dilemma potential than Wagner's (1987) view of 'self-imperated conflicts' (Wagner, ibid., p.162) which may lead to resistance to change.



Argyris and Schon identify three broad categories of dilemma, which they point out are not mutually exclusive:

- (1) incongruency between espoused theory and theory-in-use;
  - (2) inconsistency between the governing variables and action strategies;
  - and (3) the degree of self-sealing, nonlearning processes that lead to behavioral ineffectiveness.
- (Argyris and Schon, *ibid.*, p.99)

They argue that:

certain characteristic dilemmas derive from an underlying model of our theories-in-use  
(*ibid.*, p.34)

and cite case-studies illustrating how such dilemmas may lead to ineffective strategies and a conflict of values.

Winter (1987) bases his method of dilemma analysis on a theory of contradiction within social organisations. He argues that conflicts of interests within an organisation result in dilemmas of action. This theory acknowledges the social pressure which may cause dilemmas, whereas Argyris and Schon emphasise the inner conflict between principle and practice as the cause. Winter (1982), as a supervisor/researcher, used dilemma analysis in a study of students on teaching practice. From an analysis of interviews with students, classteachers, pupils and other supervisors, he constructed an 'objective' view of a dilemma situation, created by the conflicting interests of those involved. This was then presented to all the participants as a basis for discussion and agreement on a course of action. In Winter's view, dialectic is an essential stage in finding a solution: the social process which causes the dilemma is also the means by which it can be resolved.

Berlak and Berlak (1981) develop the concept of dilemma for a similar dialectical purpose. The concept of dilemma was also adopted by Zeichner, Tabachnick and Densmore (1987) in constructing profiles of student teachers, and by Pollard and Tann (1987) in their guide to self-evaluation. In both instances the concept is attributed to Berlak and Berlak (ibid.).

Berlak and Berlak (ibid) use the dilemma concept to examine the control which is exercised over children in school: through the teacher, the curriculum and the organisational process. A dilemma is seen in terms of the tension and contradictions underlying various aspects of this control. Sixteen dilemmas are identified and grouped in three categories: control, curriculum, and societal. As with the categories of Argyris and Schon, there appears to be considerable over-lap. Berlak and Berlak themselves point out that the categories are not always easily distinguishable and are sometimes interdependent.

Zeichner, Tabachnick and Densmore (1987, pp.34-35), in their study of student teachers, identify eighteen dilemmas and place these in four groups: knowledge and curriculum, teacher-pupil relationships, the teacher's role, and student diversity. Resolution of a dilemma is seen as a choice between polarised views, as in the system employed by Berlak and Berlak. Examples of this are the choice between 'knowledge as content - knowledge as process', given by Berlak and Berlak, and the choice between 'knowledge is product - knowledge is process', given by Zeichner et al. This example also illustrates the similarity in the range of dilemmas outlined in the two studies.

Zeichner et al. (ibid) determine the characteristic way in which the student teachers resolved their dilemmas by analysis of interviews and

observed teaching. The student's perspective is then defined by the predominant mode of resolution of dilemmas. There are several examples in the category of 'knowledge and curriculum' which suggest that opposing views are held simultaneously by student teachers: for example, knowledge is seen by some students as both public and personal, product and process, certain and problematic, and learning as both individual and collective. This apparent ambiguity or contradiction demonstrates the difficulty of categorising perspectives by this means. It may result from lack of clarity in the terms used or the ambivalence of the students' attitudes. One possible interpretation is that the use of both poles of resolution (i.e. public-personal) by a student indicates the internal inconsistency of teacher perspectives which Zeichner et al. point out may exist amongst even experienced teachers, reflecting the "contradictions .....embedded in the society and institutions in which teachers work" (Zeichner et al., *ibid.*, p.23). Another interpretation is that the student possessed a repertoire of teaching strategies and that variation in style in observed teaching sessions demonstrated a response to changing situations.

A more detailed examination of the categories of dilemma used by Berlak and Berlak and Zeichner et al. demonstrates the preconceptions which guided their choice. One danger of categories imposed by the researcher is that interpretation may also be restricted.

A comparison of the eighteen dilemmas identified by Zeichner et al. with the sixteen dilemmas identified by Berlak and Berlak shows little fundamental difference, although there are some distinctions of categorisation and language reflecting possible socio-political implications or choice of terms. Some examples of these differences may

illustrate their idiosyncratic nature: Zeichner et al. give teacher-pupil relationships as a category, whereas Berlak and Berlak include these under control. Zeichner et al. place career orientation under student diversity (although this is confusing, as the other perspectives in this category are concerned with diversity in the children, not in the student teachers), but career orientation is excluded from Berlak and Berlak's categorisation. Berlak and Berlak give intrinsic v. extrinsic motivation as a curriculum dilemma but this is not included by Zeichner et al. At the same time many parallels can be drawn. For example, knowledge is seen variously as:

(Berlak and Berlak, 1981)	(Zeichner et al., 1987)
Personal v. public.	Public - personal.
Content v. process.	Product - process.
Given v. problematical.	Certain - problematical.

The advantage of adoption of a unit of analysis already used in a previous study is that comparison across studies is possible but to counterbalance this there are also disadvantages. Differences and similarities between the categories cannot be fully explored without a close examination of the definitions of terms and use of similar terms may lead to a mistaken belief in similarities in meaning. A major disadvantage is that in adopting pre-determined categories the researcher also adopts the explicit and implicit assumptions of previous researchers. Berlak and Berlak (ibid., pp.23-24) explain their 'background assumptions' and claim that these make a positive contribution to an analysis of the classroom and the schooling process. They believe that what takes place in school has cultural, economic and political significance and cannot be explained or understood without this being taken into account. This belief appears to be shared by

Pollard and Tann (1987) and their adoption of Berlak and Berlak's conceptual framework underlines this.

The inherent danger in continuing adoption of these categories is that the underlying assumptions are not tested but are accepted unquestioningly and with them a model of society, of the teacher and of the teacher's role. It is not clear whether Berlak and Berlak or Zeichner et al. defined the terms before their studies or imposed the categories during analysis, but as in both cases the system of analysis was 'borrowed' from earlier research it seems likely that the categories were accepted before data was collected. This is an important distinction, as categories which arise from the data may be substantially different from ones which are preconceived.

Goetz and LeCompte (1984, p.198) point out that:

In research informed by an explicit theoretical orientation, the first stages of the interpretive process involve withdrawing from the data and assessing whether the data collected mesh with the initial framework.

Mason (1990, pp.112-113) discusses the impact which a preconceived theoretical framework may have on an observer in allowing only observations which confirm the preconceptions and this danger is still present at the stage of interpretation of data.

Categories are helpful in pointing to areas where dilemmas may arise but too close an adherence to them may lead to generalisations. Polarisation within the categories exacerbate this. Zeichner et al. (ibid., p.34) found that grouping students after an early analysis of data as traditional, progressive, or mixed traditional-progressive, tended to obscure important differences and similarities and Berlak and

Berlak (ibid., p.164) warn of the danger in relying too heavily on an imposed terminology:

the dilemma language, like other languages, distorts and obscures as well as illuminates.

Winter (1987, p.134) is also critical of his own earlier work for specifying "simple alternatives". He quotes Adorno to describe its limitations:

'Dilemma Analysis' attempts to be literal, where it should recognise the inevitability of metaphor; it attempts to be exhaustive, where it should recognise that it must remain 'inconclusive'.

(Adorno, 1973, p.33)

The initial analysis of the life histories was made using the categories defined by Berlak and Berlak (1981) and referring also to those employed by Zeichner et al., (1987, pp.34-35). Concern was felt that in adopting the dilemma language certain preconceptions and constraints were also being adopted, and that criteria of teaching implicit in the polarisations were being applied. It was not the intention that the subjects of the case studies should be 'appraised' in this way and attention was drawn by this preliminary analysis to the need for a non-judgemental stance.

Further analysis was carried out using the dilemmas outlined by Berlak and Berlak as a guide but giving more consideration to Argyris and Schon's (1974, p.30) definition of a dilemma:

conflicts of requirements that are considered central and therefore intolerable.

Attention was also given to the point made by Argyris and Schon (ibid., p.32) that a dilemma may exist before it is acknowledged as existing and that strategies may be adopted with the express purpose of avoiding perception of it. A search was made for evidence of any

developing dilemma even if the subject did not seem to be aware of it or did not acknowledge it.

The primary aims of analysis were to identify dilemmas, the contributory factors in their creation and resolution and the coping strategies adopted.

### 3. Teacher socialisation.

Lacey (1977) proposes three classifications of coping strategies employed by new teachers in their socialisation into teaching:

internalized adjustment - adoption of the beliefs and values of the new 'society';

strategic compliance - acceptance of the beliefs and values without commitment to them;

and strategic redefinition - adherence to beliefs and values by effecting some change in the situation.

Zeichner et al. (ibid.) retain these categories but distinguish between successful and unsuccessful strategic redefinition. They compare the school context in which the subject taught as a student with that of the first year of teaching to examine whether similarity of situational context constitutes a major factor in adjustment, compliance or redefinition.

In this study analysis of teaching practice reports allowed a similar comparison of situational context to be made but the distinction, introduced by Zeichner et al., between successful and unsuccessful redefinition, could not be drawn satisfactorily on the basis of the available data. Zeichner et al. admit that successful redefinition, involving change in the situational context, can only be determined over a long period of time and may take a variety of forms,

requiring different criteria. Their conclusions on the available data can only be regarded as provisional.

More emphasis is given in this study to trying to establish the new teacher's perception of success in implementing preferred teaching strategies.

### Conclusion.

Although consideration was given in analysis of the case data to the research cited (Fuller, 1969; Argyris and Schon, 1974; Lacey, 1977; Berlak and Berlak, 1981; Winter, 1982, 1987; Pollard and Tann, 1987; Zeichner, Tabachnick and Densmore, 1987) not all the work was equally relevant to all the case studies. Each case study reflects the themes which were emphasised by the individual teacher.



CHAPTER 9.

Ten case studies.

Chapter 9. - ten case studies.

(Names used for the subjects are pseudonyms.)

Each case study gives an analysis of the subject's perception of events in the form of an "interpretive commentary", defined by Erickson (1986, p.152) as a commentary which includes a discussion of the significant patterns perceived in events by the researcher.

Goetz and Lecompte (1984, pp.205-206) believe that an interpretation should give "explanatory statements of cause and effect relationships" and this has been attempted where the data can uphold them.

The interpretation is grounded firmly in the subject's own words, supported where possible by evidence from other research and by a theoretical framework, as Erickson (ibid.) suggests.

Each case study is derived from the primary source, the case record, and not solely from the life history, which is a synthesised form of the case record.

In case study 1. (Rachel) analysis of the data is related more closely than in the other case studies to dilemma language (Berlak and Berlak, 1981) and to Lacey's (1977) coping strategies to demonstrate the inconsistencies which may occur within categorisations.

Case study 1. - RACHEL.

The first year - a year of strategic compliance?

"It's important to keep your class up with it."

Teaching styles.

Rachel was confident about her teaching because she had taught the same age-range on her final teaching practice. She felt this gave her knowledge both of what to teach and how to teach it.

In spite of this, or because of it, Rachel was immediately faced with a dilemma about the teaching of Mathematics, the area of the curriculum where she had felt most confident as a student. She had to introduce a new Maths. scheme which conflicted with her views about how Maths. should be taught:

My biggest disappointment has been the new Maths. scheme, it's page after page of sums. I'd rather do more practical work in Maths. and base the work round a topic....I thought Maths. would be my area of strength but instead it's one of concern.

Rachel had studied Maths. as part of her degree course and after her final teaching practice both her tutor and class teacher had commended her teaching, making specific reference in written reports to Maths.:

Class teacher: Her teaching of Maths. has been very thorough.

Tutor: She has particular strengths in the Maths./Science areas.

Berlak and Berlak's (1981) dilemma language offers several possible categorisations for Rachel's dilemma, but, although the language helps to identify areas of concern, the classifications can tend to obscure the essence of the problem. Rachel's preference for practical work in Maths. could imply a view of 'childhood as unique' rather than 'continuous' (Berlak and Berlak, 1981, p.156), with children's learning

processes seen as characteristic of a 'unique' developmental stage. On the other hand, Rachel's views on Maths. teaching may originate from her own study of Maths. and a view of it as essentially a practical and problem-solving activity. Her preference for a topic-based approach may also be rooted in a concern for children's learning processes ('learning is holistic v. learning is molecular', a 'curriculum' dilemma, Berlak and Berlak, *ibid.*, p.150). It could equally well be interpreted as a socio-political concern to offer equality of opportunity (Antonouris and Wilson, 1989) and as such would be classified as a societal dilemma (Berlak and Berlak, *ibid.*, pp.158-161).

Yet the real crux of Rachel's dilemma seems to lie in a conflict of expectations. Rachel was concerned that the children in her class should keep pace with the children in other classes and meet the expectations set within the school. Referring to the Maths. scheme, Rachel said:

The school works through the scheme, they do with any scheme they adopt, so it's important to keep your class up with it.

Another element in this dilemma was that when she was appointed Rachel had been offered the post of Maths. co-ordinator at the end of her first year, a post of responsibility which carried an incentive allowance and would be regarded as a first step on the promotion ladder. The post would entail support and organisation of the new Maths. scheme throughout the school. The dilemma could be described as one of personal principles v. pressure to conform but the pressure to conform was strengthened by Rachel's desire for a successful teaching career, and the knowledge that initially at least this depended on the headteacher's good opinion. Rachel's expectations for the children and

for herself and her career were in conflict because of the conflict between her own and the headteacher's expectations.

(At the end of the first year Rachel became Maths co-ordinator.)

#### Teaching styles, relationships and control.

In her final year as a student on school experience Rachel had used class lessons for creative writing, problem-solving and when teaching new Maths. concepts, but her school experience report commended her for experimenting with group work. In her first year of teaching Rachel claimed that group work was the best form of organisation because it benefitted the children and helped class discipline. Despite this, she chose class teaching for some Art lessons, such as clay, where she lacked experience, "because the control needs to be there". This seems to indicate that Rachel felt that group organisation was accompanied by an element of risk to discipline which she was not prepared to take at that stage. It also suggests that what Rachel believed and did ('theory-in-use') and what she professed to believe ('espoused theory') might differ. Argyris and Schon (1974, pp.32-33) describe this pattern of behaviour as 'compartmentalising':

We try to compartmentalize - to keep our espoused theory in one place and our theory-in-use in another, never allowing them to meet. One goes on speaking in the language of one theory, acting in the language of another, and maintaining the illusion of congruence through systematic self-deception.

Rachel seemed in a state of 'self-deception' in that she did not seem to be aware of the contradictions between what she said she believed and what she said she did, so there did not appear to be a conscious dilemma for her at that stage, but as Argyris and Schon (ibid., pp.31-32) point

out in defining 'dilemmas of incongruity': "A potential dilemma may exist long before it surfaces".

Rachel saw assessment of the children as a priority task in the first few weeks and did this on the basis of their attainment on the Maths. scheme, despite her criticisms of it. Rachel seemed to see this as a measure of ability:

I've grouped them according to their Maths. ability, where they are on the Maths scheme.....I've a pretty good idea of what everyone is capable of.

Rachel said that the groups in which the children worked, although based on their progress in Maths., should be socially mixed, but her expectations in regard to attitudes, behaviour and academic performance differed according to the individual child and were at times influenced by knowledge of home background:

Three or four of the children are hard to motivate, probably because of their home background.

...you can't always help when you want to due to home circumstances....

Good manners are emphasised and there is a firm discipline. The children need it because they don't get it at home.

These expectations were expressed in the first term of the first year and may reflect Rachel's early impressions or prior beliefs. Another possibility is that they result from a 'staffroom ideology' (Hammersley, 1980, p.122) to which Rachel had been quickly introduced. Hammersley, in his ethnography of Downtown School, reported that talk in the staffroom was frequently concerned with 'typifications' (ibid., p.41) of pupils based on their behaviour and how much trouble they caused and he refers to the work of Merton (1957) and Rosenthal and Jacobson (1968) in demonstrating the 'self-fulfilling prophecy' which can result in

children behaving in accordance with expectations. He (ibid., pp.124-149) defines the 'staffroom ideology' as an institutionalised set of beliefs, combining descriptive and normative evaluations to provide a 'coherent comprehensiveness', which, unlike the ideology in Becker's (1951) study, draws on national ideologies to explain and support the local 'folklore of teaching' (ibid., p.137). Hammersley argues that:

the staffroom ideology functions to neutralise guilt and allow the teachers to continue teaching without change.

(Hammersley, 1980, p.149)

According to Hammersley (ibid.), the Downtown teachers saw the home background of the children as one reason for the school's falling standards and as a factor outside their control. Rachel appears to see the 'home background' of some children in a similar way.

Even when class teaching Rachel appeared to retain expectations of the children which were related to their academic grouping, but she was prepared to have her expectations overturned. One of the reasons she gave for using whole class teaching for problem-solving activities was that:

Sometimes slow children succeed over and above the top ones.

Rachel felt from the beginning that good relationships with the children were one of her strengths and this was important to her. The children's progress was also important and she would have liked more help from colleagues with assessment to establish comparability. She was anxious that her class should perform as well as other classes in the school and that they should not under-achieve through having an inexperienced teacher. Successful teaching seemed to be measured by Rachel in terms of the children's achievement and happiness, with these

criteria as co-ordinates, not alternatives. Rachel's concern for the 'whole child v. child as student' and for 'the child as person v. the child as client' (Berlak and Berlak, 1981, pp.156-162) was in evidence when she said:

I see myself as a mixture of teacher, social worker and welfare assistant, a general caring person..

but her concern for the whole child was perhaps in conflict with her concern to establish and maintain a firm control. Rachel was also influenced by a consciousness of her responsibility in preparing the children for the adult world. One reason which she gave for using group work was that the children:

have to learn in life you can't pick and choose who you want to work with...

although this seemed in conflict with the other reasons she gave for grouping children and suggests a view of childhood as 'continuous' rather than the view of childhood as 'unique' (Berlak and Berlak *ibid.*, p.156) demonstrated in her preference for practical work in Maths.

#### Principles v. pressures of time.

When Rachel was a third year student, her classteacher wrote on her school experience report:

She has kept her marking and records up-to-date showing an exceptionally conscientious approach.

Rachel was also praised for record-keeping and marking as a fourth year student. After six weeks as a new teacher Rachel said she hadn't the time to keep the detailed records of children's work which she had kept as a student, although she felt that such records had been useful in assessment and that the school records were not adequate. After ten



months of teaching Rachel had begun to question the value of some record-keeping although she continued to use a system which she had learned from her class teacher on teaching practice.

As a student Rachel was also commended for her preparation and planning of work by her class teacher, who wrote:

Preparation for teaching is excellent - methodically planned. In her first half term as a new teacher her planning methods changed. She said:

I don't write lesson plans now, but on teaching practice writing lesson plans and evaluations took a great deal of time..

It seemed that the school and the college had different expectations about written plans of work and record-keeping and that Rachel had to 'learn' new systems:

I have to write a forecast of work every fortnight and give it to the Head.....The Head gave me a format for it and it requires so much detail that it took me a whole Saturday.

She was not altogether convinced that the new systems were better but when she tried to change the Head's format by introducing a system which she had devised she found that this was not accepted and she had to conform to the headteacher's requirements.

#### Am I a good teacher?

When asked after six weeks of teaching if she could grade herself as a teacher, she said :

A month ago I'd have said 'no'. I'd still say 'no', but I think I'm beginning to know. The time-span is still the same as T.P.

At that point Rachel was thinking ahead to the next half-term and a longer period of teaching than she had yet experienced. Self-assessment seemed difficult to her because she was meeting various situations for

the first time and was unfamiliar with the expectations associated with a year's continuous teaching:

You don't experience the beginning and end of term on T.P.  
You take over a class where the organisation is already in hand - the children are already grouped, etc.....  
Whether we can keep on going is the challenge.

The criteria by which she had assessed her teaching practice may have appeared invalid to Rachel because of their 'short-term' perspective. She saw the real assessment of her teaching coming in self-evaluation at the end of the second term when she would have to ask herself:

....what have these kids actually done? - not 'have they done something interesting?', but 'have they grown?'

Rachel questioned the validity of an assessment made after an hour's observation of her teaching by an L.E.A. Adviser when she had been teaching six months because she felt all that she had done could not be assessed in so short a time.

Of her development as a teacher she said:

....what I wanted to achieve did not always come about - sometimes you can feel a failure but you're not really.

It seemed that Rachel was confident enough to be able to reassure herself, even when she was disappointed with her teaching, but she did not carry out the self-evaluation activities suggested in the research questionnaire in the third term.

#### Collaboration v. isolation.

The only person who ever worked in the classroom with Rachel was the headteacher. Parents who came to help in the school worked in a room on their own.

Rachel did not know that she was supposed to have a teacher-tutor but saw the headteacher as fulfilling that role. She relied on him for advice and appraisal. He had said, "Treat me as a father", and she seemed to regard him as the person to go to with a problem, not only because he was approachable but also because he was the ultimate authority:

Ultimately it has to be the Head. If I've got a problem I can go straight to him.

It seemed that the provision of supply teachers by the L.E.A. to allow new teachers time for observation of teaching did not meet Rachel's needs as she perceived them. She did not want to use the non-contact time allocated to her in that way:

I'd rather be with the children because there isn't time to do everything anyway. The thought of watching another class doesn't appeal yet.

Nias (1989, p.136) found, in contrast, that the new teachers interviewed by her:

.... overwhelmingly wanted more opportunity than they had been given to watch their colleagues and in the process to learn from the latter's expertise.

Rachel did not appear to experience a feeling of isolation. The headteacher seemed to fill the role of 'professional parent' (Nias, *ibid.*, p.139), giving support whilst allowing Rachel to feel autonomous because the support was given at her request.

From new teacher to experienced teacher.

"There's not enough hours in the day."

Compliance, adjustment or redefinition?

Zeichner, Tabachnick and Densmore (1987), in their study of the perspectives of 13 student teachers during student teaching experiences, recorded the reactions of student teachers who were required to conform to the constraints of their placements even when the constraints conflicted with their expectations and previous experience. During the comparatively short time of Zeichner et al.'s 15-week study (ibid.) no change of perspective was noted in 10 of the 13 students and, despite their 'strategic compliance', there was a lack of commitment to the system with which they were required to comply. When Zeichner et al. (ibid.) studied four of the students in their first year of teaching they found that, as they had expected, the pressure to conform was greater, but that the student's reactions to it varied and they suggest that, over a longer period of time, responses to the pressure might change still further.

It seems reasonable to assume that 'strategic compliance' might in time be internally justified to resolve the conflict between principles and pressure to conform, resulting in acceptance of, and commitment to, the situational mores, ('internalized adjustment'). Ability to adjust in this way might depend on the importance to the teacher of the principles in question and the 'centrality' of the dilemma (Argyris and Schon, 1974), but Eraut et al. (1977) suggest that it is a necessary coping strategy for teachers. Other possible solutions to the dilemma are that the teacher would attempt to change the situational context, by a process of 'strategic redefinition', or would look for another

teaching post. The course of action taken may be influenced by personal circumstances. In this study it was possible to observe the subjects' reactions to pressure to conform over a much longer period of time than in the study carried out by Zeichner et al. (ibid.).

Although Rachel accepted the post of Maths. co-ordinator at the end of her first year, she repeatedly expressed her dislike of the Maths. scheme during the four years of the study. This suggests that conforming to the school's requirements did not bring about a change in perspective but was a result of Rachel's 'strategic compliance' (Lacey, 1977) to a situation which was at variance with her own philosophy of teaching. Rachel used the Maths. scheme in assessing the children and putting them into groups, and praised the record-keeping system which was an integral part of it but she was not satisfied with the children's progress in Maths. and her enjoyment in teaching Maths. continued to decline. After three years' teaching, although still seeing herself as a Maths. specialist because of her degree and her role in the school, she considered her teaching strength to be English. She enjoyed the organisational aspects of her role as co-ordinator, but could not understand the difficulties which some children experienced in Maths., a subject which had always been easy for her.

In the first half-term of teaching Rachel expressed her concern with assessment of the children, identification of learning problems and adoption of appropriate teaching strategies and these concerns were reiterated throughout the four years of the study. This could be interpreted as indicating a view of the child as client rather than person (Berlak and Berlak, ibid., p.155), conflicting with Rachel's view of herself as a "general caring person", but can equally well be seen as

evidence of her concern for the whole child. This latter interpretation is supported by her statement:

The greatest satisfaction lies in knowing that kids are happy and achieving in my class.

The apparent contradictions in Rachel's views appear to illustrate the danger of over-simplification by adhering too closely to categories based on polarised distinctions (Bussis, Chittenden and Amarel, 1976; Berlak and Berlak, 1981; Zeichner et al., 1987) or 'simple alternatives' (Winter, 1987, p.134). On the other hand they may be evidence that a teacher's perspectives are sometimes internally inconsistent (Hammersley, 1977; Berlak and Berlak, 1981; Zeichner et al., 1987).

#### Pressure of time.

After three years of teaching Rachel was still concerned that her preparation of work should reach the required standard (although it is not clear whether she is referring to a personal standard or the school's), but she was increasingly conscious of the amount of time that she was giving to school work:

The days extend further and further into the evenings. I sometimes feel tempted to limit the amount of school work I do at home but I can't, because then I worry that the preparation isn't up to standard.

When Rachel had been a third year student on teaching practice her classteacher had written on her report:

She has marked the children's creative writing with the child concerned, at the same time discussing any problems. She has followed up any general errors with group/class worksheets, which show she has been aware of the very wide range of ability within the class.

By the third year of teaching pressure of time had caused a change in her method of marking children's work, although with some regret:

It might sound silly but when I first came I....you know, you write a clear copy and you write little bits at the end....like you did at college....whereas now....I get the kids to do it..it saves time....but you've got to be able to trust them. I just mark one thing. If I have a story I just mark, say, spelling one week, punctuation another week... ..so I'm trying to monitor that so it's not so time-consuming. But if someone had told me to do that after I'd been at College I'd have still done it the way I did it, the way I learned to do it.

### The National Curriculum.

Rachel was afraid that with the introduction of the National Curriculum in her fourth year of teaching an increasing amount of time would be spent on record-keeping at the expense of time needed for preparation and she commented:

There's less time for the children and more paper-work. She was also concerned about the amount of time which would be needed for assessment and saw this as an additional pressure.

The introduction of the National Curriculum affected Rachel's attitude towards having a student on teaching practice because of the need to meet its requirements within the school year. A final year student had been placed with Rachel in her third year of teaching and she had been very impressed by the student but nevertheless she said that she would be concerned in the future about handing over her class to someone for six weeks because of the amount of work to be covered:

.....for 5 or 6 weeks that teacher hasn't got them, and that's a large chunk out of the school year, and if they can't see progress on the curriculum that the government's sending out, the temptation may be not to take students.

At the same time she suggested that having a student teaching the class might be helpful in freeing her to observe and assess children.

Am I a good teacher?

Rachel no longer seemed concerned with external appraisal but was concerned about meeting her own standards. Her greatest anxiety was:

How you're going to do it all - to fit it all in and do it well.

The dilemma of principles v. pressure of time was paramount:

I want to do my job properly but I want time to myself as well.

Collaboration v. isolation.

By the fourth year Rachel was working collaboratively with another teacher and welcomed this, seeing it as:

....one of the ways to make the National Curriculum work.

This may reflect Rachel's greater confidence as a teacher or result from a move within the school towards collaborative planning to meet the demands of the National Curriculum with a cohesive policy.

Do I still enjoy teaching?

In her first year of teaching Rachel said that what pleased her most was:

Being able to enjoy teaching and not see it as a job.

After three years of teaching Rachel was concerned that her attitude had changed. She attributed this partly to the pressures of the National Curriculum and what she saw as the changing emphasis in schools:

I think there's going to be more demand on teachers, rather than on children's learning.....like the assessment....that has almost put me anti-it.....

She also said that as a student she had not realised the responsibilities of being a teacher and that these increased with



greater awareness of the total situation. Her comments show the development, which Watts (1989) suggests should take place, from concern with self to concern for the wider community:

I loved it (teaching) when I was at college. Maybe you don't see all the responsibilities you'll have as a student..and so as you get more into teaching more responsibilities are put on you... It's not just you...I mean it's the staff. If a member of staff isn't happy you can feel for that person and you're almost taking a little bit of their pressure on top of you as well. You can see the amount that goes on to a Head and Deputy. You can see something else is happening in the school, rather than it's happening to me as a teacher.

She anticipated that students would have to be prepared for the National Curriculum, but she still saw a student as having little real responsibility:

I'm glad I'm not a student now going into that. Though there are some nice aspects....that you finish after so many weeks, and you're not answerable as such.

Her enjoyment of teaching had been tempered by the extent to which it encroached on her life. There was a tension between the commitment which her own standards imposed on her to do the job well and what she felt was reasonable if she was to have a life outside school:

...if you want it done right you will do it but sometimes I think, 'Why should I do it?'

She did not seem able to compromise because of her own conscience:

Sometimes the inclination is to say, 'Blow it' and so your preparation isn't right and that worries me a lot.

She was beginning to look ahead to the time when she might have her own children and could not see how it would be possible to continue in such a demanding job. Nias (1989, p.39) reports that many teachers she interviewed "were reluctant to identify as teachers" because they considered teaching to be so 'inclusive' that it did not allow for a

'self' outside it and for this reason some had decided to leave teaching for other jobs.

### Conclusion.

A recurring dilemma for Rachel throughout the four years was allocation of time and knowing what teaching tasks to give priority. This problem encroached on her personal life. She was concerned about use of time:

1. in the classroom:

There's not enough hours in the day to get all the Maths. and English in.

2. for effective assessment and record-keeping,

3. for preparation and marking,

4. for personal development:

I want to do my job properly but I want time to myself as well.

After four years of teaching Rachel seemed to have achieved some degree of 'internalised adjustment' (Lacey, 1977) although this did not appear to involve a change of ideology, but a rationalisation in terms of what could be achieved in the time available:

I know that I have learnt that you can't do everything and you have to accept that.

In the first year Rachel's dilemma seemed to crystallize as a confrontation between what she wanted to do on the basis of previous experience and belief and what she was required to do. This choice was made more difficult by her concern for the children's well-being and for her own professional advancement. It was not a simple choice between the 'ideal' and the reality but called into question the nature of the 'ideal'. The moral dimension of the dilemma is represented by the

conflict between the 'ought' of idealism and the 'ought' of societal demands but it was no longer clear to Rachel which served the best interests of the children. Methods in which she had come to believe as a student, because of successful teaching experiences, were now seen by her as a possible threat to the children's progress according to the standards set within the school. As a new teacher Rachel showed her ability to change, one of the teacher dimensions set forward by Watts(1989), but this poses the question of whether the ability to change is necessarily 'good' or whether it may represent an inability to resist the pressure to conform.

It seems that some changes were caused by personal concerns and some by pupil concerns, showing progression from the 'survival' stage of teacher development (Fuller, 1969; Katz, 1972) to a more mature level. Rachel had not experienced control problems as a student but seemed to think ahead to possible difficulties and take steps to prevent them, as when she chose class teaching for her first attempts in using clay with the children. This may have enabled her to progress to pupil concerns more rapidly. Situational concerns seemed important, and remained so even after three years of teaching. She frequently mentioned the size of the class and even on one occasion the size of the children, concerns of Fuller's (1969) middle period of development. Her awareness of some aspects of dilemma and her anticipation of difficulties suggest that she was already developing a reflective attitude in her first year of teaching. Unquestioning adherence to held beliefs would indicate as little reflection as an unquestioning acceptance of new methods, and although Rachel's comments suggested a reluctance to change she was able to consider the alternative strategies proposed by college and school.

It is important not to assume that questioning 'espoused theory' is necessarily a sign of weakness: 'reflection-in-practice' may result in rejection or redefinition of theory which proves inadequate in practice.

In the third year of teaching Rachel was concerned with the wider issues of student training and the effects of the National Curriculum, but personal concerns were also evident when she talked about her future. In the fourth year concerns with self emerged again, both in planning work for the next year and in thinking about the need to make a career move.

It seemed that Rachel did not progress smoothly as a teacher through a series of developmental stages, but was continuously and simultaneously experiencing concerns related to self, situation and pupil. This does not necessarily imply that there was no progression. It is possible that each of the developmental stages suggested by Fuller (1969) contains within it a progression through a hierarchy of concerns.

As Rachel became more experienced the apparent 'strategic compliance' (Lacey, 1977), verging on 'internalised adjustment' in the first year, was replaced by a reaffirmation of the ideology with which she had started teaching, tempered by a more realistic view of the standards she could achieve. Her preferred teaching style was the same as it had been on teaching practice but some organisational strategies had been changed. After teaching for three years she said :

I still teach the curriculum through topic work. That's how I want to teach and what the school expects.....  
I've changed my marking system because of shortage of time.

Rachel's awareness of the need to meet the standards required both of herself as a teacher and of her class was evident throughout the four years and was a dominant theme.

Case study 2. - SYLVIE.

The first year.

"The ideal and the reality".

Teaching styles and time.

Sylvie had no experience of the age-range she was teaching and had difficulty in assessing the children and in organising their work because of their dependency. She said there were children in the class who could not read and were always 'needing words' when they were writing:

(the children) can't do anything for more than two minutes without help.

Sylvie had followed a training course for children aged 7-11 but said it had neglected the younger age range and consequently she felt inadequately prepared for teaching a first year junior class (Y3).

Organisation of time was a factor in determining teaching styles and class organisation. Sylvie said:

I feel under pressure to fit all the areas of the curriculum in....

but she was uncertain how much time to allocate to the various curriculum areas, for which she said there had been "no preparation in college", how to ensure curriculum coverage and what the content of her teaching should be.

Sylvie found that work planned for the children took too long and she could not give the time she would have liked to the children who were in need of help. The pressure on time seemed to present Sylvie with a dilemma which related to organisation but which also related to her view of the nature of learning. She said she would like to organise the children's work in an 'integrated day' but felt it was impossible

because of lack of time and resources. This suggests a conflict between a view of 'learning as holistic v. learning as molecular' (Berlak and Berlak, *ibid.*, pp.150-152) which Sylvie found difficult to resolve. She would have liked some guidance but said:

There isn't an overall school policy, so it's difficult.....  
communication is poor.... everyone does their own thing...

From this it appears that Sylvie did not feel under pressure from the headteacher or colleagues within the school to conform but that the dilemma was created by Sylvie's own uncertainty about how and what to teach, decisions which she felt unprepared to take independently. The limitations which Sylvie felt the situation imposed seemed to her insurmountable but this could have been her justification for a compromise which she was aware she was making between 'espoused theory' and 'theory-in-use' (Argyris and Schon, 1974). It may be that for a new teacher such difficulties are insurmountable without support.

#### Relationships and control.

Although Sylvie was appointed to teach in a school with a reputedly 'difficult' catchment area and to teach an age-range which she had not taught before, she did not seem to experience control concerns (Fuller, 1969). After only four weeks of teaching she said:

There's no difficulty with general school discipline or interaction with children. Class control is difficult, but not a problem.....I can cope with it.

Sylvie seemed to focus concern early in the first year on the children's needs, which Fuller (1969) classified as a 'mature' concern. She was conscious that some of the children were apprehensive about starting the junior school and as a mature entrant to the profession,

with children of her own, she said she felt confident of her ability to help them in this respect:

As a mother I can cope with children's fears and concerns... Teachers in Sikes' study (1985, p.50) also saw the effect of the teacher being a mother as beneficial to teacher-pupil relationships.

Sylvie's concern for the children's emotional needs suggested a view of the child as a person rather than a client (Berlak and Berlak, 1981, p.155). At the same time her comments about the children who needed help with learning difficulties showed a clear concern for the child as a student, without this being in opposition to her view of the child as a whole person, the polarisations given in Berlak and Berlak's categories (Berlak and Berlak, *ibid.*, pp.136-138).

#### Pressure of time.

The headteacher had not been able to arrange the 0.1. non-contact time allocated by the L.E.A. for new teachers and this had resulted in insufficient time for preparation.

Sylvie felt she needed time to reflect about her teaching, but again concern for the children was evident:

Every so often I want to stop and just have 5 minutes to think what I want to do next - and what the children are doing.

#### Am I a good teacher?

After four weeks of teaching Sylvie showed an 'early' concern (Fuller, 1969) for an appraisal of her teaching:

I can't really tell how I'm doing; I'd like some feed-back.... After ten months the only observation and evaluation of her teaching had

been in one visit from an L.E.A. Adviser and she said she was receiving:

Very little contact with or interest from head  
or teacher-tutor.

Her response to the action research section of the first year  
questionnaire showed willingness to undertake self-evaluation but other  
comments indicated that she had reservations about its value in  
isolation:

I suppose I'm satisfied with my development as a teacher.  
I can evaluate my own teaching but I would have liked more  
consultation and discussion with staff.

#### Collaboration v. isolation.

Sylvie experienced a feeling of isolation and would have welcomed  
positive support. Her teacher-tutor was the Deputy Head who was also a  
full-time class teacher and Sylvie said that she had "little  
communication" with him. She also commented:

It's been easier relating to parents and ancillary staff and  
the Head than to the other staff.

Sylvie said that the most disappointing aspect of being a teacher for  
her was:

Lack of enthusiasm in school by the other teachers.

She relied on another new teacher, who had been a fellow student, for  
support.

Sylvie's wish for constructive and specific help from colleagues  
suggested her readiness for a collaborative approach:

I'd have liked help in some areas from someone on the staff -  
an Art specialist on display, for instance...

Her responses in the first year questionnaire to both the observation of  
a Maths. session and the action research section showed her interest in



self-evaluation and as a result of the Maths. activity she considered a change of method in pairing the children. She said that observation and assistance in self-evaluation from a colleague or adviser would be helpful but her comments suggested that this should be 'status-free' or from outside the school:

I wouldn't want the Head or teacher-tutor to do this sort of observation, but it would be helpful from a colleague or L.E.A. Adviser or college tutor....

and again later:

I think self-evaluation should form part of an appraisal system, most definitely, but it would be helpful to have the opinion of an L.E.A. Adviser or a college tutor.

#### Will I survive the pressure?

The dilemma of teaching was articulated by Sylvie after four weeks of the first year as:

The reality is having to accept that you can't maintain the ideal. Most teachers seem to have accepted that they'll just do it the best way they can. The ideal and the reality.

After ten months Sylvie expressed this concern again:

What worries me is, 'Will I survive the pressure? Will I take the easy way out?'.....chalk and talk, etc.

Within the first few months of teaching Sylvie had become aware of a dilemma and also of the need for 'strategic compliance' (Lacey,1977):

You have to balance the curriculum over the whole year and fit in with school policy although you disagree - especially in your probationary year.

From new teacher to experienced teacher.

"I wasn't going to be able to go on like that."

The ideal and the reality.

After three years of teaching the dilemma for Sylvie still lay in reconciling the ideal and the reality but it was intensified by a fear that cynicism might develop:

I am concerned not to become cynical. I make a constant, conscious effort not to be.....I do think it's very prevalent now, to adopt a cynical attitude.

She acknowledged that she had become more realistic and perhaps had lower expectations of what she could achieve:

I don't think you can give up trying, but you do recognise that what we're asked to do is just impossible because there are simply too many children.

She said that during her second year of teaching increased confidence in her ability as a teacher had allowed her to respond to the recognition that 'a slower pace' was necessary.:

I realised that I wasn't going to be able to go on like that.

At the same time she qualified this by adding:

It's not so much a question of letting things slip or slide... you just alter the pace of things. What you do is probably as good as on teaching practice.....

Sylvie's choice of words suggests an attempt to reassure herself and the interviewer and indicates that her early dilemma, expressed after four weeks as 'the ideal and the reality', was not for her satisfactorily resolved.

The college course - the ideal, the reality or an irrelevance?

Although Sylvie had criticised her college course in the first year of teaching as giving inadequate preparation for teaching early reading and writing skills, in retrospect she said it had been very valuable. She had found information received as a student from class teachers or college tutors of practical use in a range of areas: classroom organisation, class discipline, lesson plans and evaluations, display and organisation of group work. She seemed to feel that there had been little help since starting teaching from colleagues or advisory staff and it could be that for this reason she had relied more heavily on her college experiences than she would otherwise have done. After three years of teaching she still felt that her initial training course had been the greatest influence on her teaching and that:

....as far as good primary practice was concerned we were pointed in the right direction.

Even recent innovations seemed to Sylvie to have been covered in the initial course:

All this new National Curriculum stuff.....there's nothing there that we haven't done.....

In-service courses had confirmed her in this opinion:

.... I'm just amazed that you go on these courses and you know I could go to my files at home and, you know, pull out the bit of paper you know, and it's all there....

This perhaps illustrates a point made by Gall, Haisley et al. (1984, p.8) in their study of staff development activities in Oregon, that:

teachers feel adequately prepared in the majority of inservice activities even before they begin participation.

Howey (1985) suggests that some inservice programmes may fail teachers by being insufficiently challenging and that too often the focus of

inservice is helping teachers to help others to learn instead of being concerned with the teachers' own learning and development. It may have been this lack of intellectual challenge which motivated Sylvie to study for a higher degree.

### Conclusion.

#### Career and 'critical phases'.

Sylvie found the school context very different from her student teaching practice schools and had no experience of the age-range she was asked to teach as a new teacher. At the end of her third year of teaching Sylvie resolved, or perhaps only escaped from, her dilemma by moving to another school. She had applied unsuccessfully for other posts in her second year, feeling that having been a mature student she needed to make an early career move. The new appointment was a sideways move but she looked forward to the change with eager anticipation:

....it's a very different type of school. It will be refreshing after here, the sort of problems we have here.

(This was a reference to the catchment area.)

Career plans are not included in Fuller's (1969) developmental structure, which is based on the concerns of beginning teachers, but in this study have been classified as self-concerns. Sikes, Measor and Woods (1985, p.2) define the adult career as "the product of a dialectical relationship between self and circumstances" and, like Goffman (1968), see it as strongly linked with personal identity. Sikes et al. (ibid., pp.57-69) suggest that there are 'critical phases' which determine the development of a teacher's career. These phases can be 'extrinsic', i.e. created sociologically, 'intrinsic' within a

natural career pattern or 'personal', arising from personal or family circumstances. Within the natural pattern of career development Sikes et al. (ibid.) see the first eighteen months of teaching and 'three years after taking the first job' (ibid., p.58) as critical phases, or periods of unrest.

Sylvie's applications for a new post, which were begun after eighteen months and were successful after three years, add some support to their hypothesis. Sikes et al. (ibid.) also argue, using a term borrowed from Strauss (1959, p.67), that 'critical incidents', which stimulate decision-taking, are most likely to occur during critical phases but Sylvie did not refer to any specific incident which could be construed as 'critical'. Her plans seemed to have been formed as a long-term career strategy. She was studying for a higher degree and intended applying for deputy headships on its completion. She was already looking beyond that to the following stage:

in another 4 - 5 years I'd love to go into teacher training - your job would be nice.

Sylvie's conceptualisation of career does not seem to conform to the redefinition of career suggested by Nias (1989), in which women teachers see teaching as an extension of self or as a 'parallel' career, but reverts to the traditional hierarchical pattern which Nias (1980) found in her 1974-75 study. This may be a reflection of changing sociological trends or the result of Sylvie entering teaching at a time when her own children were becoming less dependent on her.

At the same time there were other factors which may have contributed in some measure to her decision to apply for and accept a post which she described as "a sideways move". One factor may have been that Sylvie

felt her present school lacked a cohesive policy. Nias (1980, p.272) found that evidence from her study of primary school teachers with between two and ten years of teaching experience suggested that:

many would be willing to sacrifice a good deal of their autonomy in goal-setting in return for a greater sense of cohesion and of team-work.

Nias further suggests that amongst the teachers she interviewed "the greatest single cause of dissatisfaction" (Nias, *ibid.*, p.268) was the feeling of working in a school which was not a purposeful unit. Nias concludes that teachers prefer to work in a school where there are explicit common aims, even if these aims are prescribed by the headteacher rather than arrived at by consensus:

'passive' leaders cause more (though not necessarily greater) job-dissatisfaction than 'Bourbon' ones.  
(Nias, 1980, p.270)

Sylvie commented several times on the lack of a common policy in the school, although she also spoke of the difficulty of having to:

...fit in with school policy although you disagree - especially in your probationary year.

From this it is unclear whether Sylvie's dissatisfaction arose from a lack of policy or from the existence of a policy with which she disagreed and which she was unable to influence. It is perhaps significant that at the end of a year in her new post (i.e. after four years of teaching) Sylvie described her introduction to team-teaching as both enjoyable and profitable for the sharing of expertise, but added:

One drawback however - I have found myself compromising once or twice after disagreements with my colleagues.

This suggests that Sylvie did not find it easy to compromise.

Lack of a collaborative approach and insufficient appraisal seemed sources of dissatisfaction for Sylvie. Nias (1980, p.264) also found

that "the absence of monitoring is a 'dissatisfier' (Herzberg, 1966)". Nias (ibid.) inferred from her interviews with teachers that to many of them the headteacher's interest was important for self-concept and as an indication of an organized school. Although Sylvie was given one verbal appraisal by the headteacher in her first year of teaching she said that she would have welcomed more discussion of her teaching:

Perhaps if the Head came in to comment occasionally.....  
There's been very little contact with, or interest from the Head or teacher-tutor (i.e. the deputy head). If there is little interest, then you feel very isolated.

Nias (ibid., p.263) reports that nearly 25% of teachers interviewed felt the need of 'informed surveillance' to keep their teaching up to standard. One of the teachers in Nias' study said:

After three years I decided to leave. The head never appeared in the classroom, never kept a check on anything.  
(Nias, 1980, p.264)

Nias (ibid., p.272) concludes that most teachers want to teach well and adds that many teachers resolved their dissatisfaction by changing jobs:

in search in part of effective, 'positive' leadership.

Another factor in Sylvie's decision to move seems to have been the type of school and catchment area to which she was appointed as a new teacher. She said that to secure promotion she needed:

.....a wider variety of experience of schools....

but as a further comment she added:

Also, I think two or three years in this place is enough for anybody.

She described the new school as:

...very different. The children are, with a few exceptions, bright, well-motivated and well behaved. It's much more rewarding and much less stressful.

Becker (1952, p.76) suggests that teacher-pupil relationships exert an influence on teachers' careers and that horizontal career moves may be occasioned by 'working class children'. Riseborough (1985) takes up these points and argues that children are 'critical reality definers' (ibid., p.262) and 'career gatekeepers' (ibid., p.251). He views the school as 'a teacher processing organization' (p.204) and children as 'teacher processors' (p.223). Riseborough explores the moral dimension of teacher adjustment to pupil-teacher class and cultural differences and suggests that adjustment to the prevailing situation may involve:

a move from plunging idealism to swimming cynicism.

(Riseborough, 1985, p.245)

This seems to summarise the nature of the dilemma which Sylvie anticipated in the first few weeks of teaching, and the fear which accompanied it, both of which persisted during the three years of her first appointment.



Case study 3. - DINAH.

The first year. - Principles in practice.

"I need more time."

Teaching styles and organisation of time.

In the first few weeks of teaching Dinah said she was concerned about the constraints placed on her by time. She had expected to have difficulty in knowing how much time to allocate to the different curriculum areas, but was surprised to find that some of the problems related to organisation of time were of a more practical nature and recurred each day. Even the daily preparation of Maths. resources took more time than she had anticipated.

She taught Maths. and English in groups because of the wide range of ability but because she was unable to organise the work of the whole class to her satisfaction she could not spend sufficient time with each group. About her teaching in Maths. and English she said:

Maths.: I felt unprepared for keeping the whole class going whilst spending time with a group.

English: More group contact time can very rarely be fitted in.

In Science she was teaching class lessons but did not feel that this solved the problem:

.....it's group contact time that's needed..

She retained her conviction that group work was the appropriate teaching method to use but said that she needed a more efficient form of organisation:

I'm anxious that a lot of the learning is superficial.....  
.... the groups must be more efficiently used.

Dinah persevered with the group organisation and at the end of the year was still firm in her opinion that it was the best method of working.

The fact that it was school policy may have helped to strengthen her conviction. She also said that the use of schemes in Maths. and Language made group organisation essential:

It's school policy to work in groups and it's necessary for the Maths. and Language schemes. All the reading I've done suggests it is the best way, but most importantly I believe it is.

She blamed the children's 'under-achievement' on lack of time and lack of resources, although she also blamed herself:

I suppose this is partly due to the way I organise the time. Certainly if the class were smaller I'd help more children in the long run.

It appeared that her expectations of the children had been modified rather than her teaching style or organisation:

I think I have accepted that all children don't work all of the time anyway. I admit that I sometimes choose to ignore lapses...it depends who and why, etc.....

Towards the end of the year Dinah also said that she was not maintaining the quality of display in the classroom which she had achieved at the beginning of the year because of shortage of time.

These comments suggest a rationalisation in her view of what could be achieved, but also continuing efforts to translate 'espoused theory' (Argyris and Schon, 1974) into successful practice.

### Relationships and control.

Dinah was conscious after a preliminary visit to the school that she would need to think carefully about achieving a balance between good relationships with the children and control and this concern influenced her teaching style in the first few weeks:

Humanities are only slightly covered by a group topic system, but I haven't relaxed into group topic work yet...

Dinah was also concerned about relationships with colleagues in the school and said:

Communication channels are weak...

She appeared to have experienced some difficulties with relationships with other teachers as a student:

My 4th. year teaching practice class teacher was the only one teacher over the four years (of the college course) with whom I could relate. I chose to do my T.P. there and I felt happy there.

Relationships with parents also caused her some concern:

I don't see or use them enough.

I need help to be tactful yet truthful with parents.

#### Time.

It was not only shortage of time, but also use of time, which concerned Dinah. She was not satisfied with the pacing of work for the children:

I'd like to begin to slow down, take things one at a time, relax.

The most disappointing aspect of teaching for her was:

The way that so much valuable time is wasted on trivia.

She also found that she had little "time to reflect". She did not have the non-contact time which was allocated by the L.E.A. because of the headteacher's difficulty in obtaining a supply teacher and said:

a few minutes away from the class would be of help to clear the head.

Am I a good teacher?

Dinah seemed to have been fairly confident when she started teaching that everything would quickly meet her expectations but after four weeks she said:

I do feel disappointed because everything's not yet as it should be.

She considered that she was putting in maximum effort but not achieving her desired results.

After ten months she said she was pleased with most aspects of her teaching but not quite satisfied with her ability to evaluate it because she was "biased and largely pre-occupied". She had found the appraisal from the L.E.A. Adviser brief and she would have liked more time with him and with the Head for discussion. She said the headteacher made written comments in her record book and was willing to discuss her work with her "if I invite him to", but she did not seem to find this sufficient. She favoured "a type of profiling system" for teachers.

Dinah carried out the self-evaluation activity suggested in the research questionnaire and said that observation by a colleague or college tutor of a similar activity, when she would feel 'unthreatened', would be preferable to observation by the headteacher, which:

.....would probably make me try and get everybody working (slightly falsely!).

She also said that comment from someone outside the school could be helpful:

I think there's a role for an adviser for probationers who isn't associated with the school and appraisal - for support and encouragement; also, perhaps, as an observer for teachers' self-evaluation.

Collaboration v. isolation.

Dinah would have liked more communication with other members of staff. She had found the most helpful advice came from another new teacher at the same school and from the same college.

At the same time she also seemed to want to exercise her autonomy. When asked about the allocation of time to different curriculum areas and the balance and breadth of the curriculum, she said:

I need to work this out for myself.

She also said that the most pleasing aspect of teaching for her was:

My freedom to use my own ideas.

This perhaps suggests that Dinah did not find staff relationships easy because she had definite ideas about teaching and preferred to act independently, yet at the same time she wanted support.

From new teacher to experienced teacher.

(Dinah left teaching to have a baby. She returned at first to do part-time supply teaching at the same school and then accepted a temporary full-time appointment at another school.)

"I have found the pressures a shock."

Teaching styles and relationships.

Dinah said that her basic philosophy remained:

group teaching, child-centred, practical and meaningful...

Her comment that:

Relationships are still top priority and confidence and attitudes more worth striving for in the long term than skills, concepts, etc.,

perhaps explains the dilemma she experienced in reconciling parental expectations with her objectives:

I'm aware of the parents' criticisms and consequently I have found it very, very difficult to relax with my class.

Her own expectations of teaching in another school had not been realised:

The children are from a very different social background to (my previous school). Parents are very anxious for their children and the pressure from home is immense. I have found the pressures a shock. I was expecting to have no problems - small class, gentle, "nice" children etc. It didn't work out that way.

The pressure on Dinah to 'conform' appeared to come from parents rather than from peers. Her confidence in her 'espoused theory' (Argyris and Schon, 1974) did not seem to be undermined but her conviction about what she was doing seemed to intensify the feeling of pressure. She did not suggest any form of compromise but reaffirmed her theoretical perspective:

My personal targets are to put the parents more to the back of my mind and rely on my own professional judgement of things. As a parent I sympathise with their wishes, but their anxieties and eagerness for their children to "succeed" (i.e. get on to the blue book etc....) need to be put into perspective.

#### Time.

The question of finding enough time was still one that concerned Dinah:

I suppose my only solution is to find more than 24 hours in each day.

but now it was expressed more in relation to her personal development. She said that she would like to attend more courses but could not "cope with them" because they were held after school. (Dinah was the mother of a young child.)

### Collaboration v. isolation.

Dinah said she "felt the need to talk about school" and to a certain extent this affected her personal life because her husband was also a teacher:

My husband is also a teacher and he doesn't want to hear about my school or talk about his own.

When they went out with friends socially they tried not to "talk shop".

The reason Dinah gave for wanting to go on courses was:

so that I have an opportunity to talk and share other people's experiences...

but although Dinah said she wanted to 'share experiences', she had not found having a qualified N.N.E.B. assistant in the class room full-time, to work with children with specific learning difficulties, very successful. She said:

....it should have helped but didn't always.

The following year Dinah was going to work collaboratively with another teacher:

.....we'll plan work together for both our classes. We'll group for Maths. and Language across both classes and we'll do topic work together.

Dinah's final comment on the research reinforced the impression that she was experiencing a feeling of isolation:

Thankyou for the opportunity to pour my heart out.

### Conclusion.

Dinah had experience as a student of the age-range she was appointed to teach as a new teacher and the school context was very similar to the one she had encountered on her final student teaching practice. Dinah seemed to have strong beliefs about education and teaching styles and

these remained unchanged with additional experiences, changes of schools and external pressures. She continued to try to put her professed beliefs into practice despite situational constraints. Her third year student teaching practice report suggested that she had shown the same determination as a student:

The difficulties of this practice centred on organisation and the place of group work. Dinah has learned that it is better to get to know the children before making radical changes in their working pattern.

Although she said she would have liked more support in her first year of teaching and, later, an opportunity to 'share experiences', she gave the impression that autonomy was preferred to compromise even if this entailed relative isolation.

In interviews with teachers Nias (1989) also found this tension existing between the desired 'dependence and interdependence' (ibid., pp.135-153) of belonging to, and being supported by, the work community and the 'self-isolation' (ibid., p 56) created by those who wish to distance themselves from pressures to conform. Nias (ibid., p.56-57) refers to Pollard (1985, p.137), who describes this as 'by-passing - a withdrawal from the institutional bias behind the defence of either autonomy or expertise, or both.'

Pollard thinks that this practice is unlikely to be adopted by new teachers because they would not have the necessary 'autonomy or expertise'. Nias (ibid., p.57), on the other hand, found that:

even probationers would reject the practices of their colleagues when they felt the psychological costs of adopting them were too high.



The 'psychological costs' may be 'too high' when the beliefs which are questioned are central, exemplifying Argyris and Schon's (1974, p.30) definition of dilemma:

conflicts of requirements that are considered central and therefore intolerable.

The priority which Dinah gave to developing children's 'attitudes' and relationships seemed a central belief of great importance to her and one about which she was unwilling to compromise. Dinah's 'by-passing' of 'institutional bias', even as a new teacher, seems to support Nias' findings rather than Pollard's.

Nias (ibid., p.60) also makes the point that:

...some people found that they could not withstand the influence of their colleagues without isolating themselves from contact with them or without being selective to the point of resistance....

The dilemma for Dinah seemed to lie more in how to maintain contact with others whilst acting independently rather than in whether to conform, which she did not seem to consider as an option.

When Dinah was a fourth year student on school experience her tutor's written report described her as:

a consistently devoted teacher with immense reserves of energy, dynamism and even courage....(she) will go on to become a very good teacher indeed.

Nias (ibid., p.201) argues that 'to feel like a teacher', in terms of being 'committed, successful and experienced', it is necessary:

to have learnt to feel relaxed, whole, natural in the exercise of one's job, and that these states in turn rely upon a sense of being in control (of oneself, one's pupils and their learning, one's environment, one's destiny) which enables one's relationship with children to be responsible and loving.

Dinah's comments indicate that this was also her view but that it was not yet successfully achieved because pressure from parents prevented her from feeling relaxed with the children.

Nias (ibid.) suggests that it may be the most creative teachers who are the most susceptible to boredom and disillusionment. Dinah had retained her commitment but because of the birth of her child she had not experienced four years of uninterrupted teaching.

Case study 4. - SOPHIE.

The first year.

"I asked someone in the end."

Teaching styles.

Sophie had no previous experience of teaching four year olds and said that as she had no knowledge of what to teach them it was a question of:

...finding out as you go along and looking up in schemes.

In the first two weeks she tried to establish an integrated day and make sure that all the children were socialising but perhaps because of her lack of experience with the age range her impression was:

I feel I haven't learned anything in the last four years.  
(i.e. during the college course)

By the end of the first term she still felt unsure about what methods to employ:

I've got ideas but I worry about whether it's really right for children of this level. I shy away from drawing outlines and cutting out templates - but I don't know what is really right.

The theory of her college course seemed idealistic and impracticable:

There's no time to talk to them (the children) when they're playing in the sand.

Sophie seemed to have certain theories 'learned' from her college course and an idea that there was a 'right' way of teaching. When she found the theories inappropriate she was unsure what to do and was dissatisfied with her own performance. She had an 'ideal' that she was trying to achieve and measured herself against the criteria she had acquired in training:

I know there are some things I should be doing - I don't need to be told.

### Control.

Sophie experienced some difficulty with two or three children because of their 'immaturity' and disruptive behaviour and said that:

....on T.P. the chances are the teacher takes them out.

She complained that her college course had not given enough help with control problems and that it had been too theoretical:

....all the background is theoretical - and we didn't have much of that...,

but she again showed a conflict between her distrust of theory and her search for the 'right' theory which would provide the answers:

...it seems silly that I have to work everything out from scratch - there must be a body of experience that we can benefit from.

It seemed that Sophie felt there was a 'system', or 'ideal', which she could achieve if someone would give her the formula.

### Time.

As a class teacher Sophie had found that she had different priorities from those of a student and this had resulted in different pressures on use of time. She said that as a student she would have tested the children's pre-reading skills as a class, but because she had seen another class teacher "doing it scrupulously individually" she had also tested her class individually. This had meant that the testing took much longer than she had anticipated. She had also been surprised to find that:

I have to have a day for reading - when I plan activities that won't need me so that I can just hear reading. I don't think we were prepared enough for this.

As a result she was concerned that in other areas she was not working quickly enough and not meeting her own standard. After two weeks she mentioned that she had not started work on a topic and added:

It's so different from teaching practice - on T.P.  
I'd have had a display up on the first day.

Sophie seemed to find difficulty in adjusting to a different time-scale from the one experienced on teaching practice and she wanted to have a clearer concept of what there was to be done and the time available:

I haven't got a very good overview of what I've got to do. Things like the reading scheme - there's so much to do - it's just one step at a time - what can they do next ? I think I should be able to see further than I can - on T.P. there are goals and you know you can achieve them.

She did not find that she had enough time or energy to do the work which she felt was necessary for planning and preparation. She said:

I've got two vast schemes I'm supposed to be working through and I haven't got to grips with them. I ought to spend time reading the schemes and making a plan - at night I'm too shattered and I can't take it in.

Sophie used the non-contact time allocated by the L.E.A. to visit other schools and appreciated the break from teaching:

I really need a breather - and I have twice as much patience when I come back for the afternoon.

#### Am I a good teacher ?

Sophie was uncertain about her competence as a teacher. After two weeks of teaching she said:

I'll have to ask someone soon if I'm coping.

At the end of the first term Sophie said:

I asked someone in the end - the Head. I just wanted to be reassured. No-one else seems to be worried so I'm not now. She said, 'You're doing great, just carry on,' - but I needed to know that.

During two research interviews Sophie asked for reassurance about her work, once about her classroom organisation and once about a display which she had put up in the entrance hall. After ten months Sophie said:

We ought to evaluate ourselves all the time. It shouldn't be a problem by the end of the year....

but she also said:

It might be quite useful to talk to someone about what I'm doing - a teacher-tutor or college tutor.

An example of her attempts to rationalise theory and practice and evaluate her teaching shows her uncertainty and self-questioning. When she had a sore throat she said:

Does this mean I'm shouting or does it mean I'm talking too much and not listening? - you know, all that's said about teachers talking all the time....?.

Her lack of confidence in her self-evaluation was seen even more clearly when she said:

I hope I'm improving but I don't know. I worry about whether I'm doing things right - because there's no-one checking up on you.

#### Collaboration v. isolation.

Sophie seemed anxious to talk to other teachers about her teaching. She said it would be useful to talk to a college tutor or teacher-tutor and asked for the headteacher's opinion. She used her non-contact time to observe teachers in other schools and said that one visit had been useful because it had given her ideas:

Someone asked me to take a group but I had to get out of that so that I could observe. It was the first time I'd seen a reception class (the age-group she was teaching) - I got ideas for how to organise Christmas activities.

She worked with a qualified N.N.E.B. assistant in her classroom every morning and regarded them as working 'as a team', although she organised the work.

She was afraid at the beginning of the year that she might seem 'over-confident' to the staff 'because I'm not really' but 'they assume I'm fine'. Sophie was embarrassed on one occasion when she showed in 'public' that she had not known the expectations and so could not meet them: at a staff meeting she found that all the other teachers had gone prepared to give details of their 'harvest service' plans and she was unable to do because she had not realised that it would be expected.

It seems that Sophie wanted to give the impression that she was competent and confident, but not 'over-confident'.

New teacher to experienced teacher.

(Sophie left at the beginning of the third year of teaching to have a baby, and then returned to the same school to teach part-time. At the end of the fourth year she left to have a second child.)

"...it just seemed to take everything out of you."

Commitment to teaching v. personal commitments.

Sophie said she had decided to have a baby partly as an escape route from teaching:

I think I felt I'd had enough. Although it was getting easier - my second year was a lot easier than my first year. I think it helped me to enjoy it because I knew it was coming to an end.

She knew that she would not be able to teach full-time with a baby because teaching had already proved so demanding:

I knew I wouldn't be able to do it with a child - it was enough for me with a husband as it was, it just seemed to take everything out of you.....There's a lot of pressure - physical tiredness as well.

Shall I return to teaching?

Although Sophie had thought that she was ready to give up teaching she found it quite difficult to make the final decision not to return full-time:

I did actually find it quite hard to give it up. I think I held on to the idea that I could go back full-time.

There were financial reasons for this but another factor was that she wanted to regain the responsibility and respect that she had experienced as a teacher:

I think it's one of those jobs really, that once you've felt that sort of responsibility and respect, that you miss it afterwards, I think that's the heart of it.



It seemed that the responsibility, which might have been regarded as contributing to the pressures of the first two years of teaching, was now seen as a 'satisfier' and a necessary element for self-esteem:

I felt I needed to do something other than change nappies.  
I think it's more to do with self-esteem than anything else.

Nias (1989, pp.43-61) discusses the need which some teachers feel to 'defend' the self in teaching but it seemed that for Sophie teaching provided an assertion of self.

#### Expectations v. self-confidence.

Sophie returned to teaching as a part-time drama specialist and found this enjoyable and rewarding. She felt more confident and said this was partly due to the feed-back which other teachers gave her about her work when she had taken their classes. She tried to work collaboratively by basing her drama work on topic work which was taking place in the classroom but she said this was not always successful because each teacher had a different emphasis.

She also attributed her confidence to increased experience and a longer perspective, which had enabled her to evaluate her teaching and set realistic standards for the children:

Knowing where they (the children) should be at the end of the year...you can only get that over time. At first you don't know whether you're going in the right direction or not... It's a tremendous relief when they seem to match up to the other children.....A boy from my first year...I was always a bit worried about my Maths. teaching...I was tremendously encouraged when I came back to hear that he was way above the other children ....I really gave myself a pat on the back. You just don't know at the time.

Sophie's assurance was also increased by her relationships with the parents and their expectations of her. Sophie had felt as a new teacher

that she did not have the confidence of the parents:

They know that you're new, and you haven't got children of your own. It's quite hard in a way to stand up to them and show that you do know what you're talking about...After a while, once you gain some respect from them, that helps your self-esteem. When they're pleased with their child's progress ....I think they expect a lot.....but they will come back and give you a pat on the back.

It appeared to Sophie that her status as a mother was an advantage. Sophie had entered teaching as a mature student so, although still young, she had the experience of other employment, but this did not seem to have helped her either in her own eyes or in the eyes of the parents. In Sophie's view it was experience with children that the parents wanted to see and parenthood fulfilled this criterion.

Although Sophie said that she did not feel the need for as much encouragement as she had when she first started teaching she still talked about the reactions of other teachers and of parents as if they were important to her as a means of evaluating her work and as motivation:

One of the most rewarding sessions...we did some foundation work on the shepherds for the Christmas play....I had feed-back from the teachers...they said those bits of the story the children seemed to know really well. I wish I could have done more.

Webb (1985, p.84) points out that in Rawls' (1971) view recognition by significant others is essential for self-esteem. As Sophie gave increased self-esteem as one of her reasons for returning to teaching this suggests that she found more 'recognition' at work than at home, although Webb (1981, 1982) found that teachers receive very little recognition or feed-back from the community, their colleagues or administrators. Sophie's experience in her first year had seemed to confirm this but the recognition received from other teachers, even if

sparse, and from children of school age, seemed to compare favourably with that received from her own small child.

Mead (1934) was of the opinion that self-concept is dependent on social interaction. Sophie gave staffroom interaction as one of her reasons for returning to teaching:

Just the desire to see other adults and - plus the children! - just to be part of the staff again.

and this seemed to act as a 'satisfier' (Herzberg, 1966). Nias (1989, p.89) found that the comradeship of colleagues in the staffroom was given as a 'satisfier' by twelve of the teachers she interviewed. Nias (ibid., pp.130-132) rejects the distinction which Herzberg (1966) draws between intrinsic 'satisfiers' and extrinsic 'dissatisfiers' as categories independent of each other, on the grounds that it does not do justice to the complexity of the teaching context. Nias (ibid) found that factors which Herzberg (ibid.) would have classified as extrinsic, such as lack of resources or congenial colleagues, are regarded by teachers as intrinsic because they have a direct bearing on the teacher's ability to teach satisfactorily. Nias goes on to argue that separating 'satisfiers' from 'dissatisfiers' does however demonstrate "the continuing importance to teachers of what they do in classrooms" and "the importance of the self" (Nias, 1989, p.132).

### Conclusion.

In the first year Sophie seemed to look for reassurance from 'significant others' and to lack confidence in setting standards for herself and the children. This may have been emphasised by her lack of experience with the age-range and the very different situational context

from the one she had known as a student teacher. Leaving teaching for the birth of a child was seen by her at first as a welcome escape but she was pleased to return as a part-time teacher.

Nias (1989, p.76) reported that some teachers found satisfaction and "personal extension" in part-time teaching as a way of combining two life-styles and as a means of avoiding pressure from over-commitment to the classroom. Nias (ibid.) cites Lyons and McCleary (1980) and Smith et al.(1986) to support this.. On the other hand, Nias (ibid., p.126-130) also found that for some teachers part-time or supply teaching was frustrating and a 'dissatisfier' because of the work and resources given them in schools and resultant lowering of professional standards.

Sophie seemed able to reconcile the expectations of the school and the home with her own expectations of personal fulfilment within the framework of part-time teaching and to find this preferable to full-time commitment to either home or school but this was disrupted a second time by a second pregnancy. Sophie said that she would stay at home for a year and then she hoped to do some more teaching on a part-time or supply basis.

Case study 5. - NOREEN.

The first year.

"You can sit back and enjoy it."

Teaching styles.

In her first year of teaching Noreen did not experience a conflict between the expected style of teaching and her preferred methods. After Noreen's final teaching practice her class teacher wrote:

She had excellent ideas for topics.....

but, although Noreen had apparently proved her ability to teach in this way, she had not liked the amount of emphasis given to topic work.

She had not liked teaching Maths. on a topic basis on teaching practice and found the structured approach required in school with the use of a published scheme easier and more enjoyable:

I'm enjoying teaching Maths. for the first time - I don't like 'topic' Maths., as on teaching practice. I like the structure of a scheme - it's difficult to find a suitable level for all children within a topic.

It seemed that Noreen had been able to comply successfully with the demands of teaching practice without giving her commitment to the 'espoused theory' (Argyris and Schon, 1974).

She felt more advice could have been given during her training on how to use a published scheme, rather than time being spent on comparison of schemes. She felt what was needed was information on:

....how to set up a system of how to use a scheme.....  
the scheme is imposed so (talking about) choice of  
scheme is not practical...

### Relationships, control and organisation.

Noreen said that her relationships with the children were the most satisfying aspect of teaching and control did not seem to pose any problems.

Organisation seemed to be a central factor for Noreen. She said that the school was 'very organised' and that record-keeping was 'well-organised'. She commented on the difficulty at the beginning of the year of organising the classroom:

....at first it frightened me...I didn't know where to begin.

She also said:

I'm a very organised person but I'd like to be more organised.

### Time.

'Hearing reading' took more time than Noreen had anticipated because she said that on teaching practice it had often been done by the class teacher or by parents. She did not feel that she had been sufficiently well-prepared by her college course for teaching the early stages of reading or Maths. She had followed a course for teachers of children aged 7-11 and felt the early skills in both Maths. and English had been neglected

In general she felt less pressure of time than she had as a student on teaching practice. She felt less anxiety about expectations of what must be achieved and about the need to observe an imposed time-table:

You can sit back and enjoy it - you haven't got to fill all the walls in five minutes flat. On T.P. you felt you had to be doing what you had said you would be doing because the class teacher and supervisor expected it.

### Am I a good teacher?

The only areas about which Noreen expressed specific concern were reading and Maths. but she also said:

I hope I'm teaching them (the children) and covering everything as well as another teacher would.

Her main concern was that her inexperience should not put the children at a disadvantage and for this reason she had written lesson plans at the beginning "just to have a fall-back."

### Collaboration v. isolation.

Noreen showed herself willing to ask for help and accept advice, a characteristic which had been noted when she was a student on teaching practice by her class teacher who had written on her report:

She appreciates advice and utilises it readily.

She asked the Head of the Lower School how she could organise the hearing of reading and used non-contact time to observe the part-time remedial teacher so that she could learn how to help a child in her class who had learning difficulties.

### Do I enjoy teaching ?

Noreen said that she was "tired but not stressed". She did not feel disappointed about any aspect of her work and seemed surprised at how much she was enjoying it.

New teacher to experienced teacher.

"I'm very happy here ...I know it would do me good to change."

Teaching styles.

After three years Noreen still preferred class lessons:

I like class lessons...that suits me and I feel the children get the most from me and I get the most from them doing it that way....it depends obviously what the subject is...when I say class lessons I mean I like one subject going on at a time...I find it hard to jump around and deal with everything as I'd want to deal with it.....Well, the things that they can get on with completely on their own, why am I there ?

It seemed that Noreen's objective was not to stimulate autonomous learning by withdrawing from the 'instructor' role but to extend the children beyond their immediate capabilities:

I think if they're doing it properly they should be having problems and they should certainly be needing to ask you things.

She was concerned that her teaching methods would have to change to accommodate the National Curriculum:

...because of having to do a lot more computing, and the Science....there being so much Science.....I'm going to have to be much more integrated...

Yet she felt confident that her methods were 'right' for her:

I've got more confidence that my methods of teaching are what suit me best, whereas I think to begin with you think, 'Oh well, I should get on this band-wagon...everybody says this is the right way to do it'.....

Relationships, control and organisation.

The children's attitude to their work influenced relationships and control and Noreen's attitude to teaching. She described her class as:

Very nice. I've really enjoyed teaching them. Very motivated, very willing to learn...they bubble with enthusiasm whatever you tell them to do...they're great. I've really enjoyed them..



Noreen still regarded good organisation as important in a school. It was one of the reasons she gave for wanting to stay at the school although she felt that perhaps she should move to gain more experience:

I'm very happy here...it's a very well-organised school..... you see some of them.... nobody knows what anyone else is doing.

She found parents' written comments on children's reports and 'people's attitudes generally about teachers' were sometimes 'very demoralising' and she was unhappy about the relationship between teachers and the wider community.

#### Time.

The question of time for Noreen was inseparable from the demands of teaching to her satisfaction. She found by the third year of teaching that the pressures had increased:

The pressure's got more...a lot more...I'm a lot more pressurised this year about 'Am I doing the right thing ? Am I putting enough hours into the day ?'..... but I think that's with teaching.... full stop.

The pressure caused by more time being required for some subjects as a result of the National Curriculum was making her consider a change to a more integrated teaching style.

#### Am I a good teacher ?

The pressure of time made Noreen ask herself questions about the achievement of her objectives. She was concerned:

...that I'm doing everything that I should be doing, that I'm giving my children all the skills that they should need by the time they go...am I putting enough hours into the day ?

She did not write evaluations:

...the only form of evaluation is the work that's there...  
I think you constantly evaluate yourself...you don't have to  
write it down to prove to yourself that you've done it....  
It's one of the things at college that you spend a lot  
of your time doing, but you're really writing it down for  
somebody else, it wasn't for yourself.....

She evaluated her teaching by reflecting on its effectiveness:

...you think...you know that that didn't work, you think,  
why didn't that work? Well next time I'll do it so-and-so....

She was disappointed by the way in which teaching seemed to be  
undervalued but she seemed reconciled to it and more concerned with her  
own evaluation of herself as a teacher than with the public image:

The unfortunate thing with the job is everybody's been in  
school and everybody's had a teacher and everybody thinks  
they know what to do...it's just one of those things really.  
...there's nobody at the end of the day going to pat you on the  
back and say, 'Well done, you taught my child absolutely  
everything she'll ever need to know'. You always wonder  
yourself, don't you, have you done your job properly?

#### Collaboration v. isolation.

Noreen said that her colleagues had exercised the greatest influence  
on her during her teaching and still did so. She had found them:

....very enthusiastic and well in with what's going on  
and all the changes, and very supportive.

#### Do I enjoy teaching?

When asked about the strengths and weaknesses of her teaching at the  
end of the third year Noreen showed she still enjoyed teaching:

At this end of term I don't feel as if I've got any strengths.  
I feel very demoralised. I still enjoy it, if I'm honest about  
it....still like my Art and Craft....still enjoy the children,  
I suppose that's a strength. If you stop enjoying it you might  
just as well stop altogether really.

Career plans and teacher development.

Noreen's career plans were influenced by her wish to stay at the school because she was so happy there. She still felt, as she had done in her first year, that she needed to have experience with younger children to learn about the teaching of early reading and writing skills. For this reason she had hoped to do an exchange with one of the infant teachers but the head of the infant school wanted to postpone it until after the introduction of the National Curriculum. Noreen seemed to prefer an exchange to a permanent move, because she wanted the security of coming back to a school which was well-organised and which provided challenges in a supportive atmosphere:

I'm very happy here...I'd rather, say, do a term somewhere else and then know I could come back. It's a big enough school to have enough challenges in it I think.

The headteacher carried out appraisals and Noreen had been told that there might be a possibility of promotion within the school in the future to a post of main curriculum leader as other staff left.

By the end of her fourth year of teaching Noreen was still at the same school. She had been made a curriculum leader but had not been able to arrange the exchange with an infant teacher. A new Maths. scheme had been introduced which she said:

....has proved very popular with the children. I feel at last as if I am teaching successful Maths.

She had changed her style of teaching to include more group work for Science-based topics in response to the National Curriculum. She said that there was:

....much more emphasis on record-keeping and assessment now and this obviously can affect teaching methods.

She had also introduced an occasional integrated day and taught 'concentrated chunks' of a topic rather than one lesson per week.

It seemed that Noreen recognised the need to adapt her teaching style to meet the requirements of the National Curriculum and was able to do this, even where it entailed quite radical changes.

She was making positive career plans:

I'm doing a couple of art courses, which should give me more scope....Next year I will move elsewhere....although I am extremely happy where I am and I know very lucky!!

### Conclusion.

Noreen seemed to find the experience of being part of a large school with a supportive and committed staff very stimulating and satisfying. Initially it had seemed that she was happy there because she found the teaching methods of the school in tune with her preferred style of teaching but in fact she had been very successful in adopting the style required on teaching practice as a student and now seemed equally able to adjust to the requirements of the National Curriculum. Although she said as a new teacher there was a tendency to 'jump on the band-wagon' when any new methods were introduced she seemed to evaluate alternative methods and introduce them gradually. Noreen's comments did not suggest that the need to change created a dilemma for her but rather that she recognised the need and adopted a pragmatic approach. Her primary concern seemed to be that she should help the children in her class to make the maximum progress of which they were capable and she judged the effectiveness of her methods on this basis. She did not refer to any theoretical model but talked about teaching in terms of her own ability.

Berliner (1987) studied the differences between 'experienced/expert' teachers, with a minimum of five years' teaching experience, 'novices', who were highly-rated student teachers or teachers in their first year of teaching and 'postulants', who had no experience of classroom teaching but who wanted to become teachers without taking an education course. Berliner (ibid., pp.70-73) reported that 'experienced/expert' teachers placed great importance on organisation and routines for beginning classes. Berliner's study does not parallel this one as the subjects in Berliner's study were secondary Maths. and Science teachers and so results are not directly comparable, but it is interesting to note that Noreen gave a similar emphasis to organisation from the beginning of her teaching career. Berliner (ibid., pp.72-73) refers to Bloom's (1986) documentation of the importance of 'automation of procedures among experts' in different fields and concludes:

Automatization of behavioral routines along with clarity in one's mental script about how things should occur is not expertise, but those factors probably constitute a great deal of the necessary conditions for the development of expertise.

Noreen's comments suggest that 'automization' may also generate confidence, providing a secure basis for adaptability and experimentation.

Case study 6. - LAURA.

The first year.

"It's hard to believe you're right and keep to your ideal."

Teaching styles.

Laura had followed a course for teachers of children aged 4-8 but had not taught four year olds as a student and did not feel sufficiently prepared by her course for teaching the reception class which she was given. She was surprised by how little four year olds could do. When she had learned what age children she was going to have she had arranged to observe at two schools in the summer and had gone back to one of them to ask what pre-reading activities she could use. For Maths. she had found out what to do by reading the teachers' manual for the Maths. scheme.

In addition to feeling inadequately prepared to teach such young children Laura felt that the member of staff appointed to be her teacher-tutor was trying to influence her to use 'old ways'. Laura said that the school was very 'formal'... "even the infants are time-tabled", and there were very few resources for teaching in the way she wanted to teach. In spite of this she was persevering with her ideas and had spent her own money on resources, for example, buying equipment herself to make a home corner. Laura said:

When you're in the classroom you can do what you want.

Relationships and organisation.

Laura admitted later that in her first year of teaching she had worried that the children might not like her. She also said that one of

the most rewarding moments for her was when a child who would not speak to anyone at school answered the register for the first time.

Laura felt unprepared for organising some of the daily routines:

On T.P. the organisation is done for you by the class teacher, you just take over the day. Things like lining-up and tidying-up are suddenly my responsibility.

### Time.

Laura seemed concerned about management of time in the classroom because of the discrepancy between her expectations of what the children would be able to do and what they could actually do. She said that her personal satisfaction sometimes came at the end of a day when she thought "they did a lot today".

She was also concerned about management of her own time outside the classroom and the amount of time spent preparing work for school:

I had to discipline myself to stop at 8 o'clock instead of going on until 10.30.p.m.

She found that preparation of work took longer than she had expected because it was "day-to-day on-going" whereas it had been relatively easy to plan for a 6-week teaching practice.

### Am I a good teacher ?

Laura said that it was difficult to evaluate her performance as a teacher:

You don't know how well you're doing because no-one comments.....no feed-back.

On the other hand she found that it was:

.....nice not being watched so you can try out things.

Collaboration v. isolation.

Laura's choice of an 'informal' teaching style seemed to isolate her from the rest of the staff. She said that the benefit of the L.E.A. Adviser's visits to school was that she could discuss problems with him. She also seemed to find support in attending meetings for new teachers at the Teachers' Centre and said it was:

..lovely to chat to teachers in similar situations to myself..



From new teacher to experienced teacher.

"The parents look at you differently."

Teaching styles.

The National Curriculum was having an impact on teaching style and planning and Laura was conscious that instead of being familiar with the newest ideas because she was newly-trained she was now 'out-of-date':

At college there I was with my flow diagram - now everything's going to be in compartments...

but she still used a flow chart with the half-termly forecast she wrote for the headteacher.

Relationships.

Laura said that when she had started teaching she had worried about whether or not the children would like her but this was something she did not need to think about now.

Her relationships with the staff seemed to have changed and she said that she enjoyed talking to 'friends' in the staffroom.

Relationships with parents had also improved:

The parents look at you differently - they think you've been here ages and they trust you. They don't like having a young teacher for their children - especially reception..... they think if you've been teaching a long time you must have got it right.

Time.

Laura still found that she worried about having enough time to do everything:

I worry about fitting it all in especially with the National Curriculum coming in.....

She was able to organise her own work more easily and this took less time because she was more confident in her assessment of the children and in her expectations for them:

I don't go home with as much work as I did - it's much easier to organise. I have a clearer idea of where the children should be at the end of a term and a year.

Am I a good teacher?

Laura said:

I don't really evaluate.

Collaboration v. isolation.

Laura spoke very positively of her relationships with the staff and with the teacher in the next room particularly:

Things get better the more you know people and you're part of the school....I get on very well with the teacher next door....Whoever you're next to with these screens you tend to relate to more....

She also relied on friends who were teachers in other schools for exchanges of views:

I talk a lot with my friends who teach - that's quite nice and hearing everything that other teachers are doing and feeling.

Do I enjoy teaching?

Laura said that she thought she would move to another school the following year for 'a change' but not for an incentive allowance:

I don't think they're much of an incentive. For the money they're not worth the work.....I don't know why they did away with scales.

She seemed to want to change schools because of a general restlessness rather than from positive career motivation or because she was unhappy

in her present post. She said that 'long term' she hoped to get married and have children and then she would stop teaching:

I think college and the things we did seem a long way away. We've had a probationer start - perhaps that's made me feel older.

#### Career plans and teacher development.

At the end of her fourth year of teaching Laura was full of enthusiasm:

I have really enjoyed my teaching experience this year. Probably the best year so far! I've been working with a young teacher, younger than me - she was a probationer last year, and we have worked well together. We share similar views and have been able to work together co-operatively. We both have the reception class. In various activities we team teach which is great!

She was leaving her present post to move to another school but not for an incentive allowance:

I still don't think they are worth the time and effort for the money.

Laura was also getting married at the end of the school year:

.....my long term plan is coming true!

Laura's enthusiasm for teaching at the end of the fourth year seemed the result of changed personal and professional circumstances. She had enjoyed the stimulus and company of a new teacher and she was excited by the prospect of the changes ahead of her. All these factors seemed to have contributed to an improved self-concept and an improved image of teaching and of herself as a teacher. She had once thought she would give up teaching if she had a family but had changed her mind:

...maybe I wouldn't give up teaching altogether. I would like to keep a hand in, working part-time or a job share maybe.

## Conclusion.

In her first year of teaching Laura had tried to retain and put into practice her 'espoused theory' (Argyris and Schon, 1974) despite lack of resources and teacher-tutor opposition and she appeared to achieve this. After four years of teaching, she said:

My teaching methods have remained the same since T.P. days. I still work an integrated day and organise my class in groups. I have every confidence in this method, it has worked well for me.

Her teaching had been influenced by other factors:

The National Curriculum being implemented (unfortunately I had no training in this - just missed it), increased parental power, lack of respect for the teaching profession in general.....

It seemed that the third and fourth years of teaching had marked a 'critical phase' (Sikes et al., 1985, pp.57-69) for Laura. Sikes et al. (ibid.) identified three years after taking the first job as an 'intrinsic critical phase' in the career of a teacher and in Laura's case this also coincided with a 'critical phase' in her personal life. The pressure which Laura had experienced as a new teacher eased as new members of staff were appointed and she became less obviously young and inexperienced. When another new teacher was appointed she said:

It's taken it (the pressure) off me, somebody younger than me, straight from college.

When Laura first joined the school she was the youngest teacher and the first new teacher to be appointed there for several years and it seemed that she had been adversely affected by this isolation. Sikes et al., (1985, p.36), citing Edelwich and Brodsky (1980) to support their argument, suggest that young teachers may be seen as a threat to the status quo by older teachers, who consequently try to make them conform. Sikes et al. (ibid.) also suggest that young teachers may be

disappointed to find that the other teachers are older and do not provide social opportunities. Laura's youth, in comparison with the maturity of the older, experienced teachers on the staff, may also have served to emphasise her inexperience in the eyes of the parents, which in turn increased Laura's defensive position.

During her four years at the school there was an influx of new teachers and this seemed to have influenced Laura's attitude to teaching as a profession. Although at the end of the third year Laura seemed unable to comment very constructively about her teaching experience, by the end of the fourth year she gave a summative evaluation which was very positive. She was aware that she had made a distinctive contribution to the school:

For four years I have fought hard and now have a fully equipped reception class - every resource I need I now have. Unbelievable! With the proper resources teaching had become so much easier.

Laura also felt confident enough now in her college course and in herself to offer her course notes to another teacher who was going to teach reception children:

My college studies have suddenly come in useful...I have told her she can have all my notes to refer to and possibly give her ideas. I'm sure she will find them useful.

This contrasted strongly with Laura's comments at the beginning of the first year when she had said that her course had not given her adequate preparation. It seemed that with a lapse of time and longer teaching experience Laura now saw a value in the training course which she had not perceived before.

Laura was aware that in her new appointment she would be starting again in some respects:

I looked around the classroom at the few resources and thought, 'I'll have to start begging for equipment all over again.' Never mind!

but this seemed to be outweighed by the advantages of going as an 'experienced teacher':

I feel very happy about the move especially going to the new school as an 'experienced infant teacher' (Is that me ?!) - this gives me more confidence and I feel I will be able to offer more to the school - ideas, experience etc....

Laura's third year of teaching marked a 'critical phase' (Sikes et al., 1985) of incipient dissatisfaction but her enthusiasm and commitment to teaching seemed renewed by the stimulus of a new appointment and changed personal circumstances.

Case study 7. - SAMANTHA.

The first year.

" 'Cutting and sticking' what? "

Teaching styles.

Samantha was given a reception class but she had no experience of the age-range and was uncertain what her expectations of the children should be and what to give them to do:

I just hadn't had the experience of what children cannot do....I'm concerned about the reading and writing...

She said that she had "introduced" an integrated day and that this "helped to motivate the children" but although it seemed that in principle this was how she wanted to work she was uncertain of the organisation because of half-timetabling and a 'staggered' intake:

There are little things which are so important. Do you have one day which is interrupted a lot or an interruption every day? The reception children only come to school in the mornings at first, so do the middles work in the afternoon, or all work till play-time?

She had been reassured about some of the theory learned at college by further reading:

I've read a couple of books I found helpful...I worry slightly about saying "play in the sand". I know to add more things and vary the activities, but seeing it written down is reassuring.

but some of the things she had been told in lectures seemed impractical in the real situation:

'You should ensure that every child has a percussion instrument' - that just gives you a headache !.....  
'Make sure every child has a turn' - that just makes it last longer !

and suggestions for practical activities had lacked precision:

'Pre-reading skills' and 'sorting and matching' were just words bandied about at college....I'd never heard about tracing cards. And 'cutting and sticking' - 'cutting and sticking' what ?

### Relationships and control.

At the beginning of her first year Samantha had two children in the class whom she described as 'difficult'. By the end of the first term a third child with learning difficulties had joined the class. Samantha was unsure how to respond to the behaviour of one of them and also what standard of work and behaviour she could reasonably expect:

There's one child with Down's Syndrome and I haven't been able to find out enough about it. If I knew what standard I could expect I could work for that..

After three months Samantha was still concerned that she did not know what action to take:

We've asked for help and we've asked for a visit from the educational psychologist, but nothing's happened...  
....I need help in forming a programme.....

She was also unsure how to establish a standard of behaviour with the class and what 'model' she should project and felt that this difficulty had been exaggerated because of the children with specific problems:

I think sometimes I'm too easy with the children. Sometimes I wonder if my language is appropriate, both whether I'm a good example to them and whether the level of understanding is too difficult for them. I haven't worked out yet what my ultimate threat is or what my stages of being cross are and I think that's important.

Samantha was also unsure of what 'model' to project to parents:

I live just along the road and I'm part of the village, or required to be. It's difficult to know when to joke, when to be more formal.



She wanted parents to be more involved in working in school as 'helpers' but was uncertain how she should behave towards them.

The same dilemma of formality v. informality was experienced in her relationship with the headteacher, although she felt able to ask him for help and advice:

My teacher-tutor is the Head. I always seem to be asking him for something, or about something. I don't like calling him by his Christian name, so I try to avoid using his name.

The allocation of a full-time nursery assistant to work with one of the children in the class and of a welfare assistant for three and a half days to give general assistance had been helpful in some respects but had created its own organisational dilemma:

...sometimes I let the welfare assistant go to another class because there are too many people to organise.....  
Do I ask too much of her or should I ask her to do more ?  
Sometimes I feel I end up doing her job and she ends up doing mine.....

#### Time.

The allocation of time within the constraints of a school time-table was a new and difficult experience for Samantha:

Making out my own time-table, with only play-times and dinner-times set, working out my own Hall times and which television programmes to watch....

Assessment of time in relation to work seemed to create some problems. Samantha said that it was:

...difficult to find enough interesting things for them to do and yet she also said that in Science she was:

...quite surprised at how much we're managing to do.

She seemed concerned about the quantity of work, as if this was a criterion of success:

I dreamed that I got the sack for only having got three paintings out of them.

This perception of quantity as synonymous with quality was associated with teaching practice:

On T.P. you feel as if you've got to have a new thing each day even if children haven't really finished what they were doing.

Samantha was also aware of the encroachment of school into her personal life and that she could spend too much time on school work:

I make myself finish in the evening when I'm tired. There's always something more to do, but you have to stop.

#### Am I a good teacher ?

By the end of the year Samantha said that she could evaluate her teaching. She was very pleased with the Adviser's written report which described her as "a talented and gifted teacher". She still felt that she would like more observation of her teaching by the Head although both he and another member of the staff had observed her and the Head had given her an appraisal of her teaching.

Although Samantha described the training course which she had done as 'a blur' she also said that it was a 'general help' and it gave her confidence to know that what she did was based on a four-year course:

...if ever you get really desperate you can tell yourself you've had four years and you've got through that alright...

Collaboration v. isolation.

Samantha was able to work co-operatively with 'helpers' in the classroom and said that she would like to have more help from parents. She was willing to discuss her teaching with other teachers and was anxious to receive specialist help from other agencies but she did not feel that the appointment of an Adviser not associated with the school was a solution:

It sounds as though it would be another excuse for an Adviser who hasn't been in the classroom for a few years. The person needs to be associated with the school.

She considered that the supply teacher employed to take her class during her non-contact time had been her greatest support:

My support comes from my supply teacher who is a parent and a Governor. She also has a sense of humour.

The only observation of her teaching which had caused Samantha any anxiety was when a student teacher from a neighbouring college had observed her because the observation had involved her in the role of mentor:

...it was worse than having the Adviser in. With him I didn't feel I had to justify myself. With her (the student) I didn't know what I ought to tell her.

From new teacher to experienced teacher.

"I've exhausted this job...I need something more now."

Teaching styles.

Samantha wanted to adopt an individual approach in her teaching and when she was able to do this it provided her with a stimulus which she believed was communicated to the children:

I try very hard not to just launch into Child Education and copy what project they've done. I do try to think of something different....What I feel like doing - that's quite an important influence I've noticed. The topics that we've done successfully, and that I have felt have actually achieved something at the end, have all been ones that I've been really 'zoomy' about". I'm not too hot on the school projects.....I never get the same 'buzz' out of it and therefore I don't think the children do.

At the same time she wanted support and reassurance that what she was doing was 'right'. This was particularly the case in relation to children with learning difficulties, where she felt her own experience and knowledge were inadequate and more specialised help was needed:

I get frustrated with the special needs provision...I get really frustrated with that...largely because...you're expected to know what you want...when half the time you don't...you know, like I was sitting there and I'd got these children with speech problems and all I know was that I didn't understand them...I didn't know what was actually wrong with them...: where I had to start...  
....or do you ?....I mean there's some schools of thought that say you don't start reading with them... which sort of totally threw me..... all of a sudden you're thinking, 'Do I start with these ones ?'....and the special needs team that we've got...they're sort of quite supportive really, except that they don't know either....as there aren't any infant ones on there either so it's a bit of a shot in the dark.... and see where it goes to really.

After three years the repetition associated with having the same age-range each year was seen by Samantha as boring:

I'm getting bored with..... 'look. here. in. yes.'.... you know, the early reading.....particularly this year round. I found it a real strain going through the tins yet again..... Of course, you get the aggro. of having to explain it all over

and over again, and explaining to the parents how you want it done. You can't remember whether you've told them or you haven't told them. It seems as if it was only yesterday you were saying the same spiel again....

Yet the experience had given Samantha confidence in what she was doing:

A lot of the things I do I'm beginning to do automatically.... I'll sit there one day and think, 'Right, get the jig-saws out'.. and it isn't a conscious thought that they haven't done any jig-saws for a while.....I just know that it's about time I reminded them.....rather than a conscious thought of manual skills and hand-eye co-ordination.....it becomes more natural, rather than sitting there thinking, 'What are we going to do ? How am I going to get them to do this ?'..... it just sort of flows.

She was more relaxed and "an awful lot more laid-back". She spent more time talking with the children instead of "rushing them on to get something done" as she had done in the beginning. She also felt confident enough to allow the children to follow their own interests at times:

I think it's quite hard to.....give up what you've planned and to lead along merrily along the path they've chosen to go on. I think it takes a while to get to be confident in it, and I think now I'm getting more competent in doing that, but even so I still track and revert back occasionally....

Samantha was concerned when she overheard the children telling their parents that they had done 'nothing' and was determined that the children should:

FEEL as though they had learned something.

For this reason they had:

learned facts...pretty useless facts, but they all know about penguins now....where a penguin keeps its eggs..

Time.

The pressure on time in school seemed to have decreased for Samantha as she became more confident and adopted a more relaxed approach to teaching:

If something happens, well, it happens...particularly here, there's a lot of coming and going....you have to not be too worried about not actually finishing what you wanted to do that day.....which at college you'd never, ever do .....

Am I a good teacher ?

Samantha felt that she was competent as a teacher:

I'm beginning to feel I sort of KNOW it now.....I know the job, in a way.

She said that she was more aware of the children's needs and how to meet them:

I think perhaps I'm much more aware of their need and will actually do something about it whereas before you tended to know what they needed but you didn't know HOW to go about it.....you just haven't got a clue.....I think having left a few children to go on and in fact they have succeeded you then know that it is alright and that no-one is going to pounce down your throat and say you didn't do the job properly.

Collaboration v. isolation.

Samantha's main support still came from the same teacher who had been employed as a supply teacher to allow Samantha non-contact time in her first year, and who was now on the staff, and also from the welfare assistant:

..right at the beginning..They helped a lot in building my confidence and talking through when I was thinking I'd not done very well.. and in fact we kept that up and I need them to some extent to bounce ideas off, not having any other sort of infant teachers. There are times when you've got children and problems you don't know how to solve, and just to talk to somebody else who vaguely knows what's going on has helped.

Samantha said that after being the only infant teacher she would like to move to a larger school with:

..... two streams, two classrooms....so that I've got somebody next door who's doing the same thing.

She talked to a friend who had the same age-range at another school:

..but I think, even so, it's easier when you've got somebody next door who actually knows the child that you're talking about....

### Do I enjoy teaching ?

Going on a course had made Samantha 'extremely enthusiastic' and she had put some of the ideas into practice.

Samantha said that she got a 'buzz' from some of the work that she did with the children but she also said that she had not wanted to have the same age-range again and she was getting bored by the repetition of tasks.

She was slightly concerned that, although the National Curriculum would not change teaching methods, it might require so much recording of assessment that teaching would become "a bind....instead of fun".

The thing which Samantha found most difficult was the intrusion of teaching into her out-of-school life:

The one thing that I wish is that I could go home at the end of the day, because it's usually about 5 o'clock by the time I leave, so I wish that I could get home and that would be it, and I didn't have to think about it until next morning, but it never is..... you go away to the sea and you spend all week-end picking up shells, looking for interesting shapes and rocks to bring back ....and having to save things when you're doing the washing up .....I just wish you could STOP.....sometimes I just wish that I worked in a bank... or in a shop.

### Career plans.

During her third year of teaching Samantha started to apply for other teaching appointments. She wanted a 'sideways' move to obtain wider experience in a larger school and perhaps with a different age-range but because she had been responsible for the infant 'department' the headteacher told her that she should apply for a post as Head of Infants. She applied for both types of post but had become more convinced that she needed to work in a larger school.

By the end of her fourth year of teaching Samantha had not obtained another post but was continuing to make applications. She would only consider teaching posts within travelling distance of her home because she was now married and she had become reconciled to another year at the same school. She was rebelling against the idea that she would be there indefinitely:

I don't know whether I like the feeling that the parents have - that I'll still be there to teach their young baby that's not born yet. There doesn't seem to be much ambition in it !

### Conclusion.

Samantha had no previous experience of the age-range she was asked to teach as a new teacher and in addition she had three children with specific learning difficulties in her class. In spite of her criticisms of the training course as giving inadequate preparation, the knowledge that she had successfully completed a four year course gave her confidence.

Her enthusiasm and commitment were repeatedly renewed by intrinsic stimuli (choice of topics, children's responses, in-service courses) but the third year proved a 'critical phase' (Sikes et al., 1985) when



Samantha faced the prospect of being unable to move from the school and having to teach the same age-range again.

The needs of the children seemed paramount at the beginning of Samantha's teaching, but concerns with self (career, time for a personal life) became more important as Samantha became more established, reversing the developmental trend suggested by Fuller (1969).

Self-questioning and awareness of dilemma, alternative strategies and the need for co-operation in teaching were evident in the first year of teaching and persisted, showing the early and continuing development of a reflective approach to teaching (Pollard and Tann, 1987).

Samantha's development as a teacher (Fuller, 1969; Katz, 1972) is consistent with the L.E.A. Adviser's appraisal of Samantha in the first year of teaching and suggests that a very good teacher can be identified early in his/her career. If this is so there are implications for further professional development and in-service training and also for career structuring.

Case study 8. - LIZZIE.

The first year.

"It made me feel I was failing."

Teaching styles.

Lizzie was concerned that the children should progress but was unsure what their attainment should be by the end of the first term or year. She wanted to encourage independent learning in the children and to achieve this spent time in organising resources so that they were readily accessible to the children and provided a structured progression. She felt there was a need to concentrate on 'basics' instead of having a 'wow' time as on teaching practice.

Lizzie felt that perhaps her class was noisy and said "I shout a lot". The noisiness of her class had been noted when she was a student on teaching practice. As a third year student her college tutor's comment about her teaching had been:

Lizzie's personality dictates her style and method.  
At times I felt her noise levels too high and her organisation too 'free'.

After her fourth year teaching practice her class teacher wrote:

Although the noise level seems rather high she is always in control.

Her anxiety about having a 'noisy' class may have resulted from these comments or may have arisen from standards set within the school.

Time.

Lizzie was very conscious of her long-term responsibility for the children's progression and saw this as representing a major difference from her teaching experience as a student. She said she now spent more

time on 'hearing readers', teaching 'basics' and preparing work for the children than on writing evaluations, record-keeping and putting up displays, which had been her priorities on teaching practice:

The time span is much longer to plan and think for than as a student and therefore the pace of work needs to be altered.....In some ways follow-up work as a teacher is less than as a student because of not having to write long-winded lesson plans.....Time can be better spent on preparing work for the children.....After 4 weeks of T.P. every wall would have been covered. Everything would have been concentrated on the topic - all the children's painting would have been for my purpose.....when you don't have to worry about how much the children progress in the time you can be idealistic.

It seemed to Lizzie that the pace was more relaxed now and less stressful than on teaching practice but that the children's needs were considered more carefully and given priority.

#### Planning and record-keeping.

Lizzie's relaxed attitude may have contributed to a disagreement with the headteacher about her written planning. He objected to 'crossings out' in her teaching file and suggested that a 'key' might be helpful to explain her record-keeping system. Some criticism of Lizzie's written planning had also been made on her final teaching practice, despite her claim that she had spent a long time on it. The headteacher had commented:

Her recording and lesson planning is apparently unorthodox but works for her!

and her college tutor had described her records as "unconventional".

Am I a good teacher ?

Lizzie said that she had felt like a student for the first few weeks:

I felt like a student inside until parents came up at the end of the A.G.M. to ask me things - then I felt like a teacher.

Lizzie was observed teaching by the headteacher and received what she described as a negative appraisal:

Everything was negative.... I never had anything as bad as this all the time I was in college...it made me feel I was failing.

She suggested that appraisal on teaching practice should be more critical to prepare students for the appraisal which they would receive as new teachers. She was satisfied with her appraisal from the L.E.A. Adviser and said:

I think I'm coping, sometimes I'm confident I am.

She felt she needed to be more patient with children with difficulties to help them:

.....through inner feelings as well as academic techniques.. a comment implying a view of the 'whole child' rather than the 'child as student' (Berlak and Berlak, 1981, p.136).

Collaboration v. isolation.

Lizzie's comments suggested that she was more concerned to appear competent than to ask for help or to learn from others. She said that she did not know the school policy on group work. She did not teach Music, although she did not think her class did enough, because everyone else was so good and she had not been taught how to teach it.

Lizzie did not know that the member of staff whom she had found helpful had been designated as her teacher-tutor (neither did the teacher-tutor) and she commented on the insular attitude of some of the teachers. She said that she thought she would be able to talk more openly to an Adviser who was not associated with appraisal and that she would welcome observation of her teaching by a colleague or college tutor.

It seemed that Lizzie wanted to discuss her teaching but was held back by fear of unfavourable appraisal and of comparison with more experienced colleagues. When Lizzie was appointed she was the youngest teacher on the staff and the first novitiate teacher to be appointed to the school for a number of years.

Do I enjoy teaching?

Lizzie said:

Some days you go home feeling you're in the wrong job  
- but you'd get that with anything.

From new teacher to experienced teacher.

"My expectations were too high, too idealistic."

Teaching styles.

Lizzie's approach had changed with increased confidence. As a student, anxiety about the college tutor's reaction had influenced her teaching:

I do displays now whilst the children are there  
- they enjoy it and want to see their pictures going up  
as they do them. On T.P. I would have been worried in  
case the supervisor came in and disapproved.

She thought that expectations should be more realistic for 4th. year students and should include:

....having to hear them (the children) read, following  
schemes, knowing the other pressures, instead of being  
able to work intensely on a theme.

Lizzie said that in her first year she had expected too much of the children and had given them too much to do, whereas now her expectations were more realistic. At the same time she was aware that she would have to re-assess her expectations to meet the requirements of the National Curriculum:

....they're (the children) going to have to be stretched  
a bit to fit in all the things that we're going to have to  
cover with the National Curriculum...I felt up to now that,  
well, as long as they're learning SOMETHING from what I'm  
doing with them it doesn't really matter so much WHAT  
they're actually learning and that's why I think that's  
going to have to change.....

After four years Lizzie had changed from an integrated day, which had been part of her teaching style since a student, to having 'work tasks' in the morning and 'play' in the afternoon.

### Relationships and control.

Lizzie said that in the first year class control had seemed "so much of a trial" but after two years of teaching she had realised that class control, classroom organisation and class organisation were inter-dependent:

I see all these three as linked now - because my organisation wasn't as good (in the first year) control seemed more of a problem.

### Time.

The pace of work had changed and the perspective for planning had lengthened so "it meant slowing down":

I'm at the stage where I prefer to plan at the week-ends for the week ahead rather than plan each night.....I find it much easier to see a week at a glance, even if I change it as I go along.

### Am I a good teacher ?

Lizzie was more confident but was also aware that there were more able teachers:

...in some ways I've probably gained more confidence over three years, but in other ways when I first came out of college I thought I was going to be good....when you think about it, once you're into it, you realise that you're not as good as you thought you were going to be and there are an awful lot of people out there who are a lot better.

The reactions of the children and of parents had given her confidence in herself as a teacher:

They (the children) all seem quite happy coming to school... Most of the parents seem satisfied....

Unrealistic expectations had led to a feeling of culpability in the

first year but this had now been rationalised:

I've accepted the fact that all the children will be on different levels....If they weren't all making the same progress at first I thought it was my fault.

At the same time, Lizzie was still critical of herself and felt that she was unable to help children with learning difficulties and lacked the necessary patience.

After two years of teaching she said that she could evaluate her own teaching:

I know when I do things that work well and when they don't work well.

#### Collaboration v. isolation.

During Lizzie's third year of teaching the presence of students on teaching practice in the next classroom acted as a stimulus:

I think it inspired me to make a sort of concerted effort to convert my classroom.....I think it took me back a bit to when I was a student on teaching practice and the things you can do.

In her first year of teaching Lizzie had been conscious of the 'pass/fail hanging over her' and being observed had been associated for her with formal appraisal for qualified teacher status. After three years of teaching Lizzie said that she no longer minded anyone going into her classroom, "whereas in the first year I dreaded it", but she still appeared to work in isolation in the school:

....no-one really knows what goes on inside my room unless they happen to be in there or see what's around.....if anybody was actually seeing what was going on, they might comment on it but as nobody does you just change as you go along, without really thinking about it.



It was only at the end of the fourth year that Lizzie could say:

Perhaps at long last I feel more confident for my classroom to really be an open place.

After four years Lizzie also said that she now found it easier to influence policy in the school and that she had learned to make suggestions tactfully and avoid confrontations. She had learned not to pay too much attention to objections which it was claimed were grounded in tradition:

.....you realise sometimes it's 'we've always done it that way' because they've done it that way the year before and you realise you can still make suggestions.

#### Career plans and teacher development.

Lizzie still wanted to teach but was looking for another post to gain more experience. She had been asked to take on the role of Maths. co-ordinator in the school at the end of her first year but had felt unready to accept responsibility for such a key area in a primary school:

How could I tell other members of staff, teaching age-ranges I hadn't taught, what they ought to do, particularly more experienced teachers ?

She accepted the role of Art and Craft co-ordinator at the end of the second year because she felt that this was an area in which she could make a contribution and one in which other teachers in the school were not as proficient.

Lizzie was married at the beginning of her second year of teaching and this affected her career plans:

I might have thought towards doing an M.Ed. or (becoming) an Advisory teacher or teaching abroad or Special Education but now I'm getting married I haven't the same control over it.

## Conclusion.

Lizzie seemed to think that her teaching experience as a student had been unrealistic and had led to false expectations for herself and for the children. Appraisal from college tutors as a student and from the headteacher in her first year of teaching appeared to have promoted a defensive attitude rather than encouraging an open, collaborative approach.

Lizzie showed concern for the children's needs in her first year and also for her standing in the school as a teacher. Her comments throughout the four years suggested that concerns with self were interdependent with concerns for the children and that, rather than following a sequential progression (Fuller, 1969), these concerns developed in parallel.

Theory seemed to be derived from experience rather than applied to it. After Lizzie's class had successfully carried out a class assembly for the whole school, she said:

...perhaps when I first started I wouldn't have expected a reception class to have got on and done something like that, so perhaps they will only perform to our expectations.

Another example of Lizzie developing theory for herself from practical experience was seen in her 'discovery' that control, class organisation and classroom organisation were linked. Kolodner (1983, p.498) suggests that unrelated facts become integrated by recurrent experiences and it seemed that Lizzie began to perceive patterns of cause and effect in events from which she was able to construct a theory, or in which she perceived a theory already previously 'learned' but not embedded in experience.

The third year of teaching marked a 'critical phase' (Sikes et al., 1985) when Lizzie was looking for change and for greater intellectual stimulus. She was teaching in a school with small classes and in pleasant surroundings, and did not want to exchange that for large classes and limited resources. She considered and applied for various options (teaching posts, studying for a higher degree, a teacher exchange with a college tutor), but her marriage was accepted by her as imposing limitations on her career, on both the distance she was able to travel for a new appointment and on the commitment she would be able to give to it. She also seemed uncertain about what career direction to take.

She moved at the end of her fourth year of teaching "for the challenge of a new experience", to a school outside the state system where she said there would be small classes and good resources.

Case study 9. - ROGER.

The first year

"I didn't want to make any mistakes."

Teaching style.

Roger felt that his experience as a student of teaching the same age-range, and of teaching in a similar school, had been very valuable in his first year. He had notes in his student file on content and resources for teaching the age-group which he felt had helped him to decide on an appropriate level of work. Despite this he still found that he expected too much from the children in the first few weeks:

....maybe I was pushing the children too hard. It's difficult to adjust from the concentrated pressure of T.P., where everything has to be done in a short time.

He had started off cautiously in the first term:

I wanted to concentrate on what I know - when I know the class I'll try out more investigative lessons. If it's chaos next term they'll (the children) accept it and they'll know I'll get it right next time.

Roger remarked that one difference he had found was that on teaching practice television programmes had been avoided because they were not 'approved' as part of a scheme of work but now it was school policy that they should be included and form an integral part of the teaching scheme.

Relationships and control.

Roger had been very concerned to establish a firm control from the beginning:

I wanted to state my discipline on the class first so that they know where they are...Children try it on when they don't know you so you have to be more strict with them - now they're getting to know me they know I'll react like everyone else.

### Time.

Roger found that the demands on time in school were different from when he was a student on teaching practice:

It's sometimes difficult to finish lessons off I've planned. On T.P. you're not part of the school and so you're not subject to so many interruptions in the classroom - now you're a member of staff and have to fit in everything....

Out of school he regulated his working hours and made a determined effort to do other things when he finished school work at 7.30 p.m.

### Am I a good teacher?

Roger was observed and given feed-back on his teaching by both the headteacher and his teacher-tutor. He had felt that their comments were positive and helpful. He seemed concerned that some parents lacked confidence in him and to see this as threatening:

You have to be very firm with parents here ....some parents wanted just to come in and make sure everything was alright.

### Collaboration v. isolation.

Roger had been supported by the headteacher when a parent had questioned his teaching strategies:

There was one parent who felt her child was on the wrong reading book - but the child wasn't reading with complete understanding.

Roger seemed willing to ask for help and to find the staff very supportive:

You don't have to be wary of any member of staff.  
I think I've been very lucky.

As a fourth year student on teaching practice Roger had been criticised by the headteacher about his inability to evaluate his teaching and accept advice:

He is very keen to do well but he is sometimes mistaken in his belief that he has done so. He tends to consider most advice either as premature criticism or as the suggestion of an alternative which he himself has already rejected for some reason.

There was no evidence of this in Roger's third year student report, nor in his perception of his relationships with the headteacher and other colleagues in his first year of teaching, which may suggest that the fourth year report reflected personal or contextual circumstances. Roger's own comment that he thought he had 'been very lucky' also suggests that the student experience had been an unhappy one.

Do I enjoy teaching ?

Roger was very enthusiastic about teaching and school life:

I look forward to coming in the mornings.

### From new teacher to experienced teacher.

"...it's very, very difficult to actually see where I can actually develop the next part of my career."

### Development of teaching.

Roger had attended a wide variety of L.E.A. courses and said that he felt much more confident in all areas of the curriculum than when he left college. He also felt that the National Curriculum had given more direction to his teaching by providing a guide to content.

### Relationships and control.

Roger said that there were:

....a handful of children who are very difficult as regards behaviour, who find it very difficult to settle down to work. And obviously those particular children do cause problems in the class.

### Time.

After three years of teaching, pressure on time was still one of Roger's main concerns:

....we have so many things to do at the moment, certainly as regards filling new record cards that come round and other demands made on us now by the new National Curriculum....Obviously the marking has to be kept up so really something that has to go by the board is the amount of preparation. We're not able to put in enough time for preparation that we would otherwise like to.

### Am I a good teacher ?

Roger said that he wrote an evaluation of each topic that he did with the children, looking at what was achieved in relation to his original objectives. He also evaluated the topics comparatively, assessing the children's development in each. He evaluated his teaching

through his assessment of the children's progress and felt that he himself was learning all the time:

I'm learning, as all teachers are, from every day teaching....each day's a different experience, the children are different each day.

#### Collaboration v. isolation.

Roger said that he was learning from the other teachers at the school:

...learning from a very good staff, who help and support and guide. It's very important.....the staff we have here, they're all helping each other regularly and that's a great learning experience for us all.

This was effected by in-school training days and through the role of each curriculum leader:

...it's a policy of the school that we help each other. Should we require help in any particular area of the curriculum we go to the teacher in charge of that particular area for advice and help and equipment and so on.

Roger felt that the National Curriculum had given an additional stimulus to collaborative work between teachers.

He praised the L.E.A. courses which he had attended and the Advisory teachers:

They've (Advisory teachers) been very, very helpful, providing a lot of information, a lot of encouragement... They've been very well-run courses which have had follow-up meetings and the variety of material which we've actually been given, resources, we've been able to bring back to the class-room and try out for ourselves.

#### Career plans.

Roger had started teaching with the intention of becoming a headteacher and later moving into the Advisory service. He was given an



incentive allowance after two years to develop P.E. but the school policy was that allowances were only given for a year. During the third year Roger consulted the headteacher and also an L.E.A. Adviser about future career plans, but they were unable to suggest a positive course of action:

Basically they agreed with me that there was very little way of moving at the moment.

The fact that his wife, working in another profession, had received more promotion since graduating than he had, earned more than he did and had better prospects for further promotion were factors which concerned them as a couple when they thought about their future plans for starting a family.

By the end of the fourth year Roger seemed reconciled to applying for a sideways move to gain greater experience.

#### Conclusion.

Roger's concern in the first few weeks of his first year of teaching was to set the parameters of behaviour for his class because he saw this as a vital first step in establishing himself within the school as a teacher. He also saw his position in relation to parents as dependent on being authoritative and 'firm'. His concern with control was reiterated in his third year of teaching, showing that in a new situation 'survival concerns' (Fuller, 1969) may reappear even in a more experienced teacher.

Roger's concerns ranged across the categories suggested by Fuller and Bown (1975) throughout the four years, indicating that concerns are concurrent rather than sequential. An example of this is that Roger

showed both teacher situation concerns and pupil concerns (Fuller and Bown, 1975) in the first year of teaching in his comments about lack of resources (e.g. reading books) and the children's progress:

I want the children to be confident in working in tens and units addition and subtraction.

In the third and fourth years of teaching 'self concerns' seemed to dominate, with the intrinsic rewards of teaching being over-shadowed by frustrated career plans, a lack of extrinsic rewards and a desire for change, providing evidence of a 'critical phase' (Sikes et al., 1985).

Roger was very conscious of the advantage of working in a school where there was a structured support system to encourage collaborative work between staff and his repeated and appreciative references to this may reflect his contrary experience as a fourth year student.

H.M.I. (D.E.S., 1982, para.5.32) reports that a structured programme of support in a school is more helpful for a new teacher than a generally friendly atmosphere and Nias (1989) points out that supportive collegial relationships are not necessarily professionally stimulating. Roger seemed to feel that he had been fortunate in joining a school where the staff were not merely friendly but also helped him to develop as a teacher.

Feiman-Nemser and Floden (1986, p.522) suggest that more research is needed to examine the effects of "norms of collegiality and experimentation" within a school on teacher development and the progression of a new teacher through Fuller's levels of concerns (Fuller, 1969).

Case study 10. - DAWN.

The first year.

"...it's great to know they're my class."

Teaching styles.

Dawn was aware of a marked change in her teaching from when she had been a student on teaching practice. On teaching practice the "glorified topic" had been emphasised whereas now she needed to spend more time on basic skills such as letter sounds and letter blends to develop reading.

Her major preoccupation seemed to be the specific needs of individual children and she was concerned about the children's development in all areas, intellectual, social and emotional, demonstrating a view of the 'whole child' rather than of the 'child as student' (Berlak and Berlak, 1981, p.136). She said of one child:

She needs a lot of security and help to build up her self-confidence.

Dawn's comments sometimes gave the impression that she was reminding herself of learned theory and trying to relate it to practice:

The college course made me aware of the need to give attention to individual differences ...I'm using some behaviour modification for one boy.

Play is also an important method of learning....but it should be constructed learning.

There were also times when it seemed that the theory did not provide the answer:

I think work should be set that enables children to succeed...some children however are just lazy.

### Relationships and control.

Dawn was disappointed in the amount of time and effort which was required to establish general school discipline and this feeling continued throughout the year.

### Time.

Dawn felt that better organisation on her part would enable better coverage of the curriculum.

She also felt that some children were under-achieving because she was not able to spend enough time with them.

### Am I a good teacher ?

Dawn graded herself as a B teacher on a 5-point scale, which suggested considerable confidence and satisfaction in her teaching. She appeared to blame herself if her expected standards were not achieved:

The thing which has disappointed me most is when I've been cross with myself for misjudging a child, expecting him/her to do something beyond his/her capabilities. I've been cross with the child at first and then realised I'm only cross with myself.

The reactions of parents pleased and surprised her when she explained her methods of teaching reading to them:

It felt strange to have their understanding when they're older than me....

but Dawn learned in her second year from the headteacher that one parent had complained about her as a new teacher on the grounds that she did not know how to teach reading.

Collaboration v. isolation.

Dawn discussed her work with the other teachers and said that the staff were very helpful.

She carried out the observation and action research activities suggested in the questionnaire and said that observation from a colleague, the headteacher or an Adviser would be welcomed.

Do I enjoy teaching ?

Dawn seemed very enthusiastic about her role as a class teacher and about her responsibility for music throughout the school but by the end of the first year she was already thinking of a career in teaching beyond the infant classroom.

From new teacher to experienced teacher.

"as you grasp each thing you need something else."

(Dawn moved to another school at the end of the third year of teaching and changed from teaching infants to teaching juniors.)

Teaching style.

Dawn again remarked, as in her first year, on the time needed for teaching basic skills:

I didn't realise how much hum-drum there is in teaching. Everything at college was topic, topic, topic....Now if anything doesn't fit I run a mini-theme.

She saw teaching now in a wider perspective:

I don't think at college we were made to stand back and look at the whole system....the parents and everything that concerns the children, and that's at the centre of it all.

She said that she hoped her teaching had improved although she was not aware of significant changes, but increased experience had put into context some of the theory which she had learned and was now attempting to apply, such as using a variety of teaching approaches and matching the level of work to individual children.

Relationships and control.

Dawn still experienced some doubts about standards of discipline but no longer seemed to give them the same importance:

I have to let them be noisy and I wonder if they're learning but you can't contain their enthusiasm.

She seemed to have accepted some noisy behaviour and adapted her teaching to allow for it:

They're not sitting quietly but I don't mind that as long as they're learning....I try to balance my teaching for that reason.

Dawn appreciated teaching a different age-range as a result of moving to a teaching appointment in another school. She changed from teaching infants to teaching juniors, even though she had no previous experience of teaching juniors, and enjoyed the different relationship which she had been able to develop with older children.

#### Collaboration v. isolation.

Dawn was pleased to be working collaboratively with another teacher with a parallel class:

With a great parallel teacher we are developing team-teaching techniques with our whole year group, for example Science and Maths. workshops.

She stressed the importance for her of working with a supportive staff who were willing to adopt new ideas and was critical of the lack of collegial support within the teaching profession:

The longer I teach, the more I am appreciating staff relationships and how other members of staff react to each other. Some teachers are not professionally supportive towards each other and many are inflexible with the wishes of others.

#### Do I enjoy teaching ?

Dawn's comments suggested that she had changed schools, despite the fact that she had been given an incentive allowance, because she was beginning to feel critical of the situation in which she was working:

What I missed with the Head was a discussion time but sometimes the Head feels threatened by someone coming in. She was a good Head but not involved enough in education.

She quickly established herself professionally at her new school and was given an incentive allowance after one term. What seemed more important to her than the allowance was her involvement in general school affairs

and her ability to influence policy:

I have been able to put into operation some of my own ideas for the school.

She enjoyed teaching older children, although at first she had felt it was something she could not do:

I was very wary about taking the Juniors - I didn't feel I could do it....I have thoroughly enjoyed the challenge of teaching a new age group and working in a much larger school.

Dawn said that she enjoyed being with the children but could see her career taking her out of the classroom:

The children are still great! But I can see myself moving further away from them to help them more.

Although she said she found teaching "very stimulating" she still seemed to feel the need for greater intellectual challenge:

....as you grasp each thing you need something else...

In the fifth year of teaching Dawn began studying for an M.Ed. degree. She was planning to remain at the same school until the degree course was completed, although she was getting married and moving away from the area and this would involve her in considerable extra travelling.

### Conclusion.

Dawn seemed to find greater satisfaction in teaching older juniors than she had in teaching infants. This could have been the result of responding to a fresh challenge as all her student experience had been with infants, but it is worth noting that the class teacher on Dawn's third year teaching practice had suggested that:

...she could find working with older children more responsive to her particular teaching abilities.



Although critical of the emphasis given to topic work in her college course, Dawn repeatedly referred to theory which she had learned during her training and said that:

T.P.s were the most useful part of the college course, supported and extended by the theory in college.

This confirms the impression given by her comments throughout the four years that she was continually searching for a rationale for her teaching strategies and for means of applying learned theory.

Her concerns as a new teacher were immediately focused on children's individual needs and the child's intellectual, social and emotional development. She was also concerned to set standards of work and behaviour. These concerns were maintained and were reaffirmed when she changed schools, although with older children and with greater experience she seemed more able to rationalise her expectations with what she could achieve. This does not support Fuller's (1969) sequential conceptualisation of concerns but suggests that Dawn experienced survival, situational and pupil concerns (Fuller and Bown, 1975) concurrently. With a different age-range in a new school 'survival concerns' reappeared, but as a more experienced teacher Dawn seemed less anxious about them and adapted her teaching to resolve them.

After two years in her first teaching appointment Dawn was already looking for a new stimulus and this search continued after moving to another school and age-range. Being able to influence school policy at her new school appeared more important for Dawn than receiving an incentive allowance. She seemed to find temporary satisfaction in meeting a new challenge but soon looked for further opportunities.

CHAPTER 10.

An analytic survey

of

the case studies.

## Chapter 10 - the analytic survey.

The aims of each case study are to "capture the frame of reference and definition of the situation" of the subject and "elucidate those factors peculiar to the case that may allow greater understanding of causality" (McClintock et al., 1983, p.150). As a result, each case study reflects an individual response to a unique situation, but by an analytic survey of the case studies it is possible to examine common themes as a basis for "generalisations across cases" (Stenhouse, 1978, p.37).

Major themes emerged which pointed to some common perceptions and experiences amongst new teachers and which have significant implications for teacher training and in-service development.

These themes have been identified as:

1. the ideal and the reality;
2. organisational climate;
3. teacher development;
4. teaching as a career;
5. teaching practice and the training course.

The identification of themes gives some structure to analysis and discussion but, as in the use of dilemma language (Berlak and Berlak, 1981), over-simplification by rigorous classification is avoided and interdependence recognised.

The ideal and the reality.

The 'ideal' perceived by the new teachers is defined here as the practical application of a theoretical and ideological stance, acquired or reinforced in training, and embodying "culturally reinforced beliefs and expectations" (Pollard, 1988, p.55).

Other themes referred to in the analytic survey were often related to or derived from reconciliation of the 'ideal' with reality.

A preliminary analysis of interview transcripts from new teachers in the first year of teaching suggested that the dominant issue for some new teachers was the confrontation of two cultures with divergent expectations, those of training institution and school, but on further analysis it became apparent that in some cases previously 'espoused theory' was being questioned by the new teachers themselves as they searched for a practical 'theory-in-use' (Argyris and Schon, 1974).

Examples of the incidence of an ideology and the incipient doubt about its practical application are seen in the teachers' references to 'play' in the first year of teaching:

Samantha: I've read a couple of books which I found useful, one about children's drawings and one about play...the one about play was helpful. I worry slightly about saying "play in the sand". I know to add more things and vary the activities, but seeing it written down is reassuring.

Sophie: All the theory about play is very idealistic. There isn't time to talk to the children when they're playing in the sand.

('Ideology' is used here to denote a set of beliefs related to aims and methods of teaching and not in the political context defined by Berlak and Berlak, 1981, p.121.)

The responsibility of a class teacher for children's progress, the need to cover all the areas of the curriculum and to work through published schemes, did not seem to have been fully appreciated as a student and was contrasted with the expectations of student teaching practice. An example of this is seen in Dinah's surprise at how much time was needed to teach children basic skills and to complete work from published schemes:

Dinah: The main differences with final teaching practice are that this year I have had long-term progression in terms of basic skills, etc., to think of. I have had to use schemes for Maths. and Language and so I have less time for 'extras'. I've needed to pace myself more realistically.

Rachel would have preferred to do more practical work in Maths., and continue with the teaching methods she had used as a student and for which she had been commended in her teaching practice report, but said:

Rachel: ...the school works through the scheme...so it's important to keep your class up with it.

'Keeping your class up' to the standard expected within the school was not the only reason for reviewing the 'ideal'. As a new appointment to a staff of long-serving teachers Laura found that her 'ideal' was questioned by colleagues:

Laura: It's hard not to give in and do what everyone else is doing when they say, "Why are you bothering to do that?" My teacher-tutor tries to influence me in old ways. It's hard to believe you're right and keep to your ideal of how you think it should be done.

The choice of pursuit or rejection of the 'ideal' was affected by consideration of a variety of environmental and personal factors, as suggested by Lacey (1977) and Nias (1989): the headteacher's expectations, school policy, and the attitudes of teachers and parents.

Some new teachers, particularly of the youngest children, found that parents were mistrustful of methods introduced by young teachers:

Laura: They don't like having a young teacher for children, especially for reception....they think if you've been teaching for a long time you must have got it right.

Sophie: Relationships with parents are hard in the first year as well. They know you're new and you haven't got children of your own. It's quite hard to stand up to them and show them that you do know what you're talking about.

Another important influence in the choice between rejection or pursuit of the 'ideal' was the teacher's length of experience as a class teacher. In the first few weeks of teaching there were indications that establishing control and assessing the children's ability were taken into account when deciding on teaching methods. For example, even though Rachel said she did not have problems with discipline, her organisation of some lessons was determined by control strategies:

Rachel: I like class lessons for some kinds of Art, such as clay, because the control needs to be there.

There was evidence to suggest that as teachers became more experienced they became more confident and more experimental in approach, rather than, as Schwanke (1981) reported, more conservative and conforming. Roger's comments illustrate the influence of early concerns on his teaching style and the effect of longer experience:

Roger: (after four weeks)  
I wanted to concentrate on what I know. When I know the class I'll try out more investigative lessons. I wanted to state my discipline on the class first so that they know where they are.

(after three years)  
I feel a lot more confident in all areas of teaching than when I left college. I've been able to try out a variety of my own ideas that I didn't have time to try in college.

Schwanke (ibid.) also suggested that teachers reject idealism with educational theories but again this did not appear to be the case in this study. The teachers showed awareness of the need to meet the standards for children's work set within the school but responses indicated that with time and experience the teachers adapted their methods and their ideology to satisfy the demands of the classroom reality without relinquishing pursuit of the 'ideal'.

Even Rachel and Sylvie, who appeared to experience some degree of 'internalised adjustment' or 'strategic compliance' (Lacey, 1977; Zeichner, Tabachnick and Densmore, 1987) during the first year of teaching, gave evidence later of continued adherence to their ideology. Rachel, who in the first year said that she had to teach Maths. from a published scheme although she preferred a topic-based approach, retained her belief in the value of topic work and Sylvie moved to another school with a more compatible ideology.

There was evidence to suggest that more experience resulted in more confidence in the 'ideal' but that redefinition of the 'ideal' occurred and, as Hammersley (1980, pp.323-40) described, a reshaping of ideology in the light of new experiences. This transition from initial disillusionment with the 'ideal' to redefinition and gradual reaffirmation of the 'ideal' can be traced in Sylvie's comments during the first four years of teaching:

Sylvie: (after four weeks of teaching)  
The reality is having to accept that you can't maintain the ideal.

(after ten months)  
You have to balance the curriculum over the whole year and fit in with school policy although you disagree - especially in your probationary year.....

Sylvie: (after three years)

I'm much more resilient, much more realistic.....  
perhaps my expectations are a little lower than when  
I first came out of college - not of individual children  
but overall...What you do is probably as good as on  
teaching practice, but you just alter the pace....  
it's a slower pace....

Although it is possible to infer a lowering of standards from the 'lowering of expectations' it is evident that for Sylvie the 'ideal' conceived in training was still, after three years, the standard by which she evaluated her teaching.

Zeichner et al. (1987, p.51), in their study of four elementary school teachers in the first year of teaching, reported that two of the four teachers "clung to their entering perspectives under strong pressures to change" but categorised only one as having achieved 'successful redefinition' of 'entering perspectives'. Their study was confined to the first year of teaching and the findings in this study confirm that first year teachers have difficulty in reconciling the 'ideal' with the reality. Nevertheless, Zeichner et al. (ibid.) concluded from this that some teachers in the first year of teaching, in certain conditions, "can have a creative impact on their workplace and survive". They report that the 'successful' teacher continued in her preferred style of teaching despite initial opposition from parents and some colleagues and that the children in her class achieved the highest scores in the school district at the end of the year.

It is not possible in this study to determine from the data whether or not any of the teachers had a 'creative impact' on the school in terms of results, as described by Zeichner et al. (ibid.), but all 'survived' and completed their first year to the standard required by the Local Education Authority and the headteacher for qualified teacher



status. They appeared to continue in pursuit of the 'ideal' throughout the four years of the study but the degree of adjustment and the time when it occurred varied with individuals. Changing environmental circumstances could have been a contributory factor, as when new staff appointments were made at Laura's school and she lost the feeling of ideological isolation which she had experienced in the first year.

Eight of the teachers, Rachel, Dinah, Sophie, Noreen, Samantha, Lizzie, Roger and Dawn, joined schools where adjustment was concerned with meeting standards and the 'reality' of teaching 'basics'. Examples of this are that Dawn remarked on the amount of time needed for "teaching letter sounds and letter blends", Dinah commented on the need to give attention to "long-term progression in basic skills" with "less time for extras" and Sophie confessed after teaching for three years that she had been uncertain at the end of the first year whether the children she had taught had reached the required standard:

Sophie: You just don't know at the time.

Adjustment for these teachers did not involve a conflict of ideology in the way that Zeichner et al. (ibid.) describe but a 'redefining' in practical implementation. For example, although in the first year Dinah drew attention to the need for spending time on "long-term progression in basic skills", when asked at the end of four years to comment on any changes in her teaching she said:

Dinah: My basic philosophies are unchanged - group teaching, child-centred, practical and meaningful etc. Relationships are still top priority and confidence and attitudes more worth striving for in the long term than skills and concepts.

Rachel showed how this adjustment could lead to a further dilemma in reconciling the need to meet new standards and demands on time with achieving the 'ideal':

Rachel: My biggest concern is how to fit everything in and do it well.

These teachers reviewed their 'ideal', taking account of constraints such as standards to be reached, time allocation, children's varying ability levels and their own teaching skills. At the end of the first term's teaching Lizzie expressed her concern about this:

Lizzie: I still don't balance everything as I would like to do .....I'd like to have more idea where the children should really be going and what the progression should be.

Two other teachers, Sylvie and Dinah, both appointed to the same school, encountered apathy rather than opposition from their colleagues but Laura met an actively critical attitude. The problem for these three teachers was the reappraisal of the 'ideal' within the constraints experienced by the others but without a compatible school ideology or policy.

Teachers continued to evaluate their teaching after the first year but became less concerned with finding a generalised 'ideal' and more concerned with finding teaching strategies which were 'right' for them. This resulted in a reaffirmation of the 'ideal' in its redefined form. Noreen said after three years of teaching:

Noreen: I haven't changed my approach a great deal during the three years. I've got more confidence that my methods are what suits me.

Looking back on her first year of teaching, Dinah said:

Dinah: I was very concerned then to get everything "right". I still am now, but I think I accept now that there isn't a right or wrong and I'm more prepared to do my own thing with confidence.

Dawn moved to teach in a different area and a different age-group but said of her teaching methods after four years:

Dawn: Hopefully these have developed with experience but I am not consciously aware of significant changes.

Laura, whose teaching methods had been challenged in her first year by more experienced teachers, said after three years of teaching:

Laura: My teaching methods have remained the same since T.P.days. I still work an integrated day and organise my class in groups. I have every confidence in this method - it has worked well for me.

It seemed that changing circumstances did little to affect teaching styles.

#### The ideal and the reality - a conclusion.

To summarise, in the first few months of teaching the reality of the classroom caused some teachers to question their ability to achieve the 'ideal' they had conceived in training and, as a result, the validity of their ideology in practice. With longer experience in the classroom the ideology was redefined and reaffirmed and the 'ideal' was retained as a standard at which to aim.

These findings support Zeichner and Tabachnick's (1985, p.19) claim, based on data from their two year study:

that a loss of idealism is not an inevitable result of induction into teaching and that the efforts of formal teacher preparation programs are not necessarily in vain.

#### Organisational climate.

The concept of organisational climate (Zak, 1981; Kremer-Hayon, 1987), provides a helpful basis for examination of possible effects of environmental factors on the teachers in relation to the reconciliation of the 'ideal' with the reality.

Kremer-Hayon (1987, p.27), in a study of beginning teachers' perceptions of teaching difficulties, defines 'climate' as "the internal environment and teachers' attributions to that environment", relating the concept directly to teacher perceptions. This definition is adopted here. The 'dimensions' of 'climate' proposed by Kremer-Hayon (ibid., pp.27-28), based on Zak's (1981) research (leadership styles, supervisor's role, school services, innovation adaptation, teaching load, teacher relationship, autonomy, prestige), were considered but broader categories relating to the changing educational context as it was described at the beginning of the study are used here:

1. induction;
2. teacher socialisation;
3. accountability and appraisal.

#### 1. Induction.

Although the Local Education Authority allocated non-contact time to beginning teachers in their first year of teaching not all teachers were given it. Sophie used it for visiting other schools and after a visit to a reception class, the age-group she was teaching, she said:

Sophie: It was the first time I'd seen a reception class.  
I really needed that non-contact time for a breather.  
I have twice as much patience when I come back in the afternoon.

On the other hand, Dinah, who had no non-contact time, said:

Dinah: My overwhelming impression is that I need more time.  
I haven't any non-contact time because of difficulties with getting a supply teacher, but a few minutes away from the class would be of help .....

Arrangements for participation in the induction programme, which included Adviser's visits, meetings and visits to other schools, varied

individually, as did the new teacher's perception of its value. Laura, teaching with many older, more experienced colleagues, said:

Laura: The Adviser's visit to school gave me an opportunity to discuss problems and it was lovely to chat to teachers in similar situations to myself at the Teachers' Centre meetings.

It seemed that the new teachers found the induction programme supportive for the contacts it provided with teachers and L.E.A. Advisers but the importance attached to this varied with the amount of in-school support received.

## 2. Teacher socialisation.

There is conflicting research about the influence of headteachers and experienced colleagues in the socialisation of teachers (Zeichner and Tabachnick, 1985; Feiman-Nemser and Floden, 1986). This aspect is considered here in relation to positive or negative in-school support for beginning teachers. The perceptions of the teachers in this study about the amount of in-school support available to them varied individually. One teacher, Laura, was conscious of pressure from colleagues to conform to general practice in the school. On the other hand, Sylvie, although she said that as a beginning teacher she was expected to fit in with school policy, after ten months of teaching did not seem to know what the school policy was on a number of issues:

Sylvie: I'm a bit concerned about how much time should go on the different subjects and what to teach, and how to give a balanced curriculum. I'd have liked to talk to the Head and my teacher-tutor about it. There isn't an over-all school policy, so it's difficult... There doesn't seem to be a school policy in Science and R.E.....  
I would have liked more consultation and discussion with staff .... I haven't had help from anyone at the school or from the L.E.A.

This contrasted with Roger's experience, who after only four weeks of teaching felt confident in his relationships with his colleagues:

Roger: You don't have to be wary of any member of staff....  
the other staff have been helpful.

After teaching for three years Roger said:

Roger: It's a school policy that as a staff we help each other.

Roger also commented enthusiastically on the L.E.A. courses he had attended and the help he had received from L.E.A. Advisory teachers which suggests that some teachers may have a more positive approach than others in seeking help and accepting it. This hypothesis is given additional support by the difference between Dinah's and Sylvie's perceptions of in-school help at the same school. Kremer-Hayon (1987) suggests that locus of control (Rotter, 1966) may be a factor for beginning teachers in their perceptions of difficulties and this could be relevant in an examination of teachers' attitudes to support but this would require further research. Another possible interpretation is that a school policy which fosters collaboration, as Roger's did, encourages teachers to adopt an open approach to support from outside the school as well as from within it.

### 3. Accountability and appraisal.

Accountability appeared to be a major factor in the reconciliation of the 'ideal' with the reality, as described earlier. The teachers were aware of their responsibilities and were anxious that the children should reach the standard required by the school and by parents. They were also concerned to meet the required standard in their own teaching performance, both to achieve qualified status and to fulfil their responsibilities to children and parents. In the first year they were anxious to have reassurance about this and the headteacher was seen as the person to give it:

Sylvie: I can't really tell how I'm doing; I'd like some feed-back but not of the supervisor-role type. Perhaps if the Head came in to comment occasionally.

Sophie: I asked the Head if I was coping in the end. I just wanted to be reassured.

Rachel: I can go to the Head if a problem arises and discuss it with him. I prefer that. Ultimately it has to be the Head.

Appraisal was seen as necessary and desirable although in the first year this was sometimes tempered by apprehension about the link between formal appraisal and final qualification:

Lizzie: I think there is a role for an Adviser not associated with the school or appraisal. If you don't feel they are out to assess you you can be more open with them.

All the teachers would have liked more observation and discussion of their teaching. For example, after three months Sophie said:

Sophie: I hope I'm improving, but I don't know. I worry about whether I'm doing things right, because there's no-one checking up on you.

After ten months Sophie still felt in need of reassurance and constructive comment, despite the fact that "in theory" she had lunch with her teacher-tutor once a week to discuss her teaching:

Sophie: There was very little benefit from the Adviser's visit to school, some encouragement in that I was doing O.K., but as there were no specific comments this is very limited. I feel there has been very little evaluation from anyone at all. My teaching has only been observed for two short periods. It would be very helpful to me to have an Adviser not associated with the school or with appraisal.

#### Organisational climate - a conclusion.

Although teachers' perceptions of the induction programme, in-school relationships and arrangements for appraisal suggest that many improvements could be made in these areas, these factors did not appear to have an enduring influence on the teachers' perspectives about how they should teach.

The most important factor appeared to be awareness of accountability and the standards set within the school. This influenced the new teacher's allocation of time to the teaching and practice of basic skills, in what Dawn described as:

Dawn: .....the 'humdrum' everyday normal life of a classroom, where aspects of the curriculum have to be dealt with on a fairly regular and frequent basis.

This in some measure supports the findings of Kremer-Hayon (1987, p.31) who, contrary to Lortie (1975) and Zak (1981), reported that the only significant correlation between organisational climate and difficulties of beginning teachers was in relation to class discipline and that no significant correlations were found between organisational climate and difficulties related to planning, implementation and instruction.

#### Teacher development.

Fuller's (1969) conceptualisation of teacher development was considered in analysis of the data but although there was evidence of the teacher 'concerns' identified by Fuller the developmental structure suggested was not uniformly apparent. Teachers moved quickly from 'survival concerns' to 'pupil concerns' within the first few weeks of teaching but 'survival concerns' reappeared in new situations. An example of this is that Roger's 'concern' to establish control was expressed at the beginning of his first year of teaching and again at the beginning of the fourth year when teaching a new class. This suggests that even experienced teachers may have temporary 'survival concerns' when meeting a new class for the first time, supporting the view of Gliessman et al. (1988) that it is the 'newness' of a situation,



rather than its complexity, which causes problems in transfer of acquired skills.

A search was made for evidence of any changes in the way the teachers thought about the processes of teaching. This is discussed in relation to:

1. reflection;
2. evaluation;
3. learning from experience.

#### 1. Reflection.

Certain elements are commonly accepted as intrinsic to reflection about teaching (Argyris and Schon, 1974; Goldhammer et al., 1980; Berlak and Berlak, 1981; Handal and Lauvas, 1987; Pollard and Tann, 1987; Winter, 1987; Bolin, 1988) and are expressed here as:

awareness of dilemmas,  
awareness of alternative strategies,  
awareness of the need for collaborative enquiry.

Awareness of dilemmas and of alternative strategies were evident in the questioning and evaluating of previously held assumptions and present practice by new teachers in their reappraisal of the 'ideal' during the first year of teaching.

Reflection sometimes led to rejection of past experience but not always. Dinah was unable to organise her teaching as she wanted to do but was aware of this as a dilemma, retained her 'ideal' and was working towards it:

Dinah: In Science again it's group contact time that's needed but I haven't got a totally integrated system going yet, so we've done class science - not ideal.

Noreen, on the other hand, reappraising the methods of Maths. teaching which her school practice report said she had used very successfully,

preferred the methods which she found being used in her school, indicating an ability to select critically from the ideology she had acquired in training:

Noreen: I like the structure of a scheme. I don't like doing topic Maths. as we did on teaching practice. It's difficult to find a suitable level for all children with a topic.

The repeated references by the teachers in the first year to the need for 'another opinion' is an indication of the third element of reflection, as defined here, awareness of the need for collaborative enquiry or 'group reflection' (Wildman and Niles, 1987, p.29; Elbaz, 1988, p.180). This suggests that new teachers in the first year of teaching adopt a critically reflective approach to development of their teaching strategies and provides further evidence that they are not preoccupied with 'survival concerns' (Fuller, 1969; Kremer-Hayon, 1987). In the first year of teaching only three of the teachers, Sophie, Noreen and Roger, commented positively on the in-school support they received, but this changed during the course of the four years. By the end of the study a majority of the teachers seemed to feel that they were working in a supportive atmosphere and although one of the teachers, Dawn, commented adversely about teacher relationships she qualified this in relation to her own school by talking about the collaborative work she was doing with a colleague:

Dawn: With a great parallel teacher we are developing team teaching techniques...[it] has really helped my drama teaching and knowledge of sport which are some of her strengths. It has given me more confidence in those areas of the curriculum.

Kilgore et al. (1990) reported that more mature reflection about teaching problems occurred in new teachers who were encouraged to participate in decision-making with supportive colleagues and some

teachers welcomed the introduction of the National Curriculum for the opportunities for collaborative work which it presented. Rachel and Sylvie, who had not previously worked collaboratively with other teachers, both commented favourably on this:

Rachel: I worked alongside another Y6 teacher and it worked brilliantly - we both shared ideas, worksheets and helped each other a great deal. It was a partnership and both of us would accept that this is one of the ways to make the National Curriculum work.

Sylvie: Joint planning means we have drawn on all our expertise which must be a good thing.

All the teachers expressed their awareness of the value of more discussion with colleagues about teaching and of the benefits of in-service courses offering opportunities for this were mentioned by three of the teachers, Samantha, Lizzie and Roger.

## 2. Evaluation.

Only three of the teachers responded with detailed comments and plans when they were asked in the first year of teaching to carry out an observation of the children in their class and to evaluate an aspect of their teaching. Their comments indicated that the advice of another teacher would have been seen as helpful and Sophie's response illustrates the hesitancy which the teachers seemed to feel about their ability to undertake this form of self-evaluation:

Sophie: I think it's reasonable to be asked to evaluate my own work with an action research programme.....I'd like the opinion of the teacher-tutor and a college tutor in evaluating the change.

Some evaluation of teaching appeared to become more focused with more experience, for example Roger's method of evaluation at the end of the

third year, but this was exceptional rather than typical:

Roger: I don't write evaluations of myself but I do write an evaluation of each topic and the Head looks at that. I evaluate the topic by looking at the ways in which the children are motivated by it, how the materials were used, what other materials I could have used, how I might have improved certain areas based on the children's responses, the level of work achieved, the amount of work displayed, the children's interest, how it's covered the aims and objectives I set at the beginning of term in different areas of the curriculum. I cross-reference with other topics to check that there's been an improvement in levels of attainment.

Biott (1983) and Calderhead (1987a) point out the difficulty for students of evaluating their teaching and although there is some indication in this study that evaluation becomes more objective and pupil-oriented as the teacher gains experience there was little evidence of critical analysis. In responding to the final questionnaire sent with the life history two teachers said they 'knew what they wanted to say but not how to say it' and Brown et al. (1988, p.14) express their disappointment in failing in their attempts to "get teachers to tell us something of their mental processes as they make their mental judgements about classroom situations and pupils". The difficulties which many teachers appear to experience in articulating their knowledge (Argyris and Schon, 1974; Erickson, 1986) may contribute to lack of rigour in self-evaluation.

### 3. Learning from experience.

Teachers were very aware of their increasing experience and of the 'craft-knowledge' (Zeichner, Tabachnick and Densmore, 1987) or 'knowledge base' (Wilson et al., 1987) they were acquiring. Samantha, after teaching a reception class for two years, an age-range with which

she had no previous experience, said:

Samantha: A lot of things I'm beginning to do automatically. I'll think "Get the jig-saws out"...I just know it's about time, rather than a conscious thought about hand and eye co-ordination.....It just flows.

Sophie explained the increased confidence this gave:

Sophie: You get a lot of encouragement from seeing how [the children] cope and feeling you had something to do with it. Knowing where they should be at the end of the year - you can only get that over time. At first you don't know whether you're going in the right direction or not.

Lizzie indicated that a new experience such as a change of age-group involved some adjustment but that the learning process was developmental and previous experience could now be applied to a new situation:

Lizzie: I had the same age-group in the second year. It meant I could plan for the whole week at the weekend. Now I'm back to trial and error again, because it's reception, but it's not as bad as the first year.....in the first year I had to plan every night like on T.P.

After two years Lizzie was also able to reflect on the difficulties she had experienced in the first year with a noisy class and conceptualise them in what was for her a new way:

Lizzie: I see class control, classroom organisation and class organisation - all these three - are linked now. Because my organisation wasn't as good, control seemed more of a problem.

After three years Lizzie reviewed her development as a teacher:

Lizzie: So, in some ways, I've probably gained more confidence over three years, but in other ways when I first came out of college I thought I was going to be good. But when you think about it, once you're into it, you're not as good as you thought you were going to be and there are an awful lot more people out there who are a lot better.

It seemed that more experience gave a new perspective on previous experience and for evaluation of teaching. This exemplifies

Calderhead's (1988a, p.11) view that:

Reflection, in the general sense of of an appraisal of one's own work, may require not only the possession of certain knowledge, critical skills and a way of conceptualising one's own learning as a reflective process, but also a basic practical competence together with some degree of self-confidence.

Teacher development - a conclusion.

The developmental sequence of concerns suggested by Fuller (1969) is not entirely supported by the evidence in this study which suggests a more complex structure of concurrent concerns.

The interdependence of the three elements of teacher development discussed here, reflection, evaluation and learning from experience, is expressed by Wilson et al. (1987, p.120) who define evaluation as a process of reflection and reflection as the process of learning from experience. Analysis of the data suggested that as teachers gain experience they become more able to reflect, more able to evaluate their teaching and more able to learn from their experience. Criteria for evaluation of teaching changed with increasing experience and appeared to be based on accountability and achievement of standards set within the school but an ideal was retained.

Berliner (1987) qualifies Kolodner's (1983, p.498) view that "knowledge is built up incrementally on the basis of experience", by arguing that "reflected-on experience is, perhaps, the best teacher only for those with very little experience" (Berliner, *ibid.*, p.61) who have incomplete schemata but can apply metacognitive skills to learn from their experience. Calderhead (1988a) also stresses the importance for teachers of metacognitive skills in learning about teaching.

The evidence from the case studies indicates that the perception of some new teachers was that they learned rapidly from experience,

suggesting a parallel development of metacognitive skills, and in learning 'discovered' a theory-practice relationship.

### Teaching as a career.

Teaching as a career is discussed in relation to:

1. commitment;
2. career planning.

#### 1. Commitment.

The concept of commitment in teaching has been explored in other research (Lortie, 1975; Lacey, 1977; Nias, 1989). In this context commitment is used to imply 'involvement' (Lortie, 1975, p.189), the meaning which Nias (1989, p.30) claims is attributed to it by the majority of teachers.

Commitment to teaching seemed to create problems for some of the new teachers as they tried to achieve a balance between a personal and a professional life. Samantha and Rachel expressed their concerns:

Samantha: The one thing I wish is that I could go home at the end of the day, because it's usually about 5 o'clock when I leave, and that would be it, and I didn't have to think about it until next morning, but it never is.....  
I just wish you could STOP.

Rachel: The days extend further and further into the evenings. I sometimes feel tempted to limit the amount of school work I do at home but I can't, because then I worry that the preparation isn't up to standard. ....  
If I had children I wouldn't be able to give enough time for the job. Supply work sometimes seems attractive because there must be a limited responsibility. I feel I have less and less time for myself - I want to do my job properly but I want time to myself as well.

It seems possible that new teachers had expected the demands to decrease once the first year of teaching was completed because it was only in the

second year that teachers began to show concern about the degree of commitment that was required.

## 2. Career planning.

Evidence was seen of the 'intrinsic critical phases', which Measor (1985) found occurred after eighteen months and three years of teaching, but they did not appear to be precipitated by 'critical incidents' (Measor, *ibid.*, Sikes et al., 1985). They seemed to develop as part of a career or life strategy or as a response to unsatisfactory or unsatisfying conditions. At the end of the four years of the study eight of the teachers had remained in full-time teaching. Two of the teachers had left teaching to have children and then returned to teaching, one full-time and one part-time. Four teachers, two of whom were studying for higher degrees, had moved to other schools, two had been applying for other teaching posts since the second year of teaching and two were beginning to make applications for other teaching posts. Examples of the teachers' comments indicate a view of teaching as a career and a search for career advancement and fulfilment:

(after 2 years)

Lizzie: We need more courses for newly-qualified teachers; the induction programme comes to an end and then you're left .....I was missing studying last year....

(after 3 years)

Samantha: I'm beginning to feel I know it now - I know the job... I'm getting bored....I did try to get another job...it's hard because I want a sideways move and the Head wants me to have an upward move...I don't think I can cope with that yet...

Sylvie, a mature student, began studying for a higher degree at the end of the second year of teaching and moved to another teaching post at



the end of the third year. After three years she said:

Sylvie: Next year I'm changing jobs....I'm looking forward to that after three years here. I feel that as a mature student I needed to move on fairly quickly if I was going to get any promotion so I actually started applying last year.

During the fifth year of teaching she moved to a deputy headship.

Dawn, after three years teaching infants, moved to a teaching post in another area to teach juniors. After four years she said:

Dawn: I miss having an academic challenge. I think as you grasp each thing you need something else. Teaching's very stimulating but as I grasp teaching.....

At the end of the fourth year she registered for a higher degree.

Nias (1989, p.97) reported that one in five of the teachers she interviewed had not found teaching sufficiently stimulating intellectually which suggests that this experience is not uncommon.

Both Sylvie and Dawn indicated that they were already looking ahead to further promotion and what this might involve:

Sylvie: I want to stay in the classroom so a deputy headship is the limit of my ambition for now, although in another 4 or 5 years I'd love to go into teacher training.

Dawn discussed her career with the headteacher after six weeks in a new post in her fourth year of teaching and said:

Dawn: I didn't go into teaching to be an administrator but the Head says I should go right through from deputy head to head. But then you're not in the classroom and I like the involvement with the children and seeing their progress through the year - I get a real 'buzz' from that. As long as I've got a class I wouldn't mind being a deputy head.

At the same time Dawn was aware that personal circumstances might cause her to change her plans:

Dawn: I'd like to have a family at some point and I'd give up teaching for that. I think it's important to do one thing or the other well.

In the meantime, although she was getting married and moving away, she intended to continue teaching at the same school and studying, although this would add considerably to her daily travelling.

Lizzie showed how her personal life had already affected her career.

After two years she said:

Lizzie: I might have thought towards doing an M.Ed., or becoming an Advisory teacher....but now I'm married I haven't the same control over my career.

Samantha also found that being married restricted her job applications because she wanted a new teaching post within a reasonable travelling distance of her new home.

Roger's personal circumstances were also influencing his career plans. In the first year of teaching he said:

Roger: I look forward to coming in the mornings.....  
There's nothing has disappointed me...

yet after three years he was considering the possibility of changing to another career. His enthusiasm for teaching seemed undiminished. He had attended several in-service courses and had been given an incentive allowance for a year but his confidence in the career opportunities teaching could offer was wavering:

Roger: I'd like to go on to an area of further responsibility now that I've been here three years.....When I started teaching my aim was eventually to become head of my own school and then maybe move into the Advisory team....I've spoken to the head about it and the Adviser.....they agreed there's very little way of moving at the moment.....My wife has a higher salary, a subsidised mortgage and better career prospects. If we have a family....we'd have to consider seriously who stayed at home to look after the baby. I don't want to give up teaching because I enjoy it but I might have to think of the possibility.

### Teaching as a career - a conclusion.

The degree of commitment to teaching is difficult to determine, as Hanson and Herrington (1976) recorded. There appear to be two categories of commitment - immediate commitment to the 'in-post' responsibilities and long-term commitment to teaching as a career. Whilst immediate 'in-post' commitment was apparent in all the teachers long-term commitment to teaching as a career seemed dependent on success and personal circumstances. Marriage introduced another factor but did not preclude career ambitions.

Sikes et al. (1985, p.227) reported a transition to career planning at the age of thirty, after a long period of induction where the school was 'a central focus' of social and working life, but evidence from these case studies suggests, on the contrary, that new teachers want time for a social life separated from school and that some teachers look for a renewal of intellectual stimulus, further professional development, and career challenge within a few years of starting teaching. 'Feeling like a teacher' (Nias, 1989, p.191) and, as Samantha described it, 'knowing the job', were quickly followed by appraisal of the next career move.

### Teaching practice and the training course

(In this context 'teaching practice' is a block of six weeks' student teaching experience, with the supervision of a college tutor and a class teacher.)

A major factor in the theme of the ideal and the reality seemed to be the difference between the new teacher's perception of what had been

expected and achievable on teaching practice as a student and what was practicable as a class teacher.

Some new teachers found the pace as a teacher more relaxed:

Noreen: It's different from teaching practice because then you felt you had to be doing what you said you would be doing, because the class teacher and supervisor expected it. You have to look 100% keen every day [on teaching practice] - you have to sell yourself. Now you can sit back and enjoy it. You haven't got to fill the walls in 5 minutes flat.

Lizzie: It's less fatiguing and stressful than T.P....There's a more relaxed atmosphere.

Others felt unprepared for the longer perspective which was needed:

Sophie: It's so different from teaching practice... I don't feel I'm getting on quickly enough.....on T.P. there are goals and you know you can achieve them.

Laura: You can plan ahead for 6 weeks' teaching practice, but now it's day-to-day, on-going, and it never stops.

Rachel: (at the end of the first 6 weeks of teaching)  
I don't feel these six weeks have been as stressful as T.P. but so far it's only the same length of time, and the challenge will be whether I can maintain the standard over a longer period.

As students they had perceived appraisal of teaching as based on wall displays and on topic work but comments by some of the new teachers after four weeks' teaching suggested that their priorities and criteria for teaching had changed:

Lizzie: After 4 weeks on T.P every wall would have been covered. Every thing would have been concentrated on the topic.

Sophie: ...on T.P. I'd have had a display up on the first day .....I suppose I have different priorities now it's my own class.....I haven't even started a topic yet.

Unrealistic expectations about what could be achieved by both self and the children, based on teaching practice experience and criteria, resulted in uncertainty in assessment of children and evaluation of

teaching:

Roger: I expected too much of the children in the first few weeks; maybe I was pushing them too hard. It's difficult to adjust from the concentrated pressure of T.P. where everything has to be done in a short time.

After three years of teaching, one teacher said:

Sylvie: During the first year I tried to keep up the pace [of teaching practice], probably because I was a probationer, which was why I was absolutely exhausted at the end of it, but I realised that I wasn't going to be able to go on like that.

Some new teachers had been shielded on teaching practice from the reality of teaching by their class teachers and found that they were facing some experiences for the first time:

Sophie: I have difficulties with two or three children because of their immaturity. On T.P. the chances are the teacher takes them out.

Laura: On T.P. the organisation is done for you by the class teacher - you just take over the day. Things like lining-up and tidying away are suddenly my responsibility.

Rachel: Teaching practice doesn't give you any experience of the beginning and end of term. When you arrive as a student the class organisation is already in hand and the children are in groups.

In addition some new teachers missed the support they had received from college tutors during teaching practice which suggests a form of 'college dependency':

Sophie: Probationers feel very isolated after having the support of college tutors. No-one fills this gap at the moment.

This impression was reinforced by the number of new teachers who expressed their need in the first year for more appraisal of teaching, indicating their previous reliance on appraisal by college tutors. At the same time one new teacher, Lizzie, said student appraisal should be

more rigorous to provide a more realistic preparation for appraisal by headteachers and Advisers.

The differences between being a class teacher and being a student on teaching practice were summarised by one teacher:

Dawn: The main differences with Year 4 T.P. are -  
seeing the progression in all areas of the curriculum over a year;  
seeing the importance of basic skills which need repetition and practice rather than a glorified topic for 3-6 weeks;  
responsibility as a member of staff;  
being part of a team and not just a hanger-on;  
responsibility for school activities, playground duties, outings involving parents;  
that I have a class of my own and can decide what we do, when and how.  
I am responsible for the atmosphere that exists!

Four of the teachers were given an age-range in their first year of teaching which they had not taught before, which increased their perception of themselves as inadequately prepared:

Samantha: I haven't taught reception before so I'm sticking to the scheme because of lack of confidence.

After teaching for two years some teachers still regarded their student teaching practice as an unsatisfactory preparation for teaching:

Lizzie: By the time you get to the fourth year T.P. should be more realistic - hearing the children read, following schemes, knowing the other pressures - instead of being able to work intensely on a theme.

Dawn: Teaching practice tended to emphasise the glorified topic rather than revealing the humdrum everyday normal life of the classroom where aspects of the curriculum have to be dealt with on a fairly regular and frequent basis, such as teaching letter sounds and blends.

At the same time it seemed that teaching practice provided the standard at which to aim, 'the ideal'. When some new teachers commented in the first year of teaching on the emphasis they had perceived during teaching practice on topic work and displays they questioned the

appropriateness of the ideal to class teaching but Dawn, whilst criticising teaching practice for the "glorified topic", also said:

Dawn: Teaching practice showed me what to expect in standards of work and discipline. Teaching practices were the most useful part of the course, supported and extended by the theory in college.

After teaching for three years Lizzie, who had said teaching practice should be "more realistic", saw it from a different perspective:

Lizzie: Having students in the next room this term inspired me to make an effort to convert my classroom, because they were so full of ideas about their topic. Just having a little bit of fresh blood in the school has an effect. It took me back a bit to when I was a student on teaching practice and the things you can do.

Opinions about the training course also seemed to change during the four years. Although some new teachers were critical in the first few weeks of the preparation they had received for teaching they sometimes commented later on the value of their training course. For example, after teaching four years Laura said that she was giving her college notes to another teacher to 'give her ideas'.

Sylvie, on the other hand, acknowledged the value to her of the college course throughout the four years of teaching. In the first year Sylvie said that she had relied for help "on the college course and what my college tutor said on T.P." because she had not received support from within the school or from the L.E.A. After three years Sylvie spoke even more enthusiastically about her training:

Sylvie: ...I think on the whole we had a really good preparation.

#### Teaching practice and the training course - a conclusion.

The consensus of opinion seemed to be that teaching practice had given a false impression of what teaching would be like. The length of time in school (six weeks) had been too short and consequently long-term

planning had not been experienced. Student perception had been that teaching should be topic-based and the amount of time required for teaching and practice of basic numeracy and literacy skills had not been appreciated. As students the teachers had also failed to recognise the full responsibilities of a class teacher, with accountability to parents and the requirement to meet school standards.

Winitzky and Arends (1991, p.54) claim that "Field experience may be ineffective at best, miseducative at worst" and the evidence of the case studies suggests that this may be true of teaching practice in its present form.

The practical application of some aspects of the training course and of its ideology was also doubted by some new teachers in the first few weeks of teaching but longer experience in the classroom seemed to increase their appreciation of their value. Although Sylvie commented on the "wider perspective" which the "theory" of the college course had given her the ambivalence of the teachers' views was illustrated when she said:

Sylvie: Having said that, nothing...nothing beats actually being in the classroom and having to do it for a year.

#### Summary.

Analysis of the data suggested that the new teachers experienced an initial 'reality shock' ( McArthur, 1980; Power, 1981), caused principally by their perception of the amount of time needed for teaching and practising 'basic skills' of numeracy and literacy. As a result the teachers adapted their teaching strategies to meet the reality of the school and classroom context and in this process the



'ideal' proposed in their training was reviewed and evaluated. The ideology with which the teachers started teaching was re-defined and reaffirmed and the 'ideal' was retained. These findings support the results of Zeichner and Tabachnick's (1985) study which showed persistence of ideology in the first year of teaching.

Most aspects of organisational climate, although perceived as important by the first year teacher, appeared to have no enduring effect on the teacher's ideology. This was also reported by Zeichner and Tabachnick (1985) and Kremer-Hayon (1987). The exception to this was accountability which seemed the most influential factor in review of the 'ideal'.

Teachers moved quickly from 'survival' to 'pupil concerns' (Fuller, 1969) in the first few weeks of teaching but survival concerns reappeared when teachers met new situations. This suggests that Fuller's concept of a developmental progression may be over-simplified.

With experience teachers became more able to reflect, evaluate and learn from their experience. This development in the first few years of teaching in ability to benefit from experience has also been noted by Berliner (1987).

Immediate in-post commitment was evident in all the teachers but long-term career commitment varied individually. Some teachers required intellectual stimulus and career challenge much earlier than was suggested by Sikes et al. (1985) to maintain their commitment.

Although teaching practice was seen as a valuable part of the training course it was also seen by many of the new teachers in the first year of teaching as an unrealistic experience which had not prepared them for the responsibility and accountability of being a class

teacher. This resulted in an initial 'reality shock', but, as noted by Power (1981), one without lasting impact. The same ambivalence was noted in teachers' views of the value of the training course. Teaching practice and the training course seemed to provide the standards for teaching which constituted the 'ideal'. For this reason they created the dilemma of the ideal v. the reality but also were intrinsic to its resolution.

CHAPTER 11.

A discussion of the  
conclusions and implications  
of the research.

## Chapter 11 - Conclusions and implications of the research.

In this final chapter issues arising from the questionnaire survey of 57 probationer teachers (1986-1987) in primary schools and from case studies of 10 B. Ed. primary school teachers during their first four years of teaching (1986-1990) are considered in relation to teacher development and beliefs, the training course and in-service needs.

The limitations of the study are discussed and the implications of the study for pre-service and in-service teacher training and for further research are examined.

### Teacher development and beliefs.

A general agreement amongst the teachers in the case studies that 'teachers learn to teach by teaching' was expressed simply but forcefully by one teacher when she said:

...nothing...nothing beats being in the classroom  
and having to do it for a year

but does this necessarily point to the adoption of an apprenticeship model for training, with a new teacher 'learning by doing' ? In Berliner's (1987) view expertise does not result from accrued experience but from 'reflected-on experience' or from well-developed schemata which allow learning from oral and written sources to enhance the value of experience. The benefits of reflection on teaching (Schon, 1983; Pollard and Tann, 1987; Calderhead, 1988) and of learning from oral sources through collaborative discussion (Wildman and Niles, 1987; Winter, 1987; Elbaz, 1988) have been well argued and are discussed earlier in this thesis (Chapters 1. and 10.). Less attention has been given in research to the value to student teachers of learning from oral

and written sources a 'theory' of teaching, yet it is the contribution of this element in learning to teach which is at the heart of debate on the form of training which will best equip new teachers for the classroom.

Recent research has emphasised the need to consider teaching from a teacher's eye view, examining the teacher's own words in a search for meanings and metaphors which will illuminate the process of learning to teach. A consideration of how practitioners view theory and how it contributes to their learning may help to locate it in an experiential context and this study provides an opportunity for this.

Theory is defined in Chambers' English Dictionary (1988) as "an exposition of the abstract principles of a science or art: speculation as opposed to practice". This definition encapsulates the conflicting views of theory held by the teachers in the case studies (and perhaps by more experienced teachers), where theory is variously seen as principles and beliefs or as irrelevant and 'opposed to practice'. At times, as in the common belief in group-teaching, no distinction was made between 'theory of education', the socio-philosophical basis of education, embracing the purpose of education and influencing teacher attitudes, and 'theory of practice', derived from and recommending effective classroom strategies and concerned with teaching skills, and in neither case was theory well conceptualised.

The general acceptance of a 'child-centred', Plowden (1967) ideology suggested that a theory of education was influential in generating a belief system, determining teacher attitudes and a concept of the 'ideal'. A belief in group-teaching seemed to fall into this category. Although ostensibly a teaching strategy it was seen by the teachers in

the case studies and in the survey as having a social purpose and was associated with both teacher and pupil attitudes. The inherent danger is that once theory attains the hierarchical status of a belief it may be retained unquestioned, even when imperfectly understood.

Some teachers complained that there had been too much 'theory' in the training course and it was not relevant to practice. At the same time their beliefs reflected the influence of theory, an example of the confusion between theory of education and theory of practice and their imperfect conceptualisation. It suggests a view of theory as 'speculation opposed to practice', rather than as 'an exposition of abstract principles' derived from practice and providing a theoretical framework for practice. It is likely that this view limits willingness and ability to apply theory or learn from it.

Some teachers had difficulty in adapting theory of practice to their teaching situation. Others seemed to be searching for a 'theory' that would fit their needs. One teacher 'discovered' theory for herself by drawing principles from her own experience after two or three years of teaching, or perhaps by recall of theory previously 'taught'.

These different reactions may have resulted from poorly-developed metacognitive skills which hindered ability to use knowledge in new situations and learn from experience, as Berliner (ibid.) suggests. Another possibility is that theory of practice, like theory of education, had been only partially understood because it had been 'taught' out of context. As one new teacher said:

'Pre-reading skills' and 'sorting and matching' were just words bandied about at college.....And 'cutting and sticking'....  
'cutting and sticking' what ?

Lack of immediate classroom contact is also likely to reduce motivation, adding to the difficulty of decontextualised skill-acquisition.

Some teachers actively sought a way of transforming experience into a set of principles, or a theory, which would be of use to them in new situations. One teacher expressed this search when she said:

...it seems silly that I have to work everything out from scratch - there must be a body of knowledge that we can benefit from.

Other teachers rejected theory and relied on an intuitive approach. One teacher, describing her feeling of 'knowing the job', said:

it isn't a conscious thought - I just know....

A similar diversity in theory-practice relationships was recorded by Bussis et al. (1976), who concluded that the preoccupation of some teachers was with classroom strategy ('surface structure') rather than with the underlying purpose ('deep structure') of their teaching, but Fullan (1985) points out that Bussis et al. do not go on to consider 'how or whether' theory-practice relationships could be strengthened. In this study an attempt is made to look more closely at the reasons for differences amongst teachers in the theory-practice relationship and to propose, as Fullan does (ibid.) ways of developing that relationship.

The conclusion in this study is not that some teachers were preoccupied with practice to the exclusion of principles but that some 'beliefs' were based on principles which were only partially understood, resulting in uncertainty in implementation. This uncertainty is illustrated by the high priority teachers gave to 'putting the children in groups', and the difficulty they experienced in doing it. They were uncertain whether grouping was for a social or intellectual purpose and consequently unsure whether groups should be formed on the basis of same

ability, mixed ability, attainment or friendship, making a relatively simple organisational task a source of concern.

A significant element in the way teachers learned from and applied theory was their 'theory disposition', that is their attitude towards theory and a theory-practice relationship, and this was a factor in their development as teachers. This 'theory disposition' may have originated from a 'pre-disposition', or natural tendency, to 'learning by doing' or learning from oral and/or written sources but was further influenced by the manner and time of the introduction of theory into the training course. Theory presented to student teachers before an understanding of the context had been gained and sufficient "professional craft knowledge" (Brown et al., 1988) acquired was seen as irrelevant and 'opposed to practice'.

This conclusion has implications for teacher training and should be considered in relation to theories of teaching and learning which have informed teacher education programmes.

Different conceptualisations of teaching and learning have resulted in different models of training and the teacher. A competency-based model, which came to the fore in 1960-70s and was incorporated into some training programmes in the form of micro-teaching, has received renewed attention in recent reviews of teacher training (D.E.S., 1992) as a means of raising standards of teaching and learning in schools. Derived from a behaviourist view of learning, this model depends on analysis of teaching into a series of hierarchical skills (Wragg, 1984) which can be taught and practised. One of the disadvantages to this model is that range and order of skills, and criteria for competency, must be predetermined arbitrarily. Another objection which can be made is that



teaching is more than the sum of its parts (Gitlin, 1981) and involves qualities which cannot be deconstructed. On the other hand, the distrust of theory shown by some of the teachers in the case studies and the lack of competency which they professed in teaching basic skills suggest that more attention to skill-based learning for teachers would be welcomed by them.

Other models of teaching have their antecedents in a more humanistic tradition and their practical implementation is less clearly defined. A view of knowledge as empirical has dominated primary school practice since the Plowden Report (1967) in the form of child-centred, experiential learning (Pollard, 1987) and a cognitivist/developmentalist model of teaching owing much to Dewey (1904, 1933) and Piaget (1926, 1950). There is clear evidence of the influence of this model in the ideologies expressed in the case studies. At the same time, the emphasis on cognitive structure is interpreted by Wilson et al. (1987) as demanding from the teacher knowledge of subject content and ability to conceptualise a clear presentation of content to pupils and by Carlgren and Lindblad (1991) as allied to 'rational decision-making'. In terms of teacher training the importance of the interaction of the intellect with experience is recognised but the difficulty still lies in determining the knowledge base (Desforges and McNamara, 1977, 1979; Brown et al., 1988) and the manner in which a 'mental representation' (Gardner, 1986) is formed.

Feiman-Nemser and Floden (1986), in their discussion of 'teaching cultures', demonstrate the variety of interpretations which can be given to the cognitivist model. They outline three different approaches to in-service work which derive from cognitive/developmental theories, one

which lays emphasis on teachers' own perceptions of their developmental needs according to Fuller's (1969) stages, a second based on cognitive development through ego, moral and conceptual stages defined by Hunt (1974) and Kohlberg (1969) and a third which is intended to 'support teachers in their own directions of growth' (ibid., p.522) and depends largely on teacher motivation. Their discussion illustrates the elusive quality of educational theory and the difficulty which theorists have in agreeing common interpretations of terms.

Elbaz (1983) defined teacher knowledge in terms of practical knowledge, knowledge related to and derived from the practice of teaching, consisting of knowledge of self, teaching situation, content to be taught, curriculum development and teaching strategies. More emphasis has been placed in recent years on the element of 'self' (Lampert, 1984; Nias, 1989) and the 'personal' nature of practical knowledge, suggesting that what a teacher brings to teaching in beliefs and attitudes and concept of 'self-as-teacher' contributes to a teacher's 'personal practical' knowledge base. There was evidence in the case studies to support this view, particularly in relation to the 'theory-disposition' of individual teachers. Knowledge is also 'personal' in that it reflects the teacher's ability to conceptualise theory and articulate it in a specific context.

In attempts to strengthen the theory-practice relationship in new teachers an inquiry-oriented approach (Gitlin and Teitelbaum, 1983) has been stressed in teacher training, with emphasis on the development of a reflective practitioner (Calderhead, 1988), on collaborative analysis of teaching (Smyth, 1986; Handal and Lauvas, 1987) and on action research (Elliott, 1976; Winter, 1987), Evidence from both the survey and the

case studies shows that new teachers find analysis of teaching and a search for alternative strategies difficult in isolation but collaborative analysis depends on articulation of theory-practice relationships and articulation of theory by the teachers in the case studies was hesitant, even in those with a positive theory disposition, providing further evidence of poor conceptualisation.

Recognition of this difficulty, and of the pressure to conform to prevailing practice experienced by some new teachers, led to an emphasis on the 'empowerment' (Smyth, 1984) of students to develop as 'proactive' teachers, able to make "thoughtful decisions about curriculum and instruction" (Goodman, 1987, p.226). One suggested means of achieving this was by clinical supervision, in which teachers were helped to 'problematise' (Smyth, 1986) their teaching and question underlying assumptions. Evidence in the case studies showed that although other teachers' assumptions were challenged the teacher's own assumptions were often retained as unquestioned 'beliefs'. It is interesting to note that one teacher who questioned her own previously held assumptions and showed a distinctly negative theory disposition was described on a formal L.E.A. appraisal after one year's teaching as 'a talented and gifted teacher'. It is possible that a positive theory disposition also carries with it a tendency to accept theory as 'institutional law', but alternatively this may result from the method by which theory is 'taught' and its 'testing' in assignment-writing and examinations.

It has been strongly argued that teachers should be able to respond to children's different learning styles by having a range of teaching styles to give children maximum opportunities for learning (Joyce, 1972; Bennett, 1976), but the differences between student teachers' learning

styles are largely disregarded. The varying theory dispositions of the teachers in the case studies indicate a need for more careful consideration of individual needs amongst teachers themselves.

Housego and Grimmett (1983) argue that education programmes should incorporate both a performance-based and a developmental approach. The evidence in this study provides a strong argument for a broad theoretical perspective in teacher training, with an emphasis on competencies as an adjunct to, but not a replacement for, a reflective and analytical approach to teaching.

#### The ideal and the reality.

The teachers in the case studies found at first that the view of teaching which they had acquired in training did not match the reality of teaching which they encountered in the classroom. Looked at from this perspective the training course appeared to have failed them, yet after four years of teaching they said that their teaching was based on strategies which they had used on teaching practice (e.g. topic work, group work, an integrated day) and that their belief in the worth and efficacy of their methods had been confirmed. This points to the retention of the ideal, although the nature of this study is such that it only provides evidence of 'espoused theory' and not of 'theory-in-use' (Argyris and Schon, 1974).

The apparent success of the teachers in retaining and adapting the ideal in succeeding years, and their continuing belief in it, suggests that the ideal was not unattainable because it was inappropriate to the reality of the classroom but rather that it was inappropriate for a new

and inexperienced teacher without support. At the same time it is unlikely that without an ideal teaching standards will be raised. The issue is how much support should be given and what form it should take.

#### Teacher concerns.

In the first few months of teaching concerns centred on a desire for control, effectiveness and children's progression but concerns related to self-esteem, career advancement and satisfaction of self-needs (e.g. intellectual stimulus) were soon apparent, evidence of the complexity of concurrent concerns seen in the survey.

Teachers seemed primarily concerned with teacher effectiveness and what constituted good classroom practice, although consideration of the purpose and nature of education was sometimes intrinsic and was referred to obliquely. One teacher commented that during training she had not been made:

to stand back and look at the whole system - the parents and everything that concerns the children, and that's at the centre of it all.

It was this global view which new teachers seemed to find difficult to accommodate.

#### Commitment, a career and a challenge.

All the teachers in the survey intended to continue teaching and the teachers of the case studies showed long-term commitment to teaching as a career and a 'personal investment' (Nias, 1989) in teaching which infringed on their lives outside school. They appeared to spend a considerable amount of out-of-school time planning and thinking about their teaching activities.

There was also evidence that as soon as the new teachers had achieved qualified status and felt confident about their teaching they began to look for a change of situation and a further challenge. In some cases the degree of change was constrained by personal circumstances but all of the new teachers seemed to feel that something more, or different, was needed to give personal and professional satisfaction. Classteaching in itself did not offer sufficient reward or challenge.

This may indicate that teachers who have trained on a four year course have high expectations of what a professional career should offer, both in terms of promotion and intellectual stimulus. Yeomans (1987), basing his assumption on the work of Nias (1980), suggests that teachers find 'job satisfaction' in identifying and solving children's problems in the classroom but Nias' research has been concerned with P.G.C.E. students.

Andrew (1990), in a ten year comparison of graduates from 4 and 5 year teacher education programmes in America, found that there was a higher retention of teachers from the 5 year programme and that they reported greater satisfaction with their careers. Another factor in the American study which may have contributed to this difference was that graduates of the 5 year programme had higher entry qualifications to the course. If Andrew's study (ibid.) is considered in conjunction with the evidence from this study and Nias' (1980, 1989) study of P.G.C.E. trained teachers, it seems possible that greater career motivation and expectations may result from a longer course which requires greater initial commitment.

It is also possible that teachers who have spent four years studying the art and skills of teaching have higher expectations because they have a more developed concept of self-as-teacher. One teacher said: "If ever you get really desperate you can tell yourself that you've had four years' training and you've got through that alright". Another teacher's comment after three years' teaching shows how concept of self-as-teacher may be damaged as a result of unrealistic expectations:

When I first came out of college I thought I was going to be good. But when you think about it, once you're into it, you're not as good as you thought you were going to be and there are an awful lot of people out there who are a lot better.

Some of the teachers in the case studies were highly motivated to move up a career pathway which they had mapped out for themselves and were frustrated by the obstacles they encountered, but others were unsure of their direction. Hart and Murphy (1990), in their study of new teachers, found that there was a:

strong difference of interpretation and conceptualisation of careers and work experience between the best new teachers and their less promising peers.

There was no attempt in this study to establish which were the 'best' teachers but it was apparent that some teachers had a more confident 'teacher image' of themselves.

Some talked to the headteacher about their next career move but some seemed to lack a counsellor who could advise them. The increased financial responsibilities of headteachers must inevitably limit the time which they can give to staff development and yet in a small primary school headteachers have often taken on the role of staff development tutor. It is also worth noting that in some instances the new teacher with a degree was better 'qualified' than the head teacher. One teacher

remarked that the headteacher seemed to feel 'threatened' in discussion with someone more recently trained.

#### Collaboration in teaching.

Data from the survey indicated that new teachers did not experience team-teaching and collegial interaction of professional benefit was infrequent. The experience of the case studies in the early part of the study confirmed this. There had been few opportunities for discussion of teaching strategies but most help had come informally from 'another teacher' on the staff who did not have a specific responsibility for the induction of new teachers. The nature of the 'help' varied from information about school routines and resources to 'moral support' from a welfare assistant and supply teacher.

New teachers in schools which adopted a collegial approach to planning seemed to welcome this and find it supportive. Although the teachers were initially apprehensive about the introduction of the National Curriculum (D.E.S., 1989) because of the amount of time which would be needed to implement it they found support and stimulus in the collaborative planning which it required. At the same time there is evidence of the reluctance of some teachers to 'compromise' in choice of topics and joint planning, indicating that some teachers may regard collaboration as a threat to autonomy.

Feiman-Nemser and Floden (1986, p.522) ask 'if new teachers exhibit the same concerns in schools where norms of collegiality and experimentation prevail'. The case studies suggest that new teachers welcome a collaborative approach and find security in it although there



is also evidence to support Gitlin and Smyth's (1989) finding that teachers may confuse autonomy and isolation.

Bullough (1989) argues that students who receive little support are unlikely to question assumptions but in this study other factors, such as the teacher's theory disposition and conceptualisation of 'beliefs', were seen as influential. The subjects of the case studies, although retaining 'beliefs', questioned their own practice and that of other teachers even in schools where they reported little communication.

Kilgore et al. (1990) report that more mature reflection about teaching problems occurred in probationer teachers who were encouraged to participate in decision-making with supportive colleagues, but 'mature reflection' must surely depend on the quality of discussion which precedes decision-making and this underlines the need for careful selection and training of mentors. There is evidence in the case studies of the resistance to their ideas which new teachers may meet in staff-meetings when decisions are being made and opposition during joint decision-making could inhibit future questioning.

#### The training course as a preparation for teaching.

Criticism of the training course in the first few weeks of the probationary year were often related to lack of preparation for an age-group with which the new teacher had no student teaching experience, even when the course followed was designed to cover the age-range. Examples of this in the case studies were teachers 'trained' to teach children aged 4-7 years who were given a reception class (4-5 years) but had not taught that age-group as a student. Previous teaching experience with the age-group was what was seen as valuable by the new teacher.

Another criticism by new teachers was that they did not feel adequately prepared for teaching basic skills of reading and numeracy or for teaching children with behavioural and/or learning difficulties. This again was sometimes caused by new teachers being given an age-range with which they had no student experience, for example younger rather than older juniors, and indicates that some courses may be too age-range specific, with training in the teaching of reading and basic Maths. skills confined to teachers of the youngest children.

This has two important implications for training. Firstly, it points to the need for a broad age-range course for a primary school teacher, with experience of teaching as many different ages as possible. When new teachers were given an age-range which they had taught as students this engendered confidence, strengthening the impression that practical experience was valued more than theoretical knowledge in the early stages of teaching. Secondly, it points to the need for training in the teaching of basic literacy and numeracy skills and in assessment and diagnosis of learning difficulties, training which teachers of children of all ages, from 4-11 years, found they needed.

The evidence from the case studies of concern about the teaching of reading conflicts with the apparent satisfaction with the teaching of English (Oral skills, Writing, and Reading) reported in the survey. This may be explained by greater honesty in interview or by a mistaken impression on the part of new teachers, later dispelled, that all was well. One new teacher was very pleased with her teaching of reading and the apparent confidence placed in her by parents until she learned subsequently from the headteacher that a parent had complained about the methods she was using. The case studies showed that new teachers find

it difficult to assess their teaching 'success' because they have no previous standard of children's progress on which to base their judgement.

After two or more years in the classroom some teachers began to see a relevance in their training course which they had not previously perceived. Russell (1988, p.32) points out that "it is difficult to take in the full meaning of theory without experience" and this retrospective view of the course's value may indicate that during training students did not have sufficient classroom experience to locate the theory in a practical context.

#### Teaching practice as a preparation for teaching.

Experience of working in schools for the teachers in the case studies had consisted of short 'teaching practice' blocks, totalling approximately 20 weeks during the four years of the course, with additional 'school experience' visits for observation and group teaching. Each teaching practice was supervised by a college tutor making weekly visits to the student and by the class teacher to whom the student was allocated. Included in this was a final six-week block of teaching in the autumn term of the fourth and final year of the course, during which students were required to teach a minimum of 75% of the time-table.

Teaching practice was seen as the 'most useful' part of the training course by a majority of the teachers in the survey and yet was criticised in the case studies for the false impression which it created. New teachers felt that emphasis during teaching practice had

been on topic work and display but as a teacher more time had to be given to daily teaching of basic skills.

Unrealistic expectations for self as teacher and for the children, attributed to teaching practice, led to uncertainty during the probationary year about criteria for teaching performance and assessment of children. Floden and Clark (1988) noted that uncertainty can inhibit the implementation of teaching strategies which have been successfully practised during student teaching but although hesitancy was expressed in the first few weeks of teaching it did not persist.

Teaching practice had not prepared new teachers for the responsibilities and isolation of being in charge of a whole class. The student experience of a supportive situation, with access to advice and appraisal from class teacher and college tutor, was exchanged in the probationary year for total responsibility for the children's progress. The survey suggested that in-school support was variable and L.E.A. support insufficient and the case studies provided additional evidence to support this finding. Examples of teacher support during teaching practice which were given in the case studies included the class teacher removing disruptive children or children with learning difficulties, and organising the class into groups. This contributed to the difficulty which new teachers experienced in adjusting their expectations of what could be achieved. It is possible that for some new teachers too much, or inappropriate, support was exchanged for too little and this raises questions about the nature and degree of support which are reasonable for a student and for a newly qualified teacher and how continuity can be achieved and leads naturally to a consideration of the induction programme.

## The induction programme.

### 1. Role of headteacher.

Data from the survey suggested that implementation of induction programmes was variable and the case studies showed that the attitude of the headteacher was a key factor in organisational climate. One headteacher questioned the need for non-contact time for new teachers:

I can't help wondering, when are they going to be ready to teach a full time-table ? They've had four years' training. I was trained in two !

The survey indicated that some new teachers received little appraisal or observation of teaching and found self-evaluation difficult without it. This impression was strengthened by the case studies.

Although appraisal of teaching by the head teacher was seen in the survey to be valued the case studies revealed that it was also associated with the 'pass/fail' at the end of the probationary year. For this reason new teachers did not always regard the headteacher as the most appropriate person with whom to discuss their teaching. The headteacher's position in the hierarchical structure and role as appraiser affected the relationship with the new teacher but this varied with individuals. In some instances new teachers said that observation and appraisal of teaching by a colleague would be less threatening and would have been preferred if it had been available.

### 2. Role of teacher-tutor/mentor.

The Plowden Report (1967) recommended that one teacher in a school should be given responsibility for the supervision of students and probationers and the James Report (1972) proposed that professional tutors should be identified and trained for this purpose.

It was apparent from the case studies that a new teacher did not always know that a teacher-tutor had been identified by the head teacher and interviews with status-informants showed that teacher-tutors were not given any training in appraisal or counselling or any non-contact time to develop these skills or carry out their role.

### 3. Role of L.E.A.

The survey indicated that, although visits to schools by L.E.A. Advisers to meet new teachers were common, the advice given by Advisers was not regarded as helpful. Case studies showed that L.E.A. Advisers did not always meet the expectations of new teachers. One new teacher questioned how the Adviser could assess six months' teaching in an hour's observation, suggesting that her expectations may have been unrealistic and based on student teaching practice experience of weekly visits from a college supervisor. Sometimes L.E.A. Advisers lacked credibility with new teachers because they had no teaching experience in the field in which they were working. One new teacher of a reception class showed her lack of confidence in an Adviser who had been a Maths. teacher in a secondary school when she said in interview:

What does he know about cooking with 4 year olds ?

and a status-informant explained that L.E.A. Advisers were allocated to a geographical region and not to an age-range or subject.

Some teachers in the case studies were apprehensive about appraisal by head teacher and L.E.A. Adviser for qualified status, providing a strong argument for a clear distinction to be made between induction and any form of probation. Whereas probation may inhibit the new teacher, induction should give new teachers the confidence to admit weaknesses and initiate observation and discussion of teaching.

### A critique of the study.

A critique of the survey has been given in Chapter 6. and the limitations of the qualitative research are also recognised. The number of case studies was necessarily limited because of time and resources available and the ten teachers were not selected as representative of the total population. They were trained at the same college, five following a course for teaching children of 7-11 years and five a course for 4-8 years, and were teaching in the same region. This could have produced an idiosyncratic pattern of teacher development, although comparison of data with the H.M.I. survey (D.E.S., 1988) and with qualitative studies (Nias, 1989; Zeichner et al., 1987) suggests that this is not the case.

The willingness of teachers in the case studies to talk about teaching in protracted interviews indicates not only commitment to teaching but also to the research project and is another characteristic of the sample which cannot be taken as representative

Another limitation of the study is that verification of the teachers' 'espoused theory' as 'theory-in-use' (Argyris and Schon, 1974) could not be obtained through observation of teaching owing to L.E.A. restrictions and this condition was accepted at the beginning of the study.

Although two of the teachers left teaching to have children, interviews were continued when they resumed teaching. This resulted in fewer interviews but the introduction of a distinctive view-point.

It is perhaps in the nature of qualitative research that, as the research progresses and new insights are gained, the limitations of the study become more apparent. As themes relating to a theory-practice

relationship emerged it was regretted that a form of Teacher Belief Inventory (Tabachnick et al., 1979-80) had not been used, as in the studies of Goodman (1987) and Zeichner et al. (1987), to allow an analysis of beginning perspectives. This would have provided evidence of any change in the 'theory disposition' of the teachers.

Nias (1989, p.4) admits to an "apparent inconsistency" in stressing the individuality of the teacher and yet making generalisations. A similar compromise has been made in this study, with conclusions and recommendations drawn from the case studies supported where possible by data from the survey. In view of the limitations of the study it is recognised that only tentative conclusions and recommendations can be made.

#### A summary of the conclusions.

1. A training course which is too age-range specific may not prepare teachers adequately for teaching children of all abilities.
2. Student teaching experience gives unrealistic expectations for the probationary year by failing to place emphasis on basic skills.
3. New teachers experience a range of current concerns rather than a developmental progression. New situations may reawaken survival concerns.
4. New teachers experience a 'reality shock' in the first year of teaching and question the validity of their 'ideal'.
5. New teachers retain the 'ideal', even when its theoretical base is uncertain, and with increased classroom experience show a retrospective appreciation of the value of the training course.



6. Teacher-tutors are not always clearly identified and sometimes lack training and non-contact time.
7. New teachers would like more opportunity for discussion and evaluation of teaching. A mentor not associated with appraisal would be helpful. Self-evaluation is difficult.
8. A collaborative approach to planning and a clearly-stated school policy engender confidence. In a less supportive atmosphere new teachers feel defensive and afraid of being observed teaching.
9. A teacher's 'theory disposition' influences ability to learn from and integrate theory and so affects teacher development.
10. Teachers who have followed a four year degree course look for further career development and intellectual stimulus within two or three years of starting teaching.

#### Implications of the study for teacher training.

##### The training programme.

Teacher training programmes could be made more relevant to the immediate needs of new teachers by a more structured approach to the school-based element of the course, more careful monitoring of the individual student's level of development and previous experience, and greater stringency in appraisal of teaching with more constructive feedback.

The balance in training between theory and practice is still not satisfactorily achieved. Student teachers would benefit from extended school experience which would initiate them into the 'reality' of responsibility for children's progress in basic skills over a year. At the same time this would provide a base of 'strategic pedagogical

knowledge' on which to integrate 'propositional knowledge' (Shulman, 1986), developing a more rational theory-practice relationship.

This study showed that teachers vary in their 'theory disposition' and that practice and theory should be interwoven more systematically to allow teachers to question theoretical propositions with some understanding of their implications.

Galuzzo and Pankratz (1990, p.8) argue that "a set of beliefs" and "evaluation processes consistent with beliefs" are essential to a knowledge base for a teacher-training programme and to provide "a framework for making informed decisions in the professional workplace". Teachers in this study found that in some cases their beliefs and evaluation processes seemed inappropriate, indicating that a 'practical' knowledge base as well as a theoretical one is required before the 'beliefs' can be accommodated and applied. To balance this, the advantages of a training course which gives students the skills for analysis of teaching and an opportunity to reflect must not be disregarded.

Rudduck (1991) draws attention to the dangers of too narrow an interpretation of a 'practical' and practice-based training when opportunities for in-service development are dwindling, arguing that "critical consciousness/reflection and competent action" should be "the cornerstones of all programmes of ITE" (ibid., p.330) to provide new teachers with the means for further professional development and the ability to initiate change. As Whitty (1992) has pointed out, the concept of a reflective practitioner is not necessarily incompatible with a competence-based approach and evidence from this study suggests that teachers need training in skills which will equip them for a broad

range of activities, from the teaching of reading to analysis of teaching.

Students should be encouraged to question assumptions, both their own and those of others, in professional discussion with their peers and tutors. This form of collaborative enquiry should form an intrinsic part of the training programme, as urged by Biott (1983) and Lane and Lane (1986), encouraging in students autonomy, rationality and self-esteem (Lane and Lane, 1986), together with skills of empathy and self-appraisal. Supervision or mentoring of students during school experience and of new teachers provides a further opportunity for collaborative enquiry and can be used as "a means of empowerment by which teachers are able to gain control over their teaching as well as their development as professionals" (Smyth, 1984, p.425).

No one model of training meets teachers' needs at all stages of their development or offers alternative learning styles. The 'performance-based/developmental debate' (Housego and Grimmett (1983) should be resolved by pluralism within an education programme. Diversity of approach would give students maximum opportunity to acquire the broad range of competencies they need to become proactive (Goodman, 1987) teachers.

#### A case for co-operation.

The report of N.U.T. and A.T.C.D.E. (1960) stressed that training should continue during the probationary year and advocated closer co-operation between schools, L.E.A.s and training institutions during this period of transition. Bolam (1973, p.133) argued that induction is "not into any single L.E.A. but into a profession" and that therefore the

training institution "should play a major part", yet Administrative Memorandum 1/83 (D.E.S., 1983), "The New Teacher in School" (D.E.S., 1988) and Administrative Memorandum No. 1/90 (D.E.S., 1990) address their comments on the probationary year to L.E.A.s and teachers but not to training institutions. H.M.I. (D.E.S., 1988, para. 1.37) make it clear that ownership of the induction programme should remain with schools and L.E.A.s, although they suggest a profiling system which would provide schools with records from the training institutions of the teaching strengths and weaknesses of the probationers they employ.

In 1985 Reid (1985, p.34) commented that there had been little progress in establishing links between 'initial and subsequent training'. The induction programme as it was perceived by teachers in this study exemplifies this. The isolation of new teachers was emphasised in some cases by the separatism of L.E.A., training institution and school, clearly pointing to the need for an induction programme which was jointly planned and administered.

#### Co-operation and continuity.

More continuity could be achieved, and is desirable, between the process of initial training and subsequent teacher development. The interface between college and school is still more of a precipice than a gradual incline and 'ownership' of the respective phases of teacher development, from initial training to in-service, is contested rather than collaborative.

A continuous student teacher profile which accompanies the new teacher into the first teaching post and is jointly maintained would enable the teacher-tutor to continue the new teacher's professional

development in the knowledge of existing strengths and weaknesses. Links between training and induction could be strengthened by encouraging contact between new teachers and the local training institution with provision for observation of teaching and counselling by college tutors. In the survey 65% of teachers said that there was a role for an adviser who was not associated with the school or with appraisal and a further 9% said that in a less supportive school they would also feel this. The case studies showed a similar need for advice not associated with appraisal. Contact with tutors from the nearest training institution could meet this need and provide continuity of support between training and induction. It could also encourage new teachers to regard training and in-service as a continuous process of professional development.

Co-operation between schools, L.E.A.s and training institutions in the induction of new teachers should result in more open discussion of teaching standards and the agreement of common criteria. One way of achieving this is reported by Trafford (1989), who describes a collaborative project in which L.E.A. language advisers and tutors from a P.G.C.E. course visited probationers in secondary schools to observe teaching and give feed-back jointly or individually.

#### Mentoring.

The quality of mentoring during student teaching experience and induction is an important component in the development of both competency and reflective analysis in the new teacher and the selection and training of mentors merit serious consideration and in-put of resources. This is an aspect of training where the co-operation of

schools and training institutions would benefit new teachers and also the co-operating bodies. Rudduck (1991, p.322) argues that "the best teacher education tutors do, and should, offer student teachers something different from what teachers alone can offer" but co-operation between student/beginning teacher, college tutor and mentor, with structured triadic discussions (O'Shea et al., 1988) can enhance the mentoring process. Skills of teaching and reflective analysis could be developed jointly, with knowledge of the school situation augmenting and informing knowledge of recent research rather than competing with it, and professional development accrue for both teachers and trainers in the sharing of skills and experience. The class teacher/mentor's expertise could be augmented by 'cluster mentoring', providing opportunity for mentors to visit other schools and a form of moderation.

Rudduck (ibid., p.321) draws attention to research by Swanwick, reported in the Times Educational Supplement (T.E.S., 28.12.90) and based on questionnaires sent to teachers in teaching practice schools used by the London Institute, which showed a majority of teachers 'did not feel capable of taking responsibility for the training of students'. Data from a similar small-scale research project, based on a questionnaire sent to teachers with B.Ed. students placed on final school practice (Winstanley, 1986, 1988), showed a majority of teachers (67.3%) would welcome a formal supervisory role but requested an in-service course to help them to carry out this function. This suggested the teachers were willing to be involved as equal partners at a professional level but not to assume total responsibility. This more positive approach may reflect an existing dynamic relationship between schools and trainers or a difference in responses of primary school

teachers' to B.Ed. students at the end of a 4-year training course and to one-year P.G.C.E. students.

The role of mentor and the training of teachers to carry out this role has been explored in various schemes, notably those of Oxford (McIntyre, 1990) and Cambridge (Wilkin, 1992). One such programme, designed to train class teachers supervising students on teaching practice and develop Teacher Reflection and Analysis in the Classroom (T.R.A.C.) in both students and teachers, resulted in observation and analysis of teaching between colleagues (Winstanley, 1986, 1988). This outcome provided a model similar to that of the Mutual Support and Observation (M.S.O.) project described by Gates (1989, p.12) as "a very powerful way of enhancing and enabling the professional development of those involved".

The T.R.A.C. training programme seemed particularly successful when students attended with their supervising teachers and were able to discuss with a group their own teaching context and watch together videos of their own teaching. Some of the students and teachers commented that it was the first time they had seen one of their peers teaching. Clift et al. (1990, p.54) define 'professional reflective activity' as two or more professionals working together "to identify, investigate or solve problems" and courses designed for new teacher and mentor to attend together could stimulate a collaborative and reflective approach in school. It is also a means of building up the "shared language" which Little (1982, p.331) sees as an important factor in teachers' learning.

Selection of mentors should include consideration of the mentor's theory disposition and ability and willingness to articulate pedagogical

knowledge. Commitment, open-mindedness and enquiry skills, qualities needed for reflective teaching (Pollard and Tann, 1987), with enthusiasm for the role of mentor, are indispensable.

Blake (1990), in a comparison of teacher-training with training in health and social work, points out that participants in a training scheme need their own staff development, with non-contact time and a clear job specification, but whole staff development, with the teacher-tutor/mentor playing a key role, as suggested by Bolam (1973, p.173), could result.

Development of training programmes for teacher-tutors/mentors, who could then employ their skills with both students and new teachers, would represent an efficient use of resources. The mentor training programme could be part of a modular M.Ed. or Diploma in Education, encouraging further professional development. This could also provide the challenge which evidence in this study suggests is sought by new teachers in the second and third year of teaching. Selected tutors from the training institution could work with the school mentors both in school and on the modular course, providing together a group of highly-trained and motivated professional support staff for new teachers in schools. This same group could also act as career advisers, with access to the profiles of the teachers for whom they were responsible.

#### A possible route.

Rudduck (1991) reviews the introduction of the Licensed Teacher (D.E.S. Circular 18/89) and Articled Teacher Schemes and, although stressing the need for critics from the Higher Education sector to guard against the appearance of merely wishing to retain the status quo,



expresses her doubts about the "emaciated form of professionalism" (ibid., p.322) which might result from training being placed more firmly in the hands of schools.

Ideally the aim should surely be to utilise all the expertise available. This should be possible if schools and training institutions work together purposefully instead of in competition.

One possible route would be the introduction of a two-year education programme based on a two-week cycle, with a student in school for six days and in the training institution for four days. This would entail a shift of responsibility for supervision of the student in school to a class teacher/mentor, and would allow the student a gradual progression from working with a teacher to assuming responsibility for a class and the development of practical and theoretical knowledge concurrently. There would be opportunity for observation, joint planning, collaborative teaching and shared evaluation and reflection. It should also result in student teachers developing theory-practice relationships in context, rather than accepting 'learned' theory and attempting to apply it to new classroom situations in the traditional manner.

The success of such a scheme would depend on close co-operation between training institution and school and respect for each other as non-hierarchical participants in the training of teachers. The role of each would need carefully defining and time and resources would have to be allocated for a jointly planned and executed training programme and for carrying out the associated responsibilities.

Such a course could be open to post-graduates or non-graduates, with the option for non-graduates of completing a subject study course at degree level to obtain degree status. A further option, to meet the

demand amongst some teachers, evident in the research study, for further challenge after two years' teaching, could be the opportunity to return to higher education to follow a subject study course at that stage or to undertake an investigation into some aspect of their teaching or to follow a mentoring course. This could lead to degree status for non-graduates or to the award of a higher degree for graduates.

This type of course would mean that all student teachers within one institution could follow the same modular course, instead of different teacher programmes within one institution competing for students, staff and resources.

#### Implications for further research.

The role of mentor is seen as critical in the development of new teachers and could also have a significant contribution to make in whole school staff development but more research is needed to study the relationship between mentors and new teachers and how this is perceived by other staff. Without a positive attitude in the school to the mentor and mentoring the effects within the school could be deleterious rather than beneficial.

The changing role of the college tutor must also be studied in terms of the willingness and ability of higher education personnel to adapt to a new role and the perception of teachers as to what that role should be.

A study of mentoring in other countries such as France, where a mentoring system is well-established, would be productive.

In this study of B.Ed. trained teachers the first year of teaching is seen as a 'reality shock'. A comparative study is needed of teachers

who have followed a predominantly school-based route to determine whether more classroom experience reduces the 'reality shock' or whether the shock is an inevitable stage in accepting full responsibility as a class teacher.

The need expressed by teachers in this study for career development and further challenge after two or three years of teaching also requires more research to determine how general this is and how this need could be met. A study is also needed to examine the relationships between career expectations and entry qualifications, training route or previous experience. This could be relevant to a consideration of career structuring, with the possibility of a 'fast lane' for promotion for teachers with specific career ambitions and in-service tailored to meet their requirements.

The theory-practice relationship has been tentatively explored but much more research is needed into 'theory disposition', how it influences teacher development and whether a positive theory disposition can be encouraged in a training programme where theory and practice are judiciously balanced.

The conclusions from this research have many implications for teacher training and further research could supply some answers to the questions which are raised.

CONCLUSION.

### Conclusion.

Teacher development during the early years of teaching is influenced by the training course and student teaching experience. Teachers enter teaching with a set of beliefs which, although founded on uncertain understanding and subjected to the 'reality shock' of the first year of teaching, appears to survive substantially unchanged. Based on this set of beliefs is an 'ideal' which new teachers gradually adapt to their teaching context but do not surrender.

Teachers appear to have different learning styles, indicating the need for diversity of approach in education programmes. Theory disposition varies with individual teachers and is a factor in building theory-practice relationships. Some teachers see theory as 'opposed to practice' and need extended practical experience before they accept or understand its relevance. Theory disposition, organisational climate and a complex pattern of concerns may influence a teacher's professional development but do not appear to change beliefs or practice in the first years of teaching.

Teachers require a broad range of competencies for classroom teaching and professional development. More experience in school would provide opportunity for contextual development of theory-practice relationships, but experience must be 'reflected on' and new teachers find analysis of their own teaching difficult in isolation. Observation and analysis of teaching by a trained mentor, able to model a more mature level of thought and language, would aid self-evaluation and professional growth. Collaborative enquiry of this nature could be enhanced by mentors, student/new teachers and tutors from training institutions working together to develop mentor training programmes and

induction programmes, providing continuity for new teachers in the process of teacher development.

Classroom experience and the acquisition of teaching skills engender confidence and are important to the teacher's concept of self and of self-as-teacher. Training in the teaching of basic skills and knowledge of subject content, particularly in areas such as Science where teachers feel less confident, give teachers a knowledge base and confidence to challenge assumptions, prerequisites of empowerment.

It is possible that a focus in research and in induction programmes on the first year of teaching has distorted the significance of the difficulties which first-year teachers experience. The second and third years of teaching seemed to mark a period of professional growth and perhaps more attention should be given to a consideration of teacher development and career structuring at that stage.

Attempts to arrive at one model of teaching or the teacher seem unlikely to succeed in view of the individuality of the teacher and the teaching situation but studies of teachers talking about teaching help an understanding of how teachers develop theory-practice relationships.

The intention in this study was to preserve the teacher's individuality whilst observing common patterns and it is hoped that the teacher's 'voice' is still clear and resonant.

The willingness of the teachers in the study to talk at length about teaching is an indication of their commitment. Such teachers are an inestimable resource and their investment in teaching should be valued or it may be withdrawn, yet one teacher said:

the induction programme comes to an end and then you're just left..

A NATURAL HISTORY

OF THE STUDY.

A natural history - shades of grey.

During the course of this study I have experienced many changes of perspective. I approached it with a critical view of teacher-training and a degree of missionary zeal which is reprehensible in a researcher. I soon learned that black and white are not included in the researcher's palette, but only shades of grey.

My views were inclined to change with each teacher I interviewed and with each transcript I read, but in the long process of sifting data I found an objectivity which I had not managed to achieve in earlier stages and which I hope gives the research some validity.

The case studies came to belong to their pseudonyms and I had difficulty in associating them with their 'real' names. At this point I found that themes and common elements began to emerge which I had not previously perceived. The theme of 'the ideal and the reality' recurred so often in the teachers' own words that it became the focus of the analytic survey.

The attention being given to teacher training on the national stage and proposed changes provided a spur to completion of the study in the hope that it might contribute to the debate.



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APPENDICES.

1 - 7.

- Appendix 1. Survey questionnaire.
2. Analysis of survey questionnaire responses.
  3. Two life histories.
  4. Questionnaire sent with the life histories.
  5. Pilot questionnaire for the survey.
  6. Report on the L.E.A. induction programme.
  7. Example of interview questions.

APPENDIX 1.

Survey questionnaire.



APPENDIX 1.

Survey questionnaire sent to 1986-1987 probationers, May, 1987.

page 1.

A project on the transition from student-teacher to qualified teacher:  
the probationary year.

The aim of the project is to consider the needs of probationer teachers in relation to pre-service courses and in-service support.

Your help in this project would be greatly appreciated.

This questionnaire is part of the project and your co-operation in completing it will provide information which may help in future planning.

Your answers will remain confidential.

Any significant findings of the research will be supplied to the college and to the L.E.A., but individual responses will not be identified.

Thankyou for your co-operation.

Rhuna Winstanley.

1. Name:
2. School and L.E.A. (State whether Primary, Junior or Infant)
3. No. of children in school:
4. No. of boys in your class:  
No. of girls in your class:
5. Age-range of your class:
6. Had you experience of teaching this age-range  
(a) on teaching practice  
(b) on any form of teaching experience in college.
7. Age-range taught on final teaching practice:
8. College course: Later Years.  
Early Years.  
P.G.C.E. Primary.  
P.G.C.E. Early Years.
9. Main Special Field:
10. Subject of Curriculum Investigation in Year 4:
11. Did you start the college course  
(a) after leaving school.  
(b) as a mature student.

Please comment on your teaching in relation to the following items.  
The key explains how to complete this section.

In columns B and C, you may wish to answer with more than one number.

KEY.

<u>Column A.</u>	<u>Column B.</u>	<u>Column C.</u>
I feel	I would appreciate help from	I have been helped in this by
1. very pleased	1. a member of staff	1. a member of staff
2. satisfied	2. teacher-tutor	2. teacher-tutor
3. not quite satisfied	3. headteacher	3. headteacher
4. slightly concerned	4. L.E.A. adviser	4. L.E.A. adviser
5. very concerned	5. College tutor	5. advice from a College tutor on T.P.
		6. advice from a classteacher on T.P.
		7. my College course
		<u>A. B. C. Comment, if any</u>

1. Class discipline.
2. Relationship with class.
3. Relationships with individual children.
4. Relationships with colleagues.
5. Relationships with parents.
6. Organisation of resources.
7. Display.
8. Organisation of classroom as a learning environment.
9. Assessment of ability of individual children.
10. Grouping of children for learning.
11. Progression of individual children in
  - (a) Maths.
  - (b) Reading
  - (c) Writing
  - (d) Oral language development.
12. Records of individual children.
13. Balance in the curriculum.
14. Breadth in the curriculum.
15. Time allocation to curriculum areas.

KEY.

<u>Column A.</u>	<u>Column B.</u>	<u>Column C.</u>
I feel	I would appreciate help from	I have been helped in this by
1. very pleased	1. a member of staff	1. a member of staff
2. satisfied	2. teacher-tutor	2. teacher-tutor
3. not quite satisfied	3. headteacher	3. headteacher
4. slightly concerned	4. L.E.A. adviser	4. L.E.A. adviser
5. very concerned	5. College tutor	5. advice from a College tutor on T.P.
		6. advice from a classteacher on T.P.
		7. my College course

A. B. C. Comment, if any.

16. Selection of content to be taught.
17. Preparation of content to be taught.
18. Planning and implementation of work in
  - (a) Maths.
  - (b) Science.
  - (c) R.E.
  - (d) Music.
  - (e) P.E.
  - (f) Problem-solving.
  - (g) Humanities.
  - (h) Reading.
  - (i) Writing.
  - (j) Oral language skills.
19. Topic work.
20. Personal planning and evaluation records.
21. Your own development as a teacher.
22. Your ability to evaluate your own performance as a teacher.
23. The evaluation of your teaching by your headteacher.
24. The evaluation of your teaching by the L.E.A.

Children's achievement.

1. No. in class.

average potential	below average potential	above average potential
----------------------	----------------------------	----------------------------

2. How many children in your class do you consider to be of

3. In each of these categories, how many are

- (a) under-achieving
- (b) over-achieving
- (c) working at their level of competence for most of the time
- (d) experiencing difficulty

4. What do you consider the ideal working level for children in each category ?

- (a) successful for 95% of the time
- (b) successful for 80% of the time
- (c) successful for 50% of the time.

5. What do you consider the reason(s) for under-achievement of children in each category ?

- (a) your lack of expertise in diagnosing the problem
- (b) your lack of knowledge of what to do about the problem
- (c) lack of resources
- (d) lack of time
- (e) lack of support from advisory services.

Comparison with teaching practice.

What are the main differences between your teaching this year and your experience on Year 4 teaching practice ?

- 1.
- 2.
- 3.
- 4.
- 5.

How would you rate your experience on Year 4 teaching practice as preparation for teaching, in relation to the following:-

- |                                     | Very useful | Useful | Very little use. |
|-------------------------------------|-------------|--------|------------------|
| 1. Teaching practice file.          |             |        |                  |
| 2. Lesson planning and evaluations. |             |        |                  |
| 3. Tutor's supervision.             |             |        |                  |
| 4. Classteacher's supervision.      |             |        |                  |
| 5. Class organisation.              |             |        |                  |

Please add any other comments.

Class organisation.

Sometimes Always Never

1. Do you teach the children
  - (a) individually
  - (b) as a class
  - (c) in groups
  
2. If the children are organised in groups, is it on the basis of
  - (a) similar ability
  - (b) mixed ability
  - (c) friendships
  - (d) home background
  - (e) behaviour
  
3. Do the children work in the same groups for all activities ?
  
4. How often do you consider changing the groups ?
  
5. How often have you changed the groups ?
  
6. Do you consider that working in groups
 

(a) eases organisation and planning	Yes/No
(b) benefits the children socially	Yes/No
(c) benefits the children intellectually	Yes/No
(d) makes record-keeping easier	Yes/No
(e) helps class discipline	Yes/No
(f) helps you to know where each child is in the room	Yes/No
(g) helps you to know what each child is doing	Yes/No
(h) helps you to keep a check on each child's progress	Yes/No

/over

Class organisation(cont.)

7. Do you organise your class in groups because
- (a) it is school policy
  - (b) you believe it is the best way
  - (c) you were told to do in College
  - (d) your classteacher on teaching practice did
  - (e) your reading of educational theory suggests  
it is the best way.

Published schemes.

Do you use a published scheme

- |    |                |        |
|----|----------------|--------|
| in | (a) Maths.     | Yes/No |
|    | (b) Language   | Yes/No |
|    | (c) Reading    | Yes/No |
|    | (d) Humanities | Yes/No |
|    | (e) Science    | Yes/No |



Written planning, evaluation and record-keeping.

	Head	L. E. A.	Someone	They are
	requires	requires	might	useful
	them	them	ask for	to me
			them	
1. I write plans for my work because				
2. I write evaluations of my work because				
3. I keep records of children's progress because				
	I learned	I devised	My teacher	adopted
	in College		on T.P.	by the
			used	school
4. I write plans in a way				
5. I write evaluations in a way				
6. I keep records of children's progress in a way				
7. I keep individual records for each child				
in	(a) reading		Yes/No	
	(b) Maths.		Yes/No	
	(c) language skills		Yes/No	
	(d) social and emotional development		Yes/No	
	(e) science		Yes/No	

Professional development.

1. Since you began teaching, have you
 

(a) attended a L.E.A. course	Yes/No
(b) read a book on educational theory	Yes/No
(c) looked back at teaching practice files	Yes/No
(d) looked back at College notes	Yes/No
(e) visited other schools	Yes/No
(f) observed another teacher teach	Yes/No
  
2. At this stage, do you feel
 

(a) you are confident that you are coping	Yes/No
(b) you think you are coping	Yes/No
(c) you would like someone else's opinion as to whether you are coping	Yes/No

L.E.A. Adviser	Teacher -tutor	Head	A member of staff	College tutor
-------------------	-------------------	------	-------------------------	------------------

3. Have you discussed your teaching with
  
4. Have you had an appraisal of your teaching from
  
5. Would you like an opinion about your teaching from

Action Research.

1. Could you identify one aspect of your teaching where you would like to see an improvement or make changes this year ?  
Please give reasons for focussing on this particular aspect.
  
2. Could you outline a possible plan of action in relation to this focus which you are prepared to undertake and evaluate at the end of the year ?
  
3. Do you feel it is reasonable to be asked to evaluate your own work in this way ?
  
4. In identifying the aspect to be changed and in evaluating the change effected, do you feel it would be helpful to have the opinion of
  - (a) Headteacher
  - (b) Classteacher
  - (c) Teacher-tutor
  - (d) L.E.A. adviser
  - (e) College tutor
  
5. Do you think that self-evaluation should form part of an appraisal system ?

Observation schedule.

Please observe your class (or a group) for 10-15 minutes during a Maths activity and answer the following questions:-

1. How many children were involved ?
2. What activities were the children engaged in ?
3. How many children seemed to be (a) working purposefully  
(b) bored  
(c) anxious  
(d) uncertain what to do  
(e) experiencing a difficulty  
(f) ready to go on to the next task
4. How many children wanted your attention during the observation period ? For what reasons ?
5. Was the noise level relatively constant ?
6. Did anything about the observation surprise you ?
7. Did you feel that you had learned anything about your class or your teaching by observing in this way ?
8. Would observation of this type be helpful and acceptable to you by :-

(a) headteacher	Yes/No
(b) teacher-tutor	Yes/No
(c) a colleague	Yes/No
(d) L.E.A. adviser	Yes/No
(e) College tutor	Yes/No

Induction programme.

1. How much non-contact time (a) are you supposed to have ?  
(b) do you actually have ?
  2. How is the non-contact time used ?
  3. Have you a teacher-tutor (a) in your own school ? Yes/No  
(b) from another school ? Yes/No
  4. What arrangements do you have with your L.E.A. Adviser, teacher-tutor, Head,  
for (a) observation of your teaching  
(b) observation of teacher-tutor's  
teaching  
(c) teaching together as a team  
(d) discussion together  
(e) evaluation of your teaching  
(f) appraisal
  5. How many meetings have you had with your L.E.A. adviser  
(a) in your school  
(b) at a Teachers' Centre
  6. What benefits have you gained from meetings with your L.E.A. adviser  
(a) in your school  
(b) at a Teachers' Centre
- |         |         |         |         |
|---------|---------|---------|---------|
| teacher | head    | L.E.A.  | another |
| -tutor  | teacher | adviser | teacher |
7. Whose advice has been most helpful to you ?
  8. Whose evaluation do you feel has been most constructive ?
  9. Who do you feel you can most easily ask for advice ?

Please add any comments.

10. Do you feel that there is a role for an adviser/support teacher for probationer teachers who is not associated with the school and not associated with appraisal ? Please comment.

11. What aspect of your teaching is an area of  
(a) personal confidence/strength ?

(b) personal concern/weakness ?

12. What aspect of being a teacher has given you  
(a) most satisfaction ?

(b) most concern ?

13. What aspect of being a teacher has  
(a) most pleased you ?

(b) most disappointed you ?

14. Do you intend to continue teaching ? Yes/No

15. Are you willing to be contacted again in connection with this research ? Yes/No

Thank you for your help and for giving up so much of your time  
- and good wishes for the future !

Please return as soon as possible to :- R. Winstanley.

APPENDIX 2.

Analysis of survey questionnaire responses.

Analysis of questionnaire responses.

n=57. (57 graduates teaching in primary schools)

page 2. questions 1-11.

3. Size of school.

Schools of beginning teachers in the sample ranged in size from a school in Wales with 22 children to a school in Buckinghamshire with 630 pupils.

4. Size of class.

Classes ranged in size from 12-35 pupils, with an average of 27.

5. Age-range.

Age-range of schools extended from 4-12.

6. Previous experience of teaching age-range:

Experience on teaching-practice:	58%
Some experience:	19%
No previous experience:	23%

Questions 8-11.

Responses have been disregarded because it became apparent that there was not a common understanding amongst teachers in the survey of the terms used.



pages 3-4, questions 1-24.

Questions 1-5: Survival concerns. Questions 6-8: Classroom concerns.  
 Questions 9-19: Pupil concerns. Questions 20-24: Self concerns.

page 3, questions 1-5. Survival concerns.

New teachers felt

	very pleased.	satisfied.	not quite satisfied.	slightly concerned.	very concerned
about <u>Survival concerns:</u>					

Class discipline.	26%	67%	7%	0%	0%
-------------------	-----	-----	----	----	----

Relationship with class.	68%	30%	0%	0%	0%
-----------------------------	-----	-----	----	----	----

Relationships with individual children.	67%	28%	4%	4%	0%
---	-----	-----	----	----	----

Relationships with colleagues.	65%	28%	9%	2%	0%
-----------------------------------	-----	-----	----	----	----

Relationships with parents.	35%	56%	9%	0%	0%
--------------------------------	-----	-----	----	----	----

New teachers would have appreciated help with

Survival concerns

from:	member of staff.	teacher tutor.	head teacher.	L.E.A. Adviser.	College tutor.
in:					

Class discipline.	12%	5%	18%	2%	4%
-------------------	-----	----	-----	----	----

Relationship with class.	7%	2%	2%	0%	0%
-----------------------------	----	----	----	----	----

Relationships with individual children.	9%	4%	2%	0%	0%
---	----	----	----	----	----

Relationships with colleagues.	5%	2%	9%	0%	0%
-----------------------------------	----	----	----	----	----

Relationships with parents.	16%	4%	23%	2%	9%
--------------------------------	-----	----	-----	----	----

page 3, questions 1-5. Survival concerns.

New teachers had received help with

Survival concerns

from	member of	teacher	head	L.E.A.	T.P.	T.P.	college
in:	staff.	tutor.	teacher.	Adviser.	tutor.	teacher.	course
Class discipline.	37%	11%	18%	5%	4%	23%	21%
Relationship with class.	11%	5%	4%	0%	4%	12%	11%
Relationships with individual children.	16%	5%	9%	0%	4%	11%	12%
Relationships with colleagues.	11%	4%	11%	0%	4%	2%	2%
Relationships with parents.	28%	11%	33%	0%	2%	4%	2%

page 3, questions 6-8. Classroom concerns.

New teachers felt

	very pleased.	satisfied.	not quite satisfied.	slightly concerned.	very concerned
about					

Classroom concerns:

Organisation of resources.	11%	46%	40%	2%	0%
Display.	28%	49%	26%	0%	0%
Organisation of classroom for learning.	11%	54%	30%	4%	0%

New teachers would have appreciated help with

Classroom concerns

from:	member of staff.	teacher tutor.	head teacher.	L.E.A. Adviser.	College tutor.
in:					
Organisation of resources.	19%	11%	14%	12%	4%
Display.	16%	5%	9%	9%	4%
Organisation of classroom for learning.	14%	9%	11%	16%	5%

New teachers had received help with

Classroom concerns

from	member of staff.	teacher tutor.	head teacher.	L.E.A. Adviser.	T.P. tutor.	T.P. teacher.	college course
in:							
Organisation of resources.	23%	18%	12%	4%	9%	18%	25%
Display.	14%	4%	7%	4%	9%	25%	26%
Organisation of classroom for learning.	16%	12%	12%	9%	11%	25%	30%

pages 3-4, questions 9-19.      Pupil concerns.

New teachers felt

	very pleased.	satisfied.	not quite satisfied.	slightly concerned.	very concerned.
about					

Pupil concerns:

page 3, questions 9-15.

Assessment of ability.	7%	58%	35%	2%	0%
Grouping of children.	18%	61%	18%	0%	0%
Individual progression in					
(a) Maths.	19%	58%	19%	4%	0%
(b) Reading.	19%	49%	32%	4%	0%
(c) Writing.	26%	53%	9%	4%	0%
(d) Oral lang.	21%	68%	11%	2%	0%
Records of children.	9%	46%	42%	4%	0%
Balance in the curriculum.	14%	51%	25%	7%	0%
Breadth in the curriculum.	16%	49%	21%	7%	0%
Time allocation to curriculum areas.	7%	56%	25%	5%	2%
Selection of content.	14%	63%	18%	0%	0%
Preparation of content.	14%	70%	12%	0%	0%

page 4, questions 16-19.      Pupil concerns (cont.)

New teachers felt

about                      very                      satisfied.                      not quite                      slightly                      very  
                                  pleased.                      satisfied.                      concerned.                      concerned.

Pupil concerns:

page 4, questions 16-19

Planning and  
 implementation  
 of work in

(a) Maths.	18%	49%	23%	0%	0%
(b) Science	18%	33%	32%	4%	0%
(c) R.E.	12%	26%	32%	11%	0%
(d) Music	12%	40%	19%	5%	2%
(e) P.E.	21%	40%	25%	4%	0%
(f) Problem - solving.	12%	26%	33%	9%	0%
(g) Humanities.	16%	42%	19%	2%	0%
(h) Reading.	12%	58%	18%	2%	0%
(i) Writing.	25%	53%	14%	0%	0%
(j) Oral lang.	26%	56%	11%	0%	0%
Topic work.	40%	39%	16%	0%	0%

page 3, questions 9-15. Pupil concerns.

New teachers would have appreciated help with

Pupil concerns

from: in	member of staff.	teacher tutor.	head teacher.	L. E. A. Adviser.	College tutor.
Assessment of ability.	19%	14%	30%	7%	4%
Grouping of children.	18%	9%	7%	5%	2%
Individual progression in					
(a) Maths.	16%	7%	7%	11%	5%
(b) Reading.	18%	11%	12%	16%	5%
(c) Writing.	18%	4%	9%	11%	2%
(d) Oral lang.	12%	2%	5%	9%	2%
Records of children.	25%	9%	28%	23%	7%
Balance in the curriculum.	9%	2%	16%	7%	0%
Breadth in the curriculum.	12%	2%	14%	7%	0%
Time allocation to curriculum areas.	12%	4%	14%	11%	0%
Selection of content.	11%	12%	23%	4%	0%
Preparation of content.	14%	9%	9%	0%	2%

New teachers would have appreciated help with

Pupil concerns  
(cont.)

from: in	member of staff.	teacher tutor.	head teacher.	L. E. A. Adviser.	College tutor.
Planning and implementation of work in					
(a) Maths.	19%	7%	11%	5%	7%
(b) Science.	14%	5%	9%	7%	0%
(c) R. E.	11%	0%	14%	12%	0%
(d) Music.	16%	2%	4%	7%	2%
(e) P. E.	12%	2%	2%	12%	0%
(f) Problem - solving.	11%	4%	2%	12%	5%
(g) Humanities.	9%	2%	0%	5%	0%
(h) Reading.	12%	5%	7%	11%	2%
(i) Writing.	14%	5%	7%	7%	4%
(j) Oral lang.	9%	2%	7%	2%	2%
Topic work.	9%	4%	5%	2%	0%

page 3, questions 9-15. Pupil concerns.

New teachers had received help with

Pupil concerns

from in	member of staff	teacher tutor	head teacher	L.E.A. adviser	T.P. tutor	T.P. teacher	college course
Assessment of ability.	21%	11%	19%	0%	4%	9%	21%
Grouping of children.	14%	7%	4%	4%	7%	18%	28%
Individual progression in							
(a) Maths.	26%	7%	12%	2%	4%	14%	28%
(b) Reading.	28%	9%	9%	2%	5%	12%	26%
(c) Writing.	21%	5%	5%	2%	5%	12%	28%
(d) Oral lang.	12%	5%	5%	0%	7%	14%	32%
Records of children.	25%	9%	25%	0%	5%	12%	26%
Balance in the curriculum.	7%	4%	16%	2%	5%	4%	25%
Breadth in the curriculum.	9%	4%	12%	0%	4%	4%	23%
Time allocation to curriculum areas.	5%	4%	11%	0%	4%	4%	23%
Selection of content.	21%	9%	11%	0%	2%	5%	23%
Preparation of content.	11%	7%	9%	0%	7%	7%	28%



page 4, questions 16-19. Pupil concerns.

New teachers had received help with

Pupil concerns  
(cont.)

from member of teacher head L.E.A. T.P. T.P. college  
in staff. tutor. teacher.Adviser. tutor.teacher. course.

Planning and  
implementation  
of work in

	member of staff.	teacher tutor.	head teacher.	L.E.A. Adviser.	T.P. tutor.	T.P. teacher.	college course.
(a) Maths.	23%	12%	9%	0%	5%	4%	26%
(b) Science.	16%	4%	5%	5%	2%	2%	19%
(c) R.E.	11%	4%	4%	2%	4%	2%	12%
(d) Music.	16%	4%	2%	4%	2%	2%	18%
(e) P.E.	18%	5%	2%	9%	2%	2%	33%
(f) Problem - solving.	12%	2%	2%	2%	0%	4%	14%
(g) Humanities.	14%	4%	4%	0%	4%	0%	18%
(h) Reading.	23%	9%	11%	2%	5%	7%	19%
(i) Writing.	18%	4%	5%	0%	4%	11%	21%
(j) Oral lang.	12%	4%	0%	0%	4%	11%	25%
Topic work.	18%	9%	0%	2%	9%	14%	32%

page 4, questions 20-24.      Self concerns.

New teachers felt  
 about                      very pleased.      satisfied.      not quite satisfied.      slightly concerned.      very concerned.

Self concerns:

	very pleased.	satisfied.	not quite satisfied.	slightly concerned.	very concerned.
Personal planning and evaluation records.	23%	47%	28%	2%	0%
Development as a teacher.	21%	58%	16%	0%	0%
Ability to evaluate own teaching.	16%	61%	16%	0%	0%
Evaluation of teaching by headteacher.	42%	28%	19%	2%	0%
Evaluation of teaching by L.E.A.	28%	40%	19%	4%	2%

page 4, questions 20-24. Self concerns.

New teachers would have appreciated help with

Self concerns

from	member of staff.	teacher tutor.	head teacher.	L.E.A. Adviser.	College tutor.
in					
Personal planning and evaluation records.	9%	7%	11%	9%	2%
Development as a teacher.	7%	4%	21%	9%	7%
Ability to evaluate own teaching.	12%	11%	19%	7%	4%
Evaluation of teaching by headteacher.	0%	4%	11%	4%	0%
Evaluation of teaching by L.E.A.	0%	2%	0%	14%	0%

page 4, questions 20-24. Self concerns.

New teachers had received help with

Self concerns

from member of teacher head L.E.A. T.P. T.P. college  
 staff. tutor. teacher. Adviser.tutor.teacher. course.

in

	member of staff.	teacher tutor.	head teacher.	L.E.A. Adviser.	T.P. tutor.	T.P. teacher.	college course.
Personal planning and evaluation records.	7%	5%	9%	4%	7%	7%	26%
Development as a teacher.	16%	2%	16%	7%	7%	11%	11%
Ability to evaluate own teaching.	14%	4%	9%	0%	9%	5%	23%
Evaluation of teaching by headteacher.	0%	4%	9%	0%	2%	2%	0%
Evaluation of teaching by L.E.A.	0%	0%	2%	5%	0%	0%	0%

page 5, questions 1-5. Children's achievement.

(Completed by 68% of sample.)

question 1.

No. of classes: 39. Total no. of children: 1069.  
Av. no. in class: 27. Range of no. in class: 12 - 35.

question 2

estimates of  
number of children  
of

Average potential. per class		Below average potential. per class		Above average potential. per class	
number	%	number	%	number	%
14-15	54%	6	23%	6	24%

question 3.

estimates of number

under-achieving	2-3	17%	1-2	32%	1-2	21%
over-achieving	4 per 5 classes	6%	1 per 5 classes	4%	4 per 5 classes	13%
working at level of competence.	10-11	77%	3-4	54%	4	70%
experiencing difficulty	1-2	12%	2-3	38%	1 per 4-5 classes	4%

question 4.

ideal working level: successful for 65-95% of the time for all categories.

question 5.

reasons for under-achievement of children ( all categories):

new teacher's lack of expertise in diagnosing the problem:	59%
lack of knowledge of what to do:	40%
lack of resources:	40%
lack of time:	61%
lack of support from advisory services:	30%

page 6. Comparison with teaching practice.

(Completed by 95% of the sample)

Differences noted in the first year of teaching were:

more responsibility for children's progress,  
coping with children with 'special needs',  
contact with parents,  
long-term planning,  
a more 'real' situation,  
time to develop relationships with children and parents,  
more enjoyable.

Elements of final teaching practice as a preparation for teaching  
were seen as:

	very useful.	useful.	very little use.
Teaching practice file.	18%	53%	23%
Lesson planning and evaluations.	19%	68%	7%
College tutor's supervision.	11%	54%	30%
Class teacher's supervision.	33%	39%	21%
Class organisation.	40%	37%	18%

page 7-8, questions 1-7. Class organisation.

page 7, questions 1-6.

(Completed by 95% of the sample)

question 1.

Teaching was	sometimes.	always.	never.
individual.	95%	5%	0%
class.	93%	0%	0%
groups.	93%	4%	2%

question 2.

Groups were based on	sometimes.	always.	never.
similar ability.	77%	5%	0%
mixed ability.	65%	4%	4%
friendship.	58%	2%	11%
home background.	0%	0%	24%
behaviour.	33%	2%	25%

question 3.

Children worked in same groups for all activities.	sometimes.	always.	never.
	46%	16%	42%

question 4.

New teachers thought about changing groups.	sometimes.	always.	never.
	39%	11%	0%

question 5.

New teachers had changed groups: examples of answers were:	as appropriate, regularly, half-termly, termly, 2-3 times, 5-6 times.

question 6.

New teachers thought that working in groups	
eases organisation and planning.	63%
benefits children socially.	89%
benefits children intellectually.	88%
makes record-keeping easier.	37%
helps class discipline.	53%
helps you to know where each child is in the room.	49%
helps you to know what each child is doing.	60%
helps you to keep a check on each child's progress.	60%

page 8, question 7. Class organisation(cont.)

(Completed by 98% of the sample)

question 7.

New teachers organised the class in groups because	
it was school policy	9%
they believed it was the best way	82%
they had been told to do in college	7%
the class teacher on teaching practice had done	21%
educational theory suggested it was the best way	28%

Additional comment:

it made using published schemes with wide	
age-range easier	4%

page 8. Published schemes.

New teachers used published schemes in	one scheme.	more than one.
Maths.	77%	2%
Lang.	33%	2%
Reading.	63%	12%
(2% on the point of changing from reading scheme to 'real books'.)		
Humanities.	7%	2%
Science.	7%	2%



page 9, questions 1-7.

Written planning, evaluation and record-keeping.

(Completed by 96% of the sample)

questions 1-3.

	Head required them.	L. E. A. required them.	someone might ask.	they found them useful.
New teachers				
wrote plans because	54%	16%	9%	93%
wrote evaluations because	39%	14%	5%	54%
kept records of children's progress because	47%	28%	19%	93%

questions 4-6.

	learned in college.	devised personally.	used by teacher on T.P.	used by school
New teachers				
wrote plans in a way	26%	74%	3%	19%
wrote evaluations in a way	33%	47%	4%	14%
kept records of children's progress in a way	19%	60%	5%	58%

question 7.

New teachers kept individual records for each child in	Reading	95%
	Maths.	88%
	Lang.	58%
Social and emotional development.		54%
	Science.	25%

page 10. questions 1-5. Professional development.

(Completed by 98% of the sample)

question 1.

Since beginning teaching new teachers had

attended L.E.A. course.	88%
read a book on educational theory.	44%
looked at teaching practice files.	86%
looked at college notes.	72%
visited other schools.	89%
observed another teacher teach.	81%

question 2.

New teachers

felt confident they were coping.	84%
thought they were coping.	12%
would like someone else's opinion about whether they were coping.	30%

questions 3-5.

(Completed by 89% of the sample)

New teachers

had discussed their teaching with	L. E. A. Adviser.	teacher tutor.	head teacher.	member of staff.	college tutor.
	72%	40%	82%	68%	0%
had an appraisal from	75%	26%	81%	14%	0%
would like an opinion from	25%	19%	39%	18%	11%

page 11, questions 1-5. Action research.

(Completed fully by 37% of the sample. An additional 44% identified an aspect for change but did not suggest a possible course of action)

questions 1 and 2.

New teachers who  
identified an aspect of teaching for change. 81%  
outlined a course of action. 37%

question 3

Those who completed the page felt that it was reasonable to undertake this form of self-evaluation.

question 4.

New teachers felt it would be helpful  
in identifying the need and  
in evaluating the change  
to have the opinion of

L.E.A. teacher Adviser.	teacher tutor	head teacher	class teacher	college tutor.
25%	25%	51%	40%	23%

question 5.

New teachers who  
thought that self-evaluation  
should form part of an appraisal system. 70%

page 12, questions 1-8.      Observation schedule.

(Completed by 72% of the sample)

questions 1-7.

New teachers who

carried out the observation.	72%
were surprised by anything.	32%
felt they learned anything.	39%

question 8.

New teachers who felt  
such observation  
would be helpful  
and acceptable by

L. E. A. Adviser	teacher tutor	head teacher	colleague	college tutor.
35%	37%	37%	47%	33%

page 13-14, questions 1-10.      Induction programme.

page 13, question 1.

Non-contact time appeared to vary not only from one L.E.A. to another, but also between schools within one L.E.A.

The range was: none,  
                  'ten minutes while they're in Assembly',  
                  one day per term,  
                  three hours per week.

question 2.

The use made of non-contact time inevitably varied with its length but other factors were also evident:

amount of structure given to the induction programme by the L.E.A.;

headteacher's attitude;

new teacher's choice of task: display,  
  hearing reading,  
  working with groups  
  examining resources.

question 3.

New teachers with a teacher-tutor

in own school	46%
from another school	4%
with both	4%

page 13, question 4. Induction programme (cont.)

New teachers with arrangements for

observation of teaching by

L.E.A. Adviser	40%
teacher-tutor	14%
head teacher	26%

observation of teacher-tutor's teaching	9%
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teaching as a team	5%
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discussion with

L.E.A. Adviser	26%
teacher-tutor	28%
head teacher	49%

evaluation by

L.E.A. Adviser	26%
teacher-tutor	11%
head teacher	30%

appraisal by

L.E.A. Adviser	28%
teacher-tutor	5%
head teacher	30%

question 5.

New teachers who had met  
L.E.A. Adviser

in school	86%
at Teachers' Centre	68%

question 6.

Benefits from meetings with L.E.A. Advisers were varied.

Examples are:

none,

very little,

being recognised at the Teachers' Centre,

"He was very helpful and made constructive comments."

question 7-9, page 13.      Induction programme (cont.)

New teachers felt that

question 7

the most helpful advice  
had been from

teacher tutor	head teacher	L. E. A. Adviser	another teacher
32%	44%	14%	65%

question 8.

the most constructive  
evaluation from

21%	42%	18%	35%
-----	-----	-----	-----

question 9.

the easiest person to  
ask for advice was

33%	32%	55	74%
-----	-----	----	-----

page 14. question 10. Induction programme (cont.)

(Completed by 88% of the sample)

New teachers who felt that there was a role for  
an adviser/support teacher for new teachers  
not associated with the school nor with appraisal. 65%

New teachers who felt that there might be a role for  
such an adviser if the school was less supportive. 9%



Answers to questions 11-13 tended to be repetitive.

Teachers in the sample had found difficulty in distinguishing between aspects of teaching which were a reason for confidence (question 11), gave satisfaction (question 12) or gave pleasure (question 13). Similarly they had found difficulty in distinguishing between aspects of teaching and of being a teacher which caused them concern (questions 11 and 12) or disappointed them (question 13).

Consequently, although responses were categorised in analysis, distinctions were difficult to maintain:

Reasons for disappointment/concern.

Survival concerns	9%
Teaching content	2%
Pupil concerns (particularly in relation to children with special needs)	42%
Self concerns (one comment was: "the way it takes over your life")	14%
Extrinsic	51%
including salary	11%
resources	7%
relationships with and attitudes of parents .	12%
relationships amongst and attitudes of staff (one comment was: "in-staff back stabbing")	5%

Other reasons given for disappointment included:

low morale,  
strikes,  
government policies,  
and the low esteem in which teachers were held.

page 14, questions 11-13. Rewards and disappointments(cont.).

Reasons for satisfaction/pleasure:

Reasons were categorised as 'pupil concerns' when they were expressed in terms of the pupil, i.e. pupil development or difficulty, and as 'self concerns' when expressed as the probationer's pleasure or satisfaction in seeing the pupils' progress, suggesting self-fulfilment:

Pupil concerns	37%
Self concerns	68%

This distinction proved unsatisfactory as phrasing of both questions and answers were ambiguous.

Responses suggested that satisfaction in being a teacher was intrinsic to teaching and derived from:

being responsible for, and successful in:

establishing good relationships with the children in the class,  
helping children to progress in their work.

page 14, question 14.

New teachers who intended to continue teaching	100%
New teachers thinking of leaving teaching within a few years	12%

APPENDIX 3.

Two examples of life histories.

(Data received at the end of the fourth year from the questionnaire sent to the subject with the life history have been added to complete a four year life history.)

Life-history 2. - Sylvie.

Before starting teaching.

I went to College as a mature student with children of my own.

I've got a job as a 1st. year junior teacher in a school with about 200 children. I really applied for a post with top juniors but they gave that to another probationer. I went along to the school for a morning before I left College to have a look round, but most of the time I was filling in forms. Then I spent a week there in July. I paid a visit to the infants as well. They were in a separate school, but on the same site. Some of them will be in my class in September.

My main concern is how to organise the time to cover all the curriculum and also I'm not sure how to organise Day 1. I've never had to do that as a student.

After 4 weeks' teaching.

I've got 29 in the class, 21 girls and 8 boys.

I'm quite happy about most aspects of the work: classroom organisation, knowledge of content to be taught, selection of resources, teaching-method, record-keeping. There's no difficulty with general school discipline or interaction with the children. Class control is difficult, but not a problem. I'm a bit uncertain about how to assess the children and how to motivate them. They're first years and so they're unsettled and a little bit tearful. Some individual children are difficult.

I'm finding organising the children into groups and matching work to ability difficult, and implementing the Maths. and Language schemes. Perhaps this is usual beginning of year chaos. There are some children who still can't read. Some children need words all the time. They

can't do anything for more than two minutes without help. I did the Middle Years course at College for 8-13 year olds and I've never taught First Year Juniors before. The Middle Years course neglects the younger age range. I had top juniors on final teaching practice. Everything takes much longer than I expect and I don't allow enough time when I'm planning. Maths. and Language are the most difficult. P.E.'s fine.

It's been easier relating to parents and ancillary staff and the Head than to the other staff. My teacher-tutor's the Deputy Head and he has a class full-time, so there's little communication.

Some of the administrative jobs are quite difficult: collecting money for the Book Club, for instance.

I've been to one of the L.E.A. probationer meetings and I've talked to some of the staff and to the Head about what I have to do. I've got the curriculum guidelines but I've had no time to read them yet.

There just isn't enough time. I just keep going from day to day. There's been some problem over getting a supply teacher to cover for my non-contact time, so I haven't had it yet. I should get 0.1 non-contact and I would have liked that for preparation, reflection. As a mother I can cope with children's fears and concerns, but I haven't enough time to give the children who need special help.

I'm pleased that I'm surviving and beginning to see the light at the end of the tunnel, but next term I want to get into more of a routine, sort out groups, etc. I can't really tell how I'm doing. I'd like some feed-back, but not of the supervisor-role type. Perhaps if the Head came in to comment occasionally. Every so often I want to stop and just have 5 minutes to think what I want to do next - and what the children are doing. Are they working to some purpose, should they move on ?

It is possible to achieve the ideal on T.P. in some things because the long-term responsibility isn't yours and you only have to maintain the standard for a short space of time. The reality is having to accept that you can't maintain the ideal. Most teachers seem to have accepted that they'll just do it the best way they can. The ideal and the reality.

After 10 months.

I'm still not really satisfied with my relationships with the other staff.

I haven't got the organisation of my room right yet and I'm not quite satisfied with the way I've organised the resources. There's a shortage of resources for this age-group. I'd really like to talk to the L.E.A. Adviser about the organisation of my room, although the College course and things my tutor said on T.P. have helped.

I'm fairly satisfied with the way I've grouped the children but not with the assessment of individual children. The Head is reluctant to refer children so there's a lack of support. Class discipline is alright but I'd have liked some help from the Head with it. I relied on my College course and what my College tutor said on T.P. about the relationship with the class. There are one or two difficult children and some moral support would be nice.

I'm quite happy with the children's progress in Maths. and in Oral Language, but not in reading and writing - one or two children don't seem to be making any progress. I'm a bit concerned about how much time should go on the different subjects and what to teach, and how to give a balanced curriculum. I'd have liked to talk to the Head and my teacher-

tutor about it. There isn't an overall school policy, so it's difficult.

I'm quite happy with the work I've done in Maths. and Oral Language and Humanities and P.E., but not in other areas. There doesn't seem to be a school policy in Science and R.E.. Music and R.E. tend to be neglected. We're about to involve parents in reading, so that should help.

I suppose I'm satisfied with my development as a teacher. I can evaluate my own teaching, but I would have liked more consultation and discussion with staff. I'd have liked help in some areas from someone on the staff - an Art specialist on display, for instance, but I haven't had any help from anyone at the school or from the L.E.A. I've relied on the College course and what my College tutor said on T.P.

Out of the 29 in my class there are about 10 who are below average and 6 above and there are some in each category that I feel are under-achieving - mainly because of lack of time and resources and advisory support. With the ones who are of below-average potential it's also sometimes because I can't diagnose the problem or I don't know what to do about it.

It's different from final teaching practice because you have total responsibility for the whole class for the whole year - you can't "cut and run" if things go wrong. You have to balance the curriculum over the whole year and fit in with school policy although you disagree - especially in your probationary year. Also there's administration, which I hate. On the other hand, you form a much better relationship with the children. The teaching practice file and doing lesson plans and evaluations have proved very useful as a preparation for teaching.

It seemed terrible at the time, but was good discipline. I still prepare well by making notes and evaluate. Supervision I had from the College tutor and classteacher has been useful.

I sometimes work with the children in groups, sometimes as a class, or individually. Groups may be ability groups, mixed ability, or friendship groups, but never based on home background or behaviour. They don't work in the same groups for all activities. I change the groups for every new topic, but it's not so easy to alter the groups in Maths. and English because of the schemes - I have moved individual children, though. I don't think working in groups helps class discipline, but it benefits the children socially and intellectually and makes organisation and record-keeping easier. I think it's the best way to work. We were told to do it in College and my own reading supports this.

We use a published scheme for Maths. and English and several reading schemes, but not in Humanities or Science.

I write plans, a forecast, because the Head requires it and I find it useful. And the same for children's records. Evaluations I write because they're useful to me. I devised my own method of writing plans and as for records they are partly my own and partly according to the school's method. The evaluations I write as I learned to do in College. I've adapted that to my own needs. The children's records are in reading, Maths. and language skills, not in Science, nor in social and emotional development.

I've attended an L.E.A. course and visited other schools, but I haven't observed another teacher teaching. I've looked back at my



college notes and teaching practice files and I've read a book on educational theory.

I'm confident that I'm coping but I would like someone else's opinion. I would like to compare the children's progress with that of other children. I've discussed my teaching with the Adviser and with the Head and I've had an appraisal from the Head. I haven't discussed it with anyone else, but I don't particularly want to do. I have a teacher-tutor, but he doesn't do anything. It was nice to have a pat on the back from the Adviser, although it was only one visit so far, and the Teachers' Centre meetings are useful because it's good to discuss problems with other teachers and L.E.A. Advisers. There's been very little contact with, or interest from the Head or teacher-tutor. If there is little interest then you feel very isolated. In such circumstances some support from outside the school would help.

I feel that Language is an area of personal strength, but I'm concerned about R.E., Music and Games.

The thing that has pleased me most has been helping the children to develop and my relationships with them. What worries me is 'Will I survive the pressure? Will I take the easy way out?' - chalk and talk, etc.

The most disappointing aspect has been the lack of enthusiasm in the school in other teachers. I'm lucky to have another probationer with me.

I intend to go on teaching.

The aspect of my teaching where I'd like to see an improvement is in operating an integrated day. I haven't succeeded in that. Also, I feel under pressure to fit all the areas of the curriculum in. I think I'm

trying to do too much. It would help if there was an overall school policy, but communication is poor - everyone 'does their own thing'. I can't really outline a plan of action for this - I'd like to discuss this with someone outside the school, but I have a feeling there aren't any easy answers. I can't really operate an integrated day because I think it's related to the pressure of the curriculum and lack of resources in school for a J1 class. I think it's reasonable to be asked to evaluate my work in this way and I think self-evaluation should form part of an appraisal system, most definitely, but it would be helpful to have the opinion of an L.E.A. Adviser or a college tutor.

I carried out the observation requested during a Maths. activity. What surprised me was that when working in pairs one child dominated in most cases. Perhaps I should put them in pairs, rather than let them choose a partner. I wouldn't want the Head or teacher-tutor to do this sort of observation, but it would be helpful from a colleague or L.E.A. Adviser.

#### After 3 years.

I've got a mixed 3rd. and 4th. Year class this year: 12 third years and 20 fourth years. They're a very difficult class, as most of them are here, and difficult to motivate.

I'm much more resilient, much more realistic, still quite optimistic, and I hope I haven't become cynical like a lot of the teaching profession have. I try not to, anyway. But I'm realistic in that I think we're asked to do an impossible job and so perhaps my expectations are a little lower than when I first came out of College - not of individual children, but overall. I mean about what you can actually do with 32 children. I don't think you give up trying, but you

do recognise that what we're asked to do is just impossible because there are simply too many children.

I am concerned not to become cynical. I make a constant, conscious effort not to be. I am enjoying my job. I know I brought this up before, but I do think it's very prevalent now, to adopt a cynical attitude.

When you come out of College you plan as you did for a teaching practice. Every minute of the day is action-packed. There's always something exciting going on. You have to have wonderful displays and so on. I think when you get to the nitty-gritty of having a class every single day, and you have to deal with interruptions - the dentist, the doctor, practical life at school - you realise, plus your own sanity, that you just cannot keep up that pace for ever and ever. It's not so much a question of letting things slip or slide....you just alter the pace of things. What you do is probably as good as on teaching practice, but you just alter the pace....it's a slower pace.

During the first year I tried to keep up the pace, probably because I was a probationer, which is why I was absolutely exhausted by the end of it, but I realised that I wasn't going to be able to go on like that. Then in the second year you come back with more confidence in your own ability because you've survived the first year, so then there's a gradual recognition that you need to slow the pace. I suppose it's different with each class as well - it depends on all sorts of things.

I still do written planning like I did on T.P., but not in as much detail. We do a half-termly forecast for the Head. I do that in fair detail. Then, at the end of term, we evaluate, which is very good because it makes you reflect. We hand in both the forecast and the

evaluation to the Head. The National Curriculum is making people plan much more carefully - we've already planned in detail for next term.

The College course was the greatest influence on me. I still think it was very good overall. I've been going on In-Set courses for two years and there's practically nothing that wasn't covered in our course at College. A lot of probationers say their course didn't "teach us how to cope with so and so", but certainly as far as good primary practice was concerned we were pointed in the right direction. All this new National Curriculum stuff, this cross-curricular teaching and so on...there's nothing there we haven't done. We learnt how to plan it all, how to carry it out, integrated day...so I think on the whole we had a really good preparation. Having said that, nothing...nothing beats actually being in the classroom and having to do it for a year. A lot of people moan about the theory and say, "Oh, I don't know why we're doing all this, it won't be any good to us in the classroom", but it certainly gives you a wider perspective and fills in all that background stuff, which is important, I think. I genuinely mean that about the course. It prepared me as well as it could have done. I'm just amazed that I go on courses and I could go to my files at home and pull out the bit of paper and it's all there. As far as I'm concerned, I think it was great.

Next year I'm changing jobs. I'm going to another school in a suburb. I shall have 22 first years, which sounds absolute bliss. I'm looking forward to that after 3 years here. I feel that as a mature student I needed to move on fairly quickly if I was going to get any promotion, so I actually started applying last year. The L.E.A. had a pool last year so it was difficult for an existing permanent teacher to

make a move, but this year they've got what they call a permanent transfer list so I was able to get on that. It's a sideways move, but it was very good for me because it's close to where I live. Then there's the promotion aspect - I need to have a wider variety of experience of schools. Also I think two or three years in this place is enough for anybody.

I'm looking forward to it because I shall be in charge of Language - English as we must call it now. I'm going to be the co-ordinator. I suppose a couple of years ago I would have got a Scale 2 for that, but there aren't any now. When I came here there was already a Language co-ordinator so it's been difficult to get any experience in that area. If there have been any courses she's gone on them. That's the area I really wanted to move into, but it's not easy to get in on a particular curriculum area.

I'm looking forward to it as well because it's a very different type of school. It will be refreshing after here, the sort of problems we have here.

#### After 4 years.

Main difference this year has been my change of school - very different. The children are, with a few exceptions, bright, well-motivated and well-behaved. It's much more rewarding and much less stressful.

Another major influence has, of course, been the National Curriculum. Projects to cover the programmes of study had been worked out before I arrived last September. I miss the freedom of choosing my own project areas, but in this transitional period we feel safer having everything worked out in detail.

I have been team-teaching with two other first year teachers and have enjoyed this. Joint planning means we have drawn on all our expertise, which must be a good thing. One draw-back however - I have found myself compromising once or twice after disagreements with my colleagues.

Generally this has been the most satisfying year of my teaching career. Because it's such a pleasant school, I'm actually allowed to do the job I'm paid to do - this was difficult in my previous school.

I'm fortunate to have been made head of first year, dealing with liaison with infants (which is separate) and generally overseeing things for this year group. As English Co-ordinator with my own budget I shall be ordering resources and running In-set days. I will finish my M.A. in October, 1991, and will be applying for Deputy Headships within the next year. I want to stay in the classroom, so a Deputy Headship is the limit of my ambition for now, although in another 4/5 years I'd love to go into teacher-training. Your job would be nice!

Life-history 8. - Lizzie.

Before starting teaching.

I've been appointed to a primary school on the edge of the town in quite a nice area. I'm going to have a mixed class of middle infants and reception, 4-6 year olds. I have had experience of the age-range, but not middles and reception together. On final teaching practice I had middles and top infants.

I'm going into school this term for 3 day-visits to meet the new children as they come in for the afternoon, and I'm going on a school trip and for Sports Day. One afternoon I'm going to teach another class to help out, and I'm going for the afternoon when the classes change over to be with their teachers for the next year. I'm going into school when the College term ends too, to find out about resources and routines.

I'm confident about teaching Maths., but I'm concerned about teaching children to read and write and about teaching Music.

After 3 weeks' teaching.

General school discipline presents no difficulty, but class control, although not a major problem, is difficult sometimes and causes me anxiety because it is a core element.

There's some difficulty with class organisation because of the problem with mixed ages. Some social grouping would have been best avoided but it's not really possible without creating too many groups or mixing reception and middles. There are 26 in the class. Assessing the children is a question of trial and error. I'm not really sure of the actual progressions and where the children should be by the end of the term. Most of the work is done in groups - some is more individual -

but with the reception I've not really sorted out the levels of ability yet. I work on an integrated day.

There's one particular boy who plays up rather a lot, which is a cause for anxiety. I asked to see the parent.

There's no difficulty with Maths. It's too early to say about Language. There isn't really the quality in the oral work that there ought to be. The time factor is difficult for reading. It's difficult to hear middles when they are mixed with reception. I'm useless at Music and I don't think my training is enough for P.E. I'll be developing Science soon. It's going to be the core of the topic. R.E. is implicit, but not separately developed yet.

Selection of teaching method I'm not really sure of until I'm into it.

There's no real difficulty in relating to the staff and the Head, but some difficulty with the cleaners.

I wasn't told I had a teacher-tutor, but I've had lots of chats with one member of staff. I've had a major discussion with the Head about my file. I'm quite happy with my record-keeping, but the Head found it difficult to understand and said that the file doesn't really reflect what goes on in the classroom. He didn't like the crossings-out either. He suggested a key to explain the system.

It's difficult with reception to plan everything that the children will do. I've made a system for selecting resources so that I know what's available for any activity and I've made them accessible to the children. I've also made some Maths. games.

It's less fatiguing and stressful than T.P. I keep up with work at the end of the day before leaving school. After 4 weeks of T.P. every



wall would have been covered. Everything would have been concentrated on the topic. All the children's paintings would have been for my purpose. The time span is much longer to plan and think for than as a student, therefore the pace of work needs to be altered. In some ways follow-up work is less because of not having to write long-winded lesson plans, aims and objectives, resources, strategies, evaluations. Time can be better spent on preparing work for the children.

There's a slightly more relaxed atmosphere. Getting things all laid out before the children come in no longer seems so essential. Before the mornings and afternoons it is, but not so much at break-times.

Some days you go home feeling you've chosen the wrong job, but you'd get that with anything. I feel most confident about my Maths. with middle infants, and my weak area is Music. I shout a lot. I haven't thought about what has pleased me or disappointed me. My goal for next half-term is everything that I haven't done this half-term.

I felt like a student inside until parents came up at the end of the A.G.M. to ask me things - then I felt like a teacher.

#### After 3 months' teaching.

The children are still too noisy. I still don't balance everything as I would like to do. I still don't do Music. They probably don't get enough, but I don't feel I'm the person to do it with them. It's probably because everyone here does so much. I don't feel I've got the progression sorted out in P.E. I haven't had enough experience on how to sort out things like big apparatus, how to climb a rope. I think they're things you should be taught to teach.

I've looked back at my teaching practice files and I've looked at several different scheme books to get ideas. I've read a book on organising the integrated day, one I'd read before.

There are so many organisational things you take for granted on T.P. - taking the painting aprons home to wash, for example. It's very different from being a student. As a student you can choose a topic, and do really nice things for six weeks, a 'wow' time, whereas now it's much more concentrating on the basics. I've learned that class Art without another pair of hands can be quite an experience. I like class Art. I think it's much more fun than a group doing it on their own.

I'm concerned about where the children are going to be by the end of the year. I've got them long-term, not just for a few weeks. The College course was very theoretical and idealistic and that was alright for T.P. When you don't have to worry about how much the children progress in the time you can be idealistic. I'd like to have more idea where the children should really be going and what the progression should be. And how to keep them quiet so that people don't say I've got a noisy class.

No-one from the L.E.A. has been to see me yet, but the Head observed me for an hour before lunch, then 30-40 minutes after lunch. Then we had a session after school, after the staff meeting, three-quarters of an hour of discussion. Everything was negative. I never had anything as bad as this all the time I was in College. It made me feel I was failing. If the Adviser is like this....

After 10 months' teaching.

I'm still not quite satisfied with class discipline, and I'm concerned about individual children who create the problem. I'm not

:

really satisfied with the organisation of the classroom - college tutors could have done more on this perhaps - nor with assessment of the children.

I'm concerned about reading and writing and the balance of the curriculum. I'm not satisfied with time allocation or record-keeping or the children's progress in Maths. I'd have liked help in all these areas from the teacher-tutor and the Head, and more help from a college tutor on teaching practice. I'm still very concerned about Music and P.E.

I'm satisfied with my ability to evaluate my performance, but not with my development as a teacher. I'm not quite satisfied with the Head's evaluation of my teaching but I am with the L.E.A.'s.

I have about six children who are of below average potential and three above. Three at the below-average and two of the above-average are under-achieving because of lack of time, resources and my expertise.

There are several differences with final teaching practice. T.P. involved a lot of unnecessary written planning in long-winded ways instead of developing more practical, useful methods, suitable for 'real' teaching. There is long-term responsibility for the children now. Responsibilities are much heavier. There's less speed pressure on wall displays and covering every wall, but there's greater pressure on the basics and hearing readers, instead of full-blown topic work. There's greater flexibility as a teacher now. The teaching practice file and lesson-planning and evaluations were of very little use as preparation, but the college tutor's and classteacher's supervision were useful and class organisation very useful. Perhaps college supervisors

need to be more realistic and harder to prepare us for the reality of a Head's and Adviser's appraisal.

I sometimes teach as a class, sometimes in groups or individually. The groups are organised on similar ability, friendship or behaviour, but mixed ability for P.E. They don't work in the same groups for everything. I've changed the groups once for permanent grouping, but I often swap people on a semi-permanent basis, depending on the activity. I organise the children in groups because I think it's the best way. I don't know whether it's school policy. We have a Maths. and a reading scheme and there's a language scheme higher up the school.

I write half-termly forecasts for the Head and day plans as well, because I find them useful. I write the plans in a way another teacher showed me. I keep records of the children's progress because they are required and I find them useful. I don't really write evaluations as such.

I've observed another teacher teaching once, but not visited any other schools, although I'd like to. I think I'm coping and some of the time I'm confident that I am.

I've discussed my teaching with the Adviser, the Head and the teacher-tutor, and had an appraisal from the Head and from the Adviser. I'm not sure whether I'd like an opinion from the teacher-tutor or a college tutor. I don't want one from the Head or any other member of staff. The Adviser and teacher-tutor have given me the most helpful advice and my teacher-tutor is the easiest person to ask. I think there is a role for an Adviser not associated with the school or appraisal. If you don't feel they are out to assess you, you can be more open with them.

Art and Craft are the areas where I feel most confident.

My concern is that those children with the most problems may slip through the net. I've had most satisfaction from the discussions with the children, especially for class R.E. The future of my class is the aspect which gives me most concern.

The variety and flexibility of the life have pleased me most, plus the holidays! The most disappointing aspect is the insular nature of many people in the profession. I intend to go on teaching.

I tried an observation of a Maths. activity, as requested. I was surprised that two of the eleven children were happier to try and copy another than ask for further explanation. I realised that I should check that they've understood the task first. I wouldn't want the Head to do this kind of observation, but it would be helpful from a colleague, L.E.A. Adviser or college tutor.

I'd like to improve my patience with the children, especially knowing how to get through to those that find things difficult, so that they could really improve and understand. It has to be done through inner feelings as well as academic techniques. It would be helpful to have an opinion from a colleague, Adviser or college tutor in evaluating any change I could effect, but not from the Head. I think self-evaluation should form part of an appraisal system.

After 2 years' teaching (at the beginning of the third year).

Class control is better now. The first year was so much of a trial and there was such a difference in the second year. My expectations were too high, too idealistic. I thought the more they did the better it would be. It's very intense for a few weeks on T.P. You've still

got to do basic skills, schemes, P.E. It meant slowing down, then what they did was better.

I had the same age-group in the second year. It meant that I could plan for the whole week at the week-end. Now I'm back to trial and error again because it's reception, but it's not as bad as the first year. I've got the same resources I can use again, things I made in the first year. In the first year I had to plan every night, like on T.P.

I see class control, classroom organisation and class organisation - all these three - are linked now. Because my organisation wasn't as good control seemed more of a problem. I do displays now whilst the children are there. They enjoy it and want to see their pictures going up as they do them. On T.P. I would have been worried in case the supervisor came in and disapproved. By the time you get to the 4th. year T.P. it should be more realistic - hearing them read, following schemes, knowing the other pressures - instead of being able to work intensely on a theme. It makes some students feel they won't be able to teach because they won't be able to keep up the pressure. Perhaps if they could be in schools for longer ?

I don't feel that I need to waste time writing reams for record-keeping. It didn't seem very useful on teaching practice because it was such a short space of time. I don't do written evaluations. I know when I do things that work well and when they don't work well. In the first year I had to for the Head. You still have the idea of pass or fail hanging over you. Now that the pressure's not there I don't mind someone coming in - it's the pass/fail. It would be the same with an Adviser if they came in 'cold'. They can see anything going on if they

come in unexpectedly and how can they assess it as a picture in half an hour ?

Assessment of the children is on-going all the time. I've accepted the fact that all the children will be on different levels. I felt at first it must be my fault if they weren't all making the same progress.

We need more courses for newly-qualified teachers: the induction programme comes to an end and then you're just left. It would be nice to still be able to visit other schools. Perhaps there could be a general course for teachers in their second year, especially for the sake of teachers on a staff where no-one goes on courses.

I was made Art and Craft co-ordinator at the end of my second year. I've written a policy document. At Easter in my first year I was asked to take on Maths. but I didn't feel I had enough experience to do this at the beginning of my second year. I suggested Drama because it's something I'm interested in. Maths. is too important. How could I tell other members of staff, teaching age-ranges I hadn't taught, what they ought to do, particularly much more experienced teachers ? The Art and Craft is more providing people with a variety of ideas and methods and resources. I felt that there would be a lot of judgement attached to the Maths. and a lot of pressure - and also it was taking up where someone else left off.

I was missing studying last year but it has to be two years before you can start an F.P.S. course. I might have thought towards doing an M.Ed., or becoming an Advisory teacher, or teaching abroad, but now I'm getting married I haven't the same control over my career. If we stay here I'll be more inclined to go on with something because there's a College near. I don't want to be stuck in a classroom.

After 3 years' teaching.

I've got a reception class of 22. Some of them came in very well prepared for so-called academic schooling. There are a few still nursery/reception: they need a lot more play for experience, but some come in already reading and writing some words, being able to spell names of the family. The others are being dragged along by that in some ways. If people came in they wouldn't see necessarily that they were a reception class. It's been nice having such small numbers.

Next year I'm having half and half - middles and tops. I'd rather just have pure top infants. I asked for a change because I'd had two years of reception-middles and one year of reception. I wanted to experience top infants. This means I've got to have half my class again for another year straight off and I don't think that's good for them. I think it's nice for them to feel they've got someone else to go to. But I'd rather have that and have the experience, otherwise I'm limiting myself. It's been done like that because of the staff we've got.

I don't know what my strengths are. I like to get involved in what I'm doing. I'm more relaxed about teaching. The children all seem quite happy coming to school. I don't have any problems, therefore, hopefully, they enjoy what they're doing. Most of the parents seem satisfied. I generally enjoy myself. What it'll be like with the National Curriculum I'm not sure yet. I don't really know what my strengths would be. I think I'm probably better at teaching than Maths.-based things than language and reading.

I still even now feel that those that struggle with their reading need more than I can give them. I'm drawing on what I learned previously and what I've learned as I've gone along. I find it easier



to teach the children who've grasped things. I can push them on more than the children who struggle. You find you're the only one doing anything with them, they're not getting back-up from anyone else. I find that the most difficult because I don't think I'm a very patient person. The children who struggle are what concerns me most. You go so far and you think, 'Well, what should I be doing next with them?' The other ones just grasp it and you can keep feeding them more and more. When they're really keen, they want to learn. Some of mine go outside and say, 'Can we do some Maths. on the number line in the playground?' When you get them to that sort of stage you feel it's all worthwhile. They're really getting somewhere. Having said that, I sometimes think they'll only do for you what you expect of them. We did a class assembly. They were all involved in it and they just got on and did it and just loved it. Whereas when I first started I wouldn't have expected a reception class to do something like that, so perhaps they will only perform to our expectations.

I'm more relaxed about things. I don't mind now if people come into my room, whereas in the first year I dreaded it. I thought they were coming in to see me and see what I was doing. Now I feel that if people come in they accept what they see. The children might all be very busy or they might be doing their own thing, but I don't think it matters. When I first started I expected too much of them. I'd give them too many things to do in a day, then I'd be 'grotchy' with them if they couldn't achieve them all. Whereas it was really my fault because I was giving them too much. Now I don't give them so much and I think they benefit because of it. They're still covering things but they're not having so much all in one go. Perhaps when I've got middles and tops I

might feel that I have to 'up' the amount they're doing. It's a bit different with reception. And they're going to have to be stretched a bit to fit in all the things that we're going to have to cover for the National Curriculum.

In the same way I think my teaching will have to change a bit because of that in September. At the moment I've been quite laid back. I choose my topic and do whatever comes from it, but now I've got to tie myself down a bit more. I can still have the freedom of choosing what topic I want to do, but I'll have to constantly be aware of making sure that I stick to the things that I've planned in my forecast. Previously I felt quite happy to go off and do whatever I fancied. I felt up to now that as long as they're learning something, and gaining something, from what I'm doing with them, it doesn't really matter so much what they're actually learning. That's why I think that's going to have to change.

So in some ways I've probably gained more confidence over three years, but in other ways, when I first came out of College I thought I was going to be good. But when you think about it, once you're in to it, you're not as good as you thought you were going to be and there are an awful lot of people out there who are a lot better.

I've picked up different things from teachers here and ones I've met on courses. I don't think any one particular person has had a great influence. I think in some ways you influence yourself more than anybody else influences you. Indirectly you're picking up things all the time from other people and using them. I've been on the Maths. F.P.S. course so I've picked up things from that and from the Art course I went on. When you meet people you hear of things they've done and you

think, 'That's a good idea, let's try it'. You can also hear of things and think, 'I don't ever want to be like that'. I can't think of anyone in particular to name as an influence, but then no-one really knows what goes on inside my room unless they happen to be in there. If somebody actually saw what was going on they might comment on it and that would be a direct influence. But as nobody does you just change as you go along, without really thinking about it. Having students in the next room this term inspired me to make an effort to convert my classroom because they were so full of ideas about their topic. Just having a little bit of fresh blood in the school has an effect. It took me back a bit to when I was a student on teaching practice and the things you can do.

I write a half-termly forecast and I do an evaluation at the end of each half term, but it's briefer than when I first started. I still use the same style of planning. With the National Curriculum we just attach attainment targets to it. I'm at the stage where I prefer to plan at weekends for the week ahead, rather than each night for the day ahead. I find it much easier to see a week at a glance, even if I change it as I go along. At least I know that way over the week I've got a good balance and different things happening.

I don't know that there's anything that influences me now other than the fact that having been in this environment for three years, having nice-sized classrooms, it makes it very difficult when you think about moving. I would like to gain more experience but it's made me very fussy. Otherwise the problems have smoothed out...you've learned to cope with people better. When you have small classes, 26, then down to 22, it's very off-putting if you look round another school and they say

you're going to have 30 children. You're looking round and thinking, 'Thirty children in this small space?!'. Perhaps it's making me too fussy.

I actually wrote a letter for one job, but I didn't post it. I went to look round, got all the details, filled in the form - but it was for an Incentive A and I didn't feel quite happy when I looked round the school. I didn't feel it was for me - and also I felt that they were asking for an awful lot for an Incentive A: Art, Music, P.E. and Language. I thought I hadn't enough experience to offer the full range of those, so I didn't send the letter. I didn't get the right 'vibes' about the place when I looked round. I'm quite influenced by my first reaction.

I'm not going to just apply for anything, but I've been reading the job lists for quite a while now. The Head has encouraged me to apply. I got married at the beginning of this year. That does make a difference because you've got to tie in with where you're both going to be working.

Sometimes I think I'd like to be in an infant school because the infants benefit from just having infants in the school, but I like being in a primary school because I like doing things like taking the juniors swimming. It's good to see them as they progress up the school.

Over the three years you begin to make your influence felt in different things. Once you're into the school you realise 'we've always done it that way' means they did it that way the year before and you can still make suggestions, whereas at first you think you can't just change what they've always done. I now make suggestions more and more about what to do, but I pick my moments now - which I wouldn't have done when

I first started. Then I'd say exactly what I thought - but it was about different things. People respond more now because I'm a more established member of staff. You feel you're worth just as much really. When I had lots of confrontations they were about different things... but that's a lot better.

After 4 years' teaching.

I have become a lot more laid back and organised. I guess it must be the 'pre' organisation that causes the laid back feeling. Combined with knowing the set-up of the school well and enjoying the age of the children. In some ways the thought and subsequent planning related to covering (as far as possible) the National Curriculum Attainment Targets has helped my planning of actual work. For example, I've often prepared a lot of work in each holiday to use with the class - actual worksheets related to the topic, for example. This in turn has helped my day-to-day/week-to-week planning - and end of year records - so I've got a better record of what I intended to do and actually covered (up to now there has never really been such an accurate need for this).

I have also made the children more independent in the sense of becoming more responsible for continuing/completing work and filing it away. I can return to my classroom 5 minutes late after a break and find the majority of the class getting on with their tasks in hand. I gradually feel that some days I could almost be made redundant by them once I've explained the day's tasks! Also, this has released me more to spend time talking to the children more and hearing readers. I feel that I am also now operating a better system in reading this year and also making more use of parental help. (Perhaps at long last I feel more confident for my classroom to really be an open place for anyone?)

However, I still find that I enjoy teaching the children who are keen the most. Some just seem to absorb all I give them, do extra to follow up at home. Choose to do work and bring it to school to share with the rest of the class.

I've also been on a course related to emergent writing and I think that this has perhaps helped me to encourage the creativity of the class more. Another way that I think my teaching has changed is that I do tend to now get the majority of 'work' tasks completed in the mornings with perhaps more informal or class activities in the afternoons. Also, I think that even though I've a mixed class I have spent more time this year on class-based inputs and work sessions than previously; and used more co-operative group teaching. I have enjoyed finding out about the things that I wanted to teach the class this year.

I have had a class of 25 Year 1/Year 2 (N.C.) children who have worked well (if loudly!) this year. I don't think that I'll ever have a particularly quiet class because I'm too noisy and 'hyper' myself. I obviously get them wound up. If I was quiet and calm the class would be more so. But sometimes I think I get as excited as they do about things!

I started the year wanting to do my best to cover the National Curriculum but not wanting it to cramp my style of topic-based teaching. I think that it's gone O.K. We have done: 'Pirates', 'Communications', 'Seashore' and 'Time' which have included having a pirate ship in a corner of the classroom and dressing up as one of them! A post office and a trip to Weston-super-Mare! It has done me good to have to follow plans more and has helped me to formulate an almost 'weekly time-table' which helps the children in their planning and expectations of style of

work and workload as well - as well as making my weekly plans fairly easy.

I've enjoyed having the older end of the infants to teach and feel that I've also learnt a lot.

An added bonus this year was to go on the J3/J4 (Year5/6) residential visit to North Wales for the week. It was good to be involved in preparing work for them and seeing them respond positively to it, also to see how children of that age work. In some ways there's not a lot of difference!

I have a new job to go to in September. I'll be teaching a class of top infants (6+) in an independent primary school. I was not particularly looking for a move into the independent sector - but just a move. I knew that I needed to get out from where I was before I became stuck in a rut and also I really needed to work for a different Head.

I had applied for an Incentive A but I didn't get the job. I was given the impression that I was too young. Also I looked into doing an M.Ed. but felt that it was perhaps a bit too academic for me whilst still teaching (a secondment would have been more attractive). Also I wanted to apply to college for a teacher exchange but my headmaster said 'no'. I couldn't apply without his permission which made me even more determined to get a job. I now feel relieved to be moving on, even though it is not for promotion. It will be a change and I'm looking forward to the challenge of a new experience. At the same time still feeling a bit apprehensive about starting somewhere new. Life needs change to keep us living! I'm still no further forward in being able to forecast where I see my future going or where I want to end up in education. I guess I'll just have to wait and see what happens.

APPENDIX 4.

Questionnaire sent with the life histories.



APPENDIX 4.

QUESTIONNAIRE sent to the case studies, June, 1990.

(The questionnaire was sent with the life history.)

1. Do you feel this is an accurate account of how you felt about teaching during the first three years ?
2. Please comment on any changes in your teaching (methods, attitudes, influences).
3. Could you briefly describe your teaching experiences this year ?
4. What are your plans for next year ?
5. Please add any comments you wish to make.

Thankyou for your help !

APPENDIX 5.

Pilot questionnaire for the survey.

APPENDIX 5.

Pilot questionnaire.

Page 1.

Please answer all questions in relation to your present appointment.  
Additional personal comments would be helpful.

Part A.

Please rate each of the elements in this section on a 1-5 scale,  
indicating the degree of difficulty you have experienced.

1: no difficulty; 2: some difficulty; 3: difficulty but no problem;  
4: difficulty giving concern; 5: great difficulty causing anxiety.

(Delete any element which you have not yet experienced.)

1. Class control.
2. General school discipline.
3. Classroom organisation.  
(arrangement of tables, resources, etc.)
4. Class organisation.  
(groups, sets, etc.)
5. Selection of content to be taught.
6. Knowledge of subject matter to be taught.
7. Assessment of children's ability.
8. Match of work to ability.  
(providing for individual differences)
9. Selection of teaching method.
10. Selection and provision of resources.
11. Motivation of children.
12. Interaction with children.
13. Difficulties with/of individual children.
14. Allocation of time to curriculum areas.
15. Record-keeping.
16. Curriculum areas:
  - a) Maths.
  - b) Lang.
    - reading.
    - writing.
    - oral.
    - aural.
  - c) P.E.
  - d) Music.
  - e) Science.
  - f) Humanities/Hist./Geog.
  - g) R.E.
17. Relating to
  - a) parents
  - b) staff
  - c) other personnel  
(welfare assistants, cleaners, secretary,  
dinner supervisors)
  - d) Head
  - e) teacher-tutor

18. Working in the classroom with
- a) other teachers
  - b) welfare assistant
  - c) parents
19. Administrative responsibilities:
- a) registration
  - b) collecting money
  - c) distributing lunches, milk, etc.

(Please list any others)

20. Nature of roles:
- a) teacher
  - b) welfare assistant/nurse
  - c) secretary
  - d) social worker

(Please delete any of these which you do not feel is applicable, or add any other you feel is more apt.)

#### Part B.

Please tick any of the following you have already experienced.

- 1. Extra-curricular
  - a) activities
  - b) demands
- 2. Staff meetings (administrative)
- 3. Staff meetings (curriculum, policy)
- 4. L.E.A. meetings/courses.
- 5. Probationer meetings.
- 6. Consultations with
  - a) teacher-tutor
  - b) any other staff
  - c) Head
  - d) L.E.A. representative
- 7. Opportunity to observe/visit
  - a) other classes
  - b) other schools
- 8. Receiving L.E.A. policy documents  
(e.g. curriculum guide-lines)
- 9. Receiving school documents  
(e.g. brochure, curriculum guide-lines)
- 10. Visit to Teachers' Centre.

#### Part C.

- 1. What is your most overwhelming impression so far ?
- 2. Do you feel any fatigue or stress ?
- 3. What do you consider to be an area of
  - a) personal confidence and/or strength
  - b) personal concern and/or weakness ?
- 4. What has pleased you most/given you most satisfaction ?  
disappointed you most?
- 5. Have you a personal goal for the next half-term ?
- 6. How does it compare with teaching practice?

APPENDIX 6.

Report on the L.E.A. induction programme.

## APPENDIX 6.

Brief report sent to the L.E.A., February, 1988.

### West Midlands Induction Programme for Probationer Teachers in Primary Schools, 1986-1987.

In the Summer term, 1987, a questionnaire was sent to the L.E.A. for distribution to probationer teachers in primary schools in a West Midlands L.E.A..

Responses to the questionnaire were received from 29 probationer teachers.

### Summary of Responses and Comments.

It appeared that many probationers were receiving support from many sources - teacher-tutor, headteacher, L.E.A. Adviser, colleagues - whilst some were experiencing a feeling of isolation and receiving very little help from anyone. No particular pattern in this could be perceived.

Visits to the probationer's school by the L.E.A. Adviser were seen as particularly helpful, and a source of encouragement and advice. Meetings arranged at the Teachers' Centres, as part of the Induction Programme, were also welcomed as an opportunity to meet other Advisers not associated with the probationer's own school, and also to meet other probationers. Observation, discussion and evaluation/appraisal were being provided by L.E.A. Advisers and headteachers and were seen as supportive.

Some probationers did not know whether they had a teacher-tutor, and some said the headteacher had assumed this role.

Some probationers commented that they felt the need of more positive encouragement and some expressed a feeling of isolation. One remarked that observation by the L.E.A. Adviser was too brief - "How can you judge six months' work in an hour?" - an indication of the probationer's need for approval.

In some instances the probationer felt that the most helpful advice came from:

"my Welfare Assistant";

"a parent who is also a governor and has a sense of humour";

"another probationer who is my life-line";

"my supply teacher".

72.4% of probationers felt that an adviser/support teacher who was not associated with the school, nor with appraisal, would be of help because an objective view would be of value, whereas some probationers felt that advice from within the school was more informed and therefore more useful.

24.1% felt that there had been little or no opportunity for any discussion or appraisal of their teaching at this stage.

One difficulty encountered was that a probationer taking up an appointment after September might not meet the L.E.A. Adviser until late in the year, as early meetings had been missed and later meetings did not meet the probationer's needs. Part-time teachers could be at a similar disadvantage in that the pattern of meetings might not match their non-teaching time.

Whilst these findings represent the responses received, it is acknowledged that some probationers will seek and accept support more readily than others.

#### Probationers in other L.E.A.s.

Analysis of responses from 28 probationers working in other L.E.A.s reflected a wide variation in support for probationers.

Where the problem of providing support has been addressed, similar induction programmes have been instituted, but it would appear that in some areas probationers receive little help.

70.4% (N=28) said that an adviser not associated with the school and not associated with appraisal would be helpful.

An analysis of responses to questions relating to the West Midlands induction programme follows and is given as a percentage of the returns (N=29).

Analysis of responses.

1. Non-contact time:	given in full	75.9%
	given less	3.4%
	not taken	6.9%
	not given	6.9%
2. Use of non-contact time:	observation/visits	44.8%
	preparation	65.5%
	taking groups	27.6%
	taking classes	13.8%
3. Teacher-tutor:	yes	55.17%
	no	34.5%
4. Arrangements for:-		
a) Observation of probationer	by teacher-tutor	17.2%
	by head	34.5%
	by L.E.A. Adviser	55.2%
	none	6.9%
b) Observation by probationer of teacher-tutor teaching	yes	10.3%
	no	55.2%
c) Team teaching with teacher-tutor or head	yes	3.4%
	no	69.0%



d) Discussion with:	teacher-tutor	34.5%
	head	58.6%
	L.E.A. Adviser	41.4%
	none	10.3%
e) Evaluation by:	teacher-tutor	13.8%
	head	41.4%
	L.E.A. Adviser	44.8%
	none	13.8%
f) Appraisal by:	teacher-tutor	6.9%
	head	41.4%
	L.E.A. Adviser	44.8%
	none	13.8%
5. Meetings with L.E.A. Adviser		
a) in school:	1	37.9%
	2	41.4%
more than	2	17.2%
b) at a Teachers' Centre	none	20.7%
	1	27.6%
	2	34.5%
more than	2	17.2%
6. a) Positive benefit from visit of L.E.A. Adviser to school		
	yes	58.6%
	no	24.1%
	negative effect	6.9%
b) Positive benefit from meeting L.E.A. Adviser(s) at Teachers' Centres:		
	yes	41.4%
	no	37.9%

7. Source of most helpful advice	teacher-tutor	20.7%
	head	44.8%
	L.E.A. Adviser	17.2%
	another teacher	65.5%
8. Source of most constructive evaluation	teacher-tutor	10.3%
	head	48.2%
	L.E.A. Adviser	20.7%
	another teacher	24.1%
	none	6.9%
9. Most approachable for advice	teacher-tutor	24.1%
	head	44.8%
	L.E.A. Adviser	10.3%
	another teacher	72.4%
10. Need for adviser not associated with the school or appraisal	yes	72.4%
	no	13.8%
	don't know	6.9%

Rhuna Winstanley

9.2.88

APPENDIX 7.

Example of interview questions.

APPENDIX 7..

Example of interview questions.

1. Could you tell me about you present class ?
2. In a way you've answered the next question already because it was what will you be doing next year ?
3. What do you think are the strengths of your teaching now ?
- \*       What was the course ?
4. Is teaching like you expected it to be ?
5. What concerns you about your teaching now ?
6. What are the major changes in your approach to teaching in the last three years ?
7. What do you think has been the greatest influence on your teaching ?
8. What about written planning or evaluations ?
9. Who, or what, do you think influences you now ?
10. What are your plans ?
- \*       What was the job you applied for ?

\* Questions marked \* are questions which were added to clarify points made by the interviewee.