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Begeleiding Startende Leraren

THINK BIGGER

Providing a good start: what support do beginning teachers receive in their schools?

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Outline of the presentation

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- Context of beginning teachers (Dutch project)
- Research questions
- Data gathering and analysis
- Findings
- Discussion

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Context (broad)




- Beginning teachers require extra attention
- Dutch national project in 8 regions
- Secondary education
- Schools and teacher education institutes share responsibility and develop an induction programme

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Context (narrow)



- Project of University of Tilburg & Fontys Teacher Education Institute Tilburg
- 18 schools
- In total 58 beginning teachers (= first three years after graduation)

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Context (very specific)

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Focus in our project

- A three year program for beginning teachers
- Ongoing professional development
- from year 2 together with more experienced colleagues
 - Year 1 (*survival*): *coaching with videofeedback*
 - Year 2 (*further growth*): *collaborative peer coaching with videofeedback*
 - Year 3 (*further professional development*): *lesson study*

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Context (very specific; 2)

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Focus in our project

- We support schoolcoaches (and not the beginning teachers themselves)
 - training of schoolcoaches in coaching with videofeedback
- Schools do shape their own induction trajectory

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Research in the project

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- Research = a tool to evaluate and adjust the project

1. What kind of support do beginning teachers get?
2. What issues are adressed?
3. How do beginning teachers appreciate the support?

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What do you expect?

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- Talk this over with your neighbour
- *What kind of support do beginning teachers get in their schools?*
- *What topics do they discuss with their coaches?*
- *What helps them to learn?*

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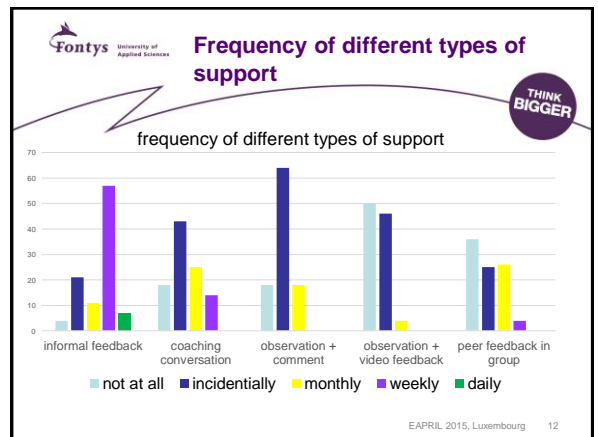
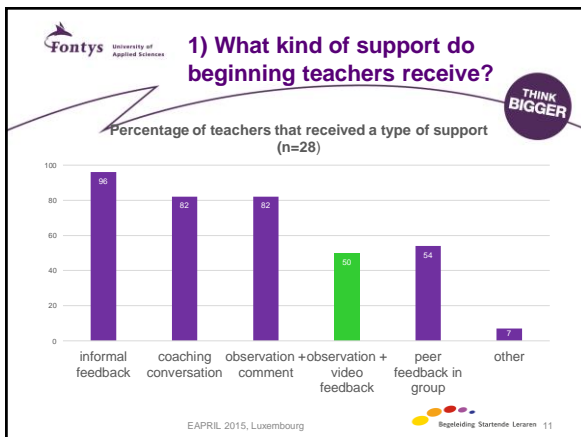
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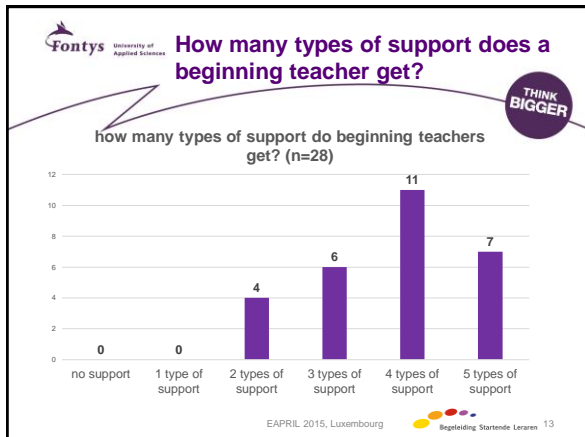
Data gathering

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- Questionnaire amongst beginning teachers (n=28 out of 58)
 - multiple choice (research question 1 and 2)
 - open questions (research question 3)

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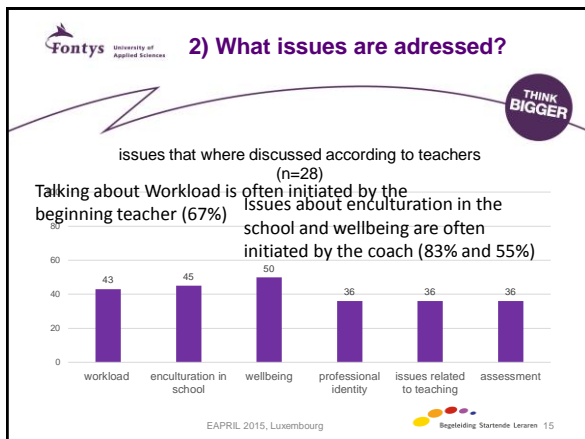


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THINK BIGGER

- How about your estimations?

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THINK BIGGER

- How about your estimations?

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Open answers

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- 'grounded' approach of open answers
- Codes derived from the data
 - Positive aspects
 - Negative aspects
 - Learning outcomes

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Positive remarks

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Code of remark	Amount
To get support at all <i>'I am glad that the support is being organised at the moment'</i>	7
The coach cares about me <i>'my coach really is interested in me and I can always knock on her door to discuss my concerns'</i>	9
Usefull suggestions <i>'she is very experienced and she can always help me with suggestions'</i>	5
I feel 'at home' <i>'all my colleagues make me feel welcome in the school'</i>	3
Other remark	9

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Negative remarks

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Code of remark	Amount
Not enough time / low frequency <i>'it is difficult to make an appointment, we are all so busy'</i> <i>'there hardly is any support'</i>	9
Not enough attention/too superficial <i>'the conversation is superficial, just small talk'</i> <i>'It lacks direct feedback: how am I performing in my lesson?'</i>	4
Other	9

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Learning outcomes

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Code of remark	Amount
Coaching/conversation <i>'talking with my colleagues'</i> <i>'feedback from my coach on a lesson'</i>	7
Learning by doing (=teaching) <i>'every lesson is a learning moment in itself'</i>	4
Video feedback <i>'seeing yourself on video and talk about it with the coach'</i>	3
Reflection on own performance <i>'I reflect at the end of each day on what happened'</i>	3
Literature <i>'studying literature on pedagogy'</i>	1

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Discussion on the findings

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1. Based on the findings, what would be your advice to schools?

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Discussion on the findings

THINK BIGGER

1. Based on the findings, what would be your advice to schools?

2. Are we 'allowed' to use the information we got from the beginning teachers to give feedback to the schools?

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