



## Providing a good start: supporting beginning teachers by responding to their concerns

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### Outline of the presentation

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

## Context (broad)



- Beginning teachers
- 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)

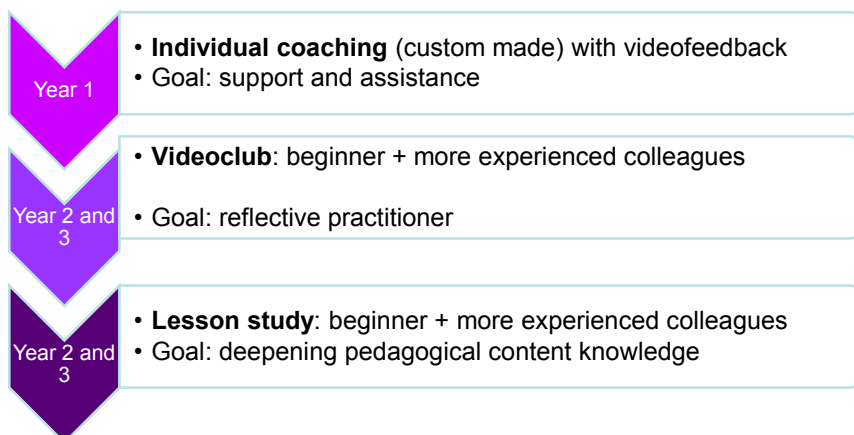


- Project of Tilburg University & Fontys Teacher Education Institute Tilburg
- 18 schools
- In total 100 beginning teachers (= first three years after graduation)

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## Our program for beginning teachers



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 Begeleiding Startende Leraren 5


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 Begeleiding Startende Leraren 6

## Research questions (selection)

1. What **concerns** do beginning teachers have in the first years of their teaching career and is there a difference between beginning teachers in their first and second year of employment?
2. What **kind of support** do beginning teachers receive? What kind of induction activities are offered and which topics and concerns of beginning teachers are being dealt with?

## What do you expect/what is your experience?

- Talk this over with your neighbour
- *What do you think the concerns of beginning teachers are?*
- *What kind(s) of support do you think is suitable for these concerns?*

## Data gathering

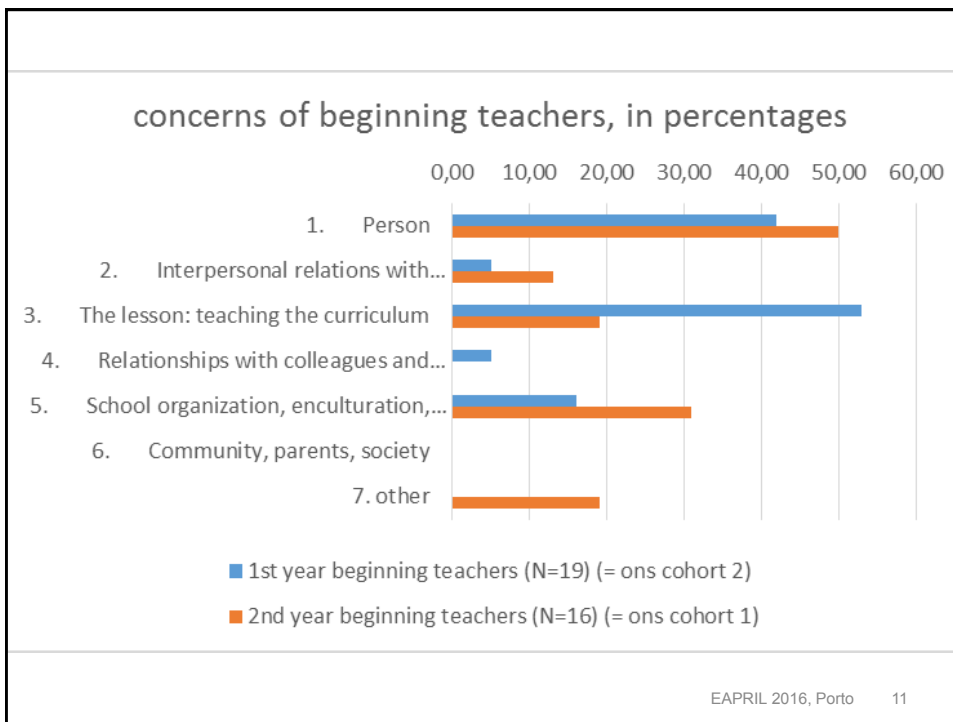
- Questionnaire amongst beginning teachers (n=48 out of 100) and their coaches (n=20 out of 40)
  - multiple choice (induction activities)
  - open questions (support and concerns)
- Quantitative and qualitative analysis

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## Coding scheme for concerns (literature based)

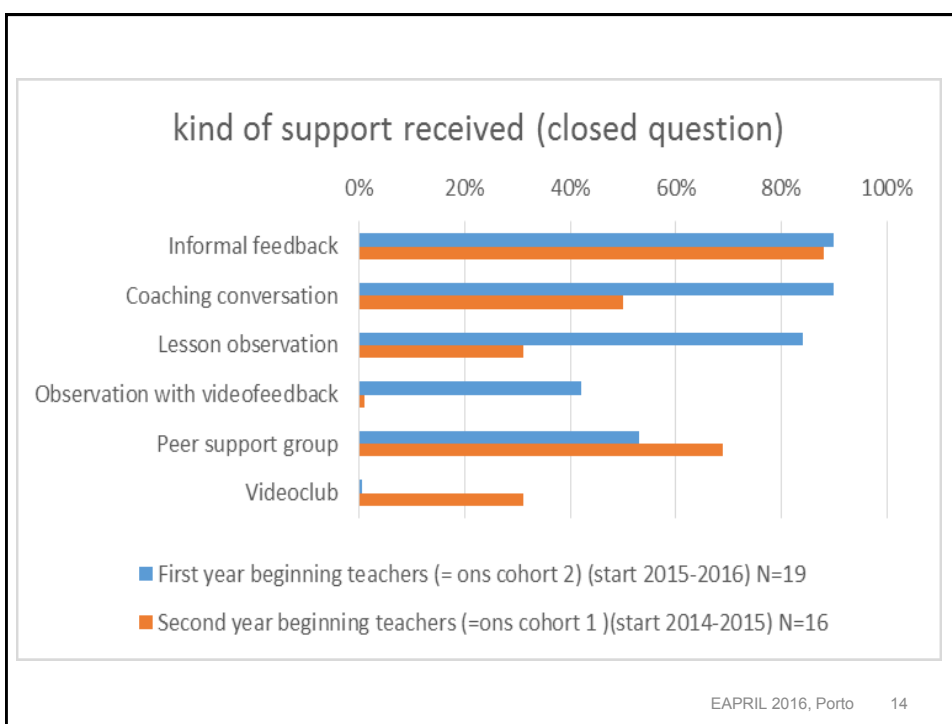
Code name	Description
1. Person	professional identity, coping strategies (workload), professional autonomy and control
2. Interpersonal relations with pupils	Supporting pupils' motivation, mentoring, upbringing,
3. The lesson: teaching the curriculum	Content knowledge, PCK, teaching strategies, classroom management, assesment and grading
4. Relationships with colleagues and school leaders	Interaction and collaboration with colleagues from own section and school
5. School organization: enculturation, management and assesment	Getting acquainted with school organization and philosophy, procedures and policies; finding one's place in school, quantity of tasks
6. Community; parents, society	Interaction with parents, interactions with others like school inspection, social work etc

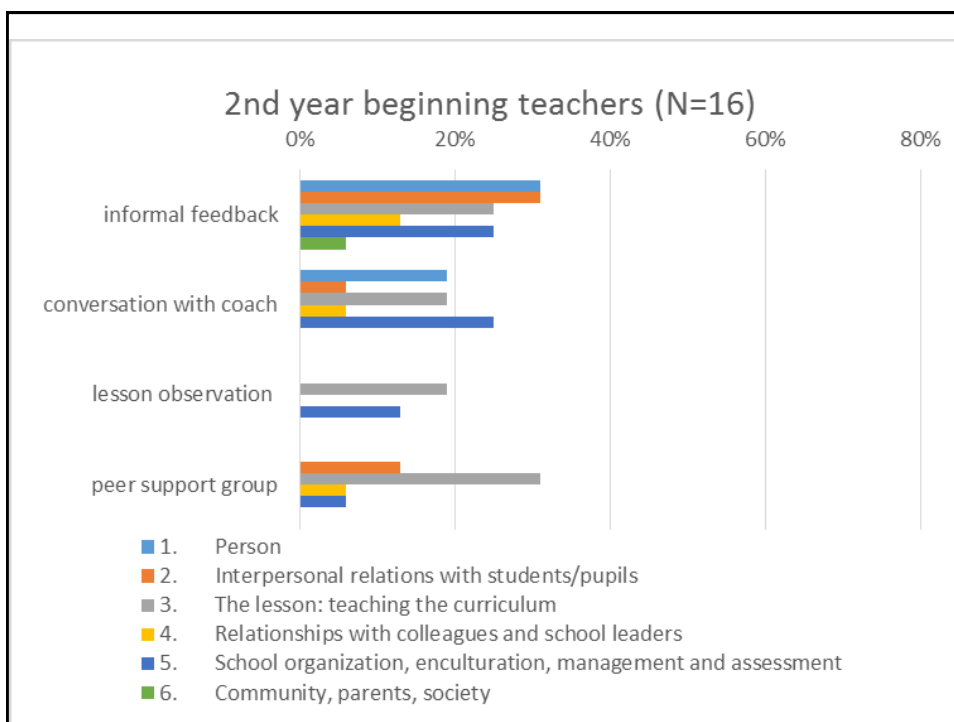
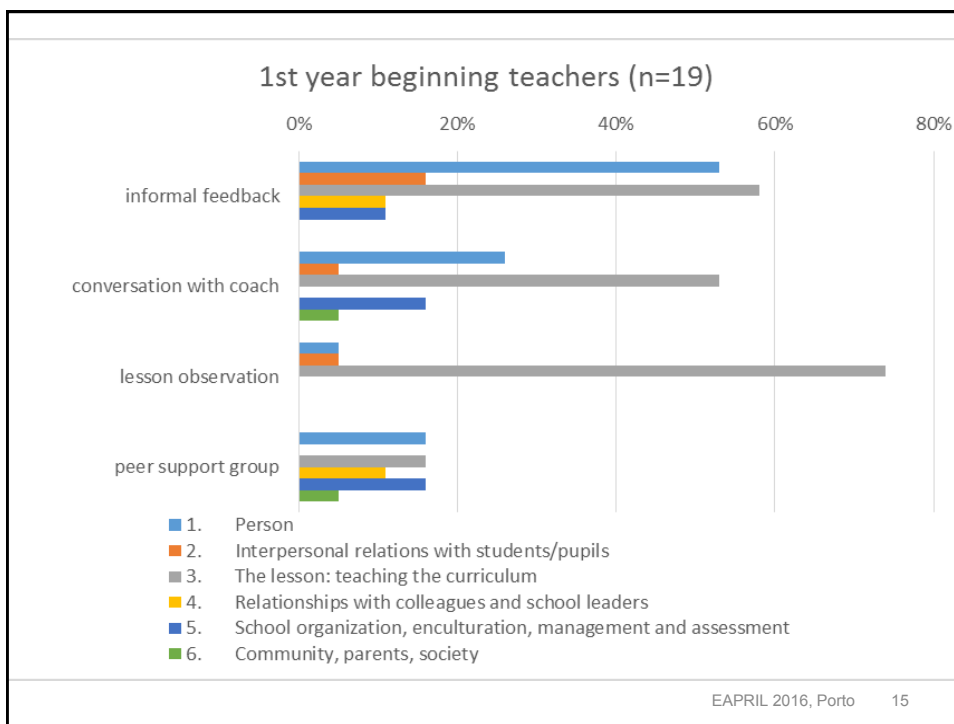


- How about your estimations on the concerns of beginning teachers?

## Forms of support

Type of support	description
Informal feedback	'small talk' with colleague, informal conversation
Coaching conversation	In-depth conversation with coach
Lesson observation	a visit of the coach to a lesson given by the starting teacher, which is discussed between them afterwards
Observation with videofeedback **	Videotape of a lesson is used as a tool in the conversation afterwards
Peer support group	exchange and peer support on concerns
Videoclub **	peer support group using video feedback
No support	







- *If time is limited.....*
- *What kind of support would you suggest to offer to beginning teachers?*
- *Why?*