An Exploratory Study on Professional Learning Experiences of Newly Inducted Secondary School Educators

Shamim Ullah[1], Muhammad Saeed[2]
[1]Lecturer, University of Education, Lahore, Pakistan
shamimullah26@yahoo.com
[2]Associate Professor & Chairman, Department of Educational Research & Evaluation, IER, University of the Punjab, Lahore, Pakistan
drsaeed1961@hotmail.com

KEY WORDS

ABSTRACT

This research was designed to investigate the professional learning experiences of the newly inducted secondary teachers (NISTs) in district Lahore, Pakistan. The study sought to document and interpret the experiences of NISTs including Secondary School Educators (SSEs) and Senior Elementary School Educators (SESEs) who graduated from the professional teaching program. Eleven newly inductive teachers who had been employed within the last two years were selected through purposive sampling technique. An interpretive qualitative approach was adopted for the study. This involved drawing upon primary sources of data elicited through an in-depth semi-structured interview of 30 to 40 minutes duration. Thematic analysis was conducted to draw the themes from data. The findings of the study suggest that the NISTs felt inadequately prepared in some aspects of their teaching roles, but needed guidance and support from their schools, considering the difficult conditions, in which they taught, including the general lack of teaching resources and crowded classrooms. This article argues that there is a need to develop secondary schools as professional learning communities promoting reflective conversations, and collaboration between provincial/district educational authorities, school heads and teachers, so as to improve students' learning outcomes.

Introduction

In recent times improvement of teacher education practices and continuing professional support for teachers has become a priority agenda in education reform initiatives. A key concern in teacher education research is the need for appropriate pedagogies to meet teachers' professional learning and their development in various contexts.

Research has indicated that teacher professional learning and development is a challenging and complex process, regardless of one's context or background (Kane & Fontaine, 2008). Current research findings point to the need for on-going learning opportunities for teachers to be grounded in pedagogical and ethical teaching practices that are relevant to their socio-cultural contexts, and supported by a collaborative school learning environment (Langdon, 2007). This means that professional learning opportunities for teachers need not only to enable them to acquire necessary knowledge and skills but also prepare them for life-long learning. Such opportunities need to enable teachers to continually and critically reflect upon their practices, in order to make necessary adjustments to improve their practices.

This study relates newly inducted teachers' experiences to socio-cultural theoretical perspectives of learning and development, and how their experiences may impact their sense of preparedness and self-perceptions of professional learning experiences and role as a teacher. Wertsch (1997) suggests that a socio-cultural view of the mind gives primacy to the existing knowledge and beliefs of the learner, and to their construction of knowledge and meaning-making, which are embedded in specific socio-cultural contexts. Socio-cultural theorists believe that language and communication are vital tools in the construction of knowledge and meaning-making by learners, as they are key aspects of social practice, intention and agency in individuals (Vygotsky, 1978).

Teachers' prior knowledge encompasses their knowledge about themselves as learners, interests and strengths, motivation and desire to learn, and daily experiences, as well as knowledge about subjects, pedagogical approaches, and curriculum implemented in schools (Galili, Bendall & Goldberg, 2006). Teachers' beliefs include beliefs about students' learning, effective teaching, students' behavior, and being a good teacher (Gibbs, 2006), amongst many others. As for knowledge, beliefs play a fundamental role in what teachers learn and how they

approach teaching in the classroom. In essence, beliefs constitute a form of knowledge that can impact on learners' capability to learn new concepts, and how they apply what they learn in specific contexts (Chapman, 2002).

Furthermore, teachers' beliefs are linked to a complex system of their personal and professional knowledge (Kagan, 1992). Teachers' professional knowledge is generally regarded as comprising beliefs that have been affirmed as true, based on objective proof, or consensus of opinion and that becomes more coherent with more experience in teaching (Kagan, 1992; Murphy & Mason, 2006). Hence, teachers' professional knowledge can develop into highly personalized pedagogies, belief systems that inform their perceptions, dispositions, judgment, and behavior in relation to teaching and learning particular subjects. This is because teachers' professional judgment and professional action are linked to their dispositions and can influence their moral and ethical teaching practices.

In the context of this study, professional learning encompasses all learning experiences encountered by newly inducted teachers from the pre-service phase to professional development experiences and opportunities that they were involved in during their first two years of teaching. Previous research evidence has pointed to the need for education systems not only to provide effective learning opportunities and professional support for teachers, but also to ensure that such opportunities are relevant to the teaching and learning contexts in which teachers are going to find themselves during their teaching careers (Darling-Hammond & Bransford, 2005; Flores, 2004).

There is a need for education systems to provide beginning teachers with pre-service, induction, and ongoing professional development opportunities that are not only well resourced but also appropriate for their teaching contexts throughout their teaching careers (Anthony, Bell, Haigh & Kane, 2007; Kardos & Johnson, 2007; Smith & Ingersoll, 2004).

Indeed, studies conducted by previous scholars have contributed to our understanding of the complexity and diversity of the process of learning to teach, as well as challenges faced by teachers in various social settings. However, existing studies on teacher learning and development have been mainly conducted in economically developed western countries, which are different in context to the developing

country of Pakistan. Little research has been undertaken in the working classroom contexts of newly inducted teachers, on teacher learning and development and related experiences derived in such contexts.

Therefore, there is a need to explore the experiences of newly inducted teachers in secondary schools through research, in order to obtain information about their sense of preparedness and the contextual factors that might impede their teaching practices.

This study was framed with a particular intention to include the voices of newly inducted teachers in the broader educational discourse. Furthermore, the study was designed to provide insights into and add to the body of knowledge on teacher professional learning and development as well as the experiences of newly inducted secondary teachers. This study aims to understand and interpret the experiences of a group of NISTs who graduated the professional degree of Bachelors of Education, B.Ed.

In exploring the professional learning experiences of the newly inducted secondary school educators, this study will be significant in Pakistan for informing the induction process. Some practical problems faced by the teachers in their new induction period are explored including the duration of the training of pre-service education program and preparation for future career. Understanding the effectiveness of the training program could potentially assist in the future preparation of teachers.

The study has the potential to make unique contributions to teacher education literature in that it is the first of its kind to be conducted in Punjab, Pakistan. In essence, the study informs the literature on teacher education and professional development, new evidence-based knowledge on the professional learning experiences and sense of preparedness of NISTs in the Punjab. In doing so, it highlights the framework for theorizing conditions that would enhance teachers' professional learning and development in the local context. Hence, it will be supportive of pre service and NISTs professional learning and development, provided that policies that are reflective of the findings are put in place to support their adoption. The government of Punjab with its emphasis on collective responsibility can develop a powerful and effective model for the induction of newly recruited teachers, in order to ensure that they develop a sense of belonging early in their professional careers. Headmasters or the principals may benefit by having insights, into the

PJERE

motivation levels and problems of their teachers. If they address them constructively, the efficiency of a school is likely to improve.

Overall, the directors, principals, training institutes and experienced teachers in schools need to have a sense of collective responsibility for the learning and professional development of newly inducted teachers in their schools. To provide a knowledge base for this collective responsibility, this study has the potential to contribute a unique and valuable component derived through the study to the current literature on teacher education.

Research Questions

The following are the research questions being posed in this study:

1. How did the newly inducted Secondary Teachers (NISTs) perceive their sense of preparedness and experiences for their practices in schools?

2. What were their insights (in terms of motivation) and an understanding of the experiences during the first two years of their teaching careers?

Methodology

This section includes details about the nature of research design, sample, instrumentation, data collection procedure and data analysis.

Qualitative research approaches matched the focus and purpose of this study because qualitative research can be employed as a situated activity which locates researchers in specific socio-cultural contexts, and involves the description and interpretation of experiences by individuals in their natural settings (Denzin & Lincoln, 2003). Research that seeks to discover and understand how individuals in various contexts experience and interact with their environments and construct meaning out of their experiences is seen as employing a qualitative approach (Merriam, 2002).

This study employed a phenomenological research approach since it aims to obtain a comprehensive understanding of the professional learning experiences of newly inducted secondary school teachers.

The type of sampling that was involved in the selection of

participants was non-probability sampling. Non-probability sampling, also referred to as purposive sampling technique involves the selection of specific individuals, or groups to participate in a study, with the intention to gain a better understanding of their experiences in specific contexts (Merriam, 1998). Eleven newly inductive teachers who had been employed for over two years (2013 to 2015) were selected through the purposive sampling technique.

The researchers developed a semi-structured interview protocol which was further reviewed by two experts. All ethical issues were taken care. Each interview lasted for 30-40 minutes. All issues pertaining to gaining informed consent, the safety of participants, the right of unconditional withdrawal, privacy/confidentiality/anonymity, and assurance that there would be no conflict of interest on the researcher's part, were dealt carefully and scrupulously during the collection of data. Consistent with the phenomenological stance, a thematic analysis was conducted to derive meaning from the participants' experiential claims.

Findings

This part provides findings of the study. It explores the views of the 11 newly inducted secondary teachers (NISTs) about their initial teacher education (ITE) and professional learning experiences during the first two years of their teaching careers. This section also highlights NISTs' reasons for choosing teaching as a career.

Motivations of teachers for choosing teaching as a career

It was evident from the NISTs' responses that they harbored more than one reason for choosing to become a teacher, as demonstrated in the following comments by T1 and T2: *I feel [it] appropriate for me. It can be used for educating and training students. (T1). I was impressed by my friends and [by the] teaching of my teachers. (T2)*

The eleven newly inducted secondary teachers (NISTs) had various motivations for their decisions to become secondary school teachers. The reasons can be organized into three categories: intrinsic (reasons that are connected to the job itself); extrinsic (reasons that are related to benefits and conditions linked to the job); and altruistic that are linked to the concern for humanity. The majority cited mainly intrinsic and altruistic reasons for choosing teaching when they were first asked to state their reasons for choosing teaching in the questionnaire that was administered

before the interview as one of the interviewee told, *"I choose the teaching profession because of self-satisfaction, a respectable career as a teacher". (T3).* Another remarked, *"I entered in teaching profession for awareness of education for every type of student". (T4).*

The main intrinsic reasons for pursuing teaching mentioned by seven of the 11 NISTs were the desire and interest to share their subject knowledge and expertise with young students and to help them learn. This is illustrated in the following responses by T5, T6, and T7.

I chose teaching because I want to be with young students, and help them learn. (T5)

I chose to become a teacher so that I can help students learn, and for me to learn new things too. (T6)

I decided to become a secondary [school] teacher because I am interested to help students learn about my subject. (T7)

Only one of the NISTs gave extrinsic reasons for choosing teaching as a career at the end of their ITE program, as she commented "*I chose teaching because I need a salary, and job" (T8).*

However, after they started teaching, the NISTs give mainly extrinsic and altruistic reasons for choosing teaching as a career. They also indicated more than one reason for their choice, as shown in the following statements, "*I chose teaching as a career because my father also influenced my decision to become a teacher because he wanted me to go back home and teach at our village's High School some day in the near future, so that I can be near my parents"(T9).* Other participants also mentioned:

I chose teaching as a career because I see the need for science teachers in the society. After completing my university studies, I started teaching in academies. The desire to pursue teaching as a career was driven by my desire to do something better to help the society. (T10)

I chose to become a teacher because I wanted to teach children to learn the international language, English, because it is the international language for communication. My parents also influenced me to be a teacher because they wanted me to go back and teach at our native village High School at home, because we do not have enough teachers to teach at that village school. (T11)

PJERE

The main extrinsic motivation for choosing teaching was the influence of significant others who encouraged the NIST to pursue teaching as a career. Of the six who mentioned the influence of other significant factors, five cited parental influence whereas one cited the influence of former secondary school teachers. The main reasons, as cited by the 11 NISTs were: the desire to help young people learn and succeed, teaching as a reputable profession, and the need for teachers in secondary schools.

Initial teacher education experiences

The NISTs' (SSE, SESE) views about their initial teacher education (ITE) courses are reported in this section under three categories: a) perceptions of teachers about initial teacher education, b) perceptions of teachers about teaching practice, and c) sense of preparedness of teachers.

Perceptions of teachers about initial teacher education

When asked to identify the strengths of their initial teacher education (ITE) courses, the three recurring themes that emerged from the NISTs' responses were subject content, planning and preparation, and teaching methods and skills. The NISTs expressed both, the strengths and concerns related to these courses.

The NIST's felt that the coverage of subject content in their initial teacher education courses was adequate, and provided them with a solid base for their subject content knowledge to begin teaching. However, they realized during the first year of teaching that they were not fully prepared to teach some topics in their subjects. Such feelings are illustrated in the responses made by T5 andT9, as one of them reported, "*I think my teacher training program prepared me well. . .. But I still need to learn more about some of the topics in my subject" (T5)*. Another remarked as, *"I think the main strength of my teacher training course was that my lecturers covered the subject content well. But there are areas that I still need to learn in my subject" (T9)*

They suggested that this could be due to content being covered superficially during their initial teacher education, or not covered at all in some subject areas. Similar views were given by T2 and T6:

I think the teacher training program has prepared us well for

teaching in our subject content, except that in some of our courses, our lecturers did not cover the content well. For example, in one of our courses, our lecturer just rushed through the content, so we did not fully understood what we needed to learn in order to be able to teach it confidently to our students. (T2)

What I find challenging is that I am not that confident with some of the content in my subject area. There are topics in my subject syllabus that were not covered during my teacher training. (T6)

They also reported that in some subjects there was a mismatch between the subject content they learnt through their ITE and the subject content in the secondary school curriculum. They suggested there was a need to revise the content of some of their subjects so that it matches the content in the revised secondary school syllabus and provides up-to-date research information, particularly in subjects like social studies, science and mathematics. One of the interviewee, for example, noted that;

The content of some of the courses in ITE should be updated to match current standards. Some of the content is out of date because new information has been generated about certain topics, for example, in social studies and sciences. I spend some time in search of information on the internet about some of the topics that I teach in science. I know that some of my students go to the internet café and download information about some of the topics we cover in class. (T5)

Four of the 11 NISTs, who were teaching science and social studies felt that they need to learn more about the aims and content of their subjects' secondary curricula during their ITE. They believed that this would have enabled them to tackle some of the challenges they met during their first year of teaching, such as outdated content.

The participants believed that their ITE program had prepared them well in terms of instructional planning and lesson preparations skills. However, the main issues they faced in relation to planning and preparation for their lessons were time constraints and lack of teaching resources. Four of the 11 NISTs also mentioned that they were not prepared to teach some of the subjects. This is illustrated in the comments made by T9:

I need the relevant teaching resources for my subjects and support from those responsible, so that I can perform well in my teaching,

and[help] my students to pass [the grades] at the end of this year. I also find it difficult to prepare well for my lessons because of heavy teaching load. I am only trained to teach Mathematics and Social Studies, but now I am also teaching Science. (T9)

The NISTs mentioned that their ITE program prepared them well in terms of teaching strategies. They did lesson presentations during ITE that helped them develop confidence in the relevant teaching skills. However, four of them indicated that they were not able to apply some of the teaching strategies they learnt at ITE. They said that their teachers did not demonstrate how to teach certain aspects of our subjects. They should also allow us time to practice, and give us sufficient feedback to help us improve before they ask us to do presentations during our peer teaching sessions. In education courses, although they covered the different methods of teaching well, they did not show us how to apply those teaching strategies in our specific subject areas.

One of the interviewee, however shared that, "W*hen I began my teaching, I find it difficult to make the connection between the teaching strategies that I learnt at the ITE, and how to apply them while teaching my subject area" (T1).*

The teachers who undertook the science courses expressed the need for their lecturers to demonstrate more practical skills in their courses. They reported that they were not able to conduct some experiments and demonstrate certain practical skills confidently in their teaching because they were not given an adequate opportunity to learn and practice those skills during ITE. For example, T8 felt inadequately prepared in teaching practical lessons at the beginning of his/her teaching career, as she commented:

I think conducting experiments during science lessons is challenging for me. Our group did not do most of the lab work that we needed to do during our training. So, now I am not confident to conduct experiments during science lessons. (T8)

In essence, the NISTs wanted to see more exemplary teaching and demonstration of relevant teaching strategies and skills for their specific subjects by their lecturers during their training. They also felt the need to have experienced sufficient opportunities to practice what was learnt.

PJERE

Perceptions of teachers about teaching practice

The NISTs viewed the teaching practice (TP) component of their ITE program as a very important part of their pre-service program, that provided them with the opportunity to observe experienced secondary school teachers in action. They also mentioned that their TP program was very useful, as it helped them to experience what teaching was like in real-life classrooms and gain confidence in their teaching roles. An interviewee said:

I think teaching practice was a very important part of our teacher training. My teaching practice experience really helped me in teaching because it builds my confidence to teach and also allows me to experience what it is like to be a teacher in a real-life classroom before I actually start to teach, like I do now. (T5)

However, some of the NISTs felt that the duration of their teaching practice program should be extended to a full school term in the final year. They believed that the more time they spend in the field during their teaching practicum, the more confident they would become in their teaching career. Furthermore, they suggested associate teachers in schools to have demonstrated exemplary teaching during their teaching practicum so that they could also learn from them. One of the participants shared her views as:

I would like to observe some of the classes taught by my supervisor teacher during TP, before I begin teaching the classes assigned to me. But, I did not . . . because he left me to take full responsibility of the class for the six weeks I was there, and only came to observe me three times. (T5)

They were also concerned about the quality of feedback received from some associate teachers and supervisors. They reported that their associate teachers often give marks in the Teaching Practice Observation Form without writing any comment. One of the interviewee mentioned:

The feedback I received during TP did not help me much. It was very brief. My supervisor teacher just gave marks, but did not write any comments. This does not tell me anything about my strengths and weaknesses and how to improve. (T11)

Overall, they reflected that such feedback was inadequate. They

PJERE

would have preferred more detailed feedback that clearly pointed out strengths and weaknesses and provided practical suggestions for improvement.

Sense of preparedness of teachers

Some of the respondents felt less confident and prepared in a number of areas related to effective teaching. These include: planning and preparation of assessment tasks, writing students' reports, keeping up with a teaching plan, communicating with students and teachers, standing confidently in front of a class, classroom management, and dealing with students' behavioral problems. In particular, they mentioned that they felt less confident during the first month of teaching, as of them shared that, "*I am not yet confident as a beginning teacher. [Although] I feel a bit confident, but still, I feel nervous at times in my class" (T11).*

Overall, the NIST's comments demonstrate that they feel nervous and anxious as they begin their careers, however, they manage this problem to some extent with time. It was also evident from the NISTs' responses during the interviews, that some of them felt prepared to take on their teaching roles at the end of their initial teacher education. Their responses to the questions also indicated that they felt well prepared in various aspects of teaching, including planning and preparation of lessons, teaching strategies, classroom management, lesson presentation and assessment.

Discussion

The teachers developed most of their ideas about teaching from past experiences and actual practice, primarily from their own experiences, and through observing other colleagues (Kagan, 1992). Furthermore, teachers are seen to begin their teaching careers with differing expectations, and perceptions of their role as a teacher, which are influenced by contextual factors in their previous learning environments (Flores, 2001, 2006). Research has also confirmed that newly inducted teachers in different contexts enter the classroom with various sets of circumstantial profiles and backgrounds, and thus experience challenges in diverse ways. These experiences may influence teachers' sense of preparedness to teach, how they perceive their roles as teachers, their motivations to teach, and the pedagogical approaches they choose to employ in their teaching (Lambeth, 2007).

The finding that teachers choose teaching for extrinsic reasons is similar to the findings by Kane and Fontaine (2007), who noted that beginning New Zealand teachers gave higher priority to extrinsic reasons for choosing a teaching career. However, the extrinsic reasons mentioned by the New Zealand beginning teachers are different from those cited here in this study. The New Zealand beginning teachers mainly cited extrinsic reasons that were related to employment opportunities and benefits such as salary, reliable income, friendly working environment, and attractive holiday entitlements. In comparison, beginning teachers who participated in this study mainly cited the influence of other significant factors as influencing them to pursue teaching as a career, particularly parents and teachers. So, in teachers' choices of a career, families still play a vital role in the decision making. Of the six NISTs who cited the above-mentioned extrinsic reasons for choosing teaching, five originated from village. This has cultural significance, in that the five teachers' career choices were influenced by authority figures in their families, which is a cultural norm in many rural societies.

The literature suggests that teacher educators, policy-makers, and employing authorities have often overlooked the significance of these elements, and the way they shape newly inducted teachers' aspirations for professional learning and development (Feiman-Nemser, 2001).

This is particularly important in our local context where career decisions made by individuals are still influenced by significant others in their families. Similarly, the selection of candidates for teacher education programs is often influenced by cultural factors such as village life, which usually involves doing a favor for someone because they are linked to the family, language group, or religion. Such favors include selecting individuals for a job or a place in an educational institution. This cultural practice appears to be linked to the common practice of corruption in different government systems.

Conclusion and Recommendations

The findings of this study focused on the perceptions and experiences of 11 NISTs regarding their ITE and professional learning experiences during the first two years of their teaching careers. The findings are based on recurring themes that emerged from the open-ended questionnaire and interview data. These findings revealed that the NISTs were partially committed to pursue teaching as a career. They indicated both intrinsic and altruistic motivations for choosing teaching,

which could be an indication that most of them were motivated to become teachers. However, five of the seven NISTs also indicated the influence of others considerations that impinged on their choice to become a teacher. Such extrinsic influences could be linked to cultural beliefs and practices that suppressed their freedom of choice, i.e., some teachers were still under the authority of their fathers, or teachers regarding decisions and choices they made, in terms of their choice of career.

The NISTs felt prepared to assume their teaching roles as they completed ITE, and indicated subject content, planning and preparation, and teaching methods and skills as the key strengths of the ITE programs. However, as they began their teaching careers, they realized that they needed professional guidance and support in specific aspects of teaching to enhance their sense of preparedness and confidence to teach. The NISTs expressed the need for teacher educators to present best practice within their ITE courses. They were also concerned about the examples presented by supervisors and the quality of feedback received from supervisor teachers during teaching practice. They would have preferred more critical feedback that clearly pointed out their strengths and weaknesses and provided them with practical suggestions and opportunities for improvement.

In light of the key findings and conclusions related to the newly inducted teachers' sense of preparedness, it is recommended that:

1. The heads of the schools should work in collaboration with program coordinators and teacher educators to review existing ITE programs and practices to ensure that adequate opportunities are provided for pre-service teachers to observe, reflect, and practice various pedagogical approaches during the pre-service teacher education phase.

2. The Directorate of Staff Development (DSD), the Director Public Instruction (Secondary Education), and the Executive Director Officer should work in collaboration with education authorities to develop policies on teacher professional development for secondary school teachers.

3. Director Public Instruction, the Executive Director Officer should work in collaboration with school principals to ensure that beginning teachers are assigned a minimal teaching load to

PJERE

enable them to fully participate in professional development activities provided at their schools. Also, they need to be focus on co-curricular activities.

4. The school heads should ensure that newly inducted teachers work with an experienced teacher or mentor during their first two years of teaching and are assigned to teach subject/sin which they have relatively better understanding and got training from DSD or any other agency. Henceforth, there is a need to strengthen and support the role school principals could play to provide professional learning opportunities and support for newly inducted teachers, which will enable them to continue to learn and support each other in their learning throughout their careers.

PJERE

References

Anthony, G., Bell, B., Haigh, M., & Kane, R. (2007). *Induction into the profession: Findings from New Zealand beginning teachers*. Paper presented at the American Education Research Association (AERA). Chicago.

Chapman, O. (2002). Belief structure and in service high school mathematics teacher growth. In G. C. Leder, E. Pehkonen & G. R. Törne (Eds.), *Beliefs: A hidden variable in mathematics education?* Netherlands: Kluwer Academic Publishers.

Darling-Hammond, L., & Bransford, J. (2005). *Preparing teachers for a changing world: What teachers should learn and be able to do*. San Francisco: Jossye Bass Inc.

Denzin, N. K., & Lincoln, Y. S. (2003). *The sage handbook of qualitative research* (3rd ed.). Thousand Oakes, USA: Sage Publications.

Feiman-Nemser, S. (2001). From preparation to practice: Designing a continuum to strengthen and sustain teaching. *Teachers College Record*, *103*(6), 1013-1055.

Flores, M. A. (2001). Person and context in becoming a new teacher. *Journal of Education for Teaching, 27*(2), 135-148.

Flores, M. A. (2004). The impact of school culture and leadership on new teachers' learning in the workplace. *International Journal of Leadership in Education*, *7*(4), 297-318.

Flores, M. A. (2006). Being a novice teacher in two different settings: Struggles, continuities, and discontinuities. *Teachers College Record, 108*(10), 2021-2052.

Galili, I., Bendall, S., & Goldberg, G. (2006). The effects of prior knowledge and instruction on understanding image formation. *Journal of Research in Science Teaching, 30*(3), 271-301. doi:10.1002/tea.3660300305.

Gibbs, C. (2006). *To be a teacher: Journeys towards authencity*. Auckland, NZ: Pearson Education.

Kagan, V. F. (1992). Implications of research on teacher beliefs. *Educational Psychologist, 27*(1), 65-90.

Kane, R. G., & Fontaine, S. (2008). How prepared are New Zealand secondary teachers? Results from a national graduate survey. *New Zealand Journal of Education Studies, 43*(2), 29-45.

Lambeth, D. T. (2007). *Beginning teacher perceptions of mentoring and induction* (Dissertation). University of North Carolina at Greensboro.

Langdon, F. J. (2007). *Beginning teacher learning and professional development: An analysis of induction programmes*. University of Waikato, Hamilton.

Merriam, S. B. (1988). *Case study research in education: A qualitative approach* (1st ed.). San Francisco: Jossey Bass.

Merriam, S. B. (2002). *Qualitative research in practice* (1st ed.). San Francisco: Jossey-Bass.

Murphy, P. K., & Mason, L. (2006). Changing knowledge and beliefs. In P. A. Alexander & P. H. Winnie (Eds.), *Handbook of educational psychology* (2nd ed.). New York: Lawrence Erlbaum Associates.

Smith, T. M., & Ingersoll, R. M. (2004). What are the effects of induction and mentoring on beginning teachers' turnover? *American Education Research Journal*, *41*(3), 681-741.

Vygotsky, L. S. (1978). *Voices of the mind: A socio-cultural approach to mediated action*. Harvard University Press.

Wertsch, J. (1997). *Vygotsky and the formation of the mind*. Oxford: Blackwell Publishers Ltd.

….✳ ✳ ✳….