

## **Is Induction Matter for Teacher Professional Development?**

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**Abstract:** *The main objective of this study was whether induction matter for the teacher professional development. I have adopted narrative inquiry research design to carry out this study. I have selected ten teacher educators and educational administrators as sampling through purposive non-random sampling procedure to collect data for this study. It was found that induction programs play a great role to develop the attitudinal changes towards teaching profession, motivation, confidence and professional development of the newly appointed teachers and they are heartily dedicated towards teaching and learning by the help of induction programs*

**Key Words:** *induction, narrative inquiry, attitudinal change, motivation, confidence, heartily dedicated and teacher professional development.*

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### **I. Introduction**

Orientation to newly appointed teachers is essential for their professional careers. The induction helps the novice teachers to be self-directed teachers in their profession. Teacher induction and mentoring have currently been used alternatively. Ingersoll (2000, p.502 as cited in Sherman, 2014, p.36) argues that "teachers' decision whether to stay or leave the teaching profession are related to their age, the relationship between teachers' age and their turnover follows a U-shaped curve". Due to the lack of proper induction to novice teachers, young teachers have high rates of departure from teaching. Taranto (2011, p.1 as cited in Sherman, 2014, p. 36) states that "teacher induction programs have been shown to be effective strategies in reducing new teacher attrition." If novice teachers get orientation regarding the current mode of delivery, method of teaching, ICT knowledge in teaching, they can be motivated to their profession; as a result, there can be reduction of leaving the job within five years of their entry in the teaching career.

Wood and Stanulis (2009, p. 15) define induction as "an intensive and comprehensive system of educative mentor support, professional development and formative assessment of novice teachers in their first through third years of teaching." They argue that goals of quality induction are: to increase novice teachers' retention; to promote novice teacher personal and professional well-being; to improve teachers' competence; to improve students' academic achievement through improving teacher performance; and to satisfy mandated requirements related to induction and certification. According to them (ibid) the qualitative induction programs encompass nine components which are as follows:

- Educative mentors' preparation and mentoring of novice teachers;
- Reflective inquiry and teaching practices;
- Systematic and structured observation;
- Developmentally appropriate professional development;
- Formative teacher assessment;
- Administrator's involvement in induction;
- A school culture supportive of novice teachers;
- Program evaluation and or research on induction;
- A shared vision on knowledge teaching and learning (p. 5)

New teacher induction program helps the novice teacher to be more confident, qualified, abled and up-to-date teachers in their profession. Effective induction programs assist to improve quality of teaching and ensure the learners' achievement. New teachers can share common experiences from experienced educators which would focus on professional development. New teachers can be transformed into self-directed teachers through effective induction programs. Furthermore, the new teachers can promote them as self-efficacy.

In recent years, there has been a trend of supporting guidance and orientation programs for beginning teachers of basic and secondary levels during the transition into their first teaching job (Ingersoll & Smith, 2004). It is important to clarify that teacher induction is distinct from both pre-service and in-service teachers' training programs. Technically, induction programs are not additional training but are designed for those who

have already completed basic training. These programs are often conceived as a bridge from students of teaching to teacher of students (Ingersoll & Smith, 2004). In fact, teacher induction refers to a variety of different activities, such as classes, workshops, orientations, seminars and mentoring. Furthermore, teacher induction incorporates personal guidance provided by experienced teachers towards the beginner job holders. The novice teachers must perfect all the skills and abilities to deliver their knowledge to the students from beginning of the day of their entry in the job. Gilles, Davis and McGlamery (2009, p.43) suggest four crucial components for induction programs:

- A full year for mentored support for first-year, already certified teachers by full-time master teachers who have been released from their classroom duties. These master teachers mentor new teachers one-third of their time assist in their schools on special projects one-third and work with the universities one-third.,
- Coursework leading to a master's degree which new teachers complete in 15 months;
- A cohort group of beginning teacher;
- Action research (classroom research) projects that form the capstone of each program.

Davis and Higdon (2008, as cited in Gilles, Davis & McGlamery, 2009) conducted a yearlong comparative study of teaching fellows and non-teaching fellows in which it was revealed that instruction practices of teaching fellows improved significantly over those of non-teaching fellows at the end of their first year of teaching. According to them (ibid) the novice teachers who have taken induction improved the teaching skills and other professional dynamics. For the induction programs, the course for the novice teachers should be chosen carefully to support them to assist them in achieving the professional skills and judgment (Gilles, Davis & McGlamery, 2009). The course for induction is different from the course of B. Ed or M.Ed. Induction program, the novice teachers choose the whatever they need are fit for their professional careers.

### **Teacher Professional Development**

In UK teacher induction programs are obligatory nowadays and thus explicitly part of policies regarding teacher certification; however, in USA teacher induction programs have been the object of research for more than two decades (Kessels, 2010). The teacher induction period refers to the transitional period between pre-service preparation and continuing professional development, encompassing the first few years of teaching (Huling-Austin, Odell, Ishler Kay & Edelfelt, 1989 as cited in Kessels, 2010). Induction period begins exactly after the completion of pre-service education. The induction programs differ from country to country owing to the cultural differences and local policies of each country. The beginning teachers learn to deal with many typical difficulties during the induction programs period, more importantly, they have to play both roles as teachers and as members of the school organization. They have to adjust to the pre-dimensional schools culture and earn appreciation of colleagues (Kelchtermans & Ballet, 2002; Zeichner & Gore, 1990 as cited in Kessels, 2010).

According to Gold (1996, as cited in Kessels, 2010) mainly the beginning teachers have to cope with low self-efficacy, stress, and burnout so teacher induction program can reduce practice shock. The induction program enables the new teachers not only to survive but also encourage striving for the professional development. The induction programs should contain a balance in supporting beginning teachers in the following (Beijaard & Papanou, 2002; Gold, 1996; McNally, 2002; Tickle, 2000 as cited in Kessels, 2010)

- The socialization of teacher in school culture the beginning teachers must be educated regarding the missing goals of school, local culture and local syllabus.
- Further development of knowledge and skills which are necessary for good teaching. The beginning teacher must learn to apply action research to solve the particular issue in the class.
- The care for personal development, the induction program helps the novice teacher to develop self-confident a positive self-image, learning how to deal with stress etcetera.
- Despite the fact that teacher induction has been described and discussed since the 1950s, it has received serious attention in research and literature since 1980s-1990s (Amar, 1952 as cited in Kessels, 2010). It is traumatic and dramatic experiences of transition from a student to become a teacher.

The theoretical underpinning of this study is constructive theory of Vygotsky in which learning is a social construct that learners' best learning is through social interaction (Kearney, 2010).

### **Objectives of the Study**

To explore whether induction programs matter for the professional development for novice teachers;  
To identify the impact of induction programs into teachers' professional careers

### **Research Questions**

To what extent do induction programs matter for teacher professional development of novice teachers?  
What are the impacts of induction programs into their professional careers?

## **II. Methodology**

This is a narrative inquiry research design in which I have selected 5 teacher educators who have been working as experts, trainers, and mentors for more than 20 years and 5 administrators who have been working as educational administrators in local, provincial and federal levels in the State no. 3. I selected the sampling through purposive non-random sampling procedure. In-depth interview was adopted as a tool to collect the data from the respondents. I have adopted qualitative research approach to analyze and interpret the data in this study. Instead of genuine names, I have given the pseudo ones to maintain the confidentiality while collecting data from them. To share their experiences freely without any pressure and stress, I created conducive environment during the data collection. I have even ensured them that their information would not be misused and twisted for any other purposes beyond this study.

I prepared the guideline questionnaire for employing semi-structured in-depth- interview to the teacher educators and educational administrators. I have transcribed the recorded interview into written text and translated into English. To maintain the trustworthy and authenticity of the raw data member check was used (Cohen, Manion, & Morrison, 2007).

## **III. Discussions and Results**

I have administered in-depth-interview to five newly appointed teachers who started teaching range from one year to five years ago.

I prepared 30 common codes from 10 respondents regarding if induction matters for the teacher professional development. Subsequently, I have developed 17 common themes out of 30 similar themes. Again I have merged similar basic themes into 10 organized themes. Finally, I have integrated them into 5 global themes which are discussed and interpreted as follows:

### **Attitudinal Changes**

Attitudinal change of the newly appointed teachers is essential to be professional teachers. To be a professional, orientation training prior to entering as a teacher in the school is inevitable. In this regard *R1* argues that *Nepal government provides 3 months training in Staff College to the section officer and joint secretary before posting in the workplace. Likewise, the teachers who have got through the written and oral examination rigorously should be provided induction for at least three months regarding the rules and regulation of the schools, the local cultures of the schools where the new teachers are to going to be appointed in order to change their positive attitudes towards teaching and learning.* It is argued that induction is very necessary for the novice teachers who have just passed the teacher public commission. At the end of training, the trainees are asked to take the oath seriously so that their attitudes can be changed towards teaching and learning honestly. They have to adjust to the pre-dimensional schools culture and earn appreciation of colleagues (Kelchtermans & Ballet, 2002; Zeichner & Gore, 1990 as cited in Kessels, 2010). The new teachers can be brainwashed by the induction programs so induction programs must be visionary, missionary and philosophical.

### **Motivation to the Profession**

Most of the respondents stated that short-term induction programs are required to motivate the newly appointed teachers toward to their job. Induction programs support to motivate to their profession psychologically. *R3 strongly asserted that induction programs really motivate the new teachers intrinsically so that they can be true professionals for their job. If the new teachers are motivated intrinsically they would not quit the job for common reasons.* More importantly, the self-confident and professional skills are acquired if they are fully motivated towards job. Main goal of induction program is to develop their motivation *for teaching.* Teachers are motivated towards to understand the school culture in order to adjust the new educational environment. Wood and Stanulis (2004) argue that induction programs help the newly appointed teachers to understand the school culture.

### **Developing Confidence in Teaching**

Induction programs make the newly appointed novice teachers confident through the local and pragmatic ways of teaching in classroom. Ingersoll and Smith (2004) state that induction program work as guidance and supporting tools in teaching to new school and unacquainted learners. *The R5 argued that induction programs inspire the newly appointed teachers' confidents after the end of training of induction. Some of the western-oriented teaching methods and approaches cannot be applicable in class due to the diverse culture and language and ideology so the novice teachers can modify the western-oriented methods and approaches into easy and understandable manner during induction period.* In fact, induction programs is very beneficial to the novice teachers to develop confidence in terms of teaching methods, approaches, learning strategies, teaching strategies, and learners learning differences. Being teachers, ones should know the skills of

diverse teaching techniques to different able learners and normal learners which are challenges job in schools level.

### **Evolving as Dedicated Teachers**

The induction programs really makes the novice teachers dedicated towards teaching profession. *R7 asserted that novice teachers are heartily dedicated to teaching profession when they receive oath at the end of the induction prior to teaching at school. They are psychologically committed to teaching and learning with the help of the induction programs.* Induction programs make the newly appointed teachers as sacrificed and committed teachers in school level. The culture of induction to the newly teachers in Nepal is not in practice, however, the trends of induction should be initiated in school education system to produce abled and efficient man powers in every walk of life in the country.

### **Professional Development**

Induction programs help the novice teachers to practice the action research, assessment, writing journal, blending the Informational Communication Technology (ICT) with face to face teaching. *R8 responded that during induction period the novice teachers practice regarding the action research, how to solve classroom problem, how to address the diverse and large classes, how to conduct continuous assessment system (CAS). Moreover, they can share the experiences and reflections of teacher educators and mentors during the induction period.* Induction programs really support the novice teachers to enhance their professional development. They also commit to give continuity for professional development like participating in the English Language Teaching (ELT) conference, presenting papers in ELT conference, writing articles, etc. God argues (1996, as cited in Kessels , 2010) newly appointed teachers learn to cope with low-self-efficacy, stress, and burnout so induction programs can reduce practice shock. Induction program would be very effective for teacher professional development of newly appointed novice teachers at basic and secondary level teachers. Teacher professional development is inevitable to make the teaching and learning vibrant and alive in order to increase proficiency of learners whose English is second or foreign language. Most of the teachers are indifferent towards the different activities of professional development. If the government of Nepal is a bit honest and careful for teacher professional development through induction programs, there would be efficient, dedicated, and proficient teachers in the ELT.

## **IV. Conclusion**

It was found from this study that induction program is great matter for the newly appointed teachers for their professional development. I can conclude that induction programs can help to develop the attitudinal change towards teaching profession, motivation, confidence and professional development of the newly appointed teachers. More importantly, they are heartily dedicated towards teaching and learning by the help of induction programs. Induction programs are to be made mandatory to the newly appointed teachers prior to sending them to the workplace. Strong commitment would be planted in the mind and heart of every novice teachers who have received induction training successfully.

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