

# Beginning Teachers and their Reality of Teaching: Negotiating the Micro-Political World

**Kaye Brunton**

Victoria University of Wellington, New Zealand

Email: [kaye.brunton@vuw.ac.nz](mailto:kaye.brunton@vuw.ac.nz)

## **Abstract**

‘New teachers have two jobs – they have to teach and they have to learn to teach. No matter how good a pre-service program may be, there are some things that can only be learned on the job’ (Feiman-Nemser, 2001, p.1026). As teachers are being socialized into the profession they are putting their learning about teaching into practice whilst establishing their place in an existing school culture. The first years of a beginning teacher’s career can sometimes result in ‘shattered images’ of teaching (Cole & Knowles, 1993) or ‘reality shock’ (Grossman, 1992; Kagan, 1992; Reynolds, 1992). This paper will discuss the findings of a research project examining the socialization processes of a group of five primary beginning teachers in New Zealand. It draws upon qualitative data about the experiences of these teachers, comparing and contrasting the realities of their socialization processes. It will also make reference to more recent literature on the micro-political contexts of education.

# Beginning Teachers and their Reality of Teaching: Negotiating the Micro-Political World

**Kaye Brunton**

Victoria University of Wellington, New Zealand

Email: kaye.brunton@vuw.ac.nz

## **Introduction**

Many studies have examined the nature of socialization processes of beginning teachers as they make the transition from ‘student of teaching’ to ‘teacher of students’ (Feiman-Nemser, 1982; Grossman, 1992; Huberman, 1989; Kagan, 1992; Lortie, 1975; Reynolds, 1992, Veenman, 1984; Vonk, 1994). Feiman-Nemser asserts ‘New teachers have two jobs – they have to teach and they have to learn to teach. No matter how good a pre-service program may be, there are some things that can only be learned on the job’ (2001, p. 1026). Beginning teachers enter their workplaces facing new and challenging responsibilities whilst also seeking their professional place in the culture of the school. They are becoming members of the teaching profession whilst also learning about the specific context they are working in. Feiman-Nemser (1982) suggests the initial year of teaching is believed to have long-term implications for the effectiveness, job satisfaction and career length of a teacher. It would appear that the experiences of beginning teachers, as they become socialized into the teaching profession, differ markedly, with many factors influencing the socialization process.

The induction phase of teaching has been described as a complex interaction of a series of personal and situational factors (Zeichner & Tabachnick, 1985), within which novices negotiate professional and organizational socialization. More interest is now being shown in the meaningful interaction between the beginning teacher and the school as an organization with its inherently different actors (Kelchtermans & Ballet, 2002).

This paper reports on a study based on the research question, ‘How do beginning teachers construct their role as a teacher during their first year of teaching?’ It then examines the findings relating to the socialization process of this group of five beginning teachers working in primary schools in New Zealand, with reference to the micro-political aspects of their experiences. What was the socialization experience for these beginning teachers, and how was it affected by the micro-political nature of their school contexts?

## **Theoretical Framework**

### *Socialization*

Socialization refers to the processes through which the individual acquires the knowledge, skills and values needed to successfully perform an organizational role, such as teaching (Hart, 1991; Parkey, Currey & Rhodes, 1992). Hall and Burke (2003) state that learning anything is about becoming someone who is able to participate successfully in, and be able to use the tools and resources associated with, that particular community of practitioners. Student teachers have learnt much about the ‘tools and resources’ of the teaching profession during pre-service education, and once securing a position, are required to show they can use them competently in an existing organization.

Professional socialization refers more specifically to the processes through which one becomes a member of a profession and identifies with it; while organizational socialization refers to the processes through which one is taught and learns the particular knowledge and skills of an organizational role in a specific work setting, as well as the perspectives and goals of the organization (Hart, 1991; Rosenholtz, 1989; Van Maanen & Schein, 1979). Joining the teaching profession involves both professional and organizational socialization.

#### *Micro-politics in school organizations*

Maneuvering the social and political system of a school is one of the challenges facing the beginning teacher. Micro-politics refers to the use of power, both formally and informally by individuals and groups to achieve their goals in organizations (Kelchtermans & Vandenberghe, 1996). Every school organization has its own micro-political reality lived through its culture, expectations, traditions and ideas about what constitutes 'good' teaching. Rust (1994) states that beginning teachers remain 'largely unaware of those organizational, administrative, and interpersonal forces likely to influence their lives in schools (p. 215). 'Shattered images' (Cole & Knowles, 1993) may occur during the socialization process when beginning teachers are faced with the full responsibility of the teaching role, and their personal philosophical frameworks (conception of self as a teacher, knowledge and belief systems) face revision and adaptation to fit with the realities of their situations. As they are experiencing their first year of teaching, they may feel vulnerable if or when there is mismatch between their ideals and reality. Induction programs, originally developed to address problems of early teacher attrition, should do more than assist new teachers to survive. They should build on the knowledge and skills that have been developed in initial teacher education programs (Cameron, 2007).

Teachers have interests which they continually protect, not necessarily in a conscious way, in order for them to feel they can do their job in a desired and satisfactory way. These include:

- Self interests – issues of professional identity and social recognition;
- Material interests – availability and access to teaching materials, funds, infrastructure, and structural time facilities;
- Organizational interests – issues concerning roles, positions or formal tasks in the school as an organization;
- cultural-ideological interests – normative values and ideals about 'good' teaching in the school;
- social-professional interests – issues on the quality of interpersonal relations in the school.

(Kelchtermans & Ballet, 2002, p.110).

Due to the public nature of learning to teach, beginning teachers are vulnerable to scrutiny and may act in ways that serve to protect, most particularly, their self interests. Being continually observed may influence beginning teachers' thoughts and behaviors, as others are determining their perceptions of them as teachers. Gaining employment is often a priority for beginning teachers. Without a long-term position they are denied the opportunity to continue to develop their professional identity, and self esteem may become threatened the longer they remain without a position. They may seek recognition and affirmation by striving for as many successful experiences as possible to be seen as competent by the surrounding teaching and learning community. A political agenda may exist for them as they advertise their professional competency with a view to securing permanent employment.

Maintaining material interests requires teachers to manipulate aspects such as resources, time, space, funds, preparation and planning. Again, for the beginning teacher, they may feel the way they are seen to be juggling these demands serves to define their competence in the eyes of their community. Organizational interests include school procedures, and roles and formal tasks within the school.

Beginning teachers are not always aware of procedures and the varying roles of individuals and groups in the organization. Finding out about these aspects can sometimes occur haphazardly. Relationships with existing groups of students, staff and parents need to be forged.

It may not be apparent to the beginning teacher that members of the organization are striving to maintain their own desired working conditions through various processes of collaboration and resistance. Without realizing, the newcomer can become absorbed into this collaborative or resistant environment. This is the nature of the micro-political context existing in schools as organizations.

Some researchers believe that micro-political literacy is an important element missing from the preparation of beginning teachers (Blase, 1991; Kelchtermans & Ballet, 2002). Blase (1991) states that in order to fully 'understand the realities of teaching and schools generally, knowledge of politics is required' (p. X1). Kelchtermans and Ballet (2002) concur stating that beginning teachers need to become micro-politically literate in order to read and understand the nature of the situations that they encounter. They continue to say beginning teachers require strategies that can be applied effectively in order to maintain their own desired working conditions.

The three year degree pre-service program of the participants comprised a combination of theory (e.g. assessment, behavior management; professional education aspects of human development, teaching and learning, motivation, diversity), and curriculum courses (pedagogical content knowledge courses based on essential learning areas of the New Zealand curriculum). In this pre-service program, the student teachers spent significant periods of time (20 weeks total) in at least five different schools, interspersed with course work utilizing the teaching experience as an integral component for reflection and goal setting. Lave and Wenger (1991) have refined ideas about apprenticeship learning to embody a socio-cultural perspective whereby newcomers engage in discourse with experienced teachers, moving towards full participation in the socio-cultural practices of the teaching community. These beginning teachers had been expected to be a participating member of the teaching community when in school placements. So does this exposure to a range of different contexts mean New Zealand beginning teachers are aware of, and prepared for, the micro-politics of the organizations they enter?

Hebert and Worthy's (2001) case study of successful beginning teacher Haley, suggests that experiencing a range of classroom placements during pre-service is 'sufficient' to prepare a beginning teacher to enter an organization. Haley's pre-service program involved longer periods spent in a number of schools than in some other United States models, interacting with several different teachers, similar to the New Zealand model reported in this study. This study concluded that Haley's success was defined particularly by two aspects, managing student behavior and maneuvering the social and political system of the school. Haley was able to develop and refine realistic

expectations of teaching, and through an extended teaching experience, she became more familiar with the specific context within which she was working.

In a study of three first year teachers, Schempp, Sparkes and Templin (1993) sought to address those 'strategies by which individuals and groups in organizational contexts seek to use their resources of power and influences to further their interests' (p.449). They gave particular attention to both the social pressures and tensions that plied upon these teachers and their efforts to conform or confront the expectations they met in schools. As they followed three teachers through their first years of teaching, Schempp et al identified three factors that influenced and shaped the teachers' thoughts and actions. These were biography, role demands, and school culture.

Schempp et al. (1993) and Hebert & Worthy (2001) both highlight the need for beginning teachers to be equipped to understand and manoeuvre the pressures and tensions faced through the induction phase as they strive to become part of the organization in which they work.

### **Methodology**

The research project reported in this paper examined the development of five beginning teachers in New Zealand, tracing their journeys through their first year in the primary classroom. It sought to identify significant factors that impacted on their socialization, examining the issues they faced and how they addressed them.

This research emerged from the writer's interest in her own development as a primary school teacher and subsequently, a teacher educator. It was in thinking about the influences inherent in the writer's own teacher development that interest in the factors influencing the socialization process of beginning teachers arose. Further reading of the micro-politics of school organizations prompted this paper.

The purpose of the research was to record and analyze the stories of these beginning teachers as they constructed their role as a teacher throughout their first year of teaching. It explored the journeys of each of the participants to identify how they knew they were meeting the expectations held of them by their employers and the wider teaching and learning community. It was envisaged that identification of the socializing agents and their impact could inform the preparation of beginning teachers in pre-service programs. The question asked for this research was, 'How do beginning teachers construct their role as a teacher during their first year of teaching?' A qualitative approach in the interpretive phenomenological paradigm was used to describe and reconstruct the thoughts and actions of the participants through the use of semi-structured interviews.

The five participants had graduated from a three year Bachelor of Education (Teaching) degree at Victoria University of Wellington College of Education (formerly Wellington College of Education), New Zealand. The pre-service program undertaken by the participants was framed in a 'reflective professional' model (Doyle, 1990; Schön, 1982; Zeichner & Liston, 1987) with a premise that professionally trained teachers should be able to inquire into their teaching and think critically about their work. The program deliberately set about to develop skills of observation, analysis and interpretation of practice, and decision making within varying teaching contexts. As student teachers, reflection was an integral part of each participant's practice as they were required to critically analyze significant experiences, concerns and pedagogical dilemmas and successes. This assisted them significantly in defining and refining their practice and

making theoretical links to course work. They were provided with opportunities to talk with colleagues and peers regularly through both workshops in course work, and negotiated feedback sessions with both associate (co-operating) teachers and visiting lecturers whilst on practicum. When the student teachers returned from practicum, reports from associate (co-operating) teachers highly ranked these student teachers' ability to reflect meaningfully on their practice, reframing and reconstructing experiences to further develop their practice.

### *The participants*

Five participants were selected using systematic sampling from a list of graduates who had secured permanent teaching positions in the Wellington (New Zealand) region for at least a year. The final selection of five participants of various ages was not balanced.

<b>*Name</b>	<b>Gender</b>	<b>Ethnicity</b>	<b>School Decile</b>	<b>Age Taught</b>
<b>Julie</b>	Female	Pakeha	6	5-6 yr olds
<b>Jenny</b>	Female	Pakeha	9	5-6 yr olds
<b>Mandy</b>	Female	Maori	2	7-8 yr olds
<b>Paul</b>	Male	Pakeha	1	9-10 yr olds
<b>Tom</b>	Male	English	1	11-12 yr olds

**Table 1: Final List of Participants**

\*Pseudonyms were used to ensure confidentiality.

### *Data Collection/Analysis*

The research involved three rounds of semi-structured interviews conducted across the participants' first year of teaching as follows:

<b>Interview One</b> Semi-structured interview	June (Term Two), 2001
<b>Interview Two</b> Semi-structured interview 'T' Chart – Ideal Teacher	September (Term Three/Four), 2001
<b>Interview Three</b> Semi-structured interview Ranking lists	December (Term Four), 2001

**Table Two: Chronology of Interviews**

The first interview was of a general nature to generate the context of each participant, and to explore what made them feel like a teacher. The following piloted questions were used:

1. What are the things that are going well in your classroom?
2. How do you know when things are going well?
3. Are there things that are not going well or causing you concern?
4. How have you addressed these concerns?
5. What are the aspects of your job that make you feel like a teacher?
6. How well do you feel you are meeting the expectations the school has of you?

The second (September) round of interviews required the participants to reflect on the aspects identified in the first round, noting any changes or additions. It also included a task requiring participants to create their ideal image of a teacher. This was used to determine what the participants felt were attributes of the 'ideal' teacher, and how they saw themselves in relation to this ideal. Participants were asked to describe what they thought an ideal teacher would look like and sound like using a T Chart model (Johnson & Johnson, 1989), an aid to deconstruct a skill or concept for further exploration.

The questions for the second interview were:

1. In the previous interview you identified aspects that made you feel like a teacher. Has anything changed since then? Are there any aspects you wish to add to that list?
2. Describe with a T Chart, a person who is fulfilling their role as an 'ideal' teacher (What would the teacher be saying, doing etc?).
3. Where do you see yourself in relation to the description of an ideal teacher?
4. What do you need to do in order to be an 'ideal' teacher?

The third round comprised a task requiring participants to rank two lists of factors influencing their development as a teacher over that first year.

B.Ed(Teaching) degree course	Lecturer/s
Specific B.Ed (Teaching) courses	Associate Teacher/s
Teaching experiences (during B.Ed)	Tutor teacher/s
Short courses (during first year of tchg)	Colleagues
School wide professional development	Peers
Evaluation of programmes of work	Principal
Reflection (personal, with others)	Children you teach
Current teaching	Parents of the children you teach
Other (please specify)	Others

**Table Three: Ranking Lists for Interview Three**

The ranking exercise was used to establish the components that the participants deemed most useful to their development. One list referred to professional development opportunities that had been, or were available during pre-service and the first year of teaching; the second list identified significant people who may have had an influencing effect. The list, determined by the researcher, comprised people from immediate and wider personal and educational contexts. The rankings were compared and summarized through coding and categorizing.

Continuous data analysis occurred throughout the year. Interviews were transcribed and provided to the participants for verification after each round. Coding was used to identify themes that emerged from the first interviews (see Table Four). Constant comparative analysis was then used to check across the data sets to refine and revise the themes that were carried across from the first to the second interviews. Finally the story of each participant was told as a compilation of the data collected (see Appendix Two for an example). The stories were presented to the participants for verification that they accurately provided an assurance of anonymity.

<p><b>Management</b></p> <p><b>MS</b> Managing self</p> <p><b>MT</b> Managing time</p> <p><b>MB</b> Managing behaviour</p> <p><b>MC</b> Managing classroom (physical space)</p> <p><b>MR</b> Managing resources</p> <p><b>MP</b> Managing programme</p>	<p><b>Relationships</b></p> <p><b>RC</b> Relationships with children</p> <p><b>RP</b> Relationships with parents</p> <p><b>RTT</b> Relationships with tutor teacher</p> <p><b>RPr</b> Relationships with Principal</p> <p><b>RCoE</b> Relationships with College</p> <p><b>RO</b> Relationships with others</p>
<p><b>Curriculum</b></p> <p><b>CU</b> Specific curriculum areas</p> <p><b>CP</b> Curriculum - planning</p> <p><b>CK</b> Curriculum knowledge</p> <p><b>CD</b> Curriculum delivery</p>	<p><b>Self</b></p> <p><b>SA</b> Self – appraisal</p> <p><b>SR</b> Self – reflection</p> <p><b>SC</b> Self – confidence</p> <p><b>SL</b> Self – experiences/opportunities</p>
<p><b>Learning</b></p> <p><b>LO</b> Learning - observation</p> <p><b>LR</b> Learning - response/progress</p> <p><b>LA</b> Learning - attitude</p> <p><b>LAS</b> Learning - assessment</p> <p><b>LG</b> Learning - grouping</p> <p><b>LW</b> Learning – children’s work</p>	<p><b>Roles</b></p> <p><b>rSR</b> Role - school responsibilities</p> <p><b>rMD</b> Role – meeting deadlines</p> <p><b>rR</b> Role – reports</p> <p><b>rI</b> Role – interviews</p> <p><b>rC</b> Role – conferencing</p> <p><b>rA</b> Role - appraisals</p> <p><b>rOC</b> Role – own class</p> <p><b>rMLC</b> Role – member of learning community</p>

**Table Four: Coded Themes – Interviews One/Two**

## **Discussion**

The socialization experience of each participant was different from the outset due to the varied contexts in which they were operating. School expectations differed considerably, as did the roles the beginning teachers were expected to assume within the organization. Whilst there were some similarities in the aspects that influenced the way in which the participants constructed themselves as teachers, the experiences they had varied quite dramatically.

The socialization process for participants in this research was impacted mostly by:

- the quality of induction programs
- interactions with significant others i.e. students, colleagues, parents, principals
- pre-service education
- the use of reflective practice.

### *Quality of induction programs*

Teachers in New Zealand remain as ‘beginning teachers’ until they become fully registered with the New Zealand Teachers Council (formerly the Teacher Registration Board). This process requires the beginning teacher to have undergone an extensive induction program (called an advice and guidance program) for their first two years of teaching which must be documented and evidence provided to the Council for verification of competency. The first year of the program is more rigorous than the

second, which is less formally structured. A beginning teacher also attracts an allowance of non-contact time each week to be used at the school's discretion for the development of the beginning teacher (often referred to as .2). Another teacher within the school is assigned to a beginning teacher to oversee their advice and guidance program (called a tutor teacher). A beginning teacher network operates in many regions throughout the country, holding courses for beginning teachers throughout their first two years.

Induction programs serve to support new teachers to cope with their new responsibilities and roles as teachers to learn how to teach in ways that promote the successful engagement and learning of all their children/students (Cameron, 2007, p.69). The quality of the induction programs of these beginning teachers was a major factor influencing the development of their teacher role.

The quality of the induction programs of the participants varied considerably. This would resonate with research into New Zealand induction programs that found a picture of uneven induction practice in schools (Cameron, Baker & Lovett, 2006; Dewar, Kennedy, Staig & Cox, 2003; Goold, 2004; Mansell, 1996; Pettigrew, 2004; Renwick, 2001). For four of the participants, their induction programs were well structured and implemented, whereas for the other it was not. Through lack of communication and information sharing, events of the network were not always made available to the beginning teachers. This contributed to a difficult year for Paul, leaving him feeling disenchanted with his school.

Fundamental to the success of induction is intensive, sustained support from a skilled mentor (Moir & Gless, 2001). The selection of an appropriate tutor teacher to support the beginning teacher, and the way that role was assumed appeared to be the major determinant in the effectiveness of these teachers' induction programs. The relationships between the beginning teacher and tutor teachers impacted significantly on their feelings of worth as a teacher. Paul felt his contributions to the team were not valued due to his relationship with his teacher. Choice of tutor teachers appeared to be at the discretion of the principal with no particular conditions or criteria for selection. Training of tutor teachers was haphazard and not a pre-requisite for being a tutor teacher. It is not known what prior experiences the tutor teachers had with beginning teacher induction, but one showed a marked positive difference in her approach to the beginning teacher after attending a course for tutor teachers. From research in New Zealand, Timperley (2001) and Sinnema (2005) both concur that mentors tend to emphasize issues of practical support and advice rather than assisting teachers to enquire into their teaching for rationale and informed decision making (Cameron, 2007). The participants reported their induction programs fitted the former description.

### *Significant others*

Well supported beginning teachers tend to work in collaborative contexts that are focused on teacher learning, and where observations and discussions about learning and teaching are part of everyday work practices (Cameron, 2007). All participants' perceptions of themselves as competent teachers, as shown by their T Charts and associated interview discussions, were affected to varying degrees by their relationships with colleagues, students, principals and parents (the social-professional aspect of the micro-political context). Feedback from these groups assisted the participants to determine how effective they felt they were seen to be as a teacher. Acceptance as part of the teaching team, and the way they were perceived and treated as equals by their colleagues, contributed to a feeling of being valued and promoted a sense of self-efficacy. The principal, although not necessarily a direct appraiser of the beginning

teacher, was also identified by almost all of the participants as a person who provided affirmation and support. The principal and the tutor teacher together were a powerful combination, either positively or negatively, in the development of each beginning teacher's perceptions of themselves as effective teachers.

The students they taught also sent very strong messages to the beginning teachers about their performance, and contributed significantly to how they felt they were performing the teaching role. It was mostly the students' responses, coupled with personal reflection that caused the beginning teacher to adapt and develop their practice.

#### *Pre-service education/Reflection*

The participants' pre-service program was significant to all of them as they began to make theoretical links to their practice. Referring back to course notes and recalling lecturers' words were not uncommon across the group throughout the year as needs arose. They felt they began to understand theoretical perspectives more fully, and could also recognize gaps in their knowledge as the need to know more about various aspects of their teaching became apparent to them. All stated that they reflected almost continually, either alone or with others (i.e. colleagues, peers), but stated they were not content to take on board colleagues' ideas without careful consideration as to how the ideas fitted with their own thinking. They felt that this was their way of streamlining and developing their practice.

*...even the motley theory that I never thought would be any value at all...I used to say the same thing over and over again in assignments about catering for diversity and I used to think I'm so sick of hearing that. But it is the reality of the individual, and it's driving your practice. I know it's all falling into place, one program does not fit for all. (Julie)*

These participants' reflected the findings of Renwick's (2001) evaluation of their pre-service program in that they thought about aspects of their practice 'regularly, absolutely or all of the time' (p.29).

#### *Links to micro-politics*

Role demands and becoming familiar with the school culture created a huge learning curve for these beginning teachers. Finding out about how things were done in daily teaching life was largely left to the individual. Knowing they were doing a good job was something they felt through the meeting of deadlines. This did not measure the quality of their work, rather completion. It appears that the self, material, and cultural-ideological interests (Kelchtermans & Vandenberghe, 1996) of these beginning teachers were very much at the forefront of their quest to both appear confident and fit in with the school culture. They all reported the importance of being organized and well planned, and that effectively managing their students took a high priority for them. In some cases they felt stated and unstated pressure from others to seem to have their class quiet and busy:

*...sometimes it's the attention and management of the whole class, sometimes it is difficult to rope everybody in...and that was a concern to me and it was a concern to my tutor teacher as well. She thought her classroom was a lot quieter than mine, I don't mind a reasonable amount of noise. (Paul)*

It seemed that the participants learnt about the school's expectations of them as they went along. Clear definitions of what was expected were not often apparent to them, and

it was through interactions at syndicate and staff meetings that they developed awareness of procedures. At times they felt very much 'in the dark' about what was expected and the external monitor of whether they were doing a good job often seemed to be meeting a deadline. Evidence of student achievement in the form of assessment also gave a feeling that the teacher could be seen to be doing a good job.

In some instances there was tension between the beginning teacher's expectations and those of the school. The need to build constructive relationships and become a valued part of the teaching team then sometimes influenced thinking and behavior:

*...sometimes I feel that the children in my class are the meat in the sandwich between me trying to sort out priorities and learning styles of the children to the restrictions and criticisms of the management team. (Paul)*

*...each unit we do an evaluation of what went well, sometimes it goes to the Principal and syndicate leaders. I found I would put stuff down that I thought they wanted to hear. So that made a sort of mockery of it because if you were too scathing of a unit and you didn't write it, do you have the right to criticize it? (Tom)*

The social-professional interests were potent in the beginning teachers' quests to become accepted by their colleagues and the wider teaching community. Affirmation from the students, tutor teachers, the principal and parents appeared as an important feature in feeling like a teacher.

*...I know from the response of the children and their attitudes to the work that they are doing and the results they have in their books and everything they do. It's just a general feeling of the way they are working and how the atmosphere in the classroom feels makes me think that everything's going well. (Mandy)*

*...the principal said 'you're everything you're meant to be'. I've worked hard. I don't take anything for granted. (Jenny)*

Conflict or tension in relationships created difficulties in some cases.

*...it was hard keeping up to her [tutor teacher] expectations of how I should turn out because how I should turn out was part of how I reacted with the children as well. We had very different philosophies. (Paul)*

Building positive relationships with colleagues also assisted in addressing material interests. Collaboration in planning, ideas and resource sharing eased the workload for the beginning teachers. It also assisted in filling gaps in subject and pedagogical content knowledge:

*...I went to the tutor teacher to tell her that I had no idea what to do...and so we sat down in the holidays and made up a music kit of songs that I could teach them. (Julie)*

*...well, at the moment I go to my tutor teacher and she's really good. She advised me on how to run the focus, so what I should be doing and how I'd do it would help the kids. So that's what I've been doing. (Mandy)*

These gaps in knowledge sometimes illustrated links to the biography of the beginning teacher. Schempp, Sparkes and Templin (1993) noted that 'baggage' of beginning teachers became unpacked and used or stored and ignored depending on the interests of the teacher (p 454). Julie commented:

*...it's a confidence thing. I don't feel as confident personally with maths but I feel really confident with reading. To me, reading is top priority, it just is. Somewhere in my head I've decided that reading and writing are way more important than maths...I value things that I did well as a child. Yeah...those are the things...and that's bad. When I put it into words like that, that's actually not good. But by the same token, in maths I make sure nobody's left feeling like they can't do it because that's another big worry, that I don't want to make them have the same feelings I used to have.*

*...things I'm not very confident at, like Music. Music's terrible. I hate it. I hate teaching it. I hate Junior singing. Wednesday comes and I think, Oh God, I've got to go over to that... (Julie)*

It appears that each of the previously identified micro-political interests of these new teachers was called into question creating social pressures and tensions to conform or confront their own, and the school's expectations. Not all had permanent positions, and for Paul in particular, this meant that he did not feel fully able to question expectations and practices that were dissonant with his own. He conformed initially, by taking a 'toe the party line' approach which did not sit comfortably for him. This led to frustration and disillusionment, and subsequently resignation from the school. In another case however, where the beginning teacher had a year-long position with a view to further employment, she felt she could question and challenge the status quo, and this assisted in changing some aspects of the school program.

A number of the group said that the professional development being undertaken by the school was very repetitive of what they had just experienced in their pre-service program and consequently, they were able to contribute positively to the learning of their colleagues. This gave an element of confidence and one was even asked to lead some development which gave her a feeling that she had gained respect of her colleagues.

The pressure of doing everything for the first time and being unsure of the expectations was experienced by the group as a whole.

*...I've done portfolios now...another one of those momentous moments. I felt YES! I'm doing the job and really doing something for the first time again. (Julie)*

This took its toll in terms of workload and the hours needed to be able to complete all that seemed to be expected. The feeling of frustration of not ever being sure you had 'met the mark' was discussed, and that the 'mark' seemed to be nebulous.

## Conclusion

The small number of participants in this research means that the results cannot be generalized across the whole cohort of students, or their pre-service program. Differences between the pre-service and induction processes for beginning teachers in the New Zealand context and other countries such as Australia, United States and England should also be kept in mind when drawing conclusions from this research.

Learning to teach is about acquiring ways of participating in a community of practitioners with an existing culture. It is about feeling and acting like a teacher within that existing culture i.e. developing a positive teacher identity. The complex interactions of both personal and situational factors were certainly evident for this group of beginning teachers in many ways.

Throughout the pre-service phase of these beginning teachers' development, reflective practice had been encouraged by requiring them to make sense of their practice in light of the immediate and wider educational contexts, with focused analysis and reference to theory. After each practical experience in different schools they were required to submit a portfolio of evidence from their practice of meeting particular outcomes. The evidence was accompanied by reflective statements which unpacked incidents and experiences and discussed the implications for their future practice. They were also required to make theoretical links to aspects of their practice. It appears that this reflective practice was valued as a growth and sense-making mechanism, as all mentioned that they continued to reflect, both formally and informally, through their first year of teaching. This was done orally with colleagues or peers, or on an individual basis. Some continued to keep reflective jottings to assist in their processing of experiences and tensions.

These teachers appeared to be very aware of the realities of a teacher's workload and the extra duties that would be required of them when they began their first year of teaching. However, in reality, there were many things they still had to work through and experience for the first time with no prior practical experience. Because they had only had practical experiences for relatively short periods of time, there were aspects they may not have seen even though they were aware of their existence i.e. writing reports, parent interviews, setting up their programs and classroom for the first time.

Becoming familiar with the culture and ideologies of their schools took time for all of them as they maneuvered their way through the expectations and requirements of their classroom and particular school. All felt they had a much clearer idea of how they would begin the following year and aspects that would streamline their practice.

As most of the participants were yet to secure permanent employment, they felt the pressure to be seen as competent, committed teachers. Their performance in this critical first year could be the determinant for gaining future employment in the school if positions became available. One decided that the school was not one she would wish to work in due to the dynamics evident amongst staff. Another also felt that he could not be the kind of teacher he wanted to be in the environment he was in. He felt frustrated by this as he wanted to be in employment so he could continue to develop his skills.

Cole and Knowles (1993) coined the term 'shattered images' for the reality that beginning teachers faced in their first year and the effects of this on their on-going development as a teacher. Beginning teachers in the reported program had been adapting their images of teaching from the outset of their pre-service program. At the beginning of their program

these participants were required to create a visual image of what teaching and learning meant to them, and throughout the three years of their study they revisited that image in light of new experiences and learning, reflecting on their conceptions. This meant modifying and developing the image in light of what they were seeing and experiencing across a variety of teaching contexts. They appeared to be aware of the realities and complexities of teaching, with the realization of the fullness of the teacher's workload. It did not necessarily imply ease in fulfilling their responsibilities, but they knew what lay ahead of them as they embarked on that first year of teaching.

How then, can beginning teachers be any more prepared for the multitude of complexities that the micro-political nature of a teaching organization entails? Can one ever be adequately prepared for the complex intricacies of relationships and competing agendas of self protection that are present in joining a new workplace, often obviously being played out? Does exposing new teachers to varying models of teaching in a range of contexts, accompanied with critical reflection alongside their own emerging images of teaching and learning assist in developing micro-political literacy? Reflecting on the roles of the teacher and the learner is a useful way of developing personal conceptual frameworks of teaching and learning, and requiring the addition of a theoretical perspective to the frameworks provides an authoritative element. This arms the beginning teacher with a personal conceptual framework for their teaching practice. Reflecting on their role as part of a learning community, and the roles of others, can profile the accompanying professional obligations associated with these roles. It may also enable beginning teachers to realize, and perhaps recognize, the micro-political dimensions of the organizations in which they work. Reflecting on their own thinking and behavior patterns when dealing with events and situations in school settings, and analyzing their own and the roles of others, can be a valuable mechanism for professional growth. By thinking about the actions and perspectives of others, paths to effective problem solving can be forged with a view to personal growth and collaboration amongst members of organizations.

It would appear that beginning teachers in New Zealand are largely well supported in their schools, although school culture is a major factor in the quality of support they receive (Cameron, 2007). Socialization into a profession is a process of change in a complex climate of interactions and situations. How that change process is managed depends largely on the attitudes and behaviors of the person involved in the socialization process, interacting with the variable factors of their school's culture.

Langdon (2001) found that New Zealand primary principals stated they valued a 'thinking, reflective teacher' who could problem solve and continue to grow and develop their practice. Perhaps effective pre-service and induction programs should continue to nurture the practices of a 'reflective professional' model that exposes novices to analyze the micro-political dimensions of school organizations. The danger of not continuing to pursue this conceptual framework is that beginning teachers may revert to a technical approach to teaching in response to the immediacy of classroom and organizational life in order to minimize the complexity of their work as a teacher. As the beginner becomes more able to recognize the reality of their teaching situation by being micro-politically literate, adjusting their image of the realities of teaching, more empowered reflective teaching can occur (Britzman, 1986; Giroux, 1980; Zeichner, 1982), with awareness of the inherent dynamics.

## REFERENCES

- Blase, J. (1991). *The politics of life in schools: Power, conflict, and cooperation*. Newbury Park: Sage Publications.
- Britzman, D. (1986). Cultural myths in the making of a teacher: Biography and social structure in teacher education. *Harvard Educational Review*, 56 (4), 442-472.
- Brunton, K. (2002). *Socialisation of teachers: Beginning teachers constructing their role*. Unpublished thesis for Master of Education, Victoria University, Wellington, New Zealand.
- Cameron, M. (2007). *Learning to teach: A literature review of induction theory and practice*. Wellington: New Zealand Teachers Council for Educational Research.
- Cameron, M., Baker, R., & Lovett, S. (2006). *Teachers of promise: Getting started in teaching*. Wellington: New Zealand Council for Educational Research.
- Clarke, S. (2005). *Formative assessment in action: weaving the elements together*. Great Britain: Hodder Murray.
- Cole, A., & Knowles, G. (1993). Shattered images: Understanding expectations and realities of field experiences. *Teaching and Teacher Education*, 9 (5/6), 457-471.
- Dewar, S., Kennedy, S., Staig, C., & Cox, L. (2003). *Recruitment and retention in New Zealand secondary schools. Information from a series of interviews with a focus on beginning teachers, returning teachers, and heads of departments*. Wellington: Ministry of Education.
- Doyle, W. (1990). How should we teach teachers: The substance of teacher education. *In Handbook of research on teacher education: A project of the Association of Teacher Educators*. New York: Macmillan.
- Feiman-Nemser, S. (1982). Learning to teach. In L. Schulman & G.Sykes (Eds.), *Handbook of teaching and policy*. New York: Longman.
- Feiman-Nemser, S. (2001). From preparation to practice: Designing a continuum to strengthen and sustain teaching. *Teachers College Record*, 103 (6), 1013-1055.
- Giroux, H. (1980). Teacher education and the ideology of social control. *Journal of Education*, 162, 5-27.
- Goold, J. (2004). *Induction into school and the profession: The experiences of beginning teachers*. Unpublished thesis submitted in partial fulfillment of the requirements for the degree of Master of Educational Management, Unitec, Auckland, New Zealand.
- Grossman, P.L. (1992). Why models matter: An alternate view on professional growth in teaching. *Review of Educational Research* 62 (2), 171-181.
- Hall, K., & Burke, W. (2003). *Making formative assessment work*. Open University Press.
- Hart, A. (1991). Leader succession and socialization: A synthesis. *Review of Educational Research*, 61, 451-474.
- Hebert, E., & Worthy, T. (2001). Does the first year of teaching have to be a bad one? A case study of success. *Teaching and Teacher Education*, 17, 897-911.
- Heck, R., & Wolcott, L. (1997). Beginning teachers: A statewide study of factors explaining successful completion of the probationary period. *Educational Policy*, 11 (1), 111-133.
- Huberman, M. (1989). The professional life cycle of teachers. *Teachers College Record*, 91 (1), 31-57.
- Johnson, D.W., & Johnson, R.T. (1989-1990). Social skills for successful group work. *Educational Leadership*, 47, 20.
- Kagan, D.M. (1992). Professional growth among pre-service and beginning teachers. *Review of Educational Research* 62 (2),129-169.

- Kelchtermans, G., & Ballet, K. (2002). The micro-politics of teacher induction. A narrative-biographical study on teacher socialization. *Teaching and Teacher Education*, (18), 105-120.
- Kelchtermans, G., & Vandenberghe, R. (1996). *Becoming political: A dimension in teachers' professional development. A micropolitical analysis of teachers' professional biographies*. Paper presented at the Annual Meeting of the American Educational Research Association, New York, April 8-12.
- Knowles, J.G. (1988). *Models for understanding pre-service and beginning teachers' biographies: Illustrations from case studies*. Paper presented at the meeting of the American Educational Research Association, New Orleans.
- Lave, J., & Wenger, E. (1991). *Situated learning: legitimate peripheral participation*. Cambridge: Cambridge University Press.
- Langdon, F. (2001). *Principals' perceptions of beginning teachers and the paradoxes, dilemmas and implications for educational cultures*. Paper presented at NZARE, Christchurch, 6-9 December.
- Lortie, D. (1975). *School teacher: A sociological study*. Chicago. University of Chicago Press.
- Mansell, R. (1996). *Professional development of beginning teachers: How does it work?* Paper presented at the New Zealand Association for Research in Education, Nelson, New Zealand.
- Moir, E., & Gless, J. (2001). Quality induction: an investment in teachers. *Teacher Education Quarterly*, 28 (1), 109-115.
- Parkey, F., Currey, G., & Rhodes, J. (1992). Professional socialization: A longitudinal study of first-time high school principals. *Educational Administration Quarterly*, 28, 43-75.
- Pettigrew, R. (2004). *How do New Zealand secondary schools support and retain young teachers who have made teaching their first career?* Unpublished dissertation submitted in partial fulfillment of the Master of Educational Leadership, University of Waikato, Hamilton, New Zealand.
- Renwick, M. (2001). *An evaluation of the effectiveness of the BEd (Teaching) programme*. Unpublished report for the Wellington College of Education.
- Reynolds, A. (1992). What is competent beginning teaching? A review of the literature. *Review of Educational Research* 62 (1), 1-37.
- Rosenholtz, S.J. (1989). *Teachers' workplace: The social organization of schools*. New York: Longman.
- Schempp, P.G., Sparkes, A.C., & Templin, T.J. (1993). The micro-politics of teacher induction. *American Educational Research Journal*, 30 (3), 447-472.
- Schön, D.A. (1982). *The making of a reflective practitioner: How professionals think in action*. New York: Basic Books.
- Sinnema, C. (2005). *Teacher appraisal: Missed opportunities for learning*. Unpublished thesis submitted in partial fulfillment of the degree of Doctor of Education, University of Auckland, New Zealand.
- Timperley, H. (2001). Mentoring conversations designed to promote student teacher learning. *Asia-Pacific Journal of Teacher Education*, 29(2), 111-123.
- Van Maanen, J., & Schein, E. (1979). Toward a theory of organizational socialization. *Research in Organizational Behavior*, 1, 209-264.
- Veenman, S. (1984). Perceived problems of beginning teachers. *Review of Educational Research*, 54 (2), 143-178.
- Vonk, J.H.C. (1994). *Teacher education and teacher practice*. Amsterdam: Free University Press.
- Zeichner, K. (1982). Individual and institutional factors related to the socialization of beginning teachers. In G. Griffin & H. Huskell (Eds). *First years of teaching: What*

*are the pertinent issues?* Austin, TX: University of Texas, Research and Development Center of Teacher Education.

Zeichner, K., & Liston, D. (1987). Varieties of discourse in supervisory conferences. *Teaching and Teacher Education, 1*, 155-174.

Zeichner, K., & Tabachnick, B.R. (1985). The development of teacher perspectives: Social strategies and institutional control in the socialization of beginning teachers. *Journal of Education for Teaching, 11*, (1), 1-25.

## Appendix One

<b>IDEAL TEACHER</b>	
<b><i>LOOKS LIKE</i></b>	<b><i>SOUNDS LIKE</i></b>
Part of teaching team (2)	Encouraging/supportive (4)
Professional (2)	Listening (2)
Confident (2)	Real person, human (2)
Approachable/friendly (2)	Manners (2)
Octopus (2)	Positive (2)
Guidelines/models expectations (2)	Knowledgeable (1)
Calm/relaxed (2)	Clear instructions (1)
Organised/well planned (2)	Feedback to parents, children (1)
Looking for best way to teach (2)	Asking for help (1)
Relationship with parents (1)	Non-threatening (1)
Compassionate, caring, older male – almost grandfather in appearance, wise, family man (1)	Enthusiastic (1)
Models expectations (1)	Frustration (1)
Respectful (1)	Tiredness (1)
Teacher of new information (1)	Humour (1)
Interacting with children (1)	Firm (1)
Happy (1)	Calm (1)
Listener (1)	Questioning (1)
Reflective (1)	Asking children to role play/demonstrate
Interested in subject (1)	
Life outside school (1)	

**Table Five: Participants' perceptions of the 'ideal' teacher**

## Appendix Two: Paul's Story

Paul was teaching in a one year relieving position in a year seven and eight class in a decile one school in the greater Wellington area.

When the first interview took place for Paul in August, he felt that the relationships he had built with the children was the aspect that was going well in his classroom. Relationships with the children had strengthened from the first term, when he thought that they had been 'feeling each other out'. He felt that the children had not been sure how to respond to him initially. Knowing the children better allowed him to more easily identify their needs, and he felt they trusted him. The attitude of the children, and their enthusiasm indicated to Paul that they were keen to learn. Seeing their progress through formal assessments assisted him to see progress. Children also appeared to be assuming responsibility for the classroom and were taking pride in the community they were building.

In the interview, Paul voiced concern over managing the whole class and 'roping' everyone in. Paul felt that his tutor teacher was more concerned about the noise level in his classroom than he was, and that perhaps she felt it meant that the children were not being productive. Paul sought advice from other teachers and the principal, and asked them to observe his class working to give him some suggestions. He felt he was regularly changing his practices in response to different advice he got from his colleagues. He also felt this variety avoided the children becoming complacent with a strategy. Management seemed to be Paul's major focus and he decided he needed to attend to the positive aspects, and worked hard during this phase at establishing expectations and routines that would enhance self esteem and develop responsibility in his class. He introduced some extrinsic rewards and a class council at this time to further enhance those dispositions.

What made Paul feel like a teacher was when the children showed curiosity or had an inquiry, and they would work through it together. He felt that the children's confidence that he would help them find things out, made him feel respected as the teacher. The fact they felt that they could ask him for assistance and know they would get it, gave Paul a good feeling. Seeing the children learning something and achieving work of a high standard was rewarding for Paul. He mentioned being aware of the children's 'zone of proximal development' and actually 'seeing it in action'.

Paul was not always in agreement with the school's expectations of his learners. He felt both he and the school wanted the children to succeed, but in his mind he set higher outcomes for the children than he thought the school did. His philosophical belief that children should be independent was hard to achieve because he felt the children had been conditioned to always being told what to do, and how to do it. He struggled to see the relevance of some of the learning he was supposed to be providing. Wherever possible he adapted the learning experiences to make them more meaningful for the children. So in terms of school expectations, Paul felt he had no idea whether he was meeting them or not. His only indicators were the children's reactions and results of his teaching. Parental contact was not encouraged, however Paul did contact the parents of a group of children he had concerns about to discuss the issues. He sometimes rang them when progress had been made to follow through the contact he had made.

Paul also felt restricted by the lack of resources and equipment in the school. He found he could not do some of the things he wanted to because of this. He was frustrated by lack of teacher aide time to support his learners who were struggling, and used his .2 time to work with these children. He had to develop a programme for a newly arrived ESOL child who he felt was just 'plonked' in his classroom.

When meeting Paul again in the third term he felt a more intense need to be helping the children do better. The children's attitudes and progress continued to develop which made him feel successful, but not always sure that their progress was due to his efforts. He had feelings of ambivalence towards the teaching team. He was sometimes treated with respect by his colleagues, and at other times disregarded. The group whom he felt respect from were the parents. They appreciated his honesty about their child's ability, and were encouraged when they were informed of the progress being made.

Paul's image of the 'ideal' teacher was of a caring, compassionate person. This teacher would share new information with the children in an enthusiastic way. The ideal teacher would be supportive and the children would be able to confide in him. This person would also be part of a teaching team, sharing responsibilities and resources.

Paul said he displayed 'bits' of his ideal teacher image in his practice, but still felt constrained by the tensions of school expectations and what he saw his learners needing. Paul's circumstances changed at this point due to ill health. He was disillusioned and frustrated when advised that future employment at the school was not guaranteed.

What was needed for Paul to be able to achieve his ideal was the opportunity to have a secure position for a long period of time. He needed to be in a context that was in accordance with his beliefs and philosophies about teaching and learning. He made the comment that 'schools are very much the victims of politics.' He also felt he needed to see more concrete evidence of the children's success. He questioned the worth and validity of some assessment, because his own knowledge of their ability was telling him they could do better.

During the last term of the year, Paul was not teaching his class. Due to an organisational change, a reliever was put into the class for continuity, and he returned without the responsibility for a class.

The final interview was carried out at the end of the year. The most influential professional development factors for Paul over the year were evaluation and reflection. Reflection was often done with friendlier staff members, but also coming home and going through College of Education notes looking for specific strategies. Continued research was high on Paul's list. He continued to read educational material and gleaned useful ideas and strategies from this. He felt evaluation linked closely with his current teaching. He would try and work out what had gone well and how he could do things better on a daily basis. He reflected on his past teaching experiences and acted on comments made by associate teachers. He gained most from the professional practice and education courses during his pre-service programme, finding some of the curriculum courses

less useful. He felt that the less useful courses had been too advanced for him at the time. He did not rate school wide professional development very highly because he had missed some due to illness, and had been unaware of when others were on. Another school wide development course was repetitive of what he had recently learnt at College of Education.

In terms of 'people' resource factors, Paul rated previous associate teachers, along with fellow teachers at the top of his list. He still met and chatted with some of his associate teachers. There had been a number of educational advisers in the school throughout the year whom he had found to be a great support. Paul still called on one particular College of Education lecturer who supported him with his ESOL programme.

Paul grew as a teacher from the interaction with the children in his class. They gave him clear messages about the programme and his teaching which caused him to reflect and act. Colleagues also appeared further down Paul's list because he felt there were some whom he spoke to on a purely professional basis, but their input helped him work out how to manage some of his class members. He also had a sounding board in some of his peers, particularly those who had children of a similar age to those he was teaching. He got ideas from them about what made a parent feel happy and secure with their child's teacher. His tutor teacher did not rank highly as an influence in Paul's development. He felt she was very busy and also had set ideas as to how she felt he should develop. He used a personal diary to reflect on this relationship as he needed to assimilate their sometimes conflicting views in some way. His treatment at syndicate meetings left him feeling undervalued and confused. Paul also felt undervalued by the principal and did not agree with many of his ideas and decisions. By the end of the year communication became difficult.

The parents of the children in his class also ranked lowly because they weren't seen unless asked for. Paul was disappointed at not being able to utilise the parent resource because he knew that they were more than willing to be involved, but unwritten school policy did not encourage their involvement.

Paul ended the year feeling bitter at not being allowed the opportunity to grow as a teacher. Having to 'tow the party line' was a huge frustration to him, especially when he felt he could see the areas where he could try to make a difference. A ray of light for him had been the development of the relationships he had with his class. The way the children responded to him by the end of the year was a source of delight and gave a feeling of accomplishment. He felt that he had good relationships with many of the staff, particularly the older teachers.

Now, at the end of his first year teaching, Paul felt he had toned down some of his ideas. The idealism he had started with had been tempered by the realisation of what was possible within the constraints of his school environment. He learnt a lot about expectations, and the need to sometimes adjust those in light of the needs of the learners. For all this however, Paul ended the year feeling he still wanted to be a teacher. He felt he was on a learning curve which he would continue to move along. He felt that being a mature beginning teacher created some issues that he needed to be aware of, in that because he was older people assumed he knew everything about teaching. He knew this was not the case.

<b>*Name</b>	<b>Gender</b>	<b>Ethnicity</b>	<b>School Decile</b>	<b>Age Taught</b>
<b>Julie</b>	Female	Pakeha	6	5-6 yr olds
<b>Jenny</b>	Female	Pakeha	9	5-6 yr olds
<b>Mandy</b>	Female	Maori	2	7-8 yr olds
<b>Paul</b>	Male	Pakeha	1	9-10 yr olds
<b>Tom</b>	Male	English	1	11-12 yr olds

**Table 1: Final List of Participants**

<b>Interview One</b> Semi-structured interview	June (Term Two), 2001
<b>Interview Two</b> Semi-structured interview 'T' Chart – Ideal Teacher	September (Term Three/Four), 2001
<b>Interview Three</b> Semi-structured interview Ranking lists	December (Term Four), 2001

**Table Two: Chronology of Interviews**

B.Ed(Teaching) degree course	Lecturer/s
Specific B.Ed (Teaching) courses	Associate Teacher/s
Teaching experiences (during B.Ed)	Tutor teacher/s
Short courses (during first year of tchg)	Colleagues
School wide professional development	Peers
Evaluation of programmes of work	Principal
Reflection (personal, with others)	Children you teach
Current teaching	Parents of the children you teach
Other (please specify)	Others

**Table Three: Ranking Lists for Interview Three**

<p><b>Management</b></p> <p><b>MS</b> Managing self</p> <p><b>MT</b> Managing time</p> <p><b>MB</b> Managing behaviour</p> <p><b>MC</b> Managing classroom (physical space)</p> <p><b>MR</b> Managing resources</p> <p><b>MP</b> Managing programme</p>	<p><b>Relationships</b></p> <p><b>RC</b> Relationships with children</p> <p><b>RP</b> Relationships with parents</p> <p><b>RTT</b> Relationships with tutor teacher</p> <p><b>RPr</b> Relationships with Principal</p> <p><b>RCoE</b> Relationships with College</p> <p><b>RO</b> Relationships with others</p>
<p><b>Curriculum</b></p> <p><b>CU</b> Specific curriculum areas</p> <p><b>CP</b> Curriculum - planning</p> <p><b>CK</b> Curriculum knowledge</p> <p><b>CD</b> Curriculum delivery</p>	<p><b>Self</b></p> <p><b>SA</b> Self – appraisal</p> <p><b>SR</b> Self – reflection</p> <p><b>SC</b> Self – confidence</p> <p><b>SL</b> Self – experiences/opportunities</p>
<p><b>Learning</b></p> <p><b>LO</b> Learning - observation</p> <p><b>LR</b> Learning - response/progress</p> <p><b>LA</b> Learning - attitude</p> <p><b>LAS</b> Learning - assessment</p> <p><b>LG</b> Learning - grouping</p> <p><b>LW</b> Learning – children’s work</p>	<p><b>Roles</b></p> <p><b>rSR</b> Role - school responsibilities</p> <p><b>rMD</b> Role – meeting deadlines</p> <p><b>rR</b> Role – reports</p> <p><b>rI</b> Role – interviews</p> <p><b>rC</b> Role – conferencing</p> <p><b>rA</b> Role - appraisals</p> <p><b>rOC</b> Role – own class</p> <p><b>rMLC</b> Role – member of learning community</p>

**Table Four: Coded Themes – Interviews One/Two**