ON “BRIDGING THE GAP” BETWEEN INITIAL TEACHER EDUCATION AND INDUCTION - A LITERATURE REVIEW OF STUDIES PUBLISHED IN THE LAST DECADE

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INTRODUCTION

- Initial teacher education
- Teacher induction

Is there a “gap” between these two? If it does, what kind of gap is it? And why is it important to “bridge” it?

“Induction happens with or without a formal program and it is often an abrupt and lonely process”

(Feiman-Nemser, 2001)
RESEARCH

- **Main goal:** To examine relevant studies in the field of initial teacher education and induction in the last decade in a search for findings that connect ITE and teacher induction.

- **Method:** Content analysis

- **Data collection**
  - **Sample:** Journals from Science Direct and SAGE database, articles published from January 2004 to January 2014
  - **Step A:** Titles and keywords search

  *preservice teacher*
  *induction period*  
  *(teacher induction, novice teacher, beginning teacher, in-service teacher)*
RESEARCH PROCEDURE

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<thead>
<tr>
<th></th>
<th>Science Direct</th>
<th>SAGE journals</th>
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<tbody>
<tr>
<td>preservice teacher</td>
<td>205</td>
<td>15</td>
<td>220</td>
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<tr>
<td>induction period</td>
<td>179</td>
<td>32</td>
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<td>novice teacher</td>
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<td>5</td>
<td>54</td>
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<tr>
<td>beginning teacher</td>
<td>66</td>
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<td>teacher induction</td>
<td>37</td>
<td>17</td>
<td>54</td>
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<tr>
<td>in-service teacher</td>
<td>27</td>
<td>1</td>
<td>28</td>
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</table>
| **Σ**                         | **384**        | **47**        | **431**

- Journal of Teacher Education
- Teaching and Teacher Education
- Journal of Music Teacher Education
- Action Research
- Review of Educational Research
- Educational Policy

- **Sampling, Step B:** 10 papers per year, 10 x 10 = 100 articles

- **Content analysis, step 1:** Abstracts inspection for main research topics, „category building“ by inductive analysis method

- **Content analysis, step 2:** Selecting articles for more in depth content analysis, selection criteria: findings are potentially useful for connecting ITE and teacher induction
RESULTS
**Step 1 Analysis**

**Pre-service teacher preparation**
- collaborative learning - development of skills in implementing collaborative learning;
- video-based training - effect of video-based training and assessment;
- classroom management - effectiveness of a training program in classroom management;
- mentoring - effects and perceptions of mentoring experience;
- student teachers’ perceptions and reflections on various issues.

**Induction**
- Motivation for teaching and job satisfaction;
- Challenges, needs and supports in the induction period;
- Mentoring:
- Teacher attrition/retention;

**In-service teacher education**
- Teachers’ attitudes and beliefs on various issues;
- Professional development and new (e) technology;
- Coping strategies;
- Working with diversity.

**Teachers’ professional identity**
- professional identity construction
- professional identity tensions
- professional identity development
## Step 2 Analysis

<table>
<thead>
<tr>
<th>Author(s) and year</th>
<th>Title</th>
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<tbody>
<tr>
<td>DeAngelis, Wall &amp; Che, 2013</td>
<td>The Impact of Preservice Preparation and Early Career Support on Novice Teachers' Career Intentions and Decisions</td>
</tr>
<tr>
<td>Shockley, Watlington, &amp; Felsner, 2013</td>
<td>Out on a Limb: The Efficacy of Teacher Induction in Secondary Schools</td>
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<tr>
<td>Kumazawa, 2013</td>
<td>Gaps too large: Four novice EFL teachers’ self-concept and motivation</td>
</tr>
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<td>Armour &amp; Makopoulou, 2012</td>
<td>Great expectations: Teacher learning in a national professional development programme</td>
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<tr>
<td>Chen, 2012</td>
<td>Professional growth during cyber collaboration between pre-service and in-service teachers</td>
</tr>
<tr>
<td>Ingersoll &amp; Strong, 2011</td>
<td>The Impact of Induction and Mentoring Programs for Beginning Teachers A Critical Review of the Research</td>
</tr>
<tr>
<td>Cornelissen, van Swet, Beijaard &amp; Bergen, 2011</td>
<td>Aspects of school - university research networks that play a role in developing, sharing and using knowledge based on teacher research</td>
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<tr>
<td>Intrator &amp; Kunzman, 2009</td>
<td>Grounded: Practicing What We Preach</td>
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<tr>
<td>Wang, Odell &amp; Schwille, 2008</td>
<td>Effects of Teacher Induction on Beginning Teachers' Teaching: A Critical Review of the Literature</td>
</tr>
<tr>
<td>Desimone, Garet, Birman, Porter &amp; Yoon, 2004</td>
<td>Improving Teachers' In-Service Professional Development in Mathematics and Science: The Role of Postsecondary Institutions</td>
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</table>
RESULTS BY UNITS OF ANALYSIS

1. Purpose of the study with main findings
   (a) Relevant teacher education documents (teacher education accreditation policies, teacher professional standards, course curriculum, teacher induction policy);
   (b) Efficacy of teacher induction programs;
   (c) The „voice“ of novice teachers – expectations and needs, support
   (d) Connecting postsecondary institutions with primary and secondary schools;

2. Methodology
   (a) A qualitative meta-analysis study; review of the literature; interpretive inquiry;
   (b) Empirical studies
   (c) Theoretical considerations
TOWARDS EDUCATIONAL IMPLICATIONS

Teacher attrition/retention (approximately \( \frac{1}{3} \) after one year and \( \frac{1}{2} \) within 3 years)

A. High degree of alignment across policy documents (regarding actual assessment practices), BUT there is a need to relate these sources to in-service teachers’ actual practices

<table>
<thead>
<tr>
<th>No induction policy</th>
<th>Dormant mandate</th>
<th>Mandate</th>
<th>Mandate w/guidelines</th>
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<td>No funding</td>
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<td>Funding</td>
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B. Metaanalysis were inconclusive about any specific conditions that enhance the effectiveness of teacher induction, gaps in the research base and relevant questions for further research:

- Connecting theory behind teacher development and the empirical research
- Mentoring process as part of induction (Mentoring ≠ Induction);
- The duration and intensity of induction;
- The relative costs and benefits of induction;
- The impact of context - induction’s efficacy depends on the school setting.
TOWARDS EDUCATIONAL IMPLICATIONS

C. Connecting postsecondary institutions with primary and secondary schools

✓ development of collaboration mechanism between pre-service and in-service teachers in a professional community (online and face-to-face);
✓ developing school-university research networks (embedded in the context of a Master’s program);
✓ in-service professional development provided by postsecondary institutions
✓ University teacher educators extending their practice to primary and secondary schools setting - working across both contexts.

D. Acknowledging the person

✓ beginning teachers’ initial beliefs and teaching practices of learning process in induction contexts.
✓ existence of a gap between personal expectations and professional reality - construction of adequate professional identity
CONCLUSION

- Possible „mapping“ of research themes and findings on connecting initial teacher education and teacher induction
- A culture of support - The need for adequate support extends way beyond the first few days of teaching
- A need for more large-scale empirical research on identified gaps

„Collaborative efforts that connect teacher preparation programs and school districts to form a pathway of support from training through mentoring and induction during teachers’ early years“

- In a search for different “metaphore” – a need for more holistic approach
ХВАЛА

ФРАЗА:

THANK YOU

МЕЦI