

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 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

	Science Direct	SAGE journals	Σ
preservice teacher	205	15	220
induction period	179	32	211
novice teacher	49	5	
beginning teacher	66	9	
teacher induction	37	17	
in-service teacher	27	1	
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, $10 \times 10 = 100$ 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



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

Selected articles for in depth content analysis

Author(s) and year	Title
De Luca & Bellara, 2013	The Current State of Assessment Education: Aligning Policy, Standards, and Teacher Education Curriculum
DeAngelis, Wall & Che, 2013	The Impact of Preservice Preparation and Early Career Support on Novice Teachers' Career Intentions and Decisions
Shockley, Watlington, & Felsher, 2013	Out on a Limb: The Efficacy of Teacher Induction in Secondary Schools
Kumazawa, 2013	Gaps too large: Four novice EFL teachers' self-concept and motivation
Armour & Makopoulou, 2012	Great expectations: Teacher learning in a national professional development programme
Chen, 2012	Professional growth during cyber collaboration between pre-service and in-service teachers
Ingersoll & Strong, 2011	The Impact of Induction and Mentoring Programs for Beginning Teachers A Critical Review of the Research
Cornelissen, van Swet, Beijaard & Bergen, 2011	Aspects of school - university research networks that play a role in developing, sharing and using knowledge based on teacher research
Bartlett & Johnson, 2010	The Evolution of New Teacher Induction Policy Support, Specificity, and Autonomy
Intrator & Kunzman, 2009	Grounded: Practicing What We Preach
Wang, Odell & Schwille, 2008	Effects of Teacher Induction on Beginning Teachers' Teaching: A Critical Review of the Literature
Desimone, Garet, Birman, Porter & Yoon, 2004	Improving Teachers' In-Service Professional Development in Mathematics and Science: The Role of Postsecondary Institutions




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
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TOWARDS EDUCATIONAL IMPLICATIONS

TEPE 2014
Teacher Education Policy in Europe
15 - 17 May 2014 Zagreb, Croatia

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

No induction policy

Dormant mandate

Mandate

Mandate w/guidelines

No funding

No funding

Funding

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 \neq 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



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