Collaborative Teaching Partnerships:

Toward cycles for success in supporting

new teachers

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Statement of Originality

The thesis contains no material which has been accepted for the award of any other degree or diploma in any university or other tertiary institution and, to the best of my knowledge and belief, contains no material previously published or written by another person, except where due reference has been made in the text. I give consent to this copy of my thesis, when deposited in the University Library, being made available for loan and photocopying subject to the provisions of the Copyright Act 1968.

(Signed)

Acknowledgements

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List of short forms

AITSL	Australian Institute for Teaching and School Leadership
CREST	Collaboration for Rural Education Special Teachers
CTP	Collaborative Teaching Partnership
DET	NSW Government Department of Education and Training
DP	deputy principal
FN	field note
LBOTE	Language Backgrounds Other Than English
MCEEDYA	Ministerial Council for Education, Early Childhood Development and Youth Affairs
MCEETYA	Ministerial Council on Education, Employment, Training and Youth Affairs
OECD	Organisation for Economic Co-operation and Development
NAT	Newly Appointed Teachers program
PDHPE	Personal Development, Health and Physical Education
PE	Physical Education
PISA	Programme for International Student Assessment
PL	professional learning
SES	socio-economic status
VA	visual arts

Abstract

New teachers enter the profession facing all the challenges of learning to teach (Feiman-Nemser, 2001) at a time when teaching is becoming more complex and is under significant reform (Istance, 2001; Brooks and Scott, 2000; Dinham, 2000; Hargreaves, 1997, 1994). In response, educational systems are looking at ways to better support new teachers which can increase their retention within the profession (eg. Johnson 2006; OECD, 2005; Smith and Ingersoll, 2004; Ramsey, 2000) and sustain positive views about their work (eg. Wang, Odell and Schwille, 2008; Goddard and Goddard, 2006; Feiman-Nemser, 2001). There is an increasing focus on professional development and teacher collaboration in general (eg. Thomas, 2005; MEXT, 2004; McLaughlin, 1997), with some researchers highlighting the particular benefits of mentoring for new teachers and supporting renewal of teaching practice across the profession (Le Cornu and Peters, 2005; Hargreaves and Fullan, 2000).

An extensive review of the literature regarding induction, mentoring and team teaching underpins my theoretical development of a concept I term 'Collaborative Teaching Partnerships' or CTPs as a way of supporting new professionals as they enter teaching. CTPs provide an opportunity for an experienced and new teacher to work on at least one shared class in a team teaching situation. Rather than the "sit, listen and reflect" (Long, 1997, p.115) approach of traditional mentoring processes, CTPs promote a process of joint planning, teaching and reflection.

In addition to the conceptual development of CTPs, I also test them in practice using case study research. The hypothesis is that mentoring which takes place in the setting of the classroom utilising team teaching can: first, deepen and extend the potential benefits of mentoring that have been articulated in the literature and; second, address the some of the concerns which have also been raised about the limitations of mentoring. While team teaching has generally been investigated within the literature as a way of supporting improved student outcomes, or in pre-service training for teachers, this project seeks to specifically investigate the advantages for teachers during their induction into the profession.

Through the review of literature, case study research, and by analysing questionnaire data collected from the same district as the case study school I identify a number of "negative spirals" or factors that were found to combine in a way that can compound the challenges for new teachers. Most importantly, findings from the research project demonstrate the potential to utilise effective support processes, including CTPs, to create "cycles for success", a term I use to describe factors which can combine in a positive manner to create compounding benefits for new teachers.

In a practical sense my research seeks to benefit individuals who have or might be involved in a CTP process. Academically, my research can influence the theoretical development of models for supporting new teachers. At a policy level, my research demonstrates how support for new teachers could be enhanced in a form that can be delivered in practice.

Chapter One: Introduction

The context for new teachers entering teaching

A substantial body of research (eg. Wilson, Bell, Galosy and Shouse, 2004; Feiman-Nemser, 2001; Loughran, Brown and Doecke, 2001; Fouilhous, Fredriksson and Baunay, 2000; Ramsey, 2000) describes the importance that the first year of teaching can hold for the success of teachers beyond their first year, the views they will hold about their work, and the impact this can have on their longevity within the profession.

Some researchers (such as Le Cornu and Peters, 2005; Hargreaves and Fullan, 2000) go further to argue that effective support measures for new teachers are an important way to enable profession-wide educational reform. In particular, support through collaborative endeavours can be seen as providing positive benefits for individual teachers and those other teachers who are involved with supporting new teachers directly (Thomas, 2005; Japan Ministry of Education, Culture, Sports, Science and Technology (MEXT), 2004; Wilson et al., 2004; McLaughlin, 1997). Furthermore, the way teachers engage with each other as part of these collaborative processes has the potential to reframe the way the profession operates. In turn, this strengthens the capacity of the profession to contribute solutions to challenges identified within policy and research debates.

One of the main ways that new teachers have been supported has been through a focus on effective induction (Powell and Mills, 1994; Wilson et al., 2004; Ralph, 2002; Fuller and Brown, 1975). Wilson et al. (2004) identified three

main purposes for induction that were contained within the literature. These are: to provide knowledge about the specific context in which a new teacher has been employed; to support new teachers in "learning to teach: bridging the gap between theory and practice" (p. 158); and to assist with retention, particularly in areas of high staff turnover.

Mentoring is one of the approaches that has been considered as a means to providing effective induction and meeting the needs of new teachers (Training and Development Agency for Schools, 2009; Norwegian Ministry of Education and Research, 2009; Bjerkholt and Hedegaard, 2008; Long, 1997; Smith and Ingersoll, 2004; Hansford, Tennet and Ehrich, 2003; Wang and Odell, 2002; Wildy and House, 2002; Feiman-Nemser, 2001; Loughran et al., 2001; Thompson, 1997; Wildman, Magliaro, Niles and Niles, 1992).

Introducing Collaborative Teaching Partnerships (CTPs)

My study investigates a specific form of mentoring involving team teaching, that I call Collaborative Teaching Partnerships (CTPs). The concept of CTPs was developed from an extensive review of literature on induction, mentoring and team teaching, elaborated in Chapter Two.

Theoretically, the CTP seeks to provide an opportunity for a new teacher, and a teaching partner who is more experienced, to work together on at least one shared secondary class or primary equivalent. The partners work together in a team-teaching situation. This shared work establishes an opportunity to collaborate in the classroom setting in order to facilitate collaboration on

planning, teaching and reflection that is relevant to both the specific class being taught and the development of the new teacher.

As a means of supporting new teachers, CTPs seek to balance support related to aspects determined as significant by the profession or employer while encouraging individual professional needs to be met in a way that takes into account the range of skills, knowledge and experiences that each new teacher brings to the profession, in line with key recommendations outlined in the induction literature (Ralph, 2002; Bullough and Baughman, 1997; Fuller and Brown 1975). As Bullough and Baughman (1997) comment, "teacher development is simultaneously concerned with the individual and with creating institutional and social contexts supportive of development" (p. 26). The main proposition underpinning this study is that a team teaching approach can provide an enriched environment to explore and nurture individual teacher development.

In many ways the teaching partner for a new teacher will have many of the characteristics of a mentor teacher. As a result, the term "CTP partner/mentor" has been coined to refer to the partner of the new teacher in a CTP. It is therefore relevant to consider the literature in this area. Long (1997) defines mentoring as:

> A planned and intentional process, which usually occurs between two
> people. It is considered to be developmental in that it enhances participants
> both personally and professionally. The key characteristics of mentoring
> identify that significant assistance is offered to the mentee in a warm and
> nurturing environment and that this assistance is offered by a skilled and

experienced mentor. It is focussed on sharing experiences and realities where participants sit, listen and reflect on areas of mutual interest or concern. It recognises that reflective practices takes patience and guidance, but advocates that this has tremendous power because it helps the individual to grow through self- discovery. (p. 115)

CTPs differ from Long's description of mentoring by extending "reflective practices" to shared work together before, during and after the act of teaching. This includes collaboration in the planning of programs and lessons, collecting and developing of relevant learning materials and strategies, shared teaching in the classroom, and then evaluating lesson delivery and outcomes.

In many cases of traditional mentoring, support is provided to a new teacher by talking with the new teacher outside of the classroom; however, in CTPs the role of the teaching partnership is to provide a structured opportunity for working together teaching a class. This means that support is focused on the teaching of at least one class and the related preparation. My research seeks to investigate the effectiveness of this form of support that is focused on the classroom setting.

The literature on mentoring (eg., Long 1997; Wildman et al., 1992) describes potential benefits of mentoring for both personal and professional development. The benefits in both areas will also be considered in investigating the potential benefits of CTPs. In my study, I use the terms "professional domain" and "personal domain" to separate the two spheres in a way that allows for closer analyses of supports for new teachers.

CTPs seek to expand Long's (1997) notion of "self-discovery" as a new teacher by establishing processes that can promote rich and substantive professional dialogue and observation that can support the work of both teachers. Many of these benefits are also identified in the research relating to team teaching (Kamens and Casale-Giannola, 2004; Cozart et al., 2003; Silva, 2000b; Stehlik, 1995; Rowley, 1999; McCracken and Sekicky, 1998; Thompson, 1997; Ollman, 1992). CTPs differ from traditional mentoring by embedding the relationship around the experience of teaching a shared class rather than through a process that puts a mentor and a new teacher together outside of the classroom to offer/receive advice based on the reflections of each practitioner outside of the event (of teaching).

The use of the term "Collaborative Teaching Partnerships", and its shortened form "CTPs", attempts to move beyond terms such as "mentor" and "mentee", which are more likely to suggest a relationship with separate roles for each person and an implication that one person is in the role of offering advice and support while the other person is in the role of accepting this support. New teachers also provide opportunities to share the latest ideas from their university work as well as the broad range of experiences from their lives (Asan, 2002; Wildy and House, 2002; Wildman et al., 1992). The term "CTP" attempts to promote a shared relationship in which there are potential benefits that might be gained as a result of the synergy created from the opportunity for both professionals to work together in the setting of the classroom (McDuffie, Mastropierie and Scruggs, 2009; Hansford et al., 2003; Asan, 2002; Wildy and House, 2002; Goetz, 2000; Feiman-Nemser, 2001; McCracken and Sekicky,

1998; Wildman et al., 1992).

Research question

The overarching research question addressed in this study is: "How can team teaching, in the form of Collaborative Teaching Partnerships, support new teachers into teaching?"

In the next chapter I provide a fuller account of how the concept of CTPs as an approach to new teacher development was conceived. Four theoretical propositions are distilled from the literature, identifying possible benefits of CTPs for new teacher induction including potential benefits of CTPs for the new teacher, opportunities to enhance pedagogy, the impact on and of school cultures, and implications for policy makers and politicians. These theoretical propositions are also used to inform the primary research question, through testing the CTP concept in action.

The significance of the research

There has been considerable public comment, by policy makers, practitioners, researchers and new teachers, about the need to develop effective support programs for new teachers as they commence teaching. My research adds to the discussion in the literature about the benefits and practicalities of utilising mentoring and team teaching in education and does this by considering the perspectives of both new teachers and their mentors. I identify and investigate ways to ameliorate what I term "negative spirals", where factors can combine in a way that compounds the challenges for new teachers. Furthermore, I investigate opportunities to create "cycles for success", a term I use to describe

approaches which combine in a positive manner to create compounding benefits for new teachers.

Another significant aspect of my research is an exploration of how team teaching can be applied as an innovative approach to support new teachers as they enter teaching. My study synthesises research from two largely separate areas of the literature, namely research into new teacher support and research on team teaching. While team teaching has generally been investigated within the literature as a way of supporting improved student outcomes, or in pre-service training for teachers, this project seeks to specifically investigate the advantages for teachers during their induction into the profession. In doing so, the project seeks to identify potential benefits for both teachers and students, with an emphasis on the former.

In a practical sense my research seeks to benefit individuals who have or might be involved in a CTP (or related) process. Academically, my research can influence the theoretical development of models for supporting new teachers. At a policy level, my research demonstrates how support for new teachers could be enhanced in a form that can be delivered in practice.

Outline of remaining chapters

In Chapter Two I review the literature in relation to mentoring, team teaching and current contexts regarding educational reform and school culture. Four theoretical propositions are distilled from the literature that assist with the framing of the research question and development of the CTP as an approach to supporting new teachers.

An outline is provided in Chapter Three of the research methodology used in my study. This includes both the philosophical underpinnings of the study and the processes used in collecting and analysing the data.

In Chapter Four I present the findings of survey research that I conducted across a school district. This research explores the needs of new teachers across both personal and professional domains. A number of potential negative spirals that new teachers can face are identified.

In Chapter Five I present the findings of the case study research. This includes analysing CTPs in action from the perspectives of new teachers and their CTP partner/mentors. A number of potential cycles for success are identified that can support the induction of new teachers, and perhaps even contribute to broader educational reform.

A synthesis of the findings from the case studies and survey research, and discussion of these findings with reference to the review of literature is provided in Chapter Six.

In Chapter Seven I outline the conclusions, recommendations and implications from my research.

Chapter Two: Literature review

Introduction

The research question addressed in this study is: "How can team teaching in the form of Collaborative Teaching Partnerships support new teachers into teaching?" In this review of the literature I begin by exploring the importance of the first years of teaching for new teachers and educational systems with reference to current social, political and educational contexts. Next, I move to the two specific areas of current research that frame my research question. First, I focus on the strengths and weaknesses of existing mentoring approaches as they are implemented in school contexts. Second, I examine research that utilises team teaching directly or indirectly as part of mentoring support for new teachers, mainly during pre-service training. I also consider literature that describes the use of team teaching for other purposes, including for curriculum development and for improving student outcomes. I have expanded the review of literature to include these other purposes in order to examine additional benefits that could be achieved when team teaching is utilised to support new teachers as they enter teaching.

Contexts of teaching and the value of a collaborative response

According to some commentators both internationally (such as Istance, 2001; Hargreaves, 1997, 1994) and within Australia (such as Dinham, 2000; Brooks and Scott, 2000), teachers have a more complex role today compared with previous decades. Skilbeck and Connell (2004) summarise some of the broad

influences that are changing the work of teachers:

> The knowledge and information revolutions are having a profound impact
> upon schooling – mediated not just through communication and information
> technologies, but through new curricula, innovations in pedagogy and
> school organisation, and new patterns of interpersonal relationships. (p. 16)

There is also a general view that social structures are coming under more pressure from wider societal and economic conditions (Skilbeck and Connell, 2004; Reid and Donoghue, 2001; Jouen et al., 2000) leading to more responsibility being placed on education systems and a greater range of competencies and expertise being expected from new and experienced teachers. Reid and Donoghue (2001) summarise the implications of these demands, working "within contexts of change, paradox and uncertainty" (p. 28) as follows:

> Educators can longer rely on teaching models, which claim universal
> applicability. In contemporary times, educators need a wide repertoire of
> teaching strategies which can be applied flexibly as the context requires …
> Educators are also engaged in the process of producing, as well as
> accessing, new knowledge. They are making their own professional
> knowledge. (p. 28)

Reid and Donoghue connect these ideas about teaching to competencies such as being able to reflect on practice, or to be "enquirers into professional practice" (p. 28), as a way of exercising professional judgement about action to be taken.

A key area of focus for governments internationally who are preparing for

schooling in the future has been on supporting teacher quality (Istance, 2001). Istance highlights the importance of education systems as a key to prosperity for knowledge-based economies and concludes that this has led to increased expectations placed on education systems and the work of teachers. In response, he argues it has only been since the mid 1990s that there has been a growing recognition that "the teacher is 'the missing voice in educational reform'" (Istance, 2001, p. 14) or is at least underrepresented in the macro debate (Day, 2000). Previously, reforms were "handed down" (McLaughlin, 1997, p. 90), there were attempts to "teacher-proof" innovations (Villegas-Reimars and Reimers 1996, cited in Istance 2001) and governments tried "minimising teacher participation in directing the work of teachers" (Carlgren, 2000, p. 315) because teachers were seen as an obstacle to change.

There is an increasing need to teach in ways that are different to previous generations of teachers (OECD, 2009; Wang and Odell, 2002; Klette, 2000; Hargreaves, 1997). A description of these changes includes teachers "now having to teach in ways that they themselves were not taught" (Hargreaves, 1997, p. 86), responding to a new curriculum that is "based on different assumptions about knowledge, learning and teaching" (Wang and Odell, 2002, p. 483) and having to "take more responsibility beyond the classroom door as curriculum planners and leaders, as mentors for new teachers, and as collaborative planners and decision makers with colleagues" (Wang and Odell, 2002, p.146). The expansion of responsibility adds to the complexity and importance of teachers' work and teacher collaboration. It also adds challenges for new teachers. As teaching approaches are changing, accountability from

new reform agendas, such as standards-based curriculum and assessment, increases responsibilities on individual teachers, and there are fewer easily accessible resources available since they are partly being created by collegial work responding to ever-present change (Kauffman, Johnson, Kardos, Liu and Peske, 2002).

Collaborative approaches amongst teachers, that promote the professional nature of their work, are viewed by some in the literature as an important strategy to support reforms that will develop the education systems of the future (Wilson et al. 2004). McLaughlin (1997) seeks to describe an enhanced role for the profession that:

> shifts authority within the education system, transferring responsibility for defining, in broad terms, standards for teaching and levelling to professional organisations and projects at the national (macro) level, while at the same time conferring new authority on teachers and others at the local (or micro) level for specifying the practices and activities appropriate for particular communities, schools and classrooms. (p. 89)

McLaughlin explores how changes to the education reform agenda require a new focus on professional development, which includes a move away from individual teacher work and top-down professional development towards professional learning communities where professional conversation and action can lead to new ways of doing things.

The potential for professional learning communities to support change is highlighted in an OECD (2009) study to investigate teaching and learning practices underlying outcomes for the OECD's Programme for International

Student Assessment (PISA). A survey of teachers across 23 countries showed greater job satisfaction among those teachers "who exchange ideas and information and co-ordinate their practices with other teachers" (p. 122) and those with higher levels of self-efficacy who saw teaching as a skill that could be developed and who felt empowered to problem solve. Collaborative practice and higher levels of self-efficacy were found to lead to more positive teacher–student relationships that was identified as one the most important predictors of job satisfaction, along with school climate (and self-efficacy). In relation to system-wide improvements, the OECD study (2009) found that "the more reflective and intense professional collaboration, which most enhances modernisation and professionalism" (p. 122) was less common than other forms of co-operation and should be strengthened. The study also found that other activities that brought teachers together, including systems with processes for teacher appraisal and feedback, were found to be beneficial by teachers to their practice and job satisfaction when assessments were seen to be fair. Similarly, teacher appraisal and feedback was also found to have a moderate or large impact on classroom practices, such as a focus on student outcomes and classroom management.

An example specific to team teaching can be found in Japan where the government expanded a program it had in place for the use of team teaching as a response to policy challenges. The aims of expanding team-teaching approaches, described on the education department's website, were to improve staffing levels of teachers "to improve … standards in order to support schools taking specific measures such as teaching in small groups with the view to

improving the basic scholastic ability of students and providing more detailed instruction" (MEXT, 2004). This policy direction supports the work of teachers as the agents of change, working collaboratively, who can improve outcomes for their students and, as a result, improve national educational achievement standards.

Hargreaves and Fullan (2000) describe a focus on professional learning, in particular the role of mentoring, as part of leading system-wide education reform in "the emerging realities of the postmodern age. Mentoring, in this sense, is viewed not only as an integral part of development and improvement efforts within the school but part of an entire system of training, development, and improvement beyond the school" (p. 55). They argue that the success of mentoring will increase once it is valued (by politicians and policy makers) as a means to transform the profession of teaching and by mentors as "a vital window of opportunity to recreate the profession" (p. 55). A specific example of how this can be achieved is a study conducted by Le Cornu and Peters (2005) to investigate a project called "Learning to Learn", which sought to build teacher-reflection skills by using a learning community as part of an educational reform process, while at the same time the project promoted the teaching of similar reflection skills in students to improve their learning by enhancing their skills to "play an active role in 'constructing' their own learning" (p. 50). The "Learning to Learn" project linked schools and universities to achieve what Cochran-Smith (2001) identifies as "part of the task of 'teaching against the grain' by collaborating closely with both university- and school-based mentors to develop critique, challenge common practices, and engage in inquiry intended

to alter the life chances of children" (p. 3).

On the other hand, Zeichner (2003) provides some of the potential limitations for the teacher-led reforms described. Zeichner identifies the strengths and weaknesses of three contemporary reform agendas for education in the United States, including the professionalisation agenda, the deregulation agenda, and the social justice agenda. Importantly, in relation to the former (the agenda most relevant to my research), Zeichner suggests that there has not been a clear link made between this approach and research that identifies strategies to address the diversity of student learning equity needs in public schools as well as the links required with community. Overall, he argues a need to place education reform in the context of the need for greater societal reform that addresses issues of inequality, such as poverty (see also Luke, 2003).

Similarly, Hattie (2009) conducted a meta-analysis of educational research which concluded that teacher quality accounts for up to 30% of the variance to explain student achievement. Hattie argues that teacher quality is an important area of focus to influence student learning improvement, but describes these efforts in relation to impacts from other factors related to the individual student, home and school environment. Extrapolating from Zeichner (2003), a focus on teacher quality can make an important difference in learning outcomes for students but must also be considered in terms of other issues such as application of equity principles across schools and communities.

In the Australian context, Thomas (2005) analysed three policy documents from a decade of educational policy debate to argue that the role of teachers has

been minimal in setting policy directions for improvements in education systems. She argues the need for a "strong and autonomous teaching profession … [that can] … reclaim the authoritative voice in decision making processes" (p. 58).

Governments have also articulated an increasing focus on supporting teacher quality as part of their educational reform agendas. For example, the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA), as part of the *Melbourne Declaration on Educational Goals for Young Australians* (2008), commits to act in support of quality teaching, arguing that "excellent teachers have the capacity to transform the lives of students and to inspire and nurture their development as learners, individuals and citizens" (p. 11). The Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA), introduces its *National Professional Standards for Teachers* (Draft, 12 February 2010) by declaring "the most important school-based factor in improving outcomes for students is the quality of their teachers" (p. 2). The standards have now been finalised through the Australian Institute for Teaching and School Leadership (AITSL) and is part of the National Partnership on Improving Teacher Quality which is funded by government (AITSIL, 2012). .

The Australian Productivity Commissioner (Banks, 2010) makes the link between the support for quality teaching by governments that leads to achievement of outcomes by students and measurable benefits for economic reform at a national level:

> Good teaching and sound governance should not be seen merely as items on a list of reform areas, but as pre-conditions for attaining many of the goals of the reform program itself, including improved foundation skills, higher school retention and more balanced socio-economic outcomes. (p. 9)

Improved outcomes for students through quality teaching contribute to the development of human capital within Australia that can be viewed empirically in workforce participation rates and wages.

In relation to new teachers specifically, other reports commissioned by MCEETYA, such as Skilbeck and Connell (2004), make specific reference to professional induction and mentoring and call for more systematic induction support for new teachers into the profession. While acknowledging the need to consider the costs of such an approach they conclude that programs such as mentoring, when delivered effectively, can have career-long benefits.

A related area for policy development that has been the focus of governments internationally, including in Australia, seeks to ameliorate the loss of new teachers from the profession (Goddard and Goddard, 2006; Ramsey, 2000). In their study, Goddard and Goddard (2006) consider links between burnout and loss of teachers from the profession. They place their study of 112 Australian teachers in the context of the negative costs for individuals and organisations:

> a large body of credible research has demonstrated that the implications of burnout extend well beyond the mental, emotional and physical health of the sufferer … [and burnout] … is known to have a significant adverse influence on employer organisations (Maslach and Leiter, 1997, 1999). (p.

62).

Goddard and Goddard (2006) also highlight the corollary: that there are organisational benefits for addressing teacher burnout, including positive outcomes for teacher retention, teacher quality and student achievement.

Reviewing this literature in relation to the contexts of teaching provides a basis for establishing key criteria to guide the development of support for new teachers as they enter teaching and assess their value. The challenge of teaching in a more complex world strengthens the need to construct innovative ways to support collaborative endeavours amongst teachers, including assisting new teachers as they enter the profession. For those supporting new teachers as they enter the profession there is a need to demonstrate the capacity to respond to new challenges, and to share strategies and approaches that will assist others to successfully deal with change rather than rely on a direct-transmission approach to teacher induction. Potential benefits include effective induction of new teachers that can have long-term impacts on their careers whilst contributing to the capacity of the profession to develop collaborative approaches that contribute to educational reform.

Importance of the first years of teaching

The literature on new teachers contains strong comments about the importance of the first years of teaching (Wilson et al. 2004; Feiman-Nemser, 2001; Loughran et al. 2001; Jouen et al., 2000; Ramsey, 2000) and how difficult it is when new teachers are left to struggle on their own (Featherstone, 1993; NSW DSE, 1992; Fuller and Brown, 1975; Howey, 1988; Kane 1994, in Khamis,

2000). Some scholars, such as Khamis (2000), suggests that success or otherwise in the first teaching year is a key factor in determining how long a teacher might remain within the profession and their ability to sustain positive views about their work.

There is agreement between policy analysts (OECD, 2005; Ramsey, 2000) and researchers (Johnson, 2006; Goddard and Goddard, 2006; Smith and Ingersoll, 2004; Ávila de Lima, 2003; Greenlee and deDeugd, 2002; Loughran et al., 2001; Feiman-Nemser, 2001) that the attrition rate for professionals in their first five years of teaching is high. According to the literature, among the causes for this loss is professional dissatisfaction (Patterson and Luft, 2002). Attrition is a major reason for advocating improved support for new teachers as they enter teaching as one part of the solution (Goddard and Goddard, 2006; Patterson and Luft, 2002; Ramsey, 2000).

Goddard and Goddard (2006), in their study investigating burnout in new teachers using the Maslach Burnout Inventory, found an association between burnout and serious intentions to leave the profession. They argue a comprehensive program to support new teachers in teaching should take account of the body of knowledge about burnout that shows it is "influenced by both work demands *and* by the levels of inner and outer resources that an individual can draw upon to address these work demands" (p. 72). In other words, there is a need to address both professional and personal domains.

There is also a large amount of discussion in the literature about the impact of the first years on the teaching of those who remain in the profession (Wang et

al., 2008; Goddard and Goddard, 2006; Ávila de Lima, 2003; Loughran et al., 2001; Khamis, 2000; Ramsey, 2000). This includes describing the beliefs and attitudes of new teachers as being "buffeted and challenged" (Loughran et al., 2001, pp. 8-9) with the result of these experiences often leading to changes in perceptions by new teachers about their work and their approach to it. These changes include teaching with less creativity and innovation compared to their time as student teachers as they try to cope with the challenges of full-time professional work.

In contrast, Ramsey (2000) highlights the longer-term benefits of support. He argues:

> The quality of induction following appointment to a teaching position is one of the most important determiners of the self-perceptions which beginning teachers will hold as professional practitioners. What happens in induction is critical to shaping the quality of the teacher's future performance. The induction period is a major test of the extent to which employers, school leaders and the profession are interested in and committed to the quality of teaching in schools. (p. 64)

Support for new teachers needs to be seen as linked to a broader educational agenda where the first years of teaching are understood as an important determiner of overall teacher effectiveness across the continuum of a teacher's career (Wang, Odell and Schwille, 2008; Ramsey, 2000). Ávila de Lima refers to this idea as an "indelible imprint" (Thies-Springthall, 1989, cited in Ávila de Lima, 2003, p. 198) that is created during the earliest part of a teacher's career that shapes how he or she might teach throughout their career and, therefore, is

a key determiner of the long term effectiveness of their teaching. Ávila de Lima (2003) also emphasises the impact on the personal domain of new teachers by describing this period of time as "intense" and "of great sensitivity".

While most of the literature considers the challenges faced by new teachers when considering new teacher attrition, some add the perspective of generational difference as a factor that should be considered as part of understanding how best to support new teachers and address retention issues. Peske, Liu, Johnson, Kauffman and Kardos (2001) found, in an exploratory study of 50 first- and second-years teachers in Massachusetts, as part of a project called "for the Next Generation of Teachers", that there is now a greater variety of perceptions about how teachers view their career in teaching, including (1) those who follow a traditional path of commitment to the profession as their primary career field, (2) those with "an exploring orientation" (p. 306) who are unsure about their long-term career paths, and (3) those with a "contributing orientation" (p. 307) who seek to make a short but positive contribution to teaching (generally at the beginning or end of a career that spans a number of fields).

The implications for support programs include the need to be responsive to the greater variety of perspectives about the profession that new teachers hold. While the findings highlight that retaining the next generation of teachers will be more difficult, in a positive sense, effective support programs for new teachers can add some important elements to assist with retention for groups such as "the explorers who are deciding whether teaching is right for them and will consider whether they feel effective, supported, and fairly compensated for their

efforts" (p. 310). It could also be argued that the role of mentor in an effective system of support could itself be a method of retention because it offers some variety in career development within the teaching profession that might be attractive to the next generation of teachers.

As well as the opportunities that support programs for new teachers provide, it is important to identify the limits or areas where support in this form will have little or no impact. A range of factors appears to influence retention of (new) teachers in the profession including "workload, administrative support, salary and student issues" (Patterson and Luft, 2002, p. 221). However, it is unlikely that support programs for new teachers can directly address all of the issues raised as reasons for leaving the profession, such as increased salary.

Other issues, such as workload (Goddard and Goddard, 2006; Patterson and Luft, 2002), may be able to be ameliorated through support programs but may also require broader consideration. For example, Wilson et al. (2004) argue that there is some evidence to suggest that mentors and induction programs appear to be more successful in retaining new teachers than the common strategy of reducing period loads. The former relates to support programs whilst the latter relates more to teaching requirements for new teachers.

The literature highlights tensions for new teachers as they seek ways to put into practice their ideals for entering teaching at the same time as facing the challenges of being new to full-time professional work as teachers. Feiman-Nemser (2001) describes this challenge as "new teachers have two jobs – they have to teach and they have to learn to teach" (p. 1026). These challenges lead

to a question about what benefits can be achieved for individual teachers, schools and systems if new teachers are effectively supported with these challenges.

Mentoring: strengths and weaknesses of existing approaches

What support do new teachers require?

The structure of support for new teachers as they enter teaching is a significantly complex enterprise. The literature on the needs of new teachers describes different approaches to identifying areas of development for new teachers.

For example, Liston and Zeichner (1991) describe four reform traditions of teacher education: academic, social efficiency, developmentalist and social-reconstructionist. The academic tradition reduces the focus on pedagogy in favour of a focus on subject knowledge and understanding. The social efficiency tradition seeks to identify key aspects of pedagogy that can be linked to improved outcomes for students. The developmentalist tradition focuses on the needs of individuals to support progress in their learning. The social-reconstructionist tradition emphasises the need for teachers to develop their understanding about the transformative capacity of education to contribute to the common good within society.

Another conceptualisation of an approach to supporting new teachers identifies five types of mentoring that took place during an interdisciplinary team approach in order to categorise broad areas for reflection and support for new teachers

(Powell and Mills, 1994). These include: "collaborative mentoring … when teachers demonstrated dispositions willing to learn from each other" (p. 25); "clerical mentoring" that supports development of procedures for teaching; "professional teaching mentoring", which provides for the sharing of learning as part of professional development; "interdisciplinary content mentoring" that allows for learning about your own teaching area by reflecting on those of others; and "social informal mentoring", where informal sharing of information and ideas takes place as a result of the ongoing relationship.

A further approach – in considering the structure of support programs for new teachers – advocates a developmental model in which new teachers concentrate on a progression of skills and areas for development. For example, Fuller and Brown (1975) propose a model where new teachers move through a process of "survival" in teaching, then develop management or technical aspects of teaching before finding ways to maximise their impact upon student learning.

A more recent study into interns on extended practicum (Ralph, 2002) suggests a mixture where:

> a more realistic perspective seems to be one that conceptualises beginning teachers' professional development as an individual path that may reflect a general pattern towards increased professional autonomy. (p. 38)

Ralph emphasises the need to consider contextual differences generated by the experiences of the new teacher as well as their current teaching situation. This is similar to Liston and Zeichner (1991), who draw on the traditions of reform to

describe as their aim the development of teachers who are purposeful in their actions, including teaching strategies, and have a strong understanding of their subject content, students, and the broader social and political context in which schooling takes place. For Liston and Zeichner (1991), to create teachers articulate about their professional work it is important to define "some context or criteria … that enables one to discern which reasons are good and which actions are effective" (p. 39).

Extrapolating these ideas, there are clear tensions for support processes when applied in practice. On the one hand there is a need for structures that induct new teachers by providing the expectations of the profession (and employer) on the assumption that they need to understand what is expected if they are to be successful. On the other hand it is also necessary that structures support the individual needs of the new teacher as an adult learner and professional within the context in which they are teaching. This makes the structuring of support for new teachers more complex as the latter cannot be scripted beforehand. A necessary characteristic of a high-quality program should be the ability to tailor support programs for an individual new teacher whilst providing common knowledge and expectations that are considered of general importance by the profession.

How to support new teachers in teaching and the case for mentoring

Smith and Ingersoll (2004) used nationally representative data from the United States for a cohort of new teachers to consider the effects of induction on attrition rates. They concluded that it is possible to demonstrate quantitatively

that some types of support programs can have positive outcomes in relation to teacher turnover. In particular:

> The most salient factors were having a mentor in the same field, having common planning time with other teachers in the same subject or collaboration with other teachers on instruction, and being part of an external network of teachers. Although some of the components of induction that we examined did not, individually, have a statistically significant impact on teacher turnover, most did collectively. That is, teachers participating in combinations or packages of mentoring and group induction activities were less likely to migrate to other schools or leave teaching at the end of their first year. (p. 706)

It is noteworthy that the study found that having a mentor in the same field of expertise reduced possibilities of leaving the profession by 30% compared with 18% if the mentor was from outside the field. The former figure was determined to be, on its own, a significant measure of reducing teacher turnover.

However, there is a wide variety of views about what constitutes an effective mentoring program (Wang and Odell, 2002). As well as being varied in terms of quality and resourcing they are often limited in their grounding in terms of "understanding of teacher learning, vision of good teaching or a broad view of the role of formal induction" (Feiman-Nemser, 2001, p. 1031). A meta-analysis of 159 articles relating to educational mentoring found that few studies "aligned themselves with a particular definition or view of mentoring … there was little cohesiveness too, among the theories that were purported to underpin some of the studies" (Hansford et al., 2003, p. 68). The theories described ranged from

connections with teacher development, wider socio-cultural contexts or emphases on reflective practice. Technological innovation means that even how mentoring is delivered is varied. Brady and Schuck (2005) argue that on-line mentoring can supplement other forms of mentoring, extend reflection beyond the specific context, and assist new teachers' "preference for a broad range of mentoring experiences" (p. 72).

There are implications of these studies for my research. Understanding a range of ways that mentoring is structured will assist in both developing and assessing potential benefits of Collaborative Teaching Partnerships (CTPs). The corollary is that it will be important to clearly define the specific features of their design in order to understand how they work and their effectiveness.

Long (1997) provides a definition of mentoring which is consistent with CTPs:

> Mentoring in a formal program is a planned and intentional process which usually occurs between two people. It is considered to be developmental in that it enhances participants both personally and professionally … It is a reciprocal process – both mentor and mentee gain from the relationship by exploring and sharing their own thinking through co-operation and community connectedness. All members collaborate, which implies that each individual brings an expertise and experience to the activity where neither party dominates. (pp. 115–116)

However, a key difference between Long's definition of mentoring and CTPs relates to where and how reflection takes place. She defines mentoring as occurring in an environment of "sit, listen and reflect" (p. 115) whereas CTPs advocate reflection throughout the joint process of planning, teaching and

reflection.

Philosophically, it is also important to consider the underlying purpose of mentoring. Wang and Odell (2002) describe three perspectives or traditions of mentoring. These are a "humanistic perspective" (p. 493), which seeks to support the personal needs of a new teacher as a way of ameliorating any negative feelings caused by challenges of the work; "the situated apprentice perspective" (p. 495) which focuses on "a linear process of development" (p. 495) or sharing of skills; and "the critical constructivist perspective" (p. 497), which seeks to explore the social and political contexts of teaching and transformative capacity of teaching to progress social justice outcomes.

In a critique of these perspectives, Wang and Odell (2002) argue the need to consider a standards framework to define key aims that mentoring should pursue. Perhaps, ideally, mentoring might be able to support the resilience of individual new teachers, share skills that support their capacity to teach, explore the transformative capabilities of teaching to influence the lives of students, and achieve this within a broader, explicit context of a framework or set of standards that can describe effective practice.

Hansford et al. (2003) analyse potential positive outcomes and problems of mentoring for mentees, mentors and organisations that are recorded in the literature. These three groupings provided a useful framework for the following section of my literature review.

Mentoring and mentees

The meta-analysis of literature about mentoring by Hansford et al. (2003) included highlighting positive outcomes for mentees from mentoring. The four areas recorded most frequently as positives in the literature are providing: (1) support and encouragement; (2) help with teaching strategies, subject knowledge and/or resources; (3) discussion and advice from peers; and (4) feedback, positive reinforcement and/or constructive criticism.

The literature suggests that new teachers view the role of mentors as offering "emotional and technical support" (Wang and Odell, 2002, p. 510) and that the new teachers, as adult learners with a "deep need to be self-directing" (Thompson, 1997, p. 12), want to remain primarily responsible for their own learning to teach. Wang and Odell (2002) identify a gap in current research as providing only limited investigation into the learning preferences of new teachers. One study in this area was a survey of new teachers by Huffman and Leak (1986), who conducted a simple but revealing study by asking 108 new teachers to rank five items that sought to identify the beneficial functions of the mentor as part of a questionnaire. They found that 86% of new teachers in their sample preferred informal conversation with mentors or the opportunity to observe, compared to only 14% who preferred formal conferencing or written observations as their preferred approach to learn about ways to improve their own teaching. This research highlights the active role that new teachers would like to play in their own continued development as adult, independent learners, and a focus on the "individual path" as described by Ralph. Extrapolating the views of new teachers in this research, access to opportunities to observe

and talk with experienced colleagues enables new teachers to make their own decisions about changes they would like to trial in their practice.

Wildy and House (2002) present the perspective of new teachers about their mentoring experiences by constructing first-person vignettes drawing together the ideas of 38 recent graduates during six focus group interviews. According to Wildy and House's "Generation X Teacher":

> As it is, I need to ask my mentor teacher some silly questions … She is really busy and I have to make an appointment to have a meeting with her. I was worried that if I ask too many questions the teachers would think I am incompetent. (p. 7)

Often the focus of consideration is on what needs to be taught to new teachers about important issues such as classroom practice. While this is important it could be argued that providing support that allows new teachers to have many of their "silly questions" answered, either through their own observations of others at work in the classroom or by informal discussion that can occur as part of their work with a colleague, can, at the very least, provide confidence and then encourage greater focus on more significant issues.

The following is a description of some innovative mentoring practices that have benefits for mentees that I had the opportunity to investigate during visits to the United Kingdom, Norway and Japan in 2003. Initiatives from Japan are discussed later in the section about team teaching.

While in the United Kingdom I was made aware of the "Career Entry and Development Profile" (Training and Development Agency for Schools, 2009).

Teachers add to their profile at three transition points (with support from their university or school): towards the end of their initial teacher training; at the beginning; and at the end of their induction period. This approach promotes the graduate as having individual professional needs and continuing along a path of professional learning. The profile also provides an opportunity to strengthen links between schools and universities in support of the development of new teachers into teaching. In doing so it places in practice the concept of a coordinated or seamless transition between pre-service and initial teacher preparation (Feiman-Nemser, 2001; Loughran et al., 2001).

While I was in Norway, the Ministry of Education was expanding its financial support for Mentoring New Teachers or "Veiledning av nyutdannede lærere" (Bjerkholt and Hedegaard, 2008). The Norwegian system involves support from the national government to assist municipalities to provide locally based induction programs with the assistance of tertiary institutions. This innovative approach, called "veiledning" ("wayleading"), is influenced by the work of Donald Schön (1983) and encourages new teachers to reflect on their own teaching by framing challenges about matters significant in their work at the time in order for them to develop their own philosophy of teaching. The program encourages mentors ("veileder") to use open-ended questions to support reflection by new teachers rather than to offer a possible solution or answer so that the new teacher remains responsible for their own development as professionals. The mentors are "leading the way" for new teachers to find their own way in the profession. Tertiary institutions assist the work of mentors in their practice of supporting new teachers, including training about mentoring,

supporting them as they work with a new teacher, and seeking to ensure that socialisation of new teachers into conservative forms of teaching is avoided (an issue discussed more broadly in the section of the literature review regarding mentors and mentoring).

The process encourages reflection on a practical matter but considered by new teachers in light of their theoretical knowledge developed as part of their pre-service training. This process is an example of what Feiman-Nemser (2001) describes as the creation of a "powerful curriculum for learning to teach [over time] … oriented around the intellectual and practical tasks for teaching and the contexts of teachers' work" (p. 1048). New teachers choose the challenge to focus on. They reflect on the challenge using a pro forma to describe the challenge, how it would look in its ideal form, and to identify relevant theories (from their university training) and experiences (in the classroom) to support development of alternative strategies. The mentors then meet with the new teachers to assist them to reflect on the topic or issue, to implement ideas and strategies, and to assist in evaluating implementation of ideas and strategies from previous "wayleading" sessions. Evaluations from new teachers highlighted increased confidence, better reflection skills, and increased ability to find more alternatives and to solve their own problems. There was also evidence of school change, such as increased reflection, including utilising the "wayleading" tool to frame whole-staff discussion and development. As a result of the success of this program the Norwegian government has announced an expansion of the program to provide mentoring support for all newly qualified teachers from 2009 (Norwegian Ministry of Education and Research, 2009).

Problems and limitations: mentees

Common problems of mentoring for mentees that were recorded most frequently in the literature, as identified by Hansford et al. (2003), were: (a) lack of mentor time; (b) professional expertise/personality mismatch; (c) mentors who are critical, stifling and/or untrusting; and (d) difficulty in meeting, observing and/or being observed. The second and third points highlight the need to ensure an effective partnership can be created that values the contribution of both parties. These issues are discussed further in the section about mentors and mentoring.

Mentoring for mentors: what is in it for them?

The meta-analysis of literature about mentoring by Hansford et al. (2003) highlights positive outcomes for mentors from mentoring. The four areas recorded most frequently as positives in the literature are: (1) collegiality/collaboration/sharing of ideas; (2) reflection; (3) professional development; and (4) personal satisfaction, reward and growth.

The literature documents the potential for mentoring to be a form of professional development for experienced teachers that can build their skill set in terms of collaboration, coaching and inquiry to become a valuable asset in the development of teachers and teaching (Feiman-Nemser, 2001).

There is also the opportunity for experienced teachers to be revitalised or enlivened in terms of their own teaching, including improving their own skills (Hansford et al., 2003). For example, a collaboration between pre-service teachers and school mentors (Asan, 2002) found the former were able to share

extensive skills in the use of computer technology while the latter were able to formulate ideas about ways to best apply the technology within lessons. As a result, both groups improved their teaching by learning from the other.

Problems and limitations: mentors

Common problems of mentoring for mentors that were recorded most frequently in the literature, as identified by Hansford et al. (2003), were: (a) lack of time; (b) professional expertise/personality mismatch; (c) lack of training; and (d) extra burden and responsibility.

The literature is clear that one problem about mentoring in practice relates to time for teachers to plan and work collaboratively. Long (1997), in the provocatively titled article *The Dark Side of Mentoring*, conducted an analysis of the literature into mentoring which found, like Hansford et al. (2003), the issue of lack of time to be the most significant problem reported. She argues that insufficient time is given to establish the mentoring relationship and that as a result "mentoring often fails to fully reach its objectives or even completely dissolves" (p. 121). Greenlee and deDeugd (2002) suggest that, because of time and other constraints, mentoring can become a process for only dealing with difficulties – and often only when the new teacher is prepared to initiate a discussion with the mentor about an area of need. This means that mentoring can be relegated to an ineffectual and, at best, reactive process. Because of their often high standing in schools, mentors are also more than likely involved in many other activities beyond their own classroom practice and mentoring (Wildman et al., 1992), which places even greater limitations on available time.

It is important to consider how this picture is amplified in schools with a high proportion of new teachers and the additional pressures that are placed on mentors in those schools, often without any real acknowledgement or support from employers. No amount of preparation of mentors can be successful unless opportunities are provided for the mentoring relationship to flourish.

Another problem documented in the literature about mentoring is that it can lead to unsuccessful matching or at least be impacted upon by the effectiveness of interpersonal relations (Wildman et al., 1992). Because the process is about supporting someone new, the matching of mentors and mentees is often determined prior to any previous relationship being in existence. It is therefore necessary to identify the best ways to structure teams to reduce obstacles and promote success. Long (1997) suggests one way to minimise problems caused by poor matches is to widen the new teacher – mentor relationship into teams of new teachers and mentors. This would complement the findings of Smith and Ingersoll (2004) who identified the combination of mentor, joint planning time with colleagues from the same field, and external networks, as a significant combination of support for new teachers, at least in terms of retention.

Hansford et al. (2003) highlight both of the problems mentioned above as potential negatives of mentoring and add a third consideration: the need to appraise the quality of the mentoring program to ensure it maximises the potential benefits. As mentioned earlier, there is wide variety in the definition of mentoring, its rationale and how it is structured.

One area of debate within the literature relates to the possibility that new

teachers become more conservative in their teaching as they enter the profession full time (Wang and Odell, 2002; Feiman-Nemser, 2001). One description of this change in approach by a new teacher is described in Ma and MacMillan (1999) as choosing between two tracks, one of which is "proactive and professionally content or one defined by self-doubts and conservatism" (p. 45). The research differs as to the probable causes of such conservatism. Featherstone (1993) describes the causes of conservatism as some combination of the "management-custodial orientation of schools, the overwhelming nature of the beginning teacher's task, and socialisation by other teachers" (p. 94). The latter two issues are vital questions in considering the role and form of support for new teachers.

The first issue suggests mentors could play an essential role in supporting new teachers to prevent them becoming overwhelmed by full-time entry into the profession. Loughran et al. (2001) provide two narratives of new teachers to explore the experiences of this period of professional life. They suggest that the focus of the new teacher – to get through each lesson, to deal with the demands of classroom management, to minimise risks and to use a limited repertoire of strategies – can all contribute to restrictive pedagogy, which might extend to a higher degree of reliance on "chalk and talk" compared to some of the strategies used during practicum. Pedagogical innovation may be restricted as teachers try to "survive". Some of the literature argues that this problem is exacerbated by a culture of isolation in schools, "working devoid of supportive relationships … [which] denies the beginning teacher the opportunity to learn from the experience of others" (Greenlee and deDeugd, 2002, p. 71).

The second issue suggests mentors (or experienced teachers) could in fact be leading new teachers towards a path of conservatism in their teaching. Some argue that experienced teachers can be antagonistic towards progressive teaching techniques (Hansford et al., 2003, p. 44) and that, while new teachers valued being able to make a contribution to teaching in their schools (Wildman et al., 1992), experienced teachers may not always respond to their enthusiasm (Wildy and House, 2002). This suggests there is the potential for difficulties in any mentoring relationship if the contribution of each person in the partnership is not valued, particularly if innovation and risk taking in teaching are discouraged by senior colleagues.

Others, such as Feiman-Nemser (2001), argue that while few mentors see themselves as "'agents of change' … facilitating serious conversations about teaching" (p.1032), the issue is more complex. As new teachers seek to create their professional identity the need to assert authority as part of creating a well-managed and safe classroom environment may limit intellectual risk taking. The effects of experienced colleagues can lead to conservatism when they promote notions of a quiet classroom (Feiman-Nemser, 2001). A lack of clarity about the different aims of mentoring, related skills required of mentors, support that programs should provide to explicitly guide the work of mentors, and the experiences that new teachers bring to the relationship also need to be considered (Wang, Odell and Schwille, 2008). One solution relates to utilising standards-based teaching frameworks to focus understandings and the work of both mentors and new teachers (Wang et al., 2008; Wang and Odell, 2002).

The implications for my research will be to consider the impact that the

experienced teacher has in a CTP and implications for support processes for new teachers. An important question will be to consider what training, if any, is needed for mentors.

The case for explicit training of mentors versus informal approaches

The lack of clarity about the rationale and purposes of mentoring that were discussed above suggests there is a need to articulate the role that mentoring can play, and to share the skills required, in support of new teachers and in the general development of pedagogy in a school and beyond. Everston and Smithey (2000) conducted a study on the effects of mentors on new teachers by comparing 46 mentor pairs, only half of whom had mentors with formalised preparation. The year-long study collected data both from the teachers and through observation within classrooms. The results of the study indicate that the preparation of mentors led to better outcomes for new teachers in the areas identified for preparation, including classroom management, and that trained mentors were better able to facilitate conferencing/reflection and offer more specific strategies in response to issues raised by new teachers. They use their findings, and a report by Cohen, McLaughlin and Talbert (1993, cited in Everston and Smithey, 2000), to suggest that without preparation "mentoring may have a conservative effect on [new] teachers' practice, introducing and helping to support the status quo instead of encouraging new teachers to explore innovative practice" (p. 294).

The limits of the study include the researchers' description of untrained mentors as being reliant on "mere cheerleading or emotional support" (Everston and

Smithey, 2000, p. 303) without trying to establish to what extent untrained mentors are able to support new teachers or any advantages to a more laissez faire approach. In terms of the training of mentors, further work is also needed to establish effective approaches, such as considering the degree to which training should be ongoing or one-off to avoid mentors themselves reverting to more conservative approaches.

At the other end of this spectrum is a study by Wildman et al. (1992). They argue that even defining mentoring should be left to those involved in each pairing. The study analysed a complete record of mentor notes from approximately 150 mentor – beginning teacher dyads and discussions held between researchers and mentors around ways of helping new teachers. The researchers used this data, utilising an inductive categorisation procedure, to construct a conceptual framework which identifies eight ways of providing support for new teachers (Table 1) across five areas of need: getting students to cooperate; instruction; administrative tasks; parents; and school/working environment.

Table 1 describes a range of direct and indirect assistance provided in both the personal and professional domains. The researchers concluded that because of the highly personalised nature of mentor and beginning teacher relationships it is not possible to define or predetermine the specific roles that mentors should perform. Instead of concerns about leading new teachers down a path of conservatism the study identifies, in a positive fashion, varying degrees of directness used by mentors, often based on the particular circumstance.

Table 1: Mentoring activities reported by experienced teachers during their beginning teacher's first year (Wildman et al., 1992, pp. 208–209)

Forms of assistance (Direct/indirect assistance Professional/personal assistance)	Ways of providing support for new teachers
Direct professional assistance	Directing and supporting beginner actions, plans
	Providing direct assistance in the development of a process, policy, or product
	Providing a menu of information and products for beginner's possible use or modification
	Providing products, ideas that enable beginners to solve a problem
Direct personal/professional assistance	Encouraging/supporting
Indirect personal/professional assistance	Beginner contributes to mentor's work
	Mediating

However, Wildman et al. (1992, p. 210) do concede that there may be some reticence by mentors to engage in direct teaching because of a cultural norm amongst teachers or because of uncertainty about the value of their knowledge. Peters (2002), in a study that looks at the value of university and school collaborations as a way of providing teacher professional development, argues that it is not only teacher isolation that limits success in collaborative endeavours but that concern for a supportive environment in schools often comes at the expense of a preparedness to challenge ideas and practices. This

is similar to what Little (1988) calls "high gain, high strain" (p. 98) to describe a strength of the profession as being able to base support around classroom practice, and a weakness – ironically caused the profession's egalitarian nature – to allow teachers to explore their own different styles, even at the expense of offering advice about alternative approaches.

Wildman et al. (1992) list personality characteristics of good mentors as:

> willing to be a mentor; sensitive – that is, they know when to back off; helpful, but not authoritarian; emotionally committed to their beginners; astute – that is, they know the right thing to say at the right time; diplomatic – for example, they know how to counteract bad advice given to their beginners by others; able to anticipate problems; nurturant and encouraging; timely in keeping beginners appraised of their successes; careful to keep beginners' problems confidential; enthusiastic about teaching; good role models at all times. (p. 211)

This description suggests there are both opportunities and a need to support mentors in reflecting on the role.

Mentoring and the organisation

The meta-analysis of literature about mentoring by Hansford et al. (2003) highlights positive outcomes for organisations from mentoring, although reporting on these outcomes is less frequent (top four responses 6.3 – 2.5%) compared with outcomes reported for mentees (42.1 – 27.7%) and mentors (20.8 – 16.4%). The four areas recorded most frequently in the literature as positives for organisations (typically schools) are: (1) improved education/grades/attendance/ behaviour of students; (2) support/funds for

school; (3) contributes to/good for profession; and (4) less work for principals/ staff.

This review of the literature has already identified some positive outcomes from mentoring for schools and education systems. These benefits include alleviating new teacher burnout (Goddard and Goddard, 2006) and improving teacher retention (Smith and Ingersoll, 2004). Mentoring also has the potential to play an important role in assisting collaborative pedagogical development that responds to teaching in a more complex world with increased demands on education (Thomas, 2005; Hargreaves and Fullan, 2000).

Problems and limitations: organisations

The meta-analysis of literature about mentoring by Hansford et al. (2003) found that few (8.8%) studies reported on problems or limitations for organisations. It is more likely that the literature did not focus on this topic rather than there being no difficulties for organisations to consider.

One issue highlighted in the literature, and discussed previously, is the need for adequate time (Hansford et. al, 2003, Greenlee and deDeugd, 2002, Long, 1997) for mentoring to be available in practice if mentoring is to achieve the potential outcomes that have been reported in the literature. The implications for my research, like other research, if it is to offer some benefit to the (educational) community, will be to consider the benefits that can be achieved for the costs required to be found by organisations.

Being clear about the rationale and purpose of any mentoring structure (see earlier discussion), including CTPs, is one way to help inform the consideration

of costs versus benefits. Feiman-Nemser (2001) argues that organisations' vision of mentoring is too narrow "as short-term support designed to ease new teachers' entry into teaching and help them cope with their first year on the job" (p. 1031). In this case, mentoring is seen as perhaps a generous thing to do for new teachers, with perhaps some benefits for retention, rather than an opportunity to develop pedagogical change across a school, system or the profession generally. She argues an effective and seamless "curriculum" of learning to teach, from pre-service to induction, would take two to three years during the in school stage if it is about achieving professional outcomes about teaching rather than just supporting the adjustment to full-time professional work.

Hargreaves and Fullan (2000) articulate the importance for organisations to consider the benefits of mentoring impacting on our understanding of teaching and how best to do it:

> Mentoring practice may fall short of its ideals not because of poor policies
> or program design but because we fail to regard mentoring as integral to
> our approach to teaching and professionalism. Mentoring new teachers will
> never reach its potential unless it is guided by a deeper conceptualisation
> that treats it as central to the task of transforming the teaching profession
> itself. (p. 50)

Extrapolating further, Ganser (1993, cited in Hansford et al., 2003) identifies a gap in the mentoring literature as the investigation of benefits of teacher mentoring for students that can then be used to illustrate potential benefits for organisations.

Dynamics of school culture

There is considerable discussion in the literature about the role that school culture can play in impacting on the outcomes of mentoring. In its ideal, "the culture of the school must support professional dialogue, collaborative planning, and peer coaching rather than closed doors and solitary practice" (Greenlee and deDeugd, 2002, p. 72). There is evidence that collaborative cultures are successful in achieving positive outcomes for teaching in general and new teacher induction in particular (Williams, Prestage, and Bedward, 2001). Similarly, Little (1988), in a study examining the role of teachers in leading school change, found that:

> as predicted, the school with the greatest shared responsibility for students, curriculum, and instruction (as determined by case-study findings) also showed the greatest involvement in leadership by teachers. (p. 96)

However, while benefits are possible, school organisation in general works against collaborative activities because teachers largely work alone in their classrooms, which limits the development of skills for collaboration in favour of skills of self-reliance (Feiman-Nemser, 2001; Little, 1988).

A key element that is emphasised in the literature as determining what knowledge or aspects of culture are valued or marginalised is the role of the principal (Corrie, 2000). Johnson (2006) suggests that "study after study has shown that the principal is the key to success in virtually all school ventures" (p. 15) and is a strong determinant in the type of culture created in a school. Corrie (2000) argues that teacher socialisation is impacted on by the values and beliefs implicit amongst the "situational constraints and organisational

realities" (p. 111) that new teachers face as they enter the environment where they will be teaching. An example regarding the value of the school organisation is the process for class allocations and the extent to which the needs of new teachers are taken into account (Feiman-Nemser, 2001). An example of the "organisational realities" is a point made in the literature that effective mentoring structures cannot overcome issues such as inadequate resourcing of curriculum materials or facilities (Johnson, 2006; Feiman-Nemser, 2001).

Williams et al. (2001) discuss the concept of "structural collaboration", whereby a school or system sets in place a structure to promote collaboration. They conducted case studies of mandatory induction processes in 11 schools and found some evidence that while "these structural arrangements seem to fall short of genuine and spontaneous collaboration that attracts the highest praise from our NQTs [Newly Qualified Teachers] … [the structured organisational arrangements] do seem to have had a major impact on practice in some schools" (p. 261). This included several schools reporting that the collaboration assisted in ensuring the needs of the new teachers remained a focus for action and support.

Ávila de Lima (2003) studied the impact of the cultures of two English departments in Portugal on student teachers and found that "even highly structured programs … may reinforce traditions and practices, rather than promote joint modes of teaching" (p. 215). He found that, even in collaborative faculties, levels of collaboration are uneven despite generalisations that might be made in the literature about successful models.

In relation to my research, the question emerges as to what extent establishing a collaborative mentoring structure, such as a CTP, can impact on supporting the creation of a more general collaborative culture or be restricted by a culture which lacks collaborative characteristics.

Team teaching: current approaches and focuses

Team teaching for mentoring

Most of the literature regarding team teaching is related to purposes other than supporting the entry of teachers into the profession. It is sometimes referred to as "co teaching" or "collaborative teaching". Relevant parts of this literature are reviewed in the section below, "Team teaching for other purposes". Where the literature on team teaching does relate broadly to mentoring it is more likely to be utilised in pre-service training rather than induction support. In this section I report on aspects of this literature that could also be applied to induction of new teachers into teaching.

Sometimes team teaching is referred to indirectly as a mentoring strategy within a broader program of induction. For example Rowley (1999) describes being "skilled at providing instructional support" (p. 21) as one of six qualities of a good mentor. He lists team teaching (without any further elaboration) as one strategy, amongst a number, that should be considered to provide new teachers with instructional support based on shared experience instead of just relying on dialogue. There are several points of interest arising from this example. First, one of the potential benefits being suggested by Rowley is that team teaching can support the development of effective pedagogy for new teachers. Second,

team teaching is presented as a way of deepening the mentoring experience by extending the process beyond just conversation. Finally, the lack of elaboration highlights one of the difficulties about reviewing the literature on team teaching as a mentoring tool in that some of the literature mentions the concept as an approach to support new teachers without examining the idea in any detail or describing how it is structured or enacted.

Kamens and Casale-Giannola (2004) conducted a study to investigate student teaching in a co-taught classroom, a form of team teaching used to support integration of students with disabilities in a mainstream classroom that is taught by both a general and special education teacher. Five student teachers, studying general and special education teaching, were involved in the qualitative study. The results showed benefits for the professional growth of student teachers similar to traditional approaches, such as improved confidence, as well as providing other opportunities that extend beyond traditional approaches. This included the opportunity to take on a variety of roles in the classroom, such as lead teacher, co-teaching, supporting individual or groups of students, as well as the opportunity to observe another teacher in action.

Some literature highlights ways that team teaching can support the development of new teacher skills in relation to classroom management and establishing a positive learning environment. Ollmann (1992) offers a reflection as a partner teacher assisting a student teacher. She reports on a spontaneous choice to use team teaching in response to the student teacher's nerves about teaching rather than the planned process which was to allow the student

teacher to observe, team teach and then teach solo. According to Ollmann, the result of the team teaching from the beginning was that the student teacher was able to overcome her fears about discipline, had time to build rapport and "watched as I corrected the behaviour, not the child. Then she got up the courage to make a few corrections herself" (p. 656). Whilst a new teacher entering teaching full time is likely to be more confident in classroom management than the trainee teacher described by Ollman (1992), this example shows a potential benefit of team teaching. Rather than being 'thrown in the deep end', the new teacher has the opportunity to observe an area of teaching skill in action, explore its use as confidence grows with the support of and in the presence of the partner teacher, and receive some finer pointers from an experienced colleague (in this case reprimanding the action, not the person).

Team teaching has the potential to benefit the repertoire of teaching strategies available to new teachers. Kamens and Casale-Giannola (2004) reported that when the student teachers were in the classroom with other teachers they had the opportunity to view multiple approaches to achieve an effective lesson. In the words of one of the student teachers in the study, "with another teacher in my room, I was given more ideas, strategies, and materials to use and try in my lessons" (p. 25). The researchers also reported the student teachers utilising more creative teaching approaches.

Thompson (1997) extends this point by suggesting "collaborative teaching ... allows teachers to reinforce each other in their risk taking as they experiment with new styles of teaching" (p. 17). Thompson reports on a project in Chicago looking at a process that supports the development of a new teacher from

internship at university to first-year induction support and ongoing supervision. This is similar to the three phases identified by the "Career Entry and Development Profile" discussed earlier (Training and Development Agency for Schools, 2009) and promotes a continuity of learning from training to induction (Feiman-Nemser, 2001; Loughran et al., 2001). Thompson (1997) envisions the possibility of establishing a mentoring relationship that might extend into team teaching in the first year of professional work as well as teachers being utilised as team teachers, in teaching teams, in schools while they are interns. In this program, mentors are asked to commit to the program for a period of two to four years and are offered incentives of professional growth and "adjunct faculty status with a participating college" (p. 14) and the possibility of course credits.

Team teaching can support the use of differentiated learning strategies to meet a wide variety of student learning needs, including those of special needs students, partly achieved as a result of student teachers being able to observe experienced teachers in the classroom and plan jointly with them (Kamens and Casale-Giannola, 2004). Ollmann (1992) describes how she (as partner teacher) observed the student teacher's difficulties meeting the needs of struggling students with the parts of the lesson she led, which was resulting in some students not working in her class and the student teacher giving out some low grades. In response, the partner teacher initiated some joint-assessment work that led to the student teacher gaining knowledge about applying realistic standards in marking and, as a consequence, student motivation and success was enhanced for the students who had disengaged and the classroom dynamic was strengthened. This process could be utilised for any topic about

"learning to teach" but relies on the perceptiveness and skills of the partner.

Silva (2000a) refers to the process described by Ollmann as a "cycle of inquiry based on problem posing … a teacher identifies, defines and frames a problem of central importance to learning" (pp. 12–13). Silva's study used narrative to analyse in detail the work of one mentor who team taught with a student teacher. She identified as a gap in the literature a lack of attention to the perspective of mentors. Silva identified other forms of reflection that are evident in team teaching, including problem solving in situations where solutions to problems are explored at the point at which they need to be resolved, and "reflection-on-action" and "reflection-in-action" (terms used by Schön, 1983), the former relating to the concept common in traditional mentoring where past events are considered and the latter where thinking takes place at the same time as the activity. Silva adds that where Schön refers to reflection as an individual matter, one of the potentials of team teaching is that it encourages reflective practice in cooperation with another professional (see also Zeichner and Liston, 1996). As a result, this form of mentoring can build the capacity of teachers to talk about teaching in a productive manner.

The literature on team teaching demonstrates the potential for:

- modelling of teaching practice and opportunities for professional dialogue to occur as an integrated part of teachers' work together (McCracken and Sekicky, 1998; Ollman, 1992);

- reflection in action to take place (Howey, 1988);

- increased empathy with student perspectives on lessons and lesson materials in situations where the teacher is able to observe a lesson unfold when they are not in the prime teaching role (Alimi, Kassall and Azeez, 1998); and,

- the creation of a synergy from working with a colleague in the same classroom (Stehlik, 1995).

This can assist reflection on practice as part of new teachers shaping their own philosophy and, moreover, "the unique challenges from this experience reinforced the student teachers' knowledge of and skill with collaborative processes" (Kamens and Casale-Giannola, 2004, p. 28). Extrapolating these points further, it is possible that utilising team teaching to support new teachers could assist with a new form of teacher socialisation which emphasises deeper levels of rich collaboration between teachers that can contribute to a culture of teaching that is consistent with that being sought by most school reform movements.

In relation to using team teaching in a school setting, the literature shows that by being involved in the process teachers learn about the roles and ways to effectively do team teaching (Kamens and Casale-Giannola, 2004). According to Silva (2000a), "teaching talk results from the collaborative teaching model and sets the standard for an acceptance of teaching talk" (p. 10). This is relevant when considering the logistics of whether it is worthwhile to add a strategy like team teaching when most teaching takes place with one teacher in a classroom.

Project CREST

One piece of research that is worthy of a more substantial discussion, because of its linking of team teaching to new teachers, is that undertaken by Russell, Williams, and Gold (1994). The study, called Project CREST (Collaboration for Rural Education Special Teachers), constructs team teaching for mentors and new special education teachers in rural Ohio. The project develops strong links with universities to provide professional support for both the mentor and the new teacher and provides a useful model to pursue the ideas suggested by Stanulis, Campbell and Hicks (2002) about utilising academic support, as discussed earlier.

As part of Project CREST, a mentor and new teacher team-teach on a class for a year. They are also involved in a Masters level program in rural special education, which includes university course work and joint research between the mentor and the new teacher in their community. This means there is explicit external support for the team teaching process (as advocated by Everston and Smithey, 2000) and that team teaching does not become a substitute for professional development (as advocated by Wildman et al., 1992, p.12). The philosophy behind the project is to empower and develop the expertise in teachers as the best way to maximise outcomes for students.

Project CREST seeks to address issues specific to rural settings, although they point out that the program could be adopted in any context. In relation to rural and isolated areas they are responding to such issues as a lack of access to professional support, lack of resources, and a need to respond to high attrition rates amongst teachers in those areas. From a pragmatic perspective, it is

noteworthy that if one teacher is absent then casual relief is not required which can be an issue in more isolated schools where there is a shortage of casual teachers. There are reciprocal benefits for education systems and universities that could strengthen the transition for new teachers between university training and entry into the profession (Ramsey, 2000).

Moreover, Project CREST demonstrates the importance of focusing on supporting the new teacher within the particular community context in which they are working (see also Ramsey, 2000). To this end, it would seem worthwhile to investigate how experienced teachers in particular areas and others could be involved in presenting aspects of a professional program of support. This could represent acknowledgement of teacher expertise and provide a professional incentive for teachers to consider remaining longer in difficult-to-staff areas.

Team teaching for other purposes

Apart from the connections between team teaching and teacher education, most of the literature about team teaching considers its use for other purposes – mainly related to student endeavours. This includes support for special education students within the mainstream classroom (Bouck, 2007; Murawski and Swanson, 2001), gifted and talented students, multicultural education (Cozart, Cudahy, ndunda and VanSickle, 2003), teacher librarian work (Gamble, 2009), reducing teacher-to-student ratios (Graue, Hatch, Rao, and Oen, 2007; MEXT, 2004), university teaching (Lozano-García, Gándara, Perrni, Manzano, Hernández, and Huisingh, 2008; Anderson and Speck,

1998), or as a means to improve student outcomes in a particular curriculum area or as part of interdisciplinary programs (Goetz, 2000). I have considered this literature as it relates to developing an understanding about other potential benefits that might arise from the use of team teaching as a way of supporting new teachers.

The literature assists with understanding ways that team teaching can be structured. Like mentoring, there is a wide variety of ways that team teaching in this and other areas is structured (Mastropieri, Scruggs, Graetz, Norland, Gardezi, and McDuffie, 2005). This includes additional roles that teachers can take in a team-taught classroom setting (Bouck, 2007; Goetz, 2000), such as working with a group of students or as "confidant" (Bouck, 2007, p. 48) for an individual child. Cozart et al. (2003) use an acrostic for TEAM to explain how team teaching can occur by "Taking turns" delivering curriculum, "Enriching" through additional explanations, "Asking questions" which elicit extra information from students, and additional "Monitoring" of students and providing additional student feedback (p. 4). The last point is of interest given that Hattie (2009) identifies effective teacher feedback as one of the most significant ways that the quality of the teacher can impact on student performance. Questions arising from this study include the extent to which these additional teacher roles are adopted in a team-taught classroom when it is used for the purposes of supporting new teachers as they enter teaching. Another question to consider is the extent to which these additional team teaching roles and strategies help or hinder new teachers' development by requiring them to learn additional skills to work with a colleague in one classroom compared to working as a single,

autonomous teacher in a classroom.

For example, McCracken and Sekicky (1998) report on a team-taught class for a low ability Year 9 English class. The team teaching occurred between a university lecturer and an English teacher in her third year of teaching with assistance and opportunities to observe by student teachers. Results included support for classroom management that allowed more teaching and learning to occur. They also found that some approaches, such as use of workstations as well as specific strategies to improve writing, were continued beyond the team teaching setting by the classroom teacher.

Some literature also suggests opportunities for experienced teachers to re-evaluate their own teaching as a result of the changed structures and opportunities of utilising team teaching processes as a professional development tool (McDuffie et al., 2009). Goetz (2000), reporting on a team teaching situation between a mathematics and a chemistry teacher with two classes combined, found "the chemistry teacher indicated that an advantage to this form of team teaching was akin to attending daily professional development seminars" (p. 4) that took the form of personal reflections and talking/listening with the other teacher. McCracken and Sekicky (1998) found that reflection on teaching took place not only through the joint planning process but as a result of answering questions of student teachers, "very real and very specific questions carved out time and space in my mind for meaningful reflection about my practice, especially how a few years in a school had at some times challenged and others affirmed what I believed about teaching when I emerged from my [university training]" (p. 38). It is interesting to consider the potential for new

teachers to be a catalyst for a deeper form of reflection because of the questions they might ask. It is also of interest to consider that three years into her professional career this teacher is able to reflect on her current practices by comparing how they vary from her ideas when she entered the profession. Although not directly addressed in my research, it raises a question about what level of experience (measured in years of teaching or through standards) is the optimal for maximising potential advantages for a CTP (mentoring) partner, and to ask how this contributes to maximising benefits for the new teacher.

Improved results for students

Many team teaching projects in the literature have been set up specifically to focus on improving learning outcomes for students. One benefit is the opportunity to motivate more students in a class (McCracken and Sekicky, 1998). Research has also attempted to measure improvements in student results using quantitative methods. Wishner (1996) has been able to use a sizeable project involving over 200 students and 20 teachers over several years to measure substantial gains in reading and writing skills for learners at a community college when the learners were taught by a team teaching approach. The results showed an overall gain of 3.2 points for college students involved in the learning communities (team teaching) compared to 1.4 points improvement for other students. Statistically significant gains were achieved in reading, and four out of five writing areas for the learning community group, compared with a decrease in reading and no significant improvements in writing for the other student group. In a practical sense, the program has been able to use its success to justify continued funding. While there are questions about

other factors at play, such as integrating curriculum, this quantitative data suggests that team teaching can positively impact on learning outcomes for students.

McDuffie et al. (2009) used quantitative methods to compare four science classes that were co-taught with the same number of classes that were not co-taught. Results were considered for special education students and other students. Of relevance to my research were findings that academic results were statistically improved for co-taught students on both unit tests and cumulative post-tests. A further breakdown showed improvement related to "identification items … but not on the production items" (p. 504). Student attitudes about the subject were most positive in the co-taught classes. Teachers also had positive perceptions of co-teaching and believed it improved academic performance. Although the size of the project limits generalisation there is at least some evidence to suggest team teaching can have a positive impact on student outcomes.

Problems and limitations: team teaching

In team teaching, as in the mentoring literature (Hansford et al, 2003; Long, 1997), time is an important issue. While team teaching facilitates opportunities for joint endeavours in the classroom, a potential problem is the need to identify mutual planning time. Kamens and Casale-Giannola (2004) identified this as a major disadvantage that led to planning that was "inconsistent and unstructured" (p. 25), although their project also involved three-people team teaching.

There is also a need to consider potential limits to the depth of reflection that might occur. Whilst identifying different types of reflection that can take place through an inquiry-based approach, Silva (2000b) was unable to find sufficient evidence of the "critical element in reflection … the substance that drives the prospective teachers' thinking including their experiences, goals, values, and understanding of social implications" (p. 18). Similar to mentoring, there is a need to challenge collegial conversations to extend practice in the classroom.

While team teaching appears to create opportunities to support risk taking in experimenting with ways to teach (Cozart et al., 2003; Silva, 2000b; Thompson 1997) there is also a need to be able to work in an environment where constructive criticism is provided and received (Thompson, 1997). There are also challenges when practice is not questioned (Silva, 2000a, and 2000b).

On the one hand, the literature highlights loss of autonomy as a potential problem in team teaching (Bouck, 2007). On the other hand, there may be other limitations because finding opportunities for continuing successful collaboration can be difficult once the time provided for formal structures ends (Cozart et al., 2003).

There may also be limitations if team teaching itself is seen as a form of imposed collaboration rather than empowering teachers to control their own work as professionals (Klette and Carlgren, 2000). Team teaching, to be successful, also requires clear roles and understandings about how to work with a colleague in this way (Kamens and Casale-Giannola, 2004; Wishner, 1996). This means that there is an additional focus for new teachers and their mentors

to learn how to team teach while remaining focused on learning how to teach in general. Thus, a question for my research is to investigate if any benefits from team teaching outweigh the additional need to focus on the task of team teaching.

As a collaborative structure, team teaching provides many of the advantages that the literature identifies as significant for dealing with teaching in a more complex world (Hargreaves 1997, 1994). However, this needs to be moderated by a study in the United Kingdom (Williams et al., 2001) that concludes that while there are benefits in structuring collaborative activities in themselves, the greatest benefits are only achieved when the culture can be characterised as collaborative. Hargreaves (1988) goes further, arguing that "team teaching, exploration of new methods, collaborative approaches to teaching, constructive collegial criticism of classroom practice – none of these things are fostered by the isolation and individualism of the existing culture of teaching" (p. 226). Hence, a question that emerges is to what extent establishing a collaborative structure, such as team teaching, can impact on supporting the creation of a more general collaborative culture or be restricted by a culture which lacks collaborative characteristics. This will be an important question in establishing the overall benefits that team teaching might play in supporting new teachers and the profession.

Finally, from a student learning perspective, Hattie's meta-analysis (2009) concludes that there is a lack of research to show significant effects (or otherwise) for team teaching. He rates the effect size as medium and highlights the need for further research to ascertain levels of impact on learning. However,

it is noteworthy that some of the overall highest-ranking influences, with significant effect sizes, identified by Hattie might be achieved as a result of team teaching (for example, formative evaluation of programs (d= 0.90) and micro-teaching (d= 0.88)). For Hattie (2009):

> a major argument … is the power of feedback to teachers on what is happening in their classroom so they can ascertain "How am I going?" in achieving the learning intentions they have set for their students, such that they can decide "Where to next for students?". (p. 181).

While the CTP focus is on supporting the work of teachers, Hattie (2009) reminds us that the purpose of teaching is to influence student learning.

Summary: four theoretical propositions distilled from the review of the literature

My review of the literature provides an understanding of the characteristics, potential benefits and challenges of mentoring support for teacher induction and team teaching processes.

Both aspects, when combined, provide an opportunity to focus the research problem. This has partly been achieved by the distillation of four theoretical propositions (Yin, 1994) that summarise the review of literature and can assist in interpreting the overall research question.

The four propositions to be tested in my study are outlined below.

Proposition 1: that CTPs can support new teachers as they enter teaching

The first proposition is that CTPs offer benefits that can support new teachers as they enter teaching. Whilst the literature describes a range of models to describe the support required by new teachers (Powell and Mills, 1994; Ralph, 2002; Bullough and Baughman, 1997; Liston and Zeichner, 1991; Fuller and Brown, 1975), effective mentoring should support new teacher understandings about professional expectations, as well as providing individualised support.

There is also variation within the literature about what an effective support program looks like (Brady and Schuck, 2005; Wang and Odell, 2002; Long, 1997) and their philosophical underpinnings and purposes (Hansford et al., 2003; Feiman-Nemser, 2001). There is some evidence that having a mentor, common planning time with colleagues (particularly in the same subject area), and an external network, are significant in being able to positively influence attrition rates for new teachers (Smith and Ingersoll, 2004). Other literature highlights the need to support self-directed learning by new teachers, opportunities to observe (Wildy and House, 2002; Thompson, 1997; Wildman et al., 1992) and reflect (Zeichner and Liston, 1996; Schön, 1983) as well as providing encouragement and technical support (Hansford et al., 2003; Wang and Odell, 2002). Some of the literature seeks to build continuity between university training and induction (Training and Development Agency for Schools, 2009; Norwegian Ministry of Education and Research, 2009; Bjerkholt and Hedegaard, 2008; Feiman-Nemser, 2001; Loughran et al., 2001;

Thompson, 1997).

The literature highlights limitations and problems, including the lack of time (Kamens and Casale-Giannole, 2004; Hansford et. al, 2003; Greenlee and deDeugd, 2002; Long, 1997; Wildman et al., 1992) and mismatches between new teachers and mentors (Hansford et al., 2003; Long, 1997) as important challenges to be addressed.

Proposition 2: that CTPs can enhance pedagogy, which can lead to greater skills for teachers in the classroom and improved outcomes for students

The second proposition is that there are potential benefits for pedagogy and the professional domain of new teachers through CTPs. In particular, I propose that CTPs can:

- support the creation of a "quality learning environment" and can enhance the "intellectual quality of lessons" (NSW DET, 2003); and

- can improve learning outcomes for students.

The literature highlights the role that team teaching can play to deepen the impact of mentoring on new teachers (Stehlik, 1995; Rowley, 1999). This includes extending mentoring beyond professional conversation (Rowley, 1999). Potential benefits include:

- increased confidence (Kamens and Casale-Giannola, 2004; Ollman, 1992);

- opportunities to observe an experienced teacher (model) in action in relation to a specific skill and then explore its use with support (McCracken and Sekicky, 1998; Ollman, 1992);

- access to additional advice about specific matters from a colleague who is present at the time (Ollman, 1992);

- opportunities to increase new teachers' repertoire of teaching strategies (Kamens and Casale-Giannola, 2004);

- encouragement of risk taking in teaching (Cozart et al., 2003; Silva, 2000b; Thompson, 1997); and

- increased capacity to reflect (with a colleague) about previous teaching and the teaching that is taking place at the time (Kamens and Casale-Giannola, 2004; Silva, 2000a; Schön, 1983).

The literature highlights the role that team teaching can play to support student learning. Potential benefits include:

- the opportunity to differentiate learning in the classroom to meet the needs of individual students or groups (Bouck, 2007; Kamens and Casale-Giannola, 2004; Goetz, 2000; Thompson, 1997), including catering for 'integration' students (Bouck, 2007; Murawski and Swanson, 2001);

- more effective classroom management that allows for more teaching to occur (McCracken and Sekicky, 1998; Ollman, 1992);

- increased student motivation and attitudes (McDuffie et al., 2009; McCracken and Sekicky, 1998);

- increased chances for student questions to be asked and answered (Solomon, 1994);

- more effective teacher feedback/assessment to students (Cozart et al., 2003; Ollman, 1992);

- increased consideration of community context (Russell et al., 1994); and

- additional explanations of concepts (Cozart et al., 2003).

Quantitative research has found improvements in student outcomes through team teaching in areas such as reading and writing skills (Wishner, 1996) and in some aspects of science learning (McDuffie et al., 2009).

The literature highlights limitations and problems, including not necessarily achieving a level of reflection that is deliberate and considered in analysing teaching to identify ways to extend practice (Silva, 2000a, and 2000b; Zeichner and Liston, 1996), including constructive criticism (Thompson, 1997). There is also the possibility that new teachers could feel a loss of autonomy (Bouck, 2007; Klette and Carlgren, 2000) on the one hand or, on the other, a loss of opportunities to continue collaborative activities after the provision of team teaching support is withdrawn after the new teacher period (Cozart et al., 2003). Team teaching requires additional skills and role clarification by both teachers (Kamens and Casale-Giannola, 2004; Wishner, 1996). Teaching skills developed in the team teaching setting will need to be transferred to the single-

teacher setting for the support to be effective.

Proposition 3: that the dynamics of school culture can (a) impact on the success and character of CTPs in each setting and (b) be enhanced by CTPs

The third theoretical proposition to be tested in this study is that the dynamics of school culture can (a) impact on the success and character of CTPs in each setting and (b) be enhanced by CTPs.

The literature on mentoring and team teaching suggests potential benefits for current practitioners who support new teachers, including the opportunity to revitalise their own teaching (McDuffie et al., 2009; Hansford et al., 2003; Goetz, 2000; McCracken and Sekicky, 1998), develop skills in collaboration and coaching (Feiman-Nemser, 2001), or benefit from ideas shared (Wildy and House, 2002; Wildman et al., 1992) or jointly developed – such as in relation to new technologies (Asan, 2002).

The literature describes an effective culture for new teachers as one that provides a mentor in combination with opportunities for joint planning time with colleagues in the same stage/faculty and external networks (Smith and Ingersoll, 2004) or to create teams of new teachers and mentors (Long, 1997). Others argue it is the quality of the mentoring program that should remain a key focus (Hansford et al., 2003).

One of the key questions debated within the literature (Wang et al., 2008; Wang and Odell, 2002; Feiman-Nemser, 2001; Ma and MacMillan, 1999; Huberman,

1993, 1992; Featherstone, 1993) is: Can current practitioners enhance the socialisation of new teachers by supporting them to address the challenges they face in the first years (Loughran et al., 2001) and reducing the effects of isolation in the profession (Greenlee and deDeugd, 2002)? Or do they encourage a conservatism that restricts the development of their professional identities (Hansford et al., 2003), because mentors do not see their potential to be change agents within the profession (Wang et al., 2008; Feiman-Nemser, 2001) or encourage risk taking to challenge current notions of teaching (Feiman-Nemser, 2001)? Some argue the need for training of mentors (Bjerkholt and Hedegaard, 2008; Everston and Smithey, 2000), including encouraging direct teaching (Peters, 2002; Little, 1988) or a focus on teaching standards frameworks (Wang et, al, 2008; Wang and Odell, 2002), while others see the relationship as one that should be understood as unique and highly personalised (Wildman et al., 1992).

Although there is limited discussion in the literature about the impact of mentoring on school/organisational culture (Hansford et al., 2003; Ganser, 1993) there are some who argue that potential benefits include reducing teacher burnout (Goddard and Goddard, 2006), improving teacher retention (Smith and Ingersoll, 2004; Ramsey, 2000), and even supporting growth of professional teaching practices that address new world complexities and demands (Thomas, 2005; Hargreaves and Fullan, 2000). Others argue that benefits are not fully realised because organisations do not seek the full potential of mentoring practices to impact on professional change (Feiman-Nemser, 2001).

The dynamics of school culture can have a positive impact on the success of collaborative endeavours such as mentoring (Greenlee and deDeugd, 2002; Williams et al., 2001; Little, 1988), or may be limited by cultures that promote isolation (Lam, et al., 2002; Feiman-Nemser, 2001; Hargreaves, 1988; Little, 1988). The role of the principal has been identified as a key to determining the success of collaborative activities in schools (Johnson, 2006; Corrie, 2000) whilst providing a structured collaborative model might (Williams et al., 2001) or might not (Ávila de Lima, 2003) be able to influence a culture that is generally not collaborative.

Proposition 4: that CTPs address significant issues for schooling that are worth the investment by policy makers and politicians

The fourth theoretical proposition is that the capacity of CTPs to address significant issues for schooling offers potential benefits for policy makers and politicians.

CTPs represent a collaborative structure with potential benefits to contribute to the development of teaching practice that responds to the challenges of teaching at the beginning of the twenty-first century. The literature provides a strong case that teaching is becoming more complex (Istance, 2001; Brooks and Scott, 2000; Dinham, 2000; Hargreaves, 1997, 1994) as a result of changing social and economic conditions (Skilbeck and Connell, 2004; Reid and Donoghue, 2001; Jouen et al., 2000). These changes have led to the need for professional teachers to develop new ways of teaching that respond to the

challenges rather than transmit teaching practices that they may have experienced as students (OECD, 2009; Wang and Odell, 2002; Klette, 2000; Hargreaves, 1997). Whilst teaching practice itself cannot counter all of society's challenges (Hattie, 2003; Luke, 2003; Zeichner, 2003), previous attempts by politicians and policy makers to limit the input of the teaching profession in the development of education policy (Istance, 2001; Carlgren, 2000; Day, 2000; McLaughlin, 1997) are being re-examined, with increased value being placed on processes of reform that focus on professional development and collaboration (Thomas, 2005; MEXT, 2004; Wilson et al., 2004; McLaughlin, 1997). New teachers must face the challenges of this context (Kauffman et al., 2002), as well as learning to teach (Feiman-Nemser, 2001), but there are also opportunities to use effective mentoring processes as a lever for recreating teaching practice across the profession (Le Cornu and Peters, 2005; Hargreaves and Fullan, 2000).

CTPs may have potential benefits that can support current organisational challenges (Goddard and Goddard, 2006). These challenges include loss of teachers from the profession within the first five years of teaching (Goddard and Goddard, 2006; Johnson, 2006; Smith and Ingersoll, 2004; OECD, 2005; Ramsey, 2000; Ávila de Lima, 2003; Greenlee and deDeugd, 2002; Patterson and Luft, 2002; Loughran et al., 2001; Feiman-Nemser, 2001).

The literature on new teachers contains strong comment about the importance of the first years of teaching (Wilson et al. 2004, Feiman-Nemser, 2001; Loughran et al. 2001; Jouen et al., 2000; Ramsey, 2000) and how difficult it is when new teachers are left to struggle on their own (Featherstone, 1993; NSW

DSE, 1992; Fuller and Brown, 1975, Howey, 1988, Kane 1994, see Khamis, 2000). The literature establishes a link between success or otherwise in the first teaching year as a key factor in determining how long a teacher might remain within the profession (personal domain) and their ability to sustain positive views about their work (professional domain) (Wang et al., 2008; Goddard and Goddard, 2006; Ávila de Lima, 2003; Loughran et al., 2001; Khamis, 2000; Ramsey, 2000).

Generational differences add to the need for politicians, policy makers and educators to focus on the importance of the first years of teaching to attract and retain future teachers (Peske et al., 2001). Solutions need to address management of workload (Goddard and Goddard, 2006; Patterson and Luft, 2002) as well as provide quality support that can enhance professional satisfaction (Wilson et al., 2004) whilst new teachers conduct the concurrent work of teaching their classes and "learn to teach" (Feinman-Nemser, 2001).

The potential benefits of investing in CTPs include support for new teachers whilst providing additional teachers for students in the classroom, valuing the role of experienced classroom teachers whilst promoting rejuvenation amongst the profession, and encouraging sharing and development of innovative pedagogy between new and experienced teachers that can contribute to ongoing developments in teaching.

Chapter Three: Methodology

Introduction

This research project utilises qualitative research methods and a case study design. It is essentially pragmatic and naturalistic in its inquiry. Some quantitative data were collected to inform the case studies and the context of the study.

This research involves two main approaches. The first involves case study research to investigate Collaborative Teaching Partnerships (CTPs) in action. The second approach involves survey research administered to new teachers in the same school district. The benefits and limitations of these approaches are discussed below.

The literature on methodology discussed below highlights the importance of providing opportunities for the voice of participants to be communicated, encourages exploration of contradictions in the data as a way of enriching the analysis and conclusions, and provides a reminder that the purpose of research should be to contribute some benefit to the community or field of study.

Mixed methods

Mixed method research is often promoted in the literature as being advantageous for the purpose of investigating enquiry research questions rather than other purposes, such as evaluations (Suter, 2005). One of the advantages of this approach is the opportunity to examine a research question using a more holistic frame. For example, Hascher (2008) demonstrates how the use of a

questionnaire and an emotion diary can assist with building explanations of results from both methods. Sieber (1973) describes seven ways that survey data and fieldwork, including case studies, can complement each other. The mixed methods approach achieves benefits from the use of multiple data sources and brings together the strengths (and weaknesses) of qualitative and quantitative research methods.

However, it can be overly simplistic to suggest that by using both types of research methods ideas framed through each lens can be overlayed to reinforce understandings from the other, and that as a result the quality of the enquiry will be enhanced. Greene (2005) sees the lack of convergence as an opportunity for the researcher. Whilst acknowledging the benefits of a comprehensive approach that can be achieved through the use of mixed methods, she argues that it can be the points of difference that are most interesting to the researcher:

> the point is not a well fitting model or curve but rather the generation of important understandings and discernments through the juxtaposition of different lenses, perspectives, and stances; in a good mixed methods study, difference is constitutive and fundamentally generative. (p. 208)

These insights encourage the researcher to investigate beyond aspects that fit neatly together as a way of adding richness to the analysis and conclusions. It supports Schön's (1983) notion of a frame analysis where an awareness of the frames being used, and decisions made about processes undertaken, can lead to becoming "aware of the possibility of alternative ways of framing the reality of

practice … [and which] tends to entrain awareness of dilemmas" (p. 310).

Research question

The overall research question is: "How can team teaching, in the form of Collaborative Teaching Partnerships, support new teachers into teaching?"

Yin (1994) identifies a common flaw in case study research as a poorly developed analytical strategy. While some have argued the best response is to utilise quantitative case studies (such as Miles and Huberman, 1984, cited in Yin, 1994) he argues it is more important to have a general analytical strategy and to remember that "the ultimate goal is to treat the evidence fairly, to produce compelling analytical conclusions, and to rule out alternative interpretations" (p.103).

This research will rely on "theoretical propositions" (Yin, 1994, p.103) for its general analytical strategy. These have been developed by analysing the literature from two areas of current research that frame the research question. The first area relates to mentoring and the needs of new teachers. The second area relates to team teaching for the purpose of mentoring, mainly during pre-service training, as well as considering the use of team teaching for some other purposes which are relevant, such as curriculum development and/or to benefit student outcomes.

The four theoretical propositions that have been distilled from the literature are:

1. that CTPs can support new teachers as they enter teaching.

2. that CTPs can enhance pedagogy, which can lead to greater skills for

teachers in the classroom and improved outcomes for students.

3. that the dynamics of school culture can (a) impact on the success and character of CTPs in each setting and (b) be enhanced by CTPs.

4. that CTPs address significant issues for schooling that are worth the investment by policy makers and politicians.

Methods of analysis

The dominant analytical strategy will be to utilise a special form of pattern-matching known as "explanation-building" (Yin, 1994, p. 110) where the aim is to describe a set of causal links, including rival possibilities. Of the techniques available to qualitative researchers that can add to the authenticity of a study, the use of triangulation, member checks and negative case analysis (Lincoln & Guba, 1985) will be particularly valuable.

Triangulation is achieved by considering multiple perspectives on an aspect, particularly a range of data sources (Denzin, 1978; cited in Lincoln & Guba, 1985, p. 305). See later discussion in this chapter for more about triangulation as it connects with the broader philosophies of my research, in particular around teacher voice.

The use of member checking offers an opportunity for the researcher to test out interpretations and assertions with those people from whom the data were collected. It has the potential to empower participants in the research as well as adding to the quality of the research (see also Maxwell, 1992).

Negative case analysis seeks to ensure any hypothesis eliminates all

exceptions. One interesting way to combine the latter two techniques might be to extend member checking and to seek discussion of different, even rival perspectives, provided in other cases. One aim will be to explain variances in terms of either (a) differences within the CTP or (b) contextual differences such as faculty or school environment.

Case study research

Merriam (1988) describes some of the potential benefits of case study research in education. These include providing: (a) a way of looking at problems that are complex and which may have multiple important variables that develop meaning for the researcher; (b) a means for connecting with real life contexts; and, (c) an opportunity to investigate innovation and perhaps to affect practice and policy as a result.

One of the strengths of a case study approach is the ability to utilise multiple sources of information (Creswell, 1998). This research seeks to take advantage of this strength by collecting a range of data. The data will seek to record: (a) the attitudes and/or feelings of teachers about the support required for new teachers; (b) the success or otherwise of the team teaching process.

For my research, the researcher role will be mainly one of observer. The exception will be roles that provide access for CTPs and schools to the research and expertise about team teaching and other relevant issues that may assist in the construction of the CTPs.

The use of team teaching to support new teachers means that there are limited sites in which to conduct this study given that team teaching is not widely

utilised. Moreover, for the research to occur, a school had to agree to trial the approach. One school was found and two CTPs commenced towards the end of first term in 2003. The site represented a purposeful sample as a significant proportion of the staff in that school and the broader school district was made up of new teachers. Approximately 15% of teachers at the school each year are newly appointed to teaching.

The main data collection took place during two visits to the school. Each visit was for two days in the same week, which allowed one day to be spent with each CTP. Visits took place during June and August in 2003. A follow up visit took place in March 2004 for one day, involving only the new teachers involved in the CTP.

Data were collected using two main strategies. The first strategy was interviews conducted with each teacher in a CTP using semi-structured interview questions. Interviews were held separately and were for up to one hour in duration. In all, three interviews were recorded with each new teacher and one with each of the CTP partner/mentors. The involvement of mentors in the CTPs provides an opportunity to include the voices of more experienced teachers who are working with new teachers, something which some researchers, like Silva (2000a, and 2000b), suggest is often overlooked. An opportunity for participants to be involved in member checking was also built into the visits where possible.

The interviews sought to elicit information on the following:

1. What level of overall professional satisfaction are new teachers feeling towards their work?

2. Which aspects of support offered by the CTP are seen as important or not important to new teachers?

3. Which aspects of support offered by the school, beyond the CTP, are seen as important or not important to new teachers?

4. How is success being defined in the work of new teachers?

In order to reduce "response effect" (Wiersma, 2000, p. 188) that could occur through the dynamics of the interview (Lee, 2000), sub-themes that were explored without directly asking these questions were:

1. To what extent are new teachers feeling positive about their work versus being overwhelmed?

2. How important is the relationship in the team? What is working? Are there any barriers working against a collaborative approach? Is the support offered by the CTP being transferred to the classroom practice of new teachers in their other teaching situations?

3. How do the levels of other support processes compare to the CTP approach? Is more value found in the formal or informal processes of support?

4. Are new teachers having more successes or feelings of failure? Are new teachers utilising innovative or more conservative teaching approaches?

5. What are the factors defining success for a new teacher? For example, student engagement on tasks, a positive classroom environment,

classroom management issues, and/or innovative lessons.

The second data collection strategy was field notes recorded during each visit involving observations of the case study teams as they underwent their duties. This included observation of teaching that took place involving the CTP classes as well as some other classes of the new teacher. Two lessons for each case study are analysed. These lessons for the shared CTP class include observations at times when both teachers were teaching and other times when the new teacher was teaching the class as the only teacher allocated to the lesson.

A reference code sheet was developed and used to assist in capturing observations. These reference codes are linked to key areas that have been distilled from the literature, questionnaire and refinement of the research question. In general, the use of a reference coding sheet was for the purpose, described by Stake (1995), as to "classify [data]… making them more appropriately retrievable at a later time" (p. 32) rather than for the purpose of tallying or provision of some type of quantitative data. There was also the potential to add codes that emerged from the observations. Overall, this analytical approach remained strongly connected to "interpretation directly from observation" (Stake, 1995, p. 29) rather than being restricted to the predetermined codes.

One exception to the approach focused on observation and coding to classify a tally of students who were off task; this was taken every five minutes for each lesson observed. This provided an opportunity to analyse what was being

observed in the classroom and its apparent effectiveness, particularly in terms of student on task/off task behaviour. There was also the opportunity to make some comparisons between lessons in terms of mean, median and mode percentages of students who were on or off task.

Six areas were identified from my review of the literature as the basis for the reference code sheet. Each area could be subdivided into a maximum of nine specific aspects to be provided a code. The six areas are:

- **Mentoring in Practice**. Specific codes are "reflection in practice", "informal versus formal support", and "modelling".

- **Teaching Practice**. Specific codes are "student engagement on task", "creating a positive classroom environment", "quality of student learning", "classroom management issues", "creative and innovative lessons", "organisation and administration", "getting to know colleagues/obtaining their advice", "getting to know parents/understanding the community", and "assessment and reporting".

- **Mentor Support**. Specific codes are "formal training and preparation", "how mentors see their role", and "is support provided about 'how to teach' ".

- **Team Teaching**. Specific codes are "training/support in how to", "obstacles/ assistance to success", "network of teams".

- **Success of New teachers/Professional Satisfaction**. Specific codes are "sustainability between team and single-teacher settings",

"importance of first year", "culture of isolation".

- **School Culture**. Specific codes are "collaborative environment", "culture of support", and "relationship with universities".

Codes were given to each observation that was recorded. It was possible for each separate observation to have more than one code, or potentially to have no code recorded if the observation did not fit within the six areas but was felt to be of interest.

Immediately following each visit to the school I used a journal format to record an "interpretive commentary" (Stake, 1995, p. 66) of interviews and observations. At a later time interviews were transcribed for deeper analysis. While the reference code sheet I developed provided some guidance to identifying key themes and ideas, a strong commitment to Stake's (1995) concept of "interpretation directly from observation" (p. 29) remained the focus. For example, subheadings for recording data were determined by the individual case study, at first, rather than being predetermined or the same for both case studies.

As well as analysing data from each case study, a cross-case analysis was conducted. The analytical approach relied on Yin's concept of "explanation-building" (1994, p. 110) to identify patterns and causal links, as well as rival explanations "to build a general explanation that fits each of the individual cases … analogous to multiple experiments" (1994, p. 112). The "iterative nature of explanation-building" (Yin, 1994, p. 111) is progressed as the multiple case studies and cross-case analysis, survey research and theoretical propositions

are reconsidered in my discussion chapter in order to address the key research question.

The case study research was limited to the collection of direct data from teachers only. No student data were directly recorded and observations about student interactions were anonymous and general in nature. For the purposes of reporting findings, pseudonyms have been used for teachers and the school. The use of more than one CTP adds to the authenticity of the research as well as providing opportunities for replication and refinement of the research tools.

Limitations of the case study research

Originally, the scope of the research was to identify two schools from distinctive geographical areas (metropolitan and rural settings) and to investigate up to eight CTPs. The innovative nature of the approach and other administrative difficulties for schools resulted in only one school being identified and two CTP case studies investigated.

The most significant issue was to ensure that the research is able to make some overall assertions about the extent to which team teaching was able to assist the new teachers studied. Some comparative data were gathered through a questionnaire of other new teachers within their school and the local surrounding schools. Lesson observations were limited in number by the time available during each visit to the school but provided some opportunity to deepen the analysis of data provided through the interviews.

A strong reliance remains on the quality of the analysis and interpretation of the cases studied. Freeman, deMarrai, Preissle, Roulston, and St. Pierre (2007)

cite the work of Geertz (1973) to highlight the role of the researcher to be able to "construct a reading of" (p. 28) the situation they are observing. That is, the descriptive nature of qualitative research, and the best qualitative research, uses a range of strategies to increase validity. Maxwell (1992) describes five categories that can assist when discussing validity of the research: descriptive validity; interpretive validity; theoretical validity; generalizabilty; and evaluative validity. He also cites a number of studies (such as Hammersley and Atkinson, 1983 and Hirschi and Selvin, 1967) to make the point that it is the purpose for using the data that is the important determinant when considering the relative validity of the assertions made in a research project.

While there are some limits to external generalisability from the original scope of the study it should not prevent answering the overall research question. Freidson (1975, cited in Maxwell 1992), observing a unique group of medical practitioners, asserts that his study is "interesting *because* they were special" (p. 273). Maxwell argues the appropriateness of even a small number of cases, particularly in relation to qualitative research, making the point that it is important to consider the purpose of the research and whether it is trying to establish variation across a wider sample or investigate ideal cases. In relation to my research, the purpose is to investigate possible benefits for CTPs in relation to the theoretical propositions distilled from the literature. Further research studies could investigate variations across a wider sample if it can be established that such an expansion is warranted.

The combination of data collection strategies can also address some of the difficulties for generalisabilty from interviews alone. While Maxwell (1992)

describes the role of the researcher during interviews as one who "must necessarily draw inferences from what happened during that brief period to the rest of the informant's life" (p. 294), Stake articulates one of the significant advantages of qualitative research in general as "placing an interpreter in the field to observe the workings of the case, one who records objectively what is happening but simultaneously examines its meaning and redirects observation to refine or substantiate those meanings" (Stake, 1995, pp. 8–9). He also points out the potential for qualitative research to investigate generalisations, including those posed in the literature, in an in-depth manner.

As McClintock, Brannon and Maynard-Moody (1979) argue, "advocates of qualitative research willingly sacrifice breadth for depth" (p. 154). In relation to my research, the four theoretical propositions frame the research and are drawn from a reading of the relevant literature. The case studies provide the means to investigate these in an in-depth manner.

Survey research

The number of CTPs that can be studied is limited, because of their innovative nature. This poses challenges for my research to be able to make comparative judgements about their potential worth. Therefore, a questionnaire was developed for new teachers in the same district as the CTP case study school. Teachers in the first two years of teaching, including permanent and casual teachers from local primary and secondary schools, were invited to participate.

The purpose of surveying new teachers in the same school district as the school where the case studies were conducted is to provide a rich description of

problems faced by new teachers in teaching. The survey data provided an important context for considering the potential of CTPs to address some of these challenges.

Nulty (2008) argues that, for formative purposes, even one response can be adequate in theory if it assists with the purpose of the research. As this research sought to understand the needs of new teachers in general it was anticipated that responses would be from both primary and secondary sectors, across both genders, a range of ages, and casual and permanent employment status. The questionnaire was limited to new teachers in their first two years of professional practice as this was a similar timeframe to the new teachers involved in a CTP.

Strategies to improve return rates included an opportunity to brief principals on the research proposal, including the literature review. District personnel also provided time during a new teacher seminar for interested participants to complete the questionnaire.

The first section of the questionnaire was designed to collect data on new teachers' views about:

- the feelings they hold about their work and their perceptions about how it is viewed by others;

- the areas they believe are important for them to focus on to develop as professionals, and how successful they believe themselves to be so far; and

- which groups of people provide the most support for their work.

The first section of the questionnaire included four questions requiring a response on a forced-choice, four-point Likert scale. Analysis of the Likert scale responses for each question utilised descriptive statistics. The number and percentage of cases that responded across the scale were calculated, as were the mode scores. An opportunity was provided after each question to include a comment as an option. Written comments from respondents were analysed in order to progress "explanation-building" (Yin, 1994) that can enhance understandings from the quantitative data. This assisted in deepening the analysis of the data by allowing what De Vaus (1985) describes as functions of survey analysis to not only "describe the characteristics of a set of cases … but survey researchers are also interested in causes of phenomena" (p. 5). It also provided increased opportunity for this to occur through deviant case analysis to explore "some 'deviant' cases which run counter to the major trends … Rather than these exceptions to the rule being ignored, they can provide a basis for refining theories and avoiding simplistic explanations" (De Vaus, 1985, p. 269).

The second section of the questionnaire included five questions requiring open-ended, written responses. This part of the questionnaire was designed to collect data on new teachers' views about:

- their expectations about the level and types of support they would be offered as new teachers;

- the forms of support that have been offered to them and the ones they found to be the most useful;

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- their suggestions to improve support for new teachers;

- examples of moments when they felt isolated and disenchanted and what or who assisted them to improve the situation; and

- the overall direction or future for their career, including any experiences that have significantly affected their views in either a positive or negative way.

A sixth question provided an opportunity for optional additional comments.

Coded responses were analysed in a similar way to the first section of the questionnaire. Some of the questions extended the analysis from the previous section.

While it was anticipated that some responses might refer to current mentoring opportunities provided in schools, and possibly even team teaching, it was never the intention to limit survey responses to these groups of new teachers. To attempt to do so would pose difficulties in defining terms such as what constitutes "mentoring" (Hansford et al., 2003) and identifying details about resourcing and structures for any such programs, which are likely to be highly varied. This would make direct comparisons with CTPs, a structure with a clear description, problematic and/or would reduce the number of surveys that would be relevant for analysis. In contrast, my research sought to explore potential benefits of CTPs as a specific type of mentoring that utilises team teaching.

Instead, the primary concern of the questionnaire was to consider effectiveness of current approaches to support new teachers overall. The opportunity to

consider the potential benefits of CTPs through a broader comparison of the problems faced by new teachers in the same school district, their needs, and current responses should enhance the validity of assertions about CTPs.

Teachers' voices and "solidarity research"

According to Freeman et al. (2007), researchers cannot be neutral. Freeman et al. provide a history of qualitative research, particularly in relation to validity, and argue for the value of this form of research in the current political environment and standards focus.

I have adopted the approach of Mathison (1988), cited by Foss and Kleinsasser (2001), to use triangulation of a variety of data sources to look for convergent, inconsistent and contradictory evidence. A study by Reams and Twale (2008) provides another example about the value of utilising mixed methods combined with triangulation to consider not only where there is convergence but recognising that points of interest for the researcher are often embedded in areas where the data contains inconsistency and divergence.

In the current research project I sought to explore a variety of perspectives rather than viewing triangulation as a process to create a single perspective or view. As Reams and Twale (2008) conclude, "using mixed methods often dovetails model development or building" (p. 141). This is similar to Jick (1979) who describes how:

> triangulation … can be something other than scaling, reliability, and convergent validation. It can also capture a more complete, holisitic, and contextual portrayal of the unit(s) under study. That is, beyond the analysis

of overlapping variance, the use of multiple measures may also uncover some unique variance which otherwise may have been neglected by single methods. It is here that qualitative methods, in particular, can play an especially prominent role by eliciting data and suggesting conclusions to which other methods would be blind. Elements of the context are illuminated. (p. 138)

This approach complements the exploratory or formative nature of my research.

This approach to triangulation and the treatment of the variety of data sources also supports the view of Hargreaves (1996) who argues the important role that the researcher can play in avoiding trying to create and present only one view or voice of teachers:

Overall the important thing seems to me to be that we do not merely present teachers' voices, but that we re-present them critically and contextually … What matters is that these voices are interpreted with reference to the contexts of teachers' lives and work that help give them meaning; and that a sufficient number and range of voices are selected to raise issues of contrast and difference among teachers themselves, and between teachers and those with whom they work. This will entail sacrificing some of the richness and complexity of each individual voice (though no voice can ever be heard to complete "perfection"), but it will add much to our understanding of what teachers' voices genuinely share in common and what varies significantly among them, and why. (p. 16)

This approach encourages an opening up of ideas connected to the research problem rather than trying to create a simple version of "truth".

Mischler and Steinitz (2001), in a conference paper about "solidarity researchers", go further to call on researchers to be activists for social change. They comment that "the neutral tone of … reports may seem like professional objectivity" (p. 19) and argue this can lead to depersonalising the way results from research are read, seemingly implying that the loss of an active voice can downplay the significance of findings from research. They also argue it is possible to balance the identities as activist and researcher. They promote a role for research and researchers to contribute to the progress of society.

These somewhat provocative articles highlight the purpose of the research, which is to investigate ways of improving human endeavour – in this case, supporting people as they enter the teaching profession as well as contributing to the quality of education of the young people they will be working with on behalf of communities and society, while simultaneously considering the importance for policy and politicians.

Chapter Four: Findings from a survey of new teachers in the same district as the CTP case studies

Introduction

The limited number of CTPs that could be studied, a result of their innovative nature, posed challenges for my research to be able to make comparative judgements about their potential worth. Therefore, a questionnaire was developed for new teachers in the same district as the CTP case studies in order to provide a rich description of problems faced by new teachers in teaching. This, in turn, provided an important context for considering the potential of CTPs to address some of the current challenges faced by new teachers. Teachers in the first two years of teaching, including permanent and casual teachers from the local primary and secondary schools, were invited to participate.

Importantly, the questionnaire provided an opportunity for new teachers to give their perspectives about their own experiences and the ideas they have about ways to support new teachers. This is a point made by Emma[1], a participant in the survey, who wrote that "new teachers need to feel they have a voice, an opportunity needs to be given for new teachers to tell their stories". Hargreaves (1996) explains there is an opportunity for the researcher to represent these voices "critically and contextually". The voices of new teachers from the same

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[1] Note: see "profile of respondents", below

district as the case studies provide an important context for analysing the potential benefits of CTPs, as does the review of the literature, and the specific context of the school where the case studies took place.

The findings from the questionnaire are provided in this chapter.

Profile of respondents

Questionnaires were answered anonymously but, for the purposes of reporting findings, pseudonyms have been used. All teachers taught in the same district as the case study school. The district contained 30 schools (primary, secondary and special education) and was situated in metropolitan Sydney. Key characteristics of schools in the district include a generally high proportion of families from Language Backgrounds Other Than English (LBOTE) and lower socio-economic status (SES). Many schools are part of the NSW Department of Education and Training's (DET) Priority Schools Program, including some on the Priority Action Schools Program, evidence of their relative disadvantage or low SES populations.

The survey was sent to all schools in the same district as the case study school. Permanent and casual/temporary teachers were invited to participate in the survey. The inclusion of the latter group makes it difficult to calculate a response rate because these numbers fluctuate as casual and temporary teachers move in and out of schools. Strategies to improve return rates included an opportunity to brief principals on my research proposal, including the literature review. District personnel also provided time during a new teacher seminar for interested participants to complete the questionnaire.

Forty-four respondents returned the questionnaire. Nineteen (43.2%) of the respondents were under 25 years of age, compared to 16 (36.4%) who were 26–35 years of age, and 9 (20.5%) who were 36 years of age or older. Thirty-five (79.5%) respondents were female compared with eight (18.9%) males and one (2.3%) who chose not to provide a response.

Twenty-nine (65.9%) respondents taught in the primary sector compared with 15 (34.1%) who taught in the secondary sector. Twenty-eight (63.6%) respondents had been teaching up to one year in permanent and/or casual positions compared with 16 (36.4%) respondents who had taught between one and two years in permanent and/or casual positions.

Out of the 44 questionnaires received, 40 (90.9%) also completed responses to the five questions requiring an open, written response. Out of the 20 questionnaires amongst the 44 that referred to having access to a mentor, 18 (90.0%) completed responses to the five questions requiring an open, written response. This means 45% of the total sample who completed responses to the open-ended questions had the opportunity to access support from mentors.

Findings from the questionnaire

New teachers' feelings about their work

In Question 1, new teachers were asked to rate how they felt about their work and support from others for their work. A four-point Likert scale allowed respondents to choose between "strongly agree" to "strongly disagree" for each category. Occasionally, no response was indicated for some items. The results

are recorded in Table 2 below. The mode scores are presented in bold font.

In Table 2 respondents hold both positive and negative feelings about their work. That is, there was agreement in the responses for both positive and negative descriptions about the work. For example, 97.7% of respondents "strongly agreed" or "agreed" that they found their work to be stressful and 86.4% "strongly agreed" or "agreed" that they found their work to be overwhelming. However, 88.7% of respondents "strongly agreed" or "agreed" that they also found their work to be satisfying and 81.8% "strongly agreed" or agreed" that they found their work to be rewarding.

The mode score was "agree" for all but one item, including both positive and negative descriptions of work, with at least 47.7% of respondents choosing this level. The mode score for recognised positively by your family was "strongly agree", followed by "agree" (47.7% and 45.5% respectively). Respondents did rate work being stressful as the highest item when calculations are done for both "strongly agreed" and "agreed" or "strongly agreed" only (equal with recognised positively by family for the latter calculation). However, respondents rated work being overwhelming sixth out of the 11 items for "strongly agreed" and "agreed" and seventh in relation to "strongly agreed" only, with other positive descriptions rated higher. By way of comparison, while rewarding was rated eighth out of the 11 items for "strongly agreed" and "agreed" calculations and tenth for "strongly agreed" only, these levels were still chosen by 81.8% and 18.2% of respondents respectively. Similarly, the description of work as exciting was the lowest rated item for "strongly agreed" and "agreed"

Table 2: Results of Q1. Rate the extent to which you find your work to be …

		Strongly agree	Agree	Disagree	Strongly disagree	No response
A	Satisfying	36.4% N= 16	**52.3%** **N= 23**	11.4% N= 5	0% N= 0	0% N= 0
B	Stressful	47.7% N= 21	**50.0%** **N= 22**	2.3% N=1	0% N= 0	0% N= 0
C	Supported by colleagues	40.9% N= 18	**54.5%** **N= 24**	4.5% N= 2	0% N= 0	0% N= 0
D	Supported by the school	31.8% N= 14	**56.8%** **N=25**	11.4% N= 5	0% N= 0	0% N= 0
E	Collegial or collaborative	25.0% N= 11	**52.3%** **N= 23**	15.9% N= 7	2.3% N= 1	4.5% N= 2
F	Exciting	27.3% N= 12	**47.7%** **N= 21**	22.7% N= 10	2.3% N= 1	0% N= 0
G	Overwhelming	25.0% N= 11	**61.4%** **N= 27**	6.8% N= 3	6.8% N= 3	0% N= 0
H	Rewarding	18.2% N= 8	**63.6%** **N= 28**	13.6% N= 6	4.5% N= 2	0% N= 0
I	recognised positively by students	15.9% N= 7	**61.3%** **N= 27**	18.2% N= 8	0% N= 0	4.5% N= 2
J	recognised positively by colleagues	20.5% N= 9	**63.6%** **N= 28**	9.1% N= 4	4.5% N= 2	2.3% N= 1
K	recognised positively by your family	**47.7%** **N= 21**	45.5% N= 20	4.5% N= 2	2.3% N= 1	0% N= 0

calculations and tenth out of 11 for "strongly agreed" only but was still chosen by 75% and 27.3% of respondents respectively.

Overall, while almost all respondents found their work to be challenging, particularly with the description of work being stressful, they could also find some positives from their work. The lack of difference between positive and negative descriptors was in many ways an unexpected result from the responses that was able to be further explored through the written responses.

Example of one respondent's positive and negative feelings

To assist in understanding these results, the table below tracks the variety of intense positive and negative feelings being experienced by Chloe. Her comments to the first four questions are recorded in Table 3.

Table 3: Chloe's Comments for the first four questions

"Teaching is one of the **most rewarding** careers you could be in, one day is never the same as the next!!! Children surprise me more and more each day! **I love coming to work**!"
"As a younger member of the staff, I found … communication with parents was **stressful at times** due to the age differences and them not feeling my teaching experience was good enough."
"I thought I would have been **thrown in the 'deep end' by myself**. I never thought I would have had as much support as I have had! **I feel extremely lucky** to work in such a supportive work environment."
"Planning as a grade **has been excellent** as I have learnt so much from the others' experience and also had direction given in my programming."

The use of bold font has been added to assist with presentation of the findings.

In this case, the new teacher describes feeling positive about the idea of working as a teacher, working with children, and working in a supportive environment, which includes not being "thrown in the 'deep end'" as was expected, and an opportunity to work with other colleagues teaching the same grade on planning. For this teacher, negative feelings have been generated from interactions with parents who question her level of experience.

Overall, the feelings described by this teacher can be related to her view of teaching as a career, communicating with parents, the school environment and the support of her colleagues. The modality of the words she chooses to describe her feelings are intense, including "love", "most" and "extremely". Her comments illustrate an intense emotional ride from "stressful" times and fear of "being thrown into the deep end" and expected to survive, to feelings of joy and pleasure. It helps to exemplify ways that a new teacher can be feeling both satisfied and stressed by their work simultaneously.

Some respondents referred to feelings about their work that were temporal and varied depending on the issues being faced. For example, Jessica referred to professional learning as being positive but used the qualifying term "although" to explain that "at times workload, expectations and hours are hectic which can place strains on family relationships". Similarly, Emma referred to the support provided by "amazing staff" and an "amazing leader" but then qualified her positive feelings: "**but** the nature of my class, my lack of experience, my useless uni course (lack of preparation), and the behaviours/experiences I go through

day after day mean that **at times** my work is so hard that it is not satisfying". Other qualifying terms used by respondents include "however" and "but" (Emily).

A further insight is indicated by the comments of Jasmine who reflected that "**although** there is positive recognition by some students, the negativity is more felt by me". This response suggests some of the negative feelings about the work have a more significant impact than positive feelings. This is further developed in a comment from Ella who said, "some days are diamonds and some aren't. I feel I get through to most children, but not all. I wish I could get through to everyone – I'm still finding my feet". These comments highlight a high degree of idealism on the part of these new teachers which may lead to lower levels of professional resilience as their expectations are not fully realised. In Ella's case, she wants to achieve success with "all" students ("everyone") rather than "most". The focus appears to be on what has not been achieved rather than considering what has been achieved, or balancing what has been achieved with what has not been achieved.

Key factors determining their strong positive or negative feelings include levels of support from colleagues, professional learning opportunities, workload, the quality of leadership, valuing the teacher's work, how new teachers feel their practice is meeting their own hopes or expectations, classroom management, and the impact of students. Many of these same factors are reflected in the responses to the first Likert scale question, with higher percentages chosen for "disagree" or "strongly disagree" to items that should receive a positive response if success was being achieved. A total of 18.2% of respondents (N=8)

did not rate their work as being "collegial or collaborative" and 18.2% (N=8) did not rate their work as "rewarding". Similarly, 11.4% (N=5) rated their work as not "supported by the school" or rated their work as not "satisfying" (11.4%, N=5).

Extrapolating from these responses, keys to supporting new teachers might relate to maximising opportunities to experience success. Collegial opportunities could focus on providing conditions and building skills for teaching to occur, including effective classroom management, as well as discussions with colleagues to manage demands of the job and ensure successes are valued as much as the feelings of shortcomings experienced by new teachers.

Important areas for new teacher focus and their own ratings of success

Respondents were asked in Question 2 to rate which areas are important for new teachers to focus on when they commence teaching. A four-point Likert scale allowed respondents to choose between "extremely important" and "not important" for each category. In Question 3, respondents were asked to rate the extent to which they felt they had achieved success in each of the areas. A four-point Likert scale allowed respondents to choose between "highly successful" and "not successful" for each category. Occasionally, no response was indicated for some items. The results are recorded in Table 4. The mode scores are presented in bold font.

Table 4: Q2. Rate the extent to which you would identify the following as being important areas for new teachers to focus on as they commence teaching.

		Extremely important	Important	Minor importance	Not important	No response
A	Student engagement on task	**75.0%** **N= 33**	25.0% N= 11	0% N= 0	0% N= 0	0% N= 0
B	Creating a positive classroom environment	**81.8%** **N= 36**	18.2 N= 8	0% N= 0	0% N= 0	0% N= 0
C	Quality of student learning	**77.3%** **N= 34**	20.5% N= 9	2.3% N= 1	0% N= 0	0% N= 0
D	Classroom management issues	**86.4%** **N= 38**	13.6% N= 6	0% N= 0	0% N= 0	0% N= 0
E	Creative and innovative lessons	**50.0%** **N= 22**	43.2% N= 19	4.5% N= 2	0% N= 0	2.3% N= 1
F	Organisation and administration	**54.5%** **N= 24**	38.6% N= 17	6.8% N= 3	0% N= 0	0% N= 0
G	Getting to know colleagues/obtaining their advice	**50.0%** **N= 22**	47.7% N= 21	2.3% N= 1	0% N= 0	0% N= 0
H	Getting to know parents/ understanding the community	29.5% N= 13	**56.7%** **N= 25**	13.6% N= 6	0% N= 0	0% N= 0

In Table 4 the mode score for all items but one was "extremely important", with at least 50% of respondents choosing this level and at least 93.2% choosing "extremely important" or "important" for these items. The exception was getting to know parents/ understanding the community where the mode score was "important", with 56.7% of respondents choosing this level and 86.4% choosing "extremely important" or "important". Overall, this indicates that new teachers view a range of areas as being relevant.

A deeper analysis of specific items shows that all respondents rated as "extremely important" or "important" areas of focus related to work in the classroom and with their students. In order, the items were, "classroom management issues" (86.4% "extremely important"), "creating a positive classroom environment" (81.8% "extremely important"); and "student engagement on task" (75.0% "extremely important"). A total of 97.8% of respondents rated as "extremely important" or "important" that quality of student learning was also important as a focus (77.3% "extremely important").

An exception to the focus on items specifically related to classroom matters was "creative and innovative lessons". While 93.2% of respondents rated this item as "extremely important" or "important", only 50.0% (N= 22) rated the item as "extremely important", compared to the top-four-rated items, which ranged between 86.4% and 75.0%.

Other items, less related directly to classroom matters, were rated as being of lower importance, particularly in relation to being "extremely important". These items were "organisation and administration", "getting to know colleagues/

obtaining their advice" and "getting to know parents/ understanding the community" which were chosen as being "extremely important" by 54.5%, 50.0% and 29.5% of respondents respectively.

Overall, respondents viewed items related to working within classrooms as the most important areas of focus. "Classroom management" rates as the most important of these areas, ahead of "creating a positive classroom environment" and "student engagement on learning". The area of "creative and innovative lessons" is the least valued of the items related to classroom practice, which suggests an overall focus on developing an effective classroom rather than seeking innovation at this point. Other areas that relate to tasks outside of the classroom are least valued, particularly "getting to know parents/understanding the community".

Table 5 provides the results on the degree to which respondents felt they were successful in relation to each of these same items. The mode score for all items in this question was "successful" with at least 45.5% of respondents choosing this level. There was a large range between aggregated responses for "highly successful" and "successful" from 88.0% for getting to know colleagues/ obtaining their advice to 52.2% for getting to know parents/ understanding the community.

In four of the five items linked closely to classroom practices at least one quarter of respondents indicated that they had achieved only "minor successes" or "no success". This included classroom management issues and creative and innovative lessons where 34.1% of respondents for both questions rated their

success as "minor successes" or "no success".

Table 5: Q3. Rate the extent to which you would identify your teaching success in the areas. of:

		Highly successful	Successful	Minor successes	No success	No response
A.	Student engagement on task	2.3% N= 1	**68.2% N= 30**	29.5% N= 13	0% N= 0	0% N= 0
B.	Creating a positive classroom environment	36.4% N= 16	**45.5% N= 20**	18.2% N= 8	0% N= 0	0% N= 0
C.	Quality of student learning	9.1% N= 4	**61.4% N= 27**	29.5% N= 13	0% N= 0	0% N= 0
D.	Classroom management issues	15.9% N= 7	**52.3% N= 23**	31.8% N= 14	2.3% N= 1	0% N= 0
E.	Creative and innovative lessons	2.3% N= 1	**61.4% N= 27**	31.8% N= 14	2.3% N= 1	2.3% N= 1
F.	Organisation and administration	6.8% N= 3	**68.2% N= 30**	25.0% N= 11	0% N= 0	0% N= 0
G.	Getting to know colleagues/ obtaining their advice	31.2% N= 14	**56.8% N= 25**	11.4% N= 5	0% N= 0	0% N= 0
H.	Getting to know parents/ understanding the community	4.5% N= 2	**47.7% N= 21**	36.4% N= 16	11.4% N= 5	0% N= 0

The first of these items, classroom management, was rated as being the most important area for focus in Question 2 which suggests that at least some

respondents do not believe they have achieved success in the area they view as being of particular importance. It is also noteworthy that 15.9% of respondents did choose "highly successful", which was one of only three items to exceed 10% for "highly successful". This suggests some degree of variability between responses compared to other items.

The second of these items, creative and innovative lessons, was rated of less importance in Question 2. It is possible that there was less focus on achieving success in this area compared to others related to classroom practices. For example, only 2.3% of respondents chose "highly successful" for this item.

Similarly, getting to know parents/ understanding the community was rated the item of least importance in Question 2 and the item of least success in Question 3. Nearly half of the respondents (47.8%) chose only "minor successes" or "no success". Further discussion below of written comments describes some of the other factors that may be limiting success in the area of "getting to know parents/understanding the community".

Compared to other items related to classroom practices, only 18.2% of respondents rated their success with creating a positive classroom environment as "minor successes" or "no success". This item was rated as one of the areas of most importance in Question 2 and appears to be viewed by respondents as being an area of relatively more success in performance. More respondents rated this area as "highly successful" (36.4%) than any other item and compared with the majority of items which had less than 10% of respondents choosing this level.

It is noteworthy that while getting to know colleagues/obtaining their advice had the most respondents (88.0%) who chose "highly successful" or "successful", including 31.2% who chose "highly successful", it was seen as being of lesser importance than other items in Question 2.

These results are analysed further in the sections below, using the comments provided by respondents.

The need to "balance everything" and a potential negative spiral

Many respondents' comments for Question 2 focused on the need to be successful in numerous areas at once. For example, Jack felt that:

> even with excellent subject knowledge it is impossible to teach effectively if you don't have students' attention. Excellent classroom management practice and interesting lessons and lesson delivery are crucial to being able to teach effectively.

He articulates the need to know the subject matter, be effective at classroom management and have strategies to deliver creative lessons if success is to be achieved in the classroom. He implies that if one of these aspects is deficient then success will be limited.

Even the lowest rated item on Question 3, "getting to know parents/understanding the community" is viewed as being important. For example, Jessica identified the potential of achieving success in this area because "I believe family and community set the foundations for learning", while Thomas made the point that not understanding the community can lead to difficulties for general success, in his view because the new teacher can be

"overly critical" or place blame for failings onto the community rather than looking for new solutions for success. Other respondents identified challenges to achieving success in this area relating to establishing a professional persona, particularly when new teachers may be younger than parents and colleagues, and a lack of opportunity to meet with parents or get to know about the community.

Hannah and Ella describe the challenges that are posed to achieve success in a range of areas:

> All areas are important. That is what is difficult as a beginning teacher – trying to balance everything! (Hannah)

> It's very hard to do all those things when you're finding it hard just to turn up each day. I think they are all important, but I don't do a lot of them. (Ella)

Obstacles described in the comments of respondents include a lack of time and trying to avoid feeling overwhelmed in the classroom rather than being focused on proactive development of their professional skills. The possibility of a negative spiral exists where one aspect that is deficient limits success and is then exacerbated by feelings of trying to deal with a range of areas at once.

This possibility of a negative spiral is also highlighted in comments recorded for Question 3. A number of respondents chose to comment about success related specifically to students. Comments included coming to a view that classes are different in terms of "engagement, learning and positivity" (Jasmine), being challenged about what is acceptable, and how to approach challenges such as

the issue of swearing faced by Isabella, and understanding the many challenges brought to class by students and the importance of seeking "small successes … particularly when they come consistently" (Jack). In contrast, other respondents held enormous expectations to "get through to everyone" (Ella). These comments show how new teachers might work through the challenges in order to balance their expectations, or at least the need to ensure new teachers develop feasible expectations that can be achieved and lead to professional satisfaction rather than the reverse, which might lead to disenchantment if the expectations cannot be met.

For a successful approach to be achieved to support new teachers it would seem at least two key areas need to be addressed. First, there is a need to balance professional growth and development with meeting the day-to-day requirements of completing work that is new to them. The issue of time must be directly addressed. Next there is the complex task of trying to achieve a "balance" of key areas for development before identifying what strategies might support such development.

Groups who provide support for new teachers

Respondents were asked in Question 4 to rate the extent to which different groups of people provide support for their work. A four-point Likert scale allowed respondents to choose between "very significant" and "not significant" for each category.

Table 6: Q4. Rate the extent to which the following groups provide support for your work.

		Very significant	Significant	Minor significance	Not significant	No response
A.	School principal	18.2% N= 8	22.7% N= 10	**52.3%** **N= 23**	6.8% N= 3	0% N= 0
B.	School Executive	31.8% N=14	**38.6%** **N= 17**	20.5% N= 9	9.1% N= 4	0% N= 0
C.	Other teachers in your faculty/stage you are teaching with	**68.2%** **N= 30**	13.6% N= 6	11.4% N= 5	2.3% N= 1	4.5% N= 2
D.	Other classroom teachers in your school	29.5% N= 13	**38.6%** **N= 17**	20.5% N= 9	9.1% N= 4	2.3% N= 1
E.	Other colleagues/ teachers outside of school	6.8% N= 3	27.3% N= 12	**43.2%** **N= 19**	20.5% N= 9	2.3% N= 1
F.	Mentor (leave blank if not applicable)	27.3% N= 12	11.4% N= 5	4.5% N= 2	2.3% N= 1	54.5% N= 24 (no mentor)
	Mentor (24 "No responses" excluded)	**60.0%** **N= 12**	25% N= 5	10% N= 2	5% N= 1	24 "No responses" excluded
G.	Other new teachers at your school	20.5% N= 9	**34.1%** **N= 15**	29.5% N= 13	15.9% N= 7	0% N= 0
H.	Other new teachers outside of school	4.5% N= 2	18.2% N= 8	**40.9%** **N= 18**	36.4% N= 16	0% N= 0

I.	University lecturers/ tutors	2.3% N= 1	13.6% N= 6	18.2% N= 8	**68.2%** **N= 30**	0% N= 0
J.	Family	**38.6%** **N= 17**	**38.6%** **N= 17**	15.9% N= 7	6.8% N= 3	0% N= 0
K.	Friends who are not teachers	22.7% N= 10	27.3% N= 12	**31.8%** **N=14**	15.9% N= 7	2.3% N= 1

Occasionally, no response was indicated for some items. In order to calculate responses in relation to mentors, the instructions on the questionnaire asked respondents to choose "no response" if they did not have access to this support. Over half of the respondents (54.5%, N=24) provided a "no response" for the item regarding mentors to indicate that this support was not available to them. Additional percentage calculations have also been added to the mentor item, which excludes no responses. The mode scores are presented in bold font.

Overall, this question had the greatest variation in responses. There were three items where the mode score was rated "very significant": "other teachers in your faculty/stage you are teaching with" (68.2% "very significant"), "mentor" (60.0% "very significant"), and "family" (38.6% "very significant", mode score shared with "significant").

There were four items where the mode score was "significant": "family" (38.6% "very significant", mode score shared with "very significant"), "School Executive" (38.6% "significant"), "other classroom teachers in your school" (38.6% "significant"), and "other new teachers at your school" (34.1% "significant").

There were three items where the mode score was "minor significance": "friends who are not teachers" (31.8% "minor significance"), "school principal" (52.3% "minor significance"), and "other colleagues/teachers outside of school" (43.2% "minor significance").

For the majority of groups, at least 45% of respondents chose the level of support as of "minor significance" or "not significant". This includes university lecturers/ tutors (86.4% "minor significance" or "not significant") which could indicate the lack of contact following graduation rather than potential impact if contact was continued.

Another group is school principals (59.1% "minor significance" or "not significant") which may indicate a lack of direct contact or support to new teachers. When analysed with other new teachers at your school where 45.4% of respondents chose "minor significance" or "not significant" (77.3% for other new teachers outside of the school) it is worth considering that many schools often focus on grouping new teachers together to provide support rather than focussing support through leadership positions and experienced teachers.

The groups where respondents indentified lower levels of "minor significance" or "not significant" support were other teachers in your faculty/ stage you are teaching with (13.7% "minor significance" or "not significant"), mentors when they were available (15.0% "minor significance" or "not significant"), family (22.7% "minor significance" or "not significant"), school executive and other teachers in your schools (both groups 29.6% "minor significance" or "not significant").

These results are analysed further in the sections below, using the comments provided by respondents.

Support close to the classroom

Figure 1 shows the percentages of respondents who chose "very significant" for items about sources of support. The columns with black shading in the lower part of the column represent support provided within the school. The columns with grey shading in the lower part of the column represent collegial support provided outside of the school. The columns with white shading in the lower part of the column represent support offered outside of the school by others outside of the profession.

In relation to support offered at the school, the graph shows there is a clear pattern that the closer the support is to the teacher's area of work in the classroom the more supportive it was rated. Overall, support from "other teachers in the same stage/faculty" and "mentor" support were rated the highest. The "school principal", "other classroom teachers at the school", and "other new teachers at the school" were rated lower.

One implication for providing programs of support for new teachers is the importance of resourcing assistance as close to the classroom as possible. CTPs seek to provide support in the classroom and these findings add to the case that, if effective, CTPs could be highly valued by teachers.

Figure 1: Items in order of percentages of respondents who chose "very significant" for Question 4: items related to support offered for the work of new teachers.
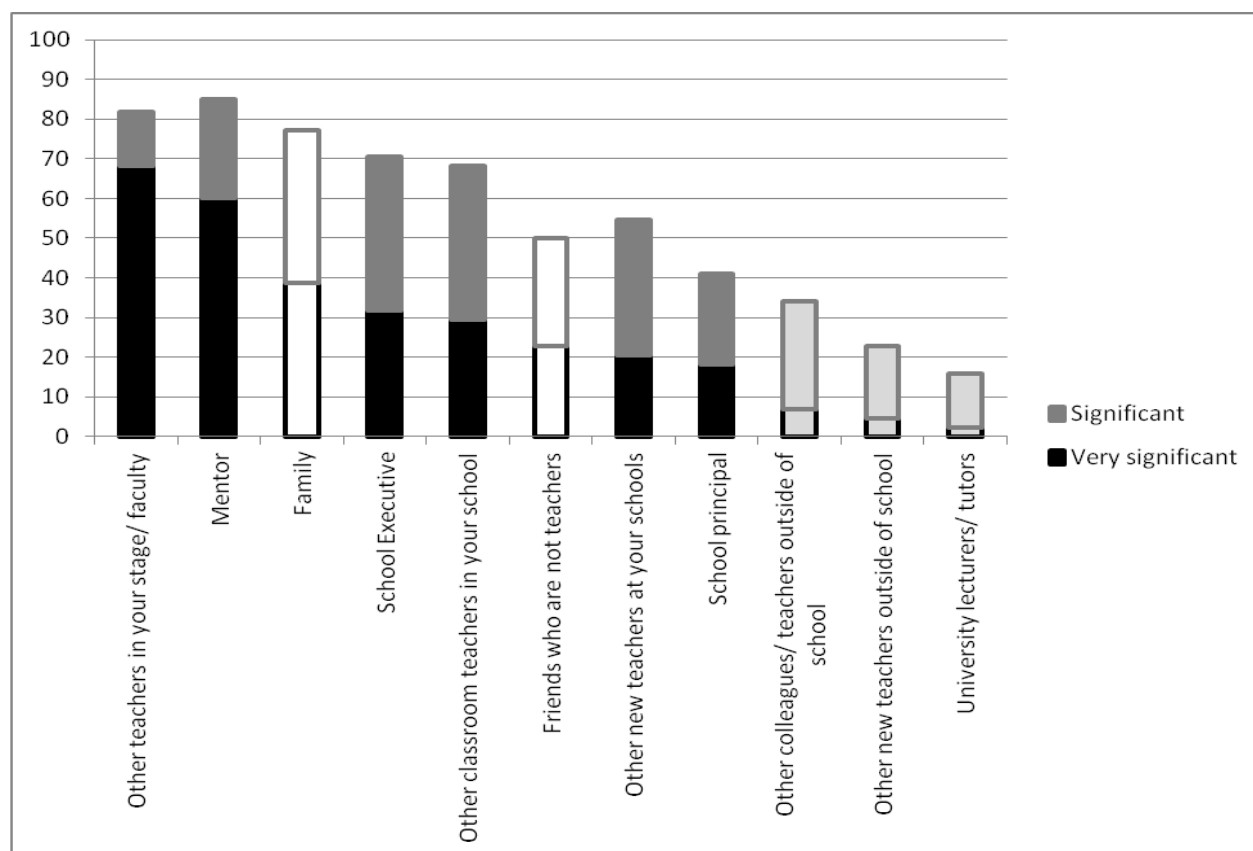
Personal and professional support from work and home

Overall, it also appears that support from both personal and professional domains is valued by new teachers, especially support people closest to them, including immediate colleagues and family.

In her comments, Jade distinguished between the roles of colleagues providing support for the professional domain ("I find it more significant for people who are working in the same profession to provide support for my work"), while family and friends provide support for the personal domain ("however, family/friends provide personal support"). Grace, on the other hand, identified that one way

that family members support her in the professional domain is by looking out for resources that might assist her in her work.

Specific areas of professional support that are identified include opportunities for joint programming (Chloe) and sharing of experiences with other new teachers (Emily). Isabella referred to personal support from family but extended this type of support to specific colleagues:

> My family is my true strength and also I have got two colleagues in my
> Maths department who are such great friends and support me a lot. I would
> find teaching even more difficult if it was not for their support.

She makes a link between friendship and support from colleagues. Grace implied a link between personal and professional domains by "get[ting] along well both professionally and as a friend with all staff members". The trust established in one domain may assist in the other.

A contrary view was expressed by Ella and Hayley:

> It's tricky to get support without conceding your failure. Everyone is nice but
> there is no specific help given. If I asked, they would, but I don't want them
> to think I can't do my job. It's a catch 22 situation. (Ella)

> Hard to find genuine support. If you ask, people move away. (Hayley)

They refer to feeling supported in the personal domain but found it difficult for this to translate into the professional domain. Unlike Grace and Isabella neither Ella nor Hayley identify any specific colleagues who offered more support (personal or professional). Ella highlighted a self-imposed restriction to ask for

help because she did not want to be seen as a "failure". Both Ella and Hayley lament the opportunity to access specific advice about their professional needs, which goes beyond general encouragement.

This suggests that while some personal and professional support can be achieved through a relationship built on friendship this is not always the case. At least some respondents, such as Ella and Hayley, believed that they could profit from having improved access to specific professional advice from a colleague charged with this duty. In contrast, requiring new teachers to take the initiative to ask for assistance forces them to feel that they are risking negative judgements being made about their professional capacities, such as described by Ella.

The role of leaders and the provision of support

While the school principal had the lowest mean for support offered in school to Question 4 it is worth noting that some respondents saw the role of the leader as significant in terms of their "survival" (Emma) and even staying in the profession (Joshua).

Other respondents referred to the importance of being able to interact with executive:

> This school survives on the ability of the principal and Executive to staff and provide guidance and leadership, comradeship … and a good sense of humour are also keys to survival. (Jack)

My principal is an amazing support, if not for her I would not be a teacher anymore!

I have two fantastic supervisors this year!

Executive staff who supervised me last year, I think they tried but were not a big support, I wasn't informed of upcoming events etc. … at times they were just plain mean … made me cry lots! (Emma)

According to these respondents, the support that leaders could offer included providing information about upcoming events, providing guidance, and a "sense of humour".

Overall, it appears that leadership can play an important role in establishing a culture that can be supportive for new teacher development or hinder their progress as well as providing specific support to individual new teachers.

New teacher expectations about levels of support

In Question 1 of the open-ended written responses, respondents were asked to write about their expectations for the level and types of support that would be offered to them as new teachers.

Responses were categorised in two ways. The coding is presented in Table 7 below. First, an overall judgement was made about the level and type of support they expected. Responses were coded into those who: (a) expected levels of support to be high or support that specifically took into account that they are new teachers; (b) expected levels of support that they considered to be reasonable or that was more general in nature, such as support from their supervisor or teachers in the same faculty or stage; (c) had few expectations

about receiving support; or (d) were unsure about the level of support they would receive. Respondents who regarded their expectations to be reasonable but referred to expecting support that was specific only to new teachers were coded into category (a) and respondents who regarded their expectations to be high but sought more general types of support were coded into category (b).

The second way of categorising responses relates to respondents providing some judgement about whether their expectations were exceeded, met or not met. These form additional categories (e), (f) and (g) respectively. When a response clearly expressed a position that expectations were exceeded (or showed high levels of satisfaction) it was coded as (e); if expectations were not met it was coded as (g). When a respondent was able to identify a type of support, or described their judgement as expectations were met, the response was coded as (f).

Five respondents (12.5% of total respondents who answered the written section) described some types of support as "meeting/exceeding expectations" whilst identifying other support that did not meet their expectations. When this was the case, responses were coded in several categories across (e) to (g).

When it was reasonable to do so, responses were categorised across (a) to (d) and (e) to (g). As a result, totals for each line of thought will not necessarily be equal to the overall number of responses (N=40).

Table 7: Expectations about the level of support that will be provided.

Category	Coding	N=	% of subtotal (a) to (d)
(a)	Levels of support regarded to be high or support that specifically took into account that they are new teachers	21	52.5
(b)	Levels of support considered to be reasonable or was more general in nature, such as support from their supervisor or colleagues in the same faculty/stage	12	30
(c)	Had few expectations about receiving support	6	15
(d)	Unsure about the level of support that could be expected	1	2.5
	Subtotal responses (a) to (d)	40	100

Only 17.5% (N=7) of respondents expected little support or were unsure about the type of support that they could expect. Most respondents did not explain reasons for their low expectations about support, however William seemed to link his low expectations with a belief that university is the time when extra support for learning to teach is available:

> I don't think I had any expectations about the type of support I would receive once I started teaching. I think as a student at university though you are not made aware of just how great the workload is going to be. I remember having to prepare a 4–6 week teaching program in my third year practicum. These types of learning experiences (while valuable) do little to prepare you for what teaching is really like.

William was unsure about what additional support would be provided once he

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entered teaching. He viewed the difficulties with workload as something for which university training could not prepare him.

Thirty per cent (N=12) of respondents expressed a view that they expected reasonable levels of support. This mainly consisted of direct assistance from their supervisor and other colleagues in their faculty or stage. That is, they expected those colleagues closest to their work in the classroom to be providing additional support to them as new teachers. Some respondents provided examples about the areas where they believed this support would be focused, including resource support, feedback from classroom observations, programs and syllabuses, and discipline. Other respondents such as Mitchell wrote about more general needs, such as being shown around the school, given information about basic procedures, and "a bit more time to settle in and get organised".

Over half (52.5%, N=21) of respondents believed their expectations were high in terms of the support they would receive as new teachers. This support included specific measures that recognised their needs as new teachers. Some respondents referred to expecting support from different levels in the school/ profession. These included other colleagues in their faculty or stage, supervisor, mentor or beginning teachers' group, other executive and/or school principal, and district or department level support. Comments, such as those by Zoe, described expectations for ongoing support processes to be provided and even "constant communications on my practice in the classroom and playground".

Hayley and Tahlia gave voice to how some of these respondents viewed their expectations about the support that they would be offered:

I genuinely believed that I would have an enormous amount of support at different levels. Executive, same stage, principal etc. I thought beginning teachers would have a lot to look forward to. (Hayley)

My expectations of the level and types of support offered to new teachers were very high and have remained that way. It is highly important that beginning teachers work in a supportive environment and are exposed to positive models of teaching in order to further their professional development. (Tahlia)

Such views are contrary to a minority of respondents, such as William, who had little expectation about support that would be offered to them once they finished their university training. The majority believed that starting as a new teacher should be an exciting time where they can continue to develop their professional understandings about teaching.

While the question did not require respondents to describe whether their expectations had been met, a number of respondents answered the question by describing the extent to which this was achieved. The results are recorded in Table 8.

Table 8: Judgements about the level of support provided.

Category	Coding	N=	% of subtotal (e) to (g)
(e)	Expectations were exceeded (or showed high levels of satisfaction)	10	32.3
(f)	Respondent was able to identify a type of support or said expectations were met	4	12.9
(g)	Expectations were not met	17	54.8
	Subtotal responses (e) to (g)	31	100

Overall, it was possible to code 26 responses (65.0% of total respondents who answered the written section) in relation to categories (e) to (g). As stated earlier, respondents provided information where expectations were both met and not met: these have been coded in both categories. The findings from this section add to those in the first section of the questionnaire. Nearly a third of coded responses (32.3%, N=10) described having their expectations exceeded.

Some respondents saw the positive support they received in terms of luck because they perceived that not all faculties/stages/schools provide the same levels of support that they received. A few respondents went on to explain how the support was beneficial to their achievements as new teachers. Sarah illustrated this perspective:

> The support enabled my lessons to run with advice from teachers who knew the culture of the school and reassurance that what I was doing and experiencing was the norm.

The support provided here helped to improve her teaching (professional

domain) and enhance her feelings about her work, which then seems to have benefits for resilience (personal domain).

In contrast, over half of the respondents (54.8%, N=17) expressed the view that their expectations had not been met. Interestingly, where responses identify whose support did not meet their expectations it is often directed towards their supervisor, school executive or principal. For example, Emily commented:

> I was disappointed with the level of support from executive members and thought they would provide some kind of support and show greater interest in our experiences and understanding of how overwhelming it can all be at times.

As with Sarah, there is a focus on professional and personal domains, though in this case the personal domain appears to have been negatively impacted on by the lack of support from school executive. Most respondents who identified similar perspectives to Sarah spoke specifically about their supervisor rather than school executive in general. It is noteworthy that there were no responses that specifically identified a lack of support from other colleagues in the faculty or stage. On the contrary, where this group was mentioned specifically it was generally in terms of having new teachers' expectations exceeded.

These findings add to those in the first section of the questionnaire. They confirm that support closest to the classroom is highly valued by new teachers. However, an extra dimension that is added seems to suggest that school executive can have a negative impact on the professional satisfaction of new teachers. This suggests a need to consider carefully the role that supervisors,

school executive and the school principal can play in supporting the needs of new teachers into teaching and a need to ensure the role is not discounted. This is particularly important given that mentors and new teacher support programs in schools are often led by someone who is neither the supervisor nor a member of the school's executive.

Similar to findings for the first Likert scale question, there is evidence of intense positive and negative feelings that can be experienced by the new teachers when their perceptions about support are not met or are exceeded. Isabella highlights this by describing different stages where she felt the former and the latter:

> When I started at this school last year as a permanent mobile[2], I got quite depressed as the support was really minimal and, at one stage, I felt like quitting. I had to go and find and look for things myself but then I did not lose hope. This year the NATs [Newly Appointed Teachers] program at the school is great. I have a colleague who helps me quite a lot with difficult kids.

In this case, emotive descriptions such as "depressed" and "feeling like quitting" are used for the negative and then "great" is used to describe the positive. This again highlights the need to ensure quality support is provided to new teachers as they commence teaching both in the professional domain (in this example,

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[2] "Permanent mobile" is a position where a new teacher has been given permanent status with NSW DET but has only been temporarily placed in a school until a position (and school) is identified for that teacher. Being a "mobile" generally means the new teacher will be given some classes of their own to teach but may also be required to teach some classes that a casual or temporary teacher might otherwise be allocated.

working with "difficult kids") and building resilience to support new teachers in the personal domain.

Types of support expected

Twenty-two respondents (55.0% of total respondents who answered the written section) identified particular types of support that could be coded. These were presented in terms of topics or aspects that they expected support to cover or identified a type of activity they expected would occur. A total of 47 entries about the types of support expected were coded.

In collating the types of support respondents expected, I have limited the amount of aggregation of similar responses. Instead, I have chosen to present like ideas adjacent to each other wherever possible. The purpose of this is to allow for variations on similar themes to be presented.

I have also coded the various types of support using categories developed to describe ideas about needs of new teachers addressed in the mentoring literature.

Table 9: Types of support.

Types of support identified by respondents	N=	Fuller and Brown (1975): new teachers move through a process of (a) "survival" in teaching, then (b) to develop management or technical aspects of teaching before finding ways (c) to maximise their impact upon student learning.	Powell and Mills (1994): five types of mentoring that takes place: "collaborative mentoring", "clerical mentoring", "professional teaching mentoring", "interdisciplinary content mentoring" and "social informal mentoring".
Time to settle in and get organised	1	Survival	Social informal; Collaborative
Encouragement; reassurance; motivation; and understanding of new teacher issues	4	Survival	Social informal; Professional Teaching
Shown around the school/ orientation	2	Survival	Social informal; Clerical
Information about basic procedures	2	Survival	Clerical
Playground	1	Survival	Clerical
Guidance about direction of class	1	Survival; management or technical aspects of teaching	Social informal; Collaborative; Clerical
Working with "difficult kids"	1	Survival	Social informal; Professional Teaching
Classroom management	2	Survival; management or technical aspects of teaching	Collaborative; Professional Teaching
Curriculum issues	3	Management or technical aspects of teaching; maximise their impact upon student learning	Collaborative; Professional Teaching

Resource support	3	Management or technical aspects of teaching; maximise their impact upon student learning	Social informal; Collaborative
Positive models of teaching	1	Maximise their impact upon student learning	Social informal; Collaborative; Professional Teaching
Advice on lessons, including planning and delivery	2	Survival; management or technical aspects of teaching; maximise their impact upon student learning	Collaborative; Professional Teaching
Feedback from classroom observation	2	Survival; management or technical aspects of teaching; maximise their impact upon student learning	Collaborative; Professional Teaching
Practical classrooms	1	Survival; management or technical aspects of teaching	Collaborative; Professional Teaching
Someone to talk with – personally on teaching matters	2	Survival; management or technical aspects of teaching	Social informal; Professional Teaching
Team planning	1	Management or technical aspects of teaching; maximise their impact upon student learning	Social informal; Collaborative; clerical; Professional Teaching
Friendly, informal chats with colleagues	1	Survival; management or technical aspects of teaching; maximise their impact upon student learning	Social informal
Professional learning (PL)	2	Management or technical aspects of teaching; maximise their impact upon student learning	Professional Teaching; Social informal; Collaborative

PL at stage or faculty level	1	Management or technical aspects of teaching; maximise their impact upon student learning	Professional Teaching; Social informal; Collaborative
PL from supervisor	1	Survival; management or technical aspects of teaching; maximise their impact upon student learning	Professional Teaching; Collaborative
PL at school level	1	Management or technical aspects of teaching; maximise their impact upon student learning	Professional Teaching; Collaborative; Interdisciplinary
PL at district level	1	Survival; management or technical aspects of teaching; maximise their impact upon student learning	Professional Teaching; Social informal; Collaborative
Mentor	3	Survival; management or technical aspects of teaching; maximise their impact upon student learning	Social informal; Collaborative; Interdisciplinary
Informal meetings with mentor	1	Survival; management or technical aspects of teaching; maximise their impact upon student learning	Social informal; Professional Teaching
Formal meetings with mentor	1	Survival; management or technical aspects of teaching; maximise their impact upon student learning	Professional Teaching; Collaborative; Interdisciplinary
NATs program	2	Survival; management or technical aspects of teaching	Social informal; Collaborative; Interdisciplinary; Professional Teaching
Reduced teaching load	1	Survival	Collaborative

New teacher monitoring and counselling	1	Survival; management or technical aspects of teaching; maximise their impact upon student learning	Collaborative; Professional Teaching
Supportive environment	1	Survival; management or technical aspects of teaching; maximise their impact upon student learning	Social informal
Guidance from principal	1	Survival; maximise their impact upon student learning	Social informal; Collaborative; Interdisciplinary

The first set of categories relate to the work of Fuller and Brown (1975) who describe new teachers moving through a process of "survival" in teaching, then to develop management or technical aspects of teaching before finding ways to maximise their impact upon student learning. Thirteen entries (27.7%) identify an area of support that relates only to the survival stage. These include "feeling encouraged"; "believing that school leaders understand the challenges they face as new teachers"; and "being provided with quality orientation that includes access to basic procedures and layout of the school". The remainder of the entries (N=34, 72.3%) had the potential to focus on one or more of the latter two stages identified by Fuller and Brown, which highlights a limitation of this model because respondents were seeking a range of support rather than being necessarily sequential in relation to their identified needs. Another explanation may relate partly to the fact that responses to the questionnaire were due back in Term 3 of the school year and included 36.4% of respondents (N=16) who were in their second year of teaching.

It is noteworthy that there were only three entries regarding classroom management or working with difficult students. There were more entries regarding lesson planning and delivery items, such as resource support and curriculum issues. On the face of it, this seems contrary to the findings of the second Likert scale question, which identified "classroom management issues" as the most important area for new teachers to focus on as they commence teaching. Alternatively, while respondents saw this area as important they did not necessarily want specific support from others. Given the next three most important areas related to "creating a positive classroom environment", "student engagement on task" and "quality of student learning", it suggests that while "classroom management" is an important area for new teachers, they do not see it as an isolated matter but rather appear to have interest in developing their overall skills in the classroom. In terms of reconciling the responses between the two questions on the survey, it seems the former may be seen as a potential negative to be overcome when things go wrong whereas the latter shows an important focus for new teachers is to develop positive ideas about being an effective teacher.

The second set of categories relate to a study by Powell and Mills (1994) who establish five categories for mentoring that might take place: "collaborative mentoring", "clerical mentoring", "professional teaching mentoring", "interdisciplinary content mentoring" and "social informal mentoring".

A similar analysis is possible to the first set of categories. In this case, there are some "clerical" areas that new teachers want addressed to provide basic information that can assist them. However, most items relate to "collaborative",

"professional teaching" or "social informal mentoring" that focus on the potential to add to "their personal wisdom of teaching, and in certain instances help them survive the rigors of classroom practice" (Powell and Mills, 1994, p. 26) through formal or informal means.

The overlap of descriptors from both sets of categories gives weight to the model proposed by Ralph (2002): "a more realistic perspective seems to be one that conceptualises beginning teachers' professional development as an individual path that may reflect a general pattern towards increased professional autonomy" (p. 38). It is evident from the table that there are general patterns of concern expressed by new teachers. However, the overlapping coding from both sets of categories shows that a new teacher could be dealing with a particular item at various levels. For example, advice on lesson delivery could range from "survival" to "maximising learning outcomes for students" on the Fuller and Brown model and could be collaborative or require professional teaching mentoring based on the Powell and Mills model. Each new teacher's needs in this and other areas require individual consideration. Some areas may be more or less relevant to a particular new teacher based on their current levels of performance professionally and the context within which they are working. The work of Liston and Zeichner (1991) highlights the need to define the "context or criteria" (p. 39) around areas of focus and successful practice in those areas so that development is purposeful.

Analysing the data using the models above highlights the need for support for new teachers to be able to meet their own professional needs whilst showing that there are some types of support that most new teachers would generally

expect to be addressed or available. Grace provides a positive example about how this can be achieved:

> I expected a reasonable level of support from teachers at my school as a new teacher, though I have been overwhelmed by the amount and quality of support I have received. I think I struck gold at this school for support!! The type of support I received includes friendly, informal chats, professional development at a stage, school and district level, and regular formal and informal meetings with my mentor.

Such support is tailored to the needs of the respondent but also includes more general opportunities, such as professional development across a range of levels. This type of comprehensive support is likely to meet the high expectations described by some new teachers about the levels of assistance they believe should be available when they commence teaching.

Useful forms of support to new teachers and reasons why

The second question of the open-ended, written responses asked respondents to consider which forms of support were offered to them, which of these were most useful, and why.

The tables below list the forms of support that respondents found valuable and the explanations for their choices. The first two tables code the reasons in terms of three domains: offering professional support; offering personal support; or offering both. The next set of tables present the forms of support that respondents indicate were of value and the reasons why the support provided was useful. As well as a general analysis of all reasons provided, I have chosen

three key aspects to consider in more detail that emerge from the general analysis: supports close to the classroom; mentoring; and formal meetings of new teachers at school and district levels.

Occasionally no explanation is given or the type of useful support is not attributed to a particular group. In these cases, the form of support is still included in the coding.

Overall, there were 86 reasons provided about why a particular form of support was useful. In Table 10 the results are recorded for the aggregated reasons according to the domains (a) offering professional support, (b) offering personal support or (c) offering both. For the purposes of aggregating this data, references to classroom management have been placed in the domain of both in recognition of comments by respondents in previous questions of the questionnaire that suggest it impacts on them personally as well as being a professional matter in terms of skills needed to achieve increased success.

Table 10: Reasons why particular support was useful.

Domain	N=	%
Offers professional support	48	55.8
Offers personal support	18	20.9
Offers both	20	23.3
Total	86	100

Over half of the reasons provided (55.8%, N=48) to explain the benefits of support identified as useful by respondents pertain to offering some form of

professional support. These figures increase to 79.1% (N=68) when the domains "offers professional support" and "offers both" are combined. This suggests that many new teachers are seeking specific ideas about ways to improve their professional practice as well as seeking reassurance for their work.

Jack encapsulates this perspective, explaining that "support on a professional [level] (curriculum, programming, behaviour management policy) has been critical to my survival as a new teacher. Emotional encouragement has also been a key factor in my effectiveness at school." He identifies the support across the professional domain as the "critical" support. An opposite perspective is presented later in the chapter regarding findings about mentoring as an effective form of support.

Reasons why support is useful in terms of the professional domain included:

- there is access to advice and the experience of colleagues (N=9, 10.5%); and a feeling people are available to access (N=3, 3.5%) or assist (N=1, 1.2%), including feedback on lessons/constructive criticism (N=3, 3.5%);

- gaining ideas that improve teaching and learning (N=6, 7.0%) through discussion (N=5, 5.8%); observation (N=2, 2.3%); professional learning opportunities (N=6, 7.0%); or sharing of resources (N=3, 3.5%); and

- information is provided to them (N=4, 4.7%) and they can work as part of an effective team (N=1, 1.2%).

Reasons why support is useful in terms of the personal domain included:

- new teachers feel others are supportive and offer reassurance and positive reinforcement (N=9, 10.5%);

- there is an empathy that others are or have been in a similar situation (N= 6, 7.0%); and

- there are people to go to who care (N=2, 2.3%); and there is a chance to laugh (N=1, 1.2%).

In relation to reasons categorised in the domain offering both professional and personal support:

- support and advice about classroom management (N=9, 10.5%) is seen as important; and

- supportive (N= 5, 5.8%) and approachable colleagues (N=4, 4.7%) are also valued.

Forms of support offered that were useful

Figure 2 shows which forms of support were viewed as useful.

Overall, 72.8% of responses related to support provided closest to the classroom or focused on work in the classroom. This included support offered by colleagues in the same stage/faculty (39.8%, N=35), mentoring/team teaching (12.5%, N=11), and formal meetings of new teachers at school and district levels (20.5%, N=18).

Figure 2: Forms of support offered that were useful.

Pie chart legend:
- Colleagues in same stage or faculty (39.8%)
- Mentoring or team teaching (12.5%)
- Formal meetings at school or District level (20.5%)
- Other school level support (10.3%)
- Other District level support (6.8%)
- unallocated (14.6%)

Values shown in chart: 14.6, 6.8, 10.3, 20.5, 12.5, 39.8
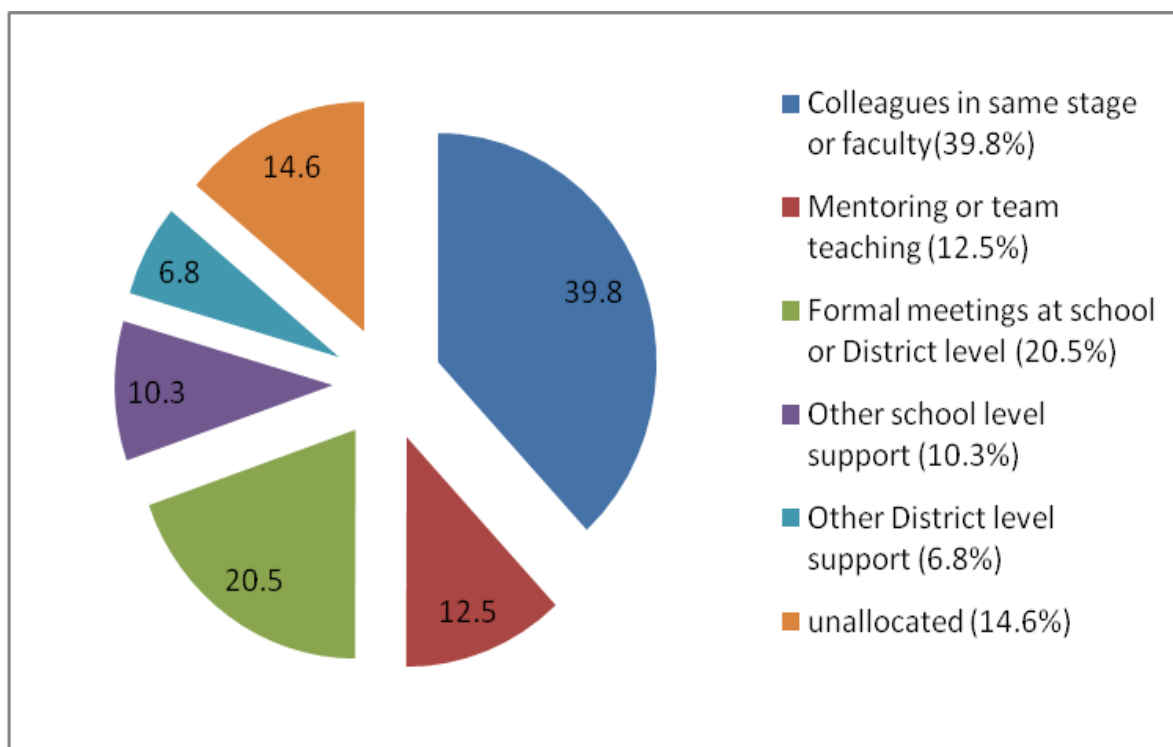
Of the remaining 27.2%, 14.6% are unallocated to any particular level (or 16.6% including team teaching, which is part of the second grouping for the purposes of analysis) because it is not clear who might have provided the support and it is plausible that it might have come from any of the three groups above, particularly the first two groups.

The remaining 10.3% relate to school-level support (6.8%, N=6) and district-level support (4.5%, N=4) provided within the setting of the school. In relation to the former, responses referred generally to supportive school leadership without identifying a particular executive level. In relation to the latter, all of these respondents referred to assistance they received from behaviour specialists at district level.

Support close to the classroom

Similar to results in previous questions of the questionnaire, support provided close to the teachers' work in the classroom is the most valued. Twenty-eight responses (31.8%) identified faculty/stage colleagues, structures, activities and/or supervisors as providing useful support. The inclusion of supervisors may at first seem to be a different category to the other two but an analysis of the reasons such support is said to be useful by new teachers suggests that there is some overlap in terms of which group provided the support and therefore the grouping has been created this way. In some cases it is the new teacher's supervisor and in others it is colleagues from the same stage/faculty or another colleague in the school. This is similar to findings for the first Likert scale question where some respondents reported that support they expected from their supervisors or other executive was not often met by them but in some cases was met by other groups, such as colleagues in the stage/faculty or other colleagues or executive.

Overall, 41.7% of reasons why this support was useful in these categories relate to the "professional domain", or 64.6% when combined with "both". A total of 35.4% of reasons relate to the "personal domain", or 58.3% when combined with "both".

One area of named support is "accessing experience and advice" that provide new teachers with additional strategies they can utilise in their own classroom. Tahlia illustrates the opportunities she received:

> The most useful forms of support have been the following. Advice from

stage team supervisors on issues regarding behaviour management. The opportunity to observe other classroom teachers model the process of reading and writing (etc.) in the area of literacy. Finally the feedback provided from colleagues on the teaching practices used in my classroom, through observation.

In this example the new teacher outlines a range of support she is offered to support areas in the professional domain. The support is provided through conversation and feedback from observations by colleagues of their lessons. Other respondents also add the usefulness of formal meetings with the supervisor as an area of support in the professional domain.

Another key aspect seems to relate to classroom management. The support provided was often seen as useful because others offered ideas and advice, and in other cases assisted with classroom management by removing or talking with students of concern. As mentioned previously, many new teachers seem to see classroom management issues as important in both the professional and personal domains of their development.

There are also key reasons why the supports offered were useful in terms of the personal domain. An example is provided by Jasmine's comments that "all the teachers in my staffroom have been excellent. They are willing to answer my questions and encourage me". New teachers used words such as "encouragement", "reassurance" and "positive reinforcement" to describe the support they valued. Others simply described the reason it was useful was because it was "support" or the person offering it was "supportive". When referring to the quality of this support modality, words such as "tremendous",

"excellent", "huge support" and "very helpful" were chosen by respondents.

Finally, new teachers also valued being able to participate as a colleague (equal) in the general life of the stage/faculty or school. For example, Grace describes the usefulness of her weekly stage meeting when "I'm always tired but the professional development and laugh we have is 100% worth it". Thomas recognised that he and his colleagues "were in the same boat" in terms of the challenges they faced.

New teachers found it useful when their "supervisor was there" (Hayley) or support was available if they needed it, colleagues in general were approachable and would answer their questions, and they were part of an effective team. Respondents also mentioned finding it useful to observe other colleagues' lessons as a way of finding new strategies that they decided they would like to try in the classroom and gaining confidence to take a professional risk to implement the strategy. All of these aspects highlight the importance of supporting professional autonomy and encouraging problem solving by the new teacher. The implications for support programs highlight the need to balance providing special support for new teachers that acknowledges their needs whilst recognising they come to teaching as adult learners with skills, experience and knowledge that should be nurtured and allowed to flourish as part of what Ralph (2002) describes as "their individual path" (p. 38).

Mentoring/team teaching

Nine responses (10.2%) identified mentoring support as useful. This equates to 50% of respondents who indicated they had access to mentor support and

answered the open-ended questions. A further 2.3% (N=2) of responses identified team teaching as a useful form of support.

Overall, 46.2% of reasons why this support was useful related to matters in the "professional domain", or 82.3% when combined with "both". The latter figure is 17.7% higher than the previous category of support. A total of 17.7% of reasons related to the "personal domain", or 53.8% when combined with "both".

Taylah illustrates the combination of professional and personal support:

> The most valuable and useful support has been in the area of mentoring assistance. My mentor has supported me with resources, constructive criticism, programming ideas, organisation of resources and most of all making my time at my school an enjoyable one as well.

Although not asked to rate the usefulness of support in order, two other responses also rate mentoring as the most effective support that they received. While most of the reasons expressed by Taylah relate to professional matters she does give added value to the way her mentor helps her to enjoy her work. This is supported by comments by Grace who values a mentor "who you can go to, but also comes to you, just to see how you're going". It seems evident that mentoring is valued because it provides support in both the professional and personal domains.

Two respondents indicated they had access to team teaching opportunities and that they found this a useful form of support. The one respondent who provided a reason for this found it to be valuable because it provided the opportunity to conference or share ideas.

Formal meetings of new teachers at school and district levels

Eighteen responses (20.5%) rated formal meetings of new teachers at school and district levels as useful. Overall, 53.8% of reasons why this support was useful in these categories relate to the "professional domain", or 92.3% when combined with "both". In total, 7.7% of reasons relate to the "personal domain", or 46.2% when combined with "both".

The reasons given for the usefulness of these formal structures include opportunities to access experienced colleagues and opportunities to meet with other new teachers. It also includes accessing information about school policies and procedures as well as specific professional learning about topics that can improve their work as a teacher.

Madison describes a range of supports her school has available for new teachers:

> I was surprised to the see that there was an official title – 'N.A.T.' [Newly Appointed Teacher] – and that we were offered an inservice in Term 1 and Term 4 (both very beneficial) on a district basis. Also, at school level, NATs were given special inservices for reports, parent/teacher interviews and child protection. Our DP [Deputy Principal] also held interviews with the NATs in Term 1 where we could discuss any issues and she was always available throughout the year for any help that was needed.

The "surprise" she encounters seems to be a positive experience because the school has acknowledged a need to provide additional, "special" supports for new teachers at the school. The supports range from procedural matters to professional topics and there appears to be a sense of personal support

provided by the deputy principal in particular and the school in general. A number of respondents commented they were pleasantly surprised with the quality of support they received from the district conferences.

Ways to improve support for new teachers

Respondents were asked about ways of improving support for new teachers. Most responses considered the question in terms of assisting all new teachers, often referring to new teachers in the third person as "them", while a few responded in terms of their own school.

Overall, 33.3% (N=21) of suggestions to improve support for new teachers can be described as relating to the "professional domain", or 92.2% (N=58) when combined with "both". Only 8.0% of suggestions relate to the "personal domain", or 66.7% (N= 42) when combined with "both".

A total of 17.5% (N=11) of responses rate mentoring as a way to change things to improve support for new teachers. When combined with team teaching this figure increased to 27% (N=17). Tahlia suggested support should be the same across every school and that this should include a mentor. Thomas was more emotive in his support for the idea, "setting up mentors for [new teachers] should be a given, not a luxury".

Some of the reasons given to explain why mentoring or team teaching is supported include that it can help new teachers to get used to the school, the organisation, colleagues and students. It also provides a person who new teachers can turn to for any issues or problems. It is interesting that some respondents commented that they believed it would assist with workload

issues. Several respondents qualify their support for mentoring by referring to the importance of ensuring that mentors possess the right qualities, including knowledge and capacity to work with different people.

In addition to these initiatives, a further third of the suggestions (38.1%, N=24) sought other ways to access the experience of colleagues for the purposes of supporting teaching and learning. This included collaborative support for programming (9.5%, N=6), earlier or additional professional learning sessions for new teachers (9.5%, N=6), opportunities to observe other colleagues (6.3%, N=4), guidelines about expectations in the first year(s) (4.8%, N=3), support from supervisor (4.8%, N=3), and receiving advice that is practical in nature (3.2%, N=2).

Olivia and Ashleigh illustrated the desire for new teachers to be assisted to improve their professional skills:

> Give them more support in the classroom, offer advice for improvement. (Olivia)

> Teachers are very busy and whilst I was lucky enough to have support from anyone I asked I did feel very inadequate in the area of programming and converting theory into practice. (Ashleigh)

These examples typify an openness or call amongst many of the respondents for increased opportunities to be supported, particularly by colleagues, to improve their work in the classroom. Ashleigh's comment is illuminating as it implies support to transfer learning from university training into professional

practice. Other respondents sought clearer guidelines, or professional insight, about what is expected of them in the first year(s) of teaching. Specific suggestions by respondents included working with others in the classroom, observing or being observed, and the opportunity to access programs and resources that have been developed.

As in the previous sections, this support seems to be directed at assisting the new teachers to improve their own practice or, as Charlotte phrases it, she would like to view other teachers' programs as a way "to ensure I'm on the right track". Many of the respondents imply a strong desire to grow as professionals and see that other colleagues can assist them to achieve this goal.

In terms of suggestions relating to the personal domain, the highest rated item was offering encouragement (4.8%, N=3). Some respondents believed expectations were too high for new teachers while support was lacking, that there should be greater emphasis on positive reinforcement, and more interest should be shown by executive staff at the school.

Six respondents (9.5%) suggested reducing teaching loads. As well as time to prepare resources, other reasons given by respondents for reduced teaching allocations included time management issues, such as there is "too much to do and this discourages them" (Isabella), it provides an opportunity to watch other classes, and the extra needs of new teachers should be taken into account.

Three responses (4.8%) suggested the need to have more information about school policies and procedures available to new teachers, perhaps as a package, and that a NATs hotline could be established for new teachers to

contact. Grace believed the latter would be particularly useful if a new teacher felt he or she could not talk to their supervisor, mentor or principal.

Feelings of isolation/disenchantment, and who assisted

Figure 3 lists the type of incidents that led to a new teacher feeling isolated or disenchanted, and identifies the person who assisted them to improve the situation.

Figure 3: Feelings of isolation/disenchantment.
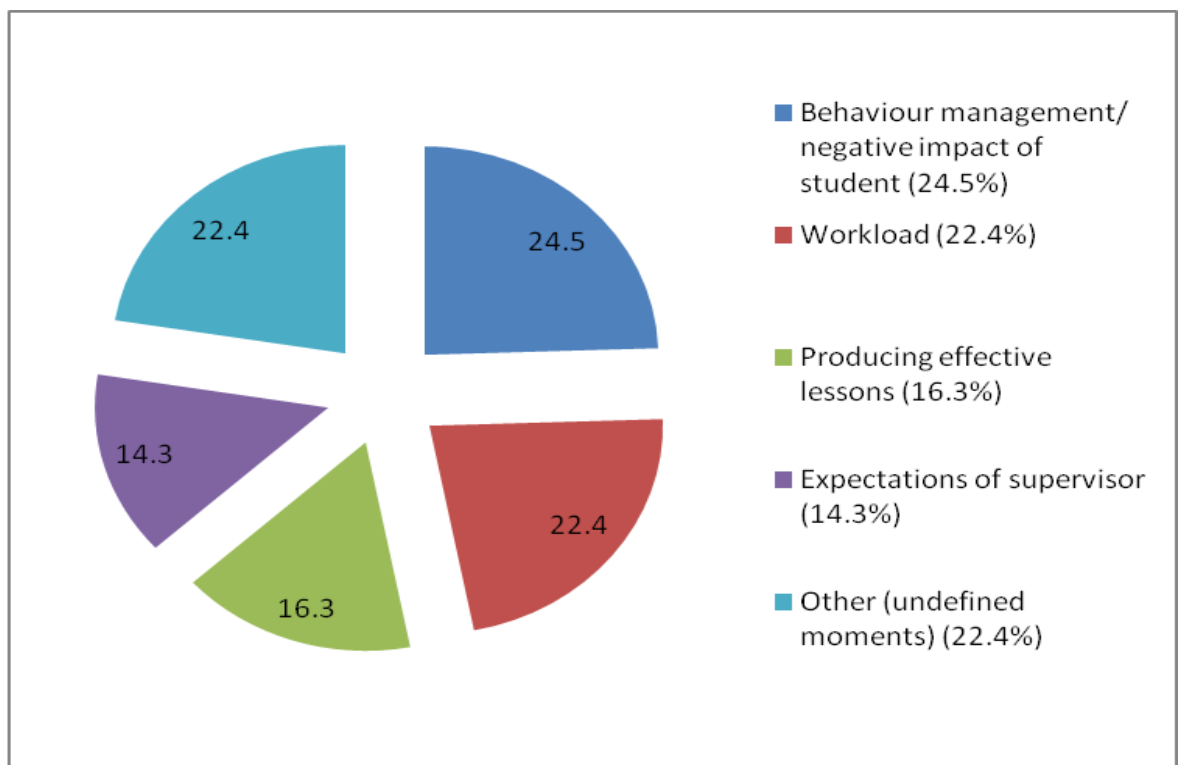
Overall, there were 49 incidents of feeling isolated or disenchanted that respondents wrote about. Figure 3 shows that most of the incidents related to behaviour management, workload, producing an effective lesson, or expectations of supervisors/other executive. Comments from respondents on each of these matters are reported below.

Behaviour management and a potential negative spiral

Almost one quarter of incidents reported (N=12, 24.5%) related to behaviour management or the negative impact of a student(s). The impacts include feeling "disenchanted and depressed" (Emily), "highly stressful" (Emily), "overwhelmed … draining" (Alyssa), and "makes me forget the good I've done in the week" (Olivia). Some, like Jasmine, commented on the effect of feeling repeatedly inadequate in this area. Advice that suggested there were "no easy answers" (Jasmine) or that support was lacking from executive only exacerbated the situation.

Issues with behaviour management can leave new teachers feeling isolated or disenchanted. Individual comments show that significant negative feelings can occur for a new teacher because of an issue with one student, a group of students or a whole class, even when other areas of work (including the class in general or other classes) are satisfactory. The comments also show that behaviour management issues can impact on new teachers' feelings about their success as a teacher and are significant enough to lead them to question their professional futures.

A potential negative spiral exists where new teachers feel they are lacking in skills in behaviour management, that there are no quick solutions even when colleagues try to assist, and then feel overwhelmed as issues continue to arise.

Workload and a potential negative spiral

Eleven incidents (22.4%) were related to issues of workload. Comments by Ruby and Tahlia show that workload and classroom management were

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sometimes linked when describing an incident of feeling isolated or disenchanted:

> I wanted to quit 1st term. I was drowning in work and had major management issues with boys in my class. It's easier now but I'm still not convinced that this is long term for me. (Ruby)

> I have felt overwhelmed by the workload involved in doing my job successfully, and inexperienced to solve particular problems involving students. (Tahlia)

John highlights this same viewpoint with his straightforward statement that "the workload is very demanding and classroom management is taxing". There appears to be potential for a negative spiral to be created whereby both factors interact to increase feelings of isolation or disenchantment.

The impact of workload issues on the respondents ranged from an almost implied acceptance about "the usual 'snowed under' feelings" (Matthew) to feeling more helpless, "workload: overwhelmed by the amount, nothing helped" (Chelsea).

William described the most disenchantment:

> It is all about accountability and paperwork now. I don't get time to prepare exciting stimulating lessons for my students because of everything else I have to get through in my week. I can't recall the last time I actually went out to have some fun of my own.

William's statement indicates there are impacts on both the personal domain

and professional domain. In relation to the former, a lack of personal time is likely to build up stress and anxiety which is then transferred to the latter by feeling that there is a lack of opportunity to create and deliver the type of lessons that he would like to produce for his class. In this case, the professional dissatisfaction appears to lead to sacrificing opportunities to build resilience or positives in the personal domain, and so another negative spiral is created.

William and Madison described some of the demands that cause their negative feelings about workload:

> I felt overwhelmed by the amount of work that has to be done – especially lesson preparation and programming, marking and evaluations! (Madison)

> All the time! Especially around report time. Having to prepare portfolios, fill out outcomes cards etc. I quite often feel disenchanted. I don't think the situation can be improved. (William)

The issues relate to being prepared for work in the classroom as well as other work such as programming, assessment and reporting. New teachers feel they have to be prepared to meet student expectations in order to achieve an effective lesson. They also need to meet the expectations that are set by their colleagues in terms of the work required to administer their teaching effectively.

Grace provided reflections on her experience that expands these ideas:

> I felt totally overwhelmed and stressed about putting my program together. I was teaching AOK, but I was tired and the very last thing I wanted to do was organise my programs. My mentor teacher really helped me out, and

made me see I was actually doing too much, and it isn't a university assignment. (Grace)

Firstly, she indicates feeling satisfied with the effectiveness of her teaching practice but feels burdened by the work required to prepare her program documentation. These positive and negative feelings at once are similar to those described earlier in the chapter. Secondly, she identifies that one cause of the problem she faced was a lack of understanding of the amount or quality expected which led to her "doing too much".

By extrapolating these comments it is possible to hypothesise that a further negative spiral may be created as new teachers try to identify the targets or criteria they should be aiming for both in and out of the classroom. This "hit and miss" approach is likely to lead to more frustration as they fail to meet expectations or, in the case of Grace, they exceed them and waste vital energy which is already in short supply. It further highlights the suggestion made earlier by new teachers that one way to improve things is to provide an opportunity to work with experienced colleagues to assist new teachers to work out what is required for themselves.

Producing effective lessons (programming/curriculum) and a potential negative spiral

Eight incidents (16.3%) that were reported related to producing an effective lesson or new teachers questioning their own effectiveness as a teacher. The impact of these incidents ranged from wanting to improve things ("there are times when you want to change the lesson, make it 'different'" – Lily), to feeling

more helpless ("within the class when students were not engaged in the work. Feeling of frustration was overwhelming" – Sarah).

Mia highlighted the difficulties of trying to create a program when there were no available examples to use as a basis for its development. Her situation was exacerbated by the lack of resources available from the school. As in the last section, a negative cycle was created through a lack of efficiency to meet expectations, in this case, a lack of clarity about what is required, how it could be achieved in the most effective manner, and available resources to assist it to be completed in the most efficient manner.

Expectations of supervisor or executive and a potential negative spiral

Seven incidents (14.3%) related to expectations of supervisors or other school executive. Respondents described difficulties caused by the way expectations were outlined by the supervisor or other executive, including as part of lesson observations of new teachers. Others described incidents where difficulties arose following a problem(s) experienced by the new teacher which led to feelings of being unsupported.

This added to the negative spirals described in the previous two sections. It is likely that new teachers are unclear about what success looks like in meeting expectations due to inexperience. This leads to inefficiencies in trying to meet the expectations and wastes vital energy; they can also lack the resources to more efficiently achieve the expectations, and then they can be criticised for not meeting the expectations – which can in turn lead to further disenchantment or isolation.

Who helped new teachers when they felt disenchanted or isolated?

Figure 4 shows which groups of people helped new teachers when they felt disenchanted or isolated.

Figure 4: People who helped new teachers when they felt disenchanted or isolated.
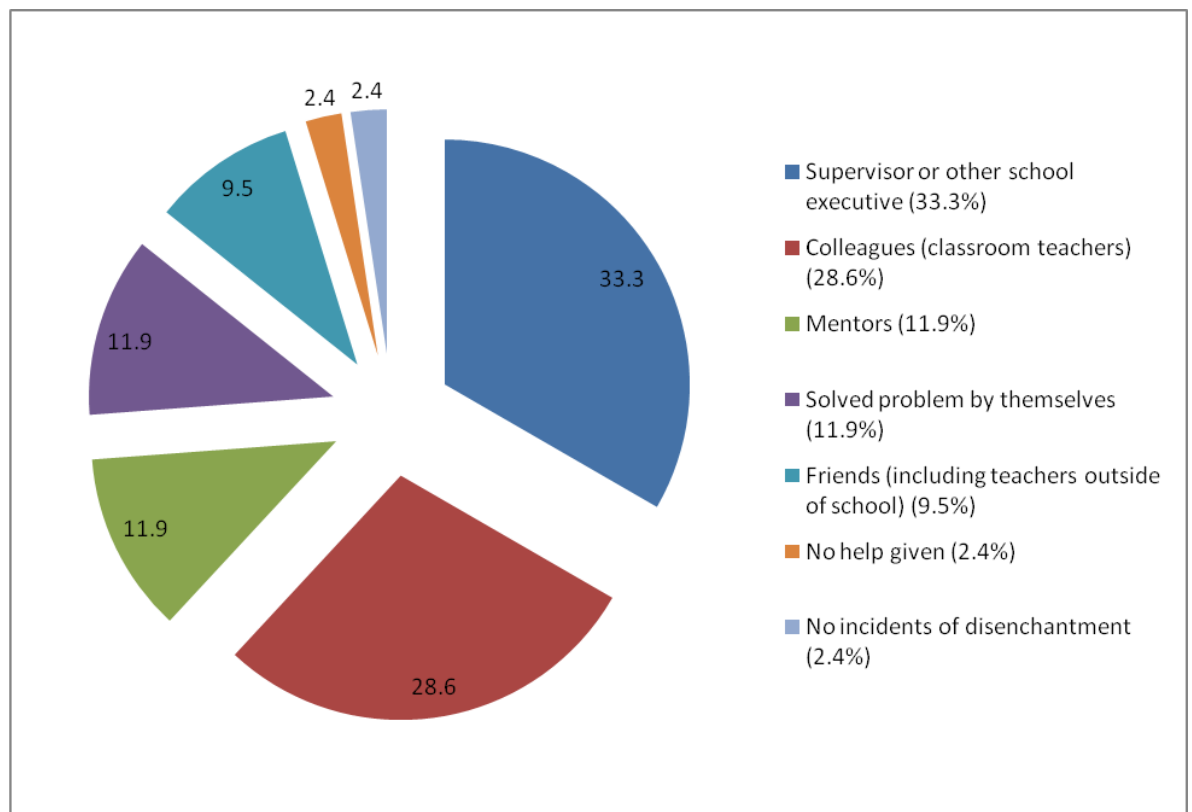
Overall, there were 42 people identified as helping the new teachers when they felt disenchanted or isolated. This included one instance where no help was received from anybody.

In general, groups that were strongly represented on the fourth Likert scale question also appeared as providing support on the open-ended question. Similarly, groups who rated lower on the Likert scale question, such as university lecturers/tutors, were not mentioned on the open-ended response. Others, such as other teachers outside of the school, were rated lower on both

questions.

Emily reported no incidents of feeling disenchanted or isolated. She described an ideal, positive experience of support whereby "if one support network is not working then another was always there". Others, such as Ashleigh, described having a combination of support, in and out of school, with whom she had "constant contact" (Ashleigh).

The supervisor or other executive at the school assisted new teachers in a third (33.3%, N=14) of the cases relating to feeling disenchanted or isolated. Respondents wrote about being given advice and help to improve things, such as removing difficult students from the classroom. They were also provided with resources and praise.

As with all previous questions, colleagues within the school rated strongly (28.6%, N=12) as a group who provided support. Respondents wrote about ways that colleagues made them feel better, shared their own experiences to create empathy with the new teacher, provided praise, encouragement and positive reinforcement, provided relevant information that was useful, or told them there were no easy solutions but provided alternatives and ideas.

On five of the occasions (11.9%) recorded, mentors provided support to the new teacher who was feeling disenchanted or isolated. Respondents reported obtaining advice ("made me see I was actually doing too much" – Grace; "helped me see the opposite to what I was thinking" – Taylah) and providing encouragement. These examples show the possibility to counter some of the negative spirals spoken about.

On four occasions (9.5%) new teachers referred to gaining support from friends, including a friend who was also a teacher (N=1). On five occasions (11.9%) new teachers referred to working through the problem themselves and, on one occasion, (2.4%) the new teacher believed there was no help for their feelings of disenchantment or isolation.

Overall directions for career and experiences that have influenced these directions

There were 38 respondents who indicated an overall direction for their career. Table 11 gives an indication of respondents' views about the overall direction of their professional futures.

Table 11: Overall direction for career and positive/negative experiences that have influenced future directions.

Overall direction for career	N=	%
High levels of satisfaction/likely to continue teaching	16	42.1
Satisfied/hope to continue teaching	8	21.1
Unsure about the future	11	28.9
Do not foresee future in teaching	3	7.9
	38	100

Satisfied and likely to continue teaching as a career

Almost two-thirds (63.2%, N=24) indicated satisfaction with their career choice and believed it was likely in the future that they would remain in teaching. Of

this group, 2:1 respondents were highly satisfied and likely to remain teaching.

Analysis of the comments from respondents describes some characteristics of new teachers that can be grouped into:

(a) it's about making a difference

(b) it's about being resilient, or

(c) I am unsure about my future.

It's about making a difference

Comments from some respondents in this group referred to a love of teaching and a desire to make a difference. For example, Emily commented:

> I will continue teaching because I would like to make a difference in the lives of the students and provide a nurturing and caring environment.

These comments described positive hopes for the future because of a belief in how teaching can contribute positively to the lives of children and communities.

Other comments, such as by Hannah, show how this personal reward can overcome challenges that they face:

> Good – will definitely continue teaching, I am enjoying the staff, school and children a lot. It is hard though with all the hours you put in, sometimes you do not feel appreciated at all. But it is very rewarding, personally.

The challenges of workload and feeling undervalued are overcome by intrinsic feelings about the worth of the vocation for this new teacher.

It's about being resilient

A number of respondents outlined how they have been able to face the challenges and achieve high levels of resilience that can assist their futures in teaching. For example:

> I can see teaching is a continual learning process – that is something to look forward to. I have also found that no matter how much time/work/effort is put into teaching more can be done. (Ashleigh)

> My general opinion/feeling is that I shouldn't be too critical on myself in this first couple of years. If I can stay positive through the hard times, I can go on to become a very good teacher (I hope!). (Thomas)

Both see the importance of viewing the profession of teaching as a process of continual growth and are able to accept that they need to take into account that they have just commenced their career and will therefore develop more skills and expertise through experience.

For those who saw a career in teaching, some respondents discussed wanting to remain in the classroom to become an effective practitioner whilst others discussed becoming an executive member of a school. In relation to the former, there was a general desire and pride in believing they could teach well and be respected for these skills. In relation to the latter, reasons included having heard positive comments about the role from executive at their own schools, and a desire to create a positive environment for teachers as had been created for them.

I am unsure about my future

Over a third of respondents (36.8%, N=14) were unsure about their futures in teaching, including 7.9% (N=3) who indicated they were unlikely to continue their careers beyond a few years. Issues identified by respondents related primarily to students and to feeling unsupported.

In relation to students, behaviour management issues created negative feelings about teaching work. This included the inability to motivate some students leading to feelings of failure about their skills as a teacher.

Other issues related to a lack of support and encouragement from people in the school and beyond. For example:

> Don't think I'll last the first 5 years, will become another statistic. Don't feel appreciated, poor pay, long hours, a lot of out of school work required, politics of teaching, pressure, workload. (Chelsea)

> The amount of stress and workload is too much and the amount of money does not cater for the work you do. You do not get the respect and when people find out that you are a teacher, they say "How on earth did you decide to be a teacher?" It is not a very good job. I still want to give it a go and [am] hopeful that things will change one day. (Isabella)

Common issues by some respondents included feeling stressed and comparisons were made to friends and family who make similar amounts of money for less stressful work and less time commitment.

Summary

The findings from the questionnaire give some insights into the experiences of new teachers as they enter teaching. In turn, this provides evidence of why support programs for new teachers are important as well as giving insights about some of the specifics needed for such programs to be effective.

Consistent with the literature, one of the findings from this chapter is that new teachers experience intense feelings as they commence their professional work. Importantly, these feelings are often both negative and positive, including finding their work to be stressful and satisfying at the same time. The findings highlight a need to provide additional support to new teachers to assist them at this vulnerable stage in their careers.

Factors that influence the positive or negative feelings of new teachers relate to the level of collegial support, impact of student behaviour in the classroom, the extent to which students value the teacher's work, and the extent to which new teachers feel their practice is meeting their own hopes or expectations. The data presented also highlight the possibility that negatives are sometimes over emphasised by new teachers. These findings suggest the need to ensure support programs for new teachers support the development of pedagogy (professional domain) and resilience (personal domain) and highlight the complexity of the interactions between these two domains.

The findings from this chapter show new teachers believe they should focus on developing their skills in areas that relate closely to the classroom. This includes classroom management, creating a positive classroom environment, student

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engagement, and ensuring the quality of student learning. While "producing creative and innovative lessons" and "getting to know parents/understanding the community" were also identified as important foundations for student learning by at least some respondents they were rated as lower priorities.

New teachers see the potential for their own growth and development in the early years of teaching. They highlight that a major challenge is to be effective in a number of areas concurrently. This cannot only be overwhelming but provides the potential for a negative spiral to be created when one or more areas are less effective and feelings of failure/failings emerge.

The importance of the relationship with colleagues is emphasised in the findings regarding where support for their work at school is provided. Whilst some of the literature suggests support from colleagues can lead to conservatism, the findings from the questionnaire suggest new teachers value support that is provided closest to the classroom. Colleagues in the same faculty/stage and mentors were rated as providing the most support for the work of new teachers. Similarly, areas of significant interest for development are those closest to the classroom. An implication for providing programs of support for new teachers is to consider how resourcing assistance can best be provided as close to the classroom as possible.

The findings also show that informal relationships and support offered by colleagues that are based on personal relationships can assist with support in the professional domain. However, it can also hinder or limit this support because some new teachers believe discussions in these areas could be seen

as highlighting their weaknesses to their colleagues.

The findings show that school leaders, including supervisors, can have either a positive or negative impact on the support or value felt by new teachers when they commence teaching. Overall, there appears to be some disappointment that supervisors and school leaders do not play a more active role in providing support to new teachers. One issue raised by this finding is the need to reconsider the roles for supervisors in whole-school support programs, which by their nature are part of whole-school responsibilities rather than stage/faculty levels.

Implicit amongst these findings is an emerging sense that new teachers start teaching with enormous expectations placed upon them, some of which are self-imposed. Others relate to the fact that they must be effective practitioners because they will be teaching their own classes and fulfilling the roles required as a member of a faculty/stage. As a group they want to live up to these expectations but they also acknowledge the large pressures that are placed on them to achieve these outcomes.

Importantly, the findings from the questionnaire showed that most new teachers held high expectations about the level of support they would receive once they commenced teaching. This result suggests a belief amongst new teachers that starting as a new teacher should be an exciting time during which they can continue to develop their professional understandings about teaching.

For some, expectations about the levels and amount of support provided were exceeded. However, this group generally described this support as the result of

luck rather than provision of systemic support. Some new teachers were surprised about the amount of support they received from their colleagues in the same stage/ faculty and described this support as exceeding their expectations.

The majority of respondents felt their expectations about the levels and amount of support were not met. Often the disappointment about the lack of support related to their supervisor, school executive or principal (although in other cases the opposite was described). When there was a lack of support felt by new teachers it could lead to significant negative feelings, including feeling like leaving the profession.

Implications for support programs include balancing the provision of special support for new teachers that acknowledges their needs, whilst also recognising that they come to teaching as adult learners with skills, experience and knowledge that should be nurtured and allowed to flourish and recognising the need to define what purposeful progress looks like in a professional context (Liston and Zeichner, 1991). Respondents referred to the challenges and opportunities posed by being both new to the profession on the one hand and being ultimately responsible for their classes and contributing as a member of the collegial team(s) on the other. Many wanted access to specific professional advice to support their development and opportunities to observe and access the experience of colleagues who can assist them to progress their own learning within their profession rather than proposing a program which is done to them.

The findings highlight the interest of new teachers in developing the range of

skills to be effective practitioners. Development of skills around classroom management is presented as important to prevent negative feelings but is not generally viewed as the only goal. Other areas of interest include "creating a positive learning environment", "student engagement on task" and "ensuring quality of student learning".

Similar to the responses in the Likert scale questions, the findings from the open-ended questions show strong support for provision of assistance to new teachers as close to the classroom as possible. "Colleagues in the same stage/faculty" and "mentors" were rated highly for providing support in both the personal and professional domains.

The findings highlight suggestions for improving support for new teachers that is focused on developing professional skills, as well as personal support such as encouragement. The provision of mentors/team teaching was rated highly as a means to achieve this support, particularly by those who had the opportunity previously to experience this form of support.

When asked to describe feelings of isolation or disenchantment with their work the most common reason given related to behaviour management or working with particular students. Workload issues, wanting to plan an effective lesson and expectations of supervisors/school executive were also common reasons given that led to these feelings. Other colleagues, supervisors and mentors were often credited with providing support at these times. The inclusion of supervisors shows how they can have both a positive and negative impact on the work of new teachers.

The findings from the questionnaire show the majority of new teachers are satisfied with their teaching and looking forward to their future career in teaching even though many highlight challenges they face. It is noteworthy that in these cases the new teachers appear to have developed some resilience to the pressures of the work and/ or are motivated by a commitment to making a difference.

Other new teachers are unsure about their futures. They cite challenges to do with behaviour management, a lack of support and a general lack of value for the work of teachers as the main reasons for their uncertainty.

These findings highlight the opportunity to develop the skills of teachers in the early years and the need to provide effective support to retain new teachers. This chapter also highlights important deficiencies in this area in terms of the provision of systemic structures to achieve these goals rather than relying on luck and individual leadership from colleagues.

Effective support should be able to prevent or ameliorate a range of negative spirals that could be faced by teachers. This includes:

- classroom management issues that are exacerbated by feelings that they lack skills to improve the situation;

- workload issues that lead to feeling dissatisfied with the amount of personal time available, and that this sacrifice has still not led to enough success in the professional domain; and

- a lack of clarity about what success/expectations to be met look like that

can lead to inefficiencies in trying to meet them, and then wastes vital energy and is exacerbated by a lack of resources and/or by criticism from supervisors/ executive for not meeting the expectations.

The findings from the survey research in this chapter give voice to the experiences of new teachers in the same school district as the CTP case studies and provide a rich description of context in which to analyse the potential benefits of CTPs. These findings are discussed further in Chapter Six.

Chapter Five: Findings from the case studies

Introduction

The purpose of this chapter is to examine Collaborative Teaching Partnerships (CTPs) in action. For this to occur, a school had to agree to trial the approach. One school was found and two CTPs commenced towards the end of first term in 2003.

The main data collection took place during two visits to the school. Each visit was for two days in the same week, which allowed one day to be spent with each CTP. Visits took place in June and August in 2003. A follow up visit took place in March 2004 for one day, involving only the new teachers involved in the CTP.

Data were collected using two main strategies. The first data collection strategy was interviews conducted with each teacher in a CTP using semi-structured interview questions. Interviews were held separately and were for up to one hour in duration. The second data collection strategy was field notes recorded during each visit involving observations of the case study teams as they underwent their duties in and out of the classroom. In particular, observations of teaching took place involving the CTP classes as well as some other classes of the new teacher.

No student data were directly recorded and observations about student interactions were anonymous and general in nature.

An opportunity for participants to be involved in member checking was also built

into the visits where possible.

For the purposes of reporting findings, pseudonyms have been used for all participants and the school. The findings from each case study are provided in this chapter, followed by a cross-case analysis.

Introduction of the school

The teachers involved in the case studies are from Alkimos High School[3]. The school is set in south-western Sydney and was involved in the NSW Department of Education and Training's (DET) Priority Action Schools program. Like many schools on the program there are large numbers of new teachers at the school; approximately 15% had been newly appointed to the school at the beginning of the year. The school took up the initiative at the beginning of the school year and commenced the practice of CTPs during first term.

The school established two CTPs. The relieving principal reported that the two new teachers she invited to take part in a CTP were experiencing more difficulties than most of the new teachers at the school at the beginning of the year. Both teachers and their mentors had accepted the offer to be part of the program.

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[3] Pseudonyms are used for the name of the school and case study participants

Collaborative Teaching Partnership One

School context and experiences as a new teacher

Chris and Stella both teach in the Visual Arts[4] (VA) faculty at Alkimos High School. Chris was appointed directly to the school from university. Stella is in her fourth year of practice. As a result of an opportunity provided by the school timetable she had been involved in some team teaching for curriculum purposes, which she found to be a positive experience for her professional practice. Stella was also appointed to be buddy mentor for Chris. This is an initiative in the school to provide a person who can support the new teacher at the school using a structured meeting process to meet. Stella is also Head Teacher of the faculty for part of the week while the substantive Head Teacher is on part-time maternity leave.

Chris did not expect there to be any support for new teachers when she arrived at the school and was surprised that "there was lots ... It was fabulous. I would not have survived without it, without that NATs [Newly Appointed Teachers] program, the team teaching thing, and just the great staff".

However, Chris also believed that the school presented a hierarchical approach to teachers that devalued new teachers. She cited an example where all

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[4] In NSW, Visual Arts is a mandatory subject within Years 7 and 8 state curricula. Visual Art teachers also deliver a range of courses across Years 9- 12 as part of the regular suite of subjects that are produced by the Board of Studies who govern curriculum requirements for students.

teachers were encouraged to attend the school's presentation night and then the relieving principal took only the executive to dinner.

For Chris, success is "when my classrooms are all on task and they are all behaving. I know I have created success with my discipline, which is something I was really focusing on last year. When they produce outstanding quality work, that's success". She added that success was also being valued by the principal, which might be reflected in being accepted to take on a whole school role such as Year Adviser.

Chris identified a range of effective support that she was offered as a new teacher, including the NATs program, inservice opportunities, CTP, and a mentor. She stated that reducing the full teaching load would have been a way to improve support.

For Chris, the NATs meetings showed her that she was not the only one struggling, which helped her to maintain some perspective because in her faculty:

> surrounded by these really experienced teachers and watching them breeze through the lessons. I was just comparing myself to them and feeling like a failure [in comparison] to them. I might give up because I cannot do this … And we would go to [the NATs] meetings and we would talk about how we all suck, and it was great, you know what I mean. Made me feel like I was not alone.

The opportunity to take some pressure off her expectations helped reduce her feelings of dissatisfaction. She also reported finding the meetings useful

because people could vent and share "other little tips and stuff".

However, almost contradictorily, Chris valued being in an effective faculty. She used words like "friendly", "nice" and "sane" to describe the staffroom environment. She felt she had access to programs and resources as a "foundation" which she valued because "the last thing I wanted to think about was developing programs, let alone managing a classroom". Chris reported developing her own resources to complement those available in the faculty.

Chris was also involved in a mentoring program (separate from CTPs). Stella was allocated both as the buddy mentor and CTP partner/mentor for Chris. Stella explained the advantages of the buddy mentoring program:

> I think that the mentor program is quite nice. While it's quite set in concrete and you have books, an interview time, and everything is listed, it's still a very informal way of sitting down and having a chat with someone who is experiencing or has experienced similar problems to the newly appointed teacher. It's kind of nice to take yourself out of the whole school regime and just sit down with that person and detox.

She describes a formal structure, which she believes has an informal feel to it. The use of the term "detox" also highlights the degree to which Chris felt challenged by the work, at least at times.

Stella went on to explain how the lack of formality, or structured activities to be completed, in planning as part of the CTP allowed for little things to be progressed and was more beneficial because there were no set agendas:

> whenever we feel like it we just sit down, and go "All right, how did we go

with that lesson? What did we do well? What can we do better? Let's try this, let's do that." It's really sort of that mentoring time has given me the opportunity to show her simple things like how I would program a little assessment task.

She suggests that a positive outcome is the strong bonds that are created between the teachers. A negative is that:

it's really when you feel it's necessary, basically recesses and lunches, which could be a weakness because you may find yourself busy for three or four weeks at a time and your mentee may be struggling at that certain point of time. I guess if that's a weakness but it's put a bit more pressure on the mentor to make sure they're always available to the mentee.

Stella suggested that this problem was partly ameliorated because the two teachers shared a staffroom "so it's quite easy for us to just say, 'Have you got five minutes? Let's talk about this', or 'Let's talk about what we're going to do next with our team teaching', and I guess it's more initiated by the mentee because they're obviously the ones that need the help".

In the final interview the following year, Chris explained that she thought about teaching in a Steiner school because she found the current system too hierarchical and herself devalued. An alternative career path for her that she identified would be teaching in a developing country.

Probing further led to an explanation about Chris's negative feelings, based largely on being overlooked for a welfare position at the school. At her current school, she said, "I don't feel like I can get anywhere, because there are so many people that are much more conscientious and obsessive about their work

than me". She felt that she was not regarded as highly as others in the school. These negative feelings led her to re-evaluate her career.

How does the CTP operate in case study one?

Chris and Stella established a CTP for a Year 7 Visual Arts art class where the mandatory curriculum component is taught across only one year. Chris and Stella teach together for four periods per fortnight, while the remaining four periods are taught by Chris in the single-teacher setting.

They decided on the roles each person would undertake. Stella, as the CTP partner/mentor, would model teaching practice and support Chris, as the new teacher, to structure her lessons. Stella also provided support with classroom management when Chris led the class. The CTP made use of group work and other opportunities to restructure the classroom for a particular purpose. In these cases either of the teachers would have discrete responsibilities for an individual or particular group of students.

Stella, as CTP partner/mentor, found it useful to be able to "watch the way [Chris] does things" in order to identify better ways to support her work. For example, as a result, she was able to make sure Chris was better prepared prior to a lesson. Stella explained she was then able to provide assistance during the lesson and, as a result, she believed Chris could "get more done in class". This created a potential cycle for increased success as students were exposed to effective teaching, modelled by Stella, which Chris could watch and then utilise in her own teaching. More time on task is likely to also lead to higher levels of satisfaction and engagement by students and higher levels of

professional satisfaction from the new teacher, which then could contribute to more successes as both parties expect positives from the lessons.

Chris described the same cycle in action. She explained how Stella got to know Chris's style, helped her in the classroom and showed her how to do things in practice. She commented that Stella is able to "make it happen" for Chris in the classroom.

Stella reported that she had previously had a positive experience with team teaching the year before when class sizes diminished and "we seized the opportunity". She found it beneficial for her own teaching:

> I was able to look at how another teacher would address certain issues, how they would address the issue of assessment tasks, documenting, registration … almost the discipline policy too. I was able to look at these two different teachers and take from them what I thought were their best attributes and combine them to what I thought my best attributes were.

Stella described how she was able to observe her colleagues in action on a regular basis, seeing how they responded to different situations, and use the best she perceived in their styles to add to her own suite of teaching strategies.

She described the benefits for her as "invaluable", it "improved my teaching skills tenfold", "take from them what I thought were their best attributes and combine them to what I thought my best attributes were", and "I believe that has really strengthened my teaching … so much more". Stella's previous experience with team teaching raises some additional questions. As well as trying to understand why the team teaching was so successful, a broader question

relates to the opportunity to engage in team teaching in the third year of teaching rather than the first. Further research could investigate whether there are more or less benefits if support processes for learning to teach are extended or provided at this time in a teacher's career. Alternatively, it may add weight to considering the value of involving teachers in the CTP process as partners/mentors at this career stage to provide benefits to both partners in the CTP.

Stella described how the process of team teaching in the previous year was able to inform how she should go about her work with Chris in order for her to get the most out of the CTP: "I know exactly what I need to give my mentee/team teacher because, while I didn't realise it, I was picking up the skills … I now know how important it can be and how valuable team teaching can be". She described one of the strengths of team teaching as "you are always sucking in information and slight little differences, slight little nuances another teacher might have … you recognise it and think wow that's great, or no, that didn't work". Another benefit identified by Stella was the opportunity to reflect in action: "you're in a sense able to take a step back from the teacher role and take the position of the kids and think what works, what doesn't work, while still maintaining the role of the teacher".

What are the benefits, limits or problems from this CTP?

Teacher ideas and confidence

From the perspective of Chris "the biggest benefit was seeing [the mentor's] teaching style and that helped me with my classroom discipline and

organisational stuff … Her strategies for setting up a classroom, organising kids … which I sort of knew". She goes on to explain how it helped her with the challenge of balancing many aspects as a new teacher: "it's hard to do everything when you are a new teacher … it's all very difficult … so things like that help".

Stella's comments provide even more specific insight into some of the benefits in pedagogy and show how a potential cycle for success has been created. First, there are "the little things she's learnt, the little devices that are specific to these kids and this culture of kids has really helped her in her own personal teaching". These little things support a quality learning environment and positive relationships with students. Secondly, this leads to benefits for "her curriculum … her projects are much more exciting because she's not focusing on 'How am I going to control this kid while he's going off?' and all that kind of stuff … so she's coming up with much more exciting things for the kids to do and they're responding better to it". Stella explained how these factors led to Chris feeling "just generally … a lot more positive as well … her whole outlook on the school is much more positive". Overall, Stella summed up the benefits of this positive cycle for new teachers as being "a very supportive way of getting [new] teachers involved in good teaching".

From a different perspective, Stella suggested that new teachers needed to gain "confidence in their own ability" and that team teaching can assist this process: "when you see your team teacher make mistakes as well, you realise that all teachers are human … the support is a really important thing". This is interesting because it suggests benefits in building resilience of new teachers

and may assist in moderating possible idealism about teaching from a "sink or swim" approach to one of continual professional reflection and positive risk taking in practice.

Chris described the benefits for learning to teach as a result of the CTP experience. She prefaced her comments by expanding on how she received limited practicum experience due to sharing classes with other student teachers: "I never really got much experience, so with the team teaching I actually learnt how to teach from Stella". These comments highlight both the fact that most new teachers will start teaching with only their practicum experience, and that CTPs can provide new teachers access to the experience of colleagues in the setting of the classroom. In practice, she explains that she "just copied [Stella] and mimicked her ... everything I do is Stella. I copy her. Always she waits until she has complete silence, before she even begins and she even asks for that silence. And I copy another colleague as she doesn't yell at kids, well rarely". On the one hand these comments highlight concerns that new teachers can be socialised into conservative teaching by "copying". On the other hand, Chris's limited experience affirms the decision by the relieving principal to invite her to be part of a CTP program because she appeared to be struggling. The notion of copying may also be hyperbole, given that she takes from more than one teacher, seemingly choosing the bits of their practice that she admires. In any case, for Chris her view of the benefits is that "it was great … without that I don't know whether I would ever [have] got the hang of it". It is possible to suggest that the CTP support has provided Chris with the skills and confidence to become an effective teacher, something that may have taken a lot

longer to achieve or may never have been achieved either because of a lack of opportunity or because of the potential impact of feeling dissatisfied.

Classroom management

Both Chris and Stella reported benefits to classroom management as a result of the CTP. The school started using CTPs in the second half of term one and, within a term of commencing the CTP, Stella reported "I don't have half as many discipline issues as what we did the first term". Chris described the change in her perceptions about the transformation:

> when we came back to term two, "every day is a good day", before every day was just a nightmare, "get me out of here", every day is a good day now".

Working in the CTP helped Chris's perspective about her work and teaching to the extent that she no longer viewed it as a "nightmare". The phrase "every day is [now] a good day" has become well known at the school to indicate the potential to effect positive change.

Stella's description of the first lesson of the CTP provides some insights into the direction the support has taken and the speed at which benefits were achieved:

> The first day that [we] team taught together I said that I would take the lesson and she could observe and then … ask her to join in and help out and do that stuff … I would not speak unless there was absolute silence and if there was a tiny whisper in the background I would say "shhh", never singled the kid out but make note of the fact that they were actually whispering and every time someone whispered I would stop and start

again.

> … she was sitting at the back going "I can't believe it" … I just knew … it was at that moment when she thought, "Right, that's where my classes are going wrong". She would have the little whisper in the background and try and speak over it and the kids would realise it was okay to whisper and then they would go a little bit louder and it was just like a snowball effect.

> … from that point onward her teaching has just done this amazing 360. She's totally in control of any theory lesson she has now, just because of that one instance, which is something she didn't realise she could do.

Chris also refers to this moment when she worked out what she was "doing wrong" in the classroom. In interviews she revealed that she wanted to develop classroom control to the standard of her partner, whom she respects. Chris identified this important area as a focus for herself after having the opportunity to observe her CTP partner/mentor in action. It has remained a topic for shared conversation between both teachers in and out of the classroom.

In her final interview the following year, Chris spoke confidently about her skills in this area now:

> I know I have created success with my discipline, which is something I was really was focusing on last year.

Both Chris and Stella confirmed the success in this area and both attributed the change to Chris watching Stella model this in practice as part of the CTP. From a research perspective, it is interesting that Stella identified this as an area to focus on and went about deliberately modelling the behaviour. The fact that she went to the extent of stopping if there was any noise shows Chris how an

experienced teacher might go about asserting authority in the classroom in a positive manner. The contrast between this and her own teaching at the time seems to have had a profound effect on the direction of Chris's teaching.

Lesson observations

Lesson observations show both the difficulties and successes for Chris.

During the first set of lesson observations in June, a lesson with the CTP class being taught in the single-teacher setting by Chris showed the considerable challenges she was still facing as a new teacher. This included a decision by Chris to change the lesson organisation between the sixth and tenth minute because there was not enough on task behaviour from students. Field notes show that after regaining some control, the language of the teacher throughout the lesson describes a "teacher focus stretched between classroom management and helping students with the task" (Field Note (FN)). There is evidence of some students being off task, some of the behaviours not being addressed by the teacher, and some students who are on task not having their questions answered or support provided due to the challenges being faced by the new teacher during the lesson. Stella, who was not timetabled on this lesson, entered the room after 30 minutes of the lesson to offer support for Chris.

As part of the observation, every five minutes a count was made of the number of students off task from the class of 23 students. In order, the number of students off task every five minutes were: not recorded at five minutes, 15, 6, 6, 7, 8 and 5. The number of students off task reflects the difficulties being faced

by the teacher at the time. At its peak almost two-thirds (65.2%) of the class were off task and, on average, about one-third (mean=33.9%, mode=26%, median=28%) of the students were off task for the lesson at any one time. It is difficult to distil a single cause for the lack of success in that particular lesson. For example, it was the last lesson of the day. Secondly, it is also possible that Chris was still finding teaching difficult even though she had identified the changes she wanted to make to her classroom practice. Thirdly, it is possible that there were additional challenges because students are aware of expectations during the team taught class by Chris and Stella and may then be taking advantage of less control when Chris is in the single-teacher setting. It may also be a combination of these factors or other factors.

A more successful lesson was observed during the next set of observations in August, with the same class. The classroom was organised by Chris before the lesson. Field notes show that students were lined up before entering the class. One student was spoken to about their drink before any issue arose. Another student was sat away from other students from the beginning of the lesson, and the teacher dealt actively and effectively with students who tried to sit next to him. Students undertook a variety of activities in the classroom. The language of the teacher and her actions were focused on assisting students with the learning activities, including responding to requests for assistance. The teacher used a lot of positive reinforcement.

An example of the difference in this lesson to the previous lesson observation is recorded in the field notes between the thirtieth and thirty-fifth minutes:

Teacher offers positive reinforcement to individual student, "That's so cool".

Teacher moves around room talking and scanning.

Teacher addresses a loud student "Are you talking more than you are working?"

Teacher moves over to the group and helps.

Student swears and is reprimanded.

Teacher offers positive reinforcement to another student, "That's awesome".

The lesson demonstrates a teacher who is confident and effective in practice. Chris was able to respond proactively and responsively to matters as they occurred in a way that achieved desired outcomes and maintained teacher authority in the classroom without disempowering students. As another indicator of success, the number of students recorded off task at every five minute interval were: not recorded at five minutes or 10 minutes, 4, 2, 1, 0, 1, 0, 2, 3 and <2.

Table 12: Percentages of students off task at five-minute intervals during lesson observation for same Year 7 Art class.

	Mean	Mode	Median	Range
Single-teacher setting (June)	33.9%	26.1%	28.2%	21.7% to 65.2%
Single-teacher setting (August)	6.4%	8.0%	8.0%	0% to 16%

Table 12 compares the percentage of students off task for the two lesson observations of the same class. In comparison to the June lesson observation, the August observation records times when all students were on task. The range of student behaviour that was off task in the latter lesson was below the minimum percentage of students off task for the former. While it is difficult to identify reasons for the change, and even whether or not it reflects a pattern of increased success in Chris's teaching, it does seem to be reflective of the changes described by Chris and Stella during the interviews. These highlight a positive role for the CTP in Chris's development and suggest at least some acceleration of her learning to teach in this area.

Single-teacher setting

As a result of her team teaching experience in her third year of professional practice, Stella is able to reflect on the change in her own practice in the single-teacher setting. She expressed the view that "not that I thought I was a bad teacher but there were things that I could have done better and had I not of had that team teaching experience I would never have realised that because I thought I was doing a good job, and I was but, I could have done it better". Again, this shows potential benefits for CTPs but also raises the issue as to when, in a professional's career, is the best time to have such an opportunity. Furthermore, it leads to a question about whether CTPs should be considered as a benefit for only new teachers or whether it can be seen as beneficial to both parties.

Stella described the benefits she saw in Chris's practice in the single-teacher

setting as a result of CTP support:

> her classes now, that we are not team teaching with, have really started to
> settle down. She was really struggling at the start of this year, in terms of
> management … time management, classroom management, all those
> issues, which is natural for a newly appointed teacher … every day is a
> good day now [for Chris].

Stella suggested that the CTP had benefited Chris's learning in areas faced by all new teachers and that the results were now being seen in the classroom as well as in Chris's general outlook on teaching. Specific skills developed have been described in sections above.

Chris valued the benefits to her successes in the single-teacher setting because "I feel like the success is all mine when it's my own classroom". As an example, she described the "enthusiasm and great work" done by her Year 7 class that she was teaching in her second year of teaching. She also described how the "they always give me little gifts of things, and that is also a demonstration of my success in connecting with them".

Teacher socialisation

Stella provided her perspective on the teacher socialisation through the CTP:

> team teaching certainly is a huge bonus because it's not until you actually
> get into the classroom … I mean, we've all been to university for four and a
> half years, five years, four years, some of us longer or shorter … but you
> learn to teach your first day in the classroom. Your first week at a school is
> where you learn to teach, where you learn how to handle kids … whether

you learn the right techniques or the wrong techniques is really a personal thing. For someone to model best practice you are at least giving them a model and setting some good standards for them … I think that team teaching is a very supportive way of getting these teachers involved in good teaching.

She argues that starting professional practice is an important time for learning to teach and that providing the opportunity for someone to model quality practice creates a chance to connect new teachers with "good teaching". However, she also makes the point that it relies on the capacity of new teachers to work out what they want to take from the experience. She argues that one of the reasons support needs to be provided at the beginning of professional practice is that it allows for it to be delivered "with relation to that culture".

She highlights the advantages of providing support from experienced colleagues by comparing benefits of working with them to just providing extra planning time for new teachers:

I know like at a school like this one I can program until to the cows come home, I can sit down for three hours and program one lesson, but unless I have control of that lesson and feel confident within my own teaching I can't deliver that lesson.

In contrast:

with the team teaching you are in a classroom with a teacher of more experience than yourself and you are picking up their habits, hopefully their good habits, but you are observing their lessons, you are team teaching with them, taking in the types of work you're actually getting from the kids.

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On balance, she argues, the benefits of being able to observe and work with experienced colleagues, particularly within the context of the school's culture, outweighs possible negatives from picking up poor habits.

Benefits for mentors

In relation to the CTP structure, Stella identifies benefits for herself from working as a partner/mentor "because it gives you more confidence in your ability and reassures things for yourself as well that you are doing the right thing". She alludes to gaining a better understanding of her own teaching by supporting another colleague.

Benefits for students and cycles for success

A number of benefits from the CTP have already been outlined above. Stella summarised the change by making a comparison with previous support for teachers: "we've had teachers walk in and say, 'OK, what's going on in here?', close the door, 'Didn't see anything' ". Conversely, she explained the benefits for students from an opening of the doors (metaphorically) through the CTP so that "when really it's a structured class the kids are just genuinely excited, walking around, getting their stuff … I think, for programming, team teaching is a really great thing, especially in our field … visual arts field".

Stella described the opportunity to work together to provide a "dynamic curriculum" for students. A specific example discussed by both Chris and Stella was that of utilising the CTP structure to conduct more group work than is likely in the single-teacher setting and to regroup the class in ways that had benefits for individual students, as well as overall lesson success.

One example of regrouping reported by Chris during her first interview in June was the opportunity to use her skills with technology. This was important to her because most of her university training related to the use of technology in art but the school did not own enough of the technology for Chris to utilise her skills in this area. However, through the CTP, Chris was able to work with groups of students on an enrichment program. It is unlikely that she would have been able to structure her class in this way in the single-teacher setting in her first year of practice. The benefits of this opportunity included being able to engage students in the classroom, achieve a differentiated learning experience, and for the school programs to be infused with latest teaching ideas in relation to technology in the visual arts curriculum. For the new teacher, she was able to experience success in the classroom, use her university training, and have increased ownership/ connection with the curriculum programs being taught at the school. The successes for both students and teacher provide an opportunity for cycles of success to be created.

Stella describes this example as an opportunity to cater for gifted and talented students in the mixed ability classroom. For her, "team teaching in an art sense is an incredibly empowering thing because, while a group of students may be working on this particular task, the other teacher can also extend these students". The opportunity to regroup students extends traditional group work because a teacher can be assigned to a group for a particular purpose.

At the other end of the spectrum, another example referred to by Chris during her first interview related to supporting an individual student who was struggling. She described observing, while Stella led the CTP lesson, a student unable to

use a tool that was required for several lessons' work. As a result of being able to work with the one student she was able to support the individual student having difficulties, who was then able to continue independently with the other aspects required by the task. Had Chris seen the difficulty for the student in the single-teacher setting she believed it would have been a lower priority for her to deal with herself because of classroom management and organisation priorities such as "kids screaming things like 'Miss, I need this, Miss I need that' ". This opportunity to provide one-to-one support allowed that student to be able to move on to the next steps in the activity and reduced potential student disengagement, which in turn supports provision of a quality learning environment by providing support for learning.

Stella's overall perspective about team teaching and student learning is that it would be the ideal choice for her own children because:

> being on the inside you think … if there was a school where team teaching was an everyday thing I would certainly consider that would be the best place, the best environment for children … that's a pretty strong statement but I truly believe that. From my own experiences I would love to do it more.

As well as being an endorsement from a teacher's perspective, Stella's comments suggest potential benefits for school communities that can promote having two teachers in the one classroom for students. As a starting point, it allows schools to promote a reduction in teacher–student ratios.

Ideal structure

Stella viewed CTPs as an initiative that could form an important support

program that would be an improvement on her own experience and those previously available at the school:

> I certainly believe that we are definitely going down the right track this year … from personal experience I was thrown into the whole teaching regime and … the whole sink or swim approach was definitely used for me … fortunately I swam, I didn't sink … but, this year with the team teaching, mentoring programs, master teaching programs, I really think it's providing a really good network for our newly appointed teachers.

Stella placed CTPs in a context of a suite of support for new teachers. She described the impact of the support as "quite dramatic", saw benefits for new teachers and their future, and suggested that "they eventually will become the mentors of the future for newly appointed teachers". This outlines another potential for a cycle of success that in some ways includes profession-wide change. The benefits from experiencing a CTP provide an understanding for those teachers to support others once they become more experienced, similar to how Stella's team teaching experiences assisted her to support Chris.

Stella saw value in the CTP for the first year of teaching practice. She identified a number of elements for a successful experience. These include the CTP operating for all periods of the shared class, rather than just some periods. She also identified the quality of the relationship between the two teachers as important and suggested benefits where the difference in years of experience is not too great. Finally, she believed that being based in the same staffroom is important as it facilitates regular communication.

Chris and Stella believed the CTP partner/mentor should be from the same faculty area. They cited the example in the school of team teaching with primary trained teachers to compare both approaches. They both described weaknesses when the partner teacher did not have the same grounding in theory and practice of the subject area. They believe the lack of subject knowledge places more pressure on the new teacher and is more frustrating, rather than the reverse.

Problems and limits

During the follow up interview during the next year, Chris highlighted the problems that can be caused from a less successful relationship between team teacher partners from an experience she was having in what was now her second year of teaching. Although not a CTP or team teaching for the purpose of supporting a new teacher, Chris provided an example where her partner teacher became "upset" because some students in a senior class preferred her idea over the other teacher. Chris described how in this partnership, "team teaching was a bit difficult".

This example stresses the importance needing to be placed on effective matching of teachers. This is even more difficult when teachers, including new teachers, first commence at a school because little is known about the teacher and there are no relationships established that could be built upon. In some ways, this was ameliorated in the CTP of these case studies because the initiative did not commence at the very beginning of the school year.

Collaborative Teaching Partnership Two

School context and experiences as a new teacher

Nathan and Michelle both teach in the Personal Development, Health and Physical Education[5] (PDHPE) faculty at the school.

Nathan had taught for six months in the previous year at another school in the region. His current school had also appointed a buddy mentor from the faculty to support his induction. As well as the CTP, Nathan was able to comment on team teaching opportunities that are created from joint practical lessons in the PDHPE faculty.

Michelle commenced her appointment as Head Teacher at the school from the beginning of the school year. During her own induction as a new teacher she was appointed a mentor with whom she remains in contact.

Michelle described the school culture as being supportive for new teachers, particularly due to the high turnover of staff each year. She believed that the executive was approachable, people were kept informed and "that makes everybody feel a part of a team … working towards the same goal. I think the culture of the school is quite positive and helps to develop some confidence in the beginning teachers". Michelle indicated that this supportive behaviour was

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[5] In NSW, Personal Development, Health and Physical Education (PDHPE) is a mandatory subject within Years 7-10 state curricula. PDHPE teachers also deliver a range of courses across Years 9- 12 as part of the regular suite of subjects that are produced by the Board of Studies who govern curriculum requirements for students.

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extended to team teaching where the school was "going out of their way to make it happen".

Nathan focused more on students when describing the culture of the school. He believed there was a culture of not wanting to learn and provided examples where students did not bring basic equipment, and noted that there were no lockers for them to leave learning materials. For Nathan "it's been a hard thing to overcome, I've had a talk to Michelle about it in terms of how we can change that situation so that kids are bringing books and pens".

"Learning to teach", disenchantment and success

Michelle described the challenges for learning to teach for new teachers. She identified difficulties for university training because "you are going to be in the school, but when you get there it's a whole different matter". When new teachers arrived at their school she saw that "you are bogged down with administration and nobody teaches you how to balance your time: 'Where do I get time to prepare my lessons [when] I have all this paperwork?'". She adds the further challenge of integrating quality teaching principles, such as higher order thinking into a particular subject area.

Michelle described her ideas about success and professional satisfaction. First was a focus on "surviving the first year. I think quite often we lose a lot of young teachers due to the fact they either they don't feel supported or it's just that not what they thought it would be, so it's not for them". She went on to describe how professional satisfaction changes over a teacher's career:

> [it] would be very satisfying if you could get every student to participate and

value that and take something away from it … developing deeper knowledge with the students actually helps with their professional satisfaction. And then success for them as they grow and become more experienced teachers would be determined by the types of roles that they take on over the whole school … [This] might be sports organiser, year adviser, being able to utilise the skills that they actually do possess as a teacher because really every teacher is a leader.

She suggested that the implications for new teacher support are to focus on building up confidence with their own classroom management, their ability to deal with difficult students, and help them develop programs that are relevant to students that move the new teacher from "survival stage to a higher level of satisfaction".

One of the challenges faced by Nathan was how to engage students who do not want to learn. He believed that the mixed ability classes he taught encouraged negative behaviours learning to "feed off each other". The challenge for new teachers was that "it takes a lot more work from us as newly appointed teachers in developing strategies where we can reach both ends of the spectrum, and not just both ends, that we reach the kids in the middle as well. So, I don't how you can adjust that, but it's just a lot of work on us to do that". Nathan described compounding challenges for new teachers who need to teach a class of diverse learners while learning effective strategies to teach a mixed ability classroom.

Nathan also described the complexity of disenchantment that can be felt by new teachers. This includes facing personal challenges, unrelated to work – in this case due to the death of some friends during his first year of professional

teaching. In relation to work, he explained the impact that timetables can have, such as knowing when difficult classes were on at difficult times of the day. On a number of occasions, Nathan described "bad days [are] when you yourself don't get what you would like to out of the kids, or maybe haven't accomplished expected outcomes. They might not have understood something as much as you would have liked and you have to rethink how you could teach it". A range of matters are described where success is not evident to the new teacher. It is likely that a series of these events can make it difficult to work out which areas to focus on to improve things, which could then lead to more negative feelings and a potential negative spiral.

Nathan identified his buddy as the main person he would go to for support during these times of disenchantment. He also identified talking with other members in the faculty as a support when his buddy was not available.

Overall, Nathan described the ebb and flow of success for new teachers, particularly with his difficult classes:

> It's amazing when you have success, especially the bottom classes, it lifts
> you so much … I've made a difference. You might even have a week and
> you get through and I have really cracked through, and then the next lesson
> might be back where I started from, and it's really character building, having
> the bottom class, it's very character building for me. I get my hopes up, and
> then I okay, I need to re-adjust this and set new goals. So, it's good to
> have.

His reference to "character building" suggests the development of resilience as a teacher, although other comments above still identify the possibility for having

"bad days".

Reflecting on her own career, Michelle described the importance of her mentor and how it:

> started out as my formal mentor and then progressed as years went by. We just kept a good friendship with good contact, and I am sure she didn't realise she was still my mentor even though I still bounced things off her, how she tackles this or, what I should do.

This emphasises the potential for programs of support for new teachers to have long-term impacts for professionals and their practice.

Support

In relation to support he might be offered as a new teacher, Nathan reported that "I wasn't really aware of what would be available. I certainly didn't expect team teaching, or anything like that, or even the Newly Appointed [Teachers] program … I didn't really expect a great deal, I thought it might be sink or swim, type of thing. They just throw you in". He did not expect whole-school support but rather "I thought there would be support from the head teachers, which we get". He understood, from informal discussions with his peers, that the focus would be on his assessment:

> I knew that in the first year they assessed us to give us a teaching certificate … someone comes in and watches our classes at least twice a year, sort of beginning and towards the end of the your first year. Just to see if you can handle the classroom management … just to check your head is above water. Actually, yeah, you're not drowning … You're not

actually full teachers until you have got through first year.

Nathan believed he would have to prove his capacity to teach and that as a new teacher he would be working closely with his head teacher.

Nathan believed that, at the beginning, new teachers need to "seek out support" to try and get the specifics that they need that experienced colleagues may not realise. Important aspects include finding out about school processes. Later, Nathan reported that through friendships support developed "with people asking you" and this led to "reassurance".

By June, Nathan's focus was on his teaching practice and making a difference in the classroom:

> How can I make a difference in everyone in the room? How can I teach them better, develop strategies where everyone is learning? Especially in [PDH]PE [Physical Education], it's really good for us, we can relate things to the outside world, where we can give them life skills and things that they can relate to things outside of school. So really that's my goal, so that they are better adapted to life in general, not just teaching them in the classroom about the sexually transmitted diseases, I want them to take them into practice, not just sit there in a classroom and learn it, that people that are in my lessons take it in and apply it to their lives.

He sets high expectations for himself as a teacher, seeking to make a difference for all students and for them to value the learning from his classes in their own lives.

Michelle provided a similar perspective to Nathan. She believed that support is

about providing new teachers with access to people who they can "turn to for advice, guidance, experience, or helping how to deal with certain situations". She agreed that a focus early on should be on "how they deal with the administration". Unlike Nathan, Michelle believed there also needed to be experienced teachers allocated from across the school who can "help new teachers with their development".

These comments raise an interesting question about who should be responsible for initiating conversations to support new teachers and, therefore, the level of formality with which such support should be provided.

Types of support: formal versus informal mentoring

Nathan had access to a range of support. This included a buddy mentor, Newly Appointed Teacher program at school and district levels, faculty support, and a CTP. He was asked to rate this support in terms of overall support and support in the personal and professional domains.

Overall, he valued buddy mentor support and CTP. Nathan felt that his buddy mentor, rather than his CTP mentor/partner, provided most support in the personal domain, using terms like "fantastic" to describe how much he valued it. He valued the personal relationship that developed and the ease of access: " 'I'm your buddy if you need anything' … he always helps, where he can. He doesn't want to put his foot in too much. He just wants to know I'm keeping my head above water, and everything's going well". According to Nathan, the buddy mentor allowed the new teacher to explore his practice as he saw fit and was on hand to assist when approached or if he felt that Nathan might be struggling.

As well as being able to talk with his buddy mentor about teaching, because they shared similar periods off, Nathan also had the opportunity to work with his buddy mentor through teaching practical lessons in Physical Education (PE) at the same time:

> we can compare [strategies] for doing … at the moment we have gymnastics. This is a new strategy for doing the new mini tramp[oline], this is how this person does it. It's good for me to be alongside another teacher to learn new ideas as we go, so that's useful … we usually combine classes and split them up, we are doing it together. I found it very useful as a matter of fact … we are teaching together. I see those practices. So definitely the team teaching is amazing for me to see just different techniques.

Nathan described benefits he experienced from a form of team teaching that was able to be created in the PDHPE faculty through class organisation and timetabling. The corollary is that Nathan also identified a weakness of the buddy mentor approach in that he was generally not available during lesson times, other than the practical lessons mentioned.

Nathan also valued the faculty in general for its support structures because it was "a close-knit staff so it's been good to be able to talk and communicate ideas with each of the staff members there. If I have a problem with kids or behaviour management or need help with preparing lessons, then I can approach anyone in the PE staff in terms of them helping". His comments confirm high levels of support in the same faculty and close to the classroom.

Michelle agreed that support, including mentoring (in any form) was effective

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when delivered in the faculty. This included the informal opportunities that exist "even informally when you sit down and chat, you always tend to get back to teaching and learning within the classroom ... sharing of resources and planning and developing your own style and unit of work".

The CTP was valued most for its opportunity to support teaching "because actually seeing it in practice … talking to the [CTP] mentor they can tell me things, but just to be able to see it in practice and how they do it, it's definitely helped". When asked about the best way to structure support for new teachers, Nathan's view was that while at "the same time you want inservices or things that you can go to, my philosophy is the best practices are being there in the classroom. I'm going to learn more in the classroom than someone talking to me outside the room". Nathan clearly identified as a strength those parts of any program that provided support by what Schön (1983) describes as "in action" rather than "on action". Nathan also sees the value in being able to learn through observation as an adult learner.

Nathan viewed the Newly Appointed Teacher (NAT) meetings at the school in both positive and negative terms. At times he enjoyed meeting and he valued the booklets and other materials that were prepared. On the other hand, he found that sometimes the issue of time meant that he would have preferred to be doing other things, including following up discipline matters. He also reported disappointment when people came late and were a "bit frowned upon" by those running the sessions, implying they lacked understanding about the work of new teachers and did not value their efforts to attend.

Because of the large size of the group, he suggested it would be preferable to have an opportunity to meet in smaller groups "so we get together so we can chat about things". He reiterated this point while reflecting during the final interview in the following year. He suggested that the purpose of the meetings should be "more of just talking of your experiences rather than actually going through certain topics. How have we dealt with such-and-such an issue? And just generally talking to other first-year-out teachers there". Again, Nathan asserted a belief that learning to teach should be in the hands of the new teachers and support should be there to assist.

In a similar vein, when asked to comment on ways to improve support, Nathan believed another strategy could be the opportunity to see other classes. Specifically, Nathan suggested looking at the classes that the students he taught enjoy so that "you might be able to go and have a look at a certain teacher's class and sit in back of room and see what strategies they are using with the kids. Maybe once a week doing something like that so you can go and sit in on another teacher and just learn other strategies, not just the CTP way". Nathan believed the value of this approach would be to "get around and see different strategies in action".

Career outlook beyond the first year

From the first interview, Nathan remained of the view that "I know now I want to be a teacher, just to stay in the teaching field". The expression of this view shows that remaining in teaching was not always a certainty. He credited the support he received as a key factor in this decision, "certainly being helped by

the CTP and the mentors … yeah I can handle this now and I can get through it". Nathan described achieving a level of resilience and confidence that determined (for himself) that he had the capacity to teach.

Throughout each interview, Nathan identified similar professional goals in teaching. The first was a focus on quality lessons "to get more of those lessons – work on the quality teaching. Making sure I'm touching on all the quality teaching things". A medium-term to longer-term goal was to become a head teacher:

> I want to do my time first, and really get developed in myself and develop myself professionally in terms of units and classroom management, establish myself as a teacher … establish as a teacher where the kids respect, not that they don't, but just they have that figure of where I stand in terms of all different issues. Establish myself and then professionally develop it once I'm established … and, yeah, eventually head PE and pass on my knowledge to newly appointed teachers.

As mentioned above, Nathan also maintained an interest in "professionally developing people that might be lacking interest, or newly appointed teachers, trying to help them". His goals suggest a desire to maximise success in classroom practice, wanting to be valued for his work in his subject area and wanting to be able to lead others, including an interest in repeating for others the provision of support that he had received. At the time of the final interview, Nathan had also become involved in a mentoring program for Year 11 male students and was "in the process of growing those programs", which suggests that he was combining his interests in supporting others and mentoring to

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benefit students and felt confident in doing so.

Nathan credited his outlook to the support he received:

> having someone like Michelle come in doing the team teaching, having the
> relationship there where she's my head PE teacher … it sort of leaves me
> thinking that's what I want to be like … as experienced, and then
> communicate my ideas to the younger staff, and really help them along.
> Definitely something inspired me a bit more. I haven't really had any, you
> always have sort of the day, I don't want to be doing this. But, yeah, nothing
> worth sort of turning me away from my future goals of developing myself.

His involvement in collaborative support processes left him open to continuing to be interested in working with others as part of his approach to his professional work, and even created an interest in educational leadership in this area. This aspiration provides a variation to the career path mentioned by Michelle who suggested that teachers tend to move into other leadership, involving activities outside of the classroom such as student leadership or sports organisation, rather than supporting progress in teaching and learning.

How does the CTP operate in case study two?

Nathan and Michelle formed a CTP with a Year 10 sports science class. Due to timetable constraints, Michelle did not team teach with Nathan every lesson. They decided they would operate the CTP by dividing up the content. One teacher was responsible for leading the delivery of the content (in the primary teaching role). The other teacher took on a facilitator or supervisory role (in the secondary teaching role). The roles generally continued for a whole lesson or a

series of lessons rather than divisions within a lesson.

An example of this approach was reported by Nathan when reflecting on both teachers' different teaching styles. He identified asking questions of students as an important part of his teaching style and often led a discussion when he was in the primary teaching role. Michelle, in the facilitator role, used the discussion to construct notes on the board.

Their approach to putting a CTP into practice was demonstrated during a lesson observation with their Year 10 sports science class. Field notes show that Nathan entered the classroom with the first students to place notes on the board while Michelle stood at the front near the door. She spoke to individual students about unpacking and dealt with late students. Students started copying without instruction. Michelle reprimanded an individual student who then protested and tried to initiate a conversation with Nathan. Nathan reinforced Michelle's answer, then said, "It is time to work".

Throughout most of the lesson, Nathan was the primary teacher and Michelle the secondary teacher. Nathan was responsible for changing lesson activities and leading discussions. Michelle contributed an occasional point to the class discussion. Later in the lesson both teachers talked to a student to provide assistance with an upcoming assignment. The teachers swapped roles, Michelle moving to the front of the class to explain the activity to the whole class and Nathan to the back of the class, and took on the role of quietening the students.

Generally, throughout the lesson Michelle (in the secondary teaching role)

assisted by focusing on off task behaviours, both quietly and in ways that were audible to the whole class. Later in the lesson, when the class became restless, Michelle moved to the front of the class to regain authority and control while Nathan continued leading the learning activities. At times, Nathan spoke to a student about off task behaviour or sought to quieten the class. Michelle often followed up in quick succession by speaking with another student or naming a student, for the respective situations.

As part of the observation a check of how many students were off task was taken every five minutes. The results show few students off task. In order, the number of students off task at each five-minute interval, out of a class of 22, were: 1, 1, 4, 1, 0, 0, 0, 3, 1 and 3. The lesson observation record shows the low number of students off task was due largely to the intervention of both teachers. Further analysis of this lesson is presented in the next section, comparing student off task behaviour in this lesson with a lesson with the same class in the single-teacher setting.

In the CTP setting, Michelle explained from a mentor's perspective that she was able to observe the classroom and then use this information during discussions with the new teacher, often informally. She provided an example where she needed to do this but described her thinking in theoretical terms:

> because you build up a good relationship with [the new teacher CTP partner] anyway, you are in the classroom with them, you are talking to them, at meetings, talking to them within your faculty. I think I would bring it up either 'this happened to me, and this is what I did'. Or 'I saw this, what did you feel? What can we do about it?'

Interestingly, Michelle noted that she was also able to observe what was not said in the classroom and "you feel … they probably could … or what they need, or what they would like to need if they are too embarrassed to ask".

Michelle also believed she was able to bring to the CTP a "good bank of experiences in how to deal with unsuspected [sic] events in the classroom". And her curriculum knowledge was important as it ensured that she was more than "just an extra body" in the classroom. This latter point is important when balancing the potential benefits for establishing CTPs where both partners share the same curriculum area.

What are the benefits, limits or problems from this CTP?

Teacher ideas

Nathan reported one of the benefits he perceived as the opportunity to pick up new ideas and strategies in the classroom through observing his colleague in action. Importantly, Nathan welcomed the opportunity to view approaches of other people that he "can then apply and adapt to suit [his] teaching because everyone's different, and just to have your own spin on it. Just to learn things like that and how we can adapt our teaching for those types of people". Examples from Nathan's experience include dealing with the variety of abilities in practical and theory lessons, and structuring practical activities.

Nathan also reported receiving feedback from his CTP partner at the end of each lesson and believed this assisted him to develop his "personal attitudes towards teaching". He cited examples such as learning about the need to

program effectively and be prepared for lessons.

Through planning and evaluative conversations he was able to see ways to change lessons in terms of structure or including additional aspects that resulted in a "more valuable lesson for [students] at the end of the day. So they achieve their maximum potential in that lesson". In relation to practice in the classroom he was more focused on "making sure we can see what's happening". He also reported improvements in structuring worksheets and increasing questioning skills so that "rather than opening the questions, yes/no answers, how we can develop so we know how much they know, so that's been a benefit for me".

Classroom management

Nathan reported a benefit of the CTP in relation to classroom management as "having that support in the classroom, rather than having it in the office". Through the CTP he was able to see how a teacher could respond differently depending on the circumstances, including understanding that individual students will respond differently to different approaches. He explained that "it's been a good chance for me to see somebody else in that classroom, same bunch of kids, how they deal with the same situation, whether they are lenient, or how strict they are, in terms of where I should put my foot down, where I should let go, and just depending on the kid". He went on to describe how the CTP encouraged conversation about these events, which assisted Nathan's professional growth in this area, "talking about it afterwards is a great thing. 'I've seen this happen, and you let that slide, was there a reason for that?', finding

out 'well, this kid has a problem with confrontations if they do something, we try to let it be ignored', and different classroom management strategies". The conversations developed the complexity of this area of professional work using shared, specific examples that provided opportunities to learn about individual situations and students as well as broader principles about classroom management that could be applied in other contexts.

Nathan reported that class behaviour for the Year 10 sports science class was similar in both the single-teaching and team teaching setting. However, he believed the outcomes are very different to some of his other classes:

> whereas in some classes here by yourself, you might have to waste 50% of the lesson on discipline issues and it wastes a lot of time, but with the second person … bang … we can deal with the issue even if we have to take two people outside, rest of the class can get on with it rather than spend time in class with it.

It appears that the CTP allowed Nathan to achieve more success in classroom management for one class and that he was able to sustain this improvement even when he was teaching in the single-teacher setting. The potential, or at least perception, that half of some classes with other classes were taken up with classroom management issues highlights the importance of this matter for new teachers. More discussion about transferring benefits in the single-teacher setting is provided later in this chapter.

Another example suggests potential benefits for building a bank of experiences to successfully deal with specific issues that arise. An example relates to dealing with gender issues in the classroom. Nathan reported an issue

where boys in the class "idolise" one of the girls in the class, and she then became a focus in class. Nathan "didn't know how to handle that, whether to discipline her or the guys". He valued his CTP partner's experience to deal with the situation. Importantly, he was able to use the experience of watching his CTP partner to then deal with similar situations in the classroom when he was in the single-teacher setting. It is worth postulating how the result may have been different without a CTP. Would the matter have been dealt with effectively or would the new teacher have just tried to contain the situation as best he could? What would be the impact on the teacher, the individual students and the class each time the issue recurred? Would a new teacher have the time or opportunity to reflect on the specifics of the behaviour if they were feeling like they were struggling generally with management in that classroom?

Ameliorating workload and a cycle for success

In relation to workload, Nathan reported support from the CTP partner as being "fantastic to make sure it's being done" rather than "it would have been overwhelming, the fact that there was so much work to do". He provided an example in relation to assessment of the shared class when they shared the tasks for the work and with his partner's "encouragement … and monitoring of time schedules" he led the design of an effective assessment based on the material taught to the class.

Nathan's view was that without a CTP partner/mentor "I don't think I would have got through it, I would have somehow just stuck with what we had, somehow adjusted marks right at the end". He argued that without a CTP he would have

felt that he lacked time. He was likely to be less than satisfied with the end product as it did not reflect the materials he taught to the class or allow them to show fully what they had learnt. Similarly, students are likely to have had a less effective assessment, including potentially aspects that had not been taught to them but had been taught to previous classes, and were therefore likely to feel less satisfied and engaged in the subject.

The alternative, as a result of the CTP, appears to be a more effective assessment for students as a result of a more efficient use of teacher time that leads to greater professional satisfaction and more positive feelings about workload. This has the potential to create a positive cycle for success where success leads to more energy and opportunities for success.

The two alternatives become starker when considered in relation to how Nathan perceives teaching:

> At the moment, I'm looking at really developing the students I have for this year. I have got to know who they are now and what their learning capabilities are, just the best thing for me now, I want to do my best with them, that I can, and I can get them to learn as much as they can in this year, especially being my first year and take as much back from this year that I can, that okay things are working or things aren't working.

Nathan had high expectations about making a difference for his students and for his own teaching. However, in practice, he described how he is likely to have taken short cuts to manage the workload. In contrast, with the support of the CTP, he got closer to achieving in practice his desire for quality practice.

Teacher socialisation versus opportunities to enhance pedagogy

In relation to teacher socialisation, and the debate within the literature about whether experienced colleagues encourage conservative teaching approaches or act to counter such approaches, there is evidence of both perspectives being present in this CTP.

On the one hand, Nathan pointed to receiving evaluations from his CTP partner at the end of each lesson, which he indicated assisted in developing his "personal attitudes towards teaching". Lesson observations of both the CTP and single-teacher setting show almost identical routines at the beginning of the lesson. Whilst this example reflects a positive outcome in terms of transferring success from the CTP teaching to single-teacher setting, it also highlights the potential for experienced colleagues to influence the teaching style of the new teacher.

On the other hand, Michelle believed that the CTP structure encourages a different type of teaching to occur in the classroom, even compared to her own classroom. This includes more group-work-type activities and "one on one work, [students] are able to ask questions, they are more focused, they just get an extra person, more attention for their own development of skills and knowledge". When Nathan was asked to reflect in the following year on how his teaching was improved by the CTP, he also gave as an example that he felt more confident using different approaches for structuring his classroom, such as group work. Both CTP teachers suggested that the CTP structure provided creative space for different types of pedagogies to be explored.

Supporting collaborative planning

One positive outcome of the CTP for Nathan was the opportunity to contribute to the collaborative development of faculty programs and resources in the shared class:

> so now we can implement that for further years, something we have started now, we can use throughout every Year 10 coming through now. So it's been great, it's been a good experience for me to actually be able to change things and make things how we want them, rather than just teaching what's there to be taught.

For the new teacher, increased professional satisfaction has been achieved through being able to contribute to the faculty's curriculum. It also provides greater ownership and connection as a member of the faculty, as Nathan identifies that his work would be used by his colleagues when teaching the sports science class in years to come. For the faculty, the CTP created time for the redevelopment of faculty curriculum as part of planning and teaching rather than as an additional task.

Benefits for students through enhanced pedagogy

Although the primary focus of this research is to consider the benefits of CTPs for new teachers and teaching, some evidence was gathered about benefits for students and their learning. These are mainly linked to improved pedagogy.

In general, Nathan saw the benefits for students from CTPs as "just having Michelle, and her helping me with different ideas with what I can achieve to maximise results when it comes to exam times, kids can actually respond to

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things, stuff we have taught them". Michelle also saw benefits for students. She explained how having an extra adult in the room provided an "extra set of eyes to be able to jump on any management issues that may come up … but also an extra head to help with content and planning and working out what works and what doesn't, how else we can design discussions so that all kids are involved". Both teachers spoke confidently about being able to make a positive impact on learning for the students. This is in contrast to other possibilities, such as trying to "survive" the lesson preparation and/or delivery.

As mentioned earlier, both Nathan and Michelle believed there were benefits for students from being able to restructure the class into groups and increased opportunity for one-on-one or small-group support. Nathan explained how, during end-of-lesson evaluations, planning for the next lesson(s) was better able to cater for individual needs of students:

> we can really work with the kids and get to know where they are at. Then we can come back as a class, especially after Michelle and I have had had an evaluation of where they are at, then really go from there with our next lessons. Our organisation becomes easier, we know where the kids are at because we have talked to the kids and some people are still here, we need to work on those. So we can split the class up again, maybe just a group of four kids with one of us, who can work more intensely where they should be up to.

Nathan describes a classroom where teaching takes place, responding to specific learning needs of individual students, groups and the whole class. He also saw that his teaching of other classes had improved as a result. He

reflected, "I've gone, 'Okay, this is how I can do it, spending more time with the groups'. And it works really well now. Just those sort of things".

Another advantage, discussed previously in relation to teaching rather than learning, is classroom management. Nathan identified an advantage of two teachers as being that "we can get them on task quicker and just really create that line of thinking and both of us moving around the classroom see more of the kids and answer the questions they have, and really get the kids into working quietly and quickly". As a contrast, Michelle described the potential impact of a poorly organised class:

> feeling like you can't teach, students don't co-operate and don't do the right thing, that can make you feel more obviously I'm not doing the right thing. Or I'm not reaching them. Yeah I think students are the biggest obstacle there.

Both CTP teachers highlight a form of teaching where students are responsive to teaching and engaged in their own learning.

Nathan extended the advantages of the CTP approach by indicating that it allowed for the deliberate structuring of groups to support classroom management and the quality learning environment because the teachers could "split a couple of people who might have a go at each other, put them into a group each so they aren't together, so they aren't distracted. The whole class we can [then] teach them as individuals". Rather than just trying to manage the class overall there appears to be space for teachers to plan specific strategies that make the class operate more effectively and improve learning for students

who are likely to disengage. Nathan added, in relation to his other classes, that "it's given me ideas to take outside of the team teaching. It's given me ideas to take out into my other individual teaching for the different areas".

Turning a potential negative experience into a cycle for success

Nathan reported how a potential negative experience was turned into a positive through the CTP and led to a cycle for success in his teaching. The incident occurred during "a classroom discussion that wasn't really happening". In response, Nathan described how he (and the class):

> turned to Michelle [about] how do we improve this. No wasted time, just different minds of thinking after all the kids were up to this level. So we changed activities slightly and changing a few words and giving them like a structure 'this is because dot dot dot'. And it just made the lesson flow. We didn't have to change the whole idea of it, just made the lesson flow.

As well as supporting that particular lesson, Nathan reported that "it gave me confidence to know if something's not working, well hey you can stick with it, just adapt it to their level or where they are at".

This example highlights a number of potential positives for CTPs, including a potential cycle of success. In the first instance a lesson that was likely to be unsuccessful was avoided. By the end of the lesson, both the students and the new teacher were able to leave feeling satisfied, or at least not dissatisfied. It is possible to extrapolate that this maintains confidence between teacher and students about the effectiveness of the teaching and the class. A further benefit is the learning that Nathan identified about teaching. He now felt confident

enough to make changes throughout a lesson if it was not working as well as he would like. As a result of this experience Nathan appears to have gained some long-term skills, added resilience in the classroom, and a positive feeling about an experience that would otherwise have been classified as a negative.

Benefits in single-teacher setting and cycles for success

An important question for this research is to consider if there is any transfer in the single-teacher setting. That is, does the CTP assist new teachers when they are operating in the traditional role as the only teacher in the classroom?

Overall, Nathan reported learning how to teach at a faster rate than he was likely to have experienced in his first year of professional teaching:

> I can implement a lot of stuff now that I wouldn't have thought of. It would have taken a long time to develop, but being first year out I have seen these things in action now as well, in my classroom, and it works. If it doesn't really work I might not try that again.

An advantage highlighted here is the opportunity to see "stuff" in action and to then make sense of it in a way that Nathan felt was relevant to his own teaching.

Nathan believed he had an enhanced range of strategies and classroom skills from the CTP that he was able to transfer to teaching in the single-teacher setting. These include discipline strategies and strategies to more effectively cater for individual student needs in the classroom. One simple example is a greater use of visual aids to complement written and verbal learning in his Year 8 class.

Another example relates to creating an exciting lesson for Year 9 sport science that was then shared and valued with the teacher of the other sports science class:

> teaching bones and muscles. I have had a couple of activities and have had [students] sticking them on themselves, on the muscles and bones, and they are walking around as a human skeleton. It worked really well … I felt great that somebody had used the lesson that I had sort of prepared. It made me feel like I was actually making a difference, especially coming into an organised staff room where the units are prepared. It's very easy to get into a routine to using whatever's there and just going through the units.

Nathan went on to explain how in the CTP "instead of just teaching what's just been in [the faculty], we have made a couple of adaptations and we have thrown in and developed the PE unit as a whole".

An example was the establishment of effective procedures for starting a class without wasting time, which allowed the class to settle and ensured the roll could be marked, which he notes needed to be done as it is a "legal document". Nathan demonstrated success in establishing a more effective learning environment as well as meeting administrative expectations of the organisation.

An example related to his presence in the classroom. From his CTP experience he had learnt the value of being prepared. He had also learnt, from the times when he was in the secondary teaching role and also seeing Michelle in the secondary teaching role, about:

> not turning my back on the class, just learning from having two people in the classroom. They can see everything that's going on, the people in the

> back corner, just knowing what people are about to do. Just an awareness I
> think is the big thing for me when I'm in a class without another teacher. I
> have got more awareness of where students are, what they are doing,
> things like that.

It seems for Nathan that the opportunity to work in a CTP drew his attention to behaviours in the classroom that he may never have noticed, although they were likely to be behaviours that could negatively impact on the effectiveness of his lessons. By being placed in this situation on a regular basis in the CTP he "saw" the behaviours, ways to address them and the benefits of doing so, which has led him to value focusing on the same in his other classes. The result is the potential for a cycle of success to be created whereby an enhanced awareness and knowledge about the learning environment can allow for negative behaviours to be addressed earlier and at a lower level of required correction. This in turn can lead to a more effective classroom and increased satisfaction for the new teacher, and better engagement in learning for students. Richmond (1996) describes how this can be achieved when effective strategies ensure the language of the teacher in the classroom is predominately focussed on learning rather than behaviour management.

This was evidenced during a lesson observation teaching the Year 10 sports science class in the single-teacher setting. Field notes show that Nathan arrived early at the classroom to place some notes on the board. When students arrived he let them into the room and welcomed the students. Nathan took a soccer ball from one student before anything inappropriate occurred and the following dialogue took place:

Student:	There'll be no ball taking.
Teacher:	You know I like soccer and will give it back.
Student:	(Hands ball back to teacher). Thanks, sir.

He used phrases like "while you are unpacking" and named students who appeared off task while the class was settling. He left students to write notes while he talked to late students who knocked on the door and then waited, seemingly aware of the rules/routine. Nathan then commenced the main part of the lesson with a demonstration that he conducted with the class standing to watch. As part of the lesson observation a count was made every five minutes of the number of students off task. Of the 22 in the class, no students were off task at the first two time checks. This routine is almost identical to the one described in the lesson observation of the CTP and seems to indicate some success in commencing a lesson through the development of effective routines and clear expectations.

The five-minute count of students off task mirrors the apparent effectiveness of the lesson overall. In order, the number of students off task every five minutes was: 0, 0, 3, 3, 2, 5, 4, 7, 4, 0 and 3. Field notes record that at the point where most students were off task Nathan responded by changing the lesson activity from class discussion to writing notes. Nathan appeared to regain some control and composure at the end of the lesson, reinforcing the positive student behaviour for "fifty minutes", issuing homework that would be checked the next day, and asking students to "tuck in your chairs before you leave".

The table below compares percentages of students off task at five minute

intervals during the lesson between two lesson observations of the same class, the first in the team teacher setting, the second in the single-teacher setting by the new teacher.

Table 13: Percentages of students off task at five-minute intervals during lesson observations of Year 10 Sports Science.

	Mean	Mode	Median	Range
Team teaching	6.4%	4.5%	4.5%	0% to 18%
Single-teacher setting	13.6%	0% and 13.6%	13.6%	0% to 31.8%

The majority of both lessons could be viewed as being effective but the single-teacher setting shows the challenge for new teachers as they seek consistency in delivering effective classroom management and lesson delivery. The bimodal distribution for the data in the single-teacher setting, and the greater range, highlights the added variability in student off task behaviour in the single-teacher setting with the new teacher. This suggests that there are times when Nathan is more able to put into practice what he is trying to achieve and other times when he is less successful.

Direct guidance by CTP partner/mentor

An issue highlighted in the literature is the capacity for providing explicit and direct guidance to colleagues as a way of assisting their development. Nathan was unable to provide any examples, even though he indicated that:

I would jump at the opportunity to learn and to definitely experiment with

that, and if it doesn't work I can go back to, certainly if Michelle says I should change my approach I definitely would try it and implement what needs to be done to make it work better. Anything that can develop me as a teacher, especially if it comes from somebody who has more experience.

Nathan indicates here a willingness to receive direct guidance from his CTP partner but describes this form of support as being limited in his experience.

However, as mentioned earlier, Michelle describes how she is more likely to bring up matters informally: "I would bring it up either this happened to me, and this is what I did. Or I saw this, what did you feel? What can we do about it?" While not necessarily providing direct guidance she does note the value as a mentor of being able to see what is not said and to get a "feel" about what issues need to be canvassed.

Benefits for CTP partner/mentor

As a new Head Teacher to the school, Michelle identified benefits for her own professional learning. She believed it gave her more confidence and "an extra head to help with content and planning and working out what works and what doesn't". Other advantages mentioned previously included being able to experiment with different class structuring, such as group work, or working with an individual/small group of students.

What is the ideal structure?

Each person in the CTP was asked to describe what the ideal CTP structure might look like, or aspects that should be included, and the basis for their thinking.

Both Michelle and Nathan agreed that it was important that new teachers had their own classes for part of their teaching load. Michelle's view was that "I wouldn't go any more than two [CTP] classes, because they need to find their own feet as well and be able to utilise the skills they have learnt, that they have been able to chat about, within their own classes". Nathan had a similar view, believing there is a different sense of professional satisfaction in the CTP and single-teacher settings:

> When I have a breakthrough when you work for yourself … you get a lot more satisfaction from it because you have worked on it and you have come off it. It's different in terms of team teaching, when we have success it's great we have made a difference and we can look at … we have brought the kids from here. It's a different sense of satisfaction.

While acknowledging the potential to achieve success in the CTP, he enjoyed the satisfaction more when it came from his own work.

Michelle believed regular, scheduled time to work together outside of the classroom was an important aspect to creating the ideal CTP structure. She commented that "I know that it's not meant to be extra work, but I still think it puts a strain on teachers' time". Michelle believed this time would enhance the potential benefits from a CTP where ideally:

> Both teachers would be more confident and obviously have a stated goal that they are both heading towards. Students would obviously reap those benefits because the lessons would be flowing, interesting, relevant, allow them to be focused and connected to their work. And, just prepared, developed, and allow them to develop a few more higher order things,

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deeper knowledge for the kids.

The purpose would be to provide an opportunity to meet together, to plan and to "make sure that we're on the right track". She believes this approach would assist new teachers to gain greater confidence sooner.

As well as, but separate to, the CTP structure, the school trialled primary school-trained teachers to team teach on some of the more difficult classes. Nathan was able to compare this approach as part of analysing the CTP structure. Nathan identified as a positive of teaching with a primary school teacher the opportunity to use some strategies used in primary schools, and that he could share some of these with his CTP partner. He also enjoyed the "common ground" established by being of similar age and experience. However, Nathan identified as negatives that the other teacher lacked the authority of his CTP partner and that they did not have the subject knowledge.

Michelle also believed subject knowledge was an important strength for a CTP partner/mentor. She rated, in order, a range of qualities required to be an effective CTP mentor/partner:

I would rate probably experience number one, listening number two, [knowledge of subject] number three … because you need to be able to experience a situation yourself to be able to help, provide guidance … I think a good bank of experiences helps. And gives you coping skills in how to deal with unsuspected [sic] events in the classroom. Listening to not only what the teacher is saying but also what they are not saying, but you can also pick up and maybe need a little more help with this, or maybe I should show them how to do this … I think not just listening to what they are

> saying but what they are not saying, what you observe, you feel … they
> probably could or what they do need, or what they would like to need if they
> are too embarrassed to ask. Having knowledge of the subject area is very
> important – I couldn't think of anything worse than being in a team teaching
> situation where you didn't know about the subject and not being much use,
> just an extra body.

She described how a CTP partner/mentor can use their experience to deal with situations as they occur, provide guidance based on what they observe (as well as through conversation with the new teacher), and share the knowledge of subject as the basis for any effective teaching and learning experience.

For Nathan, a CTP partner/mentor needs to be open and able to communicate, not someone who is intimidating:

> to be successful, they should definitely be approachable, and probably
> someone that has shared experiences, like, for myself having someone
> younger that has gone through the process not long ago as well. They went
> through the process, they had to have a mentor, so they actually are aware
> of what the mentor's strengths and weaknesses are, they might be able to
> say, 'remember when I was mentored they didn't do this', and they can
> adapt to that as well.

Importantly, Nathan described a mentor who would see themselves as learning and referred to preferring a younger person because he wanted to remain in control over the direction of the class and his own learning to teach. This suggests a resistance to being socialised as a teacher in a way that he does not want to be directed.

Nathan went on to identify, in order, other qualities. One was being able to provide effective advice and support with classroom management. Another was having subject knowledge, including where "we can approach them about borrowing stuff out of their units and see if we can help each other out there". Again, Nathan described a relationship where he could gain ideas and support but where he also had control and could give something back to his partner/mentor.

Training for mentors

In relation to training for mentors, Michelle believed that this could be beneficial for her own professional learning. She described learning to mentor "pretty much on the job, from having practicum students and beginning teachers". The purpose of training for Michelle would be to "help us pinpoint what would be some of the issues that teachers might bring to your attention or how you can assist with certain strategies and to develop, help them develop".

Nathan believed that some training would be beneficial to ensure CTP partners/ mentors know how new teachers may be feeling in different situations, but also believed that:

> in some ways mentors either have got it or haven't. They are there to help someone and really want to develop them as well. I mean, [hopefully they are doing it] because they want to be getting something out of it as well, and they want to see different teaching styles as well, and if they aren't in it to help I don't think you can train somebody to care and have support structures to give them if they are not [caring].

Overall, while Michelle saw the value in developing specific skills, Nathan believed it was more important to identify the right people to be mentors.

What are the problems and limits of this CTP?

A number of issues have been identified that show limits of CTPs, or areas for further investigation. These include:

- role clarification

- time

- absence of one teacher

- student reactions

- Head Teacher as CTP partner/mentor.

Each of these is elaborated below.

Role clarification

One area of CTP effectiveness relates to the need for role clarification within team teaching. An example of a situation that can arise with two teachers in the class is described earlier regarding classroom management, when a student turned to the second teacher after being reprimanded by the first teacher. In this example, the teachers maintained a common front but it seems likely that students will try to exploit differences in opinions (and leniency) between two teachers in the one classroom.

Although she felt "comfortable" with the situation, Michelle identified a desire for more knowledge about team teaching as something that could assist. This

situation was exacerbated because she was a new Head Teacher to the school and the program started quite suddenly in the middle of a school term.

These problems are likely to be ameliorated somewhat if CTPs were adopted across a school over a number of years. Nevertheless, it highlights the need to consider appropriate training/information to support teachers to understand team teaching in the one classroom so as to maximise benefits that might arise.

Time

As mentioned earlier, time remains an issue. While CTPs create time for teachers to work together, Michelle saw value in additional time to assist with planning, effective use of the team teaching situation and providing an opportunity to talk with the new teacher about relevant matters.

Absence of one teacher

One difficulty identified relates to when one of the CTP teachers is absent. Nathan reported that while Michelle noticed little change in the class when he was absent, "I don't know why it changes this one to that one class but when she's away it tends to affect me a bit".

Student reactions

Nathan noted that at first students were "a bit shocked" about having two teachers in the room and thought that this was because they were "in the dumb group". This was largely due to it being a new initiative and is less likely to be a difficulty if it is more common practice and starts at the beginning of the year. However, it does highlight the need to be able to clearly explain the initiative to

students in a positive and reassuring way that also maintains the authority of both teachers. For this CTP, students were told by Nathan that "Michelle's here just to help us out and get through the work".

Head Teacher as CTP partner/mentor

The inclusion of Nathan's head teacher as the CTP partner/mentor highlights some challenges that were only revealed in the final interview in the following year. Nathan felt there was additional pressure:

> sometimes it can be a bit overwhelming "Oh …I've got a head teacher in my room". You know, "I've got to do everything properly or whatever else". So that can sort of be that scary. I'm with the head teacher and I'm first year out, if I'm not doing a good job they'll sack me or that. You're not aware of the processes and what it's there for.

The pressure was intensified because his understanding of his first year of practice was that he might be sacked if he was not able to teach and he felt that his head teacher had this power. He went on to explain how things relaxed when "you realise 'Hey, they're there helping you and you're helping them as much as they are you' so … yeah, that can be sort of overwhelming when you first start it". He also acknowledged that he did know when he would be team teaching. Further, he saw the advantages that it brought for him: "they know how your teaching is and, well, as it's turned out, I've got the Year 11 course next year because Michelle has seen how I teach. And so she sort of said, 'I want you to take it because I've seen what you're doing in the classroom' ".

Overall, Nathan's view was that having your head teacher as CTP

partner/mentor "has its pros and cons, to give you a straight up answer on that one, I enjoyed her presence". Ultimately, the advantages and disadvantages are dependent on the individual circumstances and relationships. In many cases, other variables are likely to be at least as important, such as number and composition of teachers in the same faculty or stage.

Cross-case study analysis

Context

In the following analysis, the use of the term "all" is used when both new teachers and both CTP partner/mentors agree.

The cross-case analysis briefly examines some aspects related to the general culture of the school to offer support to new teachers, before focusing more deeply on the CTP structure.

School culture and a suite of support

All agreed that the school provided a range of strategies to offer support for new teachers. These included:

- allocation of a buddy mentor

- participation in Collaborative Teaching Partnerships

- team teaching in some classes utilising primary trained teachers

- weekly Newly Appointed Teachers' (NATs) meetings

- encouragement to take up professional learning opportunities that were

available.

Both case studies exemplified how support for new teachers was most beneficial as a result of there being a suite of support strategies for them. No single strategy met all of the new teachers' needs. Instead, each support strategy tended to complement others.

New teacher meetings

Both new teachers found the weekly NATs meetings as an opportunity to meet with other new teachers, debrief with other new teachers and share tips, as well as work through the induction program. Despite the benefits, time demands posed some difficulties. Nathan expressed concerns about how people were devalued when those running the program "frowned" on new teachers if they arrived late.

Support from Executive

Both mentors felt that the school was supportive of assisting new teachers. Michelle, as a new member of the Executive, found the school leadership to be approachable and that they went out of their way to organise support for new teachers.

However, one concern expressed by Chris about school culture was a degree of alienation between new teachers and the Executive, including the relieving principal. This was exacerbated by being overlooked for a welfare position at the school. The result for Chris was feelings of being devalued as a professional, and this contributed to her considering other career options.

Support in the personal domain

There was agreement between both new teachers that buddy mentors and colleagues within faculties provided significant personal support; this included being the people they went to most often during periods of disenchantment.

All agreed that it was preferable for mentors to be based in the same faculty as the new teacher. This support was seen as very important. Michelle described the potential for this form of mentoring support to be long lasting over a person's career.

Learning to teach

While there was agreement that buddy mentors and the colleagues within faculties provided significant personal support, all agreed that CTPs provided the most significant support towards developing teaching practice.

Examples were provided in both cases to show that things had improved in the school term after the CTPs started. Case study one described "moments" from the first CTP lesson that led to significant progress in teaching.

Collaborative Teaching Partnerships in action

How is it done?

The findings from both case studies highlight different approaches for operating a CTP in action. In the first case study the CTP partner/mentor typically modelled teaching practice and supported the new teacher in structuring her lessons. She also provided support with classroom management when the new teacher was leading the class, and made use of group work whereby one of the

teachers would have discrete responsibilities for a particular group of students.

Typically, in the second case study the CTP partners would divide up the content, which would then determine who would lead the lesson in the primary teaching role. The teacher in the secondary teaching role would assist with classroom management, keeping students engaged on task, and would occasionally add to class discussions or write notes on the board while the other teacher led a discussion. Like the first case study, they also reported using more group work and the use of one of the teachers to work with an individual or small group of students for a particular purpose.

Mentoring roles in the CTP

Both CTP partners/mentors saw as an advantage being able to observe the new teacher in the classroom. However, both CTP partners/mentors had slightly different approaches. Interestingly, their approaches were similar to the experiences they had while learning to teach themselves. In case study one, Stella, who had in the previous year had a positive experience team teaching with more experienced colleagues, was more likely to try and model a relevant area in the classroom for her new teacher partner as well as bring up matters through conversation. In case study two, Michelle, who had experienced a successful mentoring relationship that assisted her as a new teacher, was more likely to raise relevant matters through informal conversation or reflective questions. Some form of feedback and discussion occurred between the two teachers at the end of each lesson. Neither case study highlighted utilising the opportunity to provide direct guidance, preferring to use more "supportive"

means to raise matters that were observed by the CTP partners/mentors.

The impact of previous team teaching and mentoring experiences on their work as CTP mentors shows how the way that new teachers are supported can have long-term implications for how they might support other generations of new teachers when they become in a position to do so. It also highlights how, as a collaborative activity in general, longer-term perceptions can be developed amongst professionals about working with their colleagues. In case study two, Nathan made repeated references to wanting to support other colleagues in the future and, as he was working with his head teacher in the CTP, perceived this type of supportive approach as relevant to the sort of executive teacher he aspired to become in the future.

Ideal structure

All agreed that the ideal CTP structure would provide for experienced subject experts working with the new teachers. Being based in the same staffroom also provided opportunities for professional conversations to be ongoing and often informal. While Michelle saw subject knowledge as being of the most importance, Nathan argued that experience with classroom management was of more importance, followed by subject knowledge.

All agreed that it was vital that people involved in the CTPs were able to work together for it to be successful. Chris provided an example from a team teaching experience that showed how the situation could become "difficult", in particular when a teacher competed for the affirmation of students.

All agreed that the best structure would be for CTPs to operate on only one or two whole classes. While success from CTPs was valued, it was most valued when it led to individual successes in the single-teacher setting. In both case studies, neither CTP partner/mentor team-taught all lessons of the shared class. Stella argued that all periods of the shared class should be team-taught.

Michelle argued that while CTPs ware not meant to add to the "strain" on teachers, in the ideal situation there would be time available for CTPs to meet regularly. She believed there would be benefits for the operation of CTPs in practice, that it would assist with developing greater skills and confidence for new teachers, and that it would lead to more engaging lessons. Chris and Stella had some time to work together as part of the buddy mentor program but, while the discussion was able to be somewhat informal, found the set program detracted from other areas that could be focused on – such as showing how a "simple thing" (for example, an assessment task) could be done that would be beneficial. However, a weakness of the CTP structure that does not provide time for meeting could be that the CTP partner/mentor becomes busy for long periods at a time, which coincides with a period of time when the new teacher is struggling.

Both Stella and Nathan commented that there was some value in CTP partner/mentors being close in years of experience to new teachers. Nathan described as important qualities of the person: being open, communicative and not "intimidating". He suggested a CTP partner/mentor should also want to learn about improving their own teaching, including from the teaching style of the new teacher. Stella's previous experience with team teaching, in her third year of

teaching, also raises questions about if there is a particular time in a teacher's career when the benefits for an experienced teacher to participate in a CTP that might be greater as well as for the new teacher they are supporting.

Nathan believed that there are advantages and disadvantages from the CTP partner being the head teacher of the new teacher. The second case study does not provide any clear finding about whether this is a situation that should be encouraged or discouraged, and no doubt it depends on the specific qualities and interactions of the two people involved.

Problems and limits

Some of the problems or limits of the CTPs related to issues that might be improved if the approach was used more widely and frequently. This included student reactions at first, in case study two, who felt the second teacher was added to the class as a result of their lack of ability. Another issue related to procedures if one teacher was absent and, for example, had assumed responsibility as the teacher in the primary teaching position for that lesson.

Other problems or limits might also benefit from availability of resource materials or some training for teachers. This includes role clarification for the team teaching setting. Stella highlighted how her previous experience provided her with the confidence and skills in this area while, for Michelle, it was an obstacle she had to overcome "on the job".

More systemic issues relate to provision of time and matching of CTP partners. While both case studies described how they utilised opportunities to meet informally, particularly because each partnership also shared the same

staffroom, both also discussed the value of time to meet to ensure the new teacher was not left wanting at times when the CTP partner/mentor may be busy, and to increase the effectiveness of planning, team teaching of lessons and the development of the new teacher.

In relation to matching partners for CTPs, both partnerships were viewed as creating positive relationships that supported positive outcomes. This may be partly due to the fact that CTPs started later in first term after the new teachers had been at the school for a short time and had established some relationships. For example, in case study one Stella had already been appointed to be the buddy mentor for Chris. However, Chris's experience from team teaching in the second year (for a different purpose than the CTPs) highlights the potential for it to be "difficult" when matching is not effective, such as when teachers compete for the affirmation of students. In case study two there was also a small example of how students tried to expose differences between the two teachers, although in this case they were unsuccessful and the teachers supported each other. Matching for CTPs is more difficult than other team teaching situations because new teachers are newly appointed to a school and therefore it is not possible to build on existing relationships.

Summary

The findings from the case study research provide insights into ways that CTPs can operate in schools, and some of the potential benefits and challenges to be considered.

Data from two CTPs in the same school were collected and analysed. The

context was a school with a high number of Newly Appointed Teachers (NATs), that provided a suite of supports to assist those new teachers. CTPs were seen as complementing this suite of supports rather than replacing them. While some of these supports, such as regular NAT meetings, were seen as being both positive and negative, and allocation of a buddy mentor was seen as offering support – particularly in the personal domain – CTPs were seen as contributing most to the development of skills in the professional domain, including classroom practice.

The benefits identified in the two CTPs can be linked to issues for new teachers described within the literature. CTPs were able to build on new teacher strengths and develop other areas of need, help balance the many aspects of focus required of teaching, and provide opportunities for discussion and observation that built new teachers' repertoire of teaching skills (including "little ways" or ideas to improve curriculum delivery). Support for classroom management was also evident in both CTPs. Overall benefits for new teachers included increased confidence, resilience and skills.

The two CTPs operated in slightly different ways. In the first case study the CTP mentor would model effective teaching practice and assist the new teacher to structure effective lessons. The CTP mentor would also support classroom management and organisation while the new teacher was in the primary teaching role. In the second CTP, the two teachers divided up curriculum content and the primary teaching role in the classroom. Both teachers took on similar functions as the other, based on whether they were in the primary or

secondary teacher role.

There was a link between the approach taken with the CTP and the way that the CTP mentors were themselves supported when they began their careers in teaching. This highlights both the long-lasting potential impact that support for new teachers can have on how the profession supports new generations of teachers as well as the importance of considering ways to explicitly support mentors to influence the delivery of quality practices across the profession. For example, neither of the CTPs relied on direct guidance, preferring to use other informal means of promoting development.

Both CTPs indicated that the structure need only operate for the equivalent of one or two secondary classes. While the demonstrated benefits of CTPs in the team teaching setting were transferred to the single-teaching setting, all CTP participants believed it was also important for new teachers to also be able to establish themselves with their own classes.

Some of the problems and limits identified through the case studies related to the innovative nature of the approach as a result of limited previous experience with some concepts. For example, two teachers in one classroom was novel to students. CTP participants also expressed a preference for more support in terms of role clarification around team teaching. Some broader challenges mentioned in the literature, such as effective matching of mentors and new teachers, appear to exist to more or less the same extent as in other forms of mentoring.

These finding are discussed further in the next chapter.

Chapter Six: Discussion

Introduction

This chapter synthesises the findings from the case studies and survey research, discussed with reference to the review of literature and in relation to the research question: "How can team teaching in the form of Collaborative Teaching Partnerships support new teachers into teaching?"

Through the review of the literature about the specific needs of new teachers, including existing mentoring approaches, and in relation to the practice of team teaching, four theoretical propositions (Yin, 1994) were distilled as follows:

1. that CTPs can support new teachers as they enter teaching.

2. that CTPs can enhance pedagogy, which can lead to greater skills for teachers in the classroom and improved outcomes for students.

3. that the dynamics of school culture can (a) impact on the success and character of CTPs in each setting and (b) be enhanced by CTPs.

4. that CTPs address significant issues for schooling that are worth the investment by policy makers and politicians.

These propositions form the organisational structure for this discussion of results.

Proposition 1: that CTPs offer potential benefits that can support new teachers as they enter teaching

The first theoretical proposition is that CTPs offer potential benefits that can support new teachers as they enter teaching. Some of the areas identified for discussion through my research are:

- the intensity of the experience for new teachers;

- new teachers trying to be effective across many areas of work;

- workload issues for new teachers;

- classroom management as a particular challenge for new teachers; and

- support and encouragement across professional and personal domains.

The intensity of the experience for new teachers

The findings from the survey research highlight the ways in which new teachers can experience intense feelings as they commence their professional work. Importantly, these feelings are often simultaneously negative and positive, including finding their work to be stressful and satisfying at the same time.

This result is similar to an Australian study by Goddard and Goddard (2006) who found an association between burnout and serious intentions to leave the profession. The results from their sample showed:

> serious levels of emotional exhaustion had already developed … however, for the majority of respondents this phenomenon had not dampened or affected high levels of enthusiasm, job satisfaction or sense of personal

accomplishment that can be associated with the first months in a new

career. (p. 68)

The findings highlight a need to provide additional support to new teachers to assist them at this vulnerable stage as a way of moderating potential negative impacts of this intense experience on their careers.

New teachers trying to be effective across many areas of work

The survey research highlighted the challenges faced by new teachers as they try to be effective in a number of areas concurrently. Respondents to the questionnaire identified a range of areas in which they were trying to be effective, including classroom management, engaging students with the lessons they create and deliver, and a general desire to be an effective teacher in their own eyes and in the views of their colleagues and community.

The questionnaire responses also revealed factors that countered opportunities for achieving success in all of these areas. In particular, new teachers reported feeling overwhelmed, reporting that there was a lack of time available to them. As Ella summed it up: "it's very hard to do all those things when you're finding it hard just to turn up each day. I think [areas listed on Likert Question 2] are all important, but I don't do a lot of them". Her comments exemplify the sentiment of many respondents to the questionnaire who felt frustrated about the challenges they faced and appeared to be finding a compounding of factors as they are challenged across many areas of teachers' work.

New teachers face additional burdens because they "have two jobs – they have to teach and they have to learn to teach" (Feiman-Nemser, 2001, p. 1026). The

CTP case studies highlight the potential for new teachers to be supported in both of these tasks, and even for potential negative experiences to be turned into "learning to teach" experiences for the new teacher.

In case study one, Chris and Stella described how the CTP partner/mentor was able to get to know the style of the new teacher and identify what she needed to model in the classroom or support the new teacher to do in practice. This is similar to a benefit, linked to Vygotsky's (1978) notion of "proximal development", where the mentor can play an important role in identifying areas for development and support at different stages (Wang et al., 2008). Chris described this benefit in her comment that Stella can "make it happen" for Chris in the classroom. In fact, both Stella and Chris described the impact of the first CTP lesson as the "moment when [Chris] thought 'That's where my classes are going wrong' " (Stella). The support of the CTP partner/mentor was able to focus the energies of the new teacher to maximise success and reduce feelings of being overwhelmed.

The CTP also helped Chris, who was feeling challenged trying to balance a number of aspects about teaching: "it's hard to do everything when you are a new teacher … it's all very difficult". For Chris, "the biggest benefit was seeing [the mentor's] teaching style and that helped me with my classroom discipline and organisational stuff ... her strategies for setting up a classroom, organising kids … which I sort of knew". The CTP provided a range of information to assist Chris to establish her routines and systems for organising her classes and put into balance a number of important areas.

In case study two, a related example was an incident that occurred when Nathan was leading a class discussion that was not working and which could have led to a lowering of confidence for the new teacher and the potential for students to feel less engaged or satisfied with their learning in the class. Nathan explained how he "turned to" his CTP partner for support and was able to "improve this … no time wasted", a benefit described in the literature as being able to access specific advice from a colleague present at the time (Ollman, 1992). Not only was a negative moment of feeling unsuccessful avoided, it also led to longer-term learning/reflection for him about teaching (Kamens and Casale-Giannola, 2004; Silva, 2000a; Schön, 1983) and development of his repertoire of teaching strategies (Kamens and Casale-Giannola, 2004). Nathan became more confident about making changes during his lesson when he felt it was not achieving his intended outcomes, an example of encouragement increasing risk taking in teaching (Cozart et al., 2003; Silva, 2000b; Thompson, 1997).

These examples show how the support of a CTP partner can help balance some of the many things new teachers are trying to be effective in at the same time and help to reduce or eliminate feelings of being overwhelmed. Rather than placing new teachers in a "survival" mode it encourages real learning about teaching that can help them to flourish in their practice.

Workload issues for new teachers

Similar to previous studies (Goddard and Goddard, 2006; Patterson and Luft, 2002), the survey research found that one specific challenge for new teachers

relates to the heavy workload they experience.

Further to the previous section, where new teachers feel challenged in a range of areas, a number of respondents drew links between workload and classroom management, each playing on the other to overwhelm the new teacher. Other factors included programming, lesson preparation, assessment and reporting, and administrative and accountability requirements.

The survey research also highlighted an additional challenge for new teachers as they tried to navigate expectations in relation to various areas of their work. Grace, for example, explained how it was her mentor who eventually helped her to see she was actually doing too much in some areas of her work. This recognition highlights a "hit or miss" approach for new teachers trying to meet expectations about which they are unsure.

The case study research highlighted how the CTP provided the opportunity for joint construction of many of these areas with an experienced colleague and showed that there was a sharing of workload for the shared class, which was perceived as positive support by the new teacher.

Moreover, both case studies highlighted how the CTP partners/mentors ensured the new teachers were better organised prior to the lesson. The use of the new teachers' time and energy was directed by their CTP partners/mentors to ensure it was focused towards achieving effective outcomes rather than being unfocused as the new teachers remained unsure of where to place their attention and efforts. These examples add support to the view that direct support from experienced teachers can assist new teachers with the challenges

they face (Loughran et al., 2001) and reduce isolation in the profession, in this case by pushing both teachers to be prepared in the areas of their work that would maximise the effectiveness of their classroom teaching.

In case study two, Nathan explained how the monitoring of time, encouragement and other support of his CTP partner/mentor led to the development of a more effective assessment for the shared class. He suggested that without this support he was likely to have used a task that was available from previous years but did not necessarily fully reflect the material taught in his class. He explained that he would have then adjusted the marks to try and represent a fair result for students. For students, it is possible to extrapolate that an assessment that more meaningfully reflects the work they have undertaken in the class is likely to be perceived more positively than the alternative, and be more beneficial for their learning.

This example highlights some benefits that CTPs can offer in relation to workload. Predictable benefits in this area are that there is a sharing of the workload for at least one class. However, benefits are more extensive as the experienced colleague is able to encourage the new teacher to work to create more products (in this case assessment material) than is likely to have been achieved without the support while seemingly not over-burdening the new teacher. This illustrates the perspective of Wilson et al. (2004) who argue that there is some evidence to suggest that mentors and induction programs appear to be more successful than reducing period loads in retaining new teachers. While time is a factor, the opportunity to focus energies and refine the purpose

of tasks to be completed appears to be also important.

Classroom management as a particular challenge for new teachers

The findings from the questionnaire show new teachers feel they are lacking in skills in behaviour management, that there are no quick solutions even when colleagues try to assist, and that this can lead to feeling overwhelmed as issues continue to arise. New teachers who reported that support was lacking from executive staff found that this made dealing with the issues even more difficult.

Respondents from the questionnaire identified classroom management issues as the most common reason for feelings of isolation or disenchantment in their work (N=12, 24.5%). Sometimes the issue related to the negative impact of only one or a few students but the impact was still felt in the same way. A negative incident could also dominate over any successes being experienced by the new teacher. Terms used by new teachers to describe the impacts include feeling "disenchanted and depressed" (Emily), "highly stressful" (Emily) and "overwhelmed … draining" (Alyssa). Analysis of comments from the survey research found that behaviour management issues could have an impact on both the professional domain and personal domain.

The findings of both case studies provide more detailed insights into the challenges faced by new teachers in relation to classroom management. Negative impacts could include a reduction in on task behaviour by students and a tension for teachers as they sought to focus on what Richmond (1996) describes as the language of learning in the classroom, but was required to

spend more time on the language of behaviour. Lesson observations and interviews suggest that this could include a majority of students being off task and new teachers being forced to change the direction of lessons. In case study one, the new teacher used terms like "nightmare" and "get me out of here" to describe how she felt.

However, the findings from the case studies also show the potential for CTPs to support improvements in classroom management in both the team teacher and single-teacher settings. First the findings from the case studies show that there was support in the CTP classroom that contributed to success in that setting. In case study two, Nathan explained how he valued feeling the support was "in the classroom rather than in the office". His comments extend the views reported in the questionnaire by a respondent who found it a positive when their "supervisor was there" (Hayley) or support was available. Furthermore, the findings from the survey research showed that support was valued when colleagues were approachable, gave useful ideas or advice, offered encouragement, or would be prepared to support dealing with behaviour management in the classroom, such as removing a difficult student when necessary. In the case studies, the presence of a second teacher provided benefits including direct assistance to manage on task behaviour in the classroom while the new teacher was in the primary teaching position. Importantly, this support was provided in a way that could prevent issues through proactive strategies or deal with an issue before it escalated. This is in contrast to the questionnaire respondents for whom, if support was provided, it was likely to be offered after an issue had escalated or at the point of crisis, especially because some new teachers were loath to ask

for support lest they appear incompetent.

Another benefit found in case study two was, for Nathan, the opportunity to understand and then respond more effectively to situations that were recurring in the classroom that he was unsure about how to handle. A particular example involved dealing with an issue between a girl and a group of boys in the class and not being sure which student(s) to "reprimand". Although the example relates to the shared class only, it offers a positive contrast to the findings of the questionnaire where new teachers described feeling inadequate as the same negative incidents recurred in their classrooms.

Secondly, and more importantly for this research, the findings from the case studies show that new teachers gained skills in managing students that they could apply in all classes. That is, the benefits from CTPs were transferable to the single-teacher setting. As described in the literature, these benefits include more effective classroom management that allows for more teaching to occur (McCracken and Sekicky, 1998; Ollman, 1992; Richmond, 1996).

In the first case study, an important focus that emerged involved establishing effective management routines with lesson organisation and student behaviour. The CTP partner/mentor explicitly modelled in the classroom how to establish authority as a teacher in the classroom. The impact on the new teacher's learning to teach was immediate, from the first CTP lesson, and profound, as it underpinned her successful teaching for the remainder of the year. Stella, as CTP partner/ mentor described how:

> I would not speak unless there was absolute silence and if there was a tiny

whisper in the background I would say "shhh", never singled the kid out but make note of the fact that they were actually whispering and every time someone whispered I would stop and start again … she was sitting at the back going "I can't believe it" … I just knew … it was at that moment when she thought right that's where my classes are going wrong … from that point onward her teaching has just done this amazing 360. She's totally in control of any theory lesson she has now, just because of that one instance which is something she didn't realise she could do.

For Chris, teaching changed from a "nightmare … 'get me out of here' to 'everyday is a good day now'". By the final interview in the following year, Chris spoke confidently about her capacity to manage her classes and her success in achieving her professional goals that arose from this experience.

In the second case study, benefits for the new teacher included being able to observe his CTP partner/colleague. Nathan referred to being able to explore nuances related to how "lenient or strict" you might be in particular circumstances. As well as observing his colleague, feedback sessions at the end of each lesson provided a chance to discuss situations with his CTP partner/mentor. This pattern highlights three aspects about learning to teach. First, the new teacher's learning is self-directed as a result of being given opportunities to observe (Wildy and House, 2002; Thompson, 1997; Wildman et al., 1992). Secondly, there is a chance to reflect both "in action" and "on action" (Schön, 1983) as a result of shared experiences with a colleague. Thirdly, there is the opportunity for providing both encouragement and technical support (Hansford et al., 2003; Wang and Odell, 2002).

Overall, the findings from the case studies are able to deliver what Olivia described in the questionnaire as the way to improve support for new teachers. She suggested that it is important to "give them more support in the classroom [and] offer advice for improvement". Through team teaching with a more experienced colleague, CTPs offer support in the shared classroom that can also lead to improvements for new teachers in their own classrooms. Benefits include increased confidence in being able to achieve success, better organisation and establishment of routines, a larger bank of strategies that are effective, and providing a deeper understanding about how to deal with some difficult experiences.

While the interviews highlighted the potential cycles for success that can be created, lesson observations in particular moderate the extent that these improvements might be reflected in the single-teacher setting. In the first case study, the interview with both CTP teachers identified improvements in understanding about classroom organisation and management. However, data from the interview needs to be moderated by data from a lesson observation during the same visit. Field notes from the observation showed a lesson in the single-teacher setting where teaching and learning activities had to be altered within the first 10 minutes of the lesson due to the amount of off task student behaviour, which peaked with almost two-thirds (65.2%) of the class off task at this point. On average, about one-third (mean=33.9%, mode=26%, median=28%) of the students were off task for the lesson at any one time. While other factors may be at play, such as the lesson being at the end of the day, it highlights the importance of supporting new teachers with classroom

management and the need to ensure that improvements are delivered in practice. While Chris felt more confident about her capacity to manage classes, a positive in itself, there appears to be some variation with actual performance in at least some cases. Lesson observation of the same class during a later visit does demonstrate success in effectively managing the class, as also reported in interviews with the new teacher and CTP partner/mentor, with field notes showing times when all students are engaged in the lesson and the range for off task behaviour below the minimum percentages of students off task in the first observation.

The lesson observations from the second case study show that while benefits were transferred, they were not always sustained to the same degree or for the same length of time. Field notes show a very effective and well managed first half of the lesson, with routines almost identical to those developed in the shared CTP classroom being followed. However, as the lesson progressed more off task behaviour emerged, leading to the new teacher adapting his lesson by changing the activity to writing notes, which allowed him to regain more effective control over the lesson.

Overall, the evidence in both case studies suggests that improvements in classroom management by the new teachers were at the very least accelerated by the CTP structure compared to working in isolation in their own classes with similar supports currently available to new teachers. At best, improvements led to new teachers feeling confident about how to manage the classroom in a way that showed their capacity to be able to teach effectively and affirmed about

their career decisions to enter the profession of teaching.

Support and encouragement across professional and personal domains

While informal buddy systems can support new teachers Feiman-Nemser (2001) argues that "relying on the goodwill of experienced teachers to reach out on their own initiative ignores the learning challenges that beginning teachers face and the need for a more systematic approach to their development" (p. 1030). This view is expanded by Smith and Ingersoll (2004) who show statistically that a suite of support strategies, involving mentoring and induction activities, is likely to benefit new teachers.

The findings from the survey research also showed a mix of ad hoc, informal support and more formal, structured approaches through which new teachers would like support across both the professional and personal domains. Respondents believed that new teachers should focus on developing their skills in areas that relate closely to the classroom, including classroom management, creating a positive learning environment, student engagement, and ensuring the quality of student learning.

The survey research showed that the support that was most valued by new teachers was provided by other colleagues in the same stage/faculty and mentors. An analysis of the reasons why support was valued showed it was higher in the professional domain than personal domain for both groups with support in the personal domain for other colleagues in the same stage/faculty higher than for mentors and, as a corollary, support in the professional domain

higher for mentors than for other colleagues in the same stage/faculty.

The findings from the case study research showed that CTPs were more likely to provide support in the professional domain while providing some encouragement and other aspects relevant to the personal domain. A limit of the CTPs was that, particularly in case study two, support in the personal domain was more valued when it was accessed from the buddy mentor. This may be partly because the CTP partner/mentor was also Nathan's supervisor, that the buddy mentor role had been established when Nathan arrived at the school, gender differences between the CTP partners, or a combination of these factors.

Overall, CTPs appear to be well placed to provide support to new teachers as they enter teaching, particularly in areas of interest to their development related to the professional domain. Additional discussion about some of these benefits is presented in the next section on benefits for enhancing pedagogy.

Proposition 2: that CTPs offer potential benefits for enhancing pedagogy, which can lead to greater skills for teachers in the classroom and improved outcomes for students

The second theoretical proposition distilled from the literature is that CTPs offer potential benefits for enhancing pedagogy, which can lead to greater skills for teachers in the classroom and improved learning outcomes for students.

While team teaching can deepen the impact of mentoring on new teachers (Stehlik, 1995; Rowley, 1999) by extending mentoring beyond professional

conversation (Rowley, 1999) an important question for this research is to establish whether benefits are achieved in the team-teacher setting, and more importantly, whether they support improvements in the single-teacher setting.

Some of the areas identified for discussion through my research are:

- new teachers want support to build their teaching skills;

- CTPs offer an effective process to develop teaching practice;

- there are benefits for new teachers when they are in the single-teacher setting; and

- the work of CTP partners/mentors to support of new teachers.

New teachers want support to build their teaching skills

The findings from the survey research highlight the interest of new teachers in developing the range of skills that will assist them to be effective practitioners. While classroom management was the most important item in some sections of the questionnaire, other items show a desire by new teachers to build a broad range of skills that can improve teaching and learning in the classroom. They highlight the important role that their more experienced colleagues play in assisting them and call for more opportunities to work closely with them as part of improving support processes for new teachers.

Almost all respondents identified aspects of work related to the classroom and with their students as being important focuses. At least three-quarters respondents rated as "extremely important" items such as "classroom management issues", "creating a positive classroom environment", "quality

of student learning" and "student engagement on task". The one exception was "creative and innovative lessons" which was rated lower with only 50.0% of respondents choosing "extremely important". Other items related to tasks outside of the classroom, such as administration, getting to know colleagues and understanding the community of the classroom were least valued (between 54.5% and 29.5% of respondents rated these items as "extremely important").

New teachers' interest in development of their overall skills in the classroom is also shown in the findings for the first open-ended question about their expectations for the level and types of support expected to be offered as a new teacher. Three entries were recorded about wanting support for classroom management issues or working with difficult students. Many more entries were related specifically to a broad range of other aspects of professional practice in the classroom. These are further highlighted in the findings of the second question of the open-ended, written responses which asked respondents to consider which forms of support were offered to them and which of these were most useful and why. More than half of the reasons provided (55.8%, N=48) to explain the benefits of support related to aspects of professional support, including receiving advice or assistance from colleagues, feedback (such as lesson observations), ideas to improve teaching and learning, sharing of resources, communication of information, and the opportunity to work as part of a team. The figure increases to 79.1% (N=68) when combined with the domain "offers both", which includes support for classroom management and general references to colleagues being approachable.

The findings of the survey research show an openness and even a call amongst

many of the respondents for increased opportunities to be supported to improve their work in the classroom, particularly by their more experienced colleagues. Similar to the literature (Hansford et al., 2003; Wang and Odell, 2002; Wildy and House, 2002; Thompson, 1997; Zeichner and Liston, 1996; Wildman et al., 1992), comments by new teachers are directed at gaining assistance which allows them to improve their own practice. It can be as simple as viewing other teachers' programs as a way "to ensure I'm on the right track" (Charlotte) or, as Jack reflected, "support on a professional [level] (curriculum, programming, behaviour management policy) has been critical to my survival as a new teacher", particularly in combination with emotional support.

There is a sense that new teachers, such as Taylah, have a strong desire to be supported to improve pedagogy. In her case the "mentor has supported me with resources, constructive criticism, programming ideas, organisation of resources and most of all making my time at my school an enjoyable one as well" (Taylah). Ashleigh described the challenge as "converting theory into practice", highlighting an idea presented in the literature to develop an effective continuum of learning to teach from university training to induction (Training and Development Agency for Schools, 2009; Norwegian Ministry of Education and Research, 2009; Bjerkholt and Hedegaard, 2008; Feiman-Nemser, 2001; Loughran et al., 2001; Thompson, 1997).

CTPs offer an effective process to develop teaching practice

The case study research found that CTPs offer an effective process for new teachers to develop their teaching practice with the assistance of a more

experienced colleague. While there was agreement in both case studies that buddy mentors and the colleagues within faculties provided significant personal support, all members of the CTPs agreed that CTPs provided the most significant support for developing teaching practice.

The findings from both case studies show improvements in teaching skills for the new teachers. Similar to Kamens and Casale-Giannola (2004), this includes an increase in the repertoire of skills available for new teachers to use in the classroom. The findings also suggest the potential to accelerate the process of learning to teach and transference to the single-teacher setting.

Both case studies reported using more group work and taking advantage of the two teachers in the room to work with an individual or small group of students for a particular purpose. This provided benefits, such as being able to differentiate lessons and cater for individual student needs. In case study one, Chris was able to better utilise her university training in technology and art, which had not been applied effectively for a whole class previously due to a lack of school resources. In case study two, Nathan described how the experience of teaching groups of students in the CTP encouraged him to extend this to his practice in his other classes, exemplifying a benefit of team teaching to encourage risk taking in teaching (Cozart et al., 2003; Silva, 2000b; Thompson, 1997), as well as demonstrating that benefits achieved with CTPs can be extended to the single-teacher setting.

The findings from both case studies highlight the capacity for CTPs to accelerate learning to teach for new teachers. There were numerous references

in both case studies about the advantage for the new teachers of identifying "little ideas". Stella explained how through team teaching "you are always sucking in information and slight little differences". In case study two, Nathan found one of the benefits of the CTP was the opportunity to pick up new ideas and strategies in the classroom through observing his colleague in action and then "apply and adapt to suit [his] teaching". Similar to the findings by Russell et al. (1994), who evaluated a team teaching situation in a rural context and found a potential to increase consideration of community context, another advantage of the CTP structure reported by Stella, was the opportunity to build the skills of the teacher within the current school context so that new teachers can best meet the needs of their students.

In case study one, examples of teacher skill development include gaining a better understanding about managing time, organising lessons and the classroom. In case study two, examples include dealing with the variety of abilities in practical and theory lessons, and structuring practical activities. The outcome for his teaching, as Nathan described it, is "I can implement a lot of stuff now that I wouldn't have thought of. It would have taken a long time to develop but being first year out I have seen these things in action now as well, in my classroom, and it works".

This experience contrasts to findings from the survey, which showed 16.3% of coded incidents about feelings of isolation or disenchantment by new teachers related to producing an effective lesson. The potential for a negative spiral was identified whereby a new teacher could be feeling "frustrated" and "overwhelmed" by a desire to change their approach to lesson planning and

delivery but lacking the skills to do so. Factors that could contribute to a downward spiral include limited or no access to examples of effective programs, limited other resources, and a lack of clarity about what is expected or required. The CTP, as an alternative, provides a structured opportunity for shared planning, teaching and reflection to occur with a more experienced colleague where teaching skills can be acquired and improved rather than feeling they want to make a change but do not know how.

In case study two, an example of how CTPs can accelerate learning to teach by ameliorating the potential for negative moments in lessons was discussed earlier. The intervention of the CTP partner/mentor during a lesson activity that was not working led to an improved approach to the lesson without the need for failure first, as would have been the case utilising more traditional mentoring approaches which would have been able to provide guidance only after the event. The outcome prevented a potential lowering of satisfaction with the lesson, or class overall, for the new teacher and/or the students. Instead, in this example, Nathan reflected that he actually gained confidence in his teaching as a result of the team teaching approach (Kamens and Casale-Gianonola, 2004; Ollman, 1992), and developed increased preparedness to vary his lessons as they were in progress if he felt he could improve their effectiveness.

Benefits in the single-teacher setting

The findings from the case study research show that benefits to teaching practice for new teachers in CTPs are reflected in their practice in the single-teacher setting. Some of these benefits are discussed in other sections of this

chapter.

As the CTP started towards the end of the first school term, it was possible for the CTP partner/mentor to observe a different rate of improvement in teaching before and after CTPs commenced, with the latter being noticeably more positive. Both case studies showed how effective routines could be established or were improved for classes. In both case studies, routines used in the single-teacher setting utilised elements from the CTP classes as the new teacher integrated these ideas into the way that they operated as a teacher.

While improvements would be expected in practice over time, Stella credited the CTP structure for contributing to a noticeable reduction in classroom management issues referred to her by Chris in all classes and the observation that all of Chris's classes started to "settle".

In case study two, Nathan credited the CTP structure with broadening his approach to teaching beyond discussion to include other strategies, such as use of visual aids, and more creative lesson approaches, such as a lesson on bones and muscles where students we encouraged to stick pictures of these internal parts on the outside of their bodies. Nathan also described developing his awareness in the classroom similar to a benefit described by Alimi et al. (1998) who identified advantages for teachers to view classrooms from a different perspective while in the secondary teaching role. Nathan also described becoming more cognisant of the need to be prepared prior to the lesson.

From being in the secondary teaching role, and watching his partner in the

same role, Nathan learnt about "not turning my back on the class … I have got more awareness of where students are, what they are doing, things like that". The CTP drew his attention to behaviours in the classroom that he may never have noticed, although they are likely to be behaviours that could negatively impact on the effectiveness of his lessons, and then allowed him to focus on addressing relevant behaviours at a lower level before they have a major impact on the effectiveness of a lesson. This in turn can increase satisfaction for the new teacher and better engage students in learning.

CTP partners/mentors

Analysing the role of the CTP partner/mentor in the CTP structure also provides additional insights about benefits and ways to assist CTP partners/mentors in their work to support new teachers. Although not evident in either case study, the potential for the influence of the CTP partner/mentor to be negative is discussed later in the chapter.

Assisting others in the spirit in which you were assisted

Both case studies operated their CTP in action by utilising primary and secondary teaching roles. The first case study tended to emphasise opportunities for the CTP partner/mentor to model teaching practice and supported the new teacher to structure her lessons beforehand. When the new teacher was leading the teaching and learning activities in the classroom the CTP partner/mentor would assist with maintaining on task behaviour. In the second case study, the CTP partners were more likely to divide up the content, which would then determine which teacher would assume the primary teaching

role for that lesson or series of lessons. The teacher in the secondary teaching role would assist with classroom management, keeping students engaged on task, and would occasionally add to class discussions or write notes on the board while the other teacher led a discussion.

While both CTP partners tended to approach the knowledge they gained about the new teachers in slightly different ways their approaches appear to reflect their own experiences of learning to teach.

In case study one, Stella, who in the previous year had been involved in a positive experience team teaching with more experienced colleagues, was more likely to try and model a relevant area in the classroom for her new teacher partner, as well as bring up matters through conversation. This is similar to advantages described by McCracken and Sekicky (1998) and Ollman (1992) where opportunities are provided for the new teacher to observe experienced teachers model a specific skill and then explore its use with support.

In case study two, Michelle, who had herself been mentored as a new teacher and remained in contact with that person, was more likely to raise relevant matters through informal conversation or reflective questions. Some form of feedback and discussion occurred between the two teachers at the end of each lesson. This approach aligns with the literature on team teaching – that it offers an increased capacity for reflection to take place with a colleague about actual teaching events that have or are taking place at the time (Kamens and Casale-Giannola, 2004; Silva, 2000a) but is also more generally relevant to the approach of traditional mentoring (Long, 1999; Schön, 1983).

Training of CTP partners/mentors

The apparent tendency of CTP partners/mentors to rely on their own support experiences to assist new teachers adds weight to the argument for providing training to support them in their roles (Bjerkholt and Hedegaard, 2008; Wang et al., 2008; Peters, 2002; Everston and Smithey, 2000; Little, 1998).

Across both case studies, the CTP partners/mentors felt some form of training support would be useful. Nathan felt that, while training might be of some use, it was more important to choose people to take on the role who wanted to assist and were open to learning from the new teacher's teaching style. This is similar to the view of Wildman et al. (1992) who argue for viewing mentoring relationships as being unique and highly personalised. Both Stella and Nathan felt that people closer in age and/or experience could offer benefits to a CTP. Stella, for example, felt that Chris gained confidence when she saw the team teacher also made mistakes. While this adds to an overall perspective, Alkimos High School is characterised by having a generally less experienced staff, which limits discussion on advantages or comparisons to have even more experienced teachers as CTP partners/mentors.

In case study one, Stella appeared to be able to more fully utilise the potential of team teaching because of her previous experience, and was more confident about the opportunities that it can provide:

> I know exactly what I need to give my mentee/team teacher … [also], you're in a sense able to take a step back from the teacher role and take the position of the kids and think what works.

Stella used her previous experience with team teaching, and her knowledge, to utilise approaches such as explicitly modelling practice in the classroom for the new teacher.

On the other hand, Michelle, while "comfortable", felt she was learning about team teaching "on the job". Her practice of using professional dialogue to reflect is more likely to be associated with traditional mentoring approaches, such as the "sit, listen and reflect" approach described by Long (1997, p. 115). However, even in this example, one key difference between CTPs and traditional approaches to mentoring is the advantage of both teachers having shared experiences they can discuss and, as referred to by Ollman (1992), mentors are therefore able to provide additional advice about specific matters where both professionals were present at the time. In general, the focuses of the CTPs were on assisting building effective classroom practices and enhancing skills of the new teacher.

A possible limitation in both case studies was that neither CTP partner/mentor utilised the opportunity to provide direct guidance, preferring to raise matters they identified using more "supportive" means. As Silva's research (2000a, and 2000b) about team teaching, CTPs can improve on traditional mentoring approaches by encouraging reflective practice in cooperation with another professional (see also Zeichner and Liston, 1996) and "in action" (Schön, 1983) but this needs explicit guidance to achieve the highest levels of critical reflection that challenge the practice of teaching based on philosophical underpinnings about the social purposes of teaching. (Silva, 2000a, and 2000b; Zeichner and Liston, 1996). CTP partners/mentors seemed to rely on their own capacity to

observe, influenced by support processes from their own career development.

There are some exceptions, which also suggest the possibility of there being some differences between team teaching for induction rather than pre-service training, on which Silva's research was conducted and on which most of the current team-teaching literature to support new teachers is based. In case study one, Stella observed that one of the benefits of the CTP was that new teacher development could occur with reference to the specific culture of the school community. In case study two, conversations between Nathan and Michelle at the end of lessons was valued by Nathan because it assisted him to better understand "his personal attitudes towards teaching". Both examples are likely to have more benefits in an induction support program. The former is likely to be more relevant to a new teacher because they view this as a place of work for an extended period of time and their exposure to the same culture is likely to have a longer lasting influence. Similarly, the latter is likely to occur over a longer period of time and therefore have a greater impact. It may be the case that the new teacher is developing a deeper teacher persona from being at the same place of work for an extended period of time compared with a pre-service experience. Similarly, the CTP, although operating in less than one class in each case study, was also operating for close to a year with colleagues with whom the new teacher was in daily contact.

Further discussion can be found in the later section about the ideal CTP structure.

Longer-term implications

As well as implications for training of CTP partners, the apparent influence of their own previous experiences as new teachers suggests long-term implications for how teachers collaborate with each other and align with notions that collaborative endeavours amongst teachers can assist in recreating teaching practice as part of educational reform (Le Cornu and Peters, 2005; Hargreaves and Fullan, 2000).

The approaches of the CTP partners/mentors demonstrate how support to following generations of new teachers is likely to be influenced by the experiences of previous generations. In case study two, Nathan made repeated references to wanting to support other colleagues in the future and, as he was working with his head teacher in the CTP, perceived this type of supportive approach as relevant to the sort of executive teacher he aspired to become.

These findings highlight the need to consider longer term, broader professional and educational reform implications of CTPs when assessing the potential value of support programs for new teachers (Feiman-Nemser, 2001).

Proposition 3: that the dynamics of school culture can (a) impact on the success and character of CTPs in each setting and (b) be enhanced by CTPs

The third theoretical proposition considers the impact that school culture and CTPs can have on each other. One of the challenges to reliability and generalisibility of this aspect of the research is that both case studies were conducted in the same school. However, the findings from both the case

study research and the survey research do inform this area of investigation.

Some of the areas identified for discussion through my research are:

- school culture at Alkimos High School;

- collegial relationships close to the classroom;

- ways that CTPs can enhance school culture;

- the impact of structured collaboration on school culture;

- the question of teacher socialisation; and

- a case for redefining the role of supervisors.

School culture at Alkimos High School

In general, the school culture was seen as being supportive of new teachers at Alkimos High School. The school provided a suite of support structures for new teachers, including allocation of a buddy mentor, participation in CTPs, team teaching in some classes utilising primary-trained teachers, weekly Newly Appointed Teachers' (NATs) meetings, and encouragement to take up professional learning opportunities that were available.

However, both new teachers described at least one incident where they felt new teachers were devalued by their more experienced colleagues. In case study one, Chris felt the relieving principal valued the executive of the school over classroom teachers, including new teachers, and herself in particular. In analysing this statement it needs to be moderated to some extent by the revelation during the same interview that Chris had been overlooked for a

welfare position at the school. Nevertheless, at the time of the final interview during the following year this issue was contributing to Chris re-evaluating her career options and highlights the potential influence that the principal can have on a new teacher and on the success of collaborative activities in schools (Johnson, 2006; Corrie, 2000).

In the second case study, Nathan described the challenges new teachers faced trying to attend NATs meetings at lunch times and did not appreciate when the co-ordinators of the program "frowned" upon those who came late. He felt this response showed a lack of empathy by those who were responsible for supporting new teachers and a lack of understanding about the demands on a new teacher to do the work of all teachers plus allocate time to attend meetings designed to support new teachers.

Collegial relationships close to the classroom

The findings from both the survey research and the case study research suggest that the culture of support provided closest to the new teachers' work in the classroom may be more important than the general culture of the school.

Responses to the questionnaire showed a clear pattern was evident that the closer the support is to the teacher's area of work in the classroom the more supportive it was rated. Most highly rated was support from other teachers in the same stage/faculty and mentors, followed by school executive, other teachers in your school and other new teachers at your school. Less highly rated was support from the school principal, other colleagues/teachers outside of school and university lecturers/ tutors.

Similarly, both new teachers in the case studies found some value in whole school supports, such as the NATs program, but neither of the new teachers saw this support as being the most important for them. In case study one, Chris described gaining some value from the NATs meetings because she was able to vent her feelings and saw that other new teachers were also challenged in their work. In case study two, Nathan also thought it was of some value to be able to share experiences with other new teachers, although this was sometimes limited by the need to complete the session content.

While analysis is more difficult in the first case study because the buddy mentor and CTP partner/mentor are the same person, it still appears to be the case that the faculty culture is most important. In case study one, while Chris felt some additional pressure because of being in a staffroom where there were high levels of competence demonstrated by her more experienced faculty colleagues, she found the faculty to be the place that was "friendly", "sane" and "nice" and their support, such as resources, to provide the "foundation" for her teaching. Stella described how the buddy mentor structure provided useful support to provide time where Chris could "detox" about those things adding to her stress.

In case study two, the impact of a buddy mentor and faculty colleagues is even more stark. Nathan valued the personal relationship that developed with his buddy mentor and the support it offered: "'I'm your buddy if you need anything'". According to Nathan the ideal buddy mentor is one who will let the new teacher explore his practice as he sees fit. "He doesn't want to put his foot in too much", and is on hand to assist when approached or if he feels the new teacher might

be struggling. One limit of this support for Nathan was that it was generally unavailable to him when he was teaching. Nathan identified his buddy as the main person he would go to for support during times of disenchantment. He also identified talking with other members in the faculty as a support when his buddy was not available, describing the culture in the faculty as "close knit", including to gain assistance with difficult students or lesson preparation.

In relation to CTPs, both case studies demonstrate that CTPs can make a difference to the skills of teaching which can lead to feelings of success and resilience in both the shared and single-teacher settings as areas of identified need are developed. The established relationships can also influence the feelings that new teacher have about their work in terms of support available that contributes to overall satisfaction.

The case study research found that all CTP members valued that CTP partners were in the same faculty because it allowed for informal conversation. As argued by Wildman et. al (1992), Stella described how the CTP structure provided for strong bonds to be created between the teachers as a result of the informal conversations that took place rather than following the content-driven program of the mentoring program. The development of strong interpersonal bonds was also reported by the new teachers who completed the survey. Grace exemplified the value of a mentor as someone "who you can go to, but also comes to you, just to see how you're going". Mentoring was valued for the support it provides in both the professional and personal domains.

Limits of the CTP structure relate mostly to time constraints. Both CTPs

operated for less than one whole class in both case studies and it is the culture of the faculty that new teachers experience most often during their workday. In both case studies CTPs also commenced later in the school year, after buddy mentors were appointed.

It was evident in both case studies that participants could distinguish between the CTP and other supports that were operating at the same time. In case study one, Chris and Stella could even distinguish between the buddy mentor program and the CTP, although they also saw how they allowed for some overlap. The range and complexity of relationships operating at whole school and faculty levels highlight how CTPs operate as just one component within the culture of the school that can influence the support and resilience of a new teacher. Conversations with a buddy mentor could take place at anytime during the workday and could focus on a range of classes/areas. CTP conversations are more likely to be focused on planning for the particular CTP class and on skill development, or what is described in the literature as the "technical support" (Hansford et al., 2003; Wang and Odell, 2002).

For my research, the supportive environment for both new teachers in the case studies limits the opportunity to investigate how CTPs might fare in less supportive cultures. Chris highlighted the problems that can be caused from a less successful relationship that occurred in a team teaching situation in her second year of teaching. It can be inferred that despite the "difficulties", the support in the faculty prevented this from becoming a major obstacle. Further research is needed to investigate what the consequences might have been if a negative CTP experience had occurred during her first year of teaching within a

supportive faculty/stage environment or what might happen if an effective relationship was established in a CTP where the school and/or faculty/stage culture was less supportive.

My research supports Smith and Ingersoll's (2004) conclusion that an effective culture for new teachers is one that provides a combination of support. They argue, using quantitative measures to identify significance, that this should include a mentor in combination with opportunities for joint planning time with colleagues in the same stage/faculty and external networks. My research develops their argument by illustrating how a combination of supports can be complementary in meeting the needs of new teachers in the professional and personal domains, in particular how CTPs can work with other support strategies to assist new teachers. The corollary to this finding is that CTPs on their own are likely to have less of an impact than in combination with a suite of support that, as a whole, offers effective supports in both the professional and personal domains. The survey found that important types of support for new teachers included support offered by colleagues in the same stage/faculty, mentoring/team teaching, and formal meetings of new teachers at school and district levels. The case study research found that a range of support was available in the school to support new teachers, including CTPs, and that these worked effectively together rather than in competition.

Ways that CTPs can enhance school culture

As well as being able to contribute to the culture of support for new teachers, as discussed above, other benefits for school cultures can be seen as a result of

these collaborative endeavours.

Benefits for CTP partners/mentors

The findings from the case study research showed some benefits for CTP partners/mentors. Similar to benefits described for mentoring (Wildy and House, 2002; Wildman et al., 1992), ideas about teaching were being shared in CTPs, including the expertise and interests of the new teachers. As discussed in the previous section, all CTP members acknowledged the opportunities that CTPs provided to facilitate more group work and other ways of restructuring classes. Michelle, in particular, described benefits for her own teaching from having the opportunity to utilise the regrouping strategies in the team taught classroom.

In case study one, Stella had the opportunity to view Chris's efforts applying her skills with technology (Asan, 2002) and art, which had been a lower priority at the school, a result of there being less technology available for use in classrooms. In case study two, the collaboration between the two teachers in the CTP led to the adaption and redesign of the existing Year 10 Sports Science faculty program for all teachers in the faculty to use. The idea of developing the faculty curriculum emerged because the CTP partners were preparing lessons that utilised ideas from both teachers and they decided to extend this collaboration from lesson planning to a wider faculty purpose. Part of the motivation was a recognition that the joint planning of the CTP was leading to the production of high quality lessons.

Both mentoring and team teaching suggests potential benefits for current practitioners who support new teachers include the opportunity to revitalise their

own teaching (McDuffie et al., 2009; Hansford et al., 2003; Goetz, 2000; McCracken and Sekicky, 1998) and develop skills in collaboration and coaching (Feiman-Nemser, 2001). While both CTP partners/mentors were at periods in their careers that were not in particular need of revitalising, benefits still occurred.

In case study one, a benefit for Stella was gaining increased assurance about her own teaching, similar to other research about team teaching that highlight benefits in professional learning for more experienced teachers by encouraging reflection on their own practices (McDuffie et al., 2009; Goetz, 2000). Stella's discussion of the benefits that she gained from teaching, when she was in her third year of practice, also raises a question about whether it is possible to identify key times when a CTP partner/mentor might benefit from participating in a partnership that would also be beneficial to the new teacher. She demonstrated confidence in team teaching as a collaborative activity from the beginning and demonstrated confidence throughout the process.

In case study two, as a new head teacher to the school, Michelle identified benefits for her own professional learning in gaining increased confidence and providing "an extra head to help with content and planning and working out what works and what doesn't". She found team teaching to be a new experience, which she learnt on the job. While her style of coaching seems aligned to her own mentoring experiences she also gained new ideas about team teaching as a way of supporting new teachers, particularly with organising and preparing lessons.

Benefits for students

A number of benefits from CTPs have been outlined. It seems reasonable, from the discussion above, to surmise that lessons taught by the CTP were more consistently effective than might otherwise have been the case if they were delivered by the new teachers in isolation. In addition to creating more opportunities to restructure class groups to support learning, as already discussed, CTPs enabled differentiated learning experiences for small groups or individual students to meet the variety of learning needs of students, including extending talented students and supporting students who are struggling.

The acceleration of learning to teach that CTPs appear to support means that benefits from effective teaching are likely to be extended to other classes of the new teacher involved. In case study one, Chris and Stella both saw improvements in the routines and management of classes that allowed more focus from Chris on supporting learning rather than on behaviour management. In case study two the CTP provided, in both the team-teaching and single-teacher settings, increased focus on "maximising" student learning.

However, field notes suggest these may still not be to the same level of student engagement as in the team-taught classes. In the example of case study one, while the new teacher gained added knowledge and confidence about learning to teach, early lesson observations show it is possible this learning is not transferred to the classroom in a way that might overcome other factors, such as timetabled lessons after lunch.

The impact of structured collaboration on school culture

The literature varies as to the extent that a structured collaborative model may (Williams et al., 2001) or may not (Ávila de Lima, 2003) be able to influence a culture that is generally not collaborative. Whilst the school culture for the case studies was generally supportive, the research did show some ways that collaborative endeavours might be able to sustain a longer-term impact.

CTP partners/mentors discussed previous collaborative experiences they had participated in that supported their development as teachers and appeared to influence how they went about supporting the new teacher. These findings imply that past collaborative endeavours can lead to changing the way professionals view and go about their work which supports arguments in the literature (Le Cornu and Peters, 2005; Hargreaves and Fullan, 2000) that there are also opportunities to use effective mentoring processes as a lever for recreating teaching practice across the profession. This point is illustrated in case study two, where Nathan made repeated references to wanting to support other colleagues in the future, both new and struggling teachers, based on similar principles of support offered through the CTP and other programs offered to him. Having worked with his head teacher in the CTP he also developed, within his first two years in the profession, some perceptions about the sort of executive teacher he aspired to become. He also gave an example about how he was using his experiences to build up a mentoring program for senior male students at the school and could recreate the way learning is perceived in the school.

The question of teacher socialisation

Key questions debated widely in the literature (Hansford et al., 2003, Greenlee and deDeugd, 2002, Wang and Odell, 2002; Feman-Nemser, 2001; Ma and MacMillan, 1999; Huberman, 1993, 1992; Featherstone, 1993) relate to teacher socialisation as a result of new teachers working closely with more experienced colleagues. In particular, does working closely with experienced colleagues encourage new teachers to become more or less conservative in their teaching? Does it reduce the potential effects that can be caused by isolation or limit the development of independence and self efficacy?

The findings of the survey emphasise the value of the support provided to new teachers by their colleagues, even over that provided by supervisors or other executive members of the school. Colleagues in the same faculty/stage and mentors were rated as providing the most support for the work of new teachers, including "offering advice" and "gaining access to experience". However, support may not necessarily be specific and the onus is put on new teachers to be able to put into practice ideas that they have picked up through conversation. One possibility is that conservative approaches to teaching occur when support is not translated into practice, as opposed to the support being inappropriate.

The findings from the case study research provide evidence that CTPs could impact positively or negatively on the conservative nature of teaching. The same evidence that shows that CTP partners/mentors can positively influence the style of teaching of their colleagues shows that they can change the perspective on teaching held by new teachers. On balance, the benefits seem

to outweigh the negatives, including being able to build confidence, resilience and develop effective teaching skills.

In case study one, the comment by Chris referring to watching Stella gain authority in a classroom ("I just copied [Stella] and mimicked her... everything I do is Stella"), if taken at face value, shows how much influence more experienced colleagues could have on teaching practice. However, analysing the comments shows them to be, in some sense, hyperbole. Chris, who explained that she had limited experience through practicum and was reported to be struggling in the classroom according to the relieving principal, identified from the first CTP lesson where she believed she was getting it "wrong". Prior to the CTP, her limited experience was making it difficult for her to formulate strategies that might allow her to establish her authority in the classroom through effective routines and procedures. The first CTP lesson shows how CTPs can reduce the effects of isolation in the profession (Greenlee and deDeugd, 2002) where teachers are left to work on their own in classrooms. Although Stella had decided to explicitly model how to gain authority in the classroom, it was Chris who decided this was an area of focus for her teaching that she wanted to work on. In Chris's words, "it was great … without that I don't know whether I would have ever got the hang of it". It exemplifies how current practitioners can enhance the socialisation of new teachers by supporting them to address the challenges they face in the first years (Loughran et al., 2001).

In case study two, Nathan pointed to receiving evaluations from his CTP partner at the end of each lesson, which he indicated assisted him to develop his "personal attitudes towards teaching" and an analysis of lesson observations in

both the CTP and single-teacher setting show almost identical routines at the beginning of the lesson. Whilst this reflects a positive outcome in terms of transferring success from the team teaching to single-teacher setting, it also highlights the potential for experienced colleagues to influence the teaching style of the new teacher. One small example is the use of notes as a settling strategy. This strategy was used in the CTP to the point that students were aware of their responsibilities without needing to be given verbal directions by the teacher and was also used by Nathan during a lesson observation when the class seemed to be moving off task. This example raises questions about the extent to which a new teacher might rely on a conservative teaching strategy to maintain order in the classroom as a goal in itself or use it as part of a suite of strategies to support quality teaching and learning. In the case of Nathan, it appears to be the latter, whereby he has learnt to use the strategy initially to settle the class or at times when he senses a need to re-establish some order in the classroom.

The literature suggests more experienced colleagues can encourage a conservatism that restricts the development of their professional identities (Hansford et al., 2003) because mentors do not see the potential to be change agents within the profession (Feiman-Nemser, 2001) or encourage risk taking to challenge current notions of teaching (Feiman-Nemser, 2001). In case study two, Nathan contrasted the role of his CTP partner/mentor with that of his buddy mentor. While the former assisted him to develop his approach to teaching, the latter was seen to deliberately avoid saying too much so that Nathan could develop his own style, preferring to ensure he is "keeping [his] head above

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water". The example of the buddy mentor shows the potential to encourage conservatism by leaving new teachers to struggle on their own while the example of the CTP partner/mentor shows a willingness to engage new teachers in discussion and actions that can improve their teaching. This is similar to findings from the survey research, discussed previously, which highlight the disenchantment and feelings of isolation that can occur when new teachers identify a change they would like to make to their teaching but lack the capacity, without support to do so.

In contrast, the case study research describes a picture where there is confidence and encouragement to achieve what Feiman-Nemser (2001) describes as the need for risk taking to challenge current notions of teaching. On balance, CTPs as a collaborative endeavour of new teachers paired to support the development of their teaching, with more experienced colleagues continues to be worth pursuing. Issues of training for mentors that could reduce negative risks from socialisation are discussed in relation to the next theoretical proposition and discussion about the ideal CTP structure.

A case for redefining the role of supervisors

The findings from the survey research raise the need for further research to investigate the role that supervisors can perform to better support new teachers. Whilst the literature focuses in particular on the role that the principal can play in determining the culture of an organisation (Corrie, 2000) and the success or otherwise of initiatives in schools (Johnson, 2006), it seems that the culture, as determined by a new teacher's supervisor, and the school executive in general

could have some impact on their attitudes to their work. According to the questionnaire, new teachers were generally surprised by the higher level of support they received from their more immediate colleagues and lower support of their supervisors.

The findings from the questionnaire showed that roles vary in different schools. In some schools a particular responsibility might be performed by the direct supervisor and in other schools the same responsibility might be performed by an executive member with a whole school responsibility, including the principal. In some cases supervisors and executive staff were viewed by respondents as providing important, positive support that assisted new teachers. In other cases, new teachers felt that the school executive in general were too distant.

The survey research also identified specific examples where school leaders, including supervisors, can have either a positive or negative impact on the support or value felt by new teachers. Positives include support when the supervisor was viewed as "being available", such as with classroom management, even leading, as Emma puts it, to the "survival" of the new teacher in the profession, and contributing to a positive school culture by showing interest in new teacher development and possessing a sense of humour. Negatives include new teachers feeling that basic information is not communicated by their supervisor, becoming disenchanted with their work when they perceived expectations from supervisors were unfair, or following an incident where they felt they were not supported by their supervisor.

Overall, there appears to be some disappointment that supervisors and school

leaders do not play a more active role in providing support to new teachers. While most new teachers are overwhelmed by the amount of support they received from other colleagues they are somewhat underwhelmed (with exceptions) about support from supervisors. This may be partly due to the focus on whole-school support structures to assist new teachers, such as mentors and formal meetings of new teachers, which may reduce the specific role that supervisors play in support programs.

In case study two the CTP partner/mentor was a head teacher. Nathan's expectations for support as a new teacher were that it would come from his head teacher. While Nathan found he gained more support in the personal domain from his buddy mentor, benefits of team teaching with his head teacher included in the area of support where he enjoyed "having that support in the classroom, rather than having it in the office". During the final interview the following year, he revealed feeling some additional pressure from having the head teacher in the room because he felt he would have to do things properly and might even be sacked. These are additional burdens that need to be considered carefully. However, he also linked the experience of team teaching with his supervisor as the reason he was given the senior class in the following year.

The role of supervisors in support programs for new teachers deserves further consideration by researchers. Developments in the United Kingdom and Norway provide some starting points. The development of the "Career Entry and Development Profile" (Training and Development Agency for Schools, 2009) highlights an attempt to extend individual professional plans for new

teachers from university to first appointments in professional practice to the end of induction. "Wayleading" extends the transfer of information to shared practices where universities support the training and ongoing work of mentors. The benefits of the career profile and "wayleading" approaches include building the continuity from training, induction and practice that is advocated in the literature (Feiman-Nemser, 2001; Loughran et. al, 2001; Thompson, 1997). It seems worthwhile to consider how such approaches could be adapted to include reconsidering the role that supervisors can play to support the development of new teachers as they commence teaching.

Proposition 4: that CTPs address significant issues for schooling that are worth the investment by policy makers and politicians

The fourth theoretical proposition is that CTPs address significant issues for schooling that are worth the investment by policy makers and politicians. This is an important proposition to discuss if the purpose of my research to contribute in some way to human endeavour (Mishler and Steinitz, 2001) generally, and the professional work of teachers, specifically, is to be progressed.

Some of the areas identified for discussion through my research are:

- creating systemic support that extends beyond luck;

- the ideal structure for CTPs; and

- the role of teachers in reform and other benefits for organisations.

Creating systemic support that extends beyond luck

The literature on new teachers contains strong comment about the importance of the first years of teaching (Feiman-Nemser, 2001; Loughran et al., 2001; Jouen et al., 2000; Ramsey, 2000) and how difficult it is when new teachers are left to struggle on their own (Featherstone, 1993; NSW DSE, 1992; Fuller and Brown, 1975, Howey, 1988, Kane 1994, see Khamis, 2000). The literature establishes a link between success or otherwise in the first teaching year as a key factor in determining how long a teacher might remain within the profession and their ability to sustain positive views about their work (Goddard and Goddard, 2006; Ávila de Lima, 2003; Loughran et al., 2001; Khamis, 2000). The former is particularly relevant to the personal domain of teaching, such as satisfaction about the choice of career, while the latter is more focused on the professional domain about the quality of teaching.

Generational differences add to the need for politicians, policy makers and educators to focus on the importance of the first years of teaching to attract and retain future teachers (Peske et al., 2001). Solutions need to address management of workload (Goddard and Goddard, 2006; Patterson and Luft, 2002) as well as provide quality support that can enhance professional satisfaction (Wilson et al., 2004), whilst new teachers conduct the concurrent work of teaching their classes and "learning to teach" (Feiman-Nemser, 2001).

The findings from the survey research are similar. Most new teachers reported holding high expectations about the level of support they would receive once they commenced teaching. The survey research highlighted the interest of new

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teachers in developing the range of skills to be effective practitioners and suggests improving support for new teachers that is focused on both the professional and personal domains.

Nearly a third of coded responses (32.3%, N=10) described having their expectations exceeded or high levels of satisfaction, and an additional 12.9% (N=4) said expectations were met or that they were able to identify some form of support they received. However, similar to the federal Senate inquiry, *A Class Act* (2001), which identified the quality of induction for an individual new teacher as being "a lottery" (Chapter 7A, p.20), when effective support was found to be available for the new teachers in my study, it was viewed as being luck for an individual rather than there being a sense or expectation about systemic support. Respondents were aware of the differences between their experiences of support and those of their colleagues in other schools.

One area where most new teachers were surprised about the amount of support they received was from their colleagues in the same stage/faculty which was often described as exceeding their expectations. However, the majority of respondents (54.8%, N=17) felt their expectations about the levels and amount of support were not met overall. Often the disappointment about the lack of support related to their supervisor, school executive or principal (although in other cases the opposite was described).

When new teachers were asked about their future in teaching, the findings from the questionnaire show almost two-thirds (63.2%, N=24) indicated satisfaction with their career choice and believed it was likely in the future that they would

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remain in teaching. Of this group, two-thirds of respondents were highly satisfied and likely to remain teaching. In these cases the new teachers appear to have developed some resilience to the pressures of the work, seeing it as part of the challenges they face rather than focused on personal failings.

However, over a third of respondents (36.8%, N=14) were unsure about their futures in teaching, including 7.9% (N=3) who indicated they were unlikely to continue their careers beyond a few years. They cited challenges to do with behaviour management, a lack of support and a general lack of value for the work of teachers as the main reasons for their uncertainty.

Overall, the findings from the survey research highlight the opportunity to develop the skills of teachers in the early years, the need to provide effective support to retain new teachers and important deficiencies in terms of the provision of systemic structures to achieve these goals rather than relying on luck and individual leadership from colleagues.

The main advantage over traditional mentoring supports is that CTPs provide a structure for regular, ongoing support in the classroom. Stella helped summarise these benefits when describing the team teaching as "a huge bonus because … you learn to teach your first day in the classroom". She placed CTPs in a context of a suite of support for new teachers available at the school, describing the impact of the support as "quite dramatic" in the short term, before suggesting long-term benefits where "they eventually will become the mentors of the future for newly appointed teachers". The potential for a cycle of success is created whereby a CTP can provide an understanding for new teachers

involved in them about how they might support others later in their careers. Such impacts could encourage collaborative endeavours more broadly amongst the profession.

The ideal structure for CTPs

The findings from the case study research point to considerations in establishing the ideal CTP, including ameliorating potential effects from limits or problems found in the case study research.

Structured time

The issue of embedding time within support programs (Kamens and Casale-Giannole, 2004; Hansford et. al, 2003; Greenlee and deDeugd, 2002; Long, 1997; Wildman et al., 1992), was also seen as useful for CTPs in both case studies. The shared time to teach meant that CTPs were not ineffectual, as Long (1997) describes the potential for traditional mentoring approaches to become without adequate time. However, shared time for planning could reduce the risk of their being little time for conversation between CTP partners outside of the classroom. More time could enhance the benefits already identified through the case study research by providing additional opportunities for ideas to be discussed in more detail and greater opportunity for joint planning and reflection.

Effective matching of CTP partners

Similar to both mentoring and team teaching (Hansford et al., 2003; Long, 1997; Wildman et al., 1992), the findings from the case study research highlight the importance of matching the partners for a CTP effectively. Matching for

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CTPs is more difficult than other team teaching situations because new teachers are newly appointed to a school and therefore it is not possible to build on existing relationships. In my research, selection was aided by the small number of cases and the voluntary nature of becoming involved. Although not planned, one advantage for these case studies was that the CTPs commenced towards the end of the first school term. This amount of time allowed the school to establish who might work most effectively together.

How many CTP classes are needed to support new teachers?

The findings from the case study research show that benefits from CTPs could be achieved from team teaching occurring in less than one full class. All participants in the CTPs agreed that the best structure would be for CTPs to operate on only one, or up to two, whole classes.

Bouck (2007) and Klette and Carlgren (2000) argue that team teaching provides the potential for a loss of autonomy. In the case studies, both new teachers found that while success from CTPs was valued, it was most valued when it led to individual successes in the single-teacher setting. CTPs are also a structure to support new teachers to become effective practitioners in the single-teacher setting. Michelle explained her reasons for no more than two CTP classes: "because they need to find their own feet as well and be able to utilise the skills they have learnt, that they have been able to chat about, within their own classes".

In case study two, Stella argued for team teaching all periods of the shared class to provide a more consistent approach. This may also assist with

problems or limits of CTPs, found by Nathan, about explaining the process to students as well as issues about whether it is a shared class or a class taught by the new teacher who is sometimes assisted by a CTP partner/mentor. Field notes from lesson observations in both case studies leave open the question about whether it is more and/or less difficult for a new teacher to also teach a CTP class in the single-teacher setting.

What characteristics describe effective CTP partners/mentors?

There was strong support from both case studies that the ideal CTP structure would provide for subject experts working with the new teachers. In case study two, Michelle saw subject knowledge as being of the most importance while Nathan argued experience with classroom management was of more importance, followed by subject knowledge. Both case studies were able to compare the CTP structure with a team teaching approach being run in the school, which involved teaching with primary-trained colleagues. While there were some advantages for new teachers to observe some different strategies it was seen to be less effective support to new teachers than the CTP structure.

The findings from the case study research identify a number of qualities for a CTP partner/mentor. In case study two, Nathan described these qualities as being open, communicative and not "intimidating". He suggested a CTP partner/ mentor should also want to learn about improving their own teaching, including from the teaching style of the new teacher. In the first case study this occurs through exploring the use of technology in the classroom, utilising the skills of

the new teacher (similar to Asan, 2002). In the second case study this occurs with the experienced teacher, new to the school, seeing an opportunity to develop her understanding of the school context and to work with the new teacher to review and enhance faculty curriculum. The qualities described by Nathan are similar to Thompson's (1997) description of a collaborative culture where both teachers create conditions that encourage risk taking and experimentation in the classroom. While other research, and my survey research, acknowledges benefits in teaching strategies for experienced teachers who work with a new teacher, as being a by-product of the process (Hansford et. al, 2003; Asan, 2002; Feiman-Nemser, 2001), Nathan is suggesting it is an essential component for success to occur for both teachers and the relationship overall.

A discussion point that emerged from the case study research relates to the age and experience for the CTP partner/mentor. Both Stella and Nathan commented that there could be some value in CTP partners/mentors being relatively close in years of experience to new teachers. Stella described an experience she had with team teaching in her third year of teaching (with more experienced visual arts teachers) and how it improved her own teaching by being able to "take from them what I thought were their best attributes and combine them to what I thought my best attributes were".

These examples raise two questions for further research. The first is whether there is a way to describe when might be the most beneficial time for a more experienced teacher to maximise benefits from supporting a new teacher in a CTP. And, as a subset to this first question, does this align with maximising

benefits for new teachers as might be inferred from Nathan's comment that an effective CTP partner/mentor would want to learn about their own teaching too? The second question is how do the benefits of a CTP for induction compare with potential benefits for teachers at other stages of their career; for example, such as between their second and fifth years of teaching when professionals are starting to understand what Stella refers to as their "best attributes"?

Another point for discussion from both the case study and the survey research is the possible role of the supervisor in a CTP. As already discussed, the findings from the survey research highlighted the need to reconsider the role of the supervisor to increase their involvement in support processes for new teachers in response to feelings that many new teachers had been disappointed by the lack of input from them.

In contrast, the second case study involved Nathan's head teacher becoming his CTP partner. While added pressure was felt by Nathan, over what Feiman-Nemser (2001) sees as an incompatibility between assessment and support functions, he also explained benefits when "you realise 'Hey, they're there helping you and you're helping them as much as they are you'." Nathan went on to explain benefits in being given a senior class the next year as a result of the confidence the head teacher had in his teaching from seeing it in action, and presumably from feeling she had contributed to his development. The strong view expressed by new teachers about a greater role for supervisors in the survey research means that this approach is worthy of further research and consideration.

What training needs to be considered for CTP partners/mentors?

The case study research suggests the need for training of mentors. Further research could consider benefits of traditional professional learning approaches, provision of written materials, or more innovative partnerships, such as links with universities as described by "wayleading" (Bjerkholt and Hedegaard, 2008) that can add to a smooth transition between pre-service and initial teacher preparation (Feiman-Nemser, 2001; Loughran et al., 2001).

As suggested by Kamens and Casale-Giannola (2004) and Wishner (1996) regarding team teaching, it seems likely that CTPs would also benefit from training about team teaching, including additional skills that might be required, clarification of roles, as well as ways it can be used to benefit learning by (both) teachers. The two case studies showed that, without training, CTP partners/mentors were likely to rely on their own previous experiences with being assisted as new teachers and with team teaching, if applicable. A comparison between the two case studies showed that some previous experience with team teaching might lead to a fuller range of strategies being applied to support new teachers, including modelling of practice in the team-taught classroom. The corollary was that a lack of experience with team teaching led to feeling the need for further role clarification.

On the one hand, benefits were evident from viewing each CTP as unique and highly personalised (Wildman et al., 1992) thus promoting "an individual path" (Ralph, 2002) of learning for each new teacher. An example from case study one was the opportunity for "small things" to be a focus in contrast to the

content-driven approach of the school's buddy mentor program.

On the other hand, the case study research also shows that additional training could extend the effectiveness of critical inquiry (Kamens and Casale-Giannola, 2004; Wang and Odell, 2002; Silva, 2000a, and 2000b; Zeichner and Liston, 1996; Liston and Zeichner, 1991). While the issue of encouraging direct teaching (Peters, 2002; Little, 1988) was progressed in a CTP compared to other mentoring approaches, by the opportunities provided for CTP partners/mentors to observe a classroom on a regular basis and provide feedback, responses in both case studies tended to look at more informal and "supportive" means of providing this feedback to teachers. This is despite evidence from both the case study and survey research that new teachers would appreciate more direct feedback from colleagues.

The literature highlights the need to look at ways to guide reflective practice to more sophisticated levels such as the "critical elements" in Silva's (2000a) cycles of inquiry, where reflection connects with the purposes of teaching or philosophies about teaching and collaboration (Kamens and Casale-Giannola, 2004). Others argue for achievement to be reviewed against a standards framework (Wang and Odell, 2002), or in relation to the social purposes of teaching and education (Zeichner and Liston, 1996) or other criteria that assists in analysing what can be described as effective actions and purposes for action (Liston and Zeichner, 1991). Further research could consider how training of CTP mentors/partners and/or training for CTPs might be able to influence these types of reflection.

Overall, CTPs seemed to provide strong support pitched particularly at the development of skills and strategies to improve the effectiveness of teaching, in the professional domain, leading to increased successes and satisfaction for new teachers. Some benefits to a broader understanding of teaching did also occur but further research could be undertaken to consider if greater impacts can be achieved. For example, in the second case study Nathan acknowledged that the regular and ongoing feedback from his CTP partner/mentor had assisted him to develop "his personal attitudes towards teaching", and both case studies show a distillation of understanding by the new teachers of their strengths, ideas about teaching, and goals for improvement. In both case studies, the support in the personal domain was valued, but tended to be most valued from that provided by buddy mentors or faculty colleagues in general.

Similarly, the lack of explicit training about working in a team-teaching situation may have limited the use of strategies generally associated with the approach. For example, there was no evidence of the use of workstations (McCracken and Sekicky 1998). While both case studies utilised the two teachers in the classroom to support more effective classroom practice, this was generally focused on creating a positive classroom environment and modelling effective pedagogy. Further research could consider whether providing more information to CTPs about team-teaching strategies could extend experimentation in the classroom, with potential benefits for student learning, and whether such an approach is likely to enhance or reduce the impact of CTPs for new teachers in the single-teacher setting.

Role of teachers in reform, and other benefits for organisations

Finally, it is important to view CTPs through the frame of benefits for organisations. There is agreement between policy makers (OECD, 2005; Ramsey, 2000) and researchers (Johnson, 2006; Goddard and Goddard, 2006; Smith and Ingersoll, 2004; Ávila de Lima, 2003; Greenlee and deDeugd, 2002; Loughran et al., 2001; Feiman-Nemser, 2001) that attrition rates for professionals in their first five years of teaching are high, leading to additional challenges for organisations. And, that improved support for new teachers as they enter teaching could form an important part of the solution to benefit organisations (Goddard and Goddard, 2006; Patterson and Luft, 2002).

The findings from the survey research showed the challenges for organisations. Most new teachers held high expectations about the level of support they would receive once they commenced teaching but the majority felt their expectations about the levels and form of support were not met. In terms of future career direction, the findings from the questionnaire showed the majority of new teachers are satisfied with their teaching and look forward to remaining in the profession, whilst over a third of respondents (36.8%, N=14) were unsure about their futures in teaching. They cite challenges to do with behaviour management, a lack of support and a general lack of value for the work of teachers as the main reasons for their uncertainty.

The findings from the case study research show that improvements can occur in the support for new teachers. Benefits have been discussed in behaviour management, broadening the repertoire of pedagogical skills, and providing a

dynamic curriculum through increased opportunities for collaborative endeavours. This has the potential to ameliorate some of the negative spirals that can challenge new teachers, accelerate the process of learning to teach, and even provide longer-term opportunities to encourage collaboration across the profession.

Improved teacher–student ratios

Although not the focus of this research, there is evidence that CTPs offer other benefits, such as for student learning. This includes a reduction of teacher to student ratios. Stella's overall perspective about team teaching was that it would be the ideal choice for her own children because:

> being on the inside you think … if there was a school where team teaching was an everyday thing I would certainly consider that would be the best place, the best environment for children … that's a pretty strong statement but I truly believe that. From my own experiences I would love to do it more.

As well as being an endorsement from a teacher's perspective, Stella's comment suggests potential benefits for school communities that can promote having two teachers in the one classroom for students. For politicians, it also promotes a reduction in teacher-to-student ratios.

Potential negative spirals facing new teachers

The findings from the survey research and case studies showed the potential for a range of factors to negatively impact on new teachers in their first year. Many of these factors could be compounded as they are repeated or combined

with others to create the potential for negative spirals to occur.

These factors include, for new teachers:

- **An intense experience:** work alternating between both negative and positive emotions, with the potential to lead to "emotional exhaustion" (Goddard and Goddard, 2006, p.68);

- **"Two jobs":** trying to be effective across a wide range of professional areas of work, seeking to demonstrate competence in their own eyes and in the eyes of their colleagues, students and the community, as they both "teach … and learn to teach" (Feiman-Nemser, 2001, p. 1026);

- **Under- or over-prepared:** finding it difficult to work out which areas require what levels of attention so that they are not under-prepared, which can lead to a lack of success, or over-prepared, which can add to feelings of exhaustion;

- **Workload:** burdened by the overall workload from programming, lesson preparation, assessment and reporting, administrative and accountability requirements. Unlike for experienced teachers, most of the work is done for the first time by new teachers, adding to their workload;

- **Classroom management:** burdened by the challenges of classroom management, including negative issues that recur and remain difficult to resolve, while facing the other demands of work;

- **Lack of access to advice:** limited opportunities to access advice that can assist with building pedagogical skills and potentially reduce some

challenges, despite a desire by new teachers to access this advice;

- **Individual student needs:** other demands limit opportunities to tailor lessons for students within a class, which could reduce student satisfaction, engagement and support, and make teaching more difficult;

- **Unclear framework about expectations:** because of limited contact with supervisors, not wanting to ask questions of colleagues that might suggest the new teacher has deficiencies, and/or because support provided to new teachers varies so much it depends on "luck" rather than systematic support structures, there can be uncertainty about what is expected of new teachers (Wang and Odell, 2002; Zeichner and Liston, 1996; Liston and Zeichner, 1991).

Figure 5 illustrates how these factors could create a negative spiral for new teachers. While not all of these factors might impact on each new teacher, my research showed a compounding of negative factors was a real risk facing new teachers.
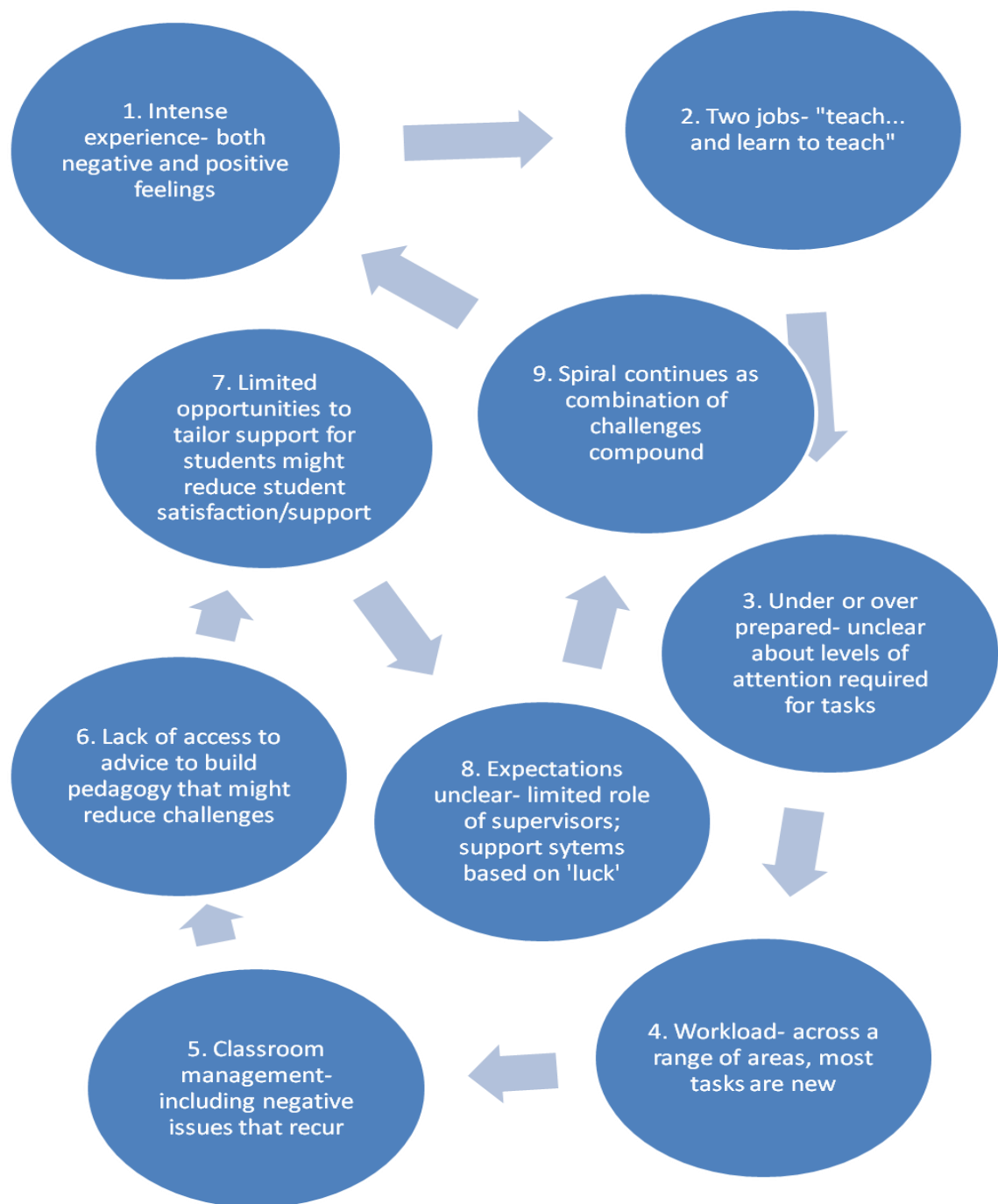
Figure 5: A negative spiral that new teachers might face
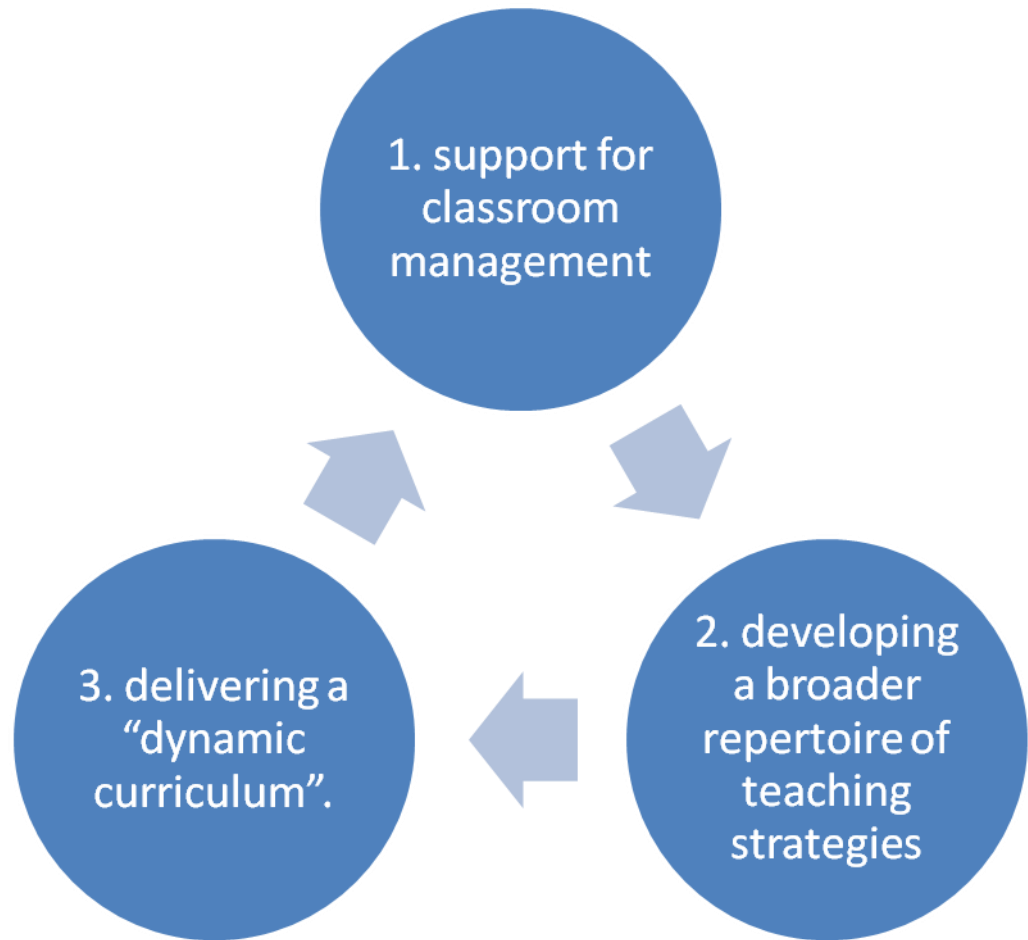
Three cycles for success created by CTPs

In contrast to the multiple challenges faced by new teachers that are described above, the findings from the case studies suggest that CTPs can ameliorate some of the tensions faced by new teachers. While the multiple challenges could lead to negative spirals impacting on new teachers as they compound, CTPs have the potential to create cycles of success by providing opportunities to positively intervene and address some of the challenges. Extending mentoring beyond professional conversation through team teaching (Rowley, 1999) can deepen impacts on new teachers (Stehlik, 1995; Rowley, 1999).

Three important cycles for success created by CTPs are:

- support for classroom management;

- developing a broader repertoire of teaching strategies; and

- delivering a "dynamic curriculum".

These cycles for success work independently and interdependently to create impacts that can be synergetic. That is, success within one of the cycles can lead to further success in that area. At the same time, success in one cycle can support or enhance success in the other cycles (see Figure 6).

Figure 6: Three cycles for success through CTPs

Cycle one: support for classroom management

As depicted in Figure 7, a cycle for success is created because the two teachers are able to significantly reduce **classroom management issues**, particularly the mentor working around the class when the new teacher teaches. This allows for a stronger focus on teaching and learning, leading to increased success for students, growing confidence for teachers and development of a positive teaching and learning environment. Importantly, skills developed in the CTP are able to be transferred and provide benefits for the single-teacher setting.

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Figure 7: Cycle for success one: support for classroom management

During lesson observations and interviews in both case studies it was evident that the new teachers, particularly in the single-teacher setting, faced a clear tension in their lessons between managing students and trying to teach them. Nathan described how he believed at times in the single-teacher setting "you might have to waste 50% of the lesson on discipline issues and it wastes a lot of time".

Benefits for classroom management occurred in two main ways. First, as might be predicted, there was support in the CTP classroom that contributed to success in that setting. Nathan summarised this idea with the comment that support was "in the classroom rather than in the office". Second, and importantly for my research, new teachers were able to gain skills in managing students by working collaboratively with their CTP partner/mentor (McCracken and Sekicky, 1998; Solomon, 1994; Ollman, 1992). This included establishing routines and building positive relationships that supported a quality learning environment. The benefits contributed to a building up of experiences that could be utilised in the single-teacher setting, including with other classes.

Success in this cycle allowed for issues to be addressed more successfully, with less recurring issues, as well as leading to proactive approaches that could reduce the number and intensity of issues from occurring in the first place. In turn, this can provide opportunities for more teaching to occur as classroom management becomes more effective (McCracken and Sekicky, 1998; Ollman, 1992).

Cycle two: developing a broader repertoire of teaching strategies

A second cycle for success created by the CTPs allowed new teachers to develop a **broader repertoire of teaching strategies** by having opportunities to plan with a colleague, share and observe strategies in action (Figure 8).

Benefits occurred in several ways. As might be expected from a mentoring relationship, there were opportunities for new teachers to be provided with direct and explicit guidance from their CTP partner/mentor. An additional benefit for CTPs is the opportunity to build skills within the current school context (Russell et al. 1994). This reduces the degree to which ideas need to be translated from theory into practice and enhances the capacity of new teachers to meet the needs of their own students and classes, which can lead to further successes as students remain positive about their learning. Both CTPs also referred to an advantage in being able to identify "little ideas" through observation and the opportunity, in general, to work with a colleague in the same classroom (Wildy and House, 2002; Thompson, 1997; Wildman et al., 1992).

Benefits from the CTPs allowed for accelerated learning to teach. In Nathan's words, "I can implement a lot of stuff now that I wouldn't have thought of. It would have taken a long time to develop, but being first year out I have seen these things in action now as well, in my classroom, and it works".

Figure 8: Cycle for success two: developing a broader repertoire of teaching skills.

Longer-term cycles of development are also created as CTP partners/mentors describe benefits for their own pedagogy. This includes reflecting on their own teaching, ideas from the new teacher, as well as utilising opportunities created by having two teachers in the classroom, which encouraged more experimentation with teaching, such as using groups. CTPs seem to provide a catalyst that can boost the repertoire of skills and approaches being used each day by CTP partners/mentors in their own classroom.

There is also some evidence to suggest that being involved in the collaborative process of the CTP will shape how the current new teachers may approach supporting future new teachers (when they become experienced teachers and/or leaders) and is likely to encourage the teachers involved in a CTP to be more open or to seek out other collaborative opportunities with colleagues.

Developing a broader repertoire of teaching strategies can support further success in CTPs, such as reducing classroom management issues through relevant and engaging teaching, and, most importantly, in the single-teacher setting.

Cycle three: delivering a "dynamic curriculum"

The opportunity for working together allows teachers to deliver a **"dynamic curriculum"**, including through opportunities to organise the class to allow for differentiated learning experiences, and to assist development of teaching practices through collaborative endeavours (Figure 9).
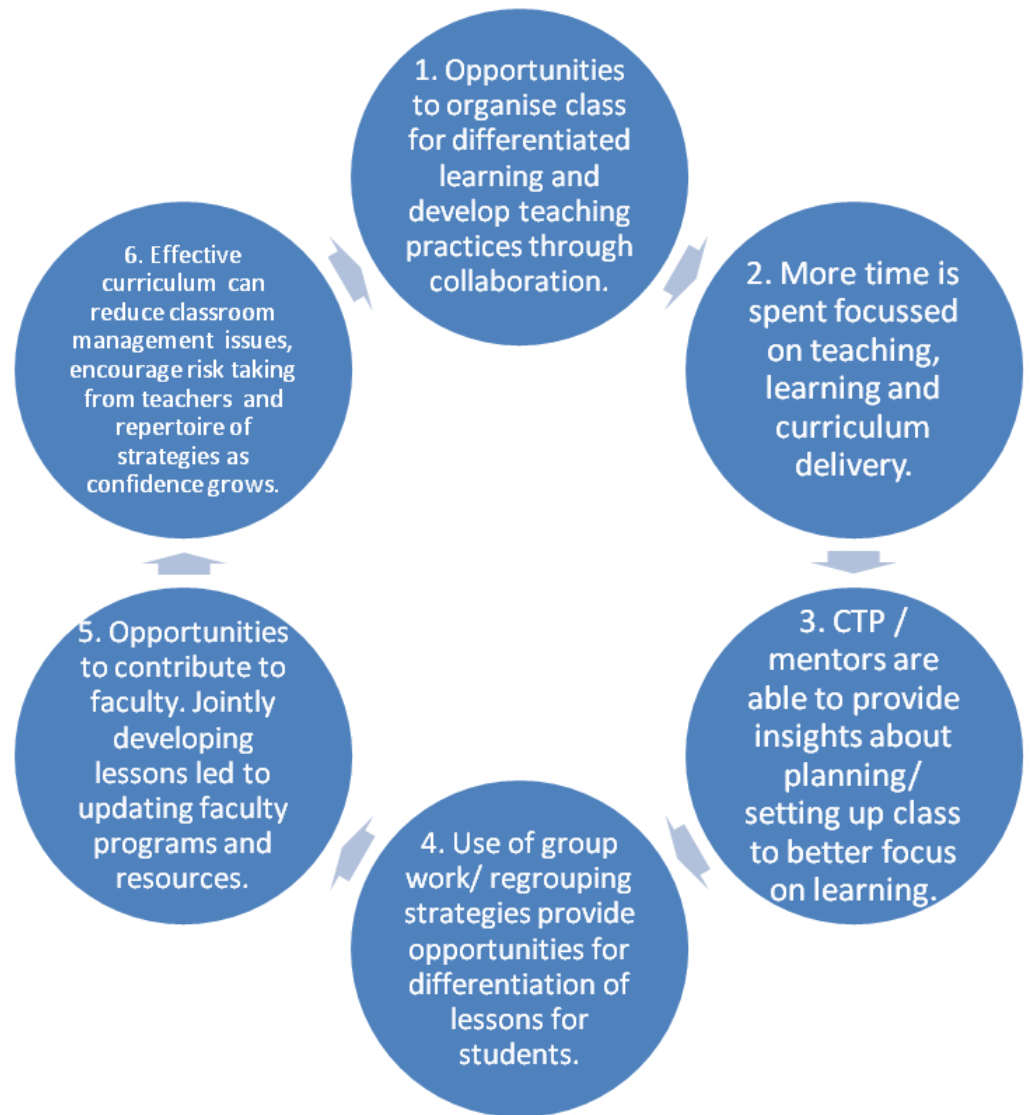
Figure 9: Cycle for success three: a "dynamic curriculum".

Benefits occurred in several ways. First, more time is spent focused on teaching, learning and curriculum delivery. Stella identified positive outcomes for Chris's classes from "struggling" to having "really started to settle down", leading to "more exciting" lessons focused on learning. Nathan made a similar point that there is more time for student focus on learning rather than classroom management issues. He went further by highlighting how the CTP allowed him, and with his CTP partner, to focus on "maximising" the performance of students with their learning.

Linked to this success is the level of organisation and focus on learning. CTP partners/mentors are able to provide insights about planning and setting up of a class to better focus on learning. As well as Stella's example above, where she supported Chris to establish effective routines in the classroom, Nathan provided an example in relation to assessment where he would have been more likely to produce a less effective assessment tool if he had been in the single-teacher setting because he would not have tailored the existing document to the learning within his classroom without the direction of his CTP partner/mentor.

The use of group work and other regrouping strategies in the team-taught classroom also provided opportunities for differentiation of lessons for students (Bouck, 2007; Kamens and Casale-Giannola, 2004; Goetz, 2000; Thompson, 1997). In case study one, this allowed Chris to utilise her university training in technology to extend the top students in the class, and to spend time with an individual student who was not able to use an art tool correctly but who would otherwise have been a lower priority because of other demands in the classroom if she was in the single-teacher setting. In case study two, Nathan

explained how he believed these opportunities led to improvements in his teaching in the single-teacher setting. He also described other benefits he took from observing the different teaching style of his CTP partner/mentor, such as increasing his use of visual aids, which then led him to be more creative in his own lessons.

The CTP structure also provided additional opportunities to contribute to faculty curriculum development. Chris was able to share her expertise with Stella about using technology in art. Nathan valued being able to contribute to the ongoing development of faculty resources. The process of Nathan and Michelle jointly developing lessons for their shared class led them to extend this work to taking responsibility for updating faculty programs and resources in this area.

Again, similar to the other cycles for success, it is possible to describe how a more effective curriculum can lead to even more teacher talk in class focused on the language of learning rather than classroom management (Richmond, 1996), and encourage more risk taking (Cozart et al., 2003) from teachers in terms of their repertoire of teaching strategies as confidence grows (Kamen and Casale-Giannola, 2004; Ollman, 1992). Stella summarised how these cycles of success work together to create further success. She compared previous support for teachers:

> we've had teachers walk in and say, "Ok, what's going on in here?", close
> the door, "Didn't see anything", with the benefits for students from an
> opening of the doors (metaphorically) through the CTP so that when really
> it's a structured class the kids are just genuinely excited, walking around,
> getting their stuff.

Summary

The four propositions distilled from the literature provide a theoretical framework to synthesise findings from the case study and survey research. It provides an organisational structure to discuss the potential benefits, limits and ideas for structuring effective CTPs.

The findings from the survey research and case studies identified a number of factors that could compound to create a potential negative spiral for new teachers as they face the challenges of their first year.

Discussion of the findings from the case studies shows the potential for CTPs to reduce the impact of some of these challenging factors faced by new teachers. There is also the potential for CTPs to create cycles for success, which positively impact on areas of new teacher work in relation to classroom management, effective teaching strategies and curriculum.

Chapter Seven: Conclusions, recommendations and implications

Introduction

The aim of my research is to investigate a specific form of mentoring that I call "Collaborative Teaching Partnerships" (CTPs) as a way of supporting new teachers. The study was developed using qualitative research methods with some quantitative data also collected.

The CTP concept was developed in a theoretical manner through a review of literature that synthesised research from largely two separate areas. These areas are new teacher support and team teaching. Findings from two case studies, in one school, test out the CTP concept in practice. Survey research, conducted with new teachers in the same district as the case study school, provide a rich description of challenges that new teachers face and the findings were used to consider the potential of CTPs to address some of these challenges.

Through the review of the literature four theoretical propositions were distilled that provide a frame for investigating the overall research question: "How can team teaching in the form of Collaborative Teaching Partnerships support new teachers into teaching?" Overall conclusions and recommendations can be made regarding each proposition. This includes describing what I refer to as three cycles for success that CTPs can contribute towards supporting new teachers.

Proposition 1: that CTPs offer potential benefits that can support new teachers as they enter teaching

As well as identifying benefits from CTPs in general, a focus of my research was to consider how mentoring support delivered through CTPs might deepen and extend benefits of more traditional mentoring approaches described in the literature.

My research showed that new teachers can experience intense feelings as they commence teaching. These feelings are often both negative and positive, such as finding their work to be stressful and satisfying at the same time.

In general, there is a strong desire amongst new teachers to be successful, motivated by their ideals about teaching. Factors working against their success include trying to balance effectiveness across many areas of work at once and dealing with other workload issues. Classroom management is a particular challenge that impacts on many new teachers as they start teaching.

The survey research and case studies show the potential for negative spirals to be created as a range of factors repeat or combine, which add to the challenges faced by new teachers. These factors include:

- New teachers can find their work to be an intense experience, both negative and positive, which can become emotionally exhausting and, in turn, make it more difficult to build resilience;

- Doing "two jobs", trying to be effective at teaching and learning to teach is in itself challenging in terms of time being available but is made more

difficult because the latter is about supporting the former to be effective. That is, the effectiveness of teaching is likely to be reduced until sufficient knowledge is gained about learning to teach. This means challenges are likely to remain or be exacerbated, while the opportunity to focus on success is in a limited number of areas but there is the need to focus on many;

- Finding it difficult to work out the level of attention required for different tasks leads to being over- or under-prepared which, in turn, can lead to wasting energy and/or being under-prepared;

- Being burdened by the overall amount of work, most of which is being done for the first time;

- Feeling overwhelmed by the challenges of classroom management and unable to satisfactorily solve ongoing issues;

- A lack of access to specific advice, including building pedagogical skills, reduces the opportunities to address negatives, which in turn leads to their recurrence;

- The overall demands of the work limits opportunities to differentiate or tailor learning experiences which, in turn, can reduce the engagement of students and make it more difficult to manage classes and students;

- An unclear framework about expectations, including the limited role of supervisors and support systems based largely on "luck", makes it difficult to know where new teachers should focus their energies and, in

turn, leaves them open to criticism and feeling overwhelmed;

- The spiral continues as the challenges above work in combination to create an increasingly negative experience of teaching.

Each of the negative spirals can make it more difficult for the new teacher. Facing multiple negative spirals or challenges can make the task of learning to teach even more difficult.

In response, effective support programs are needed to prevent or ameliorate these challenges. Support needs to be provided in both professional and personal domains. There is some evidence from my research, particularly the questionnaire, which shows that the personal domain is where new teachers feel most support is currently provided to them, while it is in the professional domain where they identify greater areas in need of development. Similarly, the literature (such as Smith and Ingersoll, 2004) reinforces the need for a suite of supports to be available to new teachers.

The findings from the case study research show that there are potential benefits from new teachers from being involved in a CTP. Through their involvement in a CTP, new teachers can be supported in balancing their role as effective practitioners across many areas of practice at once and with general workload issues. As well as some sharing of work, new teachers can be supported to develop more effective systems, routines and ways of operating both in the classroom and with preparation for teaching. Benefits are also gained in the area of classroom management. This includes increased skills and confidence through support that is more immediate and direct than might be provided by

informal support mechanisms, such as buddy mentors, or mentoring that occurs outside of the classroom which encourages "sit, listen and reflect" approaches (Long, 1997, p. 115).

I describe these benefits of CTPs, in the previous chapter, as the first cycle for success towards supporting new teachers whereby:

> the two teachers are able to significantly reduce **classroom management issues**, particularly the CTP partner/mentor working around the class while the new teacher teaches. This allows for a stronger focus on teaching and learning, leading to increased success for students, growing confidence for teachers and development of a positive teaching and learning environment. Skills developed in the CTP are able to be transferred and provide benefits for the single-teacher setting, leading to improvements in confidence and strategies used in all classes. Overall, new teachers are more confident and satisfied, which affirms their decision to enter the teaching profession.

Recommendations

- That support programs for new teachers recognise the potential for it to be a time for intense feelings, which can be both positive and negative at the same time. Support should seek to build resilience and close the gaps between the idealism new teachers can bring to their work and their practice as they commence teaching.

- That support programs seek to prevent or ameliorate potential negative spirals that compound the challenges faced by new teachers. These could include challenges in the areas of classroom management,

workload issues, and clarity about what is required to be an effective teacher, as well as resources to support them to achieve this goal.

- That the benefits of CTPs towards creating cycles for success in supporting new teachers be considered. This includes support for new teachers to balance their effectiveness across many areas of practice at once and assistance with general workload issues by developing more effective approaches to teaching. It also includes being able to increase skills, confidence and support in the area of classroom management.

Proposition 2: that CTPs offer potential benefits for enhancing pedagogy, which can lead to greater skills for teachers in the classroom and improved outcomes for students

The survey research shows that new teachers want support to build a range of teaching skills. As well as classroom management, they would like to develop skills to deliver effective lessons in their classrooms. CTPs offer an effective process to develop teaching practice. This includes providing opportunities for new teachers to observe a more experienced colleague on a regular basis, and vice versa. This can be extended with opportunities for modelling of specific strategies to be explicitly shown and for professional conversation to support reflection and professional learning. Benefits are also possible for the new teacher by being able to observe the same class he or she is working on, while in the secondary teaching position, which allows for further insights about classroom dynamics to emerge.

Importantly, the case study research shows strong evidence that benefits from the CTP can and are being transferred to the single-teacher setting. CTPs appear to offer an opportunity to accelerate the process of learning to teach and reduce or ameliorate the negative spirals distilled from the survey research. While specific improvements for students were not sought by the research, there appears to be some evidence that students are likely to be more engaged in classrooms and have more confidence in the work of their teachers.

The new teachers involved in the case study still valued successes they achieved in the single-teacher setting more than the CTP. In the case of the latter, they acknowledged the learning that took place for them in their professional work. Their path for learning to teach is specific to their needs and the collaborative endeavours pursued by the partnership. The new teacher is able to make his or her own decisions about areas of focus and interest while their partner is also able to identify areas that they believe are important to meeting expectations about teaching.

I describe these benefits of CTPs, in the previous chapter, as the second cycle for success towards supporting new teachers whereby:

> new teachers develop a **broader repertoire of teaching strategies** by having opportunities to plan with a colleague, share and observe strategies in action as well as reflect and gain feedback. This can support further success in CTPs, and most importantly in the single-teacher setting. Benefits for new teachers include a potential to truncate the process of developing skills that can support the process of learning to teach.

From the perspective of the CTP partner/mentor, CTPs showed that a more experienced colleague could play a positive role in supporting a new teacher in learning to teach. In effect, their support can assist in closing the gap between the idealism that new teachers bring to their work and the practice that occurs. While new teachers were still able to lead their own learning, their partners were also able to observe areas that they believe should be modelled for the new teacher or raised in professional conversation.

There appears to be some evidence that support provided to new teachers is influenced by the support that the experienced teachers received as they learnt to teach. On the one hand, this highlights the importance of training and support to be provided to ensure the intent of new approaches, such as CTPs, can fully realise. On the other hand, it also provides evidence about the long-lasting impacts that collaborative support processes can have on an individual teacher and the potential to influence broader school and professional cultures.

Recommendations

- That support programs for new teachers be seen as having the potential to influence the collaborative nature of the profession, contributing to the reform of teaching as it responds to new challenges.

- That the benefits of CTPs towards creating cycles for success in supporting new teachers be considered. This includes potential benefits for enhancing pedagogy, which can lead to greater skills for teachers in the classroom and improved outcomes for students. This can be achieved through observation, modelling of practice, shared planning

and reflection.

- That training for CTPs is likely to extend benefits from them. Areas to be covered in such training include explicit understandings about critical reflection and ways to provide and receive direct guidance.

Proposition 3: that the dynamics of school culture can (a) impact on the success and character of CTPs in each setting and (b) be enhanced by CTPs

Arising from the literature, my research sought to consider the extent to which school culture can impact on the success and character of CTPs, and the extent to which CTPs might enhance school culture.

This research highlights the importance of a culture of support close to the classroom for the new teacher. The survey research showed support of colleagues was seen as one of the most useful forms of support being provided to new teachers. This involved support in the personal domain and the professional domain, a finding that was replicated in the case study research.

It was surprising to many new teachers, as evident in the survey research, how much support was provided by colleagues in the same stage/faculty and how little might be provided by their supervisor or other executive staff, although there were mixed results for this latter point, with some support being most valued. The survey research highlighted a need for some reconsideration of the role of supervisors in support programs for new teachers, including CTPs.

CTPs were able to contribute to the culture of the school. This included

providing benefits to CTP partners/mentors, who gained confidence in their own teaching, as well as having opportunities to reflect on their own approaches to teaching. CTPs encouraged greater restructuring of classes and lessons to differentiate learning and meet the needs of individual and groups of students that were then able to be transferred to the single-teacher setting. There were examples in both case studies where the expertise and interests of new teachers were able to be fostered and supported in ways that valued the new teachers and benefited their CTP partner/mentor and faculty colleagues in general.

There was also evidence from the case studies that earlier collaborative experiences appear to have long-lasting effects on the professional persona of teachers, such as CTP partners/mentors, including influencing how they support new teachers once they were more experienced. These longer-term influences are likely to impact more broadly on school and professional cultures, including encouraging an openness to further collaborative endeavours.

A key issue raised by the literature relates to teacher socialisation and the influence of experienced teachers. The case study research provided evidence that experienced colleagues can assist in building confidence, resilience and teaching skills at the same time as such evidence shows the potential impact that they can have on how a new teacher teaches. On balance, the positives of being able to accelerate learning to teach, ameliorate potential negative spirals that can impact on the work of new teachers, and the chance to promote potential positive cycles for success, suggest that CTPs as a collaborative endeavour with more experienced colleagues are likely to provide more

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benefits. The evidence of other collegial support being important also moderates the potential risks should difficulties arise.

I describe these benefits of CTPs, in the previous chapter, as the third cycle for success towards supporting new teachers whereby:

> the opportunity for working together allows teachers to deliver a **"dynamic curriculum"**, including through opportunities to organise the class to allow for differentiated learning experiences, and to assist development of teaching practices through collaborative endeavours.

Recommendations

- That approaches to supporting new teachers consider provision of a suite of supports that can assist in both the professional and personal domains.

- That strategies and approaches to building positive cultures in schools and the profession focus on areas close to the classroom as well as the influence of school leaders.

- That the role of supervisors in the provision of support for new teachers be reconsidered to investigate ways that they can be involved, in a sustainable way for them, to meet expectations of new teachers.

- That colleagues of new teachers, particularly those close to their classroom, be recognised and valued for the support they offer their new colleagues.

- That the benefits of CTPs in supporting new teachers be considered.

This includes contributing to collaborative professional endeavours that can assist accelerating the processes of learning to teach for new teachers, ameliorate potential negative spirals, and promote potential positive cycles for success.

Proposition 4: that the capacity of CTPs to address significant issues for schooling offer potential benefits for policy makers and politicians

The literature, survey research and case study research demonstrate the value of systematic approaches of support rather than relying on "luck", which is seen by many as the case at present. While some research into team teaching has considered benefits for pre-service training, this research project has been able to investigate the use of team teaching to support new teacher induction.

CTPs are a systematic form of support that can have benefits for new teachers, schools, organisations, students, and the profession of teaching. These benefits will be more fully realised when CTPs form part of a suite of other systematic supports aimed at both the professional and personal domains of teaching.

Based on my research, an ideal, effective CTP would operate in up to two of the new teachers' classes (or equivalent). It would include structured time for planning and reflection that would benefit both classroom outcomes and learning to teach for the new teacher. Similar to the challenges faced by mentoring, CTPs require effective matching of CTP partners, although this is made more difficult because new teachers are likely to be new to the school when they commence. Training for CTP partners and ongoing support would be

available in areas such as clarifying roles in team teaching, supporting critical reflection – including philosophical understandings about the social purposes of teaching – and the needs of new teachers and preferred ways of learning to teach.

CTPs can add to a professional culture that provides benefits for each organisation/ school and the profession. This includes reducing isolation of teachers and the potential to reduce attrition rates of new teachers. At the same time, other benefits exist such as reduced teacher–student ratios, which can promote other organisational and political goals.

CTPs demonstrate the role that teachers can play in supporting the learning of individual colleagues as well as contributing to educational reform.

Recommendations

- That effective support for new teachers be provided in a systematic way that allows it to be viewed by new teachers as being more than just "luck" if they receive it.

- That the ideal structure for CTPs be considered for implementation. This includes:

  - operating in up to two of the new teachers' classes (or equivalent);

  - provision of structured time for planning and reflection;

  - effective matching processes developed for CTP partners; and

  - training for CTP partners and ongoing support available in areas

such as clarifying roles in team teaching, supporting critical reflection – including philosophical understandings about the social purposes of teaching – and the needs of new teachers and preferred ways of learning to teach;

- That CTPs be considered as an effective investment in the profession of teaching. Those who would benefit include new teachers, the school organisation, the profession, and students. This includes reducing the isolation felt by new teachers, the potential to reduce attrition rates of new teachers, and impact positively on their skills as a teacher. An added benefit for this investment is the reduction of teacher–student ratios for some classes.

Future research

This research has highlighted other areas where further research could be conducted.

An important area that has emerged from this research for further investigation is the role of supervisors in support programs. The survey research highlighted a disconnection in the role (or lack of) that new teachers expected from their supervisors. In contrast, they often acknowledged additional support was provided by colleagues in the same stage/faculty or through whole-school support programs.

In relation to understanding the needs of new teachers, the findings from the survey research showed creativity and innovation to be a lower priority than other areas of achieving effective practice in their classrooms. Further research

could inform whether new teachers are adopting more conservative teaching approaches, if they are searching for effective teaching methods rather than innovative ones, or if there are other reasons. This may add to the debate in the literature about teacher socialisation and the causes of more conservative teaching approaches among new teachers.

A number of areas for further research relate specifically to CTPs. As this research was conducted in one metropolitan high school, characterised by a large number of new teachers, further research could provide information about variations across a wider sample, and how CTPs might apply in various contexts such as primary school settings, rural areas, and schools with a small number of new teachers.

Hattie (2009) cites a lack of evidence in the current literature to argue for further research into team teaching to consider if there are any significant gains for student learning. My research had as its primary focus benefits for new teachers. However, further research could measure if there is any significant difference in outcomes for students who were in a CTP class compared to those in a single-teacher setting. Similarly, given my focus on benefits for teachers, longitudinal research could be used to measure any significant differences in student outcomes of classes for teachers who have been involved in CTPs.

Similar to the literature on mentoring and team teaching, it is important to consider the risks for a new teacher if the matching with their CTP partner is unsuccessful. On the one hand, it appears that CTPs do not provide all of the support needed by new teachers, and this can moderate impacts. On the other

hand, matching can be more difficult in a CTP than other team teaching endeavours because new teachers are generally not known to the school. A further scenario for investigation would be an effective CTP where the school and/or faculty/stage culture was less supportive.

Both CTPs in this research study team-taught for less than one complete class. Further research to determine the impact of team teaching on the single-teacher setting for the same class could establish if the effects are likely to be negative because students take advantage of only one teacher, or positive because routines are recognised by students in both settings. This research will be of particular interest in a primary setting, given that a new teacher is likely to be working with the same class for most of their timetabled teaching. In general, while it has been proposed in this research that the ideal CTP might be for up to two classes, this aspect needs to be investigated.

Stella's previous experience with team teaching, prior to the CTP, raises two questions for further research. The first considers if there are particular periods of time in a CTP partner/mentor's career when it is more beneficial for the more experienced teacher to gain benefits from supporting a new teacher in a CTP; and does this align with maximising benefits for new teachers? A second question is how do the benefits of a CTP for induction compare with potential benefits for teachers at other stages of their career? In general, Silva (2000a, and 2000b) reminds us that the perspective of mentors is often overlooked in research.

The issue of the supervisor being the CTP partner/mentor is an area where

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further research could also be conducted. While Feiman-Nemser (2001) argues that there is an incompatibility between assessment and support functions, the view expressed by new teachers in the survey research for more involvement of supervisors adds another perspective to this matter.

The issue of training and support for CTPs is another area where further research could be conducted, and the benefits that can be gained from providing additional time for CTPs to plan and reflect. The findings from the case study research suggest the need for training of mentors. Further research could consider benefits of minor briefing sessions, traditional professional learning approaches, provision of written materials, or more innovative partnerships such as links with universities – as described by "wayleading" (Bjerkholt and Hedegaard, 2008) and the Career Entry and Development Profile (Training and Development Agency for Schools, 2009) – which seek a seamless transition between pre-service and initial teacher preparation (Feiman-Nemser, 2001; Loughran et al., 2001).

Summary

This research has sought, as Hargreaves (1996) argues, to represent the richness and complexity of participants in order to "add much to our understanding of what teachers' voices genuinely share in common and what varies significantly among them, and why" (p. 16). The research has given voice to new teachers and those who can support them from within the profession.

In doing so, it has also attempted to take up the challenge from Mishler and Steinitz (2001) for researchers to be activists for social change and to ensure

that research in some way benefits communities or the field of study. At a minimum, this research has shown benefits for the induction of two new teachers into the profession. For Chris, "everyday is now a good day". Nathan is able to enjoy the professional satisfaction from trying to maximise the outcomes for his students and aiming to help colleagues in the future. In turn, this research provides some evidence for innovation that could contribute to positive change in the important area of supporting new teachers as they enter teaching.

While mentoring was seen as an effective form of support in the literature and survey research, CTPs can deepen or extend these benefits because of the opportunity for the mentor to be placed in the same classroom, for at least some of the time, teaching a shared class. Rather than the "sit, listen and reflect" (Long, 1997, p. 115) approach of traditional mentoring processes, CTPs are able to promote a process of joint planning, teaching and reflection.

CTPs can provide a range of support for new teachers. Importantly, the research has shown that benefits from learning to teach in the team-teaching classroom are transferable to the single-teacher setting.

CTPs are most likely to focus on developing effective classroom practices and enhancing the skills of new teachers. While there is the potential for important gains to be made for new teachers from CTPs, it is likely these will be most effective when they form part of a suite of support for new teachers aimed at both the professional and personal domains.

CTPs can prevent or ameliorate some of the negative spirals that new teachers can face and can, instead, promote three cycles for success in the areas of

support for classroom management, extending the repertoire of teaching skills, and encouraging a dynamic curriculum from engagement in a collaborative endeavour.

This research project has also distilled four theoretical propositions about support for new teachers. These may guide researchers, policy makers and/ or those who work with new teachers towards the achievement of cycles for success in supporting new teachers.

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