Influences of Employment Classification upon the Lived Experiences of Beginning Career Change Teachers within New South Wales Department of Education High Schools

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Statement of Authentication

The work presented in this thesis is, to the best of my knowledge and belief, original except as acknowledged in the text. I hereby declare that I have not submitted this material, either in full or in part, for a degree at this or any other institution.

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Abbreviations

ABS	Australian Bureau of Statistics
BCCT	Beginning career change teacher
BFCT	Beginning first career teacher
BT	Beginning teacher
CAPA	Creative and Performing Arts
DEC	Department of Education and Communities
DoE	Department of Education
DEET	Department of Education, Employment and Training
df	Degrees of freedom
GTIL	*Great teaching, inspired learning*
HSIE	Human Society and Its Environment
ITE	Initial teacher education
M	Mean
MCEETYA	Ministerial Council on Education, Employment, Training and Youth Affairs
N	Number (final sample)
n	Number (partial sample)
NSW	New South Wales
NSW DoE	New South Wales Department of Education
OECD	Organisation for Economic Co-operation and Development
PDPHE	Personal Development, Health and Physical Education
PD&S	Professional development and support
Perm	Permanent
***p* (p value)**	Probability; measure of statistical significance
p. (pp.)	Page number(s)
r	Pearson product-moment correlation
QUAL	Qualitative
QUAN	Quantitative
SD	Standard deviation
SiAS	Staff in Australia's Schools
SPSS	Statistical Package for the Social Sciences
STEM	Science, Technology, Engineering and Mathematics
t	Computed value of t-test
TAS	Technological and Applied Studies
Temp	Temporary
TSES	Teacher Sense of Efficacy Scale

Abstract

Over the past two decades, international and Australian research has investigated the high numbers of beginning teachers resigning from the teaching profession. Beginning teacher resignations have financial impacts upon education departments, high schools and individuals, while also impacting students' learning and causing teacher shortages. Within New South Wales (NSW), Australia this issue is becoming more critical against the backdrop of an ageing teaching workforce and forecast increases in student numbers.

One of the strategies utilised by the New South Wales Department of Education (NSW DoE) to improve the size and quality of the teacher workforce is the increased recruitment of career changers, as they bring with them a range of skills and experiences that can be utilised within the school and classroom environments. Complicating their entry into the Australian teaching profession is a changing employment context in which beginning teachers can increasingly only secure temporary positions.

The aim of this study was to explore, describe and interpret the lived experiences of beginning career change teachers (BCCTs) in NSW DoE high schools with a focus on gaining an understanding of how policy frameworks and school-based practices contribute to the provision of professional development and support (PD&S) for BCCTs and to their retention. Drawing upon Bronfenbrenner's Ecological Systems Model, this study viewed BCCTs as being at the centre of a complex, multi-layered ecosystem. It examined the impacts of NSW DoE policy frameworks within the exosystem and differing school-based practices (microsystem) upon individual BCCTs' transition into teaching and upon their decision to remain in or leave the teaching profession. A sequential explanatory mixed-methods approach was used, wherein both quantitative (survey) and qualitative (semi-structured interviews) data were collected, analysed separately and then merged.

Quantitative data were gathered via a survey of 80 beginning teachers to examine the differences in PD&S received by and self-efficacy of 43 beginning first career teachers (BFCTs) and 37 BCCTs. In-depth semi-structured interviews were then conducted with seventeen BCCTs, focusing on their personal experiences and perspectives upon entering the teaching profession. Additionally, a range of stakeholders from each layer of the ecosystem were interviewed.

The overarching finding of this study is that employment in temporary or permanent positions significantly influences BCCTs' access to PD&S opportunities within the NSW DoE exosystem and within individual high schools (microsystems). This research found a lack of knowledge in and communication between the NSW DoE where policy is developed, high schools where policy is implemented into school-based practices, and individual BCCTs. Additional findings identified that there are differences between the PD&S that BCCTs and BFCTs can access and in their sense of efficacy; however, these were not statistically significant results. The research found that BCCTs face a number of impediments to participation in PD&S opportunities, including workload pressures and family commitments. Nevertheless, the majority of the BCCTs indicated that the reasons they retrained as a teacher were still valid and that they would remain within the teaching profession irrespective of the lack of permanent employment and the continual challenges.

This research contributes new knowledge and insights for policy makers and schools into how BCCTs build, shape and sustain professional knowledge; and how they juggle contradictions between policies, school-based practices and their individual challenges and needs. These matters need to be recognised in order to develop policies and practices that improve BCCTs' development and retention in the changing employment context.

CHAPTER ONE: INTRODUCTION

The policy landscape within the New South Wales (NSW) education system, and how the policies are implemented through school-based practices, have direct and indirect impacts on beginning teachers (BTs). This thesis examines the lived experiences of BTs, with a focus upon beginning career change teachers (BCCTs) who commenced their teaching careers in New South Wales Department of Education (NSW DoE) high schools in 2013–2014. "Lived experiences" are a representation and understanding of a research subject's human experiences, choices and options, and how those factors influence their perceptions and how they respond to events and situations (Given, 2008; Goodson, 1992). The purpose of this thesis is to contribute to the general body of literature on BT development and retention. Additionally, it will highlight to educational policy makers the impacts their decisions have upon BTs' development and retention, and also assist the work of school executives who are responsible for supporting the transition and development of BTs within their school environments.

1.1 My Positionality in the Study

My motivation to engage in this research came from my personal experiences as a beginning career change teacher (BCCT) in the Australian state of NSW when I made the decision to leave a secure, well-paid and satisfying 22-year career within the Commonwealth Public Service. Having had a long-held intrinsic desire to be a teacher I was in a financial and personal position to retrain as a high school teacher. As a BCCT within NSW DoE high schools I had anticipated challenges during my transition into and my first years within the profession, including high workloads and challenges with classroom management as I worked to develop my pedagogical knowledge. However, I had *not* anticipated that I would not be viewed by other teachers and students as a BT, apparently due to my age. I believe that colleagues' biases about my age, or rather their related assumptions about my experience, resulted in me receiving fewer opportunities to access professional development and support (PD&S) compared to what was being offered to the younger beginning first career teachers (BFCTs) within the same school. My own professional development needs were not being met. I questioned whether other BCCTs were receiving the support they required and, if so, how it impacted their transition into, and retention within, the teaching profession. This issue

has considerable organisational and associated economic implications, as detailed later in this chapter, which point to the need for further research in this area.

1.2 Research Problem

Within the next decade there is likely to be a critical shortage of qualified teachers in NSW schools. While some contradictory evidence exists that there is in fact a teacher surplus due to an increase in teacher graduate numbers (AITSL, 2016), current NSW DoE teacher workforce data indicate that 56.6% of the total teacher workforce is aged between 45 and 59 years, with the majority due to retire during the next four to six years (CESE, 2018). The Staff in Australia's Schools Survey 2013 found that 36% of high school teachers were aged 50 years or over in 2012 (McKenzie, Weldon, Rowley, Murphy, & McMillan, 2014).

The NSW DoE has implemented a range of recruitment strategies to address anticipated teacher shortages. These include retraining programs for existing teachers from subjects of oversupply such as Personal Development, Health and Physical Education (PDHPE) and Human Society and Its Environment (HSIE) into targeted areas such as Science and Mathematics, and targeting high academic achieving school leavers (NSW DoE, n.d.). Another recruitment strategy involves attracting mature age individuals to change careers and retrain as teachers (McKenzie et al., 2014; Australian Education Union [AEU], 2008; NSW Government, 2013). As Priyadarshini and Robinson-Pant (2003) identified in their research on career change teachers in high schools, these individuals bring with them a variety of skills and experiences that equip them to "play an important part in bolstering the profession" (p. 95) and they are making a difference not only in the school environment but in improving the image of teaching portrayed in the media.

Adding to the concerns relating to shortages within the teacher workforce is the ongoing issue of BT resignations early in their career. Across Australia, the estimated percentage of high school BTs who leave the teaching profession within the first five years of entering teaching ranges from 13.4% to 40% (McKenzie et al., 2014). BTs resign for a range of reasons, including lack of PD&S (McCormack & Thomas, 2005), financial concerns (Ingersoll & Strong, 2011; Motulsky, 2010) and workload pressures (Brindley & Parker, 2010; Buchanan et al., 2013; Kyriacou & Kunc, 2007; Laming & Horne, 2013). These high turnover rates have financial implications for the individuals and for the schools who employ them. Schools are using their limited resources to develop and support BTs, gaining limited return on their investment if BTs leave the profession (Darling-Hammond, 2003; Manuel, 2003; Sinclair, Dowson, & McInerney, 2006). Additionally, the quality of learning opportunities being provided for

students is negatively impacted when there is a high turnover of teachers (Organisation for Economic Co-operation and Development [OECD], 2011).

The existing literature suggests that there is a "teacher shortage crisis" (AEU, 2008; OECD, 2005, 2011) across all Australian education systems and that, "when the issue of high attrition is considered alongside the impact of a graying workforce in Australian schools, together they constitute a major concern" (Gibson & Wechmann, 2012 p. 14). However, a closer look reveals a contrasting perspective. Namely, the high number of teacher graduates from universities (AITSL, 2016; NSW DoE, 2015a) is directly increasing the available workforce, in effect creating a surplus of BTs who are competing for employment opportunities within NSW DoE high schools (Weldon, 2015).

The context for the employment of BTs has changed markedly over the past decade, with the majority of graduating students making the transition from university student to practising teacher without initial permanent employment in a single school (Latifoglu, 2014; Pietsch, 2011). This has a range of financial, personal and professional implications for the BTs, including the (in)ability to access school PD&S (McCormack & Thomas, 2005) and the loss of opportunities to further develop their skills and knowledge. Two consequences of this changing context will be discussed in greater depth later in the thesis, namely BTs teaching outside of their subject area/s to obtain temporary employment (McCormack & Thomas, 2005; McKenzie et al., 2014), and financial issues resulting from not obtaining permanent employment (Ingersoll & Strong, 2011; Motulsky, 2010).

Research indicates that the high levels of BT resignations are due to the impact of classroom challenges and high workloads (Brindley & Parker, 2010; Kyriacou & Kunc, 2007; Laming & Horne, 2013). Tschannen-Moran and Hoy (2001) have argued that these initial challenges affect the BT's self-efficacy, reducing the individual's enthusiasm for teaching and significantly reducing their commitment to teaching. However, in the last 10 years there has been an increasing focus on the issue of employment context upon the attrition rates amongst BTs (Ingersoll, Merrill, & May, 2012; Latifoglu, 2014). For high school teachers in NSW, projected shortages have not resulted in greater opportunities for permanent employment, as increases in teacher graduates and increased use of temporary contracts have resulted in fewer permanent vacancies for BTs (Weldon, 2015).

Thus, this thesis is primarily concerned with exploring the impact of existing NSW DoE policies and school-based practices located within the Australian state of NSW on the lived

experiences of beginning high school teachers, both those who begin their careers in the teaching profession as well as those who have moved into the profession after a previous career.

1.3 Research Setting

Australia is made up of six states (NSW, Victoria, South Australia, Queensland, Western Australia and Tasmania) and two territories (the Australian Capital Territory and the Northern Territory). School education in Australia is the constitutional responsibility of state and territory governments, with state-based departments of education having regulation, operational and funding responsibilities. Within each state or territory, there are a number of different education systems including public and Catholic systems and independent schools that offer a choice of employment and education ethos for teachers and students.

This study has taken place in the state of NSW where education is administered by the NSW DoE. This context is important as it employs the largest number of teachers within Australia. In 2014–2015 (the years in which data were gathered for this study), approximately 24,392 high school teachers were employed within 401 NSW DoE high schools (Australian Bureau of Statistics [ABS], 2017, Table 51a). The most recent workforce data available show that approximately 24,639 high school teachers were employed in 2016–2017, an increase of 247 teachers (ABS, 2017, Table 51a).

1.4 Research Aims and Questions

The overall aim of this study is to explore, describe and interpret the lived experiences of BCCTs in NSW DoE high schools with a focus on gaining an understanding of how existing policy frameworks and school-based practices contribute to the provision of PD&S for BCCTs and to their retention. This study initially centred on the comparison between two categories of BTs: BFCTs and BCCTs through Research Question one. However, during the interview analysis it became evident that the dominant factor affecting the lived experiences of the two groups of participants was their employment classification. The employment context in which the BCCTs were employed, either permanent or temporary employment, had the greatest influence upon their transition into the teaching profession, as well as the PD&S they received and their overall lived experiences. This additional focus on comparing the two employment classifications, permanent and temporary, required a re-analysis of the data. Research Question two evolved from the process of reanalysis. Whilst comparisons are made in this thesis between categories of BTs (BCCTs and BFCTs) and employment classifications (permanent and temporary) to identify whether NSW DoE policies and schools differentiate, the overall

focus of this research is on the lived experiences of BCCTs – those employed permanently and those employed temporarily. It is important to note that this does not negate the experiences of BFCTs, who also face difficulties during their first two years within the teaching profession.

The research questions reflect the purpose of the study and my adoption of a mixed-methods approach:

1. What are the differences between beginning career change high school teachers and beginning first career high school teachers in the support strategies they receive and their sense of efficacy as a teacher?
    a. What are the support strategies beginning career change high school teachers receive at a school and departmental level?
    b. In what ways do the support strategies and sense of efficacy impact upon the transition of beginning career change high school teachers and their retention in the profession?
2. How does employment classification impact the support for beginning first career high school teachers?
    a. How do the support strategies a beginning career change high school teacher with a 'permanent' employment classification compare with those beginning career change, high school teachers with a 'temporary' employment classification?
    b. How does employment classification effect the retention of beginning career change high school teachers?

1.5 Outline of Research Methodology

This study utilises a sequential explanatory mixed-methods approach. Bronfenbrenner's (1979) Ecological Systems Model is adopted as the theoretical lens through which the lived experiences of the BCCTs are viewed as it allows for investigation of personal and environmental factors in the development of the teacher. Bronfenbrenner's (1979) theory entails that an individual's development is influenced by the surrounding environments, which in this context includes policies implemented by the NSW DoE (exosystem), decisions made within the high school context (microsystem), BTs' relationships with colleagues (microsystem), and the interconnections between the microsystems (mesosystem) and the NSW DoE (exosystem). Bronfenbrenner's (1979) model allows a consideration of the practical application of NSW DoE policies on school-based practices and their impact upon BTs, enabling research that "view[s] teacher's careers and work in relation to, and in the context of,

their lives as a whole" (Ball & Goodson, 1985, p.8). This confirms that Bronfenbrenner's (1979) Ecological Systems Model is an appropriate framework for this study. This model is reflected in the approaches utilised for data collection, analysis and interpretation in this study and is discussed in Chapter Two.

The first research method used in this study was a survey distributed to all NSW DoE high schools during 2014. It was used to examine the differences between the categories of BFCTs and BCCTs with regard to the PD&S they received and their sense of efficacy as a teacher. This provided quantitative data from 80 BTs (43 BFCTs and 37 BCCTs). The second method was semi-structured interviews with 17 BCCTs who commenced their teaching careers in 2013 and 2014. The interviews focused on their personal experiences and perspectives upon entering the teaching profession. Additionally, a range of stakeholders including two NSW DoE policy officers (exosystem), two NSW DoE state liaison officers (exosystem), two high school principals (microsystem) and three head teachers (microsystem) were interviewed. These data-gathering methods provided complementary sets of data that enabled an examination and identification of the group's PD&S needs, and the school-based practices they encountered that were directly influenced by NSW DoE policies.

1.6 Significance of this Research: Research, Policy and Practice

Policy makers, educational leaders and researchers from Australia (Buchanan et al., 2013; Gibson & Wechmann, 2012; Ramsey, 2000) and internationally (Boyd, Grossman et al., 2011; Farber, 2010; Watlington, Shockley, Guglielmino, & Felsher, 2010) have been concerned about non-retirement-related teacher attrition for some time. A wide range of studies has shown that attrition of new teachers within Australian schools is both high and undesirable (Ewing & Manuel, 2005; Jenkins, Smith, & Maxwell, 2009; McKenzie, Rowley, Weldon, & Murphy, 2011). Therefore, BT attrition (encompassing BCFTs and BCCTs) has significant implications not only for the individuals but also for the strategic direction of the NSW DoE, the development of future policies, and for individual high schools.

This thesis aims to provide an increased understanding of the impacts that NSW DoE policies and their implementation through school-based practices have upon BTs, with a focus on BCCTs' transition into, and retention in, the teaching profession. Through this understanding "it may become possible to better address the needs of an evolving teacher population" (Fessler & Rice, 2010, p. 582) within the context of uncertain and temporary employment opportunities that directly influence BTs' access to funding and PD&S within NSW DoE high schools. It extends the existing literature on BTs, with a focus on BCCTs, by identifying that the

employment context in which they enter the teaching profession has undergone profound change from permanent employment to temporary employment (Australian Council of Trade Unions [ACTU], 2011; Latifoglu, 2014; Pietsch, 2011). This research draws upon the perspectives and the voices of BCCTs within NSW DoE high schools, providing rich insights into their transition and retention within the teaching profession. A particular aim of this study is to inform decision making about new policy development and school-based practices for more effective support and retention of BCCTs.

1.7 Structure of the Thesis

This thesis presents the purpose, process and outcomes of this study in seven chapters with the structure shown in Figure 1.1. It is sequenced to reflect the explanatory nature of this research into BCCTs' lived experiences.

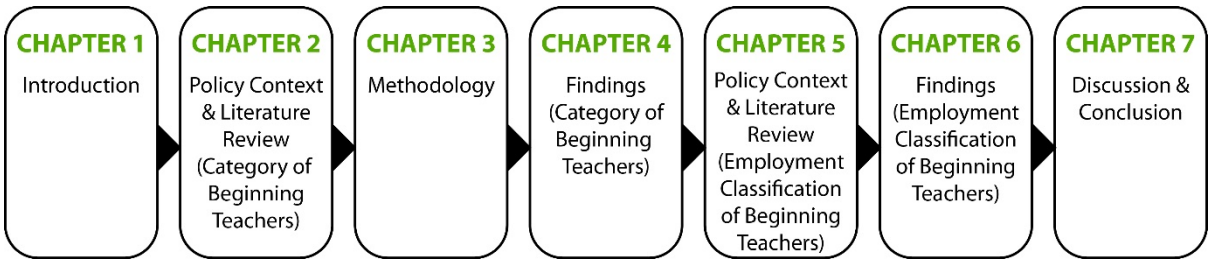

Figure 1.1. High-Level Overview of Thesis

Chapter Two provides an overview of the policy context that informs this research and presents a critical and analytical review of the literature on BTs, with a particular focus on BCCTs. Importantly, the literature review reveals the gaps in the literature that led to the development of the research questions to assist further understanding of how existing policy frameworks and school-based practices contribute to the support of BTs' professional development and retention. The chapter also details the rationale for selecting and utilising Bronfenbrenner's (1979) Ecological Systems Model as the theoretical lens for the research.

Chapter Three presents an overview of the research design, data collection and data analysis utilised in this mixed-methods study to understand the lived experiences of the participants. This chapter provides detailed information on the data-gathering and data-analysis methods used to promote a deeper understanding of the experiences of the participants. Additionally,

the issues of sampling, reliability and validity are discussed. This chapter concludes with a discussion of ethical considerations associated with this study.

Chapter Four focuses on the category of "a beginning teacher" (BCCT or BFCT) and investigates and compares the support strategies received by BCCTs and BFCTs, and their sense of efficacy in their teaching practices. Bronfenbrenner's Ecological Systems Model informed the design and interpretation of the findings and as such they are structured around the influences and interaction between the DoE (exosystem), school (microsystem) and individual levels. Quantitative findings from the survey of 80 NSW BTs (43 BFCTs and 37 BCCTs) are presented and are expanded upon along with qualitative (interview) data from 17 BCCTs. Key findings relate to the similarities and differences between the PD&S received by the BCCTs and BFCTs and the similarities in their sense of efficacy. Relevant literature is drawn upon to analyse and discuss the data collected in this study. The chapter concludes by bringing together the reciprocal interactions across the meso, exo and microsystems (Bronfenbrenner, 1979), focusing on the influences upon BCCTs and the communication and exchange of knowledge between them.

To further examine the findings, Chapter Five re-examines the policy context and existing literature, this time with a focus on the influence of employment classification upon BCCTs. A review of relevant empirical data contrasts BCCTs' perspectives with those of the current Australian teacher workforce. The consequences of the differentiated employment context on the PD&S and overall lived experiences of BTs in both categories are examined.

Chapter Six examines differences in the experiences of PD&S as well as teachers' sense of efficacy by participants' employment classification (either permanent or temporary). The relevant quantitative findings are presented and expanded upon with qualitative data focusing on BCCTs. This chapter continues to draw upon relevant literature to discuss and analyse the data collected in this study, and the findings are structured around the DoE (meso), school (micro) and individual levels, as per Bronfenbrenner's Ecological Systems Model. Key findings relate to the limited number of permanent teaching positions available and the impact of differing employment classifications upon DoE policies, school-based practices and individual BCCTs' lived experiences. The implications for BTs' workloads and their engagement with the teacher accreditation process are identified and discussed. The chapter concludes by exploring how the lived experiences of the BTs influence their future intentions to remain in or leave the NSW DoE education system.

Chapter Seven combines the key findings from Chapter Four relating to the category of BT and Chapter Six relating to employment classifications and discusses the implications of the findings for policy and school-based practices to support BCCTs. The chapter closes with a discussion of the contributions the study makes to extending current knowledge about BCCTs in NSW DoE high schools and presents recommendations for NSW DoE policy, school-based practices, individual BCCTs and future research.

1.8 Conclusion

In this thesis, I argue that BTs', and in particular BCCTs', entry into and the decision to remain in or leave the teaching profession does not take place in isolation from the conflicting, diverse and policy-driven school-based contexts in which they are situated. Nor is it separate from the complexities of teachers' professional and personal lives, which shape their engagement with these contexts (Goodson, 1992). This study contributes new insights and knowledge on BTs with a focus on BCCTs by providing evidence on, and explanations of, the interrelationships between NSW DoE policies, school-based practices and individual perspectives.

CHAPTER TWO: POLICY CONTEXT AND LITERATURE REVIEW: CATEGORY OF BEGINNING TEACHERS

2.1 Introduction

Chapter Two consists of two parts, with Part One providing an overview of the key written policies from the New South Wales Department of Education (NSW DoE) that directly influence beginning teachers' (BTs') lived experiences including their perceptions, responses and situations within NSW DoE high schools and that frame this research. These include *Great teaching, inspired learning: A blueprint for action* and the *Beginning Teachers Support Funding Policy* (NSW DEC, 2014). This overview provides the policy context in which school-based practices are developed by principals and in which beginning teachers currently commence their teaching career within NSW DoE high schools.

Part Two critically reviews relevant international and Australian education literature and begins with Section 2.3, which defines the three key terms used in this study: "beginning teacher" (BT), "beginning career change teacher" (BCCT) and "beginning first career teacher" (BFCT). These terms have been selected from the existing literature and defining them here enables a consistent understanding of how they are used within this research. Section 2.4 focuses on career changers and their role within the teaching profession. It provides a broad picture of the reasons why they retrain, including seeking to make a contribution to society, personal satisfaction and having a career that fits in with family responsibilities. The main point made in this section is that BCCTs are a diverse group with a range of skills and experiences who need to be viewed as individuals as well as "beginning teachers", and who require support to effectively transition into their teaching career. Section 2.5 focuses on the importance of professional development and support (PD&S) for all BTs at the commencement of their teaching career, to assist with not only their transition but also their ongoing development. Relevant literature identifies that within the school environment the principal has the key role in determining the learning culture and support given, resulting in differences in the PD&S that BTs are receiving. Section 2.6 discusses the literature on the factors that contribute to the large number of BT resignations within the first years of entering the teaching profession. These include demanding workloads combined with a lack of support. BCCTs are often faced with additional challenges including financial and family responsibilities that affect their decisions to resign from the teaching profession.

Section 2.7 focuses on how a teacher's sense of efficacy is formed across a wide range of teaching tasks and activities and interactions within the school environment (Tschannen-Moran & Hoy, 2001). In essence, it is an individual's belief in their ability to succeed in specific situations or to accomplish a task. Analysis of relevant literature indicates that BTs with a high sense of efficacy in their teaching practice are less likely to be affected by high workloads and are more likely to remain in the teaching profession (Skaalvik & Skaalvik, 2010). Section 2.8 discusses Bronfenbrenner's (1979) Ecological Systems Model and provides an important foundation for understanding and valuing the theoretical lens framing this research and its findings. As mentioned in Chapter One, there is limited research on BCCTs and BFCTs within NSW DoE high schools. Moreover, less research has been conducted on BCCTs' experiences than on those of BFCTs. Section 2.9 highlights the implications of the literature review for this research. The literature reviewed in this chapter explicitly identifies a gap in the research, which demonstrates the importance of my research and its contributions. Section 2.10 reiterates the key points made within this chapter.

2.2 Policy Context Impacting on Beginning Teachers

Part One provides an overview of the policy context within the NSW DoE that influences the lived experiences of the BCCTs within this study. *Great teaching, inspired learning: A blueprint for action* (NSW Government, 2013), hereafter abbreviated to *GTIL* is the NSW Government's overarching strategic focus that details future directions to improve the quality of teaching and learning in all schools. *GTIL* provides the strategic direction from which NSW DEC operational policies, in particular, the *Beginning Teachers Support Funding Policy 2014* is developed. In turn, the *Beginning Teachers Support Funding Policy 2014* directly impacts on the development and implementation of school-based practices, which in turn affects the provision of PD&S for BTs. This context is dependent on the priorities that are put forward in the policies. For example, if particular BTs (BFCTs) are targeted as the ideal recipients for PD&S, rather than BCCTs, then what are the ramifications of such an environment for both groups? This will be explored in greater detail later in this thesis. The function and applicability of these key policies will be explained in the following section, which will enable an understanding of the policy context that frames the environment in which BTs commence their teaching career within NSW DoE high schools.

2.2.1 Great Teaching, Inspired Learning: A Blueprint for Action

In announcing the release of *Great teaching, inspired learning: A blueprint for action* in March 2013, the NSW Minister of Education, Mr Adrian Piccoli, MP stated, "I have considered carefully the panel's recommendations to me and accepted them in full … The actions in this paper now form the NSW Government's blueprint for improving the quality of teaching and learning in our schools" (NSW Government, 2013, p. 4). As a result, *Great teaching, inspired learning: A blueprint for action* has had a direct impact on the revision and development of a range of NSW DEC policies. The NSW Government has the overarching responsibility for all schools within the state, including the registration and regulation of all schools (whether government or non-government) and the operation and most of the funding of public schools. As a result, the NSW Government's strategic decisions directly and indirectly impact upon the lived experiences of BTs within NSW DoE high schools.

GTIL was developed through submissions and feedback received from teachers, parents, principals, employers, students, and all public, private and independent schools. The blueprint seeks to increase the professionalism, development and learning of teachers in NSW in order to support and develop students at all levels. It discusses a range of outcomes and actions that are structured around four focus areas: "Initial Teacher Education", "Entry into the Profession", "Develop and Maintain Profession Practice", and "Recognise and Share Outstanding Practice". These four focus areas mirror individuals' initial education qualifications, entry into, and ongoing development within the teaching profession. As the focus of this research is on exploring, interpreting and describing the lived experiences of BCCTs in NSW DoE high schools as they enter the teaching profession, the second focus area of *GTIL*, "Entry into the Profession", is directly relevant.

GTIL acknowledges the importance of supporting all BTs during their initial years within the teaching profession, stating that "induction programs play a critical role in supporting the development of capable and confident professional teachers" (NSW Government, 2013, p. 12). *GTIL* does not specify what "high quality induction" or "high quality support" includes, thus enabling different interpretations and varied school-based practices. Secondly, no consideration is given to potential differences in the PD&S needs of differing categories of BTs (BCCTs and BFCTs). Finally, no differentiation is made between employment classifications, which creates expectations that all beginning, permanent, temporary and casual teachers will receive induction and support in their first year(s) of teaching.

2.2.2 Beginning Teachers Support Funding Policy and Procedures

As a result of *GTIL* (NSW Government, 2013), the NSW DEC developed the *Beginning Teachers Support Funding Policy* (NSW DEC, 2014b) and *Beginning Teachers Support Funding Procedures 2014 (NSW DEC, 2014c)*, which apply to all NSW DEC school teachers appointed to permanent positions commencing from 2014 (see Appendices A and B). These will be referred to as "the *funding policy*" and "the *funding procedures*" throughout the remainder of this thesis.

The intent of the *funding policy*, and associated funding, is to enable schools to provide a range of PD&S opportunities for permanent BTs in their first two years, and guidance is provided as to how BT support funding should be utilised. According to the DoE, the key areas of PD&S that should be offered are classroom management, instructional development and administration. While the support provided for BTs is usually determined within the school by principals and teachers, their ability to do so effectively is helped or hindered by government policy. The stated purpose of the *funding policy* is to "outline the Department's policy for the support of permanent beginning teachers in their first two years of teaching" (NSW DEC, 2014b, p. 1). The *funding policy* clearly states that this support is only applicable to permanent BTs, thereby excluding temporary and casual BTs. There is no reference to different categories of BTs (BCCT or BFCTs) in the policy or procedures. The inclusion of the word "permanent" in the *funding policy* narrowed the intent of *GTIL*, excluding temporary and casual BTs from access to funding. The funding allocation is detailed as:

> For the first year of appointment, the funding allocation will be the equivalent of **two hours per week** per beginning teacher, and the equivalent of an additional **one hour per week** per beginning teacher to release an experienced teaching colleague to provide mentoring support.
>
> For the second year of their appointment, the funding allocation will be the equivalent of one hour per week per beginning teacher. (NSW DEC, 2014b, p. 2, original emphasis)

The additional funding detailed in Table 2.1 is provided by the NSW DoE for each permanent BT and is forwarded to the school employing the BT in a single payment when the teacher commences in the first year. This payment will continue in either term one or term three of the second year, depending on when the permanent BT commenced.

Table 2.1. Monetary Amounts of Payments through the Beginning Teachers Support Funding Policy 2014

Year	First year of appointment	Second year of appointment
2014	$12,596.67	Not applicable*
2015	$13,127.38	$4,020.05
2016	$13,377.89	$4,080.73

Source: pers. comm., NSW DoE policy team, 21 March 2016

* As 2014 was the first year of this program, no teachers were eligible for second year funding.

By specifying "permanent" teachers, the *funding policy* implies through omission that schools will not receive this particular financial support for their casual and temporary teachers. This, in effect, creates a disconnect between the DoE focus on improving the quality of all teachers through *GTIL: A blueprint for action* (NSW Government, 2013) and the *funding policy*, which directly benefits BTs in permanent employment only.

The lack of detail within *GTIL* and the development of the *funding policy* and the *funding procedures* by the NSW DoE allows for an open interpretation in schools, which leads to an array of different practices. These affect individuals in a variety of ways. Both the *funding policy* and the *funding procedures* detail, frame, and in many cases restrict, the PD&S offerings that schools believe they can offer. This directly impacts upon BCCTs' transition into the teaching profession and the support that they can access within their first two years of teaching.

The discrepancies between the policy landscape and the school-based practices within the NSW education system create significant challenges for BTs that directly impact their transition into and retention within the teaching profession. Part Two of this chapter will critically review relevant international and Australian literature that is relevant to this study and investigate challenges faced by BTs.

2.3 Categories of Beginning Teachers

Within the existing literature there are a wide range of variants in the terminology and definitions of "beginning teachers" (BTs), "beginning career change teachers" (BCCTs) and "beginning first career teachers" (BFCTs). To ensure a consistent understanding it is important to elaborate on how they are understood and used within this research.

2.3.1 Beginning Teachers

The most consistent and widely used definition of a "beginning teacher" (BT) is "an individual in their first year of teaching" (Kyriacou & Coulthard, 2000; Manuel & Hughes, 2006; Priyadharshini & Robertson-Pant, 2003; Serow & Forrest, 1994; Stokes, 2007). However, due to the demanding workloads (McCormack & Thomas, 2003) and work–life demands experienced by BTs (Latifoglu, 2014; Richardson & Watt, 2010), Gilbert (2005) and Hong (2012) argue that a timeframe of two years is required for BTs to develop their knowledge, skills and confidence. For this reason, my research extends the timeframe to two years.

2.3.2 Beginning First Career Teachers

The general consensus is that the majority of BTs have come to teaching on a direct path from high school to initial teacher education (Dinham, 2013). Chambers (2002) describes these "traditionally educated teachers" (p. 17) as being between 22 and 30 years of age, as does Freidus (1989, 1992, 1994). In this study, a "beginning first career teacher" (BFCT) is a person aged under 25 who has not previously been employed in another career and who has completed their first professional degree in education for the purpose of becoming a (high) school teacher.

2.3.3 Beginning Career Change Teachers

BCCTs, in contrast to BFCTs, are individuals who have retrained as teachers after a previous career. Definitions of BCCTs range from the specific "candidates aged over 32, having previous careers of at least five years as well as recent work experience outside education" (Tigchelaar, Brouwer, & Korthagen, 2008, pp. 1545–1546), to the broader "women who had interrupted their previous work to have children, those returning from overseas work and travel experiences, and 'late starters', those people who returned to university to finish degrees that had been interrupted by work experiences" (Anthony & Ord, 2008, p. 362). Others identify those individuals who come into teaching later in life as "mature age", "non-traditional teachers" (Serow & Forrest, 1994) and "mid-career entrants" (Marinell & Johnson, 2013).

Generally, career changers tend to have a degree in a discipline area, possess particular subject area knowledge, and/or have "relevant recent work experience" from a professional domain other than teaching (Tigchelaar et al., 2008). Some literature also defines a parent as a career changer – one who may have entered teaching later in life as a *first* career after having been involved in parental duties or perhaps been in paid employment before but not immediately prior to changing career (Marinell, 2009; Priyadharshini & Robinson-Pant, 2003).

There is also considerable variation in the literature with respect to the age of a career change. Richardson and Watt (2006), prominent authors in Australian early-career teaching literature,

use the term "career switcher" (p. 29) to denote those who have changed careers to come into teaching via the postgraduate mode of teacher education. Similarly, Eifler and Potthoff's (1998) defines a second career teacher as "someone well over 25, possessing life experiences resulting either from previous careers and/or from parenthood" (p, 193). Although differences in terminology and definitions exist, there appears to be a common, shared aspect to these definitions, that is, that career change teachers are distinct from first career teachers because they usually have other qualifications and career/workforce experience.

In this study, the term "beginning career change teacher" (BCCT) is given to people aged over twenty-five who have previously been employed in a different career(s) for more than five years; hold a non-education degree in any field; and have completed a postgraduate, pre-service teacher education degree for the purpose of becoming a high school teacher. This definition considers that multiple career pathways may have been taken prior to becoming a teacher and that they are "not a fresh graduate starting with teaching as … his/her first job in life" (Priyadharshini & Robinson-Pant, 2003, p. 95).

The definitions provided in this section allow us to differentiate between the types of BTs in order to be able to explore the similarities and differences that each category of BT encounters during their transition into the teaching profession.

2.4 Beginning Career Change Teachers and their Role in the Teaching Profession

The presence of career changers within the teaching workforce is not a new phenomenon. The teaching profession has always attracted individuals across different age groups. In the United States of America (USA), the presence of career change students within initial teacher education courses has been observed since the late 1980s (Crow, Levine, & Nager, 1990; Novak & Knowles, 1992). Serow and Forrest (1994) reported on two 1991 studies from Canada and the USA which indicated that approximately 20% to 30% of all teachers were previously in another occupation. Ongoing research conducted by the Project on the Next Generation of Teachers (Harvard University, 2014) (*The Project on the Next Generation of Teachers*. Retrieved from https://projectngt.gse.harvard.edu/) has examined a range of issues related to attracting, supporting and retaining skilled, committed and effective teachers in USA public schools. A key finding within their research includes that more than one third of today's teachers have worked in another field before becoming teachers and many have prepared for teaching in non-traditional programs. In the USA, a range of programs, including Teach for America and Troops for Teachers have been introduced to attract a more diverse pool of

individuals in terms of age, skills, expertise and prior experience into the teaching profession. The Troops for Teachers initiative, sponsored by the US government, was introduced in 1993 and remains a significant effort to recruit veterans seeking to become teachers (Lee, 2011).

As a result of such programs, there has been a steady increase in the numbers of BCCTs commencing in the teaching profession within the USA. The Project on the Next Generation of Teachers has identified that between 28% and 47% of new teachers were mid-career entrants and had worked in another profession before becoming a teacher (Johnson & Project on the Next Generation of Teachers, 2004). Similarly, data from the 2011–2012 Schools and Staffing Survey from the USA indicate that approximately 25% of BTs enter the profession through an alternative route to teacher preparation programs (Warner-Griffin, Noel, & Tadler, 2016). In New Zealand, Anthony and Ord (2008) report an increasing trend of older people with prior work experience entering teaching.

2.4.1 Australian Context of Career Change Teachers

The numbers of career changers entering and resigning from the teaching profession within Australia have steadily risen over the years, although studies conducted on this cohort are far more numerous in the USA than in Australia. A 2008 Australian survey of about 1500 BTs shows that teachers are increasingly mature aged when they join the profession, with 35% of teachers aged 30 years and above (AEU, 2008). Similar figures can be seen in the 2008 OECD TALIS (Teaching and Learning in Schools) Survey report, in which new teachers aged 30 and above in Australia account for more than 33% of the total number (Jensen, Sandoval-Hernandez, Knoll, & Gonzalez, 2012).

Figures from the most recent Staff in Australia's Schools Survey (SiAS) report (McKenzie et al., 2014) show that more than half (73.5%) of all beginning high school teachers are over 25 years old. This extensive survey commissioned by the Australian Government provides a detailed picture of the Australian teacher workforce, to assist in future planning of the workforce. It was also designed to provide comparative and updated data following on from the previous SiAS surveys conducted in 2006–07 and 2010, which also identified that a "sizeable proportion of early career teachers are aged over 40 (13.5% primary and 16% secondary)" (McKenzie et al., 2014, p. 90). The figures also show that most BCCTs retrain as high school rather than primary teachers. The figures are supported by another set of statistics in the same report which examines early career teachers' main line of activity before commencing teacher training programs. Nearly 47% of secondary teachers were in either full-time or part-time employment in the year before they commenced teacher preparation

programs, leading the report authors to observe that "It seems that the most recent entrants to the profession are more likely than earlier generations to have been working in other jobs in the year before they commenced their teacher preparation program" (2014, p. 98). Richardson and Watt, in their survey of teacher education in three Australian universities, found that "Slightly over a third of graduate participants from each university indicated they had pursued another career prior to entering teacher education" (2006, p. 44). Similar statistics on teacher demographics within *Workforce profile of the NSW teaching profession 2016* report (Centre for Education Statistics and Evaluation [CESE], 2018) show that approximately 32% of BTs are aged 51 years and over.

As with the rest of the world, government bodies and education departments in Australia are recognising BCCTs as an important component in improving teaching standards and thereby increasing student engagement and achievement. The need to attract and retain the best professionals in teaching has been a high priority, as recent reports have emphasised (e.g. McKenzie et al., 2014). Within NSW, *Great teaching, inspired learning: A blueprint for action* (NSW Government, 2013) outlines the DoE's vision and the actions required to improve the quality of teaching and learning in NSW schools. These include attracting the best graduates through additional pathways, improving the quality of initial teacher education, developing and maintaining professional practice, and recognising and sharing outstanding practice.

A recent Australian Government discussion paper, *Future options for alternative pathways into teaching*, emphasised the importance of alternative pathways into teaching (Australian College of Educators, 2013). Alternative teaching programs can take the form of employment-based, accelerated or scholarship programs (Australian College of Educators, 2013). A number of initiatives have been introduced by various state governments and teacher education providers to attract the best entrants into teaching. For example, the Victorian Government's Career Change Program (currently funded as part of the Smarter Schools National Partnership) offers a third-year teacher salary, travel and training allowances, study leave and various retention benefits to certain professionals who participate. Through the teach.NSW program, the NSW DoE offers teaching scholarships to attract experienced professionals to teach in high-demand subject areas where there is a teacher shortage such as Mathematics, Science, Technology and Applied Science (TAS), and Special Education. Such initiatives demonstrate the significance of attracting a diverse pool of talented teachers to the profession. These programs have also opened up increased opportunities for mature-age professionals to consider teaching as a potential career.

2.4.2 Why Enter the Teaching Profession?

Teaching has been considered an attractive career option for both BCCTs and BFCTs, as it is considered to be a relatively stable profession that provides a high level of job security (OECD, 2009). The major identified motives for individuals to enter the teaching profession are altruistic (helping children, making a contribution to society); intrinsic (passion for the subject matter, enjoyment of working with children); and extrinsic (conditions and status) (Anthony & Ord, 2008; Kyriacou & Coulthard, 2000; Watt & Richardson, 2008). Different studies tend to emphasise one or other of these factors depending on the time period, methodology, country, context and purpose of the study (Halladay, 2008; Manual & Hughes, 2006). Studies conducted with BTs in Western, developed countries have found that intrinsic and altruistic reasons were the most frequently nominated motivations for choosing teaching, particularly a desire to work with children, the potential for intellectual fulfilment and the means to make a social contribution (OECD, 2011). On the other hand, in studies conducted in developing countries, such as in Africa, extrinsic motivations (particularly salary, job security and status) were more frequently nominated as reasons for choosing teaching (Thomson, Turner, & Nietfeld, 2012; Watt et al., 2012).

The past two decades have seen strong research interest in what attracts and motivates career changers to choose teaching, driven largely by the fluctuating issues of teacher attrition and perceived quality (OECD, 2005). Studies that examine the reasons why people retrain as teachers later in life have drawn consistent conclusions. For instance, various international studies have found that factors relating to salary and job prestige are not a high priority for someone choosing to become a teacher later in life (Crow et al., 1990; Mayotte, 2003; Powers, 2002; Priyadharshini & Robinson-Pant, 2003).

Whether individuals enter teaching as a BFCT or a BCCT, they generally do not view teaching as a "fall-back" career choice (Richardson & Watt, 2006). In the Staff in Australia's Schools survey commissioned by the Australian Government, "love of teaching", "desire to work with young people" and "desire to contribute to society" were the top reasons for choosing teaching among early career primary and secondary teachers in Australia (McKenzie et al., 2014, p. 91). On the whole, primary and secondary BTs shared the same, primarily intrinsic, reasons for becoming a teacher, with one notable difference: secondary teachers rated love of a subject area as their top factor (67.7%).

Within Australian research the reasons why career changers retrain and enter the teaching profession have consistently been found to be altruistic and intrinsic. In their large-scale online

survey of career change candidates across three Australian universities, Williams and Forgasz (2009) found that the career changers' motivations to enter the teaching profession were largely intrinsic. The results of Williams and Forgasz's (2009) research reinforced the findings of other research on BCCTs: that intrinsic reasons such as personal growth, the desire to work with children (Anthony & Ord, 2008) and a desire to "make a contribution to society" (Salyer, 2003, p. 19) are the main reasons for career changers to retrain. For many BCCTs, the inner desire to become a teacher may have been present for many years as they waited for an opportunity to retrain. It is for many the "realisation of a long-held dream" (Williams & Forgasz, 2009, p. 103) or something "they were supposed to do" (Watt & Richardson, 2008, p. 417). In changing careers into teaching, respondents in some studies said they had finally found an occupation that "fitted more comfortably with their goals and ambitions than the previous careers they had pursued" (Watt & Richardson, 2008, p. 417). Being able to fulfil their intellectual needs and personal development have been found to be related to the intrinsic needs of career changers (Priyadharshini & Robinson-Pant, 2003).

In the same study Williams and Forgasz (2009) found that career change teacher candidates viewed pay and the social status of teachers as far less important than other factors and the authors concluded that "career changers were generally not entering teaching for these reasons" (p. 103). In addition to the dominant intrinsic motivations, the perceived family friendliness of a teaching career was an important pragmatic factor. Similarly, changes in family circumstances and lifestyle choices have also been cited by some career changers as pragmatic reasons to enter teaching (Priyadharshini & Robinson-Pant, 2003). Unlike some other professions where it may be difficult to re-enter employment after a gap or a break in career due to changed family and personal circumstances, teaching provides the opportunity to return to work at a later time (Lee & Lamport, 2011; McKenzie et al., 2014). Individuals may be drawn to teaching because it is perceived to be less strenuous and more suited to their family needs related to children and ageing parents (Evans, 2011). Other studies have suggested that individuals may also choose teaching because of its "ease of entry and exit options, flexibility, compatibility with family life and sense of autonomy and independence" (Halladay, 2008, p. 20).

Individuals may make decisions that involve sacrificing well-paid jobs and, while generally career changers do not retrain as teachers for extrinsic reasons such as increased salary and recognition, the decision to do so requires many to make an "economic decision" as they weigh up different career options (Serow & Forrest, 1994, p. 556). At the same time, the decision to

retrain as a BT is also closely linked to the status of an individual's current occupation and how satisfied or disillusioned, they are in their current role. It could also be "related to their earlier experiences in work and life" (Tigchelaar et al., 2008, p. 1546). In addition, many individuals cite stress and frustration within their previous careers and the need for change (Priyadharshini & Robinson-Pant, 2003) as factors that motivated them to enter the teaching profession.

Overall, there are a "multiplicity of factors that together impact the decision to enter teaching as a career" (Richardson & Watt, 2006, p. 52). It would also be unwise to assume that all career changers fit into the same mould and that they all have the same motivations. The factors presented in this section suggest that individual BCCTs' intrinsic, altruistic and extrinsic reasons for retraining would impact their teaching role and the way that they experience their transition into the teaching profession. Differences also exist in the skills, knowledge, and professional and personal experiences that BCCTs bring with them into the teaching profession.

Expertise BCCTs Bring to the Teaching Profession

Research into the experiences of BCCTs within high schools, from the perspective of the BCCTs, principals, head teachers and students, has highlighted their unique contributions to school and classroom environments. These include a broad range of life experiences, breadth of knowledge, personal qualities, and attributes such as maturity, professionalism, motivation, confidence and enthusiasm for the teaching profession (Anthony & Ord, 2008; Grier & Johnston, 2008; Williams & Forgasz, 2009). Based on their qualitative study exploring the development of professional teachers in Science, Technology, Engineering and Mathematics (STEM), Grier and Johnston (2008) identify that "career changers bring a wealth of experiences, both personally and professionally, to the classroom" (p. 57), with many career change teachers having first-hand experience of how the subject matter is used and applied (Richardson & Watt, 2005). This ultimately assists them in lesson and resource preparation (Grier & Johnson, 2012).

Research by Haggard, Slostad and Winterton (2006) into student teachers' personal and professional expectations, prior to and following the student teaching semester within the school environment, identified that career change teachers perceive themselves as being different from first career teachers, mostly in terms of bringing a wider range of knowledge and experience to their teaching career. This was confirmed by research conducted by Chambers (2002) on 10 pre-service and in-service career change secondary teachers in the

USA, which found that the participants saw themselves as different from first career teachers in subtle but significant ways: "They believe they offer valuable skills from their previous careers; new perspectives, including a commitment to helping students apply their knowledge to the real world" (p. 212). This view is supported by Salyer (2003) who investigated alternative certification BTs' reasons for entering teaching and their perceptions of the strengths they can bring to the secondary classroom. She identifies some of these skills that career change teachers bring from their previous careers, including "interpersonal skills; and management and organizational skills" (Salyer, 2003, pp. 20–21).

Similarly, employers consider career change teachers attractive and have put forward various reasons for recruiting them (Latifoglu, 2014; Pietsch, 2011). The rising and significant focus on improving student achievements and learning outcomes has led to a renewed interest in the recruitment of well-qualified teachers. Shortages of qualified and well-trained teachers in "high demand subject areas" (such as STEM – Science, Technology, Engineering and Mathematics) is reported as a major concern, due to the impact upon student development within these subject areas, in policy studies such as one by the OECD (2011, p. 5). Employing career changers is viewed as a way to address shortages in subject specific areas such as Mathematics, Science and Technology, as they possess content knowledge and practical professional experience (Grier & Johnston, 2008, 2012; Halladay, 2008; Marinell, 2009). Studies identify that some career change teachers have a clear "willingness to pass on knowledge and experience acquired in their earlier professions to their pupils" (Tigchelaar et al., 2008, p. 1546).

Studies have found that BCCTs bring a combination of professional and personal life experiences as well as a certain maturity and wisdom gathered over the years: "Late entry teachers into teacher education who make the transition into a teaching career have the potential to enrich and diversify the profession by bringing their wealth of experience from other occupations into schools and classrooms" (Richardson & Watt, 2005, p. 488). The combination of differing work experiences together with intrinsic motivations may result in a stronger appreciation of the teaching profession (Lee & Lamport, 2011). Being able to draw upon prior work experiences and expertise also contributes to affirming teachers' identities and sense of self-efficacy as BTs (Anthony & Ord, 2008).

The studies presented thus far provide evidence of the positive contribution that career changers bring to the teaching profession. There are, however, a range of negative issues for BCCTs upon entry into the teaching profession. For example, Grier and Johnston's (2012) small-scale qualitative study looking in-depth at the experiences of four career change science teachers

found that having a relevant qualification and experience within a STEM career did not necessarily translate to becoming a successful science teacher who could create engaging science lessons for students. However, there is a fallacy in this argument, as any BT with the appropriate qualifications may be unsuccessful as a teacher. There is no evidence or reason to believe that this is particularly true of BCCTs. The authors argue that many career changers are unable to transform their high-level knowledge to the school level required, which directly influences the students' ability to engage with the content (Eifler & Potthoff, 1998; Grier & Johnston, 2012). This suggests the importance of BCCTs (and indeed all BTs) being engaged and receptive in their teacher training program to help them be more effective in planning and delivering engaging lessons.

Career change teachers tend to assume they will be perceived as knowledgeable, mature-age individuals who possess a range of professional experience and knowledge that should be recognised by others (Etherington, 2010). This assumption is often also held by colleagues and peers who view BCCTs as experienced teachers, not as BTs, due to their age, physical appearance and knowledge that they express (Freidus, 1994; Latifoglu, 2014; Madfes, 1989; Mayotte, 2003; Varadharajan, 2014). However, a study of more than 300 BCCTs from across the UK highlights that, "when considering second career student teachers, one cannot assume that because they are mature adults, they will have less of a need for mentoring" (Haggard et al., p. 318). Career change teachers are a diverse group, and for this reason it is important that they are viewed not only as BTs, but also as individuals with differences in age, experience, skills and personal circumstances. What is not discussed in the literature is to what extent age is a factor and how it affects the support that BCCTs are receiving.

2.5 Importance of Professional Development and Support for Development and Retention of Beginning Teachers

It is commonly acknowledged that entering the teaching profession is complex and challenging; this strongly supports the need to provide initial and ongoing PD&S for all BTs (Darling-Hammond, 2003; Kyriacou & Kunc, 2007; McCormack & Thomas, 2003; Pietsch, 2011). International and Australian educational research, however, indicates initial teacher education does not provide all the skills and knowledge that BTs require in order to be successful (Feiman-Nemser, 2001; Hay Group, 2012). This further supports the need for ongoing PD&S for all BTs.

As Gore, Williams and Ladwig (2006) point out, PD&S initiatives are often poorly defined, and terminologies with different meanings are used interchangeably. Ingersoll and Smith

(2011) in their review of 15 empirical studies on the effects of support, guidance and orientation programs for BTs, for example, identified a wide variation in the terminology utilised, with similarities and differences in the components, timing and quality. More recently, Mockler (2013) identifies the marketable nature of "professional learning" in the twenty-first century, arguing that many professional development providers have simply exchanged one set of terminology for another without any change in delivery or understanding of differences in meaning between the terms. The wide range of terminology and definitions utilised within literature to describe PD&S for BTs means it is imperative that all stakeholders have a shared and clear understanding of what is being offered and if it is just a marketing strategy or aimed to authentically meet the needs of BTs.

All state and territory education departments have BT support and induction policies; however, each of the policies encompasses differing strategies, resulting in diverse supports for BTs. These include assigning a mentor, participating in structured graduate teacher programs, or providing PD release time for BTs. In this research, the term "professional development and support" (PD&S) is utilised to encompass the ongoing, flexible and differing personal, planned and opportunistic learning BTs experience (Day, 1999). This includes formal and informal avenues of PD&S within the school environment, from classroom practices to development courses, mentoring, peer coaching and workshops through to incidental hallway conversations with colleagues (Putnam & Borko, as cited in Borko, 2004). As such, in this study the PD&S of BTs is viewed within the broader context of the policy that is developed within the mesosystem and implemented within the microsystem of the school in which the principal's leadership and decisions shape the PD&S that the BTs are able to access.

The NSW DoE, which represents the mesosystem or broader context of BTs within this study, has specified how BT support funding should be used to enhance the professional growth of teachers during their induction period. The *funding policy* explicitly identifies the following avenues of PD&S:

- observing other teachers' lessons;
- enabling other teachers to observe their lessons;
- engaging in collaborative practices;
- receiving structured feedback based on observation;

- evaluating the impact of their teaching on student progress and achievement;
- implementing effective classroom management strategies;
- engaging in professional discussion and personal reflection;
- assessing and evaluating student work;
- planning quality lessons to maximise their impact on learning; and
- compiling evidence to achieve mandatory accreditation at Proficient Teacher level with the NSW Education Standards Authority (NESA).

If required, the funds can also be used to support a BT to participate in targeted professional learning activities that are specifically designed to strengthen their development (NSW DEC, 2014b, p. 2). These avenues of professional development for teachers are designed to improve their knowledge of content or subject matter, prepare for curriculum changes, or assist in developing effective measures to engage students in subject matter (McKenzie et al., 2011). These PD&S opportunities can be school-based or undertaken offsite, delivered externally or internally, undertaken in groups or individually, and organised or relatively unstructured (McKenzie et al., 2011).

What avenues of PD&S BTs are able to access and when also depends on the principal's leadership, and the available budget. As previously discussed, the NSW DoE has introduced the *funding policy* and associated funding which is intended to enable schools to provide a range of PD&S opportunities for permanent BTs in their first two years. Guidance is provided by the NSW DoE regarding the key areas of the PD&S that can be provided including classroom management, instructional development and administration.

2.5.1 Importance of Support for BTs

It has been demonstrated across multiple national and international studies that providing BTs with structured support in a broad range of areas including administrative requirements and classroom management during their transition into the teaching profession increases retention rates (AEU, 2008; Boyd, Grossman et al., 2011; Buchanan et al., 2013; Ingersoll & Strong, 2011; OECD, 2005; Smith & Ingersoll, 2004; Teacher Education Ministerial Advisory Group, 2014). Ingersoll and Strong (2011) reviewed 15 empirical studies of public-school BTs from the 2007 to 2008 school year on the effects of support, guidance and orientation programs. They identified that most of the studies provided empirical support that there was a positive

impact upon teacher commitment and retention when support and assistance were provided for BTs. These teachers also "performed better at various aspects of teaching, such as keeping students on task, developing workable lesson plans, using effective student questioning practices, adjusting classroom activities to meet students' interests, maintaining a positive classroom atmosphere, and demonstrating successful classroom management" (2011, p. 225).

Recent Australian research conducted by the Teacher Education Ministerial Advisory Group (2014) examining initial teacher education in Australia highlighted the contrasts between the teaching industry and professions such as law, nursing and medicine, which provide substantial in-service induction and continuing professional development opportunities that are highly structured and carefully monitored to provide a supported process of entry to the profession. Their recent report, which involved wide-ranging evidence, research and submissions from key stakeholders, identified that BTs are receiving insufficient PD&S. They argued that "not all graduate teachers are adequately supported once they enter the profession. This means a number of beginning teachers do not reach their full potential, and some may choose to leave the profession" (Teacher Education Ministerial Advisory Group, 2014, p. ix).

Positive experiences during the initial stages of teaching provide BTs with increased knowledge, skills and confidence, reducing the likelihood that they will resign (Buchanan et al., 2013; Ingersoll & Strong, 2011). In their study on changes in the teacher self-efficacy of 29 BTs from their entry into initial teacher education through to their first year of teaching, Hoy and Spero (2005) identified that the more support BTs are able to access the less likelihood their sense of efficacy will decrease. BTs who do not receive an appropriate level, as well as content, of PD&S are likely to underestimate the intricacies of teaching, classroom management and administrative requirements and are more likely to leave the teaching profession.

2.5.2 Barriers to Support

Key authors within educational research have identified that the teaching profession has not had the kind of structured systems and initiation processes that exist within traditional professions (Lortie, 1975; Ingersoll & Smith, 2003). The reality of what occurs in the school environment, in terms of immediate demands upon time, balancing of different stakeholder needs as well as the demands of teaching, take precedence over any PD&S that is mandated within policies (Buchanan et al., 2013; Feiman-Nemser, 2001). The implication of this is that many BTs are unable to access the support that they need and to which they are entitled, highlighting the disconnect between policies and school-based practices (Ball, 2008; Braun,

Ball, Maguire, & Hoskins, 2011). Due to the differences in school environments, students and priorities, schools develop their own school-based practices for PD&S and induction programs, which can vary noticeably in their aims, complexity, quality and duration (Ingersoll, 2012; Piggot-Irvine, Aitken, Ritchie, Ferguson, & McGrath, 2009).

At a time when even experienced teachers are coping with ongoing, unrelenting changes to the content and expectations of their roles (Abbott-Chapman, Hughes, & Williamson, 2001; Pietsch, Gardner, Myhill, Pietsch, & Williamson, 2009), schools' capacity to support BTs effectively may be limited. In their research into the discrepancy between BTs' perceptions of support received and experienced teachers and administrators' perceptions of support provided, Andrews, Gilbert and Martin (2007) noted that the most valuable supports, as identified by BTs, were often not offered within their school environment. Andrews et al. (2007) also showed that, although principals reported they were providing these supports, BTs did not perceive that the supports were provided. Novice teachers' perceptions of these factors form strong predictors of intentions to remain in or leave the profession.

Another barrier to the provision of effective PD&S for BTs is that the support strategies utilised within schools including induction, mentoring and formal sessions are considered a vehicle for meeting the needs of all BTs with a one-size-fits-all approach (McCormack, Gore, & Thomas, 2006). Ramsey's (2000) comprehensive review of teacher education in NSW reports that one of the major criticisms of existing PD&S provided to BTs is the lack of teacher participation in identifying appropriate content, design and delivery. In a more recent study within NSW, J. Williams (2013) draws our attention to the frustrations experienced by BCCTs when they enter the teaching profession. While BCCTs are new to the teaching profession, they are sometimes referred to as "expert novices" due to the various professional, social and personal experiences they have acquired in their previous career. BCCTs may feel they are not being recognised for the experiences and knowledge they already possess and that they are not receiving understanding and support specific to their needs. They can also experience "culture shock" as they settle into being a classroom teacher and deal with the realities of schools and classrooms (Bullough & Knowles, 1990; Freidus, 1994; Freidus & Krasnow, 1991; Novak & Knowles, 1992). While career changers express longstanding aspirations to enter teaching, the disappointment, frustration and feelings of isolation can "negatively affect … the level of mission" that brought them into teaching in the first place (Tigchelaar et al., 2008, p. 1547).

2.6 Beginning Teacher Resignations

2.6.1 Rates of Attrition

The attrition rate among BTs across the USA has been acknowledged as a problem over the past two decades (Darling-Hammond, 2003; Jenkins et al., 2009). Earlier research consistently identified that about one-third of BTs leave the profession within the first five years (Darling-Hammond, 2003; Ingersoll & Smith, 2003; Johnson & Birkeland, 2003). Attrition rates of BTs continue to remain a concern for education departments, policy makers and researchers across the USA (Boyd, Grossman et al., 2011; Farber, 2010; Watlington et al., 2010). According to the National Commission on Teaching and America's Future, the peak US education policy advocacy body, BT attrition rates have been rising for more than a decade, with over a third of new teachers leaving the profession within three years, while some school districts require half of their BTs to be replaced every five years (Wehling, 2007).

Lower rates of BT attrition have been reported within the United Kingdom (UK), where 21% of newly qualified entrants to the government school system in England were not recorded as working within the teaching profession two years later (Department for Education [DfE], 2017). The same report identified that the BT attrition rates have been broadly stable since 2006 (DfE, 2017). In Canada, there has been an increase in BT resignations from 9.5% in 2005 to 15.5% in 2014, although the rates are still much less than those reported in the USA (Ontario College of Teachers, 2014, p. 53). Attrition rates differ widely in the international context due to a variety of changeable environmental contexts at the individual, school (microsystem) and education department (exosystem) levels, and broader employment and economic trends.

BT attrition within the Australian education system has been a focus of research over the past two decades due to concerns about the increase in BTs who commence within the teaching profession but do not remain. Many researchers have used attrition figures from US research to support their concerns about the levels of BT resignations within Australia. Scholarly articles have tended to cite figures from other countries and utilise them within the Australian context. For example, Ewing and Manuel state: "it is well established in countries in the Western world that between 25% and 40% of all newly recruited teachers resign or burn out in their first three to five years of teaching" (2005, p. 4). However, due to differences between the American and Australian educations systems, attrition data cannot be meaningfully transferred from the US into Australia. Within the US education system, in many states, people can teach without teaching qualifications, and this difference may affect attrition rates (Weldon, 2018).

In the most recent Staff in Australia's Schools (SiAS) Survey, only around half of all teachers stated that they intended to make teaching their lifelong career, and two in five early career teachers reported that they "have not yet committed to teaching as a career" (McKenzie et al.,

2014, p. 107). The Productivity Commission utilised the figure of 25% attrition in their recent calculations (Productivity Commission, 2012, p. 100) which was lower than Riley and Gallant's (2010) estimate that approximately 40% of Australian teachers leave within their first five years. Resignation rates of first year BTs employed in a permanent position published by the NSW DoE have been relatively low, averaging 2.8% over 2008 to 2014 (NSW DoE, 2015b), and are decreasing. However, using only the resignation rates for teachers in permanent positions is misleading, because the majority of teachers join the profession in temporary or casual employment (NSW DoE, 2018a).

2.6.2 Reasons for Attrition

Within the USA, the annual Schools and Staffing Survey and Teacher Follow-up Survey, which are sent to all teachers across the diverse range of education authorities, have had a strong record of collecting useable and reliable teacher workforce data. These data show that several teacher demographic factors, such as age, qualifications and gender, correlate positively with attrition. The age at which a teacher enters the profession has an effect, with teachers who start their careers in their thirties or older more likely to remain in teaching than those who start under thirty (Borman & Dowling, 2008). Similarly, an analysis of the data from the Teacher Follow-up Survey within the USA found that teachers aged under 30 or over 50 make up the greatest proportion of leavers.

Greater interest has been shown by researchers and government departments in identifying the factors that influence an individual's decision to leave the teaching profession. In the review commissioned by the NSW Government on the quality of teachers and teaching, Ramsey (2000) emphasised the plight that many BTs face: "For a new teacher, on their own and without the level of support other professions give their new entrants, it can be all too daunting" (p. 9). Ramsey (2000) calls our attention to the issue of BT resignations and states that "the greatest loss of teachers from government schools occurs in the first few years of service" (p. 197). Nearly two decades later, these findings continue to be replicated for the BTs in NSW DoE high schools. BTs often believe they are unfairly subjected to a "sink or swim" mentality by education and school authorities, and that the difficulties and stresses they may encounter are seen as just a "rite of passage" (Howe, 2006). Many BTs face these challenges alone without any support (Fantilli & McDougall, 2009; Johnson & Birkeland, 2003) and this "sink or swim" mentality often leaves BTs feeling unsupported and unsatisfied, leading many to leave the profession (AEU, 2008; Queensland College of Teachers, 2013). This was the situation in

research by Boyd, Lankford, Loeb, Ronfeldt, & Wyckoff (2011) found that teachers' perceptions of lack of support from administrators was by far the most significant influence on their decision to stay or leave.

Most of the Australian studies that look at decisions made by BTs to remain in or leave the teaching profession are small, qualitative studies based in one or two states. These studies indicate that high workloads (Buchanan et al., 2013; Laming & Horne, 2013), a lack of support within the school environment (Buchanan, 2010; Gallant & Riley, 2014; Howes & Goodman-Delahunty, 2015; Mason & Matas, 2015) and classroom challenges (Laming & Horne, 2013) are common reasons for leaving. Recent findings from the Staff in Australia's Schools Survey (McKenzie et al., 2014) of a more extensive sample of 15,562 primary and high school teachers supported the conclusions from the small studies. The survey found that the two most important reasons for intended early departures were "workload too heavy" and "insufficient recognition and reward" (McKenzie et al., 2014, p. xxv). In a survey of more than 1500 BTs, salary was the third most common workplace concern, after workload and student behaviour (Australian Education Union, 2008). Adding depth through qualitative research, Buchanan (2009, 2010) interviewed 21 Australian teachers who left the profession: the reasons they provided included a lack of support within the school environment, excessive workloads and the burden of working outside of school hours.

2.6.3 Consequences of BT Resignations

High turnover rates have financial implications for the individuals and for the schools who employ them. Schools are using their limited resources to develop and support BTs, with limited return on their investment if BTs leave the profession (Darling-Hammond, 2003; Manuel, 2003; Sinclair et al., 2006). For the individual there are financial costs of forgoing earning income while they retrained as teachers, a loss of income in not being able to obtain employment and upon resignation.

The financial costs involved in replacing a BT include recruiting, the hiring process, induction and PD&S programs, which can be extensive and once expended cannot be recouped (Kearney, 2014; Sinclair et al., 2006; Kidd, Brown, & Fitzallen, 2015). The overall cost of teacher attrition is difficult to calculate; however, there is no doubt that the cost far exceeds pre-emptive programs to try to curtail attrition, such as formal structured induction (Kearney, 2014). According to a US Department of Labor formula, school systems across the USA spent $4.9 billion on teacher turnover in 2005, which is approximately $12,350 per teacher (Alliance for Excellent Education [AEE], 2005). Brenner (2000) researched several models and calculated

that the financial cost of replacing a BT was approximately 20% of the leaving teachers' annual salary. In NSW, this would equate to AU$13,121, calculated on a BT salary of $65,608 (NSW DoE, 2017). This, however, does not factor in the associated indirect or non-monetary costs, including loss of personal and professional knowledge of the BT, the disruption to students' learning or any impact on remaining teachers' workloads (Cuddapah, Beaty-O'Ferrall, Masci, & Hetrick, 2011; Kidd et al., 2015). Additionally, the quality of learning opportunities being provided for students is negatively impacted when there is a high turnover of teachers (OECD, 2011, 2014). Data from the 2010 Staff in Australia's Schools (SiAS) Survey show that recruiting and retaining suitably qualified teachers is more difficult for schools in low socioeconomic areas (McKenzie et al., 2011)

Another perspective on the implications of BT resignations comes from Guarino, Santibanez and Daley (2006), who challenge the view that all BT resignations are a problem. In their review of empirical literature on teacher recruitment and retention in the USA, they proposed that the retention of teachers is misguided if it is at the expense of teacher quality, as students may then experience more "harm than benefit" (p. 177). They identified that college graduates with the highest levels of ability tend not to go into teaching, rather choosing alternative career paths, and that those who join the teaching profession have significantly lower scores. Teacher attrition has been identified as inevitable and not necessarily harmful (Lindqvist & Nordänger, 2016). Likewise, Ingersoll and Strong (2003) hold the view that organisations can benefit from a certain amount of turnover, "which eliminates low-caliber performers and brings in new blood to facilitate innovation" (p. 2). In the same article, however, they recognise that raised levels of employee turnover are completely different and can suggest underlying problems. BT resignations come at a financial cost to the individuals who have invested time and financial resources and forgone the opportunity to earn income, but also for the schools who have committed valuable resources to supporting BTs.

2.7 Teachers' Sense of Efficacy

Derived from social cognitive theory (Bandura, 1986a, 1997), self-efficacy is conceptualised as an individual's judgement of their ability to choose and carry out the necessary courses of action to achieve a desired outcome. Those with a higher sense of self-efficacy set higher goals and are more motivated to achieve their goals because they feel they are capable of doing so (Bandura, 1989). These individuals tackle challenges with confidence, an approach which can buffer feelings of distress (Jerusalem & Mittag, 1995). In essence, self-efficacy "is concerned

not with the skills one has, but with judgments of what one can do with whatever skills one possesses" (Bandura, 1986b, p. 391).

Tschannen-Moran, Hoy and Hoy (1998) applied Bandura's concept of self-efficacy to BTs to explain the formation of self-efficacy through teaching task analysis and to evaluate individuals' self-perceptions of their teaching competence. They improved upon previous models of teachers' self-efficacy by explicitly focusing on teachers' judgement of their personal competence in light of an analysis of the task and situation. They explain: "Teacher efficacy is the teacher's belief in his or her capability to organize and execute courses of action required to successfully accomplish a specific teaching task in a particular context" (Tschannen-Moran, Hoy, & Hoy, 1998, p. 233). A teacher's sense of efficacy is the situation-specific belief that a teacher holds regarding their abilities and skills to bring about a positive impact on student motivation and achievement (Gavora, 2010; Gibson & Dembo, 1984; Tschannen-Moran & Hoy, 2001). The *Teacher Sense of Efficacy Scale* (TSES) developed by Tschannen-Moran and Hoy (2001) assesses teacher efficacy across a wide range of teaching tasks and activities. This scale is one of the most well-known tools for assessing teacher efficacy and the majority of studies related to teacher efficacy are based upon it. This study uses the *Teacher Sense of Efficacy Scale* (TSES) (Tschannen-Moran & Hoy, 2001) to assess those areas considered the most difficult for BTs (e.g., managing disruptive behaviour or motivating students) (Appendix C). Similarly, the contexts in which teachers teach influence how they interpret the teaching task and evaluate their perceived capabilities.

Within educational research there is a significant body of international literature that has considered that teachers' sense of efficacy is an important indicator of their wellbeing, job satisfaction, instructional behaviour and students' educational outcomes (Holzberger, Philipp, & Kunter, 2013; Nie, Tan, Liau, Lau, & Chua, 2013; Skaalvik & Skaalvik, 2011). Teachers with a high sense of efficacy show higher job satisfaction, are less likely to be affected by burnout (Skaalvik & Skaalvik, 2011) and are more likely to stay in the profession (Skaalvik & Skaalvik, 2007). Teachers with high levels of self-efficacy can better navigate daily struggles, thereby enhancing resilience. Internal factors that can facilitate the development of self-efficacy include persistence, effort, aspirations, goal setting, and the motivation and confidence to try new ideas (Tschannen-Moran & Hoy, 2001). In a classroom these characteristics may present as designing instruction based on individual students' needs and increased engagement with the students.

Researchers have examined teachers' self-efficacy in relation to job satisfaction and the motivation to remain in or leave the teaching profession. Teacher attrition and lower self-efficacy also appears to be associated with worse classroom management and student behaviour. Teachers who feel a lack of control in dealing with student behaviour work harder to maintain control which leads to greater stress; causing emotional drain, disconnect between students and teacher, and diminished job satisfaction (Tschannen-Moran & Johnson, 2011). Pas, Bradshaw and Hershfeldt's (2012) two-year longitudinal study of 600 teachers at 31 different elementary schools identified that self-efficacy increased over time due to their preparedness and sense of community within the school environment. Tschannen-Moran and Johnson (2011) found that teachers with stronger self-efficacy in student engagement, instructional strategies and classroom management felt more capable of delivering literacy instruction. Martin, Sass and Schmitt's (2012) quantitative study confirmed a relationship between a teacher's sense of efficacy and student behaviour. Within the same study they identified that there were limited correlations between gender, grade level and sense of efficacy.

The context in which the sources of efficacy are experienced also plays an important role in the development of teachers' self-efficacy. Contextual factors such as the availability of teaching resources were found to contribute more to the self-efficacy of novice teachers than career teachers who had a wealth of mastery experiences on which to base their self-perceptions (Tschannen-Moran & Hoy, 2001). Teachers who reported working in a positive school environment with great relationships with staff had an increase in self-efficacy over time and higher motivation to remain within the teaching profession (Fernet, Guay, Senecal, & Austin, 2012; Pas et al., 2012).

With the exception of the modified environment provided by student teaching, most BTs face the realities of the teaching profession for the first time. Veenman (1984) termed this transition from the modified environment provided by student teaching to the realities of the teaching profession as "reality shock", describing the transition as possibly being a traumatic and dramatic experience. The working environment is also important in predicting a BT's self-efficacy, as positive collaboration with supervisors leads to higher self-efficacy and retention in BTs (Devos, Dupriez, & Paquay, 2012). While it may be reasonable to assume that teacher efficacy is likely to change as a result of teaching experience, predicting the nature of such change is complicated by a number of factors that are located within the school environment. In a study of 16 early career teachers within NSW DoE primary and high schools, McCormack

et al. (2006) found that, after one year, many teachers questioned their value in the school and experienced a lack of confidence, which led some to consider leaving the profession. A lack of feedback or affirmation was found to contribute to a reduced sense of self-belief and confidence, which is central to the development of self-efficacy (McCormack et al., 2006). Chester and Beaudin (1996) found that the decline in teacher self-efficacy typically found over the course of the first year is not universal but dependent upon school practices such as opportunities for new teachers to collaborate with colleagues, supervisor attention to instruction, and level of resources available in the school. Thus, as Dembo and Gibson (1985) suggest, the connection between teacher self-efficacy and years in the teaching profession might be more productively studied by examining issues related to the socialisation of teachers within a given school context.

According to Eckert (2013) in her mixed methods study drawing upon data from the US Schools and Staffing Survey (2009–2010) and interviews with 25 BTs, teacher qualifications predict teacher self-efficacy, but do not predict retention for early career urban teachers. Although Eckert did not find a correlation between self-efficacy and teacher retention, other studies have found that teacher self-efficacy is a key factor in predicting both the choice to teach and the choice to continue teaching in urban schools (Martin et al., 2012).

Research on teacher self-efficacy within Australia has generally focused on exploring self-efficacy in pre-service teachers. O'Neill and Stephenson (2012) used the TSES to analyse self-efficacy in high school teachers in rural Australia and found that having a number of opportunities to practice behaviour management skills was associated with a higher sense of efficacy. Pendergast, Garvis and Keogh (2011) compared the efficacy beliefs of early childhood, primary and high school pre-service teachers in Queensland at the start and finish of their initial teacher education. Pendergast, Garvis and Keogh (2011) suggest that a decrease in teacher self-efficacy is linked to the removal of support for BTs, as their analysis revealed that the overall mean and standard deviation for teacher self-efficacy declined from survey one ($M = 7.40$, $SD = 0.77$) completed at the commencement of the year to survey two ($M = 6.89$, $SD = 1.29$) at the end of the year. BTs often enter the teaching profession with high hopes and confidence but encounter a reality check because they are faced with the intense workload demands and expectations of experienced teachers. This reveals that teachers' self-efficacy, PD&S and the resignations of a large percentage of BTs are strongly intertwined.

The next section discusses the theoretical framework underpinning this study. Bronfenbrenner's (1979) Ecological Systems Model was the lens used to examine the lived experiences of the BCCTs.

2.8 Theoretical Framework: Bronfenbrenner's Ecological Systems Model

BCCTs are at the centre of a complicated, multi-layered system of relationships and interactions that affects their perceptions and experiences. BCCTs are part of the overall ecosystem around them, meaning that factors within and beyond the school walls including principals, peers, students and their families directly and indirectly influence them. The Ecological Systems Model (Bronfenbrenner, 1979), which is used as the theoretical lens for this thesis, highlights the impact of the environmental context, including policies and school-based practices, upon BCCTs' transition into, and retention within, the teaching profession. Bronfenbrenner (1979) argues that, in order to understand human development, one must consider the entire ecological system in which growth occurs. Drawing on Bronfenbrenner's work, I investigate how the ecological factors within the NSW DoE, within school microsystems and within the exosystem influence the (lack of) knowledge and communication within and across the various systems.

2.8.1 Ecological Systems Model

The overarching theme of Bronfenbrenner's (1979) Ecological Systems Model is that researchers must look outside the individual subject of research to best understand the subject and how the environments surrounding them interact and influence their lived experiences. The Ecological Systems Model was an attempt to understand human development within the relationships that form an individual's environment. Bronfenbrenner defined his theory as:

> The scientific study of the progressive, mutual accommodation between an active, growing human being and the changing properties of the immediate settings in which the developing person lives, as this process is affected by relations between these settings, and by the larger contexts in which the settings are embedded.
> (Bronfenbrenner, 1979, p. 21)

In Bronfenbrenner's (1979) Ecological Systems Model, the four layers of the ecological environment are portrayed as a nested arrangement of structures, each contained within the next, that depicts the interactions and transactions of people in a range of contexts. Bronfenbrenner emphasised several aspects of context, which include the microsystem (the immediate contexts occupied by the individual); the mesosystem (relations between two or

more microsystems); the exosystem (social settings the individual is not a part of, but which impact on the individual); and the macrosystem (the wider cultural, economic and policy context in which the individual lives).

Each of the four systems have their own contextual environment and operate separately from the other systems (Figure 2.1). The strength of the Ecological Systems Model (Bronfenbrenner, 1979) is that it looks beyond the single systems and draws together the direct and indirect interactions between them. In this model, each system operates at a different spatial distance, with different forces of magnitude of influence on the developing individual (Bronfenbrenner, 1979; McInerney, 2014). This reflects the complex sociocultural world of a teacher and the myriad of influences that impact on their development (Bronfenbrenner & Morris, 1998).

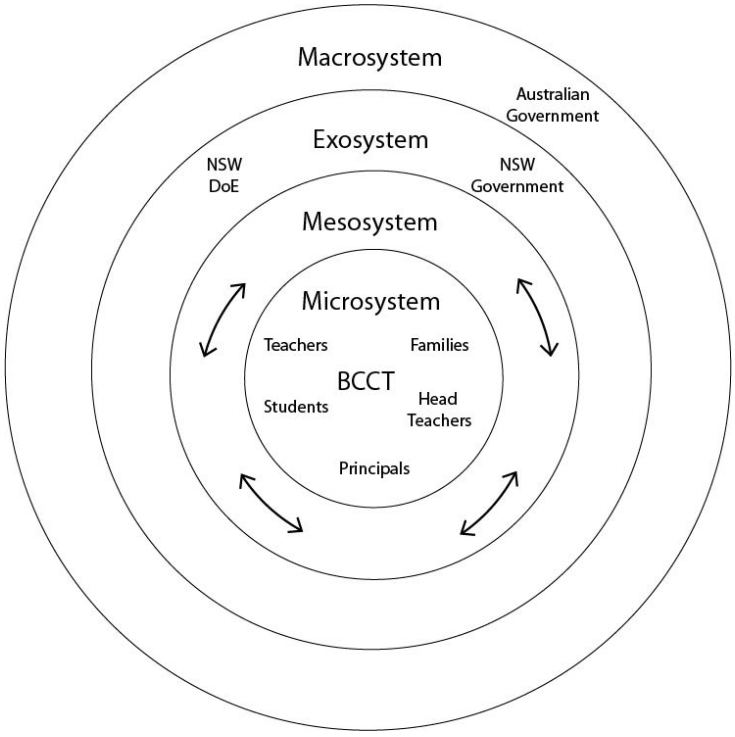

Figure 2.1. Bronfenbrenner's (1979) Ecological Systems Model Adapted

Bronfenbrenner (1979) initially developed the Ecological Systems Model to enable an understanding of how different levels of systems in the social context interact with child development. Bronfenbrenner's work has been applied in a range of different situations as it provides new insights by viewing different levels and groups of people as interacting systems (Schmidt, 2017), and emphasises the importance of the interaction between the development

of an individual and the systems within the individual's social context (Nand, 2017). In applying Bronfenbrenner's Ecological Systems Model to explore elementary BTs' emotions in low-SES urban school contexts within the USA, Cross and Hong (2012) identified a school microsystem with multidirectional and reciprocal relationships between teachers, students and parents that influenced teacher wellbeing.

Bronfenbrenner's emphasis on the roles, activities and relations of people within these contexts provides a valuable avenue for exploring how people make sense of their circumstances and how their understanding translates into the broader context in which they are located. One example that illustrates the use of these concepts in educational research comes from Tissington (2008), who applied Bronfenbrenner's model to the study of new teachers who have gone through alternative certification programs and are transitioning to the classroom. She conceptualised the four levels as follows: (One) the microsystem includes activities and practices in the candidate's classroom, (two) the mesosystem is the professional collaboration with peers and other colleagues at the school site or in learning communities that the candidate belongs to, (three) the exosystem includes the organisational structure and policies, and (four) the macrosystem is not a specific context, but rather the larger cultural values and laws that affect the candidate (Tissington, 2008, pp. 107–109).

As shown in Figure 2.1, the "microsystem" is the most central, and therefore the most influential, context in which the individual takes on roles and patterns of activity when interacting with others. Bronfenbrenner defined a microsystem as "a pattern of activities, roles, and interpersonal relations experienced by the developing person in a given setting with particular physical and material characteristics" (1979, p. 22). In other words, the aspects of the environment that have the most power to shape the lived experiences of an individual are those that have meaning to the person in a given situation. The microsystem has a strong impact because it contains the most influential individuals and interactions that affect a teacher's life. The microsystem of BCCTs contains their families, principals, peers and the schools in which they are employed.

The next level of a person's social and professional environment is the "mesosystem" which "comprises the interrelations among two or more settings in which the developing person actively participates" (1979, p. 25). In other words, each microsystem is influenced by, and influences, the other (Bronfenbrenner, 1979). In this study, the BCCTs are influenced by the communication between the microsystems, such as the principal and head teachers, regarding PD&S opportunities that are provided.

The exosystem refers to "one or more settings that do not involve the developing person as an active participant, but in which events occur that affect, or are affected by, what happens in the setting containing the developing person" (Bronfenbrenner, 1979, p. 25). In essence it represents contexts in which the individual does not directly participate, but which have an impact on the microsystem in which the individual functions. For the BTs in this research the NSW DoE is the overarching employer, and, through a range of policies and procedures, the DoE has a direct impact on the functioning of individual schools, thereby impacting upon the BT. For example, the *funding policy*, which was discussed in the policy context section of this chapter, was developed at the NSW DoE level and must be implemented within all NSW DoE high schools (microsystems). The exosystem thus influences the amount of PD&S that individual BTs receive.

The macrosystem represents the cultural context that encompasses all systems in which the individual is located. The macrosystem influences all lower layers of the ecosystem and may include political views or economic factors, all of which can individually or collectively shape and influence the high school environments BTs are entering. The macrosystem is not explored in the current study. In 1994, Bronfenbrenner expanded the Ecological Systems Model to include the chronosystem and renamed it the Bioecological Model (Bronfenbrenner, 1994), reflecting the influence of time on the development and behaviour of the individual, as well as the environments within which they function. Due to the time limitations of this research, the model incorporating the chronosystem is not utilised.

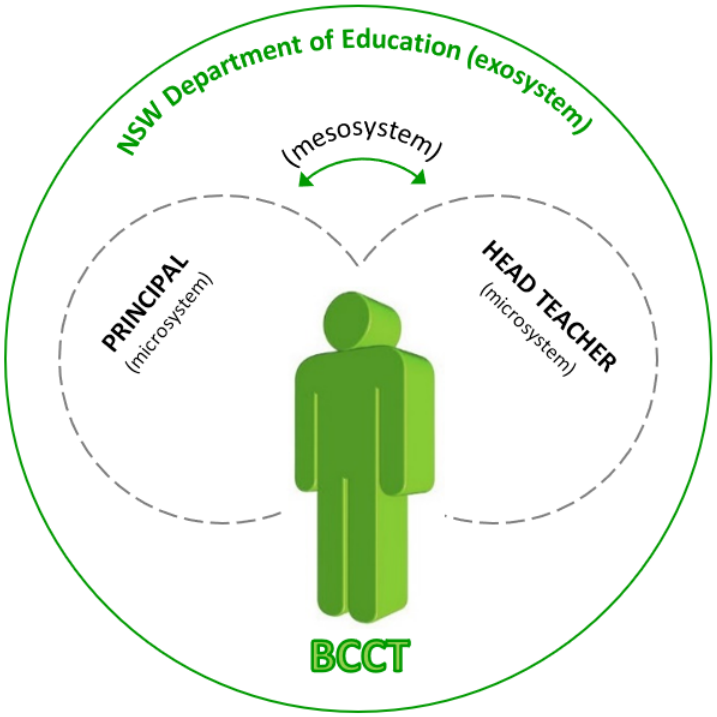

Figure 2.2. Adaptation of Bronfenbrenner's (1979) Ecological Systems Model

As shown in Figure 2.2, an adapted Ecological Systems Model (Bronfenbrenner, 1979) will be used as the framework for this study in order to integrate the findings in a meaningful and theoretically relevant way. The adapted model places the individual BCCT at the centre of the "ecosystems" that include the school environment and the NSW DoE. Decisions made within one system directly and indirectly influence the scope and implementation of decisions in another. For example, the decisions made within the NSW DoE in the development of the *funding policy* directly impact on the development and implementation of school-based practices, which in turn affect the provision of PD&S and potentially a BCCT's belief in their abilities. Most significantly, the Ecological Systems Model highlights the influence of factors in the environmental context, including the impact of policies and school-based practices upon BCCTs' transition into and retention within the teaching profession. This will enable an insight into the lived experiences of the participants as they interact with, and are impacted by, NSW DoE policies, school environments and practices. Through this a contribution is made to the existing literature on BTs, with a specific focus on BCCTs within NSW DoE high schools, providing an understanding of how personal and contextual factors interact to produce varied lived experiences.

2.8.2 Other Frameworks Considered

A range of other theoretical frameworks that were considered for this study focused on narrower perspectives, either at the individual, whole-school or organisational level. Podsen (2002) developed a framework that only considers the individuals' experience, as well as their biological, cognitive and emotional needs. No consideration was given to influences outside the individual's personal environment. Similarly, career construction theory (Savickas, 2005) asserts that individuals build their careers by imposing meaning on vocational behaviour. The theory focuses on the way individuals impose personal meaning on past memories, present experiences and future aspirations. Savickas (2005) failed to acknowledge the contextual factors of government policy and school environments that influence all BTs' transition into the teaching profession. Both frameworks were considered but were deemed inferior to Bronfenbrenner's Ecological Systems Model, due to their one-dimensional focus on personal influences.

In comparison, the communities of practice (COP) framework (Lave & Wenger, 1991) enables an understanding of how BCCTs bring with them experiences and attributes that allow them to make connections for themselves and students when entering the teaching community (Chambers, 2002). However, studies that have applied the COP framework (Fuller, Hodkinson, Hodkinson, & Unwin, 2005; Johnston, 2016) have only considered the contextual factors, without regard for the personal influences. All three frameworks were considered in this study, but were deemed inferior to Bronfenbrenner's Ecological Systems Model, due to their one-dimensional focus on either the personal influences or the contextual factors of an individual.

2.9 Implications of the Literature Review for This Thesis

My research will provide insights that can be used by policy makers and school leaders to attempt to counter the high levels of BT resignations (AEU, 2008; McKenzie et al., 2014) in the first years of teaching in Australia. This literature review has, firstly, located this research within the fields of knowledge relevant to BTs and, more specifically, BCCTs. Secondly, it has also served to differentiate the present study from previous research conducted into BCCTs. The current research is specifically concerned with the lived experiences of BCCTs within NSW DoE high schools. Even though the NSW DoE is the largest employer of teachers within Australia (McKenzie et al., 2014), there has been limited research conducted on BCCTs.

The inconsistences in the provision of PD&S and the ongoing problems faced by BTs in the early years of their career demonstrate a major gap between what the literature advocates (Boyd, Grossman et al., 2011; Buchanan et al., 2013; Ingersoll & Strong, 2011) and the government recommends (NSW Government, 2013). Further gaps appear between the

development of the education department policies (especially the *funding policy*) and the school-based practices for PD&S that are implemented within the school environment. Bronfenbrenner's (1979) Ecological Systems Model will be used as the theoretical lens through which the influences and interactions of the NSW DoE (exosystem), schools (microsystem) and the individual participants (microsystem) are viewed. In addition to surveying 80 BTs (37 BCCTs and 43 BFCTs) and interviewing 17 BCCTs, key stakeholders from the NSW DoE (exosystem) and the schools, including principals and head teachers (microsystem), were interviewed. The results will be used to extend existing literature utilising Bronfenbrenner's Ecological Systems Model with a focus on BCCTs.

BCCTs are a diverse group, and for this reason it is important that they are viewed as individuals with differences in age, experience, skills and personal circumstances, as well as BTs. A review of the literature indicates that BCCTs are not receiving support specific to their needs (McCormack et al., 2006) and they are viewed as "expert novices" due to their various professional, social and personal experiences in their previous careers (J. Williams, 2013). This results in PD&S being provided that does not meet the professional needs of BCCTs. High workloads and the limited PD&S being provided by schools are linked to high levels of teacher attrition (Buchanan, 2010; Gallant & Riley, 2014; Mason & Matas, 2015).

Existing studies have identified that a BT's sense of efficacy and confidence decreases during the initial year of teaching, which results in many BTs questioning their abilities and ultimately leaving the teaching profession (McCormack et al., 2006; Tschannen-Moran & Hoy, 2001). Conversely, positive contextual factors such as the availability of school resources, positive school relationships and the provision of PD&S have been found to increase a BT's sense of efficacy (Fernet et al., 2012; McCormack et al., 2006; Pas et al., 2012; Tschannen-Moran & Hoy, 2001).

The context in which the sources of self-efficacy are experienced also plays an important role in the development of teachers' efficacy beliefs. Contextual factors such as the availability of teaching resources have been found to contribute more to the self-efficacy of novice teachers than of career teachers, who have a wealth of mastery experiences on which to base their self-perceptions (Tschannen-Moran & Hoy, 2001). Teachers who report working in a positive school environment with great relationships with staff experience an increase in their sense of efficacy over time and higher motivation to remain within the teaching profession (Fernet et al., 2012; Pas et al., 2012). This research will identify if there are similarities or differences between the levels of PD&S received and the sense of efficacy as a teacher between BCCTs

and BFCTs. This will extend the understanding of the relationship between PD&S, teachers' sense of efficacy and category of BT. This will enable policy makers and school leaders to improve policies and school-based practices that promote resilience and sustained teacher efficacy beliefs.

2.10 Conclusion

Individual BCCTs are at the centre of a complicated, multi-layered system of relationships and interactions that include principals, peers, students, their families and the overall "ecosystem" around them. This includes factors within and beyond the school walls that affect them such as their perceptions, experiences and choices. The use of the Ecological Systems Model (Bronfenbrenner, 1979) as the theoretical lens for this thesis highlights how the social-environmental context, including the effects of policies and school-based practices, impact upon BCCTs' transition into, and retention within, the teaching profession.

What remains unknown, however, is how NSW DoE policies and school-based practices are impacting upon the PD&S that is provided, and also the nature of the PD&S that is sought by BCCTs during their transition into, and ongoing development within, their first years within the teaching profession. This study seeks to obtain data and a greater understanding to address this research gap. It is hoped that this will enable the NSW DoE and individual schools to improve their ongoing support, and ultimately increase BCCTs' retention via focused policies and school-based practices that consider the differing PD&S needs of BCCTs. Chapter Three describes the procedures and methods used in this study.

CHAPTER THREE: METHODOLOGY

3.1 Introduction

Chapter Three outlines the way in which data were gathered, organised and analysed in order to address the research aim of obtaining a deeper understanding of the experiences of beginning career change teachers (BCCTs) during their transition into the teaching profession within New South Wales Department of Education (NSW DoE) high schools. A mixed-methods, multi-phase research approach enabled the integration of different sources of data and allowed for greater scope and deeper knowledge and understanding of the BCCTs' lived experiences within NSW DoE high schools. Under each phase of data collection, the procedures, sampling techniques, details of sample participants, participant recruitment, and data analysis methods are outlined. Additionally, ethical considerations are discussed.

3.2 Research Questions

1. What are the differences between beginning career change high school teachers and beginning first career high school teachers in the support strategies they receive and their sense of efficacy as a teacher?
    a. What are the support strategies beginning career change high school teachers receive at a school and departmental level?
    b. In what ways do the support strategies and sense of efficacy impact upon the transition of beginning career change high school teachers and their retention in the profession?
2. How does employment classification impact the support for beginning first career high school teachers?
    a. How do the support strategies a beginning career change high school teacher with a 'permanent' employment classification compare with those beginning career change, high school teachers with a 'temporary' employment classification?
    b. How does employment classification effect the retention of beginning career change high school teachers?

As outlined in the previous chapter, research from the field highlights differences in the support strategies received by beginning teachers (BTs) (Ingersoll, 2012) and individuals' sense of efficacy as teachers (Pendergast et al., 2011; Tschannen-Moran & Hoy, 2001; Tschannen-Moran & Johnson, 2011) during their transition into the teaching profession. The first research question seeks to identify whether BCCTs and beginning first career teachers (BFCTs) experience differences in the support strategies available to them as a result of NSW DoE policies and school-based practices. The second research question examines whether a BT's employment classification impacts upon their transition into and retention within NSW DoE high schools.

3.3 Research Design: A Sequential Explanatory Mixed-Methods Study

In order to answer the research questions outlined above, a mixed-methods research design (quantitative and qualitative) was employed. A mixed-methods design is a pragmatic means of acquiring knowledge about research phenomena given the convergence of data from two or more methods, enriching the strength and validity of the research findings (Creswell, 2013; Creswell & Plano Clark, 2011; Johnson & Onwuegbuzie, 2004). In addition, the use of different methods of data collection allows findings obtained from one method to be confirmed or challenged by those arising from analysis of the results of the other (Creswell, 2013).

The methods in this research were chosen to complement the theoretical lens of Bronfenbrenner's (1979) Ecological Systems Model. The experiences of BCCTs within their own microsystems, how they are influenced by the school context (microsystem) in which they are located and the overarching influence of NSW DoE policies within the exosystem produced a combination of data sets that enabled a deep examination of the experiences of BCCTs from various perspectives. In addition, this created points of methodological triangulation (Creswell, 2013; Tashakkori & Teddlie, 2010).

While there are many types of mixed-methods design, the current study follows a sequential explanatory design or "quan→QUAL→quan Design" (Creswell & Plano Clark, 2011; Creswell, 2013; Tashakkori & Teddlie, 2010). The sequential explanatory mixed-methods design involved collecting and analysing quantitative data in Phase One and then, in Phase Two, collecting and analysing qualitative data from semi-structured interviews. In this study the qualitative analysis identified that employment classification had the greatest influence upon the BCCTs' transition into and their overall lived experiences within NSW DoE high schools, so the quantitative data collected in Phase One was re-analysed. Overall the qualitative data were more heavily weighted than the quantitative data, so that the qualitative data became

the primary focus (Tashakkori & Teddlie, 2010). The results from both the quantitative and qualitative data were integrated within the findings and discussion chapters, which enables a deeper understanding of the lived experiences of the BCCTs, increases confidence in the findings and contributes to the overall validity of the study. Figure 3.1 provides a graphic illustration of the research design.

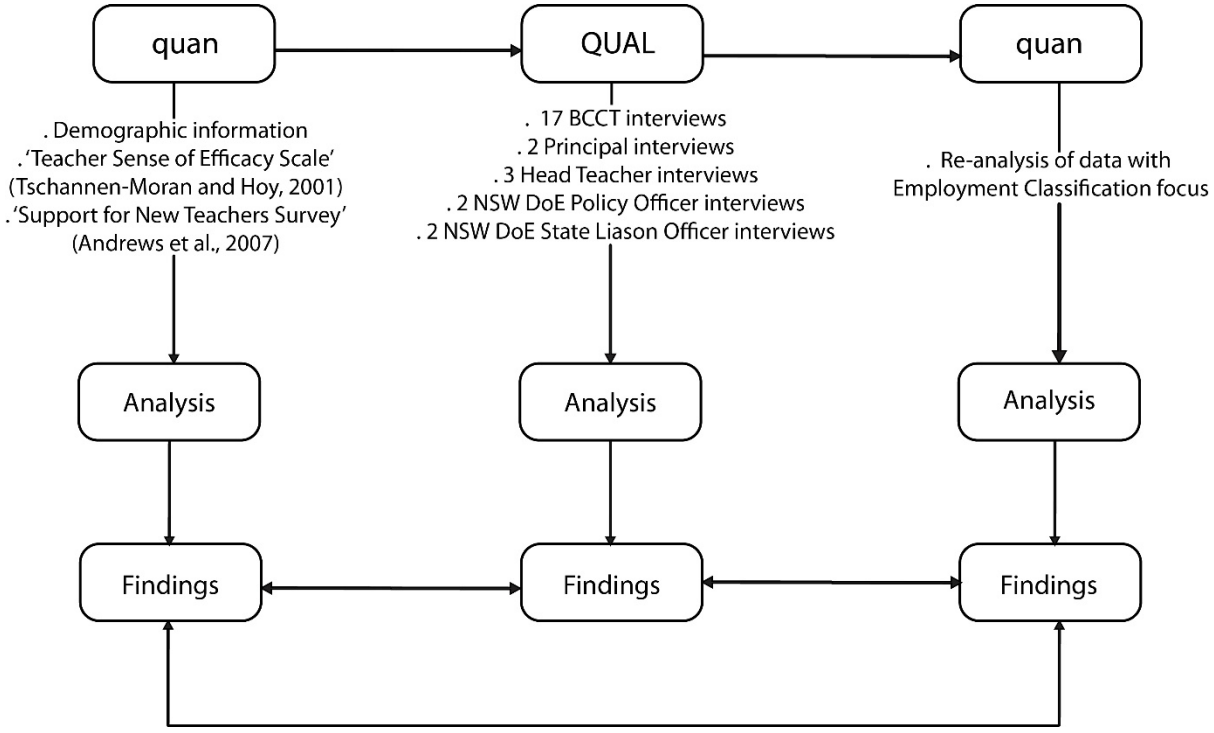

Figure 3.1. Mixed-Methods Research Design
Adapted from Creswell (2013).

The incorporation of qualitative data complements the quantitative data, as it assists in exploring the personal, rich and subjective narratives of individuals' experiences as BCCTs. Within the current study, the semi-structured interviews allowed the researcher to probe areas identified by the survey analysis, to obtain further insight into the lived experiences of the participants that was not evident through the quantitative data. To strengthen the study, a triangulation approach was utilised across all stages, including in the overall research design, and in the collection and analysis of the data. Triangulation provided a solution to the problem of relying too much on any single data source or method, which would potentially undermine the integrity of the findings. The interweaving of the results of the quantitative data with the qualitative meant the research was multi-phased, multi-person, multi-site and multi-method in

terms of data collection and data analysis (Johnson & Onwuegbuzie, 2004; Tashakkori & Teddlie, 2010).

3.4 Phase One: Online Survey (Quantitative)

3.4.1 Data Collection

Phase One utilised an online survey instrument that consisted of 4 sections including teacher demographic questions, the 24-item *Teacher Sense of Efficacy Scale* (Tschannen-Moran & Hoy, 2001), and the *Support for New Teachers Survey* (Andrews et al., 2007) (see Appendix D). The final section was applicable to BCCTs only and was intended to enable recruitment for the Phase Two semi-structured interviews. The online survey enabled collection of data directly related to PD&S and sense of efficacy as a teacher from both BCCTs and BFCTs across a range of NSW DoE high schools. At the start of the online survey all participants were provided with an informed consent form that explained the procedures, benefits and confidentiality arrangements, along with their right to withdraw from the survey at any time.

Table 3.1 provides a snapshot of the online survey including the sections, the type of data collected and the typology of the item(s).

Table 3.1. Snapshot of the Online Survey

Section	Data collected	Typology of the item(s)
Teacher information	Category of BT (BCCT or BFCT)	Closed-ended
	Reasons why chose teaching	Open-ended
Demographic information	Age, gender, educational qualifications, subjects taught etc.	Closed-ended Open-ended
Teacher Sense of Efficacy Scale (Tschannen-Moran & Hoy, 2001)	24 questions on the TSES scale. To gain a better understanding of the areas of strength and areas creating the most difficulty for BTs.	Likert-scale survey
Support for New Teachers Survey (Andrews et al., 2007)	12 strategies: if they were provided and how they valued the strategy (regardless of if received or not)	Dichotomous response
	To gain a better understanding of the supports that BTs receive and how they value them.	Likert-scale survey

Participant recruitment for Phase Two (applicable to BCCTs only)	Contact details if the participants were interested in being involved in the interview phase of the research.	Open-ended

The design of the survey was influenced by a review of the literature on the development and retention of BTs. As outlined in detail in Chapter Two, there is a range of influences such as workloads, working conditions and amount of support received that may impact upon an individual's commitment to teaching, teacher burnout and self-efficacy (Klassen, Foster, Rajani, & Bowman, 2009; Klassen & Chiu, 2010; Milner & Hoy, 2003; Skaalvik & Skaalvik, 2010). In determining the structure and content of the survey to be utilised, reference was made to the main aim of the research, that is, to gain an understanding of how existing policy frameworks and school-based practices contribute to the provision of professional development and support (PD&S) for BCCTs and to their retention.

The majority of the survey items utilised radio buttons in list format next to the response categories, mimicking the appearance of paper and pencil questionnaires as per advice on online survey construction (Dillman, Smyth, & Christian, 2014). Two items in the survey ("What key learning area/s do you teach in?" and "What year groups are you currently teaching?") allowed for multiple responses, and participants could select as many of the items as appropriate. For the open-ended questions, text fields were utilised. Although it is possible to minimise missing responses in online surveys by not allowing submission of incomplete responses by the participants, this option was not used as it may have led to premature termination and/or general participant annoyance (Dillman et al., 2014). The value of this practical approach is that it minimises the possibility of systematic differences between participants who respond to a particular item and those that do not, thereby reducing the possibility that results of the analysis may be biased (Creswell, 2013).

First Section of the Survey: Demographic Information

The first section of the survey comprised different open-ended and closed-ended questions, based on the category of teacher (BCCT or BFCT). The open-ended questions were asked in order to obtain details about the participants' motivations for entering (BFCTs) or retraining (BCCTs) as high school teachers, as well as details on their previous careers (BCCTs only). Drawing inspiration from key Australian researchers Richardson and Watt's extensive research on BTs (Richardson & Watt, 2006, 2010; Watt & Richardson, 2008), differing open-ended questions were chosen depending on the category of BT (detailed in Table 3.2) because these

categories (BCCT and BFCT) have been shown to influence the individual experiences and differences of BTs as they commence their career within the teaching profession.

Table 3.2. Open-Ended Questions Based on the Category of Beginning Teacher

Beginning career change teachers	Beginning first career teachers
Question 5: What industry was your previous career in?	Question 12: Why did you choose teaching as a career?
Question 6: How long were you in your previous career for?	Question 13: What do you think are the differences between beginning career change teachers and beginning first career teachers?
Question 7: Why did you change careers into teaching?	
Question 8: What knowledge and skills do you bring from your previous career/s? (list as many as you can think of)	
Question 9: What do you think are the differences between beginning career change teachers and beginning first career teachers?	

The closed-ended questions were asked in order to obtain demographic details of the participants, including age, employment classification and subjects taught, which generated data for the purpose of examining sub-cohort differences amongst participants, initially based on the category of teacher (BCCT or BFCT) in Chapter Four, and later based on the employment classification of the BTs (permanent or temporary) in Chapter Six.

Second Section of the Survey: Teacher Sense of Efficacy Scale

The second section of the survey adopted the full 24-item version of the *Teacher Sense of Efficacy Scale* (TSES) originally developed by Tschannen-Moran and Hoy in 2001 (Appendix C). The *Teacher Sense of Efficacy Scale* (Tschannen-Moran & Hoy, 2001) assesses those areas considered the most difficult for BTs (e.g., managing disruptive behaviour or motivating students). Similarly, the contexts in which teachers teach influence how they interpret the teaching task and evaluate their perceived capabilities. Tschannen-Moran and Hoy recommend that the full 24-item scale be used when researching pre-service teachers and the decision was made that, due to the wide range of challenges BTs face within NSW DoE high schools, the

full version would be utilised. The TSES (Tschannen-Moran & Hoy, 2001) consists of 24 items distributed through three factors, *Efficacy in Student Engagement*, *Efficacy in Instructional Practices* and *Efficacy in Classroom Management*, and was utilised to examine sub-cohort differences amongst participants.

Tschannen-Moran and Hoy (2001) developed the TSES using a nine-point Likert-type scale with five anchor points (1 = Nothing; 3 = Very Little; 5 = Some Influence; 7 = Quite a Bit; and 9 = A Great Deal). However, a decision was made to condense the scale responses to five by removing unclear mid-points between the anchors, so as to reduce the frustration level of respondents and increase response rate and quality ("Survey best practices," n.d.). Thus, the Likert-scale options were modified to include five anchor points, each with specific, clear descriptors (1 = Nothing; 3 = Very Little; 5 = Some Influence; 7 = Quite a Bit; and 9 = A Great Deal). The scale has been widely used in international research (Dixon, Yssel, McConnell, & Hardin, 2014; Tschannen-Moran & Hoy, 2001; Wang, Hall, & Rahimi, 2015) and is increasingly used within Australian research (O'Neill & Stephenson, 2012, 2013; Pendergast et al., 2011). Permission to utilise the TSES was sought and obtained from the authors (see Appendix E).

Third Section of the Survey: Support for New Teachers

The third section incorporates a 12-item *Support for New Teachers Survey* developed by Andrews et al. (2007), which collects a dichotomous (yes/no) answer on whether the BTs received each of the 12 individual support strategies. In lieu of formal instruction for scoring the *Support for New Teachers Survey*, a decision was made to collapse the 12 items into "formal", "informal" and "total support" indices. In addition, participants were asked to rate how valuable each strategy was, as per their views and perceptions, regardless of whether they received the strategy or not. This was measured through a 9-point Likert scale, with 1 being "Not Valuable" and 9 being "Very Valuable". Given the well-documented importance of PD&S for teacher wellbeing and retention (Darling-Hammond, 2003; Hudson, 2012; Ingersoll & Strong, 2011; McCormack & Thomas, 2003; Pietsch, 2011), this survey enabled the collection of data to gain a further understanding from BTs of the PD&S that they received during their transition into the teaching profession. Permission to use the *Support for New Teachers Survey* was sought and obtained from the authors (see Appendix F).

Recruitment of BCCT Volunteers to Participate in Interviews

As the overall focus of the study was to obtain an understanding of the lived experiences of the BCCTs, the final question of the survey was applicable to BCCTs only. Participants were asked if they would participate in Phase Two of the research which involved face-to-face interviews (qualitative stage) and their contact details were sought.

3.4.2 Methodological Considerations: Quantitative Phase

This section details the methodological considerations for the quantitative phase, including survey piloting, participant recruitment and overview, and the data analysis techniques conducted for each section of the survey.

Survey Piloting

Eight BCCTs and seven BFCTs across two NSW DoE high schools were asked to pilot the survey and to consider the survey for readability, clarity of questions and overall flow, as advocated by Glesne (2015) and Creswell (2013). All pilot participants were assured that the survey data would be anonymous, destroyed after researcher review, and would not be included in the final data analysis to protect participant anonymity. The overall feedback indicated that participants understood the meaning and intention of the items and saw how the various issues being targeted would impact on their work as teachers; however, some changes were made to the sequencing and wording of a few questions. For example, an addition to question 10 "Where do you see yourself in two years' time?" enabled the participants to enter their own response as well as selecting from a range of choices.

Participant Recruitment

Participants in the first phase of the study were either BCCTs or BFCTs within NSW DoE high schools. As identified in Chapter Two, a wide range of terminology and definitions is utilised in the existing literature related to BCCTs and BFCTs. Table 3.3 details the characteristics of the two categories of BTs that were recruited for this study.

Table 3.3. Characteristics of Beginning High School Teachers

Beginning career change teacher	Beginning first career teacher
Age > 25	Age < 25
Previous employment in a different career(s) for more than five years	No previous career (other part-time work exempted)
Qualifications = Bachelor's degree in a field other than education; completed postgraduate, pre-service teacher education degree for the purpose of becoming a high school teacher	Qualifications = first professional degree in education for the purpose of becoming a high school teacher

Convenience sampling was utilised for the recruitment of participants due to the lack of real-time and detailed data on BTs available from the NSW DoE. This approach had the advantage of being cost-effective both in terms of time and resources, and it also enabled the survey to reach a broader area and a greater number of BTs (Creswell & Plano Clark, 2011). A state-wide approach was adopted for distribution of the survey in order to recruit a varied and representative sample of BTs in terms of age, location, school context and experience.

Recruitment of participants commenced in April 2014, when I emailed all NSW DoE high school principals, detailing the aim of the research and evidence of departmental ethics approval to conduct research within DoE high schools (see Appendices G and H). All principals were asked to forward the email to the BTs within their school. The URL for the survey was embedded in the email, along with information about the study and the researcher's contact details.

Due to the small number of participants recruited via this method, an amendment was sought and granted by the Western Sydney University (previously known as University of Western Sydney) Human Research Ethics Committee to widen the distribution of the survey to include professional teacher associations and the researcher's professional contacts as recruitment points (see Appendix I). An email similar in nature to the one initially distributed to all principals was sent in early May 2014 to a range of teacher associations and professional contacts of the researcher in NSW DoE high schools. The avenues utilised for participant recruitment are detailed in Table 3.4.

Table 3.4. Participant Recruitment Avenues

First wave: Distribution of personalised email	Principals of NSW DoE high schools
Second wave: Distribution of email to teacher associations and personal contacts	Drama NSW Teachers Association
	Economics and Business Educators, NSW
	English Teachers Association, NSW
	Geography Teachers Association, NSW
	History Teachers Association, NSW
	Information and Communication Technologies Educators, NSW
	Legal Studies Teacher Association
	Mathematical Association, NSW
	Modern Language Teachers Association, NSW
	Music Education Institute of Australia, NSW Branch
	NSW Personal Development, Health and Physical Education Teachers Association
	Professional contacts of the researcher including head teachers and teachers
	Science Teachers Association, NSW
	Society and Culture Association, NSW
	Technology Educators Association, NSW
	Visual Arts and Design Educators Association, NSW

Towards the end of the survey period, a reminder email was sent to all principals advising them that the closing date of the survey had been extended and to redistribute the email to their BTs (see Appendix J). The combination of participant recruitment strategies increased the overall response rate from $N = 87$ to $N = 144$. As no reliable workforce data relating to demographics and employment status for teachers within DoE high schools is available, it is impossible to tell whether this group was a true representation of all BTs. This limits the ways the data can be generalised.

Participant Overview

There were 144 respondents who commenced the online survey ($n = 64$ BCCTs and $n = 80$ BFCTs) in total. However, a high proportion ($n = 65$, 45.1%) did not answer the 24-item self-efficacy measure (TSES; Tschannen-Moran & Hoy, 2001) and/or the 12-item index of support and professional development (Andrews et al., 2007). As these scale/index measures were essential to the project's aims, the 65 cases which did not provide complete survey data for one and/or both of these measures were removed from the final data set. This resulted in a final

sample size of 80 participants with 37 (46%) classified as BCCTs and 43 (54%) classified as BFCTs.

Demographic details of this final sample of 80 BTs are provided in Table 3.5.

Table 3.5. Online-Survey Participant Overview

Item	Category	BCCTs (n = 37)		BFCTs (n = 43)	
		Frequency	%	Frequency	%
Gender	Male	12	32%	14	33%
	Female	25	68%	29	67%
Age	Less than 25	0	0%	43	100%
	Over 25	37	100%	0	0%
Length of time teaching	Less than 1 year	14	38%	21	49%
	1–2 years	23	62%	22	51%
Employment classification	Permanent	13	35%	19	44%
	Temporary	24	65%	24	56%

3.4.3 Data Analysis

Data from teacher surveys were analysed to determine whether there are sub-cohort differences between BCCTs and BFCTs with their teacher sense of efficacy and with their access to and how they valued a range of BT support strategies. The statistical program IBM SPSS 24 was utilised to analyse the data collected from the online survey. Descriptive statistics were used to analyse the frequency distribution of the sample and to interpret the trends pertaining to the study. Scores for the 24-item *Teacher Sense of Efficacy Scale* (Tschannen-Moran & Hoy, 2001) and the 12-item *Support for New Teachers Survey* (Andrews et al., 2007) were obtained for all participants (N = 80). Data were examined by inspection of a box plot for each variable for cases falling outside of the standard deviations from the mean by +/-3. This process was utilised to identify any outliers within the data; however, the results showed that there were none (Field, 2014).

A Pearson's chi-square test was conducted to determine if there were any sub-cohort differences between the categories of teachers (BFCT or BCCT) for Chapter Four and employment classification (permanent or temporary) for Chapter Six and their socio-demographic characteristics. Independent-samples t-tests were carried out to investigate the mean differences between sub-cohorts (BFCTs and BCCTs, and those in permanent and temporary positions) on the included scale measurements. For the open-ended items in the

survey NVivo was utilised to code the data under themes related to the research questions and within the theoretical framework. The data analysis conducted for each section of the survey will now be elaborated in greater detail.

Teacher Sense of Efficacy Scale (TSES)

As the TSES is a well-known, previously psychometrically validated scale measure, confirmatory factor analyses were not employed for the purposes of this project. A comparison of Cronbach's alpha between this study and those achieved by the authors of the original TSES is shown in Table 3.6. The estimates of internal consistency reliability for the three factors in this study are consistent with those achieved by Tschannen-Moran and Hoy (2001), and above the recommended value of 0.70 (Field, 2014).

Table 3.6 Cronbach's Alpha Comparison of Current Study and Original TSES

TSES	Current study's scores	Reported TSES scores (Tschannen-Moran & Hoy, 2001)
Total	0.91	0.94
Student Engagement	0.78	0.87
Instructional Strategies	0.81	0.91
Classroom Management	0.82	0.90

As per the scoring guidelines provided by the authors, the unweighted means of the individual items that load on each factor were summed and averaged to calculate the student engagement efficacy, instructional strategy efficacy and classroom management efficacy sub-scores for each respondent (Tschannen-Moran & Hoy, 2001). The TSES total score was obtained by summing the individual scores for all 24 items on the *Teacher Sense of Efficacy Scale* (Tschannen-Moran & Hoy, 2001).

Support for Beginning Teachers Survey

The *Support for Beginning Teachers Survey* (Andrews et al., 2007) collected data from two categories of responses. The first related to 12 support strategies that were received and the second to how the participants valued each strategy, whether or not they had actually received or participated in them. For the first component of the *Support for Beginning Teachers Survey* (Andrews et al., 2007), participants were asked to indicate through a dichotomous response (yes/no) if they had received the support strategy.

In lieu of formal instruction for scoring the *Support for Beginning Teachers Survey*, a decision was made to collapse the 12 items into "formal" and "informal" indexes. The indexes mirror the dominant discourses related to PS&S activities that were previously discussed in the review of the literature in Chapter Two. Examples of formal support strategies and activities include induction and provision of a mentor (Ingersoll & Strong, 2011). Table 3.7 details the nine support strategies that form the formal support index.

Table 3.7. Formal Support Strategies Comprising the Formal Support Index

Item from support survey
1 Assigning new teachers to smaller classes
2 Reducing new teachers' nonteaching duties (playground duty, etc.)
3 Limiting the number of different class preparations assigned to new teachers
4 Holding a special orientation session for new teachers before the school year begins
6 Holding special professional development sessions for new teachers during the year
8 Assigning mentors to new teachers
9 Providing new teachers with constructive feedback based on non-evaluative classroom observations
11 Providing new teachers with co-planning time with other teachers
12 Scheduling field trips that give new teachers an opportunity to learn about the school district and available resources

Examples of informal support strategies and activities include professional reading and reflection on professional practice (Ingersoll & Strong, 2011). Table 3.8 details the three support strategies that form the informal support index.

Table 3.8. Informal Support Strategies Comprising the Informal Support Index

Item from support survey
5 Providing new teachers with special publications (handbooks, guides, other materials)
7 Having informal meetings of groups of new teachers for peer support
10 Giving new teachers the opportunity to observe other teachers

Each item was given a score of one for a "yes" response and a score of zero for a "no" response. For the formal support index, the overall maximum score for a participant receiving all nine formal support strategies was nine and the minimum for a participant who had not received any support strategies was 0. For the informal support index, the maximum score was three and the minimum zero. An overall support index was obtained by summing the individual scores for

all 12 items, so the overall maximum score for someone receiving all 12 support strategies was 12 and the minimum for a participant who had not received any support strategies was zero.

For the second component of the *Support for Beginning Teachers Survey* (Andrews et al., 2007), participants were asked to value each strategy, whether or not they had actually received or participated in them. This was measured through a 9-point Likert scale, with 1 being "Not Valuable" and 9 being "Very Valuable". Each of the items of the survey were individually valued rather than collapsed into any scale measures.

Open-Ended Questions Within the Survey

The open-ended questions were designed to collect data on areas relevant to the study that may not have been captured in the other items of the survey. The data were explored to get a sense of the breadth of the responses from both BCCTs and BFCTs. Data analysis involved the process of initial coding, where several codes emerged inductively from the data itself, with the codes themselves influenced by both the theoretical framing offered by Ecological Systems Theory (Bronfenbrenner, 1979) as well as findings from relevant empirical studies in the field (Richardson & Watt, 2006; Watt & Richardson, 2008; Ingersoll, 2012). During the integration of both quantitative and qualitative data sources, these codes were included in the combined data analysis.

3.5 Phase Two: Semi-structured Interviews (Qualitative)

3.5.1 Data Collection

As the overarching focus of the study was on gaining a deeper understanding of the lived experiences of BCCTs during their first year(s) within the teaching profession, in the second phase of this study 17 BCCTs were interviewed. The purpose of interviewing is "to capture how those being interviewed view their world, to learn their terminology, and judgements, and to capture the complexities of their individual perceptions and experiences" (Patton, 2002, p. 348).

Interviews provided an opportunity to directly hear the nuanced stories of the BCCTs about the ways in which NSW DoE policies and school-based practices impacted upon their transition into, and retention within, the teaching profession. Table 3.9 provides a snapshot of the interviews conducted with the BCCTs including the topics explored and examples of relevant questions. Linked in with the utilisation of Bronfenbrenner's (1979) Ecological Systems Model in this study, the individual BCCTs' stories showed that their development as BTs is influenced

by the surrounding environments. To capture some perspectives within these surrounding environments, interviews were also conducted with DoE policy officers (exosystem), DoE state liaison officers (microsystem), principals (microsystem) and head teachers (microsystem). Table 3.10 provides a snapshot of the interviews conducted with the high school principals and head teachers including the topics and examples of relevant questions.

Table 3.9. Snapshot of the Phase Two Interviews with Beginning Career Change Teachers (BCCTs)

Focus of the semi-structured interview	Relevant questions (examples)
Capture personal narratives of participants	How long have you been teaching at this school? How would you describe your first year(s) of teaching? What is the most satisfying part about teaching for you? What is the most challenging part about teaching for you?
BCCTs' perceptions of their links between teaching and their previous career	How have you used the skills, knowledge and experience from your previous career? Is there a connection between your previous career and teaching? Has your previous career been recognised and/or utilised within the school environment?
BCCTs' perceptions of the PD&S received/not received	Can you describe the range of induction PD&S that you have received at this school or previous school? Do you think your previous experience had any impact at all on the amount of support you received?
Capture participants' future plans	Making the decision to change careers is a big step. How do you feel now that you have made the decision and are teaching? What are your career plans for the next 5 to 10 years? If you were in charge of the DoE – what do you think could be done to increase the retention of BCCTs?

Table 3.10. Snapshot of the Phase Two Interviews with High School Principals/Head Teachers

Focus of the semi-structured interview	Relevant questions (examples)
DoE policy implementation	How do you implement DoE professional learning policies within your school?

	Are you faced with any constraints in the way you are able to tailor the policies to the needs of your staff?
Induction and support	How are the school-based practices for beginning teacher induction and ongoing support developed? Does your school differentiate its induction or professional development activities for beginning career change teachers?
Future retention of BCCTs	What do you think are the factors affecting beginning teacher retention? Are there any distinct factors affecting beginning career change teachers? What could be done to increase the retention of beginning career change teachers?

Interview Process

Interviews were conducted between October 2014 and June 2015, and were held at participants' schools, in public libraries or at a location of the participant's choice. Each interview lasted between 45 minutes and one hour. All interviews commenced with an explanation of the aims of the research and all participants were given the information sheet (Appendix K) detailing their involvement. They were reminded of their right to cease the interview at any stage. Participants were informed that the interview would be audio taped and that they would be provided with an opportunity to read the transcript and ask for any comments to be changed, deleted or added. All participants were asked to sign a participant consent form (Appendix L).

The initial questions in the interviews had a dual purpose: to ascertain background information and to develop a rapport with the participants to put them at ease (Glesne, 2015; Stake, 2005). In order to maintain a conversational approach, all questions were open-ended and enabled participants to convey their responses and experiences in their own voices (Creswell, 2013). Although the copy of the interview questions in Appendix M shows an apparent order of questions, in reality the sequence was modified as each conversation unfolded in line with a semi-structured approach (Creswell, 2013). The final question was designed to allow participants the opportunity to discuss any other aspects they considered relevant to their career change experiences.

Audio-recordings of each interview were forwarded to a professional transcription service for verbatim transcribing. All participants were emailed transcripts of their individual interviews to allow them to make any corrections they viewed as necessary (Creswell, 2013; Marshall & Rossman, 2014). Two participants requested minor changes to be made to their transcripts; where no modifications were requested, the original transcript was used as the data source. Once the individual participants had read and approved the transcriptions, the transcribed interviews were imported into the NVivo (version 10) software package, allowing for clear organisation of files and systematic coding (Leech & Onwuegbuzie, 2011). Prior to commencing the formal process of coding, the researcher listened once again to each of the interviews, enabling immersion and providing an effective starting point for the coding and construction processes.

3.5.2 Methodological Considerations: Qualitative Phase

The methodological considerations for the qualitative phase are detailed including pilot interviews, participant recruitment and overview, and the data analysis techniques for the semi-structured interviews.

Pilot Interviews

The interview questions were designed in a semi-structured format with open-ended questions. The BCCT interview schedules (see Appendix M) were tested in an analogous manner, with four BCCTs at the same two NSW DoE high schools where the survey was piloted. Interviews were conducted in the same format as proposed for the study, and feedback was sought from the participants at the completion of the interviews. As a result, modifications were made to the structure and phrasing of the interview questions. For example, several questions that required a yes or no answer were replaced with a question or comment that prompted a deeper, more complex response from the participants. Whilst the interview schedules for the DoE policy officer, DoE state liaison officer, principals and head teachers (see Appendix N) were not piloted due to time and recruitment constraints, the interview questions were reviewed by my doctoral supervisors and some modifications were made to the structure and phrasing.

BCCT Participant Recruitment

As the overarching focus of the study was gaining a deeper understanding of the lived experiences of BCCTs during their first year(s) within the teaching profession, only BCCTs were recruited for the qualitative sample. Participant recruitment utilised a convenience sample

approach, drawing upon 21 BCCT participants from the first phase of this research (online survey) who had provided their contact details in order to participate in the next stage of the research. An email was sent (see Appendix O) advising them that the interviews would commence in October 2014 and that contact would be made in September to make arrangements for the interviews. At all times, the participants were advised that they were able to withdraw their consent to be interviewed at any stage. Four participants did not respond to the email requests to arrange an interview with them, thus reducing the sample to 17 participants.

Participant Overview

Each of the 17 BCCTs who were interviewed had their own distinct previous career background and personal histories, influencing the way those individuals acquire knowledge and develop knowledge (Kemmis, 2006). The participants were given the opportunity to choose their own pseudonym for themselves and their school, otherwise one was allocated to ensure protection of their identity (see Charmaz, 2006). All participants were informed that their views would remain strictly confidential and that no information regarding their participation would be disclosed at any time during the study. Table 3.11 provides details of the 17 BCCTs who were interviewed in this phase.

Table 3.11. Snapshot of 17 Beginning Career Change Teachers Interviewed

Pseudonym	Gender	Age	Employment classification	Subject(s) qualifications	Previous career
Barry	M	35	Temporary	English, HSIE	Baker (11 years)
Bill	M	31	Permanent	TAS	Engineering (6 years)
Christine	F	41	Temporary	English	Customer service (10 years)
David	M	40	Temporary	Mathematics, TAS	Information technology (14 years)
Jayne	F	28	Temporary	HSIE	Financial services (5 years)
Jess	M	35	Temporary	Science	Academia (10 years)
John	M	31	Permanent	TAS	Engineering (4 years)
Kerry	F	32	Temporary	HSIE	Accounting (11 years)

Lin	F	46	Temporary	HSIE	Law & bookkeeping (14 years)
Lucy	F	34	Permanent	Science	Printing (12 years)
Megan	F	43	Temporary	Science	Bio-medical research scientist (15 years)
Murray	M	42	Temporary	HSIE	Financial services (5 years)
Noelle	F	39	Permanent	Science	Health (6 years)
Rhiannon	F	35	Permanent	English	ESL teaching for adults (7 years)
Roger	M	30	Permanent	HSIE	Business (7 years)
Selene	F	26	Temporary	HSIE	Commerce (3 years)
Sue	F	41	Permanent	HSIE	Academia (8 years)

Stakeholder Interviews

Drawing upon Bronfenbrenner's (1979) Ecological Systems Model, it was important to obtain first-hand knowledge of the ways BCCTs are framed within and influenced by the NSW DoE organisational level (exosystem) and the school level (microsystem). This approach motivated the collection of a rich pool of data including the different viewpoints and perspectives of key stakeholders at each system level on how existing policies and school-based practices influence BCCTs' lived experiences. NSW DoE high school principals were interviewed as they are responsible for all areas of educational leadership and oversee the planning, organisation, direction and coordination of the day-to-day educational and administrative aspects that exist in the microsystem of their schools. Specifically related to this study, they are responsible for the implementation of the *Beginning Teachers Support Funding Policy* (NSW DEC, 2014b) developed by the NSW DoE (exosystem) within their schools via the development of school-based practices. Figure 3.2 lists the hierarchical structure and its key individuals present within NSW DoE high schools.

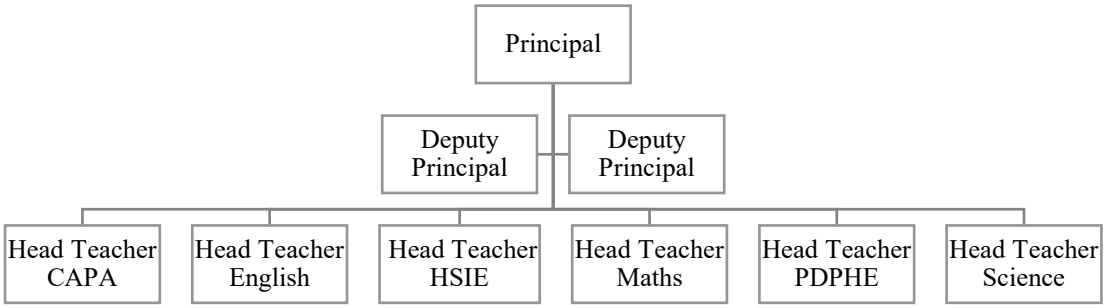

Figure 3.2. Representative Hierarchical Structure of NSW DoE High Schools

In addition, three head teachers (microsystem) were interviewed as they work closely with BTs on a daily basis and are able to provide another perspective on how BCCTs experience their first years of teaching. Additionally, head teachers interact with high school principals within the mesosystem and are accountable to the principal for the provision of leadership and management in their specific curriculum area including educational programs, learning outcomes, student and staff welfare, and staff development. It is important to note that, as part of the wider NSW DoE exosystem, each individual high school is required to implement, without any modifications, a wide range of DoE policies and procedures. These include staffing, financial matters, student learning and syllabus implementation.

In addition, NSW DoE policy officers were interviewed as it was important to gain an understanding of how the policy decisions made within the exosystem influence not only the high school principals and head teachers within their microsystems but also the BCCT participants in this study. Two NSW DoE state liaison officers were interviewed as they were in the unique position of working across a number of different contexts, including within the NSW DoE exosystem, individual high schools within the microsystems and interacting with principals, head teachers and BTs.

Differing approaches were utilised in the recruitment of stakeholders to be interviewed within the NSW DoE (exosystem) and high schools (microsystem) in which the BCCTs were employed. All BCCTs who were interviewed were asked for their permission to approach their principal or head teacher to be involved in the research. Reflecting the power difference and the influence that principals and head teachers as the immediate authority figures have upon the immediate environment and lived experiences of BTs (Bamberry, 2011), only three BCCTs

gave their permission for their principals and head teachers to be approached. As a result, only two of these principals and one head teacher were approached and recruited. The two school principals were interviewed to provide an alternative perspective on the practical application of the NSW DoE policies. Table 3.12 below provides details of the three stakeholders who were recruited and interviewed in this phase who have a direct relationship with a BCCT within this study.

Table 3.12. Snapshot of Three Stakeholders Interviewed

Pseudonym	Role	Recruitment path
Regina	Principal, Kangaroo High School (microsystem)	Recruited via the BCCT
Glenda	Principal, Rolling Hills High School (microsystem)	Recruited via the BCCT
Melody	Head Teacher, Travel High School (microsystem)	Recruited via the BCCT

Looking to obtain additional leadership perspectives beyond the three individuals who were recruited via the BCCTs, I drew upon my professional contacts and utilised convenience sampling to recruit two additional head teachers to be involved in the interviews. An integral part of the research design was to facilitate the identification of factors and obtain data across the various systems of influence in line with Bronfenbrenner's (1979) Ecological Systems Model. Within the NSW DoE (exosystem), two NSW DoE policy officers were recruited by directly contacting the DoE policy area, while two NSW DoE state liaison officers were approached directly to be involved in the study, as I had engaged with both in previous professional situations. Being able to interview stakeholders across the NSW DoE (exosystem) and within a range of high schools (microsystems) strengthened the research findings (Creswell, 2013) and provided a deeper understanding of the influences of the various systems upon the BCCT participants, such as NSW DoE policies and decisions made regarding school-based practices.

Table 3.13 below provides details of the six stakeholders who were recruited and interviewed but do not have any direct connections with the BCCTs within this study.

Table 3.13. Snapshot of Six Stakeholders Interviewed

Pseudonym	Role	Recruitment path
Helen	NSW DoE Policy Officer (exosystem)	Approached DoE policy area and directed to her
Matthew	NSW DoE Policy Officer (exosystem)	Approached DoE policy area and directed to him
Adam	NSW DoE State Liaison Officer (exosystem)	Approached DoE regional office contacts
Beth	NSW DoE State Liaison Officer (exosystem)	Approached DoE regional office contacts
Lacey	Head Teacher, Detective High School (microsystem)	Recruited via professional contacts
Tina	Head Teacher, Kookaburra High School (microsystem)	Recruited via professional contacts

3.5.3 Data Analysis

Bronfenbrenner's (1979) Ecological Systems Theory guided the analysis of the interview data collected in Phase Two of this study by focusing on the influences of the exosystem (NSW DoE) and microsystems (for example school-based practices, principals and head teachers) upon the lived experiences of the BCCTs. Previous research into BCCTs' experiences by Australian researchers Richardson and Watt (2005, 2006; Watt & Richardson, 2008) and Pietsch (2011) informed the creation of the initial codes that were utilised and then these were broadened based upon the data in the current study. In addition, the quantitative data from the BT surveys in Phase One informed the analysis of the interview data by providing a range of identified sub-cohort differences between BCCTs and BFCTs related to their sense of efficacy as a teacher and their access to and how they valued a range of BT support strategies. Throughout the period of the interviews (October 2014 – June 2015), an iterative process was utilised where the data collection and data analysis were interwoven, rather than viewing the data as a whole upon completion of the data collection (Saldaña, 2015).

To gain a general sense of the content of the collected data, individual interview transcripts were repeatedly read carefully and attentively, capturing key background information and demographic context, and identifying key points and recurring themes. Once the analysis of each individual transcript was complete, the approach was broadened to a cross-case analysis in "search of patterns and themes that cut across individual themes" (Patton, 2002, p. 57). Open coding was used to identify broad meanings within the data and initial descriptive information about the participants was gathered and organised (Saldaña, 2015). These codes were

continually refined by identifying and grouping similar codes together, merging those of similar meaning-generating categories. For example, a range of exploratory codes that included "administrative requirements", "workload impacts upon the family", and "demands for time" were initially identified (Saldaña, 2015). In a subsequent analysis of the data, these codes were brought together under the single broad category of "workload challenges". An example of this analysis is provided in Table 3.14.

Table 3.14. Open coding from Individual BCCT Interviews

BCCT comments	Exploratory codes	Broad category
There is so much paper work to be completed that it feels like I am spending all my free time on making sure I have finished it all. It is taking me away from lesson preparation.	Administrative requirements.	Workload challenges
I am needing to say no to my children to going outside and playing with them.	Workload impacts upon the family.	
There is not enough hours in my day for me to complete all of my teaching work and family responsibilities.	Demands for time.	

The data for each participant were then recoded using the same method to ensure consistency across the entire data set. The NVivo program allowed the researcher to move backwards and forwards through the data, selecting and linking pieces of data before placing them into a variety of themes and sub-themes.

As I analysed the individual BCCT interviews I gathered and compared data from the interviews with the DoE policy officers, DoE state liaison officers, principals and head teachers, ensuring that I was drawing upon the contextual factors at the microsystem, mesosystem and exosystem levels (Bronfenbrenner, 1979). Contextual factors ranging from direct interactions with their head teacher to larger social systems, such as NSW DoE, affected teachers' experiences and their perceptions of their experiences.

I examined the larger context and environmental factors to situate the participants' experiences and further compared data across the participants to seek out both supporting and contrasting evidence. In addition, I compared and integrated the Phase One survey data from the BTs to increase the validity of the collection and analysis of data (Grbich, 2012). At later stages of the

research, the initial transcripts were revisited and, if required, the earlier data were re-coded into the emerging themes. This process of constantly reviewing the data drove the analysis from the preliminary stages of coding through the development of conceptual categories, and then to practical recommendations (Harry, Sturges, & Klinger, 2005). Through the process of writing up the findings, the themes were further developed, compared and contrasted, providing further refinements of analysis (Creswell, 2013). An example of how the comments from the BCCT interviews moved into broad categories and into the development of the themes is provided in Table 3.15. The consistency of themes within and across cases reinforced the interconnections among the data from the 17 BCCTs.

Table 3.15. Themes from Individual BCCT Interviews

BCCT comments	Broad categories	Themes
Not enough time in my working day to finish everything.	Not able to complete all work required.	Impact of workload pressures
I am always needing to take work home.	Work–life balance	
My family just don't understand why I don't get enough time during the day.	Impact upon family.	

3.6 Ethical Considerations

All efforts related to this research were conducted in a manner that conforms to the guidelines for research ethics as outlined in the National Statement on Ethical Conduct in Human Research (NHMRC, 2007). Ethics approval was granted in 2013 by the Western Sydney University Human Research Ethics Committee (approval number H10474), and the documents relating to this approval process can be found in Appendices Q and I. The study observed all ethical considerations regarding privacy, anonymity, sensitivity and confidentiality, as illustrated in earlier sections of this chapter. Access to the participants and schools in NSW DoE high schools was gained through the NSW DoE via the State Education Research Applications Process (NSW DoE, 2018b). Approval was granted by the NSW DEC SERAP in 2014 (Appendix H).

The raw data, including the questionnaires and the transcripts, are and will continue to be stored securely for the appropriate period of time according to the requirements of the ethics approval process. Only the researcher has had access to the raw data and any identifying details of the participants.

The participants' status as BTs required an additional ethical focus on any potential issues that could impact upon their future professional development and employment opportunities. BTs traditionally have limited agency due their lack of experience and status (Keogh, Garvis, Pendergast, & Diamond, 2012; Roberts & Graham, 2008). Being aware of this situation assisted the researcher to become more sensitive to the participants' needs, thus helping to build and maintain rapport. At all times, I approached my role as diligently and transparently as possible. In this sense, the ethics and approval processes were indicators of how the research was conducted, with ethical considerations being woven into the structure of the research at each step (O'Toole & Beckett, 2010). At all times, care was taken to observe all the ethics protocols of the Western Sydney University Human Research Ethics Committee and the NSW DoE.

3.7 Conclusion

This chapter has provided an in-depth discussion of the research design and methods used in this study. The research design, incorporating both quantitative and qualitative research methods, provided a plan of study that permitted me to investigate research questions, to control the extraneous factors and ensure the validity of my research. This chapter has discussed the participants and the recruitment processes, including acknowledging the difficulties encountered during the process and the steps taken to ensure these were minimised. Details about methods and research tools were provided and the process of analysis was discussed, and examples were included which depict the analytical processes. The theoretical lens of the Ecological Systems Model (Bronfenbrenner, 1979) informed the design of this research, which investigated the lived experiences of BTs across the NSW DoE (exosystem), within high schools through the perspectives of principals (microsystem) and head teachers (microsystem). The research findings are presented and discussed in Chapter Four, focusing on the category of BT, and Chapter Six, focusing on the influence of employment classification upon BTs.

CHAPTER FOUR: CLASSIFICATION OF BEGINNING TEACHERS: FINDINGS AND DISCUSSION

4.1 Introduction

Chapter Four presents and discusses the findings of the analysis of data from the survey (Appendix D) and the semi-structured interviews (Appendices M and N) as they relate to the category of beginning teachers (BTs). Research question one and sub questions addressed in this chapter are:

1. What are the differences between beginning career change high school teachers and beginning first career high school teachers in the support strategies they receive and their sense of efficacy as a teacher?
    a. What are the support strategies beginning career change high school teachers receive at a school and departmental level?
    b. In what ways do the support strategies and sense of efficacy impact upon the transition of beginning career change high school teachers and their retention in the profession?

The findings are detailed across four sections. Section 4.2 focuses on the professional development and support (PD&S) that the BT participants received, and the value they placed upon the support strategies provided via the *Beginning Teachers Support Funding Policy 2014* (the *funding policy*) and *Beginning Teachers Support Funding Procedures 2014* (the *funding procedures*) being implemented within school-based practices. There were limited differences within the survey data from the beginning career change teachers (BCCTs) and beginning first career teachers (BFCTs) on the formal and informal supports they received and the value they placed upon the support strategies, whilst the interview data from the BCCTs identified a range of differences and impediments to participating in PD&S opportunities.

Section 4.3 compares the BT participants' sense of self-efficacy, with the main finding being the similarities between BCCTs and BFCTs, and a limited relationship between the PD&S received and sense of efficacy as a teacher. Section 4.4 presents the correlational analysis between PD&S and Teacher Sense of Efficacy. Section 4.5 focuses on the future intentions of the BTs, with the majority of participants indicating they will remain in teaching due to intrinsic

reasons such as developing students' knowledge and skills. The final section brings together the reciprocal interactions between the BCCTs and the contextual environments in which they are located. Overall there is an absence of communication and knowledge across the New South Wales Department of Education (NSW DoE), schools and the BCCTs, which directly impacts upon the lived experiences of the BCCTs.

As discussed in Chapter Two, Bronfenbrenner's (1979) Ecological Systems Model is the framework used for analysing the factors influencing the BTs' transition and development within NSW DoE high schools. Bronfenbrenner's (1979) model is a nested structure of systems with the developing person, which in this study is the BT, placed at the centre. The model suggests that BTs' development is influenced by four systems of their environment, which are the microsystem (here conceptualised as principals and head teachers), the mesosystem (where the microsystems interact), the exosystem (here conceptualised as the NSW DoE), and the macrosystem (here conceptualised as the Australian Government). This study focuses on the first three levels, not the macrosystem or Australia-wide influences, due to the focus being on the NSW DoE. The findings related to PD&S are structured using Bronfenbrenner's Ecological System model as shown in Figure 4.1 below.

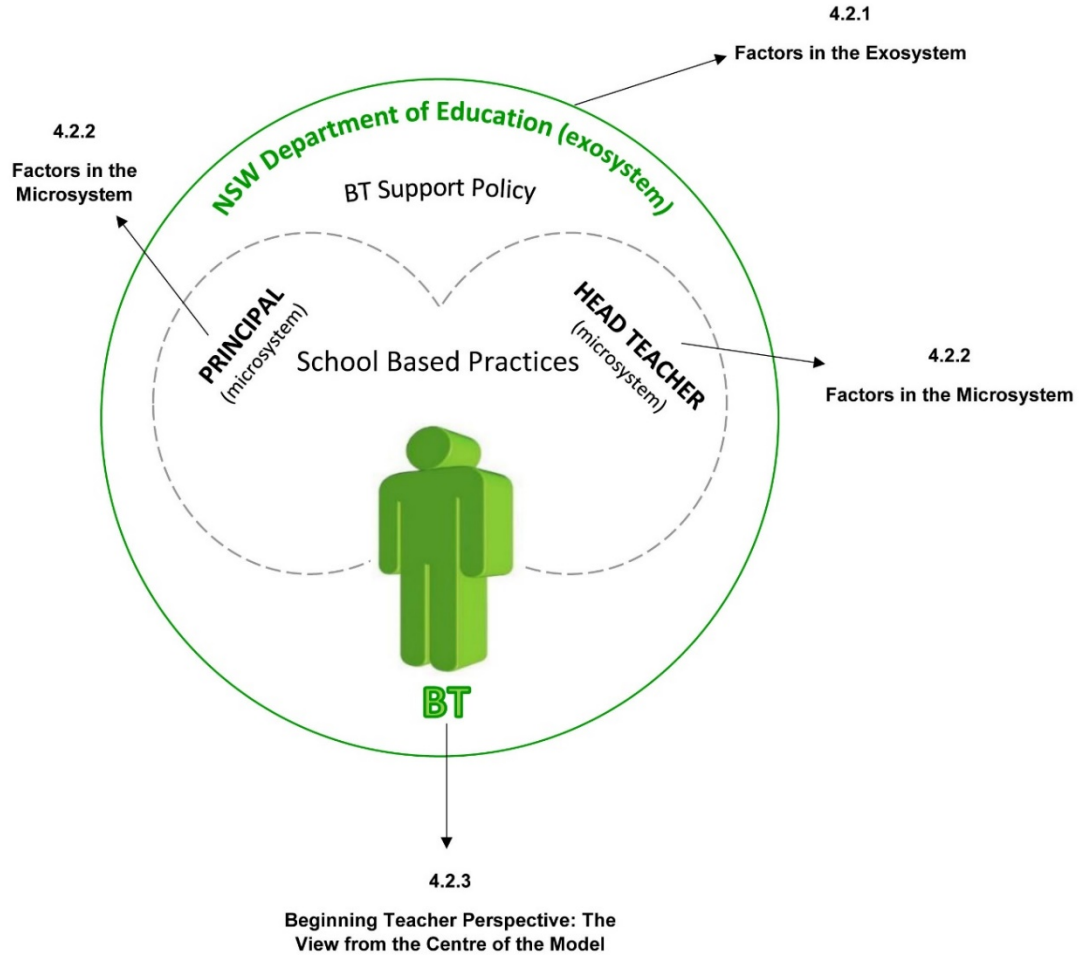

Figure 4.1. Structure of Chapter Four Findings Based on Bronfenbrenner's (1979) Ecological Systems Model

The findings are structured starting from the outside of the model, focusing on the influence that the NSW DoE (exosystem) has upon the PD&S that BTs receive. Moving inwards, the influence of the principals and head teachers (microsystems) upon the PD&S that is provided to BTs and how this differs based on the high school context is discussed. The final part of the model is the BTs and how they experience the decisions made within the NSW DoE and by the principals and head teachers within the high schools with regards to PD&S. In essence this part considers how each of the systems, NSW DoE (exosystem) and principals/head teachers (microsystem), impacts on BTs and their influence upon the transition into and development of BTs within the teaching profession. Although the findings are presented laterally, the issues identified by the teachers can and do cut across the NSW DoE (exosystem), NSW DoE high schools (microsystem) and the BCCTs' own microsystem.

4.2 Professional Development and Support for Beginning Teachers

This section relates to the influence that the category of BT (career change and first career) has upon the PD&S that they receive under the *funding policy* and the *funding procedures* and within school-based practices. As discussed in Chapter Two, BT PD&S can be provided in different formats and is affected directly and indirectly by many factors including government policy (exosystem), school environment (microsystem) and an individual teacher's needs. This is consistent with Bronfenbrenner's (1979) Ecological Systems Model, which highlights that the development of an individual is influenced by the environment in which they are located. The next section presents and discusses the findings related to the NSW DoE (exosystem) which, as shown in Figure 4.1, is the system that is the furthest away from the individual BT.

4.2.1 Factors in the Exosystem (New South Wales Department of Education) that Relate to PD&S

This section presents and discusses the findings related to the exosystem (NSW DoE). The NSW DoE (exosystem) has an indirect influence on BTs as a result of the *funding policy* and the *funding procedures*, which were developed by the NSW DoE and are implemented through NSW DoE high schools (microsystem). The main finding within this section is that the guidance provided by the *funding policy* and *procedures* had both positive and negative influences on the provision of PD&S to BTs. The positive side included the pragmatic direction given to principals about how the funding can and cannot be utilised. The negative included the creation of expectations that all the support mentioned would be provided, when this was not the situation for all the participants in this study.

Bronfenbrenner (1979) frames the exosystem as "one or more settings that do not involve the developing person as an active participant, but in which events occur that affect, or are affected by, what happens in the setting containing the developing person" (p. 25). As seen in Figure 4.1, individual BTs do not directly interact with the NSW DoE; however, the decisions made within the NSW DoE have a direct impact on the functioning of the individual schools (microsystem), ultimately impacting upon the lived experiences of the BT.

Two NSW DoE policy officers were interviewed in order to obtain an understanding of how NSW DoE policies, in particular the *funding policy* and the *funding procedures*, were developed. In addition, the policy officers were interviewed to obtain, from the perspective of the NSW DoE exosystem, how these policies are implemented within NSW DoE high schools. Despite a number of requests to the NSW DoE to interview additional policy officers, no additional interviews were granted. At the time of interview, both NSW DoE policy officers

clarified that they were only able to discuss and comment on matters within their specific roles and as a result both policy officers adhered closely to the contents of the *funding policy* and the *funding procedures*, without offering any further insights. As a consequence, these interviews were somewhat constrained. It became apparent that interviewing a more senior staff member within the DoE may have provided richer, more in-depth information on the department's position and thinking in these matters. Despite a number of requests to the NSW DoE, no additional interviews were granted.

The *funding procedures* had positive and negative influences on the provision of PD&S to BTs. On one hand, the procedures included specific directions to principals about how PD&S funding could or could not be utilised, which was viewed as positive in terms of guidance and clarity. On the other hand, due to the phrasing of the document and the framing of the various supports on offer, participants felt that unfair expectations were raised about the DoE's ability to offer every type of support discussed. Helen, a DoE policy advisor, having been involved in the development and implementation of the *funding policy* and the *funding procedures*, was in a position to explain the reasoning behind the inclusion of the examples. She explained that, having been involved in the development of NSW DoE policies for over five years, she had often received feedback from schools and principals complaining that "no direction or examples were provided and that it was left up to them to work out what the department policies meant in terms of school-based practices". Helen explained that, as a result of this feedback, examples were provided for principals about how the funding can and cannot be utilised within the *funding procedures*.

Helen reiterated that "The examples in the *funding procedures* are just that: examples. Schools are able to implement the policy based on what works in their school environment and for their beginning teachers". There are similarities between the attitudes expressed by Helen in this study and those stated by Cohen, Moffitt and Goldin (2007) in their review of the interactions between policy and practice within the US education system:

> The assumption typically is that the knowledge required for effective implementation is local and variable and that it cannot be mobilized at the center in which policy is made; flexibility thus is partly a means to bring knowledge for practice to bear. (Cohen et al., 2007, p. 532)

In principle, the inclusion of examples by the DoE enables flexibility in the implementation of government policies and delegates responsibility to the schools.

Helen (DoE policy officer) acknowledged that the provision of explicit examples appeared to create expectations that all the support examples would be received by all BTs who were entitled to the funding. Helen spoke of receiving calls every week from BTs seeking her assistance in obtaining the specific support examples that are included in the *funding procedures*:

> They complain that they are only receiving some of the activities that are listed. They are wanting to have all of them and are expecting me to call their principal up and explain the policy to them. When I explain that this isn't my job, nor are the activities in the procedure's mandatory for all schools and all beginning teachers, they are not happy. (Helen, DoE policy advisor)

This example is a manifestation of a greater issue: a lack of communication between the NSW DoE policy makers within the exosystem and individual BCCTs. It is within the microsystems of the principal and head teachers that decisions are made on how to support BTs through PD&S programs, sessions, content and timing. This was evidenced by the large number of BCCTs who reported feeling concerned that they were not receiving their BT support funds and approaching the NSW DoE for assistance. This highlights the difficulties of developing funding policies and procedures that are clear and explicit in conveying the intent of the NSW DoE, while at the same time can be implemented at a practical level within NSW DoE high schools and enable all stakeholders to have the same understanding. Further, this highlights the need for reciprocal communication to occur across the NSW DoE, the schools and the BCCTs regarding the intent and application of the *funding policy*. This will be discussed further in Section 4.2.2.

The two principals interviewed for this study had differing viewpoints on the inclusion of the examples within the *funding procedures* and on how the funding may be used to support BTs. Glenda, Principal at Rolling Hills High School with 45 teachers and 400 students, spoke of how, as a new principal, she read all DoE policies in order to gain knowledge and direction to enable her to make decisions and perform her role. Referring explicitly to the *funding procedures*, she utilised the examples provided "as a starting point in developing the BT program at the school". In contrast, Regina, an experienced principal of 15 years, viewed the inclusion of the examples of support within the policy documentation as a negative, as she did not like the attempts of the DoE to mandate how PD&S should be implemented within her school environment. Regina explained that, across the four schools where she has been principal: "There were differing support needs for the teachers, which are based around the

school context, challenges faced and experience levels. It just isn't possible for one policy to cover all scenarios" (Regina, principal). The magnitude of influence and the impact that the decisions made within the NSW DoE in the exosystem have upon the development and provision of PD&S by principals within their school environments (microsystems) will now be discussed. As shown in Figure 4.1 the microsystem is the system that is between the exosystem of the NSW DoE and the individual BT.

4.2.2 Factors in the Microsystems (High Schools) and Mesosystems that Relate to PD&S

This section presents and discusses the findings related to the high schools (microsystem) in which the BTs were employed and the influence the principals and head teachers had upon the PD&S activities that BTs were offered, could access and were able to participate in.

The main finding within this section relates to the influence of principals and their decision making about how to utilise funding available via the *funding policy* to support BTs during their transition into and development within the teaching profession. The findings reported in this section are the result of the analysis of semi-structured interviews conducted with two NSW DoE high school principals and three NSW DoE high school head teachers in order to obtain an understanding of how NSW DoE policies, in particular the *funding policy* and the *funding procedures*, are implemented and school-based practices are developed.

Bronfenbrenner (1979) described the microsystem as a "pattern of activities, roles, and interpersonal relations experienced by the developing person in a given setting with particular physical and material characteristics" (p. 22). In addition, Bronfenbrenner has termed the interactions between the differing microsystems the mesosystem, which "comprises the linkage and the process taking place between two or more settings containing the individual person" (1994, p. 40). Both of these systems will be discussed in this section. As seen in Figure 4.1, Bronfenbrenner's mesosystem is not a delineated structure among the tiered systems but reflects the reciprocal influence of the various microsystems (here, the principal and head teachers) upon each other and ultimately upon the individual (here, the BTs).

The findings related to individual microsystems and the interaction between two microsystems within the exosystem are integrated to assist in gaining a holistic understanding of the nature of the influences of the microsystems and mesosystem upon the individual BCCT. Within this study, for example, decisions made by the principal (microsystem) about how to utilise the funding provided by the NSW DoE (exosystem) via the *funding policy* influence the day-to-day PD&S that can be provided by the head teachers (microsystem) and accessed by the BTs.

The findings about how the microsystem of NSW DoE high schools affects BTs' PD&S are now identified and discussed.

Influence of Principals' Decision Making Upon the Development of School-Based PD&S Practices

Both principals in this study exercised their discretion in the allocation of their school's funding for the development of school-based practices to support BTs, resulting in decisions being made that may or may not have provided individual BTs with the PD&S they were seeking. Both principals spoke of how they were required to make a range of decisions ensuring that they operated within the *funding policy* requirements whilst also considering the school's priorities. The provision of induction, facilitating mentoring and outsourcing of PD&S dominated the principals' choices. Sullivan and Morrison (2014) identify that school leaders are "very powerful in their capacity to enact policy to ensure strategic access to appropriate on-going support, resources and learning opportunities to support graduate teachers during the time of transition" (p. 606).

Both principals utilised the BT support funding to engage outside facilitators to develop and implement induction and ongoing PD&S opportunities for BTs on behalf of the school. They were exercising the discretion afforded to them in the *funding policy* to ensure that the schools' obligations were met, while also attempting to meet the BTs' support needs. The principals were drawing upon their own professional experience to determine what they perceived to be the support needs of BTs. However, a lack of communication with the BTs resulted in the support needs of BTs not actually being met. (This will be discussed in Section 4.2.3.)

In making their decisions regarding the PD&S to be provided, both principals were balancing a number of factors including the impact upon head teacher workloads and the allocation of the available financial resources, all while focusing on the importance of supporting BTs within their school environment. The effect of this was that additional workloads were not required of the head teachers related to the development and delivery of PD&S sessions. When asked for her perspective on the importance of the funding in enabling her to support the BTs within her school, Glenda commented:

> It is one less thing that I and the executive have to focus our energies on. We all have high workloads, so the additional money allows us to focus on other priorities. We still have input into the program, just not a hands-on approach. (Glenda, principal).

The principals had differing opinions about the PD&S programs that their school would have been able to offer BTs if they had not received the additional funding via the *funding policy*. This was directly related to their personal core approaches to development of their staff within their school environment and not based upon the PD&S needs of the individual BTs. Ultimately this would directly impact upon BTs, who often did not receive the PD&S that they required. In additional the different approaches of the two principals resulted in variances in the PD&S opportunities available within the different schools. Regina stated that, without the departmental funding, she still would have engaged an outside facilitator, as the overall benefits for the school and BTs were more important than the monetary cost of such a program. In comparison, Glenda spoke of the "limited options", such as one-day induction sessions and lunchtime meetings, that would be provided by the school without this funding, and acknowledged that the responsibility and work of developing and presenting the PD&S sessions would have fallen back onto her and the head teachers within the school: "To make it happen, the head teachers would give up their own time to develop the program and resources. That is just what happens at the school when there is a need for something to happen" (Glenda, principal).

This comment, if taken out of context, indicates that funding is not required in order for PD&S sessions to be made available within schools. However, Glenda was highlighting the collegiality within her school environment, where head teachers are willing to go beyond their job descriptions to support BTs. All three head teachers expressed how invaluable the funding was in enabling them to be released from their teaching responsibilities and other whole-school responsibilities to provide ongoing support for the BTs. Lacey explained, "I can't do everything. However, with the funding that the school receives I am supported in being provided with casual relief to enable me to support the BTs. Without the funding, this would not be possible" (Lacey, head teacher). The head teachers recognised that BTs require support when entering the teaching profession due to the complexity of the job and the challenges they face (see Darling-Hammond, 2003; Kyriacou & Kunc, 2007; McCormack & Thomas, 2003).

The implications of principals' decisions about how the BT support funding is utilised to develop school-based practices may result in a disconnect between what schools provide and what the BTs are seeking during their entry into the profession. This is what Braun, Maguire and Ball (2010), in their examination of how policy is enacted in four secondary schools in the UK, describe as school leaders producing their own "take" on a policy, to develop practices that are applicable to their school context and environment. Principals are located within their

own microsystem where they are required to make a wide range of decisions that are governed by a challenging set of budgetary choices and policy constraints. The implications of these decisions upon the PD&S that is received and sought by the BTs who are at the centre of the Ecological Systems Model (as shown in Figure 4.1) will be discussed further in the next section.

4.2.3 Beginning Teacher Perspectives: The View from the Centre of the Model

This section presents and discusses the findings on individual BTs' perspectives on the PD&S activities that they were offered, could access and were able to participate in. The main finding within this section is that at the individual level the varying amounts of formal and informal PD&S received related to the category of BT and impacted upon the transition and development of the BTs within this study. As identified above (Section 4.2.2), the principals and head teachers believed that they were providing the PD&S that BTs required; however, this is not replicated within the findings from the BTs. The findings reported in this section are the result of the analysis of the *Support for Beginning Teachers Survey* (Andrews et al., 2007) data involving 80 BTs and the semi-structured interviews with 17 BCCTs. A number of themes emerged from the thematic analysis of the interviews including impediments to participation, in particular impact of workload pressures upon BCCTs, family commitments taking priority over PD&S needs, and BCCTs' previous career and experience.

Within the Ecological Systems Model (Bronfenbrenner, 1979), individuals are at the centre of the multi-layered system of relationships, interactions and influences from the exo, meso and microsystems (Figure 4.1). Their lived experiences are influenced, indirectly and directly, by the decisions made within the NSW DoE (exosystem), by principals and head teachers (microsystems) and by their day-to-day interactions within the school environment. The impact of the decisions made by the principals and the head teachers on the PD&S that the BT participants were able to access will now be discussed.

Formal Professional Development and Support Received

BFCTs reported they received higher amounts of formal support in 7 out of the 9 strategies than the BCCTs. There were only 2 out of the 9 strategies in which BCCTs reported receiving higher amounts of formal support, which indicates an imbalance of PD&S provided based on category of BT. For all the formal support strategies, while some differences were apparent across the two cohorts (BCCT and BFCT), none of these were large enough to be statistically significant. Inferential statistics detailing the comparison between BCCTs and BFCTs on the

formal support strategies received in the *Support for Beginning Teachers Survey* (Andrews et al., 2007) are detailed in Table 4.1.

Table 4.1. Descriptive Analysis of Responses to Survey on Formal Support for Beginning Teachers Based on Category of Beginning Teacher ($N = 80$)

Item	BCCT ($n = 37$) Frequency (%)	BFCT ($n = 43$) Frequency (%)	Chi-square $\chi^2(df)$	*p value*
1 Assigning new teachers to smaller classes	5 (14%)	**7 (16%)**	0.03 (1)	.955
2 Reducing new teachers' nonteaching duties (playground duty, etc.)	1 (3%)	**6 (14%)**	3.15 (1)	.076
3 Limiting the number of different class preparations assigned to new teachers	5 (14%)	**7 (16%)**	0.03 (1)	.955
4 Holding a special orientation session for new teachers before the school year begins	13 (35%)	**22 (51%)**	3.77 (1)	.084
6 Holding special professional development sessions for new teachers during the year	20 (54%)	**29 (67%)**	1.50 (1)	.220
8 Assigning mentors to new teachers	17 (46%)	**23 (54%)**	0.45 (1)	.501
9 Providing new teachers with constructive feedback based on non-evaluative classroom observations	**21 (57%)**	18 (42%)	1.77 (1)	.184
11 Providing new teachers with co-planning time with other teachers	10 (27%)	**14 (33%)**	0.29 (1)	.590
12 Scheduling field trips that give new teachers an opportunity to learn about the school district and available resources	**4 (22%)**	7 (16%)	0.50 (1)	.479

Note. Percentages are out of 100 and represent the ratio of reported formal support. The category with the largest overall percentage for each item is indicated in **bold**.

As seen in Table 4.1, overall low amounts of formal support were received by all participants regardless of whether they were BCCTs or BFCTs. Only one strategy was made available to more than 50% of the participants in both categories of BTs and this was number 6: "Holding special professional development sessions for new teachers during the year". The results support the information provided by both principals in Section 4.2.2 about engaging outside facilitators to ensure provision of induction and ongoing support at their schools.

Overall low amounts of formal support were received by all participants regardless of whether they were a BCCT or BFCT (Table 4.1). As mentioned above, school leaders have significant influence on the support that BTs receive. However, within the current study, the interaction between the contextual factors that surround the BTs and the decisions made by the principals (microsystem) were having a negative influence upon the BTs' lived experiences and upon the PD&S received. The quality and the relevance of the support strategies received by the BTs were not factored into the quantitative data; however, these issues were evident in the responses from the interviews with 17 BCCTs.

All of the 17 BCCTs interviewed stated that they received instances of formal PD&S during their first year(s) within the teaching profession; however, there were wide variances in the amount of support provided. The BCCTs who received high amounts of formal PD&S were able to further develop their skills and confidence during the challenging times they faced as BTs. However, the BCCTs who received minimal support were faced with balancing a wide range of challenges including a new career, new working environments, differing school-based practices, high workloads, and for many BCCTs family responsibilities.

Only 3 of the 17 BCCTs described receiving an extensive induction program upon commencing their first teaching position after graduating from their initial teacher education degree. These individuals described such support as invaluable as they were able to gain an understanding of how the school operated as a whole and how each of the various faculties, work areas and executive responsibilities came together to support not only their development as BTs but the learning opportunities for the students. This enabled the BTs to focus on their day-to-day responsibilities during an intensive and demanding time. Sue commented that she was very thankful for the induction that she received. She reflected that she felt supported in her development as a BT:

> Without the induction program and having the school processes, administrative requirements and even how to use the various computer systems at the school, I would have been lost. It was for me a complete program and it covered all the areas that as a beginning teacher I needed. (Sue, BCCT)

Induction programs directly influenced Rhiannon's transition into the teaching profession and provided her with a sense that the school "valued me as a beginning teacher and that the school was investing in my success" (Rhiannon, BCCT). When induction and mentoring programs are successfully implemented, BTs are more likely to receive the support that they are seeking,

leading to an increase in satisfaction during their initial year(s) within the profession (Barrera, Braley, & Slate, 2010; Bickmore & Bickmore, 2010; Hoy & Spero, 2005; Hudson, 2012; Ingersoll & Strong, 2011). Moreover, a substantial body of international research has found that effective support for BTs can offset stress and fatigue and discourage them from leaving the teaching profession (Kwakman, 2003; Johnson & Project on the Next Generation of Teachers, 2004).

In direct contrast, three other BCCTs expressed that they felt abandoned at the start of their teaching careers due to the lack of induction that they received. John was critical about the lack of support that he received on his first day at the school and questioned "whether the school was prepared for me and the other beginning teachers". He went on to explain how they were made to feel like an inconvenience during the first day of the school year:

> No one was available to welcome us to the school. The principal, deputy and the head teachers were all in a meeting and the front office staff just didn't know what to do with us. They sat us outside the principal's office as if we had done something wrong. (John, BCCT)

For the remaining BCCTs, a recurrent theme was a sense that school environments were not conducive to providing the formal support that they required. They spoke of the dynamic and reactive nature of the school environment where day-to-day responsibilities of teaching and immediate issues with students, parents and administrative requirements were given priority over their support needs (Buchanan et al., 2013; Feiman-Nemser, 2001). The differences in schools' contextual factors, including strategic direction and teacher workforce demographics, result in the development of school-based practices for PD&S which can vary noticeably in their aims, complexity, quality and duration (Ingersoll, 2012; Piggot-Irvine et al., 2009). It is within the microsystems of the principal and head teachers and the interactions within the mesosystem that principals and head teachers decide how to support BTs through PD&S programs, sessions, content and timing. In this study this resulted in differences in the formal support being provided to the BCCTs, which highlights how different contexts directly influence the development of the BT who is at the centre of the Ecological Systems Model (Bronfenbrenner, 1979).

Interview data indicated that the majority of BCCTs (14) actively sought out informal support as a result of not receiving the formal support they wanted. Other studies confirm that BTs often seek informal support following a lack of satisfaction with their induction (Fenwick &

Weir, 2010). The informal support that BTs sought included ad-hoc administrative support, resource development and classroom teaching strategies. Seeking out informal support is not unique to BCCTs but is applicable to all categories of BT and indeed to all new workers (Hudson, 2012). This highlights the influence of the decisions made at the exosystem level, where the NSW DoE has framed the PD&S that is to be provided within the *funding policy*, which is implemented by principals and head teachers via their school-based practices. This can ultimately result in BTs not receiving the PD&S that they seek and require. The issues related to the lack of knowledge of the NSW DoE and school leadership about what the BTs are seeking during their transition into the teaching profession will be discussed further in Section 4.5.

Informal Professional Development and Support Received

BFCTs reported receiving greater amounts of informal support than the BCCTs in 2 out of the 3 strategies. These were support strategy 5: "Providing new teachers with special publications (handbooks, guides, other materials)" and support strategy 7: "Having informal meetings of groups of new teachers for peer support". For all the informal support strategies, while some differences were apparent across the two cohorts (BCCT and BFCT), none of these were large enough to be statistically significant.

Both BCCTs (32%) and BFCTs (44%) received the lowest amount of support in support strategy 7 (Having informal meetings of groups of new teachers for peer support). These low results may be the result of several influences, including the priorities and learning culture of the schools and overall workloads of the staff who provide the PD&S. Peer support and collaboration was identified as one of the key factors in early career teachers' decision to remain within the teaching profession (Buchanan et al., 2013). Having a school culture that is supportive and encourages peer support across all levels can be critical in helping BTs cope with the challenges of their first years. It provides BTs with opportunities to discuss their teaching, work and challenges in a "safe" environment with peers. Inferential statistics detailing the comparison between BCCTs' and BFCTs' informal support strategies received in the *Support for Beginning Teachers Survey* (Andrews et al., 2007) are detailed in Table 4.2

Table 4.2. Descriptive Analysis of Responses to Survey on Informal Support for Beginning Teachers Based on Category of Beginning Teacher ($N = 80$)

Item	BCCT ($n = 37$)	BFCT ($n = 43$)	Chi-square	
	Frequency (%)	Frequency (%)	$\chi^2(df)$	*p value*

5 Providing new teachers with special publications (handbooks, guides, other materials)	20 (54%)	**29 (67%)**	1.50 (1)	.220
7 Having informal meetings of groups of new teachers for peer support	12 (32%)	**19 (44%)**	1.15 (1)	.282
10 Giving new teachers the opportunity to observe other teachers	**20 (54%)**	17 (40%)	1.68 (1)	.194

Note. Percentages are out of 100 and represent the ratio of reported informal support. The category with the largest overall percentage for each item is indicated in **bold**.

The majority of the BCCTs reported that the informal support they were able to access was invaluable in helping them to handle the challenges of their first year of teaching. Roger explained that it was "the difference between me feeling isolated and supported and that it assisted me with a wide range of issues" during his first year (Roger, BCCT). Similarly, Selene spoke of the importance and impact of being able to obtain informal support from experienced teachers, stating: "For me it's learning as I go, picking up strategies from other teachers. I've had some more experienced teachers come into my classroom and help me with some of my more challenging classes" (Selene, BCCT). Many of the BCCTs said that they sought out informal support from experienced teachers on ways to balance the various components of their workloads, including administrative requirements, resource development, lesson planning and student challenges.

One participant developed his own informal support network due to the limited support he received. John explained that, rather than become frustrated with the lack of support he was receiving, he and two BFCTs at his school shared resources, classroom management strategies and emotional support. He was drawing upon factors within his own microsystem to support his own development. This result reflects those of Fenwick and Weir (2010) who, in their research into the key factors that shape beginning geography teachers' induction experiences within Scottish high schools, found that in the absence of formalised support individuals will seek out other avenues to obtain the support that they require. Differing school-based practices is one of the factors that directly caused the BCCTs to receive differing levels of support. The impact of a BCCT's age on the amount of informal support they received will now be discussed.

BCCTs' Age as a Limiting Factor in Informal Support Received

Four of the BCCT participants perceived their age as a key factor in their not being viewed as a BT by other teachers. With an average age of 43, they all spoke of the surprise of other teachers when they explained that they had been teaching for less than two years, and how this misinterpretation by other teachers directly influenced the level of informal support that they received. Lin commented:

> I am seen by other teachers, including the head teacher and principal, as new to the school, not new to the teaching profession. They just assume that due to my age that I have all the experience and skills that they have. If only they knew that I was after their support and experience. (Lin, BCCT)

Findings from the interviews with two DoE state liaison officers shed additional light on this issue. Both DoE state liaison officers recalled situations where they had been approached by BCCTs during informal PD&S sessions and had incorrectly assumed that the BCCTs were experienced teachers. Adam recalled an instance where he was approached by an older teacher seeking assistance in how to handle the workload demands they were facing:

> I explained that my role was in supporting BTs and that if they needed assistance that they would need to approach their head teacher … I was embarrassed when I found out later on in the day that they had only been teaching for three months.

A possible reason why BCCTs are not identifying themselves as BTs is that they view themselves as having more to offer the teaching profession due to their previous careers and experiences and a sense of pride in their identity and experience in their previous career(s) (Haggard et al., 2006). This is one of a number of impediments that BCCTs encounter in accessing and participating in PD&S opportunities. This will be discussed later in this section under the heading "Impediments to Participation in PD&S Opportunities".

Value Placed upon Professional Development and Support Strategies

In the second part of the *Support for Beginning Teachers Survey* (Andrews et al., 2007) participants were asked to rate how valuable they perceive each support strategy is for them, regardless of whether they received or participated in the strategy. BFCTs reported that they placed higher value, as determined by the mean score, on 7 out of the 9 formal support

strategies in comparison to 2 out of the 9 for the BCCTs. Overall both the BCCTs and BFCTs valued the supports highly. For all the formal support strategies some mean differences were apparent across the two cohorts, but none of the mean score differences were large enough to be statistically significant. Mean score comparisons between BCCTs and BFCTs are detailed in Table 4.3.

Table 4.3. Mean Score Comparisons of Responses to Survey on Value of Formal Support for Beginning Teachers Based on Category of Beginning Teachers ($N = 80$)

Item	BCCT ($n = 37$)		BFCT ($n = 43$)			
	M	*SD*	*M*	*SD*	*t(df)*	*p value*
1 Assigning new teachers to smaller classes	**7.27**	2.34	6.84	2.15	.862(78)	.391
2 Reducing new teachers' nonteaching duties (playground duty, etc.)	4.57	3.03	**5.58**	2.81	-1.55(78)	.125
3 Limiting the number of different class preparations assigned to new teachers	**6.78**	2.50	6.26	2.43	.957(78)	.342
4 Holding a special orientation session for new teachers before the school year begins	7.27	1.98	**7.37**	1.59	-.255(78)	.799
6 Holding special professional development sessions for new teachers during the year	7.51	1.38	**7.81**	1.37	-.883(78)	.380
8 Assigning mentors to new teachers	7.70	2.12	**7.81**	1.60	-.267(78)	.791
9 Providing new teachers with constructive feedback based on non-evaluative classroom observations	**7.70**	2.08	7.58	1.33	.315(78)	.754
11 Providing new teachers with co-planning time with other teachers	7.35	2.15	**7.67**	1.60	-.769 (78)	.444
12 Scheduling field trips that give new teachers an opportunity to learn about the school district and available resources	5.70	2.51	**6.51**	2.19	-1.53 (78)	.128

Note. *M* = mean. *SD* = standard deviation. Responses were measured on a 9-point Likert-type scale ranging from 1 (Not Valuable) to 9 (Very Valuable) with high numbers indicating a high value placed upon the support strategy. The midpoint of the Likert scale is 5. The BT category with the largest overall mean for each item is indicated in **bold**.

The results from the two parts (support received and value of support) of the *Support for New Teachers Survey* indicate that strategy number 2 (Reducing new teachers' nonteaching duties [playground duty, etc.]) was valued the lowest by both BCCTs ($M = 4.57$, $SD = 3.03$) and BFCTs ($M = 5.58$, $SD = 2.81$) (Table 4.3) and it was also the strategy received least often by

BCCTs (3%) and by BFCTs (14%) (Table 4.1). It is possible that the low value placed upon this support strategy was influenced by the lack of provision of this strategy within the school environment.

The highest valued support strategy was number 8 (Assigning mentors to new teachers) for both BCCTs ($M = 7.70$, $SD = 2.12$) and BFCTs ($M = 7.81$, $SD = 1.60$). This finding is consistent with other Australian research where BTs reported that mentoring was a valuable induction strategy (Mayer et al., 2015; Bird & Hudson, 2015) to assist them during their entry and ongoing development as a BT. The proportion of BCCTs (46%) and BFCTs (54%) who received this support strategy within this study is an example of principals providing PD&S strategies that are not only valued and sought by the BTs but have also been shown to increase retention (Ingersoll & Strong, 2011).

BFCTs reported that they placed higher value on all 3 of the informal support strategies in comparison to BCCTs. Overall both the BCCTs and BFCTs valued all of the informal support strategies highly. For all the informal support strategies some mean differences were apparent across the two cohorts, but none of the mean score differences were large enough to be statistically significant. Mean score comparisons between BCCTs and BFCTs are shown in Table 4.4.

Table 4.4. Mean Score Comparisons of Responses to Survey on Value of Informal Support for Beginning Teachers Based on Category of Beginning Teachers ($N = 80$)

Item	BCCT (n = 37)		BFCT (n = 43)			
	M	*SD*	*M*	*SD*	*t(df)*	*p value*
5 Providing new teachers with special publications (handbooks, guides, other materials)	**6.68**	2.25	7.09	1.86	-.908(78)	.367
7 Having informal meetings of groups of new teachers for peer support	7.08	2.10	**7.74**	1.29	-1.66*(58)	.125
10 Giving new teachers the opportunity to observe other teachers	**7.51**	2.27	7.84	1.38	-.756*(57)	.342

Note. *M* = mean. *SD* = standard deviation. Responses were measured on a 9-point Likert-type scale ranging from 1 (Not Valuable) to 9 (Very Valuable), with high numbers indicating a high value placed upon the support strategy. The midpoint of the Likert scale is 5. The BT category with the largest overall mean for each item is indicated in **bold**. * equal variances not assumed.

Comparing the results from the two parts of the support survey (support received and value of support), while support strategy number 5 (Providing new teachers with special publications

[handbooks, guides, other materials]) was valued the lowest by both BCCTs (M = 6.68, SD = 2.25) and BFCTs (M = 7.09, SD = 1.86), it was the most frequently received by BCCTs (54%), along with support strategy number 10 (Giving new teachers the opportunity to observe other teachers) by BCCTs (54%) and by BFCTs (67%). The strategy of providing handbooks, guides and other materials to BTs could be viewed by the principal as a cost- and time-effective method of providing informal support to all new teachers within their school. However, the effectiveness of this support strategy is called into question, as both BCCTs and BFCTs responded that they valued this support strategy the lowest.

The most valued support strategy was number 10 (Giving new teachers the opportunity to observe other teachers) for both BCCTs (M = 7.51, SD = 2.27) and BFCTs (M = 7.84, SD = 1.38). This support strategy was received by 54% of BCCTs; however, it was received by the lowest number of BFCTs (40%). These results highlight the importance that BTs placed upon being provided informal opportunities to learn from other teachers within the classroom environment. PD&S opportunities within the school's microsystem environment were also significant for the BCCTs in the study, and the majority identified that they wanted to be supported both formally and informally during their transition into the teaching profession. However, there are a range of microsystem factors that impeded and hindered the majority of the BCCTs' ability to participate in PD&S opportunities and therefore affected their professional growth. These will be presented and discussed in the next section.

Impediments to Participation in PD&S Opportunities

Although all BCCT participants spoke of wanting to receive and participate in higher amounts of PD&S, a number of factors within different microsystems including workload pressures, family responsibilities, and the BCCTs' previous career and experience impeded their participation in school PD&S opportunities. The findings related to the factors that impeded and hindered the majority of the BCCTs' ability to participate in PD&S opportunities will now be presented and discussed.

Impact of Workload Pressures upon BCCTs

The majority of the BCCTs spoke of the workload pressures they faced as BTs and how this impacted upon their ability to access PD&S opportunities. They explicitly stated they were given the same administrative requirements and responsibilities as experienced teachers without any consideration given to their BT status. This is supported by data from Phase One (Table 4.1) where only a small majority – 14% of BCCTs and 16% of BFCTs – were assigned

to smaller classes (support strategy 1) and only 3% of BCCTs and 14% of BFCTs received a reduction in their non-teaching duties (support strategy 2). Kerry spoke about her inability to find time in her intense workload as a BT to access the support that was available. She made no reference to the distinction between BCCTs and BFCTs, referring instead to the collective group of BTs: "Looking at all the beginning teachers at the school, we all have so much lesson preparation, marking, administrative work to do and it all has to be completed within tight timeframes … there just isn't enough hours in the day" (Kerry, BCCT). Findings from the Staff in Australia's Schools Survey (McKenzie et al., 2014) identified that having a high (unmanageable) workload is one of the main reasons that BTs leave the teaching profession within their first few years.

The "overworked day" that Kerry described suggests that a lack of collegial support can make a BT's entry into the profession challenging and emotionally draining. Christine explained that, when she did approach other teachers in her faculty, she was made to feel like she was imposing on their time. She spoke of an example where all the teachers were writing their end of semester reports and she had spent a considerable amount of time at home writing over 100 reports for her classes. Not having received any training on how to access the report writing system outside of the school environment, she had written them all in a Word document and wanted assistance to transfer all of the comments into the system. Upon approaching another teacher for assistance, she was told: "It's report writing time and I only have this lesson to finalise all of my reports. I don't have the time to help you right now. Can't you see how busy I am?" It is possible that these responses may have been confounded by the timing and frequency of when Christine asked for assistance. Regardless of their experience or years of teaching, all teachers have teaching responsibilities and administrative workloads that would be impinged upon if Christine and other BTs were continually seeking assistance. However, Christine was only able to view her situation and need for support without regard for others around her. She perceived that she was required to navigate her way through an inhospitable school culture where interactions taking place in the staffroom exemplified an unwelcoming environment as a direct result of the workload demands being placed upon all staff (Schuck, Aubusson, Buchanan, & Russell, 2012).

Kerry's and Christine's issues lay with the school-based practices that offered support from her colleagues but did not actually follow through with these promises. Kerry explained:

> The staff, for the most part, have been helpful and they have offered that I (and all the other beginning teachers) can sit in with them. They talk about how they can help me, but when it comes to reality, it doesn't come to fruition. (Kerry, BCCT)

These results have implications for the development of school-based practices that consider the immediate priorities of marking and lesson preparation while also providing PD&S opportunities for BTs. In this study, only BCCTs were interviewed so it is not known if similar comments would be made by BFCTs. However, referring to the results in Tables 4.1 and 4.2, which showed that limited support was received overall, this issue is impacting upon all BT. Further investigations are needed to examine the effects of BT workloads upon their (in)ability to access and engage with PD&S opportunities.

Family Commitments Prioritised Over PD&S Needs

The BCCTs within this study who had families regularly prioritised their family commitments over their own professional development needs. The majority of the participants explained that their family obligations meant they could not regularly attend PD&S opportunities outside of school hours. Dianna, a single mother with two children, spoke of the demands being placed upon her*:*

> It just doesn't stop. From the moment I get to school to when I collapse at night after my children have gone to bed, there is no opportunity for me to take time out for myself whether it is professional or personal. (Dianna, BCCT)

This was supported by Kerry, who commented: "My work colleagues don't understand my outside commitments. I have two young children, a husband who works full-time and a household to manage" (Kerry, BCCT). Both felt that this enabled BFCTs without family responsibilities to access the PD&S opportunities that they could not. It is important to bear in mind the possible bias in these responses, as the 12 BCCTs spoke of competing demands consistent with their life stage. BFCTs without families may have spoken of similar workload challenges and outside responsibilities that directly impacted upon their (in)ability to access PD&S opportunities; however, they were not interviewed in this study. These results indicate that the BCCTs within this study prioritised their family commitments over their own professional development needs, and that this was not necessarily considered by the school when PD&S opportunities were being offered.

Findings from the interviews with the head teachers provide a differing perspective. When asked about BCCTs' uptake of PD&S opportunities, the three head teachers interviewed viewed the BCCTs' lack of participation as evidence of their limited commitment to their own professional development. Lacey (head teacher) explained: "The older beginning teachers don't always attend the after-school development sessions. It gives the impression that they are not interested or don't value the opportunity they are given." Interview data from the head teachers did not offer the impression that they were aware of the challenges that many of the BCCTs faced, including balancing family and BT responsibilities. This issue could be addressed by schools scheduling all PD&S to occur during school hours; however, as previously identified, BTs are focused on the completion of their day-to-day workloads and for many their family responsibilities. Kerry (BCCT), who had two young children, discussed this during her interview:

> I have to pick up my children from their own schools every afternoon. There is just no way that I am able to attend the afternoon professional development sessions that are scheduled. If I was given more than a few days' notice of when the sessions were occurring, then I would be able to make alternative arrangements with my family and friends.

While the findings related to the lack of engagement with PD&S cannot be generalised to all BCCTs, the relationship between a BCCT's personal situation and their beliefs, knowledge and previous career may determine their engagement in professional learning activities (Opfer & Pedder, 2011).

BCCTs' Previous Career and Experiences

Three of the 17 BCCT interviewees did not seek out PD&S opportunities as they perceived that doing so would devalue their previous career, skills and experiences in front of the more experienced teachers. While they viewed themselves as having a range of skills, knowledge and experiences that were relevant and could be utilised within the school environment, this was not valued or recognised by other teachers. Murray (BCCT) commented that, "as no one values my past career and practical experiences, I need to show them what I am capable of". He explained that he was not willing to approach his colleagues for assistance or advice on a classroom issue as he wanted to convey his competence to others. Murray had the perception that being a career changer meant that he should be able to handle any situation, including the high workloads and the challenges within the classroom, and asking for help would be a sign

of failure. This reflects the results of Sullivan and Morrison (2014) who, in their research on the enactment of policies to support BTs in Australia, also found that BCCTs did not ask for assistance as they did not want to devalue their previous careers and experience, or potential career opportunities in that setting. They also suggested that it reflected the fact that BTs in general want to convey their competence to others.

Glenda (principal) was critical of the lack of engagement in PD&S by the three BCCTs at her school. She acknowledged that BCCTs with their previous careers and experiences were a valuable resource for any school; however, she was frustrated that "Some of the older [BCCTs] think they know it all and they won't ask for help. They need to recognise that they do need support" (Glenda, principal). This is in line with Jenne (1996), who identified that second-career teachers may hold "well-entrenched and rigid" (p. 6) educational perspectives and perceptions that were acquired during their first career and from other life experiences. Glenda (principal) had encouraged all the BCCTs within her school to objectively review their own strengths and weaknesses as BTs to enable them to have a successful transition into the teaching profession. These findings have important implications for the development of school-based practices to engage BCCTs in discussions about their PD&S requirements and to take into account their individual needs, experiences and capabilities.

Overall the findings identified and discussed in this section relating to PD&S highlight the influence of the policy decisions made within the NSW DoE (exosystem) on the PD&S that is provided within high schools by principals (microsystem) and head teachers (microsystem). This is occurring as a result of a lack of knowledge of the support needs of the BCCTs and limited communication across the various systems that surround and influence them. The disconnect between the PD&S that individual BCCTs are seeking and what they are able to access has an effect upon their personal growth and development, which can affect their perceptions of their new career and their belief in their abilities and skills within the teaching profession.

4.3 Sense of Efficacy as a Teacher: Similarities and Differences between BCCTs and BFCTs

A teachers' sense of efficacy is an important indicator of an individual's wellbeing and job satisfaction. Teachers with a high sense of efficacy are less likely to be affected by burnout (Skaalvik & Skaalvik, 2011) and are more likely to stay in the profession (Skaalvik & Skaalvik, 2007). The findings reported in this section are the result of the analysis of 80 BTs' responses to the *Teacher Sense of Efficacy Scale* (TSES) (Tschannen-Moran & Hoy, 2001) and the semi-

structured interviews with 17 BCCTs. The TSES measures the situation-specific beliefs that a teacher holds regarding their abilities and skills across a range of situations. A higher sense of efficacy indicates that an individual teacher has belief in their own abilities to motivate students, effectively use a range of teaching strategies and manage students' behaviour within the classroom. The categories of teacher efficacy discussed in this section are *Efficacy in Student Engagement*, *Efficacy in Instructional Strategies*, and *Efficacy in Classroom Management*, all of which combine to determine an individual's overall sense of efficacy as a teacher. Relational processes are implicated within these measures. This means that they do not operate in isolation and that the individual items, the subscales and the TSES overall are in part measuring the indirect influences of the mesosystem (NSW DoE) and the direct influences of the microsystems (principal, head teachers).

The key findings are that BFCTs reported marginally higher mean scores than BCCTs in the Student Engagement and Instructional Strategies subscales on the TSES, as well as on their overall self-efficacy score, meaning that BFCTs were more confident in their abilities. The BCCTs reported marginally higher mean scores on the Classroom Management subscale (Tschannen-Moran & Hoy, 2001). Both BCCTs and BFCTs had higher mean scores in the Instructional Strategies subscale that in the other two subscales of the TSES. While some mean differences were apparent, they were marginal and not so large as to be statistically significant.

Table 4.5 details the participants' self-reported sense of efficacy across the three subscales: *Efficacy in Student Engagement*, *Efficacy in Instructional Practices* and *Efficacy in Classroom Management* (Tschannen-Moran & Hoy, 2001).

Table 4.5. Analysis of Responses to Teacher Sense of Efficacy Scale, BCCTs (n = 37) and BFCTs (n = 43)

Item	BCCT (n = 37)		BFCT (n = 43)		T-tests	
	M	*SD*	*M*	*SD*	*t(df)*	*p value*
Student Engagement subscale Sample item: *How much can you do to get through to the most difficult students?*	28.92	4.47	**29.70**	3.91	-0.83(78)	.409
Instructional Strategies subscale Sample item: *How well can you respond to difficult questions from your students?*	31.62	3.51	**31.88**	4.22	-0.30(78)	.766
Classroom Management subscale Sample item: *How much can you do to control disruptive behaviour in the classroom?*	**30.81**	3.88	30.65	4.48	0.17(78)	.866
Teacher Sense of Efficacy Scale total	*91.35*	*10.20*	***92.24***	*10.90*	*- 0.37(78)*	*.713*

Note: *M* = mean. *SD* = standard deviation. Responses were measured on a 5-point Likert-type scale ranging from 1 (Nothing) to 5 (A Great Deal), with higher numbers indicating a high sense of efficacy. The category of BT with the largest overall mean for each subscale is indicated in **bold**.

As investigations of the subscale differences by category of BT revealed little, a series of independent-samples t-tests were conducted for each individual scale item as a way of further investigating the differences in the TSES between BCCTs and BFCTs. The t-test results show that only two individual items had mean score differences large enough to be statistically significant. These are Item 5 "To what extent can you make your expectations clear about student behaviour?" (Table 4.8) ($t(78) = 2.69$, $p < 0.001$) and Item 14 "How much can you do to improve the understanding of a student who is failing?" (Table 4.6). ($t(78) = 2.03$, $p < 0.001$). For all other items, while some mean differences were apparent between the category of BT, none were so large as to be statistically significant. The following three tables (Tables 4.6, 4.7 and 4.8) display the independent-samples t-test results for each of the individual efficacy items. Each of the independent-samples t-test results for the individual efficacy items are displayed and discussed according to their corresponding subscales (Table 4.6 – Student Engagement subscale; Table 4.7 – Instructional Strategies subscale; and Table 4.8 – Classroom Management subscale).

4.3.1 Student Engagement Subscale

BFCTs had marginally higher mean scores on 6 out of the 8 items in the Student Engagement subscale. The differences in mean scores were marginal and can be explained by the fact that all of the participants (BCCTs and BFCTs) in this study would have studied a range of different student engagement strategies within their initial teacher education (ITE) coursework and had opportunities to apply these strategies during their practical teaching opportunities. Another factor potentially influencing the higher level of efficacy for the BFCTs is that younger, less experienced people tend to have higher levels of confidence in their abilities, whereas older, more experienced people are more clearly able to recognise their own weaknesses. Similar results were obtained in research conducted in the USA by Robinson and Edwards (2012), where traditionally certified BTs had higher self-efficacy levels than alternatively certified BTs.

What stands out in Table 4.6 below is that the lowest mean scores for both BCCTs ($M = 3.16$, $SD = 0.99$) and BFCTs ($M = 3.33$, $SD = 0.81$) were on Item 22 ("How much can you assist families in helping their children do well in school?"). A possible explanation for this result

may be that the school-based practices and programs to support families are outside of the individual teachers' sphere of influence, which has resulted in lower levels of efficacy being reported for this item. This is understandable as, considering the workloads faced by BTs (Gallant & Riley, 2014; McKenzie et al., 2014), they would be more focused on the areas over which they perceive they have more direct control.

Table 4.6. Analysis of Responses to Student Engagement Subscale, BCCTs (n = 37) and BFCTs (n = 43)

Item *Student Engagement subscale*	BCCT (n = 37)		BFCT (n = 43)		T-tests	
	M	*SD*	*M*	*SD*	*t(df)*	*p value*
1 How much can you do to get through to the most difficult students?	**3.59**	1.01	3.42	0.91	0.82(78)	.414
2 How much can you do to help students think critically?	**3.86**	0.82	3.81	0.70	0.30(78)	.765
4 How much can you do to motivate students who show low interest in school work?	3.38	0.76	**3.53**	0.85	- 0.86(78)	.393
6 How much can you do to get students to believe they can do well in school work?	3.92	0.80	**4.00**	0.76	- 0.47(78)	.642
9 How much can you do to help your students value learning?	3.59	0.80	**3.77**	0.81	- 0.96(78)	.341
12 How much can you do to foster student creativity?	3.89	0.90	**3.95**	0.72	0.34(78)	.736
14 How much can you do to improve the understanding of a student who is failing?	3.51	0.77	**3.88**	0.85	- 2.03(78)	.046
22 How much can you assist families in helping their children do well in school?	3.16	0.99	**3.33**	0.81	- 0.81(78)	.418
Student Engagement subscale total	*28.92*	*6.85*	***29.70***	*3.91*	*0.83(78)*	*.409*

Note: *M* = mean. *SD* = standard deviation. Responses were measured on a 5-point Likert-type scale ranging from 1 (Nothing) to 5 (A Great Deal), with higher numbers indicating a high sense of efficacy. The category of BT with the largest overall mean for each item is indicated in **bold**.

As shown in the table above, independent t-tests found that Item 14 "How much can you do to improve the understanding of a student who is failing?" was statistically significant ($t(78) = 2.03, p < 0.05$). The effect size (d = .45) was found to exceed Cohen's (1988) convention for a small effect (d = .20) and was closer to a medium effect (d = .50). These results indicate that BFCTs (M = 8.45, SD = 3.93) had higher self-efficacy for Item 14 than BCCTs (M = 13.83, SD = 2.14). While some differences were apparent across the two cohorts (BCCT and BFCT)

for all of the other individual items, none of these were large enough to be statistically significant.

4.3.2 Instructional Strategies Subscale

As shown in Table 4.7, BFCTs had marginally higher mean scores in 5 out of the 8 items in the Instructional Strategies subscale. As is the case with the Student Engagement subscale, the differences in mean scores were marginal, meaning there were minimal differences between the BCCTs and BFCTs. The BCCTs had marginally higher mean scores, which supports previous research on the importance of BCCTs being able to draw upon their previous careers and bring industry-related examples and situations into the classroom when explaining concepts (Anthony & Ord, 2008; Grier & Johnston, 2012). As shown in Table 4.7, independent t-tests found that, for all the instructional strategies, while some differences were apparent across the two cohorts (BCCT and BFCT), none of these were large enough to be statistically significant.

Table 4.7. Analysis of Responses to Instructional Strategies Subscale, BCCTs (n = 37) and BFCTs (n = 43)

Item *Instructional Strategies subscale*	BCCT (n = 37)		BFCT (n = 43)		T-tests	
	M	*SD*	*M*	*SD*	*t(df)*	*p value*
7 How well can you respond to difficult questions from your students?	**4.30**	0.52	4.23	0.68	0.47(78)	.640
10 How much can you gauge student comprehension of what you have taught?	3.76	0.76	**3.95**	0.69	-1.21(78)	.228
11 To what extent can you craft good questions for your students?	**4.05**	0.71	3.88	0.76	1.03(78)	.306
17 How much can you do to adjust your lessons to the proper level for individual students?	3.81	0.78	**3.88**	0.82	-0.41(78)	.686
18 How much can you use a variety of assessment strategies?	**3.95**	0.91	3.91	0.89	0.19(78)	.848
20 To what extent can you provide an alternative explanation or example when students are confused?	4.24	0.60	**4.26**	0.58	-0.10(78)	.924
23 How well can you implement alternative strategies in your classroom?	3.73	0.69	**3.79**	0.86	-0.35(78)	.731
24 How well can you provide appropriate challenges for very capable students?	3.78	0.82	**3.98**	0.74	-1.11(78)	.272
Instructional Strategies subscale total	*31.62*	*3.51*	***31.88***	*4.22*	*0.30(78)*	*.766*

Note: *M* = mean. *SD* = standard deviation. Responses were measured on a 5-point Likert-type scale ranging from 1 (Nothing) to 5 (A Great Deal), with higher numbers indicating a high sense of efficacy. The category of BT with the largest overall mean for each item is indicated in **bold**.

4.3.3 Classroom Management Subscale

In the Classroom Management subscale (Table 4.8), BFCTs had marginally higher mean scores in 4 out of the 8 items, and BCCTs had marginally higher mean scores for the other 4, which indicates similar levels of efficacy. What stands out in Table 4.8 is that the highest mean scores were on two items that were related to the control that the individual teachers had upon their own ability and belief in themselves, not items where students could directly influence the outcome. These two items were Item 5 ("To what extent can you make your expectations clear about student behaviour?") and Item 8 ("How well can you establish routines to keep activities running smoothly?"). This could be linked to the focus on classroom management within ITE coursework and practicum experiences, as classroom management has been identified within the literature as one of the main challenges faced by BTs (Brindley & Parker, 2010). A teacher's efficacy has been found to be hampered by student behaviour, resulting in BTs developing a critical belief about their own teaching abilities (Lambert, McCarthy, O'Donnell, & Wang, 2009).

Table 4.8. Analysis of Responses to Classroom Management Subscale, BCCTs (*n* = 37) and BFCTs (*n* =43)

Item *Classroom Management subscale*	BCCT (*n* = 37)		BFCT (*n* = 43)		T-tests	
	M	*SD*	*M*	*SD*	*t(df)*	*p value*
3 How much can you do to control disruptive behaviour in the classroom?	3.86	0.79	**3.93**	0.77	-0.38(78)	.709
5 To what extent can you make your expectations clear about student behaviour?	**4.73**	0.51	4.35	0.75	2.69(78)	.009
8 How well can you establish routines to keep activities running smoothly?	**4.00**	0.67	3.98	0.91	0.13(78)	.898
13 How much can you do to get children to follow classroom rules?	**3.89**	0.66	3.88	0.85	0.05(78)	.962
15 How much can you do to calm a student who is disruptive or noisy?	3.59	0.64	**3.70**	0.67	-0.70(78)	.488
16 How well can you establish a classroom management system with each group of students?	**3.86**	0.95	3.74	0.76	0.70(78)	.488
19 How well can you keep a few problem students from ruining an entire lesson?	3.35	0.87	**3.56**	0.88	-0.82(78)	.414

21 How well can you respond to defiant students?	3.51	0.87	**3.56**	0.88	-0.23(78)	.821
Classroom Management subscale total	***30.81***	*3.88*	*30.65*	*4.48*	*0.17(78)*	*.866*

Note: *M* = mean. *SD* = standard deviation. Responses were measured on a 5-point Likert-type scale ranging from 1 (Nothing) to 5 (A Great Deal), with higher numbers indicating a high sense of efficacy. The category of BT with the largest overall mean for each item is indicated in **bold**.

As shown in Table 4.8, independent t-tests found that Item 5 ("To what extent can you make your expectations clear about student behaviour?") was statistically significant ($t(78) = 2.69$, $p < 0.001$). The effect size ($d = .59$) was found to exceed Cohen's (1988) convention for a medium effect (d = .50). These results indicate that BCCTs ($M = 4.73$, $SD = 0.51$) had higher self-efficacy for Item 5 than BFCTs ($M = 4.35$, $SD = 0.75$). For all other individual items, while some differences were apparent across the two cohorts (BCCT and BFCT), none of these were large enough to be statistically significant.

One purpose of this study was to determine if there were differences in the sense of efficacy of BCCTs and BFCTs. The results indicate that, across the 24 individual items, BFCTs had marginally higher mean scores in 15 of the items compared to 9 for BCCTs. Only two individual items (Item 5 "To what extent can you make your expectations clear about student behaviour?" and Item 14 "How much can you do to improve the understanding of a student who is failing?") were statistically significant. For all other individual items, while some differences were apparent across the two cohorts (BCCT and BFCT), none of these were large enough to be statistically significant.

4.4 Correlational Analysis between Professional Develop and Support and Teacher Sense of Efficacy

One of the main influences upon a teacher's sense of efficacy is the availability of and access to formal and informal support (Tschannen-Moran & Hoy, 2001). To ascertain if there was a relationship between the support strategies received and the participants' sense of efficacy, a correlation analysis was conducted. Table 4.9 presents the results of the correlation analysis for all 80 BTs in this study for the support strategies received and the teachers' sense of efficacy in the areas of instructional strategies, classroom management and student engagement. As expected, all three subscales of the TSES correlated with one another as well as with the total score. Similarly, formal and informal supports were correlated with one another and with the total support scale. However, it is not known if the differences are the result of the BTs' initial teaching education, school environment, subjects taught or other factors influencing the self-

efficacy of the participants. Other variables that are not the focus of this study might influence the self-efficacy of individual BTs and impact on the results.

Table 4.9. Correlations: TSES and Support for All Beginning Teachers ($N = 80$)

Scale	1	2	3	4	5	6	7
1 TSES Student Engagement	-						
2 TSES Instructional Strategies	.588**	-					
3 TSES Classroom Management	.708**	.565**	-				
4 TSES combined	.889**	.822**	.881*	-			
5 Formal support	.012	.229*	.006	.091	-		
6 Informal support	-.017	.184	.039	.076	.580**	-	
7 Overall support	.002	.237*	.019	.095	.951**	.804**	-

Note: *$p < .05$, two tailed. **$p < .01$, two tailed

For all BT participants ($n = 80$), as the formal support received increased there was an increase in their TSES Instructional Strategies score. Correlational analysis indicated that for the BTs as a group ($n = 80$) there is a positive, statistically significant correlation ($r = .229$, $p < .05$) between the Instructional Strategies subscale of the TSES and measures of formal support strategies received. A similar result was identified between overall support (formal and informal) and Instructional Strategies, with the correlational analysis indicating that for the BTs as a group ($n = 80$) there is a small positive, statistically significant correlation ($r = .237$, $p < .05$). For all other variables the correlational analyses were not statistically significant.

A partial correlational analysis was conducted to determine whether the TSES and support strategies are related to one another with the influence of the category of BT removed. The results of the partial correlation shown in Table 4.10 show that, having controlled for the category of BT (BCCT or BFCT), all 3 subscales of the TSES correlated with one another as well as with the total score. Similarly, formal and informal supports were correlated with one another and with the total support scale. Overall this shows that the relationship between the support strategies received and the participants' sense of efficacy was still present in the data.

Table 4.10. Partial Correlations: TSES and Support Controlling for Category of Beginning Teacher (BCCT $n = 37$, BFCT $n = 43$)

Scale	1	2	3	4	5	6	7

1 TSES Student Engagement	-						
2 TSES Instructional Strategies	.588**	-					
3 TSES Classroom Management	.713**	.566**	-				
4 TSES combined	.890**	.821**	.883**	-			
5 Formal support	-.001	.227*	.008	.086	-		
6 Informal support	-.023	.182	.040	.074	.579**	-	
7 Overall support	-.009	.235*	-.021	.091	.950**	.804**	-

Note: * significant 0.05 level (2 tailed). ** significant 0.01 level (2 tailed). *df* = 77.

As the correlational analysis shows that the category of BT had very little influence on the strength of the relationship between the support received and the BTs' sense of efficacy, an additional correlational analysis was conducted on the individual data sets related to the BCCTs (n = 37) and the BFCTs (n = 43). The results of the correlations are shown in Table 4.11 (BCCTs) and Table 4.12 (BFCTs).

Table 4.11. Correlations: TSES and Support for BCCTs (n = 37)

Scale	1	2	3	4	5	6	7
1 TSES Student Engagement	-						
2 TSES Instructional Strategies	.572**	-					
3 TSES Classroom Management	.652**	.622**	-				
4 TSES combined	.880**	.828**	.877**	-			
5 Formal support	-.052	.099	.067	.037	-		
6 Informal support	-.015	.032	.692	.828	.360*	-	
7 Overall support	-.033	.090	.102	.055	.916*	.704**	-

Note: * significant 0.05 level (2 tailed). ** significant 0.01 level (2 tailed). *df*= 36.

Table 4.12. Correlations: TSES and Support for BFCTs (n = 43)

Scale	1	2	3	4	5	6	7
1 TSES Student Engagement	-						
2 TSES Instructional Strategies	.615**	-					

3 TSES Classroom Management	.777**	.531**	-				
4 TSES combined	.909**	.819**	.888**	-			
5 Formal support	.039	.299	-.026	.118	-		
6 Informal support	-.056	.072	-.023	.081	.712**	-	
7 Overall support	.008	.313*	.113	.113	.968**	.866**	-

Note: * significant 0.05 level (2 tailed). ** significant 0.01 level (2 tailed). *df*= 42.

After splitting the data by category of BT (BCCT and BFCT), three differences in the results are identifiable within the data. The first is that the relationship between overall support and TSES Instructional Strategies is only statistically significant for the BFCTs ($r = .313^*$, $p < .05$). The next difference is that the relationship between informal support and formal support has a stronger correlation for the BCCTs ($r = .360^*$, $p < .05$) than the BFCTs ($r = .712^{**}$, $p < .01$). The last difference is that the relationship between overall support and formal support has a stronger correlation for the BCCTs ($r = .916^*$, $p < .05$) than the BFCTs ($r = .968^{**}$, $p < .01$).

The key findings identified and discussed in this section were that there were some differences in mean scores between BCCTs and BFCTs across each of the 3 subscales and on the overall self-efficacy scores. None of the mean differences were statistically significant. Thus far, this chapter has reported the findings related to the lived experiences of BCCTs in NSW DoE high schools in order to gain an understanding of how existing NSW DoE policy frameworks and school-based practices contribute to the provision of BTs' PD&S. The next section of this chapter will present the quantitative results on how the decisions made within the NSW DoE and the school environment by the principals and head teachers, along with the challenges faced as a BT, influence future intentions to remain in or leave the teaching profession.

4.5 Future Intentions to Remain in or Leave the Teaching Profession

As discussed in Chapter Two, BTs face a range of challenges during their entry into the teaching profession including high workloads and a lack of support (Buchanan, 2010; Gallant & Riley, 2014). How individual BTs handle these challenges and the influence of the microsystems (schools, principals and head teachers) in which they are located can impact their decision to remain in or leave the teaching profession. The findings reported in this section are the result of the analysis of the *Support for Beginning Teachers Survey* (Andrews et al., 2007) data from 80 BTs.

The main finding is that the majority of participants, 95% of BCCTs (35 out of 37) and 93% of BFCTs (40 out of 43) had the intention of remaining within the teaching profession, with only 5% of BCCTs (2 out of 37) and 7% of BFCTs (3 out of 43) indicating that they would leave the teaching profession within the next two years. A descriptive analysis of BCCTs' and BFCTs' future intentions to remain in or leave the teaching profession is presented in Figure 4.2.

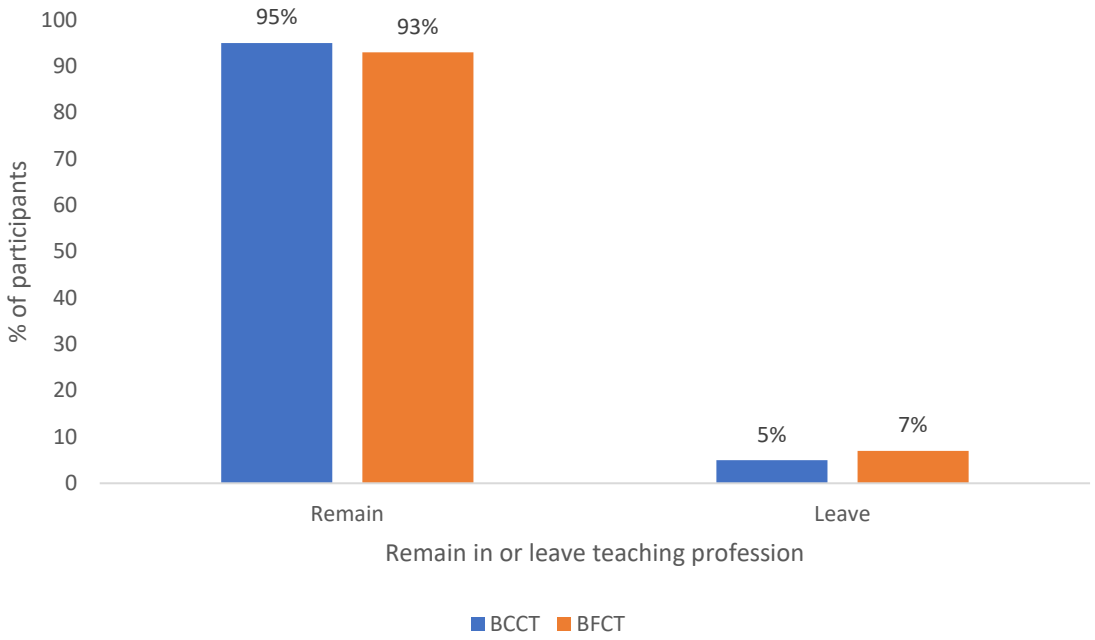

Figure 4.2. Future Intentions by Category of Beginning Teacher, BCCTs (n = 37) and BFCTs (n = 43)

As can be seen in Figure 4.2, the percentages of those who intended to leave the teaching profession in the two categories were similar (BCCTs 5% and BFCTs 7%). This is comparable to recent NSW DoE data, which reports that on average 3.3% of teachers in their first year and 10.5% of teachers in their first five years officially resign from a teaching position (NSW Government, 2013). This figure, however, excludes teachers without permanent work and, with approximately 15% of high school teachers working in temporary or casual positions, the official resignation figures only capture part of the population that resigns (McKenzie et al., 2014).

The results of the current study are in direct contrast to a range of reports which have suggested that 25% of Australian BTs leave the teaching profession within the first two years (Productivity Commission, 2012). Reporting on the results of the Staff in Australia's Schools Survey from 2013, McKenzie et al. (2014) identified that 40% of early career teachers "have

not yet committed to teaching as a career" (p. 107), while Riley and Gallant (2010) in their study of early career teachers in Victoria have the rate of resignations as high as 50%. While there is no certainty that the participants' intentions translate to actual retention or resignation, the results of this study might be explained by the fact that the participants completed the survey during the early stages of the school year of their first or second year of teaching and at that time they were confident and satisfied in their career choice.

Additionally, interview data from BCCTs suggest that they had made a substantial decision to retrain as a teacher and had the opportunity to pursue a career that they had always been drawn to for intrinsic reasons such as developing students' knowledge and skills. Even though they were encountering a range of challenges including high workloads, financial issues and a lack of permanent teaching positions, the BCCTs remained committed to their change in career. It is likely that these particular teachers are also in possession of significant resilience that allows them to survive the challenges of their first years of teaching (Buchanan et al., 2013). These data must be interpreted with caution as there is no interview data for BFCTs, as they were not interviewed in this study. Also, due to the low numbers of BTs surveyed, it is possible that these results may not be generalisable to the wider NSW DoE high school BT workforce. Further research is needed, and this will be discussed in Chapter Seven.

4.6 The Reciprocal Interactions

Up until now, the elements of the Ecological Systems Model (Bronfenbrenner, 1979) have been presented individually and separately. In order to obtain a holistic perspective on the lived experiences of the BCCTs within NSW DoE high schools, it is important to look beyond the findings within the single systems and look to the interactions between and across the whole ecological system (Bronfenbrenner, 1979) of which the BCCTs are located at the centre. Interactions are the activity of being with and talking with other individuals and stakeholders, and the way that individuals react to each other.

This section draws together and looks beyond the single systems and identifies how the interactions between the systems, NSW DoE (exosystem), the principal and head teachers within the schools (microsystems) are guided by the (lack of) knowledge and communication between them, which directly or indirectly influences the lived experiences of the BCCTs.

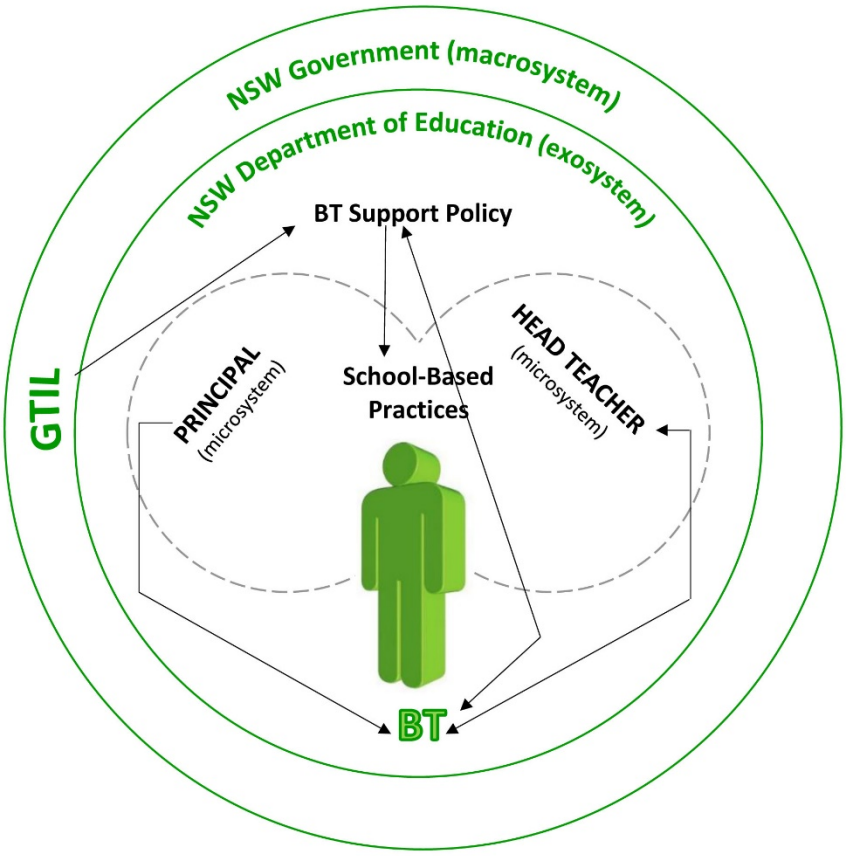

Figure 4.3. The Reciprocal Interactions. Adapted from Bronfenbrenner's (1979) Ecological Systems Model

As seen in Figure 4.3, the interactions between the systems are multifaceted; one and multi-directional, however, the largest influence upon the lived experiences of the BCCTs was from the NSW DoE. This was through indirect interactions via the development of policies within the NSW DoE but also directly through their day-to-day interactions within the school context and with key microsystems (principals, head teachers). However, based on the findings from the quantitative and qualitative data, knowledge and communication within and across the NSW DoE, the schools and BTs were the dominant underlying influences upon the lived experiences of the BCCTs.

Decisions made within the exosystem (NSW DoE) in the development of the *funding policy* directly influenced the development and implementation of school-based PD&S practices within NSW DoE high schools. The *funding policy* was developed and implemented by the NSW DoE as a direct result of *Great teaching, inspired learning: A blueprint for action* (NSW Government, 2013) being developed as the key strategic direction to improve education within NSW. The *GTIL* blueprint for action was developed through extensive stakeholder engagement within the NSW education environment in 2012–2013, including with the public, private and

independent school systems, initial teacher education providers and researchers. Indirectly the NSW DoE has utilised the knowledge acquired through *GTIL* to inform the development of the *funding policy*. However, as identified within the findings of this study, this knowledge is removed from the realities of the day-to-day demands and challenges that BTs face.

Further complicating the impact of the *funding policy* upon the BCCTs is a lack of understanding and knowledge at the BCCT level of the key components of the policy. This was highlighted in the findings above where the NSW DoE policy officer spoke of large volumes of phone calls from BTs expressing their concerns "that they were not receiving their support funding" from the schools (microsystems) in which they were employed. The lack of understanding of the policy by the BCCTs was due to a number of factors, including the fact that they did not receive any communication from either the NSW DoE or the school(s) in which they were employed to assist them to understand the main element of the policy, namely the discretion that is provided to principals about how the funds are utilised. In addition, the BCCTs were more focused on their day-to-day challenges and individual PD&S needs rather than researching NSW DoE policies. A recommendation related to communication about this issue will be made in Chapter Seven.

The principals interviewed in this study exercised their discretion within the *funding policy* to engage outside facilitators to develop and present the PD&S program. This was a strategic decision based on their knowledge of the workload placed on head teachers who are otherwise required to develop and deliver PD&S programs. While the principals succeeded in reducing the head teachers' workloads, the PD&S programs themselves were not meeting the development needs of the BCCT participants in this study due to a lack of communication with the BCCTs, and lack of knowledge of their PD&S needs. Overall, as detailed in Table 4.1, both BCCTs and BFCTs reported receiving low amounts of formal support in their responses to the *Support for Beginning Teachers Survey* (Andrews et al., 2007).

In addition, all of the BCCTs said that, due to a lack of consistent PD&S programs and to their needs not being met, they sought out informal support. There is a possibility that, although head teacher resources and time were not utilised in the initial PD&S program, the workloads were shifted to the informal day-to-day interactions of the head teachers and other teachers or even the BTs themselves. Any potential cost savings have been offset by requests for informal PD&S due to the formal PD&S program not meeting the BCCTs' development needs.

Teaching is presented within the media as a family-friendly profession (Carmody, 2018; Kellahan, 2016); however, from the perspectives of the BCCTs within this study this was not the case. They struggled to balance their family responsibilities with their workloads and PD&S needs. The lack of communication between head teachers and BCCTs around their PD&S needs and their outside responsibilities meant that many of the BCCTS could not attend PD&S sessions that were held before or after school. As a result, the BCCTs were not able to access the PD&S that their schools were providing for them, further impacting upon their professional development in the short and long term. Due to the lack of understanding of the BCCTs' family commitments, the head teachers interviewed in this study questioned the BCCTs' motivation to engage in the PD&S sessions, potentially resulting in fewer PD&S opportunities being offered in the future. A recommendation will be made in Chapter Seven relating to this issue.

Decisions made within the exosystem (NSW DoE) in the development of the *funding policy* directly influenced the development and implementation of school-based PD&S practices in NSW DoE high schools. Within the NSW high schools, the lack of two-way communication between the principals/head teachers and the BCCTs resulted in a lack of understanding of the PD&S needs of the BCCTs, directly impacting upon the PD&S opportunities that were made available to BCCTs. Overall there is a lack of communication and knowledge across the NSW DoE (exosystem), schools (microsystems) and the BCCTs, which influences the lived experiences of the BCCTs within this study.

4.7 Conclusion

The overall aim of this study was to explore, interpret and describe the lived experiences of BCCTs in NSW DoE high schools with a focus on gaining an understanding of how existing policy frameworks (exosystem) and school-based practices (microsystem) contribute to the provision of BTs' PD&S and their retention in the profession. Bronfenbrenner's (1979) Ecological Systems Model informed the design and interpretation of the findings, and the discussion has been structured around the DoE (exosystem), school (microsystem) and individual levels. This involved drawing upon quantitative and qualitative data from BTs, and semi-structured interviews with key stakeholders within the NSW DoE and school environments.

The quantitative findings presented in this chapter show that there are similarities between BCCTs and BFCTs regarding their sense of efficacy as a teacher, the PD&S they received and valued, and their future intentions to remain within the teaching profession. Overall, low levels of formal and informal PD&S were received by both BCCTs and BFCTs, and there were some

differences in the value they placed upon the individual support strategies. Due to the lack of formal PD&S received, both BCCTs and BFCTs sought out informal support within their own microsystem and that of the school environment. With regards to their sense of efficacy as a teacher, both BCCTs and BFCTs held strong beliefs in their abilities within the school and classroom environments.

The qualitative findings provided insights into a number of impediments that BCCTs face that limit their participation in PD&S opportunities. These include the impact of workload pressures and family commitments being prioritised by individual BCCTs. Interviews conducted at the NSW DoE, high school and individual participant levels enabled further insights into the lived experiences of the BCCTs to be obtained. BCCTs were influenced by a lack of knowledge and communication between and across the NSW DoE (exosystem), and the principal and head teachers within the schools in which they were teaching (microsystems) (Bronfenbrenner, 1979). In particular, the NSW DoE *funding policy* exerted an influence upon BCCTs indirectly through the development of school-based practices within high schools. The fact that the formal and informal PD&S were not meeting the needs of the BCCTs was a manifestation of a greater issue, namely a lack of understanding and communication between the NSW DoE policymakers within the exosystem, principals and head teachers within the school environment (microsystems) and individual BCCTs. This will be discussed further in Chapter Seven.

Of key importance is that during analysis of the BCCT interview data it became evident that the employment context in which the BCCTs were employed, either permanent or temporary, had the greatest influence upon their transition into the teaching profession. This included the impacts upon the access to and levels of PD&S they received and their overall lived experiences. This resulted in re-analysis of the existing data focusing on the impacts of employment classification on NSW DoE policies, school-based practices and the lived experiences of the BCCTs. The results of the re-analysis of the quantitative and qualitative data are detailed and discussed in Chapter Six.

The next chapter will provide an additional overview of the policy context related to the employment classification of BTs and will present a critical and analytical review of the literature on BTs, with a particular focus on employment classification.

CHAPTER FIVE: POLICY CONTEXT AND LITERATURE REVIEW: EMPLOYMENT CLASSIFICATION OF BEGINNING TEACHERS

5.1 Introduction

At this point, the thesis documents how the original focus of this study was reoriented and refined to seek a more nuanced understanding of how a beginning career change teacher's (BCCT's) employment classification impacts upon their access to professional development and support (PD&S) opportunities, and upon their sense of efficacy and their retention. Analysis of the data on how the New South Wales Department of Education (NSW DoE) policies and school-based practices influence, and are influenced by, the category of beginning teacher (BT) identified a factor that was not anticipated at the commencement of this research: a BT's employment classification. Multiple answers from participants revealed that their employment status was a key factor in determining how they experienced their initial entry into the teaching profession, including an inability to obtain a permanent teaching position resulting in financial concerns and differing levels of access to PD&S. For this reason, a re-analysis of the data was required.

Chapter Five consists of three parts, with Part One detailing the additional focus of the study, namely the employment classification (temporary or permanent) and providing definitions of the terminology used to categorise a teacher's employment status. Part Two extends the discussion of the policy context in Chapter Two by providing detail on two policies that are relevant to the additional research focus. These are the *Promotion and Transfer Procedures for School Teachers 2013* (NSW DEC, 2014d) and the *Australian Professional Standards for Teachers* (AITSL, 2011). In addition, published data relating to the Australian and NSW teacher workforce are provided that demonstrate that differing data sources provide conflicting information on whether there is a shortage or surplus of teachers.

Part Three extends the literature review in Chapter Two to critically review relevant international and Australian literature relating to different employment contexts and their impacts upon the transition and retention of BTs. This includes literature on the prevalence of temporary employment within the Australian teacher workforce, and the impacts of differing employment classifications on access to formal and informal PD&S. Literature related to the key aspects of school-based practices and how differing employment classifications influence

the decisions made within schools is discussed. The chapter concludes by detailing the processes involved in re-analysing the data with a focus on the employment classification of the BTs and then reiterating the key points made within this chapter.

5.2 Additional Research Focus

During the interview analysis it became evident that a key influence on the BCCTs' experiences within the NSW DoE policy context (exosystem) and within the high school context (microsystem) in which they were employed was their employment classification. Employee classification relates to how employees, in this study BTs, are framed as it can determine salary, employee benefits such as access to leave entitlements, and retirement benefits.

Within NSW DoE schools, the terminology used to categorise a teacher's employment status is "permanent", "temporary" and "casual" teachers. The terminology and definitions used in this research reflect those used within the NSW DoE policy documents and *Crown Employees (Teachers in Schools and Related Employees) Salaries and Conditions Award 2014*. These are:

- Permanent teacher: A teacher appointed to the NSW DoE and to a specified teaching position in a school. Permanency guarantees security of tenure within the department for the remainder of a teacher's working life (although not necessarily within the given school).

- Temporary teacher: A non-permanent teacher, who is appointed to a school for a maximum period of one year. Teachers may be employed in a full-time position for four weeks or more, or a part-time position of one to four days per week for two terms or more. Temporary teachers are entitled to most of the entitlements of permanent teachers, including salary on a pro-rata basis.

- Casual teacher: Qualified teachers who take day-to-day teaching appointments, usually to replace permanent teachers who are absent or participating in other activities. Casual teachers are paid a daily rate, which is loaded to include a component for sick leave and vacation pay.

A re-examination of NSW DoE policies and school-based practices relating to PD&S further revealed that the issue of employment classification within and across the NSW DoE and across individual high schools warranted deeper analysis. This was part of the iterative ongoing process of data analysis (Creswell, 2013) and a decision was made to re-analyse the existing

data with an additional focus on the employment classifications (permanent or temporary) of the participants. No additional data collection was required.

An additional research question and sub-questions were added to reflect the influence of employment classification upon the lived experiences of the BCCTs. The additional research question and sub-questions are:

2. How does employment classification impact the support for beginning first career high school teachers?
    a. How do the support strategies a beginning career change high school teacher with a 'permanent' employment classification compare with those beginning career change, high school teachers with a 'temporary' employment classification?
    b. How does employment classification effect the retention of beginning career change high school teachers?

The additional analytical direction compares the lived experiences of BCCTs who commence teaching in permanent school-based employment and those who are employed as temporary teachers. The overall aim of this study remains the same: to explore, interpret and describe the lived experiences of BCCTs in NSW DoE high schools. Further, it aims to understand how the existing policy frameworks and school-based practices contribute to the provision of PD&S for BCCTs in differing employment classifications and to their retention.

The additional research focus on employment classification does not minimise the importance of the findings from Chapter Four. In fact, the findings from chapters four and six of the current study complement each other and contribute to extending knowledge on how BCCTs experience their first year(s) of teaching within NSW DoE high schools.

5.3 Policy Context Impacting on Beginning Teachers

Section 5.3 provides an overview of two additional written policies that operate within the NSW DoE exosystem and directly influence permanent and temporary BCCTs' lived experiences within NSW DoE high schools (microsystems) and that frame this additional research focus. These are the *Promotion and Transfer Procedures for School Teachers* (NSW DEC, 2014d) and the *Australian Professional Standards for Teachers* (AITSL, 2011). The *Promotion and Transfer Procedures for School Teachers* outlines the employment processes that all NSW DoE high schools are required to follow, which influence employment

opportunities for BTs. The *Australian Professional Standards for Teachers* specifies differing time periods for the completion of accreditation requirements based on employment classification.

The interrelationship of these key policies and the employment classification of the participants in this study will be explained in the following subsections, which will enable an understanding of the policy context that frames the environment in which BTs commence their teaching career within NSW DoE high schools. This section extends Chapter Two, providing additional policy information on the NSW DoE policies that are developed within the mesosystem and shape the school contexts (microsystem) that BTs in different employment classifications (permanent or temporary) encounter. All of the policy context discussed in Section 2.2 remains relevant.

5.3.1 New South Wales Department of Education Promotion and Transfer Procedures for School Teachers

All NSW DoE primary and high schools must adhere to the *Promotion and Transfer Procedures for School Teachers* to fill vacant teaching positions. Schools are not allowed to employ teachers directly in permanent positions even where there is a match between an individual teacher's skills and the school's requirements. With over 60,000 teachers employed in NSW public schools (NSW DEC, 2014a), the DoE must efficiently manage the process of filling vacant teaching positions. In order to achieve a fair, professional and comprehensive system, the *Promotion and Transfer Procedures for School Teachers* was developed, which determines a staffing entitlement for each high school based on student enrolment numbers at the start of each year. The staffing entitlement then determines the number and type of centrally identified positions (classroom teacher, executive and principal) the department will fund for each school. This entire process ensures that the available teaching positions, their purpose and their budget are kept under government control, aiming to advance the education system through monitoring and feedback. This policy directly influences the school-based practices that can be utilised in employing teachers within individual high schools (microsystems). This has a direct impact upon the opportunities and challenges faced by BCCTs in obtaining permanent employment.

5.3.2 Australian Professional Standards for Teachers

With the additional focus on employment classification, the *Australian Professional Standards for Teachers* (AITSL, 2011) became relevant as the accreditation requirements are dependent upon employment classification. All BTs in NSW DoE primary and high schools, regardless of employment classification, are required to demonstrate that they meet the relevant standard

descriptors in the *Australian Professional Standards for Teachers* in order to achieve accreditation at the Proficient Teacher level (AITSL, 2011). The overall process of an individual collecting and submitting appropriate evidence against teaching standards to a Teacher Accreditation Authority (TAA) is the same for all BTs. The only differentiation within the accreditation process is based on employment classification of the BTs, allowing permanent BTs to achieve accreditation within three years, and temporary and casual BTs within five years.

In 2003, the Australian Federal Government developed and implemented the National Framework for Professional Standards for Teaching (MCEETYA, 2003) to improve teacher quality and student achievement. The standards are structured around four career dimensions for teachers: Graduate, Competent, Accomplished and Lead, which "do not signify levels of experience; rather they frame general and recognisable aspects of professional capacity and achievement. They reflect a broad continuum of professional development rather than a simple temporal framework of experience" (MCEETYA, 2003, p. 9). This document laid the foundation for current standard frameworks in Australia from which individual states formed their own governing teacher institutes and developed their own teaching standards.

The NSW Institute of Teachers (NSWIT) was formed in 2003, and the NSW Professional Teaching Standards were developed in 2004, modifying the National Framework for Professional Standards for Teaching (MCEETYA, 2003). This meant there were differing standards in different Australian education departments; however, the underlying structure and intent remained the same. The NSW standards only apply to those commencing teaching from 2004 onwards, returning to teaching after an absence of five or more years, or those who entered the NSW education system from interstate or overseas. These teachers were subsequently labelled "New Scheme" teachers, and this continues to frame their status within the teaching profession. All teachers qualified before 2004 automatically received full accreditation at the Proficient Teacher stage in 2018, recognising their professional qualifications and experience.

In 2010, a national body called the Australian Institute for Teaching and School Leadership (AITSL) was formed, and it developed the *Australian Professional Standards for Teachers* (AITSL, 2011) with the intention of providing all teachers with explicit guidance on the knowledge, skills and dispositions required at different levels of their career. In 2012, the NSWIT adopted the *Australian Professional Standards for Teachers* and all NSW teachers employed after 1 October 2012 were required to become accredited to these standards. In 2014,

the NSWIT merged with the NSW Board of Studies Teaching and Educational Standards, which was subsequently replaced in 2017 by the NSW Education Standards Authority (NESA). The official reason for this change was "to better protect teaching and learning standards, reduce the administrative burden for most teachers, schools and providers and focus compliance monitoring where it's needed most" (NSW Education Standards Authority, 2017).

This discussion of the *Promotion and Transfer Procedures for School Teachers* and the *Australian Professional Standards for Teachers* has provided additional context on the policies of the exosystem (NSW DoE) that influence the school environment (microsystem) in which BTs with different employment qualifications enter the teaching profession. This discussion of these additional documents has added to the information discussed in Chapter Two. Section 5.4 will discuss workforce data that frame the broad employment context that exists within the NSW DoE, which ultimately influences the employment opportunities and challenges faced by the BCCTs within this study.

5.4 Employment Context: Statistics on the NSW DoE Teaching Workforce

Examining the demographic profile of the teaching workforce is essential for understanding the employment context that affects BCCTs' lived experiences and continuing employment as teachers. Within the various published reports there is conflicting information on whether there is a shortage or surplus of teachers within the Australian and NSW DoE workforce. Existing teacher workforce data on the ageing workforce, increase in student numbers and BT resignations combine to suggest that there is a shortage of high school teachers within Australia and the NSW DoE, while increases in teacher graduates in excess of the permanent teaching vacancies within the NSW DoE implies that there is a surplus within the teacher workforce. The data associated with both perspectives will now be briefly discussed. This section does not endeavour to provide all the workforce statistical information; rather it provides data that are relevant to outlining the context of the NSW DoE (exosystem).

5.4.1 Shortage of Teachers

Ageing Workforce

Over the past decade the issue of Australia's ageing teacher workforce has been widely reported, with concerns that the high proportion of current teachers and school leaders aged 50 or over will cause teacher shortages and a loss of organisational knowledge as they reach retirement age (between 55 and 60 for this generation of teachers) (ABS, 2014; NSW Government, 2010; OECD, 2014; Productivity Commission, 2012). Within NSW DoE schools, current workforce data indicate (Figure 5.1) that more than a third (35%) of the teacher workforce is aged over 50 years (CESE, 2018, p. 45).

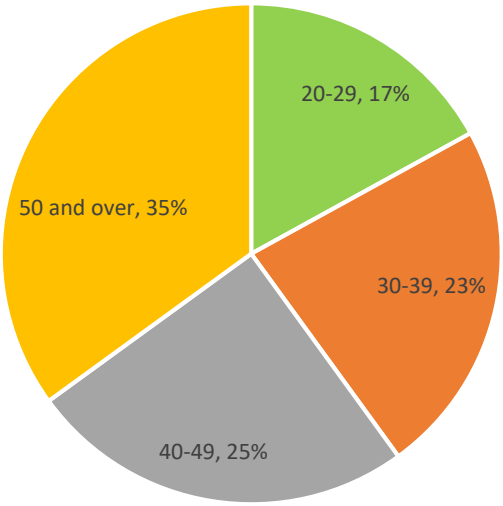

Figure 5.1. Proportion of NSW DoE Teachers by Age Group

Source: CESE (2018). NB: The data illustrated in Figure 6 include both primary and high school teachers in NSW.

Similar workforce data are reported in the *Staff in Australia's Schools* report, which highlighted that 36% of high school teachers are aged 50 or over across all Australian schooling sectors (public, private and independent) (McKenzie et al., 2014). Some caution should be exercised when assessing the age profile and the resulting impact of future teacher retirements, as individuals enter and leave the profession at a wide variety of ages. The *Staff in Australia's Schools* report concludes: "The current trend suggests that large numbers of teachers will need to be recruited in the next few years to meet projected growth in student enrolments and replace

teachers who retire" (McKenzie et al., 2014, p. 22). Increased student enrolments are forecast to occur over the next decade, and this will result in additional teacher shortages being created.

Increase in Student Numbers

According to recent ABS projections, the number of children in NSW primary schools will increase by approximately 1.3% per year for the next decade (compared to a decline of 0.1% per year in the previous decade), equating to an increase of 385 additional classes each year for 10 years (ABS, 2014). Further supporting the ABS projections are forecasts in *The teacher workforce in Australia: Supply, demand and data issues* (Weldon, 2015) that between 2011 and 2020 primary school student numbers will increase by 92,000. Corresponding increases will flow through to NSW DoE high schools from 2018 and it is estimated that NSW DoE high schools will require an additional 3,000 teachers each year from 2014, rising to 3,500 teachers a year in 2020 (Weldon, 2015). The increasing student numbers will directly affect the number of teachers required and, if not addressed, will exacerbate the shortage of teachers within NSW DoE high schools. This will in theory create permanent employment opportunities for the BCCTs in this study who are commencing a new career within the teaching profession. Another factor that contributes to the shortage of teachers is the large numbers of BT resignations within the first few years of entry into the teaching profession.

Beginning Teacher Resignations

The NSW DoE reports that the resignation rates of first year BTs employed in a permanent position at high schools have been relatively low and in decline, with resignation rates averaging 2.8% over 2008 to 2014 (NSW DEC, 2015b). It is important to note that in NSW DoE statistics, teachers who are employed as temporary teachers for one year or less are not counted as staff. Due to the exclusion of temporary and casual teachers, the resignation rates are misleading, especially because the majority of teachers join the profession in temporary or casual employment (NSW DoE, 2018a). The most recent Staff in Australia's Schools Survey (McKenzie et al., 2014) found that approximately 15% of beginning high school teachers within Australia are working on a temporary or casual basis, and less than half of all BTs aged 25 or under are employed in a permanent position (McKenzie et al., 2014), thus the official NSW DoE statistics only capture part of the population. Of further concern, the survey found that only around half of all teachers stated that they intended to make teaching their lifelong career, and two in five (40%) BTs reported that they "have not yet committed to teaching as a career" (McKenzie et al., 2014, p. 107). Research on the reasons for BT resignations suggests

that the two most common reasons are high workloads and poor work conditions (Goldring et al., 2014). The financial consequences for schools and individuals were discussed in Section 2.6.

The workforce data discussed here indicate that overall there is a shortage of high school teachers within Australia and the NSW DoE. This in theory provides employment opportunities for the BCCT participants in this study. However, there is a range of workforce data that provides a contrasting perspective that there is a surplus within the Australian and NSW DoE teacher workforce, which directly limits the employment opportunities for new entrants to the profession.

5.4.2 Surplus of Teacher Graduates

Within Australia, a policy shift by the Federal Government in 2012 changed university funding arrangements from a "supply-driven system" (*Higher Education Support Act 2003*), in which the government allocated student places to public universities to a "demand-driven system" (*Higher Education Support Amendment (Demand Driven Funding System and Other Measures) Act 2011*). The removal of the cap on the number of government-subsidised domestic students universities could enrol provided universities with greater scope to enrol students based on demand, allowing universities to expand in areas of labour market need (Weldon, 2015). Growth in the system began almost as soon as the announcement was made, with Commonwealth-supported commencements in initial teacher education increasing by 26% between 2009 and 2014, from 7,681 to 10,430 (AITSL, 2016). This increased the number of graduates that are now seeking employment within high schools. However, from 1 January 2018 the Australian Federal Government implemented "a freeze on total Commonwealth Grant Scheme (CGS) funding from 1 January 2018, set at 2017 funding levels, for Bachelor's degree courses in 2018 and 2019" (Morrison & Cormann, 2017, p. 143). The impact of this funding change will limit the number of university places offered to prospective students, thereby reducing the number of BT graduates.

Figure 5.2 compares the number of new applicants approved to teach and the permanent classroom positions that were filled over the same period within the NSW DoE. This information was obtained from NSW DoE annual reports, which summarise the department's services, achievements and operational activities (NSW DEC, 2013, 2014a, 2015a; NSW DoE, 2018c).

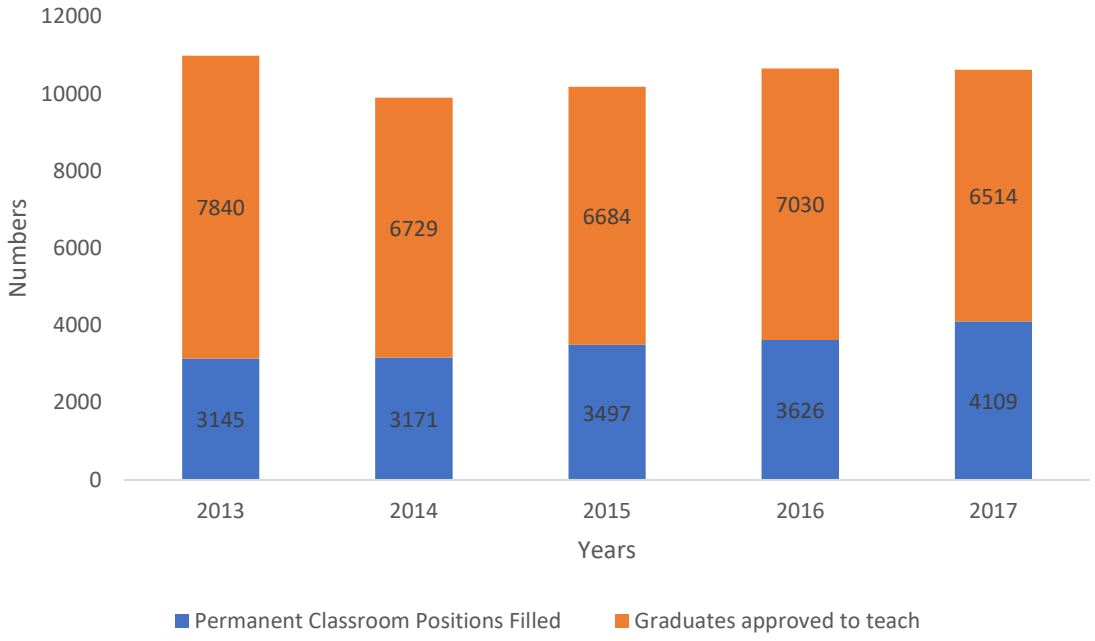

Figure 5.2. Applicants Approved to Teach Compared with Permanent Classroom Positions Filled
Data source: NSW DEC, 2013, 2014a, 2015a; NSW DoE, 2018c.

Figure 5.2 indicates that more teachers are graduating from initial teacher education and obtaining approval to teach within NSW DoE high schools than the number of permanent classroom positions filled. It is within this employment context that the BCCT participants of this study are entering the teaching profession within NSW DoE high schools.

Overall, this section has highlighted the existence of conflicting workforce data sources, with some indicating that teacher shortages exist and others highlighting the oversupply of high school teachers. In turn, this creates difficulties in determining the current state of play with the NSW DoE teaching workforce. As the largest employer within the education sector in Australia, with over 84,000 teachers and over 1.18 million students across 3079 schools, the lack of consistent data adds an additional layer of complexity to studying the NSW DoE, individual schools and individual teachers (Australian Curriculum, Assessment and Reporting Authority [ACARA], 2017). The next section will situate the NSW DoE teacher workforce data within relevant international and Australian literature that considers the impacts of employment classification upon the transition and retention of BTs within NSW DoE high schools.

5.5 Literature Review

To inform the additional research focus on the impact of differing employment classifications, Section 5.5 critically reviews relevant international and Australian literature relating to employment context and the current situation of the Australian teacher workforce. This additional literature review builds upon the literature review in Chapter Two and further highlights the importance of the shift in focus of this study.

5.5.1 Prevalence of Temporary Employment within the Australian Teaching Workforce

In Australia, the deregulation of the labour market that occurred in the early 1990's has resulted in a paradigm shift from permanent to temporary employment across a wide range of industries, including the teaching profession (Pusey & Wilson, 2003). Additional pressures on the teacher workforce including economic reform, the influence of globalisation, technological advances and changing societal norms and structures (MCEETYA, 2005) are directly challenging the long-held belief that the teaching profession is a stable and secure career due to the availability of permanency (OECD, 2009). Deregulation of the labour market and a shift from permanent to temporary employment within the teaching profession are the largest factors impacting on BTs' employment opportunities. However, little is known about how the prevalence of differing employment classifications impacts upon the PD&S that BTs receive, their self-efficacy and their decisions to remain in or leave the teaching profession.

Research conducted three decades ago on the status of the teaching profession in Australia (Senate Employment, Education and Training Reference Committee, 1988) identified a range of problems associated with the increased movement towards temporary employment. These included a lack of stability for both students and teachers, teachers' lack of opportunity to establish ongoing relationships with members of the school community, and teachers leaving the profession due to the limited likelihood of obtaining a permanent position. Despite this, the utilisation of the temporary workforce continues to increase within NSW and Australian schools (Boyd, Grossman et al., 2011; VAGO, 2012). The Australian Education Union (AEU, 2008) has been critical of the increased utilisation of temporary contracts, drawing upon quantitative results from their New Educators Survey of 1545 BTs and suggesting that "schools are employing numerous new teachers on contracts to ease budgetary pressures" (p. 6). Whilst the report does not provide detailed information relating specifically to NSW high schools, the findings do provide a valuable insight into the changing teacher employment context, where short-term temporary work has become the norm in Australian schools (AEU, 2008; Latifoglu, 2014; Pietsch, 2011; Varadharajan, 2014). This makes a teaching career less secure, both

financially and in terms of security of employment, than it once was. BTs are entering the teaching profession at a time of "uncertain and fragmented employment … characterised by short term contract work and successive rather than continuous appointments", directly impacting upon their ability to obtain a permanent position (Pietsch & Williamson, 2007, p. 470).

The Review of the Demand Driven Funding System within Australian universities (Kemp & Norton, 2014) identified that the flexibility of the demand-driven system was a significant improvement in terms of meeting skills shortages across a range of industries including education, engineering and health. However, the same review identifies that the "new system does rely on young people making reasonably well-informed judgments about which courses will lead to labour market opportunities" (Kemp & Norton, 2014, p. 22). As a consequence of the NSW DoE not having an influence over the teacher supply, large numbers of graduates are now seeking employment within NSW DoE high schools and many of them are unable to obtain permanent positions (Weldon, 2015), in effect creating an oversupply of teachers.

Within the NSW DoE, or what Bronfenbrenner (1979) would refer to as the exosystem, there is an acknowledgement that "[t]he majority of teachers commence their careers in the NSW public education system as casual or temporary teachers" (NSW, DoE, 2018a). This does not provide BTs with cause for optimism that they will attain permanent teaching positions, and for many BT teachers these will remain elusive (Jenkins et al., 2009). Data gathered from several studies and government reports show a significant increase in the number of BTs entering the teaching profession in both temporary and casual positions. In 2003, approximately 60% of BTs obtained full-time teaching positions upon graduation (Committee for the Review of Teaching and Teacher Education, 2003; Jenkins et al., 2009); however, these rates decreased to 44% in 2013 and 46% in 2014. A study of the induction of BTs in Australia conducted by AITSL (2014) identified that just 25% of first year BTs indicated that they were employed in a permanent position, while two thirds of BTs had begun their teaching career in temporary and casual teaching positions.

5.5.2 Impacts upon BTs of Temporary Classification

Impacting upon a BTs' lived experiences within the teaching profession is the prevalence of out-of-field teaching in order to obtain permanent employment. Out-of-field teaching is defined as "teaching a subject for which they have not studied above first year at university, and for which they have not studied teaching methodology" (Weldon, 2016, p. 1). In essence it is where a teacher is teaching a subject in which they do not have a specialisation, for example when an English-trained teacher is teaching history. This issue of out-of-field teaching and the requirement for BTs to undertake this was not discussed in Chapter Two as it was not relevant for differing categories of BTs. However, with the additional focus on employment classification in this chapter, it is relevant as many temporary BTs are required to undertake out-of-field teaching in order to secure employment opportunities. The only data currently available on the extent of out-of-field teaching across Australia come from the 2013 Staff in Australia's Schools Survey (SiAS). Within Australian high schools 26% of teachers are teaching out of field at the Year 7–10 levels, while this is reduced to 15% at the Year 11–12 level. For BTs, out-of-field teaching increased to 37% at the Year 7–10 levels and 15% at Years 11–12 (Weldon, 2016). Researchers and educational leaders agree that teachers are the most important school-based factor affecting student achievement (Lasagna, Laine, & Behrstock-Sherratt, 2011). The negative impacts of out-of-field teaching by temporary BTs include a reduction of their sense of efficacy and wellbeing (Pillay, Goddard, & Wilss, 2005), which may in turn result in the BT doubting their professional identity and ability as a teacher (Hobbs, 2013). It is also argued that the practice of out-of-field teaching has the potential to have negative and inequitable effects on student outcomes, particularly for those students in low SES communities and small, rural or remote schools (Darling-Hammond, 2003; Ingersoll & Curran, 2004).

Within Australia, the strategy of employing out-of-field teachers in temporary positions is commonly used by high school principals, with 47% of government high school principals indicating that they ask teachers to teach outside their field of expertise in response to teacher shortages (McKenzie et al., 2011). With 54% of BTs more likely to commence teaching in temporary positions, it is more likely that BTs will also be in the position of teaching out of field without having the appropriate pedagogical, content or pedagogical content knowledge (Weldon, 2016). In addition, as temporary teachers they will generally not have access to PD&S opportunities in which to develop the subject knowledge that they require, resulting in an increase in their workloads.

5.5.3 Lack of Ongoing Formal and Informal PD&S for Temporary BTs

As previously stated, for many BTs a permanent teaching position within a NSW DoE high school can prove to be elusive and, as a consequence of their temporary employment, their ability to access formal and/or informal PD&S is restricted (Weldon, 2016). As discussed in Chapter Two, there is a general consensus that initial teacher education is not able to offer all the skills and knowledge that BTs require. Some believe that people can only learn to become a teacher while in the practice of teaching (Feiman-Nemser, 2001; Gasner, 2002; Hay Group, 2012). Similarly, Pietsch's (2011) research on differentiated employment of primary school teachers within the NSW DoE identified that the key to successful first year teaching, whether in permanent, temporary or casual teaching, appears to be the formal and informal support that teachers receive at the school level. BTs in permanent teaching positions are able to develop their pedagogical skills and content knowledge by accessing PD&S opportunities and experiences and are able to make progress that is cumulative in effect (Pietsch, 2011). In comparison, BTs in temporary teaching positions, often in differing school contexts, are not able to make improvements in their pedagogical skills, limiting their overall development as a BT (Pietsch, 2011).

In an earlier study, Pietsch and Williamson (2007) identified that entering the teaching profession in temporary employment adversely affects BTs' abilities to develop a good understanding of "critical areas of the profession, of themselves as teachers and of the means to professional classroom competence" (Pietsch & Williamson, 2007, p. 47). For BTs in permanent positions, the repetitive nature of learning enables them to "make progress that is cumulative in effect" (p. 471). However, BTs in temporary employment who do not have a permanent classroom nor school context "make little progress" (p. 471). Latifoglu (2014) has suggested that there is an unacknowledged "hierarchy of support" (p. 224) for BTs, with full-time permanent BTs feeling most supported, then individuals on fixed-term contracts, and casual teachers most likely to feel unsupported.

5.5.4 Key Aspects of School-Based Practices and Differing Employment Classifications

A number of recent qualitative studies have also provided rich descriptions of the factors shaping teachers' experiences in differing employment situations. Latifoglu (2014) interviewed 41 early career teachers (ECTs) in various forms of employment (full-time, part-time, casual) in 10 different school sites, as well as nine principals, to examine the relationship between ECTs' career progression and their forms of employment. He found that ECTs in full-time permanent positions enjoyed better working conditions, collegiality and support than their peers on fixed-term contracts and in casual employment. Principals play an important role in

developing support systems that can influence BTs' decisions to remain in or leave the teaching profession. Research by Sullivan and Morrison (2014) on the links between policy, development of school-based practices and the impacts on BTs shows that principals "are situated in powerful positions to support early career teachers as they face the recognised challenges during the transition to the profession" (p. 616). This is supported by Tromans, Daws, Limerick and Brannock (2001), who researched primary and high school BTs employed in temporary positions in Queensland: "Schools carry a responsibility to their beginning teachers regardless of employment status" (Tromans et al., 2001, p. 41). However, within the reality of limited school budgets, administrators and principals are required to make a range of tough decisions on how they can best allocate their limited resources to meet seemingly unlimited needs across the whole school environment (Hardy, 2008). The way in which principals interpret and translate policy into school-based practices is one factor influencing the PD&S that BTs in differing employment classifications can access. This results in differences in the levels of PD&S that individual BTs are able to access within differing school contexts.

As was discussed in Chapter Two, the reasons for (Section 2.6.2) and consequences of (Section 2.6.3) BT resignations have received considerable attention over the past two decades, both internationally and within Australia. High workloads and a lack of support from leadership are cited as common reasons for BTs leaving the teaching profession (Buchanan, 2010; Gallant & Riley, 2014; Howes & Goodman-Delahunty, 2015; Mason & Matas, 2015). Not all BTs leave the teaching profession when faced with these challenges; however, a lack of ongoing employment and job security has been identified as directly impacting upon many BTs' decisions to resign from the teaching profession (Plunket & Dyson, 2011; Mason & Matas, 2015).

5.6 Implications of the Literature Review for this Thesis

There has been a limited body of literature published in recent years that addresses the concerns of BTs who are unable to obtain permanent employment (Latifoglu, 2014; McCormack & Thomas, 2003; Pietsch, 2011; Tromans, 2002). For the most part, temporary BTs remain almost invisible in research, despite the fact that a high proportion of BTs commence their teaching career within temporary teaching positions, and they make up a significant portion of the teaching workforce. As discussed in Chapter Two, many of the concerns of BTs in temporary positions are similar to those reported in the literature by their permanent colleagues. However, temporary BTs have the additional challenge of insecure and unknown future employment

opportunities, which impacts on their job satisfaction and capacity to develop key competencies (McCormack & Thomas, 2005; Pietsch & Williamson, 2007).

NSW DoE high schools have the highest level of temporary (fixed-term contract) teaching up to 70 per cent of BTs in any jurisdiction in Australia (Weldon, 2016). This high level of temporary teaching underlines the importance of this study in NSW. This study will contribute to the general body of literature by focusing on the effect that a BT's employment classification has upon the PD&S they receive, on their sense of efficacy and upon their intentions to remain in or leave the teaching profession.

Recent Australian research into teacher attrition and retention (Kearney, 2014) has identified that, due to the oversupply of BTs, schools and potentially the NSW DoE have limited interest in supporting temporary BTs during their initial years of teaching. The continued practice of employing BTs in temporary positions diminishes BCCTs' ability to obtain a permanent teaching position and to develop in their teaching careers. Little is known about how this may impact upon an individual's decision to remain in or leave the teaching profession. This study aims to address this research gap by considering the different experiences of BTs in NSW, Australia, based on their employment classification as "permanent" or "temporary".

5.7 Data Re-analysis

As discussed in Section 5.1, during the interview analysis it became evident that the key influence on the BCCTs' experiences within the NSW DoE policy context (exosystem) and within the high school context (microsystem) in which they were employed was their employment classification. This section details the processes involved in re-analysing the data reported in Chapter Four to focus on the employment classification of the BTs. For the re-analysis of the quantitative and qualitative data, the data analysis techniques detailed in Chapter Three were utilised. For the survey data these included the statistical techniques of descriptive tests, t-tests and chi-square tests to obtain the results focusing on employment classification (permanent or temporary). For the interview data, re-coding focusing on the issue of employment classification involved the identification and grouping of similar codes. The keywords initially utilised in the re-coding included "employment", "permanent", "temporary" and "casual". This enabled further identification of a range of codes that were then refined into similar meaning-generating categories that were directly and indirectly related to employment classification. For example, a range of exploratory codes that included "outside employment" and "financial concerns" were initially identified (see Saldaña, 2015). In a subsequent analysis of the data, these codes were brought together under the single broad category of "impact of

temporary employment". An example of this analysis is shown in Table 5.1. The data for each participant were then recoded using the same method to ensure consistency across the entire data set.

Table 5.1. Open coding from Individual BT Interviews

BT comments	Exploratory codes	Broad category
I need to work on weekends and during the school holidays just to make sure that I have enough money to pay the rent and the bills. It is exhausting teaching and then going to my second job, but I need to.	Outside employment.	Impact of temporary employment
My partner and I are looking to purchase a house next year but are unable to. There is just too much uncertainty if I will have a teaching job or not.	Financial concerns.	

In the re-analysis of the qualitative data a range of new themes emerged. These included financial impacts of temporary employment, impact upon PD&S received and BT teacher accreditation requirements. In addition, the interviews from the DoE policy officers, DoE state liaison officers, principals and head teachers were re-analysed, focusing on the issue of employment classification. This ensured that the study drew upon the contextual factors at the microsystem, mesosystem and exosystem levels (Bronfenbrenner, 1979). No additional data collection was required. Chapter Six presents and discusses the findings that focus on the employment classification of the BTs. See Figure 3.1 for a graphical illustration of the research design, including the re-analysis of the data with the additional research focus.

The additional research focus of this study explores the influence of employment classification upon BTs' transition into and development and retention within the teaching profession. The employment classification details of the 80 BTs surveyed and the 17 BCCTs interviewed are shown in Figure 5.3.

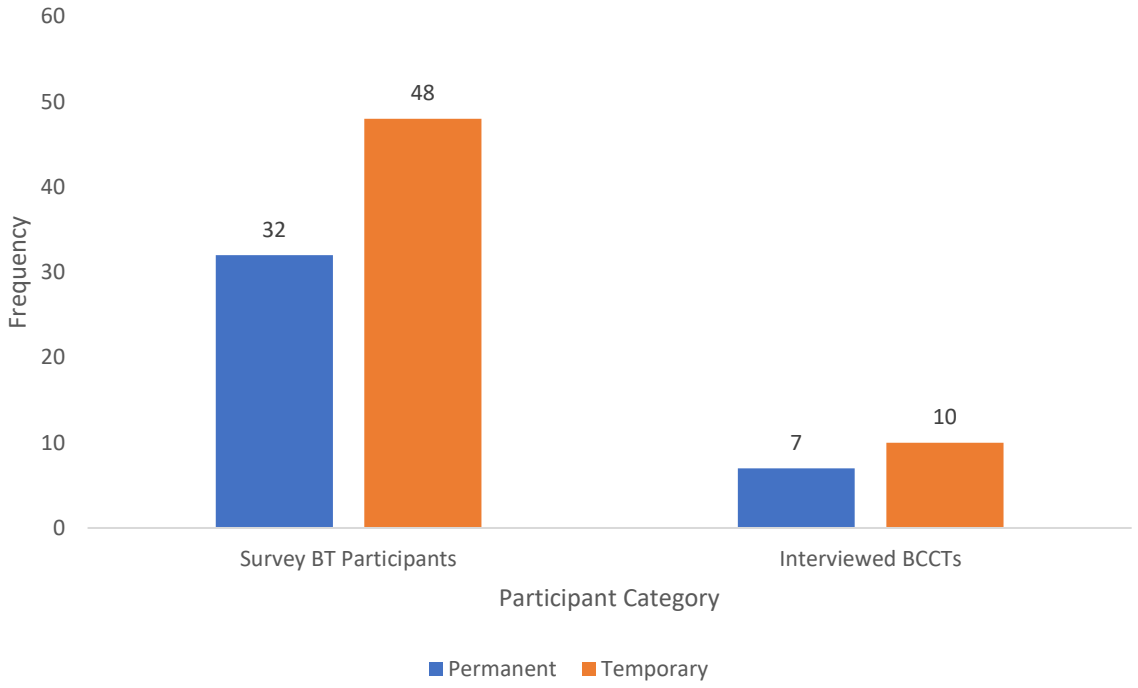

Figure 5.3. Employment Classification of Participants

There were only two casual teachers (both BFCTs) in the sample (n = 80) of the current study. Due to the low statistical power of having a category with only two participants and the impact upon the quantitative findings, a decision was made to incorporate these two participants into the temporary classification (see Cohen, Manion, & Morrison, 2011).

With the additional focus on employment classification, the *Australian Professional Standards for Teachers* became relevant as the time allowed for completion of the accreditation requirements differs based on employment classification. Table 5.2 provides the teacher accreditation status of the 17 BCCTs who were interviewed in this study.

Table 5.2. Teacher Accreditation Status of 17 BCCTs Interviewed

Pseudonym	Employment classification	Teacher accreditation status
Barry	Temporary	Not commenced
Bill	Permanent	Commenced
Christine	Temporary	Not commenced
David	Temporary	Commenced
Jayne	Temporary	Commenced

Jess	Temporary	Commenced
John	Permanent	Commenced
Kerry	Temporary	Completed
Lin	Temporary	Commenced
Lucy	Permanent	Not commenced
Megan	Temporary	Not commenced
Murray	Temporary	Completed
Noelle	Permanent	Commenced
Rhiannon	Permanent	Completed
Roger	Permanent	Not commenced
Selene	Temporary	Not commenced
Sue	Permanent	Commenced

Of the permanent BCCTs who were interviewed, 1 had completed, four had commenced and two had not commenced the teacher accreditation process required. In comparison, of the temporary BCCTs, there were two who had completed, four who had commenced and four who had not commenced. The linkages between employment classification and the teacher accreditation process will be discussed further in Chapter Six.

5.8 Conclusion

This chapter has detailed the reasoning and processes related to the additional focus of this study, namely the overarching influence that a BT's employment classification has upon their lived experiences within NSW DoE high schools. Additional information on the NSW DoE policies focused on different employment classifications expanded the discussion of the policy context in Chapter Two. Workforce data presented in this chapter revealed complexities in determining the teacher workforce situation; however, what is known is that the changing employment context within Australian schools has resulted in an increased utilisation of temporary employment, which directly influences BTs. There is limited literature published about the issue of employment context and BTs in general, and with a focus on BCCTs in particular. Chapter Six presents and discusses the research findings on the influence of employment classification upon BTs.

CHAPTER SIX: EMPLOYMENT CLASSIFICATION OF BEGINNING TEACHERS: FINDINGS AND DISCUSSION

6.1 Introduction

Chapter Six presents and discusses the findings of the re-analysis of the survey (Appendix D) and the semi-structured interviews (Appendices M and N) as they relate to the impact that employment classification has upon the lived experiences of beginning career change teachers (BCCTs). A slight modification to the research questions was required to focus on the impact of employment classification. Research question two and sub questions addressed in this chapter are:

2. How does employment classification impact the support for beginning first career high school teachers?
    a. How do the support strategies a beginning career change high school teacher with a 'permanent' employment classification compare with those beginning career change, high school teachers with a 'temporary' employment classification?
    b. How does employment classification effect the retention of beginning career change high school teachers?

The major themes are detailed across six sections. Section 6.2 focuses on the influence of employment classification upon the beginning teachers (BTs) within this study. Overall, the interview respondents indicated that there was a lack of permanent employment opportunities for BTs and many temporary BCCTs were required to teach outside of their trained subject area in order to secure ongoing temporary employment. Section 6.3 focuses on the professional development and support (PD&S) that BT participants received, and the value they placed upon the support strategies provided via the *Beginning Teachers Support Funding Policy 2014* (the *funding policy*) and *Beginning Teachers Support Funding Procedures 2014* (the *funding procedures*) that were implemented within school-based practices.

For the BTs in permanent and temporary positions, there were limited differences in the survey data on the formal and informal supports received and the value they placed upon the support strategies, whilst the interview data from the BCCTs in permanent and temporary employment identified a range of differences and impediments to participating in PD&S opportunities.

Section 6.4 compares the BT participants' sense of self-efficacy, with the main findings being the similarities between BTs in permanent and temporary positions, and a limited relationship between the PD&S received and a teacher's sense of efficacy. Section 6.5 presents the correlational analysis between PD&S and Teacher Sense of Efficacy Section 6.6 focuses on the teacher accreditation process, with the main finding that temporary BCCTs view completion of the accreditation requirements as a positive way to differentiate themselves from others. Section 6.7 focuses on the future intentions of the BTs, with the majority of participants indicating they will remain in teaching despite limited permanent teaching opportunities. Section 6.8 brings together the reciprocal interactions between the BCCTs and their contextual environments, focusing on the importance of knowledge and communication between systems.

As mentioned in Chapter Four, Bronfenbrenner's (1979) Ecological Systems Model is the framework used for analysing the factors influencing the BTs' transition into and development within New South Wales Department of Education (NSW DoE) high schools. This study focuses on the first three levels, not the macrosystem or Australia-wide influences, due to the focus being on the NSW DoE. While the findings are presented laterally, the issues identified by BTs can and do cut across the NSW DoE (exosystem), NSW DoE high schools (microsystem) and the BCCTs' own microsystem. The findings presented within this chapter are structured using Bronfenbrenner's Ecological Systems Model, as shown in Figure 6.1 below.

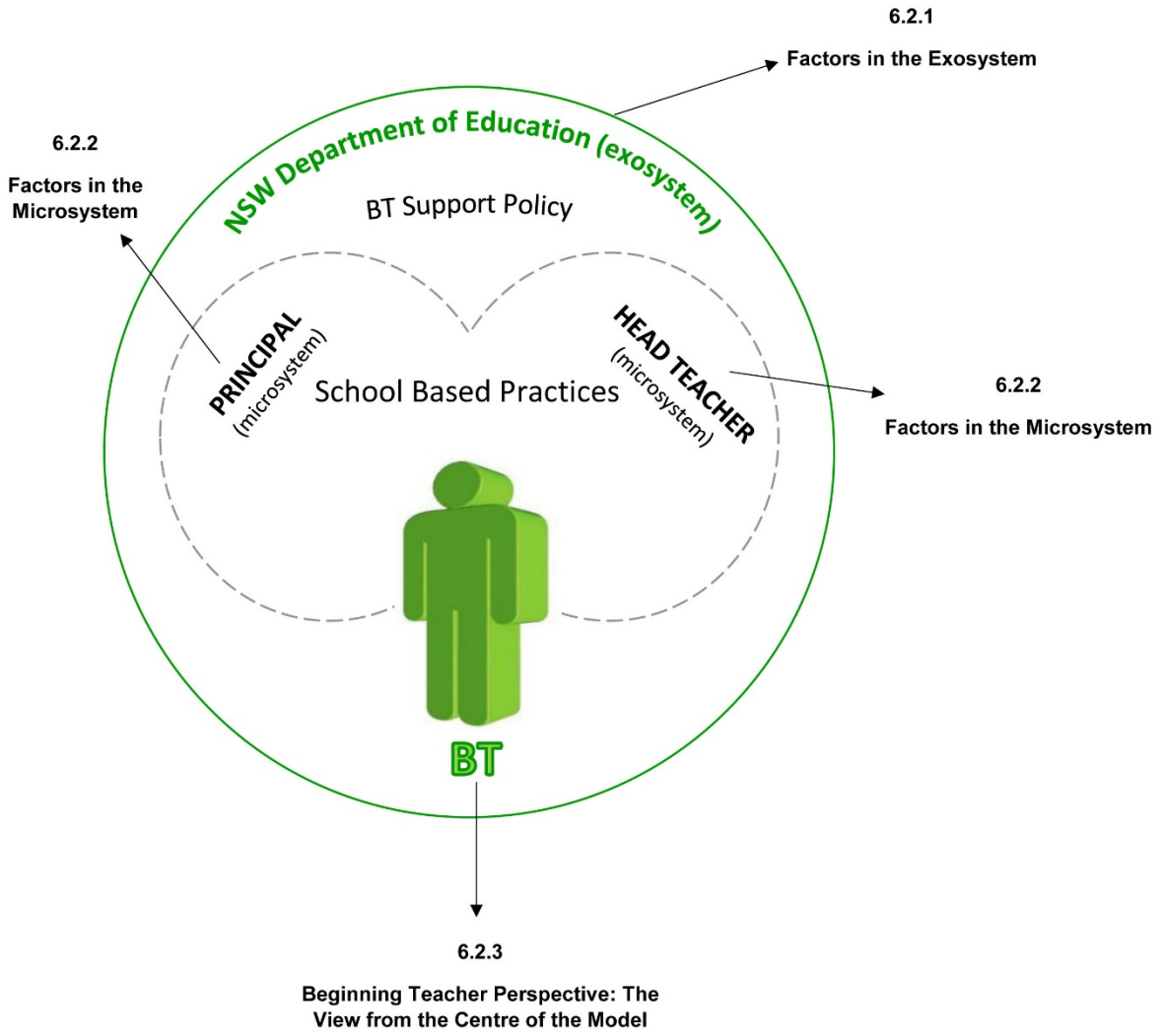

Figure 6.1. Structure of Employment Classification Findings Based on Bronfenbrenner's (1979) Ecological Systems Model

6.2 Influence of the Employment Classification of the Beginning Teacher

This section relates to the influence that the employment classification (permanent or temporary) has upon the lived experiences of the BTs in this study. The BCCT participants are affected directly and indirectly by many factors including government policy (exosystem), school environment (microsystem) and their individual situations, and these relationships and influences were apparent, particularly within the interview data. This is consistent with Bronfenbrenner's (1979) Ecological Systems Model, which highlights that an individual's

development is influenced by their environment, which for the purposes of this chapter includes their employment classification.

6.2.1 Factors in the Exosystem (New South Wales Department of Education) that Relate to Employment Classification

This section presents and discusses the findings related to the exosystem (NSW DoE). The NSW DoE has an overarching role as the employer and, through a range of DoE policies and procedures, has a direct impact on the functioning of the individual schools (microsystems), thereby impacting upon the BTs. A key finding is that the NSW DoE's *Promotion and Transfer Procedures for School Teachers* (NSW DEC, 2014d), and guidance provided by *the funding policy* and *procedures* had both positive and negative influences on the provision of PD&S to BTs. As a result, this impacted on the school-based practices that were implemented in differing school environments and that were received by the BCCTs in this study.

During the interviews with the NSW DoE policy officers both commented that they were aware of the NSW DoE's *Promotion and Transfer Procedures for School Teachers* (NSW DEC, 2014d). However, as previously discussed in Section 4.1, their roles within the NSW DoE is based around implementation of NSW DoE policies not on their own interpretation. As a result, the DoE policy officers were limited to discussing the specifics of their responsibilities and roles, thus these interviews did not contribute anything new upon reanalysis. The next section presents and discusses the findings related to the NSW DoE (exosystem) which, as shown in Figure 6.1, is the system that is the furthest away from the individual BT.

6.2.2 Factors in the Microsystems (High Schools) and Mesosystems that Relate to Employment Classification

This section presents and discusses the findings within the two microsystems (principals and head teachers) in which the BTs were employed and the influence that differing employment classification of BTs has upon their lived experiences. The main finding within this section is that, from the perspective of the school executive, the lack of autonomy in recruiting permanent teaching staff increased the school's administrative workloads.

Issues in Managing the Teacher Workforce

Both principals interviewed for this study were required to adhere to the DoE's staffing procedures (NSW DEC, 2014d), which are complex and consist of a number of steps that must be followed. Accordingly, they found that the lack of autonomy in recruiting permanent teaching staff complicated the task of managing their teacher workforce. Glenda, the Principal

of Rolling Hills High School, spoke of the lack of awareness within the DoE of the importance of maintaining an effective teaching workforce within the school environment:

> The DoE doesn't realise how important it is to have a teacher that understands our school environment, students' needs and is able to work well with the other teachers. When we identify teachers that are a good match for our school then I would like the opportunity to offer them permanent employment … It just doesn't work this way. (Glenda, principal)

As Braun et al. (2010) concluded, based on their policy analysis within the British public schooling context, "individual policies and policy-makers do not normally take account of the complexity of policy enactment environments and the need for schools to simultaneously respond to multiple policy (and other) demands and expectations" (pp. 547–548). This is an example of the lack of reciprocal communication between the exosystem (NSW DoE) and the microsystem (principals) that has a direct impact on the functioning of the individual schools (microsystem), ultimately impacting upon the lived experiences of the BTs.

Procedures for Managing Staff Vacancies

At the school level, staffing changes, including promotions, transfers, resignations or teachers on short and long-term leave, can occur at any time during the school year, directly impacting upon a school's administrative workloads. Both principals discussed having to employ temporary teachers, often at short notice, so that no teacher vacancies existed and that all classes were covered. As Regina explained: "We need to find a teacher who has the appropriate qualifications, DEC [Department of Education and Communities] approval and availability … We need to fill teaching positions as a matter of priority" (Regina, principal). Principals draw upon employment strategies identified in similar studies of schooling environments, including employing temporary teachers, out-of-field teachers (Weldon, 2016), and BTs with minimal experience (Ingersoll & Perda, 2010) in order to meet their staffing requirements. Both principals within the current study employed temporary teachers to ensure their staffing requirements were met.

Given the workloads of the head teachers participating in this study, which included head teacher responsibilities, teaching duties and whole-of-school commitments such as curriculum design and timetabling, they were left with limited time and availability to assist new teachers. Their workloads also increased whenever a new staff member commenced. The head teachers were required to provide the new teachers with a range of resources, including teaching

programs and staff manuals, as well as to arrange access to school systems and explain school procedures. This has direct implications for BTs' development and the level of support that they can access directly from head teachers, including administrative requirements and informal support, as detailed in the following section.

6.2.3 Beginning Teacher Perspectives: The View from the Centre of the Model

This section presents and discusses the themes and findings of the re-analysis of the survey (Appendix D) and the semi-structured interviews (Appendix M) from the perspective of the BTs and the impact their employment classification had upon their lived experiences. At the individual level, a number of themes emerged from the thematic analysis, including a lack of permanent teaching positions which resulted in the majority of participants being employed in temporary teaching positions. One theme that emerged from the interviews was the financial impact of temporary employment on some participants; however, a small number of BCCTs experienced this temporary employment in a positive manner. Another theme identified through the thematic analysis was the impact on BCCTs of being required to teach subjects out of field since permanent teaching positions in their subject field were lacking. Overall, the findings indicate that employment classification had a direct influence upon the lived experiences of the participants in this study.

Lack of Permanent Teaching Positions Available

At the time of data collection in Phase One, over half (48 out of 80) of the BTs surveyed were employed in temporary teaching positions in NSW DoE high schools. Out of the 17 BCCTs interviewed, almost 60% (10 out of 17) were employed in temporary teaching positions in NSW DoE high schools. There was only one BCCT who had been appointed to a permanent teaching position during the six months between completing the survey and being interviewed. This is consistent with previous research (McKenzie et al., 2014), which has found, as shown in Figure 6.2, that BTs are much more likely to be employed in temporary or casual roles than Australian teachers overall.

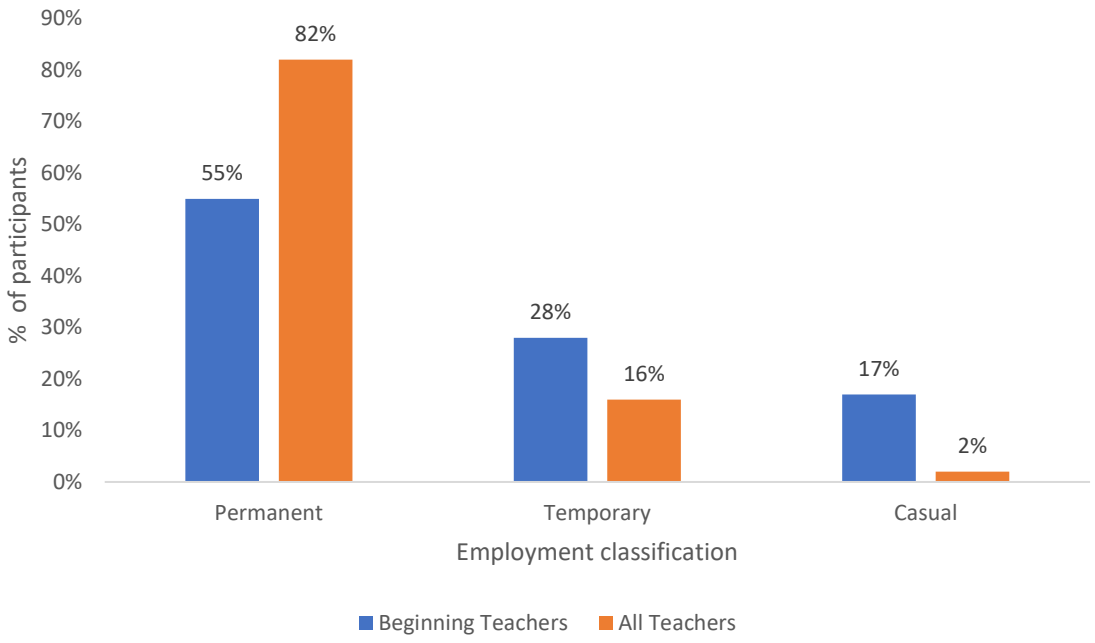

Figure 6.2. Comparison of Beginning Teacher and Broader Teaching Population by Employment Classification, 2013

Source: McKenzie et al. (2014, p. 44).

The data in Figure 6.2 above demonstrate that significant numbers of BTs are commencing their teaching careers in more "uncertain and fragmented employment" than existing teachers (Pietsch, 2011, p. 29). This finding is in contrast to the expectations of the majority of BCCTs (13 out of 17 interviewees), who had anticipated obtaining a permanent teaching position within six months of graduating, based on the "teacher shortage crisis" reported in the media (Branley, 2016; Brennan, 2016). A note of caution is due here. As identified by Weldon (2018) in his research on the evidence related to early career teacher attrition in Australia, the attrition figures commonly reported in Australian media are not based upon reliable baseline data but rather data that cannot be confirmed or that come from other countries. The BCCTS interviewed had expected that, due to the media-reported teacher shortages and their qualifications as BCCTs, they would obtain a permanent position quickly. Lin articulated the disappointment of these participants: "teaching vacancies just don't exist" (Lin, BCCT). This echoes the findings of Anthony and Ord (2008), who researched the motivations, expectations and intentions of career change secondary teachers in New Zealand and also found that the teaching vacancies projected by the Department of Education and reported in the media did not eventuate.

In contrast to the expectations of the 13 BCCTs mentioned above, four BCCTs had family and friends in the teaching profession who had shared with them the realities of school employment.

Subsequently, they realised that they would commence their teaching career in temporary and casual employment, probably taking several years to obtain a permanent position. They were more prepared to accept the long-term nature of temporary employment and were less disillusioned about their decision to retrain and their future career.

For two participants, the flexibility of being able to choose between short- and long-term employment opportunities was important as it enabled them to prioritise the needs of their own families. Kate and Megan (BCCTs) intended to actively seek temporary positions only as this enabled them to balance their teaching careers with familiy responsibilities. Both had husbands in the Australian Army who often deployed interstate and overseas and, with a lack of family support within the same geographical area, they were frequently left as the primary carer and responsible for all the day-to-day family needs. The flexibility of temporary teaching roles allowed Kate and Megan to determine their days of work so they could prioritise their family needs whilst their husbands were deployed. Such findings are aligned with previous research that identifies flexibility as the key reason why some cohorts of individuals choose teaching as their career change target (Richardson & Watt, 2005; Williams & Forgasz, 2009). Without the ability to undertake temporary employment as BTs, Kate and Megan might be required to choose between their family responsibilites and their career.

Are BFCTs Perceived as Highly Favoured in Terms of Permanent Employment?

Only one BCCT within this study had the perception that schools gave preference to BFCTs over BCCTs for permanent teaching roles. During his interview, Barry (temporary BCCT) spoke of how, over the previous six months, he had personally witnessed eight BFCTs obtaining permanent teaching positions at schools in which he had completed temporary work. Barry perceived that schools had minimal interest in using what he felt was his greater range of skills and experiences to benefit students. His viewpoint is supported by leading Australian researcher Dinham (2013), who draws upon more than 40 years of educational research on the quality of teachers within Australia. Dinham raises concerns that "the practice of taking people straight from school, training them as teachers and then sending them back to school … [is] no longer appropriate" (2013, p. 101), as this strategy has not improved the quality of teachers, teaching or student achievement in Australia. Dinham advocates the increased recruitment of mature-aged entrants who are able to draw upon their personal and professional experiences. As Barry was the only BCCT to raise this issue, it is possible that his perception that BFCTs have priority in obtaining permanent positions is influenced by his own temporary employment status and his frustrations about not being able to secure a permanent teaching position.

Financial Impact of Temporary Employment upon Beginning Career Change Teachers

A recurrent theme for the majority (7 of 10) of the temporary BCCTs was financial issues directly related to only being able to obtain temporary employment. For Kate it was an ongoing stress that directly impacted her family: "Financially, it's not very secure. That is the thing I find the hardest. We are unable to make plans to purchase a new car or make improvements around our house" (Kate, BCCT). A recurring theme for the temporary BCCTs was the perception that, as BCCTs with dependents, they had greater financial commitments and were at a greater disadvantage than BFCTs because of their temporary teacher status. Lin said she has a mortgage and two children who are relying on her: "I need to be employed otherwise the consequences are just too painful to think about. The younger teachers at my school just don't seem to understand this pressure" (Lin, BCCT). This is not disregarding the fact that temporary BFCTs may have financial and family commitments; rather it highlights how employment classification directly impacts BCCTs during their transition into the teaching profession.

The majority of the BCCTs in temporary employment had not considered the financial impact of obtaining only temporary teaching positions when they decided to change careers. Kerry referred to her decision to retrain and the importance that income security had played in her decision making: "I looked up the pay rates for a permanent teacher and knew that financially we would be ok … but I didn't know that I wouldn't be able to get a permanent job" (Kerry, BCCT). She explained that she had begun to question her decision to retrain: "If I had known there weren't [many] permanent positions, I don't think I would've changed careers. It was a tough decision [to retrain] but I think I didn't make it fully informed" (Kerry, BCCT). Pietsch (2011) has identified that many BTs lack awareness of employment opportunities in the teaching profession. Based on her analysis of 241 teachers and employment qualifications across a range of schools in NSW, Australia, she concluded: "we are educating a workforce for the conditions of the 'past' where permanent work on entry into the teaching profession was the norm rather than the exception" (p. 192). Many prospective BCCTs are not aware of the shift in the employment opportunities within the NSW DoE workforce from permanent to temporary employment, as well as competing discourses of abundance and scarcity of employment, as discussed earlier in the thesis. In order to maximise coherence between tangible outcomes and expectations for BTs, BTs need to have access to relevant and current data about job opportunities across the sector.

For three participants, the financial implications of only being able to obtain temporary teaching positions were minimal. They had taken steps, such as paying off their mortgage and

saving a contingency fund, to ensure they were financially secure prior to retraining. They recognised that their starting salary as a BT would be lower than their previous salary and they needed to ensure their decision would not have a negative financial impact on their family. This was highlighted by Megan: "Our mortgage is paid off … we made sure that this was out of the way before I even contemplated retraining" (Megan, BCCT).

Teaching Out of Field to Secure Employment

A recurrent theme in the interviews was a sense amongst 6 of the 10 BCCTs in temporary positions that they were required to teach outside their subject area to obtain temporary work or to wait an indefinite period of time for future opportunities to teach their own subjects. As one participant said, "It would be nice to be able to teach in my subject area, but I know that if I want work that I will have to keep on saying 'yes' to work that is not in my subject area" (Kerry, BCCT). In the report on the extent of out-of-field high school teachers within Australia based on further analysis of the 2013 Staff in Australia's Schools Survey, Weldon (2016) found that more than one-third of all BTs teach out of field; however, the report did not provide additional detail on employment classifications. By showing their ability and willingness to teach outside their subject area, the six BCCTs feel like they are demonstrating their flexibility and capacity to step into new situations, resulting in offers of additional temporary contracts. While this approach provides employment opportunities to the participants in the short-term, it is not optimal for the long-term development and retention of BTs.

A consequence of teaching out of field for the BCCTs in temporary positions was a direct increase in their workloads, as they were required to prepare lessons and resources without the underlying content knowledge. Jayne explained that she would "teach herself the topic before I even started to think about teaching the students" (Jayne, BCCT). This highlights the issue of teaching subjects in which BTs have little preparation, education, or background (Weldon, 2016). However, for BCCTs in temporary positions, there is the added complexity of learning and managing new subjects for continually changing students and contexts, exacerbating an already intense workload.

The six BCCTs in temporary positions who were teaching outside their subject area viewed it as a positive experience as they were increasing their knowledge and pedagogical skills. They envisaged that the breadth of teaching experience and subject knowledge they were gaining across different areas would assist them in obtaining a permanent position as they became increasingly confident and competent in their teaching role and approach. Lin commented:

"even though it is hard, I keep thinking to myself that it will add more to my teaching résumé. Future schools will see how adaptable I am and want to offer me a job" (Lin, BCCT). These results are consistent with those of Jenkins et al. (2009), who found that casual and temporary secondary school teachers frequently teach out of their area of expertise and that, while it adds to the degree of difficulty of their role, it also increases their employability.

6.3 Professional Development and Support Received by Beginning Teachers in Permanent and Temporary Employment

The findings reported in this section are the result of the re-analysis of the quantitative data and the semi-structured interviews with 17 BCCTs focusing on how differing employment classifications (permanent and temporary) impact upon the PD&S that they receive under the *funding policy* and *funding procedures* and within school-based practices. The findings presented within the next section are structured using Bronfenbrenner's (1979) Ecological Systems Model, as shown in Figure 6.3 below.

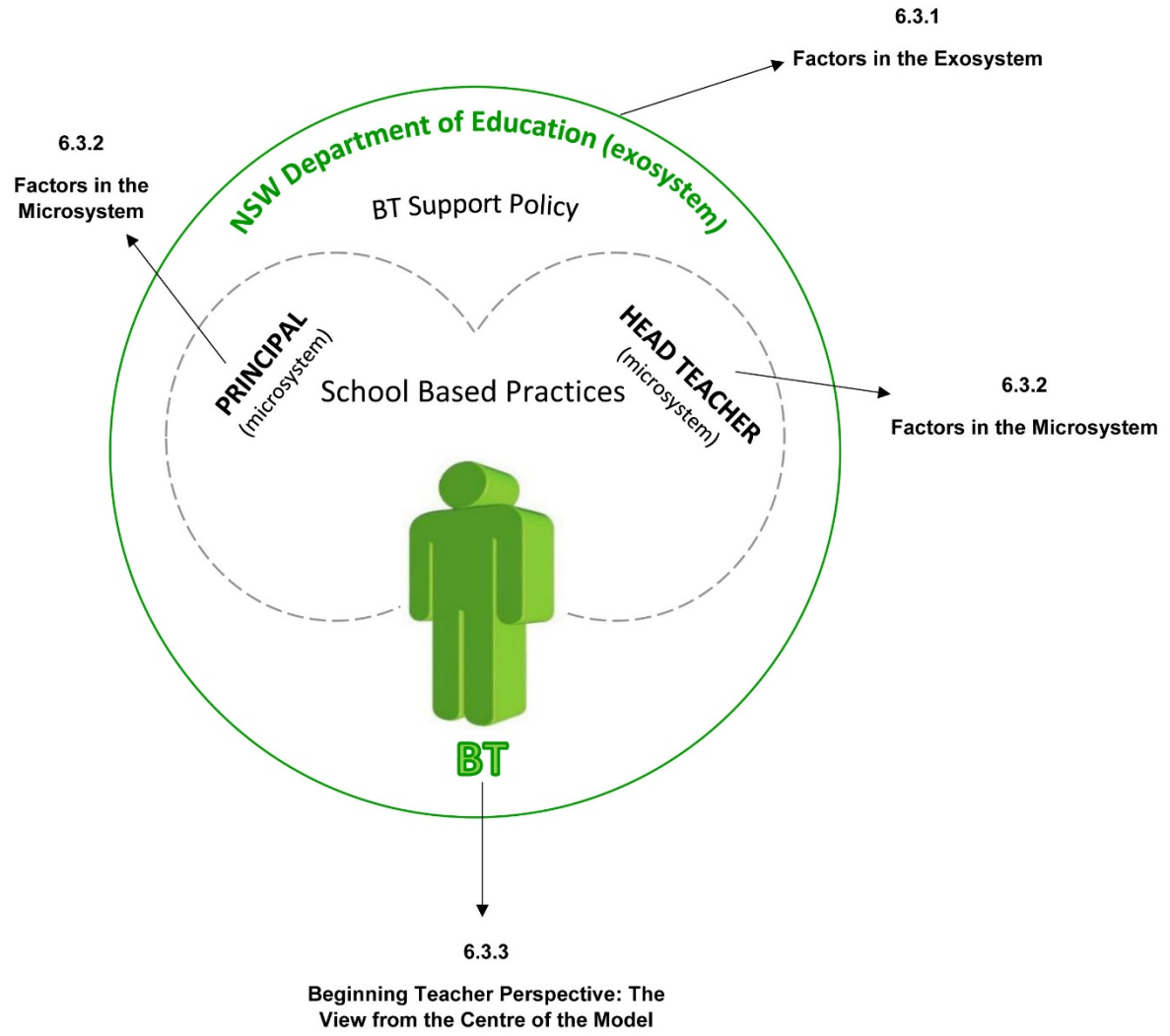

Figure 6.3. Structure of PD&S Findings Based on Bronfenbrenner's (1979) Ecological Systems Model

6.3.1 Factors in the Exosystem (New South Wales Department of Education) that Relate to PD&S

This section discusses the re-analysis of the semi-structured interviews conducted with two NSW DoE policy officers, in particular, how the *funding policy* was developed and, from their perspective, how it is implemented within NSW DoE high schools. As discussed in Section 4.2.1 the NSW DoE policy officers were only able to comment on a narrow range of topics.

During the interview the DoE policy officers reiterated that the *funding policy* was clear in the intent that permanently employed BTs were eligible to receive the BT support funding, whereas temporarily employed BTs were not. They were not in a position to provide any further information than what is contained in the policy document.

6.3.2 Factors in the Microsystems (High Schools) that Relate to PD&S

The findings reported in this section are the result of the re-analysis of the semi-structured interviews conducted with two NSW DoE high school principals and three NSW DoE high school head teachers within the microsystems of individual high schools. As shown in Figure 6.1 the microsystem is the system that is between the exosystem of the NSW DoE and the individual BT. The findings in this section focus on how the employment classification of the BTs impacts upon the implementation of the NSW DoE policies, in particular the *funding policy* and the *funding procedures* and upon the development of school-based practices. The main finding within this section is that the practical application of the *funding policy* and *procedures* within NSW DoE high schools was strongly influenced by principals and their decision making about how to use the BT support funding to support BTs, regardless of their employment classification, during their transition into and development within the teaching profession.

Influence of Principals' Decision Making and School-Based PD&S Practices on Beginning Teachers in Different Employment Classifications

Both of the principals interviewed in this study provided PD&S to all BTs, regardless of employment classification, as one of the key priorities within their schools. Both used the flexibility within the *funding policy* to provide formal support opportunities, such as report writing training, for all BTs regardless of employment classification. Glenda explained that "Our school implements PD&S opportunities that all the BTs (and this includes permanent, temporary and casual) can attend. I am able to utilise the funding received for the three permanent BTs and enable all BTs to be supported" (Glenda, principal). Glenda provided examples of lunchtime meetings, role-playing scenarios to develop student behaviour management skills, and afternoon report writing sessions that all BTs were invited to attend, regardless of their employment classification. In line with Sullivan and Morrison's explanation, she utilised her experience as a leader and a high school teacher and drew upon her knowledge of the microsystem in which she was the principal to exhibit "leaders' capacity to be entrepreneurs within their sites; adjusting priorities, budgets and policy limitations to suit their context" (2014, p. 609).

Shifting the focus away from the employment classification to the BTs' needs, as these two principals have done, meant the development of localised school-based practices provided positive experiences for the BTs within these school contexts. This was highlighted by Kerry (temporary BCCT) who spoke of "being supported by my principal even though I was only in

a temporary position" within the school, However, the decision to support all BTs at these two schools regardless of employment classification potentially will cause BTs at other schools to question the lack of consistency between schools, as they are not receiving similar PD&S opportunities. This is discussed further in Section 6.7 below. Such tensions arguably result from the development of localised school-based practices created as a result of the *funding policy* being applicable to BTs in permanent employment only.

The principals and head teachers interviewed for this study were not at the same high schools. In contrast to the principals, who reported that they provided PD&S to all BTs at their schools regardless of employment classification, the three head teachers were only able to provide PD&S to temporary BTs on an ad-hoc basis. This was a direct result of being unable to obtain the funding required to support temporary BTs and their principals not considering that support for *all* BTs is important. The influence that a principal has as the decision maker in determining the utilisation of PD&S funding was consistent across the various NSW DoE high schools (microsystems) within the current study.

Tina (head teacher) spoke at length about the increasingly limited opportunities for PD&S for all staff and the changing employment opportunities for BTs over the last decade, and the negative impact of this on both the teacher workforce, and her role as head teacher. She explained that, since the *funding policy* was introduced, only one permanent teacher at her school had commenced whilst 13 BTs had been employed in temporary positions. She was frustrated by her inability to support what was an "ever-increasing number of beginning temporary and casual teachers". She added:

> My philosophy is we have a responsibility. If we're going to have them in school, if we're going to be using them as long temps, and some of our people have been here for five years, six years in some cases, I think we have a long-term responsibility for their growth as a classroom teacher. (Tina, head teacher)

Similar sentiments were expressed by the two other head teachers. They were placed in a "no-win" situation of not being able to access the funding they required to support temporary BTs, but still being approached for support. Where possible they opened all the PD&S sessions for BTs, such as resource development, classroom management and report writing, to temporary and casual BTs. Lacey (head teacher) explained that the additional participants "did not add to my workloads of organising and developing the sessions" so she would maximise the reach of the session and her time to include all BTs. In such ways the head teachers were creative in

identifying ways they could work within the funding specifications. This enabled them to support all BTs, regardless of employment classification, at the critical time of their transition into the teaching profession.

The Impact of Employment Timing on the School's Capacity to Provide PD&S

The school's capacity to develop and provide PD&S was directly influenced by the timing of when an individual BT was recruited and commenced at the school. For both principals interviewed, this was the single most frustrating factor in the development of school-based PD&S practices as it dictated whether BTs would receive PD&S at the commencement of their duties. Glenda provided an example of this, explaining that the complexity and time required to develop the whole school timetable for each new year meant that decisions were made about classes and subjects, and staffing levels, in Term 4 of the previous year.

This directly impacted the practical implementation of the *funding policy* as the BTs in permanent positions did not receive a reduction in their teaching load, even though they are entitled to receive this via the *funding policy*. As a result, there is a disconnect between the school's provision of PD&S and what BTs seek and what they can access at the commencement of their duties. As Sullivan and Morrison (2014) identify,

> When school leaders were required to factor in a range of competing priorities, policy enactment stalled. Such factors sometimes inhibited entitlements from reaching early career teachers, occasionally without explanation. In other circumstances, the provision of extra release-time was ad hoc and so entitlements of release-time did not eventuate on a regular basis. (p. 609)

For both principals in the current study, from the outside it may appear that their schools were able to successfully implement a number of policies at the same time, but in fact schools have different capacities to balance the requirements of policies and to develop school-based practices (Dinham, 2013). This demonstrates a need for current approaches to PD&S to be revised so that principals have the flexibility to send new BTs for induction and PD&S opportunities at the time they commence their employment. This will be further discussed in the recommendations in Chapter Seven. The implication of the DoE policy for the principals in this study was an inability to consistently provide the PD&S that BTs in differing employment classifications sought and were entitled to receive at the commencement of their employment. The implications of these decisions upon the PD&S that is received and sought

by BTs, who are at the centre of the Ecological Systems Model, will be discussed further in the next section.

6.3.3 Beginning Teacher Perspectives: The View from the Centre of the Model

This section presents and discusses individual BTs' perspectives on the PD&S activities that they were offered, could access and were able to participate in. The findings reported in this section are the result of the re-analysis of the *Support for Beginning Teachers Survey* (Andrews et al., 2007) data, focusing on the differences between employment classifications involving 80 BTs, and the semi-structured interviews with 17 BCCTs. The main finding within this section is that the amount of formal and informal PD&S received was found to relate to the employment classification (permanent or temporary) of the BT and impacted upon the transition and development of the BTs within this study. As identified above (Section 6.3.2), the principals and head teachers believed they were providing the PD&S that BTs required; however, this is not replicated in the findings from the BTs.

As was identified in Chapter Four, individual BTs are at the centre of the multi-layered system of relationships, interactions and influences from the macro, exo, meso and microsystems (Bronfenbrenner, 1979) (see Figure 6.1). Their lived experiences are influenced, indirectly and directly, by the decisions made within the NSW DoE (exosystem), by principals and head teachers (microsystems) and by the day-to-day interactions within the school environment. Further impacting upon the PD&S decisions made by the principals and the head teachers within the microsystems was the employment classification of the BTs (permanent or temporary). Findings from the re-analysis of the data focusing on the PD&S that the BTs in permanent and temporary employment were able to access will now be discussed. A number of themes emerged from the thematic analysis of the interviews including lack of consistency in formal PD&S and impediments to participation, in particular, workload pressures preventing BCCTs attending PD&S sessions and the desire to optimise future employment opportunities.

Comparison of Formal Professional Development and Support Received

BTs in permanent positions reported they received higher amounts of formal support in 7 out of the 9 strategies than the temporary BTs. BTs in temporary employment reported receiving higher amounts of formal support in only 2 out of the 9 strategies. For all the formal support strategies, while some differences were apparent across the two cohorts (permanent and temporary), none of these were large enough to be statistically significant. Descriptive statistics

detailing the comparison between BTs in permanent and temporary employment are detailed in Table 6.1.

Table 6.1. Descriptive Analysis of Responses to Survey on Formal Support for Beginning Teachers Based on Employment Classification ($N = 80$)

Item	Permanent ($n = 32$) Frequency (%)	Temporary ($n = 48$) Frequency (%)	Chi-square $\chi^2(df)$	*p value*
1 Assigning new teachers to smaller classes	**5 (16%)**	6 (13%)	.003 (1)	.947
2 Reducing new teachers' nonteaching duties (playground duty etc.)	**3 (9%)**	4 (8%)	3.150 (1)	.847
3 Limiting the number of different class preparations assigned to new teachers	4 (13%)	**9 (19%)**	.000 (1)	.665
4 Holding a special orientation session for new teachers before the school year begins	**14 (44%)**	19 (40%)	3.770 (1)	.889
6 Holding special professional development sessions for new teachers during the year	**24 (75%)**	25 (52%)	1.500 (1)	.068
8 Assigning mentors to new teachers	**20 (63%)**	20 (42%)	.453 (1)	.110
9 Providing new teachers with constructive feedback based on non-evaluative classroom observations	17 **(53%)**	22 (46%)	1.760 (1)	.681
11 Providing new teachers with co-planning time with other teachers	11 (14%)	**13 (16%)**	1.680 (1)	.654
12 Scheduling field trips that give new teachers an opportunity to learn about the school district and available resources	**5 (16%)**	6 (13%)	0.501 (1)	.947

Note. Percentages are out of 100 and represent the ratio of reported formal support. The category with the largest overall percentage for each item is indicated in **bold**.

As seen in Table 6.1, BTs in permanent positions received greater amounts of formal support in the majority of the strategies. Given that BTs in permanent positions are eligible to receive BT support funding to enable them to access and participate in PD&S, while temporary BTs are not, these results were expected. However, the overall low amounts of formal support received by all participants regardless of employment classification were unexpected. The BT survey results contradict the viewpoints of principals and head teachers reported in Section

6.3.2 above, who all spoke of providing formal support for BTs regardless of their employment classification. This is an example of differing perspectives existing within the context in which BTs are located. While from the perspective of the principals, the PD&S needs of the BTs were being met as well as complying with the *funding policy* requirements, ultimately neither the permanent or temporary BTs, who are located at the centre of the interactions and influences from the meso and microsystems, received the support that they were expecting or seeking.

Further contradicting the viewpoints of the principals and head teachers that PD&S is provided to all BTs to support them in their ongoing development, is the finding that support strategy number 2 (Reducing new teachers' nonteaching duties [playground duty etc.]) was the lowest support strategy received by BTs in both permanent (9%) and temporary (8%) roles. For the BTs in permanent employment this finding is contrary to the underlying statement within the *funding policy* that "Principals are responsible for the ensuring a program of support is developed for each permanent beginning teacher which addresses the four conditions outlined in Great Teacher Inspired Learning action 7.1" (NSW DEC, 2014b, p. 1). The first condition of funding is "beginning teachers have reduced responsibilities or teaching loads sufficient to support the development of their skills in the first year" (NSW DEC, 2014b, p. 2). The data from the BTs in permanent employment regarding the support strategies they received (Table 6.1) demonstrate that, even though they were entitled to certain supports through the *funding policy*, implementation decisions made by the principals within the microsystem (high schools) have directly influenced the PD&S that was made available to them. This highlights how decisions made within microsystems (high schools) in the practical implementation of a NSW DoE policy can directly influence the development of BTs.

Only one strategy was made available to more than 50% of BTs regardless of employment classification (75% of permanent and 52% of temporary), a difference of 23% and this was number 6 "Holding special professional development sessions for new teachers during the year". This is of concern as evidence has shown that the initial stages of entering the teaching profession are challenging and that ongoing support over a range of areas is crucial in order to support, develop and retain BTs in the profession (Brindley & Parker, 2010; Kyriacou & Kunc, 2007; Laming & Horne, 2013).

The quality and the relevance of the formal support strategies the BTs received were not factored into the quantitative data; however, these issues will now be discussed by drawing upon the interviews with 17 BCCTs.

Lack of Consistency of Formal PD&S

Only two of the seven permanent BCCTs specifically referred to their employment classification as being the overarching influence that determined the formal PD&S they received. Lucy shared her mixed experiences of the induction programs that she received at two different schools (microsystems) within the space of 12 weeks. She was frustrated by the differences in the support offered, stating:

> The first high school had a thorough induction in terms of their school's policies. They knew I was only temporary and yet they supported me. But the second school, where I was now a permanent teacher, had nothing organised. It certainly didn't make me feel welcome. (Lucy, BCCT)

A similar situation was experienced by Rhiannon, who commenced her permanent position at the start of term two, 2013. She received a general tour of the school and a staff handbook as her induction. However, at the start of 2014, she was able to participate in an ongoing induction program with a number of other BTs commencing at the school. Rhiannon commented that she "really felt valued when they invited me to attend the induction program … if only they had provided it when I really needed it" (Rhiannon, BCCT). For both these participants the timing when they commenced in their permanent positions with the schools directly influenced the PD&S they received.

Both Lucy's and Rhiannon's situations are not unusual as school-based practices and DoE policies do not account for BTs requiring formal induction when they commence in a position at a time that is not the start of the school year (Ingersoll, 2012, Kearney, 2012). This is the result of the *funding policy* being silent about the timing of PD&S at school level. The only reference to timing in the policy is: "The funding for the teacher's first year will be distributed to the school as soon as possible after the teacher's entry on duty date" (NSW DEC, 2014b, p. 2). While it is impractical for induction programs to be conducted for one BT teacher who does not commence at the school at the start of the year, Lucy and Rhiannon's experiences of starting mid-year are common. The administrative requirements and workloads associated with providing PD&S during the year for individual or small groups of BTs resulted in Lucy and Rhiannon not receiving any formal induction or PD&S upon commencing at their school. This strongly suggests an alternative induction program or approach needs to be developed to more effectively support these BTs and a recommendation will be made in the next chapter. The issues related to the lack of communication between the NSW DoE and the schools about what

the BTs are seeking during their transition into the teaching profession will be discussed further in Section 6.7.

During their interviews, the majority (6) of the BCCTs in temporary positions explicitly referred to their employment status as the reason why they felt they were not being offered formal PD&S opportunities. Megan (temporary BCCT) recalled a situation within a faculty meeting where there was a discussion of upcoming PD&S opportunities that were available for staff to attend. However, when she expressed her interest in attending, her head teacher said that "that the PD&S is only offered to permanent teachers". Megan explained that it was at that moment that she realised that, for the time she was employed at her current school as a temporary teacher, access to any formal PD&S opportunities would be limited. This is a result of temporary BTs not being eligible to access funding via the *funding policy*. As these results show, this approach to PD&S funding for BTs in temporary employment directly impacts, and impedes, their professional development. This is an example of the direct influence of decisions made at the exosystem level by the NSW DoE upon the BCCTs' lived experiences. Furthermore, the BTs' experiences reflect the "difficult[ies] for a school to provide a quality induction or mentoring program for these casual or short-term teachers" (Kelly, Reushle, Chakrabarty, & Kinnane, 2014, p. 68). They also highlight the impact employment classification has upon the transition into schools and the development of BCCTs in the formative early months of their career when support is essential (Ingersoll, 2012; Pietsch, 2011). This highlights the influence of the decisions made at the exosystem level, where the NSW DoE has framed the PD&S that is to be provided within the *funding policy*, and the microsystem, as decisions are implemented by principals and head teachers via their school-based practices. This ultimately results in BTs not receiving the PD&S that they seek and require. The issues related to the lack of communication between the NSW DoE and the schools about what BTs are seeking during their transition into the teaching profession will be discussed further in Section 6.7.

As discussed in Chapter Four, the majority (14) of the BCCTs interviewed sought out informal support as a result of not receiving the formal support they wanted. In addition, informal support offered BCCTs the opportunity to access support when needed rather than waiting for formal structured sessions. It is not known if the schools encouraged individuals to seek out informal support within their immediate faculties as this would reduce utilisation of financial resources on the BCCTs. Regardless of the underlying reasons for a lack of formal support that meets the BCCTs' needs, the informal support that BCCTs in both permanent and temporary

positions sought was similar and included ad-hoc administrative support, resource development and classroom teaching strategies.

Comparison of Informal Professional Development and Support Received

Continuing the trend for receiving formal PD&S, BTs in permanent roles also received greater amounts of informal support in 2 of the 3 strategies than temporary BTs. These were support strategy 7 (Having informal meetings of groups of new teachers for peer support) and support strategy 10 (Giving new teachers the opportunity to observe other teachers). It is possible that BTs in permanent positions received greater informal PD&S as they were within the school environment on a daily basis and had greater opportunity to develop informal working relationships with other teachers within the school. As Table 6.2 depicts, only support strategy 10 (Giving new teachers the opportunity to observe other teachers) showed statistically significant differences in frequency between permanent (63%) and temporary (35%) BTs ($t(80) = .290$, $p = .031$). For all the other informal support strategies, while some differences were apparent across the two cohorts (permanent and temporary), none of these were large enough to be statistically significant.

Of concern not only for the individual BTs but also for the school with its legal and administrative requirements is the low numbers of BTs, permanent (28%) and temporary (34%), who received support strategy 5 (Providing new teachers with special publications [handbooks, guides, other materials]). The quality and the relevance of the support strategies the BTs received were not factored into the quantitative data; however, these issues were evident in the responses from the interviews with 17 BCCTs. The data reported here support the need for key stakeholders to implement school-based practices that provide the resources, time and space for BTs to be able to access informal support from others within their immediate faculty or whole-school environment.

BTs in temporary employment received the lowest amount of support (31%) for support strategy 7 (Having informal meetings of groups of new teachers for peer support). This is a direct result of the temporary BTs being employed in different microsystems (high schools) and within different faculties. The movement of the temporary BTs in and out of different school environments makes the formation of collegial relationships difficult and as such reduces engagement with other BTs.

BTs in both permanent (63%) and temporary (35%) positions received the highest amount of support for strategy 10 (Giving new teachers the opportunity to observe other teachers). This

is an example of the influence of employment classification upon the informal PD&S received by BTs in differing employment classifications, with BTs in permanent employment being twice as likely to receive the support strategy than the temporary BTs. These results are due to the employment classification of the BTs, as BTs in temporary employment are not employed within a single high school, which reduces the formation of working relationships with other teachers. This directly impacts upon the informal support being offered. Descriptive statistics detailing the comparison between BTs in permanent and temporary positions and the amount of informal support they receive are shown in Table 6.2.

Table 6.2. Descriptive Analysis of Responses to Survey on Informal Support for Beginning Teachers Based on Employment Classification ($N = 80$)

Item	Permanent ($n = 32$) Frequency (%)	Temporary ($n = 48$) Frequency (%)	Chi-square $\chi^2(df)$	*p value*
5 Providing new teachers with special publications (handbooks, guides, other materials)	22 (28%)	**27 (34%)**	1.50 (1)	.373
7 Having informal meetings of groups of new teachers for peer support	**16 (50%)**	15 (31%)	1.15 (1)	.146
10 Giving new teachers the opportunity to observe other teachers	**20 (63%)**	17 (35%)	.29 (1)	.031

Note. Percentages are out of 100 and represent the ratio of reported informal support. The category with the largest overall percentage for each item is indicated in **bold**.

Value Placed upon Professional Development and Support Strategies

In the second part of the *Support for Beginning Teachers Survey* (Andrews et al., 2007) participants were asked to rate how valuable they perceive each support strategy is for them as a beginning teacher BT, regardless of whether they received or participated in the strategy or not.

BTs in permanent positions reported that they placed higher value on 6 out of the 9 formal support strategies in comparison to 3 out of the 9 for the temporary BTs. Overall the BTs in both permanent and temporary employment highly valued the majority of the formal support strategies. Only support strategy 9 (Providing new teachers with constructive feedback based on non-evaluative classroom observations) showed statistically significant differences in mean scores between the two groups of teachers (permanent and temporary). For all the other formal support strategies, while some differences were apparent between the two cohorts (permanent and temporary), none of these were large enough to be statistically significant. Mean score

comparisons between permanent and temporary BTs on formal support are detailed in Table 6.3.

Table 6.3. Mean Score Comparisons of Responses to Survey on Formal Support for Beginning Teachers Based on Employment Classification ($N = 80$)

Item	Perm ($n = 32$)		Temp ($n = 48$)			
	M	*SD*	*M*	*SD*	*t(df)*	*p value*
1 Assigning new teachers to smaller classes	**7.44**	2.11	6.77	2.30	-1.31(78)	.193
2 Reducing new teachers' nonteaching duties (playground duty etc.)	**5.31**	2.87	4.98	3.01	-0.49(78)	.623
3 Limiting the number of different class preparations assigned to new teachers	**6.72**	2.43	6.35	2.50	-0.65(78)	.519
4 Holding a special orientation session for new teachers before the school year begins	7.25	1.52	**7.38**	1.93	0.39(78)	.759
6 Holding special professional development sessions for new teachers during the year	7.47	1.59	**7.81**	1.47	0.99(78)	.324
8 Assigning mentors to new teachers	**7.88**	1.87	7.69	1.93	-0.44(78)	.660
9 Providing new teachers with constructive feedback based on non-evaluative classroom observations	7.09	1.87	**8.00**	2.10	2.39(78)	.190
11 Providing new teachers with co-planning time with other teachers	**7.53**	1.83	7.52	1.91	-0.02(78)	.981
12 Scheduling field trips that give new teachers an opportunity to learn about the school district and available resources	**6.50**	2.13	5.90	2.50	-1.12(78)	.265

Note. *M* = mean. *SD* = standard deviation. Responses were measured on a 9-point Likert-type scale ranging from 1 (Not Valuable) to 9 (Very Valuable) with high numbers indicating a high value placed upon the support strategy. The employment classification with the largest overall mean for each item is indicated in **bold**. * equal variances not assumed.

Comparing the results from both sections of the *Support for New Teachers Survey* indicates that strategy 2 (Reducing new teachers' nonteaching duties [playground duty etc.]) was valued the lowest by BTs in both permanent ($M = 5.31$, $SD = 2.87$) and temporary ($M = 4.98$, $SD = 3.01$) employment (Table 6.3) and it was also the support that was least received by BTs in permanent (9.4%) and temporary (8.3%) employment (Table 6.1). It is possible that the low

value placed upon this support strategy was influenced by the lack of provision of this strategy within the school environment.

The highest valued support strategy for permanent BTs (M = 7.88, SD = 1.87) was strategy 8 (Assigning mentors to new teachers), while for the temporary BTs it was the third highest (M = 7.69, SD = 1.93). The value placed on having access to a mentor was evident during the interviews. The majority (14) of the BCCTs spoke of wanting to have access to a mentor to assist with their development as a BT and stated that this would be a key change that they would make in the provision of PD&S for BTs.

BTs in permanent positions reported that they placed higher value on all three of the informal support strategies than BTs in temporary employment. Overall both the permanent and temporary BTs highly valued all of the informal support strategies. For all the informal support strategies some mean differences were apparent across the two cohorts, but none of the mean score differences were large enough to be statistically significant. Mean score comparisons between permanent and temporary BTs on informal support are detailed in Table 6.4.

Table 6.4. Mean Score Comparisons of Responses to Survey on Informal Support for Beginning Teachers Based on Employment Classification (N = 80)

Item	Perm (n = 32)		Temp (n = 48)			
	M	*SD*	*M*	*SD*	*t(df)*	*p value*
5 Providing new teachers with special publications (handbooks, guides, other materials)	**7.09**	1.51	6.77	2.35	-0.75(78)	.456*
7 Having informal meetings of groups of new teachers for peer support	**7.50**	1.69	7.40	1.78	-0.26(78)	.794
10 Giving new teachers the opportunity to observe other teachers	**7.97**	1.33	7.50	2.10	-1.22(78)	.226*

Note. *M*=mean. *SD* = standard deviation. Responses were measured on a 9-point Likert-type scale ranging from 1 (Not Valuable) to 9 (Very Valuable) with high numbers indicating a high value placed upon the support strategy. The employment classification with the largest overall mean for each item is indicated in **bold**. * equal variances not assumed.

Comparing the results from the two parts of the support survey, support strategy 5 (Providing new teachers with special publications [handbooks, guides, other materials]) was valued the lowest by BTs in both permanent (M = 7.09, SD = 1.51) and temporary (M = 6.77, SD = 2.35) employment; however, there were differences between the proportions of permanent and temporary BTs who received the support strategy. For the BTs in permanent employment

(62.5%) it was the support strategy that that was highest received; however, it was the second highest received by temporary BTs (35.4%).

The highest valued support strategy was number 10 (Giving new teachers the opportunity to observe other teachers) for BTs in both permanent (M = 7.97, SD = 1.33) and temporary (M = 7.50, SD = 2.10) roles, and it was also the strategy received by the greatest number of BTs in both permanent (62.5%) and temporary (35.4%) positions.

PD&S opportunities within the schools' microsystem environment were also significant for the BCCTs in the study, and the majority identified that they wanted to be supported both formally and informally during their transition into the teaching profession. This highlights the need for reciprocal knowledge and communication between the NSW DoE and the schools, and the need to engage the BCCTs in the development and implementation of PD&S opportunities. This will be discussed further in Section 6.7.

Thus far, this section has presented findings on the formal and informal support received and the value that the BTs placed upon the support strategies in the *Support for Beginning Teachers Survey* (Andrews et al., 2007). The next section examines a range of factors that the 17 BCCTs who were interviewed discussed as being impediments to their participation in PD&S opportunities.

Impediments to Participation in PD&S Opportunities

All BCCT participants spoke of wanting to receive and participate in higher amounts of formal and informal PD&S. However, as previously discussed in Chapter Four, a range of factors including workload pressures, family responsibilities and how they viewed their previous career experience impeded their increased participation and these factors continue to be applicable to this analysis of BCCTs in permanent and temporary employment. The employment classification of the BCCTs, and their (in)eligibility to receive support funding, adds another layer of complexity. This section presents and discusses findings relating to microsystem factors that hindered the majority of the BCCT's ability to participate in PD&S opportunities and therefore affected their professional growth.

<u>Impact of Workload Pressures upon BCCTs</u>

A recurrent theme in the interviews for the majority (5 out of 7) of the BCCTs in permanent positions was the workload pressures they faced and how this impacted upon their ability to access PD&S opportunities. They explicitly referred to being given the same administrative

requirements and responsibilities as experienced teachers without any consideration for their BT status. This is supported by the survey data (Table 6.1) which showed that only 9% of BTs in permanent positions received a reduction in their non-teaching duties (support strategy 2) and 12% of BTs in permanent positions had a limited number of different class preparations assigned to them (support strategy 3). These results are surprising considering that permanent BTs are entitled to access funding from the *funding policy* which assists schools to support them during their first two years of teaching. Specifically, the *funding policy* describes four conditions necessary to ensure that BTs in permanent employment receive high-quality support. These are reduced responsibilities or teaching loads in the first year, being provided with ongoing feedback and support, mentoring structures supporting BTs, and access to professional learning that focuses on a range of topics including classroom and behaviour management. The results clearly show that the first condition, reduced teaching loads, did not occur for the participants in this study. These results indicate a disconnect between what is in the NSW DoE policy and the school-based practices that directly impact the lived experiences of the permanent BTs.

For the temporary BTs, only 12% received a reduction in their non-teaching duties (support strategy 2) and only 8% received support strategy 3 (Limiting the number of different class preparations assigned to new teachers). This was expected considering that temporary staff are not eligible to access the *funding policy*. Interestingly, 12% of temporary BTs compared with 9% of BTs in permanent positions reported receiving a reduction in their non-teaching duties (support strategy 2). This is counterintuitive given their ineligibility to access support funding. It is possible that this result reflects a selection effect and it therefore needs to be interpreted with caution. However, the results do draw attention to how workload pressures impact upon BTs, preventing them from accessing some PD&S opportunities at a time when they are crucial for their development and retention (Boyd, Grossman et al., 2011; Buchanan et al., 2013; Ingersoll & Strong, 2011). This highlights the importance of this research in influencing change within school-based practices in the provision of PD&S for BTs.

Optimising Future Employment Opportunities

As established early in this section, BCCTs in temporary employment prioritised future employment opportunities over their immediate PD&S needs. The majority of the temporary BCCTs were concerned they would be viewed unfavourably by executive and other staff if they actively sought to attend PD&S opportunities. David reported that his head teacher made it clear his employment classification meant the school was limited in providing PD&S as no

funding was received from the DoE via the *funding policy* to fund his participation (NSW DEC, 2014b). He detailed how his head teacher would talk about the range of PD&S opportunities and sessions available at the school and the importance of all BTs taking advantage of what was being provided. In the next breath he would remind David that as a temporary teacher he did not receive the funding and could not attend. David commented: "It left me not knowing what to do or where I stood so I never asked for any support" (David, BCCT). This example highlights how the current NSW DoE policy excludes BTs from equitably accessing PD&S opportunities.

6.3.4 Participant Views on What Needs to Change with PD&S

As stated in Chapter One, the overall aim of this study is to explore, interpret and describe the lived experiences of BCCTs in NSW DoE high schools, with a focus on gaining an understanding of how existing policy frameworks and school-based practices contribute to the support of BTs' professional development and retention.

All participants were asked to provide their views on what they would change regarding PD&S for BTs. This provided an opportunity to hear firsthand from a range of stakeholders who have differing perspectives on the importance of PD&S. For the BCCTs the PD&S they receive shapes their lived experiences within DoE high schools, which is shaped by the interaction between the DoE *funding policy* and the school-based practices.

Figure 6.4 provides an overview of the changes to the PD&S provided to BTs that the different categories of participants would implement within NSW DoE high schools. As can be seen in Figure 6.4 there is some commonality between the participant categories, with temporary BCCTs, head teachers and DoE state liaison officers all advocating that BT funding be expanded to include all BTs regardless of their employment classification.

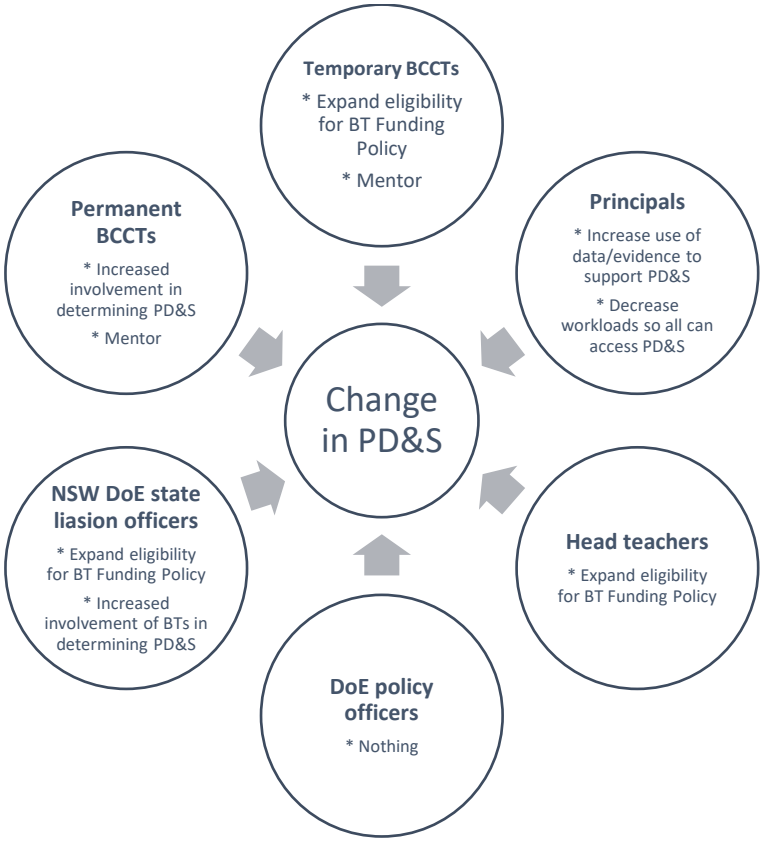

Figure 6.4. Changes Sought in PD&S by Participant Category

Beginning Career Change Teachers

The employment classification of BCCTs influenced their viewpoint on what they would change in relation to the development, content and organisational delivery of PD&S opportunities. All BCCT interviewees in permanent roles (n = 7) wanted to have a greater say in the way the *funding policy* was used to support their PD&S requirements. This was not surprising, considering the findings relating to the participants' perceptions of the inflexibility of the policy and their school's interpretation of it. There was limited discussion between the schools and the BTs about the development and provision of PD&S opportunities. Most of the BCCTs who were in permanent employment commented that the content and organisation of formal PD&S sessions was determined by head teachers and experienced teachers, based on their experience not on what BTs needed in the current climate. Lucy suggested: "I would implement a requirement that the school and beginning teacher develop PD&S programs together, not what the school thinks I need" (Lucy, permanent BCCT). This would be more beneficial than the dominant one-size-fits-all approach to induction currently offered (DeAngelis, Wall, & Che, 2013) and would enable support to be personalised and tailored to the individual's needs (Duffield, 2006). While the BTs recognised that the content being

delivered was also probably related to and restricted by the workload commitments of the head teachers, this finding highlights the importance of school-based practices being regularly reviewed to promote continuous improvement.

All BCCTs in temporary positions expressed a desire that all BTs, regardless of employment classification, be able to access BT support funding from the NSW DoE. Selene was realistic about schools' ability to offer PD&S to permanent teachers only because of funding and her solution was simple: "Increase the funding given to schools so that all beginning teachers could be supported" (Selene, BCCT). Selene believed this was the key to supporting all BTs in their initial transition into teaching and, significantly, in promoting their ongoing development and commitment to the profession. Selene's position is supported by the literature discussed in Section 2.6.

The majority (14) of the BCCTs interviewed, regardless of employment classification, also identified having someone they could approach and discuss challenges with, without the fear of being judged, as an avenue of support and development for BTs. Murray, a teacher in a temporary position, explained that there were times when he needed to discuss how to handle a classroom situation, but did not want to "bring it up at the faculty meeting for fear of being embarrassed". Having someone with whom to discuss such situations would have assisted him during his initial months of teaching. Similarly, Roger, who, as a teacher in a permanent role, had access to formal PD&S, felt he would still have benefited from having a mentor to discuss things with, from handling workloads to his emotional wellbeing. Kate, a temporary teacher, captured the sentiments of the other participants in suggesting that having a mentor would be invaluable in her development as a teacher:

> Someone that you could just call on without being judged, that's their job and they are receiving time off from their lessons to help. It could be a classroom issue or even how to handle the range of emotions I have been experiencing. (Kate, BCCT)

This highlights a common concern among BCCTs, regardless of employment classification: the desire to share concerns and proactively handle situations they encounter without feeling uncomfortable or judged in doing so. The principals', head teachers' and DoE state liaison officers' perspectives and suggestions build on the BCCTs' perspectives.

Principals

Both principals welcomed the opportunity to provide suggestions about what the DoE could change with regards to PD&S, not only for BCCTs but for all BTs within the school environment. Regina commented:

> Keep going in the direction you are going. You need to release all teachers, not just the beginning teachers, for more time, so they can access professional development opportunities. Particularly head teachers, they need to have a greater reduction in their teaching workload as they have so many different roles and responsibilities now within a faculty and the whole-school environment. (Regina, principal)

Glenda suggested increasing the use of data and evidence to support PD&S for all teachers, in particular BTs: "It will get people to actually think about what they might need rather than what they are wanting to access and attend at course" (Glenda, principal). It is important to consider the possible bias in these responses by the principals. Since they are accountable for the educational leadership and administrative aspects of the school, they may feel an obligation to support publicly the direction of the DoE. In addition, they could be indirectly justifying the decisions they have made regarding the implementation of the *funding policy*.

Head Teachers

All three head teachers were particularly critical of the *funding policy* and would expand the eligibility for the funding to all BTs, regardless of employment classification. Tina, who had spoken about her frustrations at not being able to support BTs in temporary roles, explained:

> I would provide funding to all beginning teachers as the return on investment of the additional funding would benefit not only the individual teacher but the school and the students. If that teacher, then moved to another school then this is where the ongoing benefits would occur. (Tina, head teacher)

The first-hand experiences of head teachers of being approached to provide support to temporary BCCTs but not having the funding or release time to do so highlights the disconnect between the *funding policy* and what temporary BCCTs are seeking in the school context.

NSW DoE State Liaison Officers

Similar viewpoints were provided by the two NSW DoE state liaison officers about expanding the eligibility for funding to all BTs. They have seen the consequences of a lack of eligibility for BT support funding across a range of schools, including BTs resigning from the teaching profession due to a lack of access to support. In addition, they would also increase the involvement of individual BTs in determining the PD&S they require. Adam stated that the introduction of the *funding policy* was positive, but he would implement a system that would:

> See all beginning teachers supported during the crazy first years of teaching. Just because someone is permanent and someone else is on a temporary contract, this doesn't mean that they need any less or any more support. It really does come down to the individual teacher and what their strengths and weakness are, but we need to ensure that we are offering the funding and support to all that they need, not what the school thinks BTs need. (Adam, DoE state liaison officer)

Christine (DoE state liaison officer) expanded on the lack of discussions between schools and BTs in the development and provision of PD&S. She had conversations with both principals and BTs and found that principals were often providing PD&S that focused on holistic and wider school perspectives, rather than the practical day-to-day challenges that BTs face. By not involving the BTs in these discussions, BTs will continue to receive support that is not appropriate, and which results in a lack of engagement in the sessions.

DoE Policy Officers

Helen, the DoE policy officer, did not provide any suggestions for change, instead commenting:

> There is a great level of support that is provided to beginning teachers through the policies that the department has developed. In any role there are parts of it that can challenging and at times frustrating, but everything is working as well as can be expected with such a large government department.

This response may be influenced by her position, and the pressure she feels to agree with the direction of the DoE.

Overall, the findings identified and discussed in this section relating to PD&S highlight the influence that BTs' employment classification has upon the P&S that they are able to access via the *funding policy* that has been developed with the NSW DoE (exosystem) and provided within high schools by principals (microsystem) and head teachers (microsystem). This is

occurring as a direct result of a lack of knowledge of the support needs of all BTs and limited communication across the various systems that surround and influence the individual BTs. The disconnect between the PD&S that individual BTs are seeking and what they have been able to access has an effect upon their personal growth and development, which can therefore affect an individual's perceptions of their new career and their belief in their abilities and skills within the teaching profession. These findings are significant and relevant to practitioners and policy makers. They indicate a major opportunity for the DoE to more effectively support BTs and promote their professional development and commitment to the profession. As identified earlier, policy and school-based practices for the provision of PD&S can support or impede BTs' development and retention. This is further explored in the recommendations in Chapter Seven.

6.4 Sense of Efficacy as a Teacher: Similarities and Differences between Beginning Teachers in Permanent and Temporary Employment

The findings reported in this section are the result of the re-analysis of the *Teacher Sense of Efficacy Scale* (TSES) (Tschannen-Moran & Hoy, 2001) data focusing on employment classification involving 80 BTs and the semi-structured interviews with 17 BCCTs. The TSES measures the situation-specific beliefs that a teacher holds regarding their abilities and skills across a range of situations. The data and findings about teacher efficacy discussed in this section are organised according to the subscales of the TSES, namely *Efficacy in Student Engagement*, *Efficacy in Instructional Strategies*, and *Efficacy in Classroom Management*, all of which combine to determine an individual's overall sense of efficacy.

The key findings are that BTs in permanent employment reported marginally higher mean scores in the Instructional Strategies and Classroom Management subscales on the TSES. Temporary BTs reported marginally higher mean scores in the Student Engagement subscale, as well as on their overall self-efficacy score. BTs in both permanent and temporary positions had higher mean scores in the Instructional Strategies subscale than the other two subscales of the TSES. While some mean differences were apparent, they were marginal and not so large as to be statistically significant. Table 6.5 details the participants' self-reported sense of efficacy across the three subscales: *Efficacy in Student Engagement*, *Efficacy in Instructional Practices* and *Efficacy in Classroom Management* (Tschannen-Moran & Hoy, 2001).

Table 6.5. Analysis of Responses to Teacher Sense of Efficacy Scale, Permanent (n = 32) and Temporary (n = 48)

Item	Permanent	Temporary	T-tests

	(*n* = 32)		(*n* = 48)			
	M	*SD*	*M*	*SD*	*t(df)*	*p*
Student Engagement subscale Sample item: *How much can you do to get through to the most difficult students?*	28.84	3.42	**29.67**	4.61	.86(78)	.391
Instructional Strategies subscale Sample item: *How well can you respond to difficult questions from your students?*	**31.84**	3.73	31.71	4.02	-.15(78)	.880
Classroom Management subscale Sample item: *How much can you do to control disruptive behaviour in the classroom?*	**30.72**	3.71	30.70	4.52	.01(78)	.991
Teacher Sense of Efficacy Scale total	*91.41*	*8.81*	***92.08***	*11.72*	*.28(78)*	*.775*

Note: *M* = mean. *SD* = standard deviation. Responses were measured on a 5-point Likert-type scale ranging from 1 (Nothing) to 5 (A Great Deal), with higher numbers indicating high teacher self-efficacy. The employment category with the largest overall mean for each subscale is indicated in **bold**.

What stands out in Table 6.5 is that temporary BTs had slightly higher mean scores (*M* = 29.67, *SD* = 4.61) than permanent BTs (*M* = 28.84, *SD* = 3.42) in the Student Engagement subscale. This is an unexpected result, but it is possible that this result is not a true representation of students' engagement with permanent teachers but rather related to the levels of student engagement with the temporary teachers and their lessons.

As investigations of the subscale differences by employment classification revealed little, a series of independent-samples t-tests were conducted for each individual scale item as a way of further investigating the differences in TSES between BTs in permanent and temporary employment. For all individual items, while there were mean differences apparent between the employment classification of BTs, none were so large as to be statistically significant. Each of the independent-samples t-test results for the individual efficacy items are displayed and discussed according to their corresponding subscales (Table 6.5 – Student Engagement subscale; Table 6.6 – Instructional Strategies subscale; and Table 6.7– Classroom Management subscale).

6.4.1 Student Engagement Subscale

Temporary BTs had marginally higher mean scores on 7 out of the 8 items in the Student Engagement subscale. The differences in mean scores were marginal, which can be explained by the fact that all of the participants (permanent and temporary) in this study would have

studied a range of different student engagement strategies within their ITE coursework and had opportunities to apply these strategies during their practical teaching opportunities.

What stands out in Table 6.6 below is that the lowest mean scores for BTs in both permanent (M = 3.09, SD = 0.73) and temporary (M = 3.35, SD = 0.98) positions were on Item 22 ("How much can you assist families in helping their children do well in school?"). This finding is consistent with that in Chapter Four and may be explained by the fact that the school-based practices and programs to support families are outside of the individual teachers' sphere of influence. This is understandable because the workloads faced by BTs (Gallant & Riley, 2014; McKenzie et al., 2014) mean that they are more focused on the areas which they have control over.

Table 6.6. Analysis of Responses to Student Engagement Subscale, Permanent (n = 32) and Temporary (n = 48)

Item *Student Engagement subscale*	Permanent (n = 32)		Temporary (n = 48)		T-tests	
	M	*SD*	*M*	*SD*	*t(df)*	*p*
1 How much can you do to get through to the most difficult students?	3.41	0.88	**3.56**	1.01	0.72(78)	.447
2 How much can you do to help students think critically?	3.75	0.72	**3.90**	0.78	0.85(78)	.400
4 How much can you do to motivate students who show low interest in school work?	3.44	0.72	**3.48**	0.87	0.22(78)	.823
6 How much can you do to get students to believe they can do well in school work?	3.94	0.76	**3.98**	0.79	0.24(78)	.814
9 How much can you do to help your students value learning?	3.66	0.83	**3.71**	0.80	0.28(78)	.779
12 How much can you do to foster student creativity?	3.81	0.69	**4.00**	0.88	1.02(78)	.312
14 How much can you do to improve the understanding of a student who is failing?	**3.75**	0.80	3.69	0.85	-0.33(78)	.744
22 How much can you assist families in helping their children do well in school?	3.09	0.73	**3.35**	0.98	1.36(78)	.179
Student Engagement subscale total	*28.84*	*3.42*	***29.67***	*4.61*	*0.86(78)*	*.391*

Note: M = mean. SD = standard deviation. Responses were measured on a 5-point Likert-type scale ranging from 1 (Nothing) to 5 (A Great Deal), with higher numbers indicating a high sense of efficacy. Item #22 equal variance not assumed. The employment category with the largest overall mean for each item is indicated in **bold**.

As shown in Table 6.6, independent-samples t-tests found that, for all the student engagement strategies, while some differences were apparent across the two cohorts (permanent and temporary), none of these was large enough to be statistically significant.

6.4.2 Instructional Strategies Subscale

In the Instructional Strategies subscale (Table 6.7), BTs in both permanent and temporary employment had marginally higher mean scores in 4 out of the 8 items. For a number of the individual strategies, the mean scores are nearly identical, which indicates that there are similar levels of efficacy between the employment classification of BTs. The similarities between the employment classifications could be linked to the focus given to developing instructional strategies within ITE coursework and practicum experiences. As shown in Table 6.7, independent-samples t-tests found that for all the instructional strategies, while some differences were apparent across the two cohorts (permanent and temporary), none of these was large enough to be statistically significant.

Table 6.7. Analysis of Responses to Instructional Strategies Subscale, Permanent (*n* = 32) and Temporary *(*n = 48)

Item *Instructional Strategies subscale*	Permanent (*n* = 32)		Temporary (*n* = 48)		T-tests	
	M	*SD*	*M*	*SD*	*t(df)*	*p*
7 How well can you respond to difficult questions from your students?	**4.34**	0.60	4.21	0.62	-0.97(78)	.335
10 How much can you gauge student comprehension of what you have taught?	**3.91**	0.78	3.83	0.69	-0.44(78)	.662
11 To what extent can you craft good questions for your students?	**3.97**	0.78	3.96	0.71	-0.06(78)	.951
17 How much can you do to adjust your lessons to the proper level for individual students?	3.81	0.69	**3.88**	0.87	0.34(78)	.734
18 How much can you use a variety of assessment strategies?	3.88	0.94	**3.96**	0.87	0.41(78)	.687
20 To what extent can you provide an alternative explanation or example when students are confused?	**4.34**	0.60	4.19	0.57	-1.17(78)	.244
23 How well can you implement alternative strategies in your classroom?	3.72	0.68	**3.79**	0.85	0.41(78)	.686
24 How well can you provide appropriate challenges for very capable students?	3.88	0.83	**3.90**	0.75	0.12(78)	.908
Instructional Strategies subscale total	***31.84***	*3.73*	*31.71*	*4.02*	*-0.15(78)*	*.880*

Note: *M* = mean. *SD* = standard deviation. Responses were measured on a 5-point Likert-type scale ranging from 1 (Nothing) to 5 (A Great Deal), with higher numbers indicating a high sense of efficacy. The employment category with the largest overall mean for each item is indicated in **bold**.

6.4.3 Classroom Management Subscale

In the Classroom Management subscale (Table 6.8), BTs in permanent roles had marginally higher mean scores in 6 out of the 8 items. The difference could be related to their permanent status within the school, which gives them more perceived authority and therefore respect from students. Several of the permanent BCCTs in this study spoke of how the classroom management issues they faced were "nothing compared to what temporary BTs experienced". Similarly, Lin (temporary BCCT) explained that she felt that her authority within the classroom was undermined as a temporary teacher.

What stands out in the table below is that the lowest mean score for BTs in both permanent (*M* = 3.44, *SD* = 0.76) and temporary (*M* = 3.40, *SD* = 0.94) employment was on item 19 ("How well can you keep a few problem students from ruining an entire lesson?"). This is related to the influence that student behaviour can have upon outcomes within the classroom, further impacting upon a teacher's efficacy and resulting in BTs developing critical beliefs about their own teaching abilities (Lambert et al., 2009). As shown in Table 6.8, independent-samples t-tests found that for all the classroom management strategies, while some differences were apparent across the two cohorts (permanent and temporary), none of these was large enough to be statistically significant.

Table 6.8. Analysis of Responses to Classroom Management Subscale, Permanent (*n* = 32) and Temporary (*n* = 48)

Item *Classroom Management subscale*	Permanent (*n* = 32)		Temporary (*n* = 48)		T-tests	
	M	*SD*	*M*	*SD*	*t(df)*	*p*
3 How much can you do to control disruptive behaviour in the classroom?	**3.94**	0.76	3.88	0.79	-.35(78)	.726
5 To what extent can you make your expectations clear about student behaviour?	**4.56**	0.62	4.50	0.71	-.40(78)	.687
8 How well can you establish routines to keep activities running smoothly?	3.91	0.86	**4.04**	0.77	.74(78)	.464
13 How much can you do to get children to follow classroom rules?	**3.91**	0.78	3.88	0.76	-.18(78)	.859

15 How much can you do to calm a student who is disruptive or noisy?	3.53	0.57	**3.73**	0.71	1.32(78)	.189
16 How well can you establish a classroom management system with each group of students?	**3.88**	0.55	3.75	0.89	-.78(78)	.440
19 How well can you keep a few problem students from ruining an entire lesson?	**3.44**	0.76	3.40	0.94	.00(78)	.754
21 How well can you respond to defiant students?	**3.56**	0.84	3.52	0.90	-.21(78)	.835
Classroom Management subscale total	***30.72***	*3.71*	*30.70*	*4.52*	*.01(78)*	*.391*

Note: *M* = mean. *SD* = standard deviation. Responses were measured on a 5-point Likert-type scale ranging from 1 (Nothing) to 5 (A Great Deal), with higher numbers indicating a high sense of efficacy. Equal variances not assumed. Item 16 equal variance not assumed. The employment category with the largest overall mean for each item is indicated in **bold**.

One purpose of this study was to determine if there were differences between the sense of self-efficacy of BTs in permanent and temporary employment. The results indicate that, across the 24 individual items, temporary BTs had marginally higher mean efficacy scores in 14 of the items compared to 10 for permanent BTs. However, it is worth noting that, in most cases, the mean scores differed by very little across the two cohorts (permanent and temporary), and none of these was large enough to be statistically significant. It is not known if the differences result from the BTs' school environment, the self-confidence of temporary BTs who are required to work within different school environments, or other factors influencing the self-efficacy of the participants.

6.5 Correlational Analysis between Professional Develop and Support and Teacher Sense of Efficacy

As was mentioned in Chapter Four, one of the main influences upon a teacher's sense of efficacy is the availability and access to formal and informal support. To ascertain if there was a relationship between the support strategies received and the participants' sense of efficacy, correlation analysis was conducted for Chapter Four and the results were shown in Table 4.9. As the correlation data are the same, this has not been redisplayed here. The results indicate that all three subscales of the TSES correlated with one another as well as with the total score. Similarly, formal and informal supports correlated with one another and with the total support scale.

The focus of this chapter is on the employment classification of BTs and how it impacts upon their lived experiences within NSW DoE high schools. As a result, a partial correlational analysis was conducted to determine whether or not the TSES and support strategies are related to one another with the influence of employment classification removed. The results of the partial correlation, shown in Table 6.9, show that, having controlled for the employment classification of BT (permanent or temporary), all three subscales of the TSES correlated with one another as well as with the total score. Similarly, formal and informal supports correlated with one another and with the total support scale. Overall this shows that the relationship between the support strategies received and the participants' sense of efficacy is still present in the data.

Table 6.9. Partial Correlations of TSES and Support Strategies Received, Controlling for Employment Classification, Permanent (n = 32) and Temporary (n = 48)

Scale	1	2	3	4	5	6	7
1 TSES Student Engagement	-						
2 TSES Instructional Strategies	.593**	-					
3 TSES Classroom Management	.711**	.565**	-				
4 TSES combined	.891**	.823**	.882**	-			
5 Formal support	.029	.230*	.006	.098	-		
6 Informal support	.012	.187	.041	.090	.562**	-	
7 Overall support	.026	.240*	.020	.106	.951	.790	-

Note: *p < .05, two tailed. **p < .01, two tailed

As the correlational analysis showed that the BTs' employment classification had very little influence on the strength of the relationship between the support received and their sense of efficacy as a teacher, and vice versa, an additional correlational analysis was conducted on the individual data sets related to permanent BTs (n = 32) and temporary BTs (n = 48). The results of the correlations are shown in Table 6.10 (permanent BTs) and Table 6.11 (temporary BTs).

Table 6.10. Correlations: TSES and Support for Permanent BTs (n = 32)

Scale	1	2	3	4	5	6	7
1 TSES Student Engagement	-						

2 TSES Instructional Strategies	.359*	-					
3 TSES Classroom Management	.683**	.425*	-				
4 TSES combined	.828**	.742	.866**	-			
5 Formal support	.084	.420*	.118	.260	-		
6 Informal support	.038	.355*	.133	.222	.512**	-	
7 Overall support	.078	.451*	.146	.280	.943**	.769**	-

Note: *$p < .05$, two tailed. **$p < .01$, two tailed

Table 6.11. Correlations: TSES and Support for Temporary BTs ($n = 48$)

Scale	1	2	3	4	5	6	7
1 TSES Student Engagement	-						
2 TSES Instructional Strategies	.703**	-					
3 TSES Classroom Management	.723**	.636**	-				
4 TSES combined	.914**	.866**	.889**	-			
5 Formal support	.001	.103	-.060	.013	-		
6 Informal support	-.002	.069	-.017	-.017	.605**	-	
7 Overall support	.000	.101	-.05	.015	.958**	.809**	-

Note: *$p < .05$, two tailed. **$p < .01$, two tailed

After splitting the data by employment classification (permanent or temporary), three differences in the results are identifiable within the data. The first is that the relationship between TSES Instructional Strategies and TSES Student Engagement ($r = .359*$, $p < .05$), TSES Classroom Management ($r = .425*$, $p < .05$), formal support ($r = .420*$, $p < .05$), informal support ($r = .355*$, $p < .05$) and overall support ($r = .451*$, $p < .05$) is only statistically significant for the BTs in permanent employment. The next difference is that the relationship between TSES Instructional Strategies and TSES Student Engagement ($r = .703**$, $p < .01$) and TSES Instructional Strategies and TSES Classroom Management ($r = .636**$, $p < .01$) are statistically significant for the temporary BTs at $p < 0.01$. These were significant for permanents at $p < .05$ (TSES Instructional Strategies and TSES Student Engagement, $r = .359*$, and TSES Instructional Strategies and TSES Classroom Management $r = .425*$). The last difference is that the relationship between TSES Instructional Strategies and TSES combined ($r = .866**$, $p < .05$) is only statistically significant for the temporary BTs at $p < .05$.

Thus far, this chapter has reported the findings and impact of differing employment classifications has upon the lived experiences of BCCTs within NSW DoE high schools. The next section of this chapter will present the quantitative and qualitative results about the influence of the differing employment classifications upon the teacher accreditation process.

6.6 Teacher Accreditation

This section examines how employment classification (permanent or temporary) of the BTs and the professional circumstances which arose from their employment status influenced how the participants perceived the teacher accreditation requirements. During the process of re-analysing the data focusing on the key factor of a BTs' employment classification, the issue of teacher accreditation and employment classification became evident. As such, this issue was not discussed in Chapter Four.

6.6.1 Factors in the Exosystem (New South Wales Department of Education) that Relate to Teacher Accreditation

The NSW DoE policy officers, in our interview, clarified that they were only able to discuss and comment on matters within their roles that directly related to the *funding policy* and the *funding procedures*. While the NSW DoE policy officers spoke of the teacher accreditation process being linked to the *funding policy* and the *funding procedures*, they had limited knowledge of the teacher accreditation process as it was not directly related to their duties. In addition, their knowledge of the strategic directions and day-to-day requirements and workloads within high schools is limited to their interactions with principals, head teachers and teachers within their current roles.

6.6.2 Factors in the Microsystems (High Schools) that Relate to Teacher Accreditation

This section presents and discusses the findings within the 2 microsystems (principals and head teachers) about BTs and the accreditation policy requirements (AISTL, 2011). The main finding within this section is that the administrative requirements under the accreditation policy resulted in a direct increase in the workloads and responsibilities of principals, as they have responsibility for approving or disapproving the accreditation of BTs within their schools. The findings reported in this section are the result of the analysis of semi-structured interviews conducted with two NSW DoE high school principals and three NSW DoE high school head teachers in order to obtain an understanding of how NSW DoE policies, in particular the accreditation policy, are implemented within NSW DoE high schools as school-based practices.

Workload Impact of Teacher Accreditation Requirements

Both principals experienced an increase in their workloads and responsibilities as a direct result of changes to their administrative responsibilities within the accreditation policy. From Semester 2, 2015, principals are now classified as the Teacher Accreditation Authority (TAA) and have the ultimate responsibility for approving or disapproving the accreditation of teachers. Glenda, who had recently been promoted to the position of Principal of Rolling Hills High School when she was interviewed for this study, expressed concerns about the workload implications and added responsibility she faced under the new requirements:

> I understand the thinking behind the change and support it in principle but at the end of the day, it appears that no consideration has been given about how this impacts upon my workloads. I am not given any additional time in my day … It will ultimately take me away from other responsibilities that I have. (Glenda, principal)

Glenda was faced with a demanding workload as many issues competed for her time and attention. Expressing similar concerns, Regina, an experienced principal, was more resigned to the fact that it was "just another piece of work that I will need to take home". She viewed the role as the TAA as "part of my leadership responsibilities as principal". A possible explanation for the differences between the two principals is that Glenda has only recently been promoted and may be overwhelmed by the requirements and responsibilities of the position, in comparison to Regina, who has more than ten years' experience as a principal. Principals were not consulted or involved in the decision making to change their role and to shift administrative requirements to them. While this was not the focus of this study, it provides another example of how DoE policies are changed with inadequate consultation and consideration of their impact upon school-based practices.

Both principals interviewed in this study needed the input of head teachers to verify the evidence and assess the competence of teachers seeking accreditation. Regina, who has over 900 students and 55 teachers at her school, was unable to develop a deep knowledge of every teacher, requiring her to seek assistance from the head teachers. This relationship is an example of two microsystems (principal and the head teachers) working within the mesosystem and having a direct influence upon the BCCT (Bronfenbrenner, 1979). In addition, the working relationship within the mesosystem directly impacts the workloads of head teachers. Tina, a head teacher, explicitly referred to situations where she had been "delegated" other tasks, thus increasing her overall workload. As part of the leadership team of the school, the head teachers had a range of responsibilities at the faculty and whole-school levels. Tina was responsible for

the provision of PD&S for BTs: "I am already involved in supporting the beginning teachers in the accreditation process, so it is a logical step that my principal will be involving me in their decision [as the TAA]". The demands placed on school executives are created and prescribed by the DoE, with policies being developed without sufficient understanding of their practical application in the school environment (Braun et al., 2010). The implications of these decisions upon the PD&S that is received and sought by the BTs will be discussed further in the next section.

6.6.3 Beginning Teacher Perspectives: The View from the Centre of the Model

At the individual level the timing of the commencement of the teacher accreditation requirements was found to relate to the employment classification of the BT. Temporary BCCTs viewed the accreditation process as a positive way to distinguish themselves from others, while the BCCTs in permanent positions had a negative perception. Regardless of the employment classification, the teacher accreditation process increased the BCCTs' workloads.

Teacher Accreditation Status: Similarities and Differences Between Employment Classifications

BTs in temporary positions reported marginally higher completion rates of teacher accreditation requirements than permanent BTs, while the permanent BTs reported marginally higher rates of commencement of the requirements of teacher accreditation. A descriptive analysis of NSW teacher accreditation around the categories of completed, commenced and not commenced by employment classification (permanent and temporary) is presented in Figure 6.5.

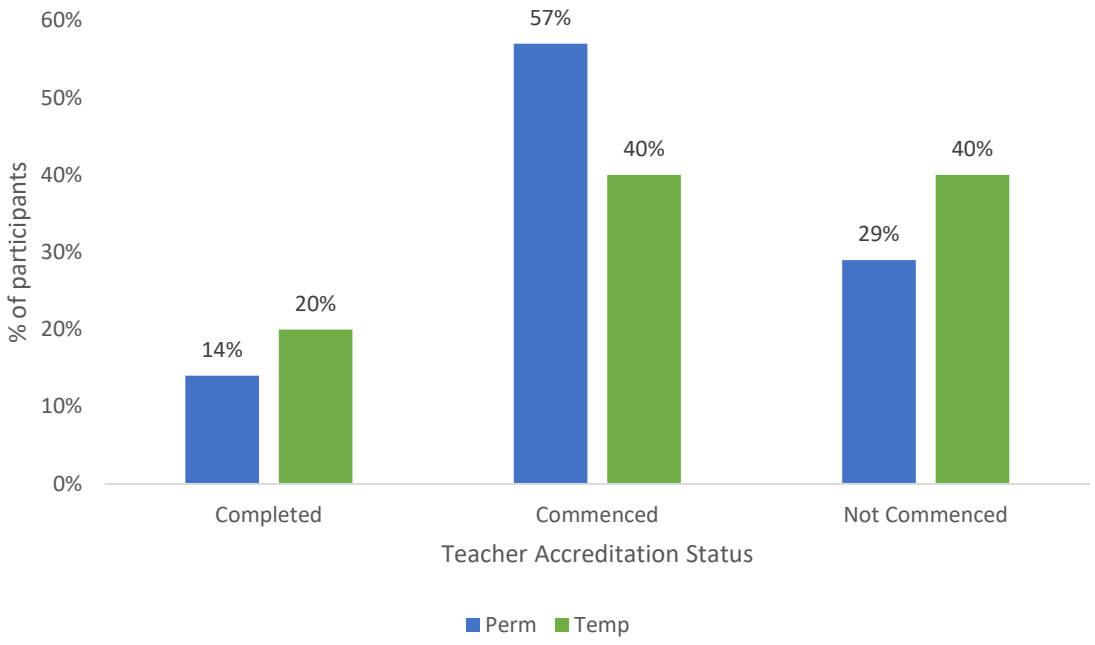

Figure 6.5. Teacher Accreditation Status by Employment Classification of Beginning Teacher, Permanent (n = 32) and Temporary (n = 48)

As seen in the figure above, the temporary BTs had a higher level of non-commencement (40%) of the requirements of teacher accreditation than permanent BTs (29%); however, the quantitative data do not provide answers as to why this is occurring. Interview data provided an insight into the different perspectives of BCCTs in permanent and temporary employment relating to the teacher accreditation process.

Five out of the seven BCCTs in permanent positions perceived that the accreditation process was used by the DoE to measure their effectiveness and capability as a BT. They were critical of the fact that, after successfully obtaining a permanent teaching position, they now had to prove their ability through an administrative process. Lucy expressed concerns about the layers of administrative requirements that determined her level of competence as a teacher: "Is the DoE going to say that because I am unable to prepare a report or provide the correct documentation that I am not a capable teacher?" (Lucy, BCCT). Reinforcing this view, Roger commented that, "if there is a concern that I am unable to teach, then help me now. Don't wait until I submit some paperwork. It just doesn't make sense" (Roger, BCCT). The perceptions of the permanent BCCTs are in keeping with those of Ryan and Bourke (2013) who, in their research involving a series of interviews with 20 teachers from Queensland, Australia, found that teachers and school executives believe that the Australian Government is "carefully attempting to shape teachers and the teaching profession through behavioural-heavy standards"

(p. 421). This is an example of professional teaching standards supporting bureaucratic interests within the exosystem, rather than supporting and developing teachers at the start of their career. This has a number of potential implications including creating an administrative process that BTs complete, rather than having the accreditation process support BTs' professional development. This could directly contribute to a BT's decision to resign from the teaching profession.

Seven out of the ten BCCTs in temporary employment were taking advantage of their long-term temporary contracts to complete the teacher accreditation requirements. They were collecting the required evidence, such as reporting on student achievements through end-of-semester reports, engaging with colleagues in the development of teaching programs and developing formal and informal assessments of student learning, all of which temporary teachers on shorter contracts would find difficult to do. David explained, "I need to get it done this year. I just don't know if I will be on another long-term temporary contract next year" (David, BCCT). This approach was supported by Melody, a head teacher, who encourages all BTs on long-term temporary contracts at her school to "Grab the opportunity to collect and have their evidence signed off while they are able to" (Melody, head teacher). David and the other participants in temporary positions who had commenced the accreditation process were aware of the challenges of gaining ongoing employment, and how this would directly influence their ability to complete the accreditation requirements. Because the temporary BCCTs were focusing on the completion of an administrative process, they were not focusing on developing their pedagogical skills and knowledge. This may have had implications for their professional development.

The temporary BCCTs viewed completion of the teacher accreditation requirements as a positive achievement that would distinguish them from other BTs, ultimately assisting them in obtaining a permanent position. Murray explained that, because he had completed the accreditation requirements, he hoped that schools would view him as a hardworking and self-driven individual and that this would assist him when applying for permanent positions. This was supported by Tina, a head teacher, who commented: "it shows that I will have a staff member who is able to take the initiative with their own professional development and at the same time be able to handle the administrative tasks of teaching". This highlights the competition that exists for the limited number of permanent teaching positions within the NSW DoE (Weldon, 2016), as temporary BCCTs are looking to obtain a point of difference between themselves and other applicants. The results of this study indicate that temporary BCCTs

placed a greater importance on the achievement of teacher accreditation than BCCTs in permanent positions. This finding was unexpected, considering the funding and support that permanent BTs are entitled to receive through the *funding policy* that are not available to temporary BTs. There is a disjuncture in the employment context between those who seek permanent teaching positions and those who have already obtained one.

Workload Impacts of Teacher Accreditation Process upon Beginning Teachers

All BCCTs, regardless of their employment classification, spoke of the direct impact that the teacher accreditation process had in increasing their already high workloads. For Selene, such added workloads were "unrealistic on top of my lesson planning, resource development, and marking" (Selene, temporary BCCT). Similarly, Lucy and Roger (permanent BCCTs) had not commenced the accreditation process as a direct result of their day-to-day workload demands, including preparation of lessons and teaching. This was understandable given the pressure and high workloads faced by all categories of BTs, which has consistently been reported in international and Australian literature (Brindley & Parker, 2010; Gallant & Riley, 2014; Mason & Matas, 2015). Roger remarked that, with the additional requirement to complete his teacher accreditation, he felt that "every day was more demanding than the last and that the paperwork was the priority now and not teaching" (Roger, permanent BCCT).

Teacher accreditation makes the task of teaching even more demanding on top of an already significant workload. While the BCCTs do not directly participate in the development of the accreditation requirements and policies, the expectation that they will meet them directly impacts on them by increasing their already large administrative workloads. This is an example of how their critical voices as BTs are being silenced at policy level (Robinson & Edwards, 2012) and how their individual agency is limited to their own microsystem (Bronfenbrenner, 1979).

These findings provide insight into the thought process and perspectives of BCCTs who view the completion of the accreditation process as an administrative process that serves bureaucratic interests rather than supporting BTs' development. This has the potential to devalue the professional standing of the accreditation process across the teaching profession and reduce engagement with it. Further studies are required to understand the possible link between different employment classifications and completion of accreditation in order for policies and school-based practices to be further developed.

The next section of this chapter will present the quantitative results on how the decisions made within the NSW DoE (exosystem), and school environment by the principals and head teachers (microsystem), along with the challenges faced as a BT in differing employment classifications influences future intentions to remain in or leave the teaching profession.

6.7 Future Intentions to Remain in or Leave the Teaching Profession

As discussed in Chapter Two, BTs face a range of challenges during their entry into the teaching profession including high workloads and a lack of support (Buchanan, 2010; Gallant & Riley, 2014). How individual BTs handle these challenges and the influence of the microsystems (schools, principals and head teachers) in which they are located can impact their decision to remain in or leave the teaching profession. The findings reported in this section are the result of the re-analysis of the *Support for Beginning Teachers Survey* (Andrews et al., 2007) data focusing on the differences between employment classifications.

The main finding is that the majority of participants, 97% of the permanent (31 out of 32) and 92% of the temporary (44 out of 48) BTs, had the intention of remaining within the teaching profession, with only 3% (1 out of 32) permanent and 8% (4 out of 48) temporary BTs indicating that they would leave the teaching profession within the next two years. A descriptive analysis of the future intentions to remain in or leave the teaching profession by employment classification is presented in Figure 6.6.

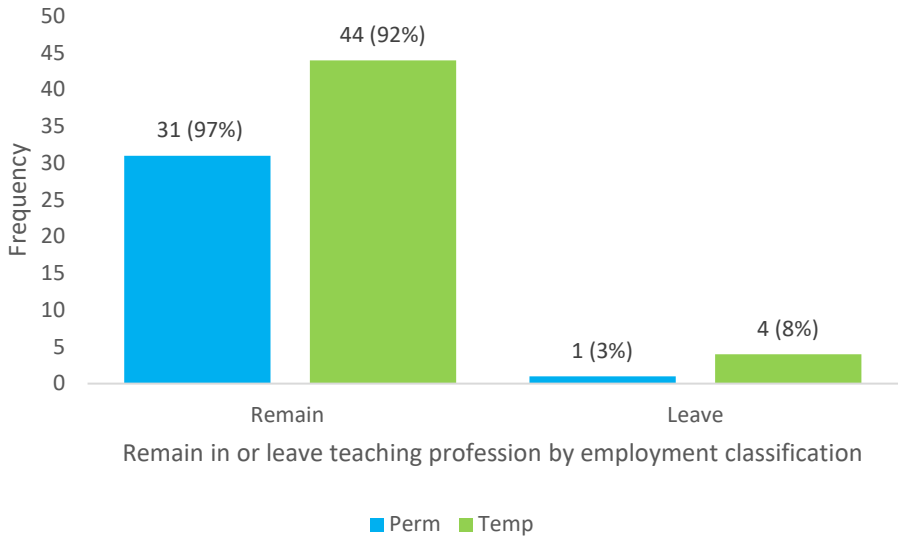

Figure 6.6. Future Intentions by Employment Classification of Beginning Teacher, Permanent (n = 32) and Temporary (n = 48)

As can be seen in Figure 6.6, the percentages of those intending to leave the teaching profession from both categories, permanent (3%) and temporary (8%), were similar. The relatively low rates of teachers planning to exit teaching in this study do not reflect current Australian data on teacher attrition. For example, Riley and Gallant (2010) in their study of early career teachers in Victoria report resignation rates as high as 50% within the first two years. As discussed in Chapter Four (Section 4.5), NSW DEC data indicate that on average 3.3% of BTs resign in their first year, increasing to 10.5% in the first five years (NSW Government, 2013). However, the NSW DoE data only include permanent teachers so, with approximately 15% of high school teachers working in temporary or casual positions, the official resignation figures only capture part of the population that resigns (McKenzie et al., 2014). Resignation rates for temporary BTs are estimated to be between 20 and 50% (McKenzie et al., 2014), which makes the small numbers of participants in this study considering leaving the teaching profession even more interesting. While there is no certainty that the participants' intentions will translate to actual retention or resignation, the results of this study might be explained by the fact that the participants completed the survey during the early stages of the school year and were confident and satisfied in their career choice. However, the results of this study may not be applicable to the wider teaching workforce. This is further discussed in Chapter Seven.

Jayne was the only participant who, at the time of the interviews, had begun the process of leaving the DoE public school system. Jayne realised that for her own financial security and ability to purchase her own property she would need a permanent teaching position. Although she remained in the teaching profession, her resignation from the NSW DoE was a direct result of the limited number of permanent teaching positions.

All the BCCTs in permanent positions intended to remain in the teaching profession. This is not surprising, as they have obtained permanent positions. However, during the interviews, Roger, who obtained a permanent position prior to graduating, had considered leaving the teaching profession because of his workloads and experiences as a BT: "It was overwhelming, but I kept in the back of my head to not make any rash decisions to resign because I was struggling" (Roger, BCCT). He spoke of the workload difficulties he faced during his first year as a teacher. However, during the most recent school holidays, he had reflected on his decision to retrain as a teacher in order to seek more meaning from his life, and this assisted him. He stated: "I became a teacher for a combination of lifestyle, a love of children, and a desire to contribute towards providing greater meaning to God's world. This hasn't changed … keeping that perspective has helped me through" (Roger, BCCT).

The interview data provide an interesting insight into the reasons why permanent and temporary BCCTs in this study remain in the teaching profession. Personal fulfilment was a common motivation for these participants to retrain and provides an insight into why they remain in the teaching profession despite the difficulties of their first year, or the lack of available permanent positions. For the majority of the participants who are yet to obtain permanent teaching positions, this is an irritant in terms of financial impact and limited access to PD&S. They are committed to their decision to retrain as teachers and intend to persevere with their career change. Kate, who had only obtained temporary positions to date, said her desire to teach was still as strong as when she retrained. She believed that other career changers she had met shared her feelings:

> I don't regret anything. I made the massive decision to leave my secure career, my well-paying career to become a teacher … There are many of us in the same situation, being career changers but I know that I, and the others [career changers] will succeed. (Kate, BCCT)

For many, the decision to retrain was related to their need for personal fulfilment and to a long-held desire to become a teacher. This supports previous research into the motivations of career change teachers which have consistently identified that career changers are mostly motivated by intrinsic and altruistic reasons (Richardson & Watt, 2006; Williams & Forgasz, 2009) and are seeking a career better suited to their ability and experience (Richardson & Watt, 2006). Megan highlighted this motivation:

> I know who I am; what I bring to teaching … what knowledge and skills I have developed over the years. I have taken this wonderful and scary opportunity and now I am going to grab it with both hands. And succeed! (Megan, temporary BCCT)

These comments seem to provide evidence that career change teachers are remaining in teaching in the short-term despite the limited number of permanent teaching positions. It is possible that these results may not be generalisable to a broader range of BCCTs; however, they may help us to understand the retention decisions they make. There appears to be a strong connection between their drive and desire to leave their previous careers and their decision to remain and succeed as a teacher. They are committed to their decision and intend to persevere with their career change. These findings are relevant to both practitioners and policy makers, providing an opportunity to learn from the perspectives and experiences of BCCTs relating to the impact of employment classification. The experiences of the participants can inform the

future development of policy and school-based practices for the development and retention of BCCTs and this will be explored further in the recommendations in Chapter Seven. The following section draws together the findings discussed in this chapter, looking beyond the single systems to identify how the interactions between the systems are guided by the (lack of) knowledge and communication between them, which directly and indirectly influences the lived experiences of the BCCTs.

6.8 The Reciprocal Interactions

So far in this chapter, the issue of employment classification has been presented individually and separately within the elements of the Ecological Systems Model (Bronfenbrenner, 1979). As was the case in Chapter Four, a shift will now occur where the interactions across the systems will be highlighted. This section will build upon the findings in chapters four and six and, rather than repeat the discussion in Section 4.6, the focus will be on the issue of employment classification.

This section will build upon the findings in chapters four and six and, rather than repeat the discussion in Section 4.6, the focus will be on the issue of employment classification. The interactions between the systems are multifaceted; however, as discussed in Chapter Four, the largest influence upon the lived experiences of the BCCTs was from the NSW DoE. This was through indirect interactions via the development of policies within the exosystem (NSW DoE) but also directly through their day-to-day interactions within the school context and with key microsystems (principal and head teachers). The exosystem has been extended to include the influence of the media and universities due to their influence directly related to the overarching issue of employment classification. Based on the findings of the quantitative and qualitative data, employment classification was the overarching issue impacting upon the lived experiences of the BCCTs in this study, specifically the lack of permanent teaching positions available.

The impact of employment classification had wide-reaching influences upon the BCCTs within this study. Due to a lack of permanent teaching positions, 65% of the BCCTs in this research were only able to access temporary teaching positions. This was contrary to their expectations, created in part by the media, which reported “teacher staffing numbers at a critical level” (Branley, 2016; Brennan, 2016). However, in reality, this is not the case. It is outside the scope of this study to identify the background information and sources that the media based their reporting on. Potential sources of this data include the Australian Bureau of Statistics (ABS, 2014), the report of the Staff in Australia’s Schools Survey (McKenzie et al., 2014), university

enrolment and graduation statistics (Universities Australia, 2014) and the NSW DoE workforce reports (e.g. NSW DEC, 2014a).

As discussed in Chapter Five, with the introduction of the demand-driven approach to student enrolments, universities have increased the number of teaching graduates 26% over the last five years (AITSL, 2016). This has resulted in an oversupply of graduate teachers, further exacerbating the limited permanent teaching positions available within NSW DoE high schools. Universities are located within the exosystem along with the NSW DoE; however, it appears that there is a distinct lack of communication between the two systems regarding teacher workforce needs.

For many of the BCCTs within this study, the decision to retrain with the intention of obtaining a permanent teaching position within NSW DoE high schools was made with incomplete information. As identified throughout this thesis, there is a lack of current and complete data on the NSW DoE workforce. Even the NSW DoE has limited data about the teacher workforce as a whole or at the school level. While individual schools have an awareness of their own workforce needs, there is no NSW DoE workforce database to which the schools can contribute their data. Schools and BTs, not universities nor the media, are directly experiencing the reality of limited permanent employment opportunities.

Ultimately, it is BCCTs who experience the greatest impact of this lack of knowledge of the teacher workforce, and in particular of the oversupply of graduate teachers resulting in limited permanent teaching positions. Many of the BCCTs in this study had not considered that there was a lack of permanent teaching positions available; therefore, they had not contemplated the financial impacts of not obtaining a permanent position. The financial implications for these BCCTs created additional stress as they had made the decision to retrain based on the incorrect perception that there were teacher shortages. The reality that they were likely to be employed in temporary teaching positions was not communicated to them and for many this was a big issue due to their financial commitments as a career changer with family and mortgage responsibilities. In contrast, four BCCTs had family and friends within the teaching profession who had current knowledge of the prevalence of temporary contracts. This knowledge enabled the BCCTs to enter the teaching profession with their eyes open about the likelihood that they would be commencing and remaining as temporary teachers for a long period of time. As a result, they made appropriate financial arrangements.

The fact that only permanent teachers are eligible to access funding via the *funding policy* accentuates the influence of differing employment classifications upon the BCCTs. This generated tensions within individual schools between the permanent and temporary BCCTs. As seen in Chapter Four, the decisions made within the exosystem (NSW DoE) in the development of the *funding policy* (NSW DoE, 2014b) directly influence the development and implementation of school-based PD&S practices within NSW DoE high schools. The fact that eligibility for this funding was restricted to permanent BTs further influenced the decisions made by principals as they implemented the policy in their school-based practices.

Both principals in this study exercised their discretion contained within the *funding policy* to utilise the funding to enable both permanent and temporary BTs to access PD&S opportunities within their schools. This was both a strategic and personal decision based on their knowledge, experience and commitment to supporting all BTs. Even with this commitment shown by the principals, the PD&S programs themselves were not meeting the development needs of both the permanent and temporary BCCT participants in this study. As discussed in Chapter Four, the limited communication between schools and BCCTs contributed to the BCCTs not receiving the PD&S they sought.

Within this study, temporary BCCTs had greater commencement and completion rates for the teacher accreditation process. For the permanent BCCTs, a lack of understanding and knowledge of the underlying principles of the accreditation process is evident. Many participants perceived that the accreditation process was a way of confirming their competency as a teacher, which directly caused a reduced level of engagement by the permanent BCCTs. In comparison, the temporary BCCTs in this study spoke of taking the opportunity to collect the required evidence and achieve accreditation to differentiate themselves from other temporary teachers. As such the temporary BCCTs had greater commencement and completion rates as they sought out any opportunity to obtain an edge over other temporary staff who are applying for vacancies.

6.9 Conclusion

The overall aim of this study was to explore, interpret and describe the lived experiences of BCCTs within NSW DoE high schools with a focus on gaining an understanding of how existing policy frameworks (exosystem) and school-based practices (microsystem) contribute to the provision of BTs' professional development and their retention in the profession. This chapter has re-analysed the data presented in Chapter Four, focusing on the influences of differing employment classifications (permanent or temporary) upon the BCCTs within this

study. As with the Chapter Four findings, Bronfenbrenner's (1979) Ecological Systems Model informed the design and interpretation of the findings, which were structured around the DoE (exosystem), school (microsystem) and individual levels.

The overarching main finding was that there was an overall lack of permanent teaching positions available for BCCTs to apply for and obtain. As a direct result, the lived experiences of the BCCTs were directly influenced by their employment classification. The quantitative findings presented in this chapter highlight the similarities between permanent and temporary BTs in their sense of efficacy, the PD&S they received and valued, and their future intentions to remain within the teaching profession. However, some important differences were apparent in the quantitative analysis, including permanent BCCTs' higher mean scores in the Instructional Strategies and Classroom Management subscales, while temporary BCCTs had higher mean scores in the Student Engagement subscale and overall teacher sense of efficacy. Overall, low levels of formal and informal PD&S were received by both permanent and temporary BTs, and there were some differences in the value placed upon the individual support strategies. Both permanent and temporary BCCTs sought out informal PD&S due to the lack of formal PD&S received. With regards to their teacher sense of efficacy, both permanent and temporary BTs held strong beliefs in their abilities with the school and classroom environments.

The qualitative findings provided further insights into the differences and similarities between permanent and temporary BCCTs. The temporary BCCTs were required to teach out of field in order to obtain temporary employment. The financial implications of only being able to obtain temporary employment was an issue for temporary BCCTs as the majority of the participants within this study had families. In addition, employment classification directly influenced the BCCTs' eligibility to access funding through the NSW DoE *funding policy* and indirectly through the development of school-based practices within high schools. Temporary BCCTs prioritised their future employment opportunities over their PD&S needs. Regardless of employment classification, all BCCTs stated that the formal and informal PD&S provided by the schools in which they were employed were not meeting their developmental needs. Similar to Chapter Four, the findings reported in this chapter were an indication of a greater issue, a lack of knowledge of the NSW DoE teacher workforce and lack of communication between the NSW DoE policy makers within the exosystem, principals and head teachers within the school environment (microsystems) and individual BCCTs. This will be discussed further in Chapter Seven.

The next and final chapter will bring this thesis to its conclusion, presenting four key insights into the lived experiences of the BCCTs which provide the overarching answers to the research questions of this study. It will also suggest how the study may contribute to the literature and indicate implications for future research and for educational policy and practice.

CHAPTER SEVEN: DISCUSSION AND CONCLUSION

7.1 Introduction

This research explored the lived experiences of beginning teachers (BTs), with a primary focus on beginning career change teachers (BCCTs) in New South Wales Department of Education (NSW DoE) high schools, to gain an understanding of how existing policy frameworks and school-based practices contribute to their professional development and retention. A sequential exploratory mixed-methods approach was used, wherein both quantitative (survey) and qualitative (semi-structured interviews) data were collected, analysed separately and then merged. Exploring the data using Bronfenbrenner's (1979) Ecological Systems Model as the theoretical lens, it was established that BTs, and in particular BCCTs, are at the centre of a complicated, multi-layered "ecosystem". The Ecological Systems Model emphasises differing contexts, which include the microsystem (the immediate contexts occupied by the individual); the mesosystem (relations between two or more microsystems); the exosystem (social settings the individual is not a part of, but which impact on the individual); and the macrosystem (the wider cultural, economic and policy context in which the individual lives). Within these layers of the "ecosystem", a range of factors within and beyond the school walls also directly and indirectly influence BTs' lived experiences.

This chapter consolidates the findings from chapters four and six and summarises the research by providing an overview of the findings in response to the research questions. These are presented as key insights and recommendations are integrated within the discussion. Following this the contributions of the study are identified, and limitations of the study are considered.

7.2 Key Insights

There are considerable interrelationships between the key insights, reflecting the influences of the NSW DoE policies and school-based practices upon the lived experiences of the BCCTs within this study.

The four key insights are presented here and detailed below:

1. The lack of available permanent teaching positions within NSW DoE high schools is directly impacting upon the lived experiences of the BCCTs within this study.

2. The implementation of the *Beginning Teachers Support Funding Policy* (NSW DEC, 2014) within schools is directly impacting upon the lived experiences of the BCCTs within this study.

3. The NSW DoE and school-based practices treat BTs as a homogenous group.

4. All BCCTs within this study are planning to remain within the teaching profession irrespective of personal costs and professional demands.

The discussion of the four key insights aims to highlight key findings, make connections and interpret meaning. It considers the implications of these conclusions for BCCTs, NSW DoE policy and school-based practices. Recommendations are integrated within each key insight and cut across each of the systems, highlighting the mutual influences and interrelationships between the NSW DoE (exosystem), high schools (microsystem) and individual BCCTs.

7.2.1 Key Insight One: Lack of Available Permanent Teaching Positions within NSW DoE High Schools

According to both the bivariate survey analyses and the thematic analysis of the semi-structured interview data, the key factor that influenced the lived experiences of the BCCTs in this study was the lack of permanent teaching positions available to them. Acquiring permanent employment proved elusive for 10 out of 17 BCCT participants in this study. This finding contests the widely held, often uncritically perpetuated, notion, particularly by the media (Branley, 2016; Brennan, 2016), that the Australian and NSW teaching profession is experiencing significant teacher shortages. For the BCCTs in this study, widespread media reports of teacher shortages had created expectations they would be able to obtain a permanent teaching position upon completion of their university studies. Although shortages of teachers do exist, research into the NSW context shows that this is primarily for teachers with expertise in secondary Science and Mathematics, particularly within country and rural schools (McKenzie et al., 2014; NSW DEC, 2015b; Weldon, 2015).

Another factor compounding the BCCTs' difficulties in obtaining permanent employment is related to the current economic climate, in which the NSW DoE, as the employer, has increased its utilisation of temporary employment to fill teacher vacancies, rather than permanent positions (AEU, 2008; Latifoglu, 2014; Pietsch, 2011; Varadharajan, 2014). The increase in

temporary employment is not unique to the education sector and is a broad trend occurring across multiple industry sectors within NSW and Australia (ABS, 2014). This temporary employment approach can be viewed as a cost-effective mechanism, one that enables the NSW DoE to reduce costs related to superannuation, leave entitlements and PD&S.

The increased utilisation of temporary employment is achievable due to the oversupply of high school teacher graduates (AITSL, 2016). The oversupply of teacher graduates combined with the existing temporary workforce allows the NSW DoE and individual high schools to be selective when making choices related to the employment of teachers. During interviews six BCCTs explained, supported by existing literature, that in order to obtain temporary employment opportunities they were required to teach out of field (McKenzie et al., 2014; Weldon, 2016), resulting in higher workload demands (Gallant & Riley, 2014; Mason & Matas, 2015) while receiving limited support (Buchanan et al., 2013: Pietsch, 2011).

These factors, in combination, highlight the strategic and operational need for the NSW DoE to collect up-to-date data and report on the overall teacher workforce, including current and future requirements. As identified in this study, the limited knowledge of the NSW DoE teaching workforce creates ongoing issues for effective workforce management. This finding reflects existing Australian research (ACARA, 2017; CESE, 2018; McKenzie et al., 2014). The monitoring and reporting of workforce data will help to inform decision making at the NSW DoE (exosystem) and school (microsystem) levels on a range of workforce planning issues, including current and future teacher requirements. This information will also provide current and future entrants in initial teacher education courses with a realistic understanding of their future employment opportunities in teaching and enable them to make informed career decisions.

Recommendation One: Update and broaden existing NSW DoE teacher workforce data collection practices

> It is recommended that the NSW DoE update existing state-wide practices for the collection of teacher workforce data and also broaden the types of data that are collected to include, for example, teacher demographics, subject accreditation, location, vacancies and ratio of beginning to experienced teachers. This information could then be utilised to improve knowledge of the existing teacher workforce, assist in current and future workforce planning, and inform decision making within regions and schools. This data would further enable the NSW DoE and initial teacher education providers to

engage in dialogue about teacher numbers and subject requirements. This would address the current oversupply of teachers in some subject areas and shortages in others, as identified in Chapter Five. This information would also assist individuals who are considering retraining as a teacher to make an informed decision about the subject areas requiring staff.

To address the population's widely held misconceptions about teacher shortages more critically, departmental dissemination of relevant, current statistics would arguably help direct people into subject areas requiring teachers rather than subject areas, such as Personal Development, Health and Physical Education (PDHPE) and Human Society and Its Environment (HSIE), that have an oversupply of teachers (McKenzie et al., 2014). Making this information easily accessible via the media and other widely reported channels might have changed the teacher training pathway of the 6 HSIE BCCTs in this study, all of whom have been unable to obtain a permanent teaching position.

Recommendation Two: NSW DoE conduct information sessions regarding teacher workforce requirements at initial teacher education locations

It is recommended that the NSW DoE conduct information sessions at initial teacher education locations providing detail on the existing teacher workforce and future teacher requirements. This would involve providing data on existing teacher shortages or surpluses based on location and subject areas, so that individuals have an awareness of future employment opportunities. Additional information relating to the different employment classifications, including entitlements, benefits and challenges would further enable individuals to make a considered and balanced decision regarding the subject focus and continuation in the ITE course (previously discussed in Chapter Six).

7.2.2 Key Insight Two: Implementation of *Beginning Teachers Support Funding Policy* (NSW DEC, 2014) within Schools

In this study, the issue of how principals translated the *funding policy* into local school-based practices created inequities in the provision of PD&S for BCCTs employed in different schools. The differences between school-based practices resulted in many participants perceiving they were not receiving their entitlements, such as reduced responsibilities or teaching loads, ongoing feedback and support, under the *funding policy*. This was particularly true where participants could see some colleagues having access to formal PD&S, for example sessions related to developing pedagogical practices and completing their teacher accreditation requirements, while they did not. Interview data from the BCCTs demonstrated that this was a

result of a lack of understanding of the flexibility and discretion afforded to principals within the *funding policy* and *funding procedures* in determining how to utilise the funding. Clearly, the NSW DoE has not been successful in communicating the underlying principles and reasoning behind the development of the policy. Nor have the principals and head teachers communicated how they have implemented the *funding policy* within the school context to BTs. The DoE has also failed to evaluate the wider impacts on staff and schools of enabling discretion in the development of differing school-based practices.

Recommendation Three: Communication of key NSW DoE Policies via formal and informal methods

> It is recommended that the NSW DoE in conjunction with all NSW DoE high schools communicate key components of a range of key NSW DoE policies, including the *funding policy, funding procedures* and teacher accreditation requirements. This may involve a combination of formal and/or informal communication methods, including fact sheets, mandatory e-learning or inclusion within the DoE-wide quarterly induction/professional development days (Recommendation Five) to provide relevant and up-to-date policy information to BTs during the year.

The NSW DoE *funding policy* was developed within the exosystem and then localised by principals in the development of school-based practices appropriate to their school's microsystem (Bronfenbrenner, 1979). Both principals and all head teachers interviewed in this study spoke of their commitment to ensuring that all BTs, regardless of employment classification, be provided with PD&S to support their transition into and development within the teaching profession. However, this was not replicated in the survey and interview data, where BCCTs reported overall low amounts of formal and informal support regardless of employment classification. A possible explanation for the differing results is related to the participants' (principals, head teachers and BCCTs) biased perspectives. For example, head teachers may not have been involved in the provision of PD&S for BTs for a number of years and might have based the provision of PD&S on previous experience and knowledge that is now outdated.

Further complicating the development of school-based PD&S practices is constant staffing changes, with promotions, transfers, resignations or teachers taking sick, family, personal and short and long-term leave at any time. As identified in this study, this resulted in induction being postponed for 6 months until the start of the new school year for Lucy and Rhiannon due

to their school's inability to release key staff to conduct the sessions. Timely induction and support are both crucial to assist BTs during their transition into the teaching profession and within different high schools. These findings also speak to literature in international (Ingersoll & Strong, 2011; OECD, 2005) and Australian (Hay Group, 2013; Buchanan et al., 2013; Teacher Education Ministerial Advisory Group, 2014) contexts that identifies the importance of timely induction for all BTs. The data generated in this study provide additional evidence of BCCTs' voices within NSW DoE high schools, which are largely absent within existing literature.

Recommendation Four: Induction occurs at the time the beginning teacher commences at a school

> It is recommended that all NSW DoE high schools provide induction to all BTs within a week of commencing employment. This may involve a combination of formal and/or informal PD&S and schools can draw upon the involvement of a mentor (Recommendation Six) to enable induction to be provided at the time the BT commences within a school. Schools could utilise the DoE-wide quarterly induction/professional development days (Recommendation Four) to provide further timely support to the BTs during the year.

The majority of temporary BCCTs interviewed identified they did not have access to school-based PD&S sessions or opportunities, further impeding their pedagogical and knowledge development. In addition, their ability to complete mandatory training requirements, such as Child Protection Awareness and Emergency Care, was restricted. With the increase in utilisation of temporary employment within NSW DoE high schools (Key Insight One) this issue has the potential to decrease teacher quality and learning in all schools, which *Great teaching inspired learning: A blueprint for action* (NSW Government, 2013) was developed to improve. Induction supports temporary BCCTs' transition into a school, enables a sense of belonging and from a practical perspective provides a working knowledge of the administrative and teaching contexts of the school microsystem.

Recommendation Five: Development of DoE-wide quarterly induction/professional development days for temporary beginning teachers

> It is recommended that the NSW DoE, in consultation with high school and temporary BT representatives, develop and regularly schedule PD&S days at various locations throughout NSW, for temporary BTs who have been unable to access PD&S

opportunities due to their employment classification. These sessions will incorporate mandatory training, syllabus changes, resource development and associated pedagogical strategies. The sessions would complement any school PD&S that is provided and would involve a range of ongoing learning opportunities across the school year to provide BTs with practical ideas and skills that will assist them in the differing employment classifications, preparing them for different school contexts. This is a positive example of how reciprocal interactions and communication between the exosystem (NSW DoE) and the microsystems (high schools) can have a positive influence upon BTs.

In addition, BTs would be able to develop professional contacts with other teachers, enabling a sense of community. All staff would be paid for their attendance by the NSW DoE. A return on this investment would be achieved through the upskilling and development of a temporary workforce. Consideration should also to be given to extending access to the PD&S days to all temporary and casual teachers.

The importance of receiving appropriate and relevant support when entering the teaching profession has been consistently identified in educational research (Boyd, Grossman et al., 2011; Buchanan et al., 2013; Ingersoll & Strong, 2011; Teacher Education Ministerial Advisory Group, 2014). As identified within this study, the NSW DoE *funding policy* is localised by principals in the development of school-based practices appropriate to their school's microsystem (Bronfenbrenner, 1979). Within this study, support strategy 5 (Providing new teachers with special publications (handbooks, guides, other materials) was the highest received by permanent BTs (63%) and second highest received by temporary BTs (35%). However, it was the lowest valued by both permanent (M = 7.09, SD = 1.51) and temporary (M = 6.77, SD = 2.35) BTs. A possible explanation for this contrast, is that due to workload and time demands placed upon head teachers and BTs the utilisation of this PD&S strategy was a reflection of the time and resource constraints within the school environment. A recommendation encompassing this issue will be discussed in Key Insight Three.

7.2.3 Key Insight Three: The NSW DoE and School-Based Practices Treat BTs as a Homogenous Group

Within this study it was identified that the NSW DoE *funding policy* does not take into account the diverse needs of BTs with different journeys into the teaching profession. This is in direct contrast with *Great teaching inspired learning: A blueprint for action* (NSW Government, 2013), where the recruitment of career changers is highlighted as one of the strategies to ensure

a professional and high-quality teacher workforce. There is no shortage of evidence of the unique contributions that career change teachers bring into the school, classroom and ultimately to student learning, including a broad range of professional and personal experiences and breadth of knowledge (Anthony & Ord, 2008; Grier & Johnston, 2012; Williams & Forgasz, 2009).

The lack of recognition of their distinct needs and qualities as BCCTs within DoE policies was mirrored within school-based PD&S practices. This study identified that school-based practices for induction and ongoing PD&S for BTs were generally one size fits all. There was no recognition of the needs, experience, skills or family responsibilities of individual BCCTs. This is not to say that BFCTs do not have a range of skills and commitments that should also be taken into consideration; however, as no interviews were conducted with BFCTs there are no direct findings on which to support such a statement. The development and implementation of generic PD&S school-based practices was also a result of the limited engagement between the school and the individual BCCTs. As identified by the head teachers and BCCTs interviewed in this study, the urgency of day-to-day instructional and administrative tasks within the school environment often takes precedence over supporting BTs. This reflects the increasing workload demands placed on head teachers and BCCTs. In addition, principals are required to implement a wide range of policies and to balance competing priorities, which inhibits development and change within PD&S programs (Sullivan & Morrison, 2014).

Professional and personal life experiences make important contributions to the skills, knowledge, strengths and weaknesses of BCCTs. Interview analysis showed that BCCTs in this study saw themselves as bringing more than their education qualifications to the teaching profession, which mirrors current educational research (Grier & Johnston, 2012; Priyadharshini & Robinson-Pant, 2003; Williams & Forgasz, 2009). For many of the BCCTs within the current study this was a double-edged sword, as they wanted to be acknowledged within the school environment for the applied subject knowledge, they brought with them from their previous careers but also wanted to be viewed as BTs with as much need for support and assistance as other BTs (Sullivan & Morrison, 2014).

Within the school context, BCCTs were subsumed within the broad category of “beginning teacher” not as individuals with previous careers, knowledge and experiences. As a result, there was no differentiation within the school-based practices and PD&S provided between BCCTs and BFCTs. This is not about prying into the personal lives of the BCCT but rather about understanding the needs of BCCTs so that the school is able to support the transition,

development and retention of all BTs. For example, within this study Noelle had family and caring responsibilities which made attending PD&S sessions before and after school difficult. Her principal viewed this as a lack of engagement and acknowledgement of the importance of professional development. From a professional standpoint, schools need to understand the needs of each BT, irrespective of whether they are a BCCT or BFCT, and respond to their unique personal and professional circumstances. This extends existing literature that has challenged the view that BTs are a homogenous group in terms of experience, knowledge and support needed (Opfer & Pedder, 2011).

Recommendation Six: Schools to schedule PD&S sessions in advance to assist BTs to attend

> To assist in the balancing of family responsibilities and individual PD&S needs, schools could schedule afternoon PD&S sessions one month in advance, providing all BTs with ample time to make arrangements to attend the session. This requires a commitment from both the school and the individual BTs to ensure the sessions are a success.

As identified during interviews with the principals, head teachers and BCCTs, it was evident that BCCTs are not viewed as individuals with diverse needs, nor are their differing needs taken into account in the development of school-based practices. In particular, upon commencement within a school, there are no conversations to enable the school to obtain a sense of who the BCCT is, what they bring to the teaching position in terms of their professional and personal experiences, and their PD&S needs. Many BCCTs may need guidance in how to transfer their knowledge and skills developed in their previous careers into the practical realities of the school environment (Haggard et al., 2006). Approaches such as conversations between the head teacher and the BCCT that prioritise BCCTs' individual development and wellbeing have been shown to contribute to the transition of BCCTs (Buchannan et al., 2013), create the conditions for developing confidence as teachers (Buchannan et al., 2013; Ingersoll & Strong, 2011) and increase their retention in the profession (Hudson, 2012; Ingersoll & Strong, 2011).

Recommendation Seven: Schools to engage all BTs in discussions to identify their PD&S requirements

> It is recommended that principals and head teachers directly engage with all BTs in developing school-based induction and PD&S opportunities. This approach will enable two-way communication to occur between principals/head teachers and BTs so that formal and informal support can be tailored. This will enable a reciprocal exchange of the BT's and school's requirements and capabilities while recognising the BT's

experiences, existing skills and personal responsibilities. Additionally, this approach holds the potential to increase participation in PD&S opportunities.

Further highlighting the limited engagement with and understanding of the PD&S needs of BCCTs within this study and BTs in general are the results of the *Support for New Teachers Survey* where there were differences between what the BCCTs received and the supports they valued. In particular, results for strategy 5 (Providing new teachers with special publications (handbooks, guides, other materials) showed that 54% of BCCTs (equal second highest received) and 67% of BFCTs (equal highest received) indicated they were provided with a range of handbooks and guides. However, it was in the least valued support strategy for both BCCTs (M=6.68, SD=2.25) and BFCTs (M=7.09, SD=1.86).

Recommendation Eight: Introduction of mentoring scheme within all DoE schools

It is recommended that the NSW DoE implement a BT mentoring scheme that provides for the development of a range of mentoring models that schools can adopt that fit within the individual school context. These include one-on-one mentoring, collective mentoring and collaboration within and across subject areas within the school environment. The provision of range of mentoring options within schools will assist the induction and ongoing support of all BTs during their transition into the school environment and the teaching profession. This will enable the provision of support and support structures within a local context, which promotes the learning of everyone in that context.

To achieve this without additional financial burden to the NSW DoE or schools, the provision of mentoring should be included as a requirement within the *Beginning Teachers Support Funding Policy 2014.* BTs who are not in permanent teaching positions should be provided with the opportunity to access mentoring opportunities within the region in which they are undertaking temporary employment. Consideration should also to be given to extending access to mentoring opportunities to casual teachers.

This study confirms the importance of all BCCTs being able to access and participate in formal and informal PD&S opportunities. The disconnect between the PD&S that individual BTs need and what they have been able to access has an effect upon their personal growth and development. However, as identified in the interviews, temporary BCCTs were more focused on securing future employment opportunities than actively seeking PD&S opportunities within

the school environments. Individuals need to take ownership of their own PD&S needs and engage with the formal and informal opportunities that exist within the school environment. There are a range of PD&S opportunities that permanent and temporary BTs can access outside of the school environment. These include opportunities offered via professional teacher associations and the NSW Teachers Federation. Both provide teachers with PD&S learning opportunities ranging from subject-specific and broader pedagogical strategies to content-based learning to practical skills development. In addition, as part of a wider learning community they will gain face-to-face and online networking opportunities where they can discuss current issues in education and share educational resources.

Recommendation Nine: BTs join subject-specific professional teacher associations and the NSW Teachers Federation

> It is recommended that all BTs be encouraged to join subject-specific professional teacher associations (for example the Science Teachers Association of NSW) and the NSW Teachers Federation. This will provide teachers with a wide range of subject-specific, content-based and skills development opportunities. This will enable the formation of working relationships that will enhance their development in teaching and future employment opportunities. To encourage the participation of BTs, reduced memberships rates should be provided for first year BTs.

7.2.4 Key Insight Four: All BCCTs Within this Study Are Planning to Remain within the Teaching Profession Irrespective of Personal Costs and Professional Demands

All of the BCCTs interviewed in the current study intended to remain within the teaching profession, even when faced with demanding workloads, limited PD&S and, for the temporary BCCTs, uncertainty about future employment opportunities. Majority of the temporary BCCTs strongly emphasised their desire to obtain a permanent teaching position rather than continue to manage the personal and professional consequences of temporary employment (Pietsch, 2011; Shomos, Turner, & Will, 2013). These consequences included a strain on personal and family finances, particularly in the purchase of a home and raising a family. These large expenditures, combined with the uncertainty of employment, led many BCCTs to suffer financial concern and stress. While financial issues are not unique to BCCTs (Shomos, Turner, & Will, 2013), the implications of not being able to obtain a permanent teaching position on their financial security were heightened for the majority of the BCCTs who had families and who had left well-paying careers.

As described by the participants in this study, the strategic decisions made by the NSW DoE (exosystem) via the implementation of the *Promotion and Transfer Procedures for School Teachers 2013* and increased utilisation of temporary employment directly limited the availability of permanent teaching positions. This resulted in the majority of the temporary BCCTs reconsidering their career change into teaching. For the permanent BCCTs in this study who have financial and employment certainty, several of the participants were also questioning their decision to retrain, due to demanding workloads and impacts on their work–life balance.

For the both the permanent and temporary BCCTs, the intrinsic reasons why they retrained, such as "making a difference in student's lives" and "sharing experience and knowledge" remained as strong a pull as ever and cannot be underestimated. This reflects existing literature that shows that there are many BCCTs who make the conscious decision to pursue a long-held desire to enter the teaching profession (Anthony & Ord, 2008; Borman & Dowling, 2008; Watt & Richardson, 2008). The motivation to succeed as individuals as well as to utilise their skills and knowledge within the school environment continued to be the driving force for the BCCTs to remain in and commit to the teaching profession. Jayne was the only BCCT who had commenced leaving the NSW DoE teaching workforce as she had secured a permanent position within the independent education system. Perhaps this begs the question: why should the NSW DoE alter their policies or schools modify their PD&S practices when BCCTs are remaining in the teaching profession regardless of their conditions of employment and access to support?

As previously mentioned, a range of Australian Government research forecasts that NSW high schools will experience an increase in student enrolments over the next decade (ABS, 2014; Weldon, 2015). The NSW DoE has forecast that in the period 2011–2020, primary school student numbers will increase by 92,000 and that corresponding increases will flow through to NSW DoE high schools from 2018. NSW DoE high schools will then require an additional 3,000 teachers each year from 2014, rising to 3,500 teachers a year in 2020 (Weldon, 2015). The combination of the increase in temporary employment and the limited PD&S received by all BTs, in particular temporary BTs, has the potential to impact teacher retention. This will further decrease Australian students' capabilities and overall standing within the PISA results, at a time when Australia is seeking to market itself as an innovation leader. It is unknown what the implications of the increased reliance on temporary teachers with the NSW DoE education system and individual high schools will be.

The survey data for the 80 BTs in this study indicate that the majority of participants, 97% of permanent (31 out of 32) and 92% (44 out of 48) of temporary BTs, had the intention of

remaining within the teaching profession. In comparison, published resignation rates of BTs range from 25% to 40% (Productivity Commission, 2012; Riley & Gallant, 2010). The differences between the results of this study and the published resignation rates highlight the need for more research in this area.

Recommendation 10: Longitudinal data on the consequences of temporary employment upon beginning teachers be obtained

> A longitudinal survey tracking the short (1 year) and long-term (3 years) consequences of the NSW DoE's reliance on temporary contracts for BTs is required. Studies that follow a defined BT population and/or a representative BT population from within NSW DoE high schools with similar employment classification BTs over a longer period of time may further identify the positive and negative impacts of temporary employment on teacher development and retention rates. In addition, comparing the differences, if any, between the retention and attrition rates of BCCTs and BFCTs, would assist the NSW DoE to develop targeted recruitment strategies.

7.3 Future Research

To further build on the current study, the research findings and the key insights reported in this thesis could be used to form the basis of other studies designed to improve the development and provision of PD&S opportunities for BCCTs and broader to all BTs in different employment contexts within NSW DoE high schools. In addition, future research could improve the transition of BCCTs into the education sector so as to minimise the difficulties faced and to maximise the utilisation of the BCCTs' skills and knowledge.

This study has explored the experiences of BCCTs teachers within NSW DoE high schools in NSW, Australia. This issue of BT and in particular BCCT development and retention, within differentiated employment classifications is not unique to NSW and it is appropriate that further research be carried out across all Australian states. Similar concerns related to the changing employment context encountered by BTs and all teachers regardless of years of service are occurring across all Australian states.

Recommendation 11: Extension of this research into all Australian Education Departments

> Further research is required to ascertain whether the increased utilisation of temporary employment impacts upon BT development and retention within other Australian states. This would enable a comparison of the implications across the Australian

Education environment to determine similarities and differences of differentiated employment contexts and provide a holistic picture of the impacts upon BTs of permanent and temporary employment contexts across the Australian BT workforce. This would enable knowledge sharing of the implications across the policy level, school-based practices and upon the development and retention of BTs would enable identification of common issues and sharing of best practice related to PD&S for permanent and temporary BTs.

Similar concerns related to the changing employment context is encountered by all teachers regardless of their length of service. To ensure that the teaching profession is sustained into the future, it is appropriate that further research be carried out to investigate the utilisation of temporary and casual employment upon all teachers.

Recommendation 12: Extension of this research to incorporate all teachers regardless of length of service

Further research is required to ascertain whether the increased utilisation of temporary employment impacts upon the development and retention of all teachers, regardless of their length of service. This would enable an increased understanding of the impacts that differentiated employment has upon the teaching profession as whole. This is an important focus to ensure that the increased use of temporary and casual employment that teachers are currently encountering does not become the accepted norm for the teaching profession.

Interview data from this study provided an insight into the different perspectives of BCCTs in permanent and temporary employment relating to the teacher accreditation process. Five out of the seven BCCTs in permanent positions perceived that the teacher accreditation requirements were an administrative process that they were required to complete rather than a learning process that supported their professional development. In comparison, the temporary BCCTs viewed the completion of the teacher accreditation requirements in a more positive way, in that it would distinguish them from other BTs, ultimately assisting them to obtain a permanent position. This finding was unexpected, considering the funding and support that permanent BCCTs are entitled to receive through the *funding policy* that is not available to temporary BCCTs.

Recommendation 13: Increase understanding of the link between employment classification and teacher accreditation

> Further studies are required to better understand the link between employment classifications and the completion of teacher accreditation requirements (AISTL, 2011). Future studies could investigate reasons why temporary BTs place greater value upon the completion of accreditation requirements than permanent BTs.

To further build on the current study, the research findings reported in this thesis could be used to form the basis of other studies designed to investigate the influence and impact of casual employment upon BT development, access to PD&S and retention.

7.4 Contributions of the Study

This research focused on exploring, describing and interpreting the lived experiences of BCCTs within NSW DoE high schools. In particular, it focused on how a BCCT's employment classification interacts with existing policies and school-based practices to influence access to PD&S opportunities and their retention within the teaching profession. The findings from this study make several contributions to the current literature.

Although concerned with the lived experiences of 17 BCCTS within NSW DoE high schools, the study drew on the international and Australian literature on BTs to examine areas of concern and interest. In this regard, the study builds on the scholarship of previous research to generate insights into BCCTs' perspectives on the impacts of NSW DoE policy and school-based practices upon their transition into and development within the teaching profession. The research may therefore be of interest to stakeholders within the education environment who are interested in how departmental policies and school-based practices influence and are influenced by differing employment classifications, and how they impact upon BCCTs during their transition into and development within the teaching profession.

The main contribution of this research is that it extends our knowledge of the implications of the shift in employment context from permanent to temporary within NSW DoE high schools. This study identifies that an individual's employment classification frames their eligibility to receive funding via the *Beginning Teachers Support Funding Policy 2014* and influences their PD&S opportunities and their professional and personal lives. The study has contributed to understandings of the implications of policy, not just on school-based practices but also upon individual BCCTs. Through listening to teachers' voices and understanding their experiences

within the NSW DoE and school contexts, the data presented in this study can make a valuable contribution to the development of future BT policies and school-based practices that better support BTs' transition into and retention within the teaching profession. The data, findings and insights presented in this study have highlighted how the increased utilisation of temporary employment, combined with the practical implementation and enactment of NSW DoE policies, shapes the lived experiences of BCCTs in NSW DoE high schools.

The BCCTs in this study, even when faced with demanding workloads, limited PD&S and uncertain employment opportunities, by and large plan to remain within the teaching profession. This reflects existing literature that shows BCCTs have made the conscious decision to pursue a long-held desire to enter the teaching profession and that they are committed to making it work (Borman & Dowling, 2008). The present study contributes additional evidence related to the successful outcomes of the NSW DoE strategy of attracting and recruiting career changers into the teaching workforce. As discussed in chapters Four and Six the combination of BCCTs' experience, skills and knowledge and their commitment to remain within the teaching profession can have a positive impact on the overall NSW DoE workforce, individual schools and student learning.

The results of this study have presented potential solutions to future teacher shortages by suggesting ways to increase the recruitment of career changers who are seeking to retrain as high school teachers. Another reason underling the importance of this research is the Australian Federal Government announcement in the Mid-Year Economic and Fiscal Outlook 2017–2018 of "a freeze on total Commonwealth Grant Scheme (CGS) funding from 1 January 2018, set at 2017 funding levels, for Bachelor degree courses in 2018 and 2019" (Morrison & Cormann, 2017, p. 143). While not directly capping student places, pressure will be placed upon universities to limit student enrolments as they will not receive any additional direct Commonwealth grants funding if Bachelor enrolments increase. At this stage, it remains unknown if the reduction in funding will have an immediate impact upon the number of enrolments into initial teacher education degrees, subsequently decreasing the number of teacher graduates from which the NSW DoE and schools can draw.

By utilising Bronfenbrenner's (1979) Ecological Systems Model as the theoretical framework to research BCCTs in NSW DoE high schools, this study extends the use of the model to a contemporary issue. It enabled a greater understanding of the interactions and influences across multiple contexts, including the NSW DoE (exosystem) and high schools (microsystems). The findings in chapters four and six provide important insights into the implications of NSW DoE

policy decisions made in the mesosystem, and how they influence school-based practices (microsystem) and individuals (microsystem).

The data generated in this study provide additional evidence of teachers' voices and experiences that appear largely absent within current policy discourse. Highlighting the voices and experiences of BCCTs within this study provides an opportunity for policy makers and principals to hear how their decisions are directly and indirectly impacting upon BCCTs. This may provide the impetus for improvements in NSW DoE policy development and school-based practices to support all BTs regardless of their employment classification.

Finally, this study contributes additional evidence to the growing body of research that a NSW DoE teacher workforce database that provides current, relevant and accessible workforce data is urgently needed (ACARA, 2017; CESE, 2018; McKenzie et al., 2014).

7.5 Limitations of the Study

Like all research, there are several limitations to this study's overall strength and generalisability. First, the absence of any participants employed outside of the NSW DoE public school system limits the ability to make broader claims about BCCTs working in other systems (Bogdan & Biklen, 2003; Flick, 2014). Focusing on the NSW DoE public school system, the largest employer of teachers within Australia (ACARA, 2017), enabled Bronfenbrenner's (1979) Ecological Systems Model to be applied, facilitating an in-depth exploration of the interplay between NSW DoE policies, school-based practices and influences upon BCCTs.

A second limitation of this study was the absence of real-time and detailed workforce data available from the NSW DoE. This directly impacted the identification and distribution of the survey to potential participants and resulted in a smaller cohort of participants from the DoE workforce than initially anticipated. All NSW DoE high school principals, professional teacher associations and a number of professional contacts were utilised to distribute the survey to potential participants. How many principals distributed the information is unknown; however, involving principals directly delivered the benefit of raising awareness of my research at a school executive level.

In the quantitative phase, there were 80 survey respondents (43 BFCT, 37 BCCT) from 73 different schools and locations, which resulted in limited statistical power. Accordingly, while findings from this phase of data collection offer important insights into teachers' experiences,

these cannot be considered representative. In the qualitative phase, there were 17 BCCTs interviewed from different schools and locations in NSW. Utilising both qualitative and quantitative methods of data collection and analysis achieved both a density of description and triangulation of findings to provide multiple perspectives on the research questions and to enhance trustworthiness (see Strauss & Corbin, 1998). As no other accessible reliable data exist on the basic characteristics of a BT within DoE high schools, it is impossible to determine whether this group was representative of all BTs. Although some cautious generalisations have been drawn where the data obtained from interviews supported data obtained from the surveys, the findings cannot be broadly applied to all BTs within the NSW DoE.

Finally, only three BCCTs provided their consent for their principal or head teacher to be interviewed as part of the study. This limited the ability to obtain differing perspectives from within the same school microsystem and to compare and contrast the data. Conducting interviews with two head teachers who did not have BCCTs involved in the study provided further richness to the data from the perspective of experienced head teachers.

7.6 Conclusion

This thesis has argued that the biggest influence upon BCCTs' transition into the teaching profession within NSW DoE high schools is their employment classification. The data, findings and insights presented in this study have highlighted the complex interactions between the policy decisions made within the NSW DoE (exosystem), the decisions made by school leaders and the development of school-based practices (microsystem) and the lived experiences of BCCTs in NSW DoE high schools. Through listening to teachers' voices and understanding their experiences within the NSW DoE and school contexts, the data presented in this study can make a valuable contribution to the development of future BT policies and school-based practices that better support BCCTs' transition into and retention within the teaching profession.

Existing NSW DoE PD&S policies and school-based practices need to be re-evaluated in light of the findings of this study. There is an urgent need for attention on the implications across the whole of the NSW DoE system of the increased and ongoing utilisation of temporary employment within the teaching profession. Current NSW DoE policies and school-based practices were developed for a differing employment context, dominated by permanency. A positive step in this direction is the recent broadening of the *funding policy*: from 1 January 2018, eligible temporary BTs have been able to access funding to support their induction and professional development at the same level as permanent BTs. An eligible temporary teacher

is defined within the *Beginning Teachers Support Funding Policy* (NSW DoE, 2018d) and includes individuals who require mandatory accreditation, have not yet achieved accreditation at the date of commencing in their temporary engagement and are employed in their first eligible consecutive four-term full-time temporary engagement within a NSW DoE high school. It seems that, by introducing this new initiative, the NSW DoE are acknowledging that there were problems with the 2014 policy.

As more BTs enter the profession in temporary employment and the existing temporary workforce continue the same path in the future, changes need to be made to prevent temporary teachers from being further disadvantaged. The employment context within NSW DoE high schools has changed, with an increase in the temporary teaching workforce; however most existing NSW DoE policies and school-based practices have not. Strategic and financial commitments by the NSW DoE are required to ensure all BTs, regardless of employment classification (permanent and temporary) and category (BCCT and BFCT) are acknowledged and supported within the DoE environment.

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Appendix A: Beginning Teachers Support Funding Policy

Outlines the Department's policy for the support of permanent beginning teachers in their first two years of teaching.

1. Objectives - Policy statement

1.1 The Beginning Teachers Support Funding Policy outlines the provision of funding support for permanent beginning teachers (teachers in their first permanent appointment with the Department). This funding support is also provided to beginning teachers appointed as temporary teachers while completing a retraining program.

1.2 The provision of structured support for all permanent beginning teachers is articulated in *Great Teaching, Inspired Learning - a blueprint for action*, specifically action 7.1, and is a key strategy to assist teachers who are entering the profession.

2. Audience and applicability

2.1 This policy applies to all NSW public school teachers appointed permanent on probation, pursuant to Section 48 of the Teaching Service Act 1980, commencing their appointment from 2014, including:

- beginning teachers appointed as classroom teachers
- beginning teachers appointed as temporary teachers while completing a retraining program
- beginning teachers appointed to an itinerant position
- beginning teachers appointed from a Departmental scholarship, cadetship or internship program
- beginning teachers appointed through a Departmental sponsored training program.

3. Context

3.1 This policy has been developed to clarify for principals and teachers the use of the additional funding provided to support permanent beginning teachers in the first two years of their permanent appointment to a NSW government school.

3.2 For the first year of appointment, the funding allocation will be the equivalent of **two hours per week** per beginning teacher, and the equivalent of an additional **one hour per week** per beginning teacher to release an experienced teaching colleague to provide mentoring support.

For the second year of their appointment, the funding allocation will be the equivalent of one hour per week per beginning teacher.

3.3 The funding for the teacher's first year will be distributed to the school as soon as possible after the teacher's entry on duty date.

4. Responsibilities and delegations

4.1 Principals are responsible for:

4.1.1 managing the resource allocation for each permanent on probation beginning teacher for the first two years of their appointment, supporting the achievement of probation and accreditation, in accordance with the policy and procedures

4.1.2 providing each permanent beginning teacher with an appropriate school-based induction program at the commencement of their appointment

4.1.3 facilitating mentoring support for each permanent beginning teacher during the first year of their appointment where appropriate

4.1.4 ensuring a program of support is developed for each permanent beginning teacher which addresses the four conditions outlined in *Great Teacher Inspired Learning* action 7.1.

The four conditions of funding are:

1. beginning teachers have reduced responsibilities or teaching loads sufficient to support the development of their skills in the first year
2. beginning teachers are provided with ongoing feedback and support that is embedded in the collaborative practices of the school
3. mentoring structures and collaborative practices support beginning teachers within the school or across a cluster of schools, and any teacher mentors have access to specific training and flexibility in their teaching responsibilities to support classroom observation and provide structured feedback

4. beginning teachers have access to professional learning that focuses on classroom and behaviour management, strategies to build student engagement, collaborative professional practices within the school and productive relationships with parents and care givers.

4.2 Supervising teachers are responsible for working collaboratively to support the beginning teacher to achieve:

4.2.1 the requirements of probation by the end of the teacher's first year of permanent appointment

4.2.2 the requirements of accreditation at the level of Proficient teacher by the end of the teacher's second year of permanent employment (unless teachers are required to do so earlier based on the date when their period of accreditation will end).

4.3 Teachers who are permanent on probation are responsible for working collaboratively with supervising teachers to achieve:

4.3.1 the requirements of probation by the end of the teacher's first year of permanent appointment
4.3.2 the requirements of accreditation at the level of Proficient teacher by the end of the teacher's second year of permanent employment (unless teachers are required to do so earlier based on the date when their period of accreditation will end).

5. Monitoring, evaluation and reporting requirements

5.1 Directors, Public Schools NSW are responsible for:
• monitoring the process across schools, verifying the program of support developed for each permanent beginning teacher meets the four conditions and reporting as required to the Executive Director, Public Schools NSW.

5.2 Executive Directors, Public Schools NSW are responsible for:
• oversighting implementation of the policy across the networks of schools.

• monitoring the reporting that the Directors, Public Schools NSW are required to provide (5.1)

5.3 The Executive Director, People and Services, or nominee, will monitor the implementation of this policy and will report or as required.

5.4 The principal and school executive will be responsible for the implementation of this policy and will ensure that a program of support is developed for each permanent beginning teacher in consultation with that teacher.

5.5 The principal will report the expenditure as part of the school's annual report.

6.Contact

Cynthia Wearne, Senior Manager, Quality Teaching, Workforce Management and Development on (02) 9836 9091.

Appendix B: Beginning Teachers Support Funding Procedures

These procedures are to be read in conjunction with the Beginning Teachers Support Funding Policy, reference PD20070367.

Principals will ensure that the use of the Beginning Teacher Support Funding provided to develop, and support teachers appointed permanent on probation complies with the policy.

1. The *Great Teaching, Inspired Learning Blueprint for action 7.1* describes four conditions that schools should have in place to ensure beginning teachers receive high quality support to enhance their teaching skills.

   Principals of schools receiving funds for permanent beginning teachers (those in their first permanent appointment with the Department) are accountable for their use in accordance with the following four conditions:

   1. beginning teachers have reduced responsibilities or teaching loads sufficient to support the development of their skills in the first year;
   2. beginning teachers are provided with ongoing feedback and support that is embedded in the collaborative practices of the school;
   3. mentoring structures and collaborative practices support beginning teachers within the school or across a cluster of schools, and any teacher mentors have access to specific training and flexibility in their teaching responsibilities to support classroom observation and provide structured feedback; and
   4. beginning teachers have access to professional learning that focuses on classroom and behaviour management, strategies to build student engagement, collaborative professional practices within the school and productive relationships with parents and care givers.

1.1. The Beginning Teacher Support Funding is provided to schools to support permanent beginning teachers from 2014. The Beginning Teacher Support Funding is equivalent to:

- two hours per week release time for the permanent beginning teacher in their first year.
- one hour per week release time for an experienced teacher to provide mentoring support in their first year.
- one hour per week release time in the permanent beginning teacher's second year.

1.2. The beginning teacher's professional learning plan developed by the beginning teacher and their supervisor must include an outline of the activities and the indicative time allocated for these activities. The plan will take account of the individual needs, experiences and capabilities of the beginning teacher, the Australian Professional Standards for Teachers and the priorities of the school and the Department.

1.3 The Beginning Teacher Support Funding may support the teacher in a variety of ways including:

- observing other teachers' lessons
- classroom management
- engaging in professional discussion and personal reflection
- assessing and evaluating student work
- preparing lessons and resources
- undertaking individualised programs of professional learning
- compiling evidence to achieve and maintain mandatory accreditation at Proficient Teacher Level with the Board of Studies, Teaching and Education Standards (BOSTES) where applicable
- purchasing professional resources that are specifically to support the beginning teacher's development.

Where outlined in the professional learning plan developed by the beginning teacher and their supervisor, the Beginning Teacher Support Funding may facilitate the provision of support by the supervisor for the beginning teacher through activities such as:

- team teaching
- classroom observation
- structured feedback meetings.
- collaborative planning.

1.4 This funding must not be used to:

- provide other forms of release, e.g. sporting teams, cultural activities or performances
- fund graduate studies.

The Beginning Teacher Support Funding will be distributed to schools as soon as possible after the teacher's entry on duty date. The first-year payment is a single payment to be utilised to support the beginning teacher within twelve months of the beginning teacher's entry on duty.

The second-year payment is also a single payment. It will be distributed to schools in the second year of their permanent appointment in either Term 1 or Term 3, depending on when the permanent beginning teacher entered on duty.

1.5 Principals will monitor the professional learning plans to ensure that the funds are being spent in accord with the four conditions (1 above).

1.6 Principals will account for the expenditure of the beginning teacher's funds through the annual school report.

1.7 Directors, Public Schools NSW will verify that principals are using the funds against the four conditions (1 above).

1.8 In the event that the permanent beginning teacher moves to a new school during their first or second year of teaching, it is the responsibility of the principal of the original school to transfer any remaining funds to the new school.

Appendix C: Teacher Sense of Efficacy Scale

Teachers' Sense of Efficacy Scale[1] (long form)

Teacher Beliefs	How much can you do?								
Directions: This questionnaire is designed to help us gain a better understanding of the kinds of things that create difficulties for teachers in their school activities. Please indicate your opinion about each of the statements below. Your answers are confidential.	Nothing		Very Little		Some Influence		Quite A Bit		A Great Deal
1. How much can you do to get through to the most difficult students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
2. How much can you do to help your students think critically?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
3. How much can you do to control disruptive behavior in the classroom?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
4. How much can you do to motivate students who show low interest in school work?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
5. To what extent can you make your expectations clear about student behavior?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
6. How much can you do to get students to believe they can do well in school work?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
7. How well can you respond to difficult questions from your students ?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
8. How well can you establish routines to keep activities running smoothly?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
9. How much can you do to help your students value learning?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
10. How much can you gauge student comprehension of what you have taught?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
11. To what extent can you craft good questions for your students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
12. How much can you do to foster student creativity?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
13. How much can you do to get children to follow classroom rules?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
14. How much can you do to improve the understanding of a student who is failing?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
15. How much can you do to calm a student who is disruptive or noisy?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
16. How well can you establish a classroom management system with each group of students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
17. How much can you do to adjust your lessons to the proper level for individual students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
18. How much can you use a variety of assessment strategies?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
19. How well can you keep a few problem students form ruining an entire lesson?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
20. To what extent can you provide an alternative explanation or example when students are confused?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
21. How well can you respond to defiant students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
22. How much can you assist families in helping their children do well in school?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
23. How well can you implement alternative strategies in your classroom?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
24. How well can you provide appropriate challenges for very capable students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)

Appendix D: Full Survey

Informed Consent Form

Introduction

The aim of this study is to gain insights into the experiences of beginning teachers during their first years as a teacher and to understand their support needs.

Procedures

You will be asked to complete a questionnaire that is structured under 3 sections with a total of 22 questions. It will take approximately 15 minutes.

Risks/Discomforts

There are no expected risks or discomfort to participating in this study. You will have the choice to pause the survey with the option of ending your participation at any stage during the survey.

Benefits

The study will allow you the opportunity to share your experiences as a beginning career change teacher. However, it is hoped through your participation, that the results of this study will contribute to enhancing the support for beginning career change teachers.

Confidentiality

All data obtained from participants will be kept confidential and will only be reported in an aggregate format (by reporting only combined results and never reporting individual ones). All questionnaires will be concealed, and no one other than then primary investigator. The data collected will be stored in the Qualtrics-secure database until it has been deleted by the primary investigator.

Participation

Participation in this research study is entirely voluntary and you are not obliged to be involved. If you do participate, you can withdraw at any time without giving any reason. If you do choose to withdraw, any information that you have supplied will be destroyed and not utilised in the study.

Questions about the Research

If you have questions regarding this study, please contact Teresa Wilson, PhD Candidate

University of Western Sydney

School of Education

Contact no: 0400 038 760

E-mail: 16630547@student.uws.edu.au

Questions about your Rights as Research Participants

This study has been approved by the University of Western Sydney Human Research Ethics Committee. The Approval number is [enter approval number].

f you have any complaints or reservations about the ethical conduct of this research, you may contact the Ethics Committee through the Office of Research Services on Tel +61 2 4736 0229 Fax +61 2 4736 0013 or email humanethics@uws.edu.au. Any issues you raise will be treated in confidence and investigated fully, and you will be informed of the outcome.

I have read, understood, and printed a copy of, the above consent form and desire of my own free will to participate in this study.

- ❍ Yes
- ❍ No

Q1 Section One: Teacher Information

Please answer each of the questions in this section.

What type of beginning teacher are you? (Please read the definitions provided and select which one you identify yourself as)

A career change teacher has previously been employed in another career for more than 5 years and has retrained as a teacher.

A first career teacher has not previously been employed in another career.

- ❍ Career change teacher. (if selected system will take participant to question 2)
- ❍ First career teacher. (if selected system will take participant to question 8)

Career change teachers

Q2 What industry was your previous career in?

Q3 How long were you in your previous career for?

Q4 Why did you change careers into teaching?

Q5 What knowledge and skills do you bring from your previous career/s? (list as many as you can think of)

Q6 What do you think are the differences between beginning career change teachers and first career teachers?

Q7 Where do you see yourself in two years' time?

- ❍ As a teacher.
- ❍ As a head teacher.
- ❍ Teaching in a different education system.
- ❍ In a different career.
- ❍ Teaching overseas.
- ❍ Other _____

First change teachers

Q8 Why did you choose teaching as a career?

Q9 What do you think are the differences between beginning career change teachers and first career teachers?

Q10 Where do you see yourself in two years' time?

- ❍ As a teacher.
- ❍ As a head teacher.
- ❍ Teaching in a different education system.
- ❍ In a different career.
- ❍ Teaching overseas.
- ❍ Other _____

General Information

Q11 Gender

- ❍ Male
- ❍ Female

Q12 What is your age?

Q13 What is the highest level of education you have completed?

- ❍ Bachelors degree
- ❍ Bachelors degree with honours
- ❍ Masters degree
- ❍ Masters degree with honours
- ❍ PhD

Q14 What is the postcode of your school?

Q15 What is your employment status?

- ❍ Permanent full-time
- ❍ Permanent part-time
- ❍ Temporary
- ❍ Casual

Q16 How long have you been teaching?

- ❍ Less than 1 year
- ❍ 1 to 2 years
- ❍ More than 2 years.

Q17 What key learning area/s (KLA) do you teach in? (Select all that apply)

- ❍ English
- ❍ Mathematics
- ❍ HSIE
- ❍ PDHPE
- ❍ CAPA
- ❍ TAS
- ❍ Science

Q18 What year groups are you currently teaching? (Select all that apply)

- ❍ 7
- ❍ 8
- ❍ 9
- ❍ 10
- ❍ 11
- ❍ HSC

Q19 NSW Teachers Institute accreditation process. Have you...

- ❍ Not commenced.
- ❍ Commenced.
- ❍ Completed.

Section Two: Teachers Sense of Efficacy

This section is designed to help gain a better understanding of the kinds of things that create difficulties for teachers in their school activities. Please indicate your opinion about each of the statements below.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
How much can you do to get through to the most difficult students?	❍	❍	❍	❍	❍
How much can you do to help students think critically?	❍	❍	❍	❍	❍
How much can you do to control disruptive behaviour in the classroom?	❍	❍	❍	❍	❍
How much can you do to motivate students who show low interest in school work?	❍	❍	❍	❍	❍
To what extent can you make your expectations clear about student behaviour?	❍	❍	❍	❍	❍
How much can you do to get students to believe they can do well in school work?	❍	❍	❍	❍	❍
How well can you respond to difficult questions from your students?	❍	❍	❍	❍	❍

How well can you establish routines to keep activities running smoothly?	❍	❍	❍	❍	❍
How much can you do to help your students value learning?	❍	❍	❍	❍	❍
How much can you gauge student comprehension of what you have taught?	❍	❍	❍	❍	❍
To what extent can you craft good questions for your students?	❍	❍	❍	❍	❍
How much can you do to foster student creativity?	❍	❍	❍	❍	❍
How much can you do to get children to follow classroom rules?	❍	❍	❍	❍	❍
How much can you do to improve the understanding of a student who is failing?	❍	❍	❍	❍	❍
How much can you do to calm a student who is disruptive or noisy?	❍	❍	❍	❍	❍
How well can you establish a classroom management system with each group of students?	❍	❍	❍	❍	❍

How much can you do to adjust your lessons to the proper level for individual students?	❍	❍	❍	❍	❍
How much can you use a variety of assessment strategies?	❍	❍	❍	❍	❍
How well can you keep a few problem students from ruining an entire lesson?	❍	❍	❍	❍	❍
To what extent can you provide an alternative explanation or example when students are confused?	❍	❍	❍	❍	❍
How well can you respond to defiant students?	❍	❍	❍	❍	❍
How much can you assist families in helping their children do well in school?	❍	❍	❍	❍	❍
How well can you implement alternative strategies in your classroom?	❍	❍	❍	❍	❍
How well can you provide appropriate challenges for very capable students?	❍	❍	❍	❍	❍

Section Three: Support for Beginning Teachers

This section is designed to help gain a better understanding of how beginning teachers rate a range of support strategies and to indicate if these strategies were provided or not to them as a beginning teacher. Please indicate your opinion about each of the statements below.

	Was this strategy provided for you?										
	Yes	No	Not Valuable (1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	Very Valuable (9)
Assigning new teachers to smaller classes.	❍	❍	❍	❍	❍	❍	❍	❍	❍	❍	❍
Reducing new teachers' nonteaching duties (playground duty etc.)	❍	❍	❍	❍	❍	❍	❍	❍	❍	❍	❍
Limiting the number of different class preparations assigned to new teachers.	❍	❍	❍	❍	❍	❍	❍	❍	❍	❍	❍
Holding a special orientation session for new teachers before the school year begins.	❍	❍	❍	❍	❍	❍	❍	❍	❍	❍	❍
Providing new teachers with special publications (handbooks, guides, other materials).	❍	❍	❍	❍	❍	❍	❍	❍	❍	❍	❍
Holding special professional development sessions for new teachers	❍	❍	❍	❍	❍	❍	❍	❍	❍	❍	❍

during the year.											
Having informal meetings of groups of new teachers for peer support.	❍	❍	❍	❍	❍	❍	❍	❍	❍	❍	❍
Assigning mentors to new teachers.	❍	❍	❍	❍	❍	❍	❍	❍	❍	❍	❍
Providing new teachers with constructive feedback based on nonevaluative classroom observations.	❍	❍	❍	❍	❍	❍	❍	❍	❍	❍	❍
Giving new teachers the opportunity to observe other teachers.	❍	❍	❍	❍	❍	❍	❍	❍	❍	❍	❍
Providing new teachers with co-planning time with other teachers.	❍	❍	❍	❍	❍	❍	❍	❍	❍	❍	❍
Scheduling field trips that give new teachers an opportunity to learn about the school district and available resources.	❍	❍	❍	❍	❍	❍	❍	❍	❍	❍	❍

Applicable to beginning career change teachers only

Would you like to participate in the next stage of the research? The next stage of this research will involve a 45-60-minute interview at a time and location to suit you which will be held between July – December, 2014. If you would like to be involved in the next stage, please provide your contact details.

Thank you for your time and effort in completing this survey.

Appendix E: Author's Permission to Utilise Teacher Sense of Efficacy Scale

THE OHIO STATE UNIVERSITY COLLEGE OF EDUCATION AND HUMAN ECOLOGY

ANITA WOOLFOLK HOY, PH.D.

PROFESSOR
PSYCHOLOGICAL STUDIES IN EDUCATION

Dear

You have my permission to use the *Teachers' Sense of Efficacy Scale* in your research. A copy the scoring instructions can be found at:

http://u.osu.edu/hoy.17/research/instruments/

Best wishes in your work,

[redacted]

Anita Woolfolk Hoy, Ph.D.
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Appendix F: Authors' Permission to Utilise Support for New Teachers Survey

Hello Teresa,

I have talked with co-author Dr. Shirley Andrews, who is also a Professor at Valdosta State University, and we agreed that we were pleased to give you permission to use the Support for New Teachers survey in your dissertation work. Methods of analysis would vary depending on any revision you might make to the survey and on the administration of the survey to various populations/samples, so we encourage you to apply whatever statistical processes your dissertation researcher approves as appropriate.

Dr. Andrews and I wish you every success and are pleased that our work can be useful to you.

Ellice Martin

~~~~~

Ellice P. Martin, Ed. D.
Professor of Education
Department of Middle, Secondary, Reading and Deaf Education
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epmartin@valdosta.edu
~~~~~

Appendix G: Email Distributed to Principals on 27 April 2014 Seeking Distribution of My Survey

Subject: Improving the experiences and support of beginning teachers: An invitation to be involved

Good afternoon Principal <enter name> High School

My name is Teresa Wilson and I am a PhD student at the University of Western Sydney currently undertaking research in comparing levels of teacher efficacy, teacher perceptions of success and professional identity development between first career beginning teachers and career change beginning teachers in NSW DoE high schools. The results of this study may provide insight relative to the future development of policy and school-based practices in the development and retention of beginning career change teachers.

I have been granted SERAP approval to undertake research within NSW DoE high schools and to distribute this email to all DoE high school principals. A copy of the approval letter is attached.

I am seeking **your assistance** in distributing this email, which contains additional information on the research and the link to the online survey to all of the beginning teachers within your school. A beginning teacher for the purposes of this research have been teaching less than two years.

Survey purpose: To gain insights into the experiences of beginning teachers during their first years as a teacher and to understand their support needs.

Who: All beginning teachers in NSW DoE High Schools.
When: 27th April to 10th May 2014.
Length: 10–15 minutes.

The surveys are completely anonymous and no personal-identifying information will be requested or collected. If you have any questions regarding this research, please contact me at 16630547@student.uws.edu.au or 0400 038 760.

Thank you in advance for your support in distributing this email to the beginning teachers at your school.

Teresa Wilson (PhD student)
16630547@student.uws.edu.au

Have you been teaching for less than two years?

I would love to hear your unique story!

You are invited to take part in a research project that looks at how beginning teachers are supported. This project is specifically interested in your experiences of the school-based practices and support that you receive either formally or informally. **Your personal experience as a beginning high school teacher is at the heart of this project.**

The aim of this research is to gain insights into the experiences of beginning teachers during their first years as a teacher and to understand their support needs. You will be given the opportunity to reflect on your career to date. It is an opportunity not often afforded beginning teachers. I am very interested in your experiences and deeply value your participation in this project.

What do I have to do?

The study is being conducted by Teresa Wilson, a PhD student at the University of Western Sydney (UWS). If you would like to participate, go to the survey link at the bottom of this email. The website hosts a survey that will take about 15 minutes to complete.

Will anyone know it was me?

The surveys are completely anonymous. No personal-identifying information will be requested or collected.

What if I want to stop?

Taking the survey is completely voluntary. You can stop or click away from the page whenever you like.

I look forward to hearing your story!

Survey link:

http://uwseducation.co1.qualtrics.com/SE/?SID=SV_6MCgNgoBRbuCms5

For any further information please contact:

Teresa Wilson (PhD student)

16630547@student.uws.edu.au

Appendix H: NSW DEC SERAP Approval

NSW GOVERNMENT | Education & Communities

Miss Teresa Wilson
28 Mubo Cres
HOLSWORTHY NSW 2173

CORP14/92405
SERAP **2013243**

Dear Miss Wilson

I refer to your application to conduct a research project in NSW government schools entitled *Beginning career-change teachers: Building on stakeholder perspectives and experiences for their future development and retention.*. I am pleased to inform you that your application has been approved. You may contact principals of the nominated schools to seek their participation. **You should include a copy of this letter with the documents you send to schools.**

This approval will remain valid until 07/02/2015.

The following researchers or research assistants have fulfilled the Working with Children screening requirements to interact with or observe children for the purposes of this research for the period indicated:

Name	**Approval expires**
Teresa Joan Wilson	07/02/2015

I draw your attention to the following requirements for all researchers in NSW government schools:

- School principals have the right to withdraw the school from the study at any time. The approval of the principal for the specific method of gathering information must also be sought.
- The privacy of the school and the students is to be protected.
- The participation of teachers and students must be voluntary and must be at the school's convenience.
- Any proposal to publish the outcomes of the study should be discussed with the research approvals officer before publication proceeds.

When your study is completed please email your report to: serap@det.nsw.edu.au.

You may also be asked to present on the findings of your research.

I wish you every success with your research.

Yours sincerely

[redacted]

Dr Robert Stevens
Leader, Quality Assurance Systems
3/3/2014

Policy, Planning and Reporting Directorate
NSW Department of Education and Communities
Level 1, 1 Oxford Street, Darlinghurst NSW 2010 – Locked Bag 53, Darlinghurst NSW 1300
Telephone: 02 9244 5060 – Email: serap@det.nsw.edu.au

Appendix I: UWS HREC Amendment

Locked Bag 1797
Penrith NSW 2751 Australia
Office of Research Services

ORS Reference: H10474 13/019561

University of Western Sydney

HUMAN RESEARCH ETHICS COMMITTEE

14 May 2014

Doctor Joanne Orlando
School of Education

Dear Joanne,

RE: Amendment Request to H10474

I acknowledge receipt of an email concerning a request to amend your approved research protocol H10474 "Beginning career-change teachers: Building on stakeholder perspectives and experiences for their future development and retention.".

The Office of Research Services has reviewed your amendment request and I am pleased to advise that it has been approved as follows:

Changes in distributing survey methods - provided further information. Amendment approved.

Please do not hesitate to contact me at humanethics@uws.edu.au if you require any further information.

Regards

[redacted]

Professor Elizabeth Deane

Presiding Member,
Human Researcher Ethics Committee

Appendix J: Email Distributed to Principals on 8 May 2019 on Extension of Survey Deadline

Subject: Reminder - Improving the experiences and support of beginning teachers: An invitation to be involved

Thank you to everyone who has distributed my initial email to the beginning teachers in their school.

Due to the importance of having a wider cross section and larger numbers of beginning teachers complete the survey I am **extending the closing date of the survey to 30th May 2014**.

Can I ask for **your assistance** again in distributing this email onto any beginning teachers (casual, temporary, part-time or full-time) and encourage them to be involved in this research.

Thank you in advance for your support in distributing this email to the beginning teachers at your school.

Teresa Wilson (PhD student)
16630547@student.uws.edu.au

Appendix K: Participant Information Sheet

School of Education
University of Western Sydney
Locked Bag 1797
Penrith NSW 2751
Australia
Telephone : (02) 9772 6561
e-mail : enquirieseducation@uws.edu.au

University of Western Sydney
Bringing knowledge to life

Participant Information Sheet (General)

Project Title: Beginning career-change teachers: Building on stakeholder perspectives and experiences for their future development and retention.

Project Summary: The aim of this study is to gain an understanding of the support needed by beginning career-change teachers, so that supportive policies and school-based practices can be developed.

You are invited to participate in a study conducted by Teresa Wilson, PhD Student, School of Education.

How is this study being paid for?

The study is being sponsored by the School of Education.

What will I be asked to do?

You will participate in an interview, where you will be asked a series of questions relating to your experiences as a beginning career-change teacher and the support or assistance that you received.

How much of my time will I need to give?

The interview process will take approximately 45 minutes duration at a time and place of your choosing.

What specific benefits will I receive for participating?

The study will allow you the opportunity to share your experiences as a beginning career-change teacher. It is envisaged that the results of this study will contribute to enhancing the support for beginning career-change teachers.

Will the study involve any discomfort for me? If so, what will you do to rectify it.

There is no expected discomfort to participating in this study. You will have the choice to pause the interview with the option of ending your participation at any stage during the interview.

How do you intend on publishing the results.

Please be assured that only the researchers will have access to the raw data you provide.

The findings of the research will be published by thesis. A report of the study may be submitted for publication, but individual participants will not be identifiable in such a report or article.

Participants will be given the opportunity to receive information about the findings of the research by receiving a copy of the completed thesis or any article that is published.

*Please note that the minimum retention period for data collection is five years.

There are a number of government initiatives in place to centrally store research data and to make it available for further research. For more information, see http://www.ands.org.au/ and http://www.rdsi.uq.edu.au/about. Regardless of whether the information you supply or about you is stored centrally or not, it will be stored securely and it will be de-identified before it is made to available to any other researcher.

Can I withdraw from the study?

Participation is entirely voluntary: and you are not obliged to be involved. If you do participate, you can withdraw at any time without giving any reason.

If you do choose to withdraw, any information that you have supplied will be destroyed and not utilised in the study.

Can I tell other people about the study?

Yes, you can tell other people about the study by providing them with the chief investigator's contact details. They can contact the chief investigator to discuss their participation in the research project and obtain an information sheet.

What if I require further information?

Please contact Teresa Wilson should you wish to discuss the research further before deciding whether or not to participate.

Teresa Wilson
PhD Candidate
University of Western Sydney,
School of Education
contact no: 0400 038 760
E-mail: 16630547@student.uws.edu.au

What if I have a complaint?

This study has been approved by the University of Western Sydney Human Research Ethics Committee. The Approval number is [enter approval number]

If you have any complaints or reservations about the ethical conduct of this research, you may contact the Ethics Committee through the Office of Research Services on Tel +61 2 4736 0229 Fax +61 2 4736 0013 or email humanethics@uws.edu.au.

Any issues you raise will be treated in confidence and investigated fully, and you will be informed of the outcome.

If you agree to participate in this study, you may be asked to sign the Participant Consent Form.

Appendix L: Participant Consent Form

Human Research Ethics Committee
Office of Research Services

University of Western Sydney

Participant Consent Form

This is a project specific consent form. It restricts the use of the data collected to the named project by the named investigators.

Note: If not all of the text in the row is visible please 'click your cursor' anywhere on the page to expand the row. To view guidance on what is required in each section 'hover your cursor' over the bold text.

Project Title: Beginning career-change teachers: Building on stakeholder perspectives and experiences for their future development and retention.

I,....., consent to participate in the research project titled: Beginning career-change teachers: Building on stakeholder perspectives and experiences for their future development and retention.

I acknowledge that:

I have read the participant information sheet [or where appropriate, 'have had read to me'] and have been given the opportunity to discuss the information and my involvement in the project with the researcher/s.

The procedures required for the project and the time involved have been explained to me, and any questions I have about the project have been answered to my satisfaction.

I consent to the audio taping of the interview.

I understand that my involvement is confidential and that the information gained during the study may be published but no information about me will be used in any way that reveals my identity.

I understand that I can withdraw from the study at any time, without affecting my relationship with the researcher/s now or in the future.

Signed:

Name:

Date:

Return Address:

This study has been approved by the University of Western Sydney Human Research Ethics Committee.

The Approval number is: H10474

If you have any complaints or reservations about the ethical conduct of this research, you may contact the Ethics Committee through the Office of Research Services on Tel +61 2 4736 0229 Fax +61 2 4736 0013 or email humanethics@uws.edu.au. Any issues you raise will be treated in confidence and investigated fully, and you will be informed of the outcome.

Appendix M: Interview Questions for BCCTs

Interview Schedule - Beginning Career change Teachers

1. How long have you been teaching here at <enter name> high school? Is this your first school?
2. How would describe your first year of teaching?
3. What is most satisfying about teaching for you?
4. What is most challenging about teaching for you?
5. How have you found the workload required of a teacher?

Link to previous career

6. What has been your experience in changing careers?
7. Is there a connection between your previous career and teaching?
8. How have you used the skills, knowledge and experience from your previous career as a teacher?
9. Have these skills, knowledge and experience been recognised and utilised within the school environment?
10. What have been the challenges or frustrations as a beginning career change teacher?

Professional identity

11. What does it mean to you to be a beginning career change teacher?
12. In what areas are you feeling positive about your new role as a teacher?
13. In what areas do you want to improve?
14. Are you able to describe what a successful teacher is? What do they do? What don't they do?
15. Have you received any positive or negative feedback about your teaching or about you as a teacher?
    - How did it make you feel?
    - Have you changed at all because of the feedback?

Induction/support received

16. Can you describe the range of induction, support and professional development you have received at this school.
    a. What do you recall as the strengths about the induction and support that you received?
    b. What is missing? How could it be improved?
    c. Did it meet your specifics needs as a beginning career change teacher?
    d. Did it take into account your existing skills, knowledge and experience?
17. Do you think that your age and previous experience have any impact at all on the level of support you received?
18. Have you received any support in completing the NSW Teachers Institute accreditation requirements?
19. How has the support you have received compare with what you received in your previous career?

Future

20. Making the decision to change careers is a big step. How do you feel now that you have made the decision and are teaching?
21. Where do you see yourself in the next 5 to 10 years?
    a. If staying, what has influenced you to say?
    b. If leaving, what influences have pushed you in that direction?

22. Is there any advice that you would give to other beginning career change teachers?
23. Do you have any comments to add that I haven't specifically asked about?

Appendix N: Interview Questions for Stakeholders

Interview Schedule: DoE High School Principal or Head Teacher

1. As previously mentioned, my study is focused on beginning career change teachers. In your experience what would you say are the main differences and characteristics of beginning career change teachers?
   a. Are these different compared to beginning first career teachers?
2. Does the school recognise and utilise the range of skills, knowledge and experience that beginning career change teachers bring with them from their previous careers? Why or why not?

<u>DoE Policy Implementation</u>

3. How do you implement DoE professional learning policies within your school?
4. Are you faced with any constraints in the way you are able to tailor the policies to the needs of your staff?
5. What do you consider are the essential factors needed for successful development of DoE professional learning policies?

<u>Induction/support</u>

6. What is your role in teacher's professional learning within your school?
7. How are the school-based practices for beginning teacher induction and ongoing support developed?
8. My study is about beginning career change teachers and the support that they receive. Does your school differentiate its induction or professional development activities for beginning career change teachers?
9. How is the effectiveness or success of the induction/development programs evaluated at the school level?

<u>Future retention</u>

10. What do you think are the factors affecting beginning teacher retention?
11. Are there any distinct factors affecting beginning career change teachers?
12. What could be done to increase the retention of beginning career change teachers?
13. Is there any advice that you would give to beginning career change teachers?
14. Do you have any comments to add that I haven't specifically asked about?

Interview Schedule: DoE Policy Officers

DoE Policy Development & Implementation

1. What is your role in teacher's professional learning within the DoE?
2. How are the DoE policies for beginning teacher support and professional development developed?
3. Have they introduced changes to any of the policies/strategies recently?
4. What has brought about these changes?
5. Does the DoE differentiate its policies/strategies for beginning career change and beginning first career teachers?
6. How do you analyse the effectiveness or success of the policies and strategies that are developed?
7. How are policies implemented at the school level? Are schools given specific guidelines or other support?

Future retention

8. What do you think are the factors affecting beginning teacher retention?
9. Are there any distinct factors affecting beginning career change teachers?
10. Is the DoE working on addressing any of these factors?
11. Is there any advice that you would give to beginning career change teachers?
12. Do you have any comments to add that I haven't specifically asked about?

Interview Schedule: DoE State Liaison Officer

1. As previously mentioned, my study is focused on beginning career change teachers. In your experience what would you say are the main differences and characteristics of beginning career change teachers?
   a. Are these different compared to beginning first career teachers?
2. Do the schools that you liaise with, recognise and utilise the range of skills, knowledge and experience that beginning career change teachers bring with them from their previous careers? Why or why not?

DoE Policy Implementation

3. In your role you would potentially view difference ways that schools implement DoE professional learning policies. What would be the main differences and/or similarities?
4. Are you approached by any individuals (Principals, Head Teachers, BTs) for advice or assistance with regard to DoE policies?
5. What do you consider are the essential factors needed for successful development of DoE professional learning policies?

Induction/support

6. What is your role in teacher's professional learning within the DoE and individual schools?
7. From your viewpoint how are the individual school-based practices for beginning teacher induction and ongoing support developed?
8. My study is about beginning career change teachers and the support that they receive. In your role do you see any differences between the school practices in induction or professional development activities for beginning career change teachers?
9. How is the effectiveness or success of the induction/development programs evaluated at the school level? And at the DoE level?

Future retention

10. What do you think are the factors affecting beginning teacher retention?
11. Are there any distinct factors affecting beginning career change teachers?
12. What could be done to increase the retention of beginning career change teachers?
13. Is there any advice that you would give to beginning career change teachers?
14. Do you have any comments to add that I haven't specifically asked about?

Appendix O: Email Sent to Potential BCCT Interview Participants

Subject: Update on Beginning Teachers survey you completed

Good morning <participant's name>

My name is Teresa Wilson and you recently completed my online survey on the experiences and support needs as a beginning high school teacher. I wanted to thank you again for your time in completing the survey and for your interest in participating in the next stage of the research.

I wanted to provide you with an update on the planned timeframe of the interviews. At this stage, I am looking to conduct face to face interviews towards the end of term 3 and into term 4. The interviews will be conducted at a time and location that suits you.

I will make contact again in August to update you on the plans for the interviews.

Your participation in the interviews is voluntary and if at any stage you would prefer not to be involved, just send me an email and I will remove you from any future emails.

Please don't hesitate to contact me via email 16630547@student.uws.edu.au or via phone on 0400 038 760.

Thank you again for your participation.

Teresa Wilson
PhD Student
13th June 2014

Appendix P: UWS HREC Approval

Locked Bag 1797
Penrith NSW 2751 Australia
Office of Research Services

ORS Reference: H10474 13/019561

University of Western Sydney

HUMAN RESEARCH ETHICS COMMITTEE

13 December 2013

Doctor Joanne Orlando
School of Education

Dear Joanne,

I wish to formally advise you that the Human Research Ethics Committee has approved your research proposal H10474 "Beginning career-change teachers: Building on stakeholder perspectives and experiences for their future development and retention.", until 31 December 2017 with the provision of a progress report annually and a final report on completion.

Conditions of Approval

1. A progress report will be due annually on the anniversary of your approval date.

2. A final report will be due at the expiration of your approval period as detailed in the approval letter.

3. Any amendments to the project must be approved by the Human Research Ethics Committee prior to the project continuing. Amendments must be requested using the HREC Amendment Request Form:
http://www.uws.edu.au/__data/assets/pdf_file/0018/491130/HREC_Amendment_Request_Form.pdf

4. Any serious or unexpected adverse events on participants must be reported to the Human Ethics Committee as a matter of priority.

5. Any unforeseen events that might affect continued ethical acceptability of the project should also be reported to the Committee as a matter of priority

6. Consent forms are to be retained within the archives of the School or Research Institute and made available to the Committee upon request

Please quote the registration number and title as indicated above in the subject line on all future correspondence related to this project. All correspondence should be sent to the email address humanethics@uws.edu.au.

This protocol covers the following researchers:
Joanne Orlando, Jacqueline Ullman, Wayne Sawyer, Teresa Wilson

Yours sincerely

[redacted]

A/Professors Debbie Horsfall and Federico Girosi

Deputy Chairs,
Human Researcher Ethics Committee