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The Induction Of Beginning Teachers In Western Australian Catholic Primary Schools

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**THE INDUCTION OF BEGINNING TEACHERS
IN WESTERN AUSTRALIAN
CATHOLIC PRIMARY SCHOOLS**

By

Matthew Faulkner

**A Thesis Submitted in Partial Fulfilment of the Requirements for the
Award of**

Master of Education

at Edith Cowan University

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ABSTRACT

This survey study was primarily exploratory and descriptive in nature and attempted to report on the perceptions of beginning teachers entering the Catholic primary schools in Western Australia in 1991. Their perceptions on the form of induction they received, and how their pre-service teacher education equipped them for this transition were attained. In addition, data from Catholic primary school principals, Catholic Education Office of Western Australia administrators and teacher training institutions administrators were collected in relation to perceptions of the transition from teacher training to teacher employment. The main sources of data collection were questionnaires and interviews.

The data collated indicated that most principals and administrators support the conclusions expressed in the literature that most graduates are satisfactorily prepared for the teaching role. However, this is only the start of an ongoing process of pre-service, induction and professional development. Few of the beginning teachers in the population were given any concessions in their initial months of teaching and few received an effective, ongoing induction plan to ease them into their teaching careers. The literature on induction is presented to support the importance of developing school based comprehensive induction plans for the beginning teachers who enter the workforce each year.

Finally, based on the results of the survey study and the literature, a framework of a model for induction was presented to assist in the development of a comprehensive, system based induction policy for Western Australian Catholic primary schools.

DECLARATION**EDITH COWAN UNIVERSITY**

I certify that this thesis does not incorporate without acknowledgement any material previously submitted for a degree or diploma in any institution of higher education; and that to the best of my knowledge and belief it does not contain any material previously published or written by another person except where due reference is made in the text.

Signature:

Date: 29/3/95

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CHAPTER 1

THE PROBLEM AND ITS SIGNIFICANCE

1.0 Introduction

It has been widely recognised that a critical variable in the teaching-learning situation is the role of the teacher. Many writers would agree that the effectiveness of teachers can be influenced to a large extent by the types of experiences and the professional and personal support that they receive in the initial years of their career. Bush (1966) reinforces this view when he stated:

... the conditions under which a person carries out the first years of teaching have a strong influence on the level of effectiveness which that teacher is able to achieve and sustain over the years. (NIE, 1978, p.3)

Many other writers in the field (Boyer, 1983; Deal, 1985; Deal and Kennedy, 1983; Krajewski and Veatch, 1988; Lambert, 1988; Snyder, 1988) agreed with Deal and Chatman (1989) that

... the abruptness with which a teacher's first day begins, devoid of support from the principal or colleagues, often sets the stage for the weeks, months and years ahead. What many new teachers discover is that teachers work alone, in isolation from others. In most organisations, superiors and colleagues help newcomers learn the ropes and understand important values, norms and practices. Such shared understandings and meanings are often unavailable to teachers even though they are essential building blocks to maintaining high levels of teacher effectiveness, student achievement and overall school-wide success. (p.22)

Administrators in school systems around the world have used a variety of strategies and procedures to improve teacher quality. In recent years the contribution to the quality of teaching that effective induction procedures can make has been the subject of numerous research studies and reports. This study sought to clarify aspects of these procedures within the context of the Western Australian Catholic Primary School System.

2.0 Research Questions

This study surveyed and examined the perceptions of principals and beginning teachers in Catholic primary schools in Western Australia in relation to induction procedures initiated in these schools. The broad areas examined were: the induction procedures currently implemented in Western Australian Catholic primary schools; the perceptions of beginning teachers and administrators of these induction procedures; and the adequacy of pre-service training as a factor influencing the induction of beginning teachers.

3.0 Contextual Factors

The structure and operation of Catholic schools in Western Australia has changed considerably in recent times. Prior to 1971 schools were operated mainly by religious teaching orders and operation and control tended to be focused exclusively on a local basis. Today, this situation has changed and most Catholic primary schools now form part of an evolving and clearly defined State-wide system in which the Catholic Education Office (CEO) plays a major administrative and co-ordinating role. Catholic schools have also changed in character from earlier periods in the State's history in that they now have a greater component of lay teachers. With growth in population and reductions in the numbers of those seeking vocations in teaching orders the schools have found it necessary to place a greater reliance on lay teachers. This and other changes have necessitated the introduction of a variety of administrative and professional procedures which are having an effect on the operation of schools.

Schools in Western Australia can be broadly classified into three main categories: (a) schools under the control of the State Ministry of Education, (b) Catholic schools and (c) Independent schools. While significant differences may occur from a point of view of religious philosophy and organisation, they are generally similar in the courses of study which they provide and in the quality and modes of instruction which they offer.

In 1971, by agreement of the Conference of Bishops and the Council of Religious Institutes, there was established a Catholic Education Commission of Western Australia. This Commission, for the first time in Western Australia, initiated what could be termed a Catholic Education system in this State. Its functions were defined as follows:

- making broad policy decisions relating to the direction of Catholic education in Western Australia;
- advising government and other authorities on the needs of Catholic education and working towards meeting those needs;
- assisting the co-ordination and development of Catholic education and providing advisory and consultative services;
- providing leadership in education for the Catholic community; and
- planning for the development of Catholic education in Western Australia.

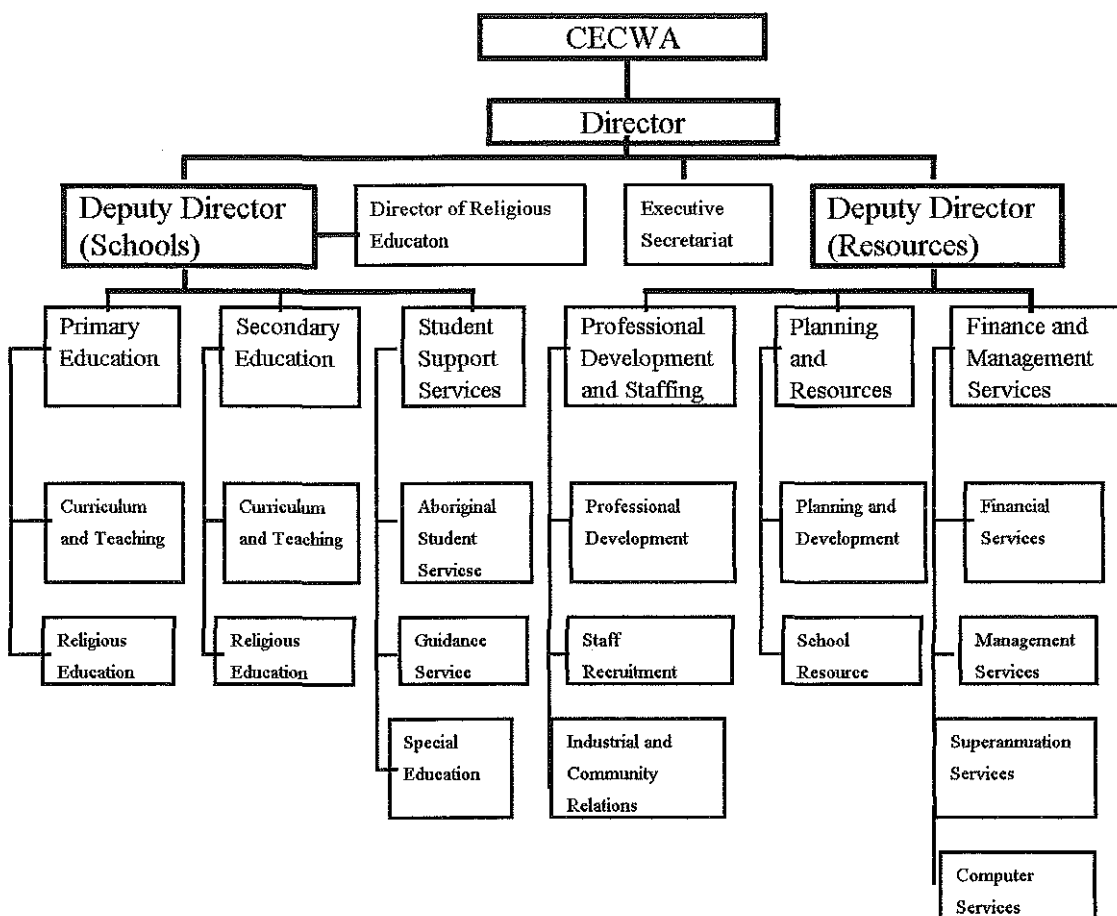
The Catholic Education Office, hereafter referred to as the CEO, provides the secretariat of the Commission. It gives advice and service to Catholic schools and implements the policy decisions of the Commission. It negotiates arrangements with governments and other agencies and administers government funded programmes.

The Catholic Education Office is under the leadership of a Director of Catholic Education. The Director is assisted by three Deputy Directors in the areas of Schools, Curriculum, and Resources and Planning. The Office is structured into

six sections each managed by a senior co-ordinator. (See Figure 1: Structure of the Catholic Education Office). The sections are:

- Primary Education;
- Secondary Education;
- Student Support Services;
- Professional Development and Staffing;
- Planning and Resources; and
- Finance and Management Services.

Figure 1. Structure of the Catholic Education Office of Western Australia



Three regional offices at Bunbury, Geraldton and Broome serve the needs of Catholic schools in country areas of the State.

The Catholic Education System: A Statistical Picture

In recent years Catholic Education has seen a continuing increase in the size and scope of its operation in Western Australia.

In 1991 there were 152 Catholic schools in Western Australia. Of these 106 were primary schools, 31 were secondary schools and 15 were combined primary/secondary schools.

Catholic schools are located in all parts of Western Australia. (See Figure 2: Regions and School Areas of Catholic Education of Western Australia). In broad terms, 94 are classified as metropolitan (Perth metropolitan area), 20 as other urban (Albany, Boulder, Bunbury, Busselton, Carnarvon, Collie, Kalgoorlie, Karratha, Mandurah, Northam and Port Hedland), and thirty seven rural.

Catholic schools are also classified as to whether they are operated by religious teaching orders (order-owned) or whether they are more general or not specifically related to a particular religious order (non-order-owned). In 1991 twenty-two of these 152 schools were order-owned and the remaining one hundred and thirty were non-order-owned.

By far the largest number of schools in the State Catholic system are primary in their orientation. In 1991 there were 106 primary schools staffed by 1387 teachers. Table 1 shows for the years 1989, 1990 and 1991, the numbers of teachers in Catholic primary and secondary schools in the State. The figures show a growth of 5.1% in primary numbers over the three year period with a 4.6% growth in the total system numbers overall.

Figure 2. Map of Regions and Schools in Catholic Education in Western Australia

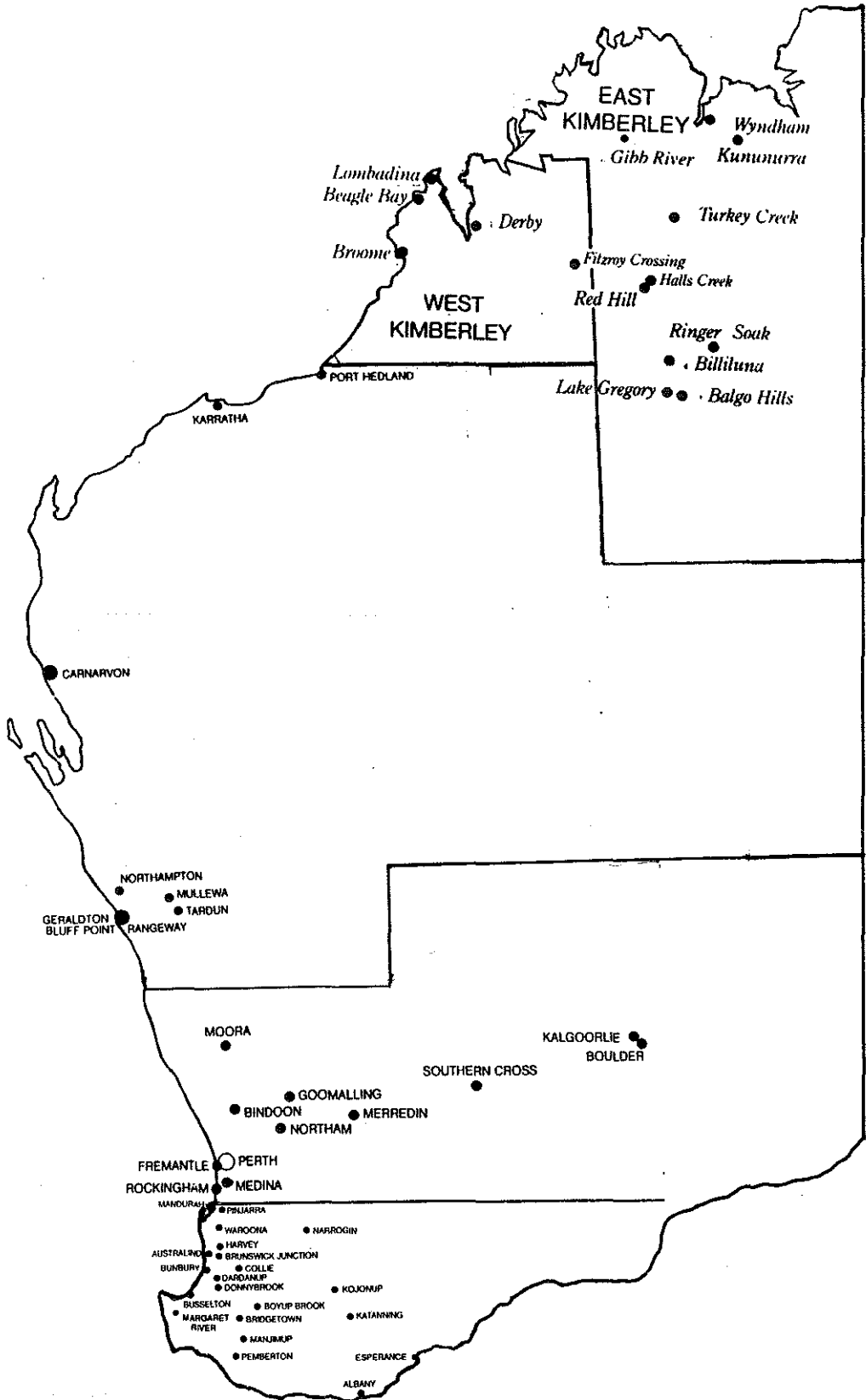


Table 1

Primary and Secondary Teacher Numbers, Catholic Education System, 1989-1991

Staff	1989	1990	1991
<u>Religious Teachers</u>			
Primary	109	93	78
Secondary	102	76	73
Total	211	169	151
<u>Lay Teachers</u>			
Primary	1142	1220	1387
Secondary	1303	1370	1458
Total	2445	2590	2845
<u>Total Teachers</u>			
Primary (plus P/P)	1251	1313	1387
Secondary	1405	1446	1458
Total	2656	2759	2845

Source: Catholic Education Commission of W.A. Annual Report 1991, p.33

The figures in the table illustrate the point that there has been a consistent decrease in the number of religious staff employed by Catholic schools in Western Australia (decrease from 8 percent to 5 percent in the period 1989-1991) and an increase in the number of lay staff (from 92 percent to 95 percent in the same period).

Religious teachers recently constituted approximately 5.3 percent of Catholic school staffing and lay teachers constituted the remaining 94.7 percent.

The trend towards declining numbers of religious staff in schools is evident also in administrative positions in schools. Table 2 which sets out principalships in Catholic schools for the period 1989-91 shows the gradual decline in the numbers of religious principals over the period 1989-91 (i.e. from 50 percent to 42 percent.).

Table 2

Catholic Education System : Distribution of Principalships, 1989-1991

Year	Religious Male	Religious Female	Lay Male	Lay Female	Total
1989	17	58	54	22	151
1990	15	51	59	26	151
1991	15	49	62	26	152

Source: Catholic Education Commission of W.A. Annual Report 1991, p.34

Table 3 sets out in more detail the distribution of principalships in Catholic primary, secondary and composite Catholic schools according to religious status and gender for the year 1991. The figures in this table show that the trend towards lay principalships is greater in primary schools than in secondary or composite schools. Given that religious teaching and Catholic ethos are important ingredients of the Catholic system these changes in balance between lay and religious principalships would seem to have implications for the in-servicing and initial adjustment of new teachers into the system. It could have implications for the selection of teachers with regard to religious studies in the teacher preparation phase. It is interesting to note that 49 percent of the principalships are female with 65 percent of these being accounted for by religious females. Of the religious female principals 81 percent were in primary schools.

Table 3
Catholic Education System: Principals 1991

School Type	Religious Males	Religious Females	Lay Males	Lay Females	Total
Primary	2	40	46	22	110
Secondary	12	6	13	3	34
Composite	1	3	3	1	8
Total	15	49	62	25	152

Source: Catholic Education Commission of W.A. Annual Report 1991, p.34

Table 4 sets out for the years 1990-91 the numbers of boys and girls enrolled in Catholic pre-primary, primary and secondary schools in Western Australia.

Table 4
Catholic Education System: Enrolments By Gender and Location, 1990-1991

Type of Enrolment	1990			1991		
	Boys	Girls	Total	Boys	Girls	Total
<u>Total</u>						
Pre-primary	1102	1026	2128	1454	1366	2820
Primary	13729	13747	27476	13964	13964	27928
Secondary	9558	10123	19681	9819	10222	20041
Total	24389	24896	49285	25237	25552	50789
<u>Metropolitan</u>						
Pre-primary	782	704	1486	1100	1043	2143
Primary	10183	10214	20397	10392	10432	20824
Secondary	7938	8558	16496	8173	8650	16823
Total	18903	19476	38379	19665	20125	39790
<u>Other Urban</u>						
Pre-primary	163	163	326	155	151	306
Primary	2111	2173	4284	2009	2047	4056
Secondary	1178	1256	2434	1210	1283	2493
Total	3452	3592	7044	3374	3481	6855
<u>Rural</u>						
Pre-primary	157	159	316	199	172	371
Primary	1435	1360	2795	1563	1485	3048
Secondary	442	309	751	436	289	725
Total	2034	1828	3862	2198	1946	4144

Source: Catholic Education Commission of W.A. Annual Report 1991, p.35

The table demonstrates that by far the greater number of students are enrolled in metropolitan and other urban school locations. Rural enrolments accounted for only 8 percent of total Catholic enrolments. Metropolitan enrolments were 78 percent of the total and 14 percent were enrolled in "other urban" centres. Given the wide distribution of Catholic rural schools and their relatively small staff and pupil sizes the matter of teacher induction, from a purely statistical point of view, would appear to present difficulties if system wide as opposed to school based resources

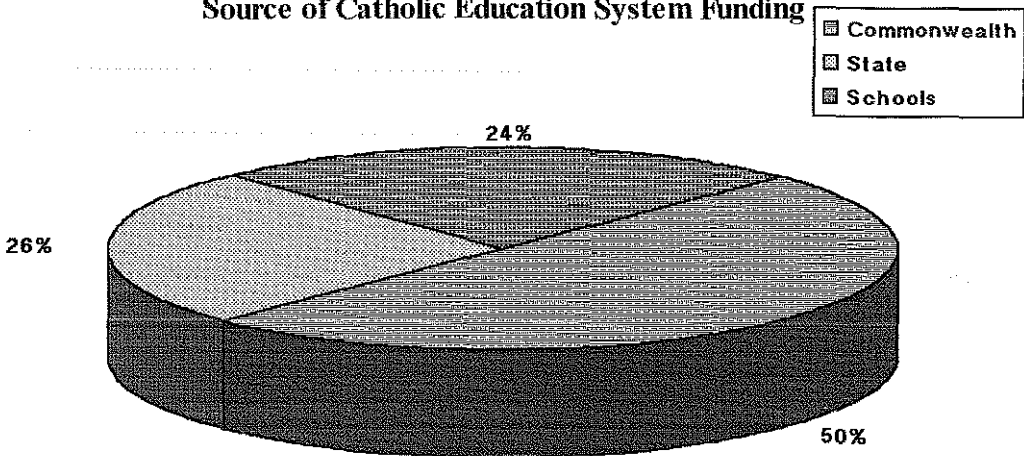
were to be used. It suggests that, in an approach to induction of rural teachers, before school and vacation activities may have to take a major role.

Funding of the Catholic Education System

Unlike State Government schools, Catholic schools receive part of their funding from parent and community member donations. Recurrent funds for Catholic schools are received from three principal sources:

- Commonwealth Government Grants(50.18%);
- State Government Grants (25.56%); and
- School Community donations (24.26%).

Figure 3
Source of Catholic Education System Funding



Source: Catholic Education Commission of W.A. Annual Report 1991, p.23

In 1991 the Commonwealth Government provided approximately \$61.6 million for the recurrent operation of Catholic schools in Western Australia. The Western Australian Government provided approximately \$36 million and approximately \$22 million was provided through community support. The relatively large amount of

parent support and involvement contrasts with the degree of parent support expected in Government State schools and suggests that parent involvement in matters related to teacher induction in Catholic schools could differ from that encountered in Government schools.

As is the case with recurrent funding, Catholic school communities contribute towards the capital costs and maintenance of Catholic schools. In 1991, for example, the Commonwealth Government provided 22.54 percent of the capital funds allocated for the construction and maintenance of Catholic Schools in Western Australia. The remaining 77.46 percent of funds was provided by school communities. The State government also assists with capital development through the operation of a Low Interest Loan Scheme. In 1990, for example, \$9 million was allocated from this source.

An examination of data relating to staff, student and school numbers and of recurrent and capital expenditure for the Catholic Education system indicates a system of steady growth sustained, in part, through Commonwealth and State funds, but with a significant and large school community support. While the system is predominantly urban in its orientation it still contains an active rural element that extends throughout the State. Noticeable in the staffing structure of schools is a gradual decrease in the number of religious teachers with a corresponding increase of lay teachers and lay principals. A significant characteristic of the Catholic principalship is the large number of females in its ranks.

4.0 Significance of the Problem

In recent times, education has been seen by the general public as a means of social mobility and as a means whereby people at all levels within the socio-economic strata can achieve their social, economic and professional goals. Today, politicians and social planners tend to see education as an important means of increasing the nation's economic wealth.

When speaking of Australia's economic future, the Commonwealth Minister for Education in a paper titled "Higher Education: A Policy Discussion Paper" (1988), stated:

If we are to respond and to prosper as a nation, there must be changes in attitudes, practices and processes in all sectors and at all levels of the Australian community. The education sector ... must play a leading role in promoting these changes .(p.iii)

In Western Australia the recent past has been characterised by enquiries and developments aimed at increasing the quality of the education provided in schools and of making it relevant to the State's economic and industrial needs. The Dettman Report (1969) and the Beazley Report (1984) are examples of enquiries which have made major recommendations for the restructuring and re-direction of the State's education systems and which have raised in the minds of educators and the general public the need for an upgrading of educational quality and of the opportunities to seek that quality.

One outcome of the search for quality and of the greater expectations for the products of the education system is the focusing of attention on the quality of teachers entering the profession. Young teachers, in a period of teacher oversupply, have been placed in positions of stress and often this is exacerbated by the

unrealistic expectations of administrators and the general public for beginning teacher behaviour and performance.

Stewart (1985), in reporting the results of teacher induction in rural areas in Western Australia, commented on this matter:

... the student graduating from initial training knows relatively little about how and what should be performed in the teaching task. The importance placed upon internship by the medical profession is often cited for comparison. Few would accept that the granting of a medical degree would enable the young doctor to operate at a fully competent level. In education, however, few have questioned that in their first appointments young graduates should be given full responsibility for the education of children.

There has been insufficient official recognition that the possession of a teaching qualification is merely a minimum entry to the profession of teaching. It is not a sign of total professional knowledge and performance. More often than not they are unsure of themselves personally and professionally and they need to grow through reassurance and a guided extension of competence. (pp. 11-12)

While Stewart focused on the teacher entering the teaching force, others have suggested that courses of teacher training do not adequately prepare young people sufficiently in the realities of the teaching situation. Tisher (1979), in reviewing responses from beginning teachers, stated "... in general, students are completely ignorant of the nitty gritty of teaching and classroom procedure and often with very little theoretical background on which to base their behaviour." (pp. 41,42)

Finlayson and Cohen (1967) supported this view and stated that "teachers in training do not acquire insight into the teacher's role: there is no steady growth in understanding." (pp 22-31)

Cortis and Brent (1970) are critical of courses of teacher education and as an outcome of their research express the view that a very small proportion of teachers

felt that they had learnt most of their teaching skills in college. They stated that "much of what is learnt in college is neither conceptualised nor taught in a way that builds a bridge between theory and practice." (p.868)

Houston (1979) stated "teacher training institutions may never be able to prepare teachers adequately." Grant and Zeichner (1981) suggested that there is widespread agreement with the notion that "preservice training alone can, at best, prepare teachers to a point of readiness to enter the profession." (p. 99) In 1980, the Report of the National Inquiry into Teacher Education stated "it is clearly impossible to incorporate every desirable aspect of preparation into a pre-service course." (Recommendation 5.4 p. 98). Corcoran, in Sandefur (1982), suggested that a major effect of the shift from pre-service to school is a period of intense shock, a period where beginners are paralysed by the discovery that they do not know all that they need to know." (p. 43)

Evidence from a variety of sources reinforces the view that beginning teachers entering the workforce need constant help and guidance and that their teacher education course was only a preliminary stage in their professional development. The need for on-site induction processes to enhance the teaching ability of the beginning teacher, and hence student attainment, is stressed in a number of reports. Vickery (1980), in reviewing teacher education in Western Australia, stated

Submissions from the teacher education institutions, schools, teacher associations and employing authorities were unanimous in the view that the pre-service years were only a basic preparation for teaching, and that the rounding out and further growth of teachers demands systematic induction and opportunities for further study throughout their professional lives. (p.58)

Vickery's view is echoed by Auchutmy (1980) who stated:

It is clearly impossible to incorporate every desirable aspect of preparation into a pre-service course. There can be no question that the transition from pre-service teacher education to full participation in the work and life of the school is by far the most important (form of

induction). The initiation of the beginning teacher into the school teaching situation must therefore be considered an integral part of the professional development process. Induction must help overcome those inadequacies which will exist to a greater or lesser degree in new graduates entering into any type of professional career. (pp. 98,99)

While many acknowledged the need for the induction of beginning teachers, at a school level little seems to have been achieved. Vickery (1980) confirmed this view and stated "there seems to remain a persistent expectation in many schools that new graduates should have the same competencies that the experienced teacher takes years to acquire." (p. 59) Tisher (1979) supported Vickery's observations. In a review of teacher induction he found that only forty-two percent of beginning teachers had professional activities organised especially for them, and of this, about half (56 percent) saw much value in them. Tisher concluded by saying that "it is difficult to maintain that beginning teachers are afforded an easy entry into their employment." (p. 34)

There is much evidence to indicate that young teachers emerging from a University are far from being fully proficient. Many are personally and professionally unsure of themselves and need guidance in developing into competent and confident professionals. The need for procedures to assist them in their initial professional growth and development hardly need to be justified. This need has been expressed over many years by graduates, teachers, administrators and by members of the general public.

Styles (1978) synthesised the importance of the induction process for the beginning teacher:

I hope we can retain a significant commitment to inducting beginning teachers, not only for the sake of the teachers themselves but also for the sake of the pupils, who are what teaching standards are all about. It seems to be quite clear that effective induction, and in fact all in-service development is about effective learning by pupils (p.8).

5.0 Summary

While much professional opinion and research emphasises the importance of a well planned and carefully structured induction into the ranks of teaching, there is evidence to suggest that for many educational systems only a token recognition is given to this important phase of a teacher's professional life.

While the Catholic Education Office in Western Australia in its policy statements has been strong in its support for the need of effective, formal induction procedures at school level there is little, if any, research evidence to indicate that all schools have instituted measures to implement these policies. Anecdotal evidence would seem to support a contrary view.

Given the large number and widespread distribution of Catholic primary schools in Western Australia, the probability of achieving consistent procedures in induction across all schools and of making most economical use of scarce and often expensive resources on an equitable basis without central CEO intervention would seem to be unlikely. While considerable benefit is to be derived from local and lay involvement there would appear to be obvious benefits from the development of a closer and more structured partnership between schools and the CEO in establishing and mounting induction programmes.

This study aimed to provide evidence that, in addition to documenting knowledge about induction in Catholic primary schools in Western Australia, it would also assist in developing a system wide induction model for the achievement of central office and school level objectives in upgrading the quality of the professional performance of teachers and the achievement of pupils.

CHAPTER 2

SOCIALISATION AND THE BEGINNING TEACHER

1.0 Introduction

Theoretically, the study of induction may be placed within the framework of socialisation. In sociological terms socialisation may be defined as "individuals interacting in relatively persistent patterns." (Musgrove, 1978, p.1). Hunt (1972) defined socialisation as "the development of a social person" (p. 1) and he stated that

in respect of a society and particular groups in society, socialisation permits an accommodation to be reached between potential disruptive individuals and ongoing patterns of behaviour (and) thereby facilitates the continuity of social groups. (p. 31)

Within human society the behaviours of members are regulated by established expectations about how its members should behave within various situations.

Brim (1966) suggested that socialisation is "concerned with the process by which persons acquire knowledge, skills and dispositions that enable them to be more or less able members of groups within a society." (p. 3) He added that "each profession can be characterised by the knowledge, skills and dispositions of its members and that it makes sense to speak of a professional culture." (p. 289)

Professional groups can exercise control partly by external controls, but, according to Brim, "mainly by the operation of values, which have been internalised by the individual practitioners." (p. 291) Musgrove terms this control "power", which he stated "is the central conceptual tool for analysing socialisation" (p. 2)

Brim argued that occupational socialisation serves two special functions. The first aspect of socialisation he sees is one that:

ensures that roles are internalised so that, by the time the recruit has become a fully fledged practitioner, self control is sufficient to maintain standards of performance and ethical behaviour. (p. 291)

The second aspect of socialisation he saw as that which "helps the professional adapt to his work". He described this type of socialisation as one which "assists him in separating his professional role from roles associated with normal social intercourse so that there is a minimum of interference between the two." (Ibid.)

Musgrove saw the most recent focus on socialisation to be how individuals become members of groups. He quoted Wentworth, (1980) and stated that "there has been a gradual move from conceptualising the process as training to seeing it as social learning." (p. 83) He saw the shift from one of consensus or agreed norms to one of learning and, even more importantly, to the negotiation of norms between members of groups.

Wentworth (1980) took the view that socialisation is "the activity that confronts and lends structure to the entry of non members into an already existing world or sector of that world." (p.83) Taking his view this means that:

- a) socialisation is a crucial link between the existing culture of any group to its members;
- b) socialisation can refer to a process at many levels; and
- c) norms need not be internalised, change is possible.

Musgrove saw that socialisation is forward looking (anticipatory socialisation). The outcomes are important to those involved, both to those responsible for the continuity of groups, that is those with some power, and to those being socialised, whether unconsciously or because they hope to become members of some group. (p.3).

The above views indicate that there is some agreement in defining socialisation but that there is much debate on the parameters or scope of its study. Members of all the social sciences study socialisation from their own perspective. For the psychologists it is the individual; for the sociologist the group or system; for the social psychologists either view is acceptable. The present study adopted a sociological perspective.

2.0 Socialisation: A Sociological Perspective

Socialisation theory is mainly considered from two perspectives:

- 1) The Organic Approach: which views society as a network of interrelated positions filled by actors who more or less agree with each other about how they should interact;
- 2) The Conflict Approach: which analyses society in terms of groups whose interests conflict and who, therefore, could easily fall out with each other.

Organic Approach

In the organic approach, society is seen as being patterned and structure is viewed as important. Structure can be analysed in terms of social positions to which roles are attached and to which structure is given. In any society, positions are grouped into institutions (e.g. the family or education.) In the past the emphasis has been on elements of consensus within society and has tended to overlook or underplay conflict and disagreement. Some sociologists using the organic approach, however, have provided evidence to show how conflict can be unifying as well as disruptive to the institution. There is a distinction, for example, between norms which are shared and must be subscribed to by all members of a group and norms that are common to those in a group, but upon which disagreement is possible.

Conflict Approach

Those who subscribe to the conflict approach see society as a set of warring groups constantly jockeying for position. For those who hold this view the key concepts must logically be conflict and the interests which the disagreeing groups wish to pursue. These interests are often supported by ideologies or relatively well organised patterns of beliefs used to justify action. Clearly power, and the resources used to wield it, are central to this approach. Power is used in everyday life to eliminate or reduce, apparently or in reality, conflict. Negotiation and exchange, therefore, are important concepts in this approach.

Both Conflict and Organic approaches have been used to analyse social behaviours at two levels: the societal and the interpersonal. Most writers in this area would now agree that both approaches are necessary for a complete analysis of socialisation. Musgrove, for example, combines and extends both approaches. He defines four dimensions which must be considered:

- Organic Societal
- Organic Interpersonal
- Conflict Societal
- Conflict Interpersonal.

He saw the need to find a way of bridging these four components and considered that the solution arose out of the work of Max Weber. Weber was interested in the definition of the situation, where such definitions come from, how they are maintained or changed, and how existing definitions influenced actions in contemporary society.

Weberian Unifying Approach

Weber defined sociology in the following way:

Sociology is a science which attempts the interpretative understanding of social action in order thereby to arrive at a causal explanation of its cause and effects. In action is included all human behaviour when and in so far as the acting individual attaches a subjective meaning to it ... Action is social in so far as by virtue of the subjective meaning attached to it by the acting individual (or individuals) it takes account of the behaviour of others and is thereby oriented in its course. (In Musgrove, 1978, p.17)

The definition highlights two crucial points to the Weberian approach. Firstly, Weber saw sociology as allowing for the imaginative interpretation of human behaviour or written material, not only by observation of individuals. Secondly, action is differentiated from behaviour in terms of "subjective meaning". Hence two consequences follow: on one hand, meanings are socially sustained and transmitted, but, on the other hand, humans construct, and therefore, change meaning.

The focus upon meaning in social interaction can be put into analytical operation by use of the concept of "the definition of the situation". Wentworth (1980) emphasised the strong influence of this concept. He posed the question, "how does understanding develop in social actors in specific contexts?" He defined context as "a situation and time-bounded arena to human activity ... a unit of culture" (p. 92) He noted that through this concept the societal and interpersonal level of analysis can be linked.

In social interaction there is usually some general definition that can be brought into play to rule other than routine situations. Social control can be achieved by control over the transmission of old and the creation of new definitions. The process of socialisation implies that the various kinds of knowledge acceptable in a

particular culture be made available to its members at an appropriate moment in their life cycle. Communication of such knowledge can be achieved by both verbal and non-verbal means and is directed by two forces. The first is the balance of power in each of the episodes of communication; the second is the desires and intentions which subjects bring to the interpersonal interactions in which they are involved.

Socialisation can be seen as a way of examining and analysing what takes place in institutions. The concept has been defined in terms of the presentation to actors of cultural expectations of how they should interact with their society. There is no imperative that the norms presented will be internalised or displayed uniformly by the actor in all his/her interactions. Whether or not this occurs will depend upon the interaction of desires or intentions and the power relationships met by an actor in his/her career.

The above description of theoretical developments in the field of socialisation indicates an approach that puts the emphasis on the actor as a potentially creative subject who, depending upon how power is structured within his/her career, constructs rather than reconstructs sometimes cognitive, but particularly moral knowledge, as this is communicated to him/her both through language and through other cues.

3.0 Occupational Socialisation

As outlined above, socialisation is an extremely broad area. If one is interested in understanding and, ultimately, predicting the behaviour of individuals in social groups, or of social groups as such, content is of more than casual interest. What people learn and why they learn it is as important as to how they learn it. In

addition, it is worth considering that even basic processes by which people learn can be modified by characteristics of their social context.

From a psychological perspective the individual is responding to, rather than initiating, social interaction and concomitant learning experiences. Sociologically, however, the learner is seen as consciously making choices, seeking out new roles, and deciding as well as being unconsciously induced to acquire new skills or alter existing behaviours. The difference in perspectives on occupational socialisation highlights subsidiary issues, such as, recognition of the distinction between how, on the one hand, individuals acquire the skills, knowledge and dispositions necessary for effective social participation and, on the other hand, how they are induced to perform socially prescribed acts based on what they have learned. A second issue is generated by the conceptualisation of socialisation as a two way process, a process in which both the socialiser (whether individual or group) and the socialisee may be changed in significant ways. This issue encompasses the contractual characteristics of social interaction and highlights the opportunities open to participants for negotiation over their respective social roles. Finally, the problem of goodness of fit between the individual and his/her social environment arises, leading to an analysis of the relation between individual characteristics and attributes of groups into which they are being socialised.

An important, albeit obvious, fact about social learning is that it takes place in a social environment. More important is the fact that the learner is an integral part of that environment. To a variable extent the individual helps to shape his/her own social environment and in an important respect becomes socialiser as well as socialisee. This reciprocal relationship in socialisation gives rise to the notion of social roles. A social role has been defined as the behaviour expected of an individual occupying a given social position (Gross, Mason and McEachern, 1958,

p.60). Most modern social learning theorists postulate the reciprocal influence process.

In general, as individuals get older, they are expected to possess a larger and larger repertoire of skills which facilitate the acquisitions and performance of new roles. Entry into a profession often requires that individuals possess both the skills necessary to learn new behaviours expected of occupants of that position and, at least, some of the skills that ultimately will be required in the actual performance of the role.

Musgrove (1988) further elaborated that individuals differ widely with respect to the qualities they bring to situations in which role-learning and/or role-negotiation is necessary. Firstly, he saw that since a great part of role learning is mediated by symbolic processes of one sort or another, we may expect to find considerable differences between individuals in their ability to learn many roles according to their facility with language and the degree of their conceptual development generally. Secondly, he put forward the view that the acquisition of most roles requires that the learner have the ability to understand how others perceive him/her and his/her behaviour. He stated that unless one possesses such understanding, it is difficult for one to evaluate the implications of situational cues pertaining to the adequacy of one's performance.

One outcome of the above is that a crucial variable in determining the outcome of socialisation experiences is the degree of "fit" between the individual and his/her immediate socialising environment. Socialisation clearly involves both conscious and unconscious learning on the part of the individual being socialised. The notion of role negotiation has tended to emphasise the conscious, rational, and essentially purposive aspects of socialisation. Much of the time, however, the individual may

be observed as a more or less passive agent in the process of role learning and performance.

Regardless of whether one conceptualises in more or less rationalistic terms, one must come to grips with the problem of social control. By what process or processes are individuals induced to behave in accordance with normative expectations of groups and the society? Both role learning and adequate performance depend in part on the effectiveness of sanctions, both internal and external on the individual. One's interpretation of the effect of these sanctions will depend on the sometimes diametrical conceptualisation of socialisation - psychological or sociological. Situations may be characterised simply according to the extent to which role learning and subsequent performance depend upon external sanctions; that is, rewards and punishments imposed on the individual by others. As individuals become older an increasing proportion of their behaviour may be assumed to become independent of external control, that is, to become based on internal dispositions. At the same time it is apparent that external rewards and punishment play an important part in the internalisation role itself. It is apparent that sanctions encountered by individuals in the performance or acquisition of a role may vary considerably in intensity and consistency of intensity. The experimental literature on punishment and reward indicates clearly the complexity of the relationship between strength of sanction and rate of learning, retention, discrimination, internalisation, and motivation to respond to similar stimulus configurations. Discussion on this literature is not directly relevant to the purpose of this general theoretical and conceptual introduction to professional socialisation. Goslin (1969) states that "sanctions are an integral part of the process of role negotiation and the distribution and redistribution of sanctioning power is a major factor in determining the outcome of socialisation." (p.16)

A major conclusion from the above is the importance of paying attention to characteristics of settings in which socialisation takes place, especially those features of the social environment that facilitate or inhibit the learner's assessment of his/her own behaviour and provide him/her with more or less explicit information concerning what is expected of him/her. The environment may be distinguished along four additional dimensions relevant to the availability of information to the person socialised. These include: the extent to which the situation contains institutionalised mechanisms for teaching new members how to play their role; the frequency of informal cues (other than external sanctions) that help the learner to evaluate his/her own performance and that of others in the system; the rate of interaction in the system; and contextual characteristics of the system itself. In considering each of these dimensions, it is important to keep in mind the fact that stage of socialisation is a significant cross-cutting variable.

Often when an individual takes on a new position (and with a new role) the group or even the society at large makes explicit provision for helping the individual to learn his/her role by providing formal instruction in the skills, values, and normative expectations that are necessary for adequate performance. In learning a new role individuals pay attention to both formal and informal instructions or advice and also to sanctions that facilitate discrimination between adequate and inadequate performance. It may also be postulated that ease of role learning and/or role development will be directly related to the rate of interaction among the participants in the system. In addition, freedom to experiment within the perceived role definition, without dire consequences for actions, may be an important variable. It appears that optimally effective socialising environments may be thought of as protected settings designed to provide maximum feedback to the individual regarding the consequences of his/her actions.

The above discussion brings to attention some of the issues raised by one's perception of socialisation from either a psychological or sociological perspective. Although there is disagreement of how stimulus and response interplay takes place, several theories of learning exist. It is argued that socialisation can be a conscious, as well as unconscious act; it can be characterised by highly institutionalised mechanisms designed to facilitate the socialisation process, or more laissez faire in its system approach; and socialisation can occur to both the socializer and the socializee. As Goslin (p. 20) argued, "as a focus of scientific inquiry, socialisation is still in its infancy." Models of socialisation and theories of socialisation abound, but none have proven applicability over a range of environmental situations. What is important is that the researcher takes cognisance of the variables involved in the complex process of socialisation and recognises the many commonsensical premises on which socialisation dialogue is based.

4.0 Teacher Socialisation

The literature on teacher socialisation is not extensive. The most detailed studies in this area have been carried out by Lortie in the United Kingdom. Although much of his work is now somewhat dated, many of his findings and conclusions still have relevance and are referred to quite often in the literature on this topic. Lortie (1968) identified three stages of socialisation for all systems of occupational socialisation or induction: a) formal schooling; b) mediated entry; and c) learning while doing.

Lortie (1969) suggested that two forms of schooling are involved in work socialisation - general schooling and special schooling. He put forward the view that the amount of specialised schooling needed varies more than the demands of general schooling. Compared with other occupations in general, education undergraduates spend, on the average, somewhere between one and two years of

equivalent full time study on specialised courses. In his view special schooling for teachers is neither intellectually nor organizationally as complex as that found in the established professions. Deal and Chatman (1989) supported Lortie's view and suggested that:

compared to other experiences, (teachers) formal training has little impact. Influences on their teaching practices come from school experiences as a student; teaching experience; practice teaching; and listening to and observing family members who were teachers. (p. 25)

From the results of his studies Lortie (1966, 1968, 1969) offered the opinion that the protracted exposure to potent models leads teachers-to-be to internalise (largely unconsciously) modes of behaviour which are triggered in later teaching. (p. 487) Hoy (1967, 1968, 1969) from his studies of teacher socialisation concluded that changes in teacher ideology grow out of interactions with fellow teachers. Edgar and Warren (1969) on the other hand, present strong evidence that beginning teachers are particularly sensitive to the views of those whose evaluations of them will have personal consequences. Haller (1967) argued that teachers, in the beginning years, are shaped, in Skinnerian terms, by student responses.

From their analyses of teacher socialisation Deal and Chatman concluded that mediated entry is probably the classic form of work induction. Typically the neophyte takes small steps from simple to more demanding tasks and from small to greater responsibility under the supervision of persons who have attained recognised position within the occupation. Compared with the crafts, professions, and highly skilled trades, arrangements for mediated entry are primitive in teaching. Deal and Chatman (1989) suggested that "new teachers rarely learn the history, lore or values of a particular school or district. Most often a new teacher learns the ropes in isolation, through trial and error." (p. 22) In their view one of the striking features of teaching is the abruptness with which full responsibility is assumed. They stated that:

The abruptness with which a teacher's first day begins, devoid of support from the principal or colleagues, often sets the stage for the weeks, months and years ahead. What many new teachers discover is that teachers work alone, in isolation from others. In most organisations, superiors and colleagues help newcomers learn the ropes and understand important values, norms and practices. Such shared understandings and meanings are often unavailable to teachers even though they are essential building blocks to maintaining high levels of teacher effectiveness, student achievement and overall school-wide success. (p. 22)

In business and industry "learning while doing" has played a major part in the socialisation of new members. Provisions for training in school systems and teacher organisations, however, are on a considerably smaller scale and generally have an intermittent schedule. Deal and Chatman considered that unless beginning teachers undergo training experiences which offset their individualistic and traditional experiences, the occupation will be staffed "by people who have little concern with building a shared technical culture". They summarised their concern by stating that "the apprenticeship-of-observation is an ally of continuity rather than of change."(p. 26)

Fully responsible for the instruction of his students from his first working day, the beginning teacher performs the same tasks as the twenty-five year veteran. Tasks are not added sequentially to allow for gradual increase in skill and knowledge. The beginning teachers learn while performing the full complement of teaching duties. In many cases the anxiety induced from this approach is exacerbated by a probationary status. Anxiety is increased by the limited support teachers receive in the demanding early months in the classroom. In many cases beginning teachers prefer the informal exchange of opinions and experience to reliance upon the in-service provisions and advice of the educational hierarchy.

While the early months of teaching can be something of an ordeal, it is important to observe that the ordeal is private. Lortie (1968) pointed out that it is not an experience that is shared with a cadre of teachers. He noted that a shared ordeal seems to contribute to the solidarity and collegial feeling that is most often found in established professions. In teaching, however, the lack of a shared ordeal is not likely to build the common bonds which help construct a common occupational subculture. In Lortie's view, classroom teachers see themselves as the key figures in monitoring classroom affairs. They do not deny the utility of help from other sources, but they clearly rate informal peer exchange above official systems of supervision.

Socialisation into teaching is largely self- socialisation; one's personal predispositions are not only relevant but, in fact, stand at the core of becoming a teacher. Lortie (1968) concluded that "our review of schooling, mediated entry, and learning while doing in teaching reveals that the total induction system is not highly developed." (p.60)

The operational process designed to socialise the neophyte into their profession is termed induction. The purpose of induction is to develop in new members of an occupation those skills, forms of knowledge, attitudes and values that are necessary to effectively carry out their occupational roles. The primary aim of induction should be to create conditions that cause new members to internalise the norms of the occupation to the point that the primary means of social control is self-control. Schlechty (1985) added support to this view by stating:

an effective induction system is a system that creates conditions in which new members to the group, the organisation, or the occupation so internalise the norms peculiar to the group that they conform to those norms even when formal authority is not overtly present to uphold the norms. (p. 37)

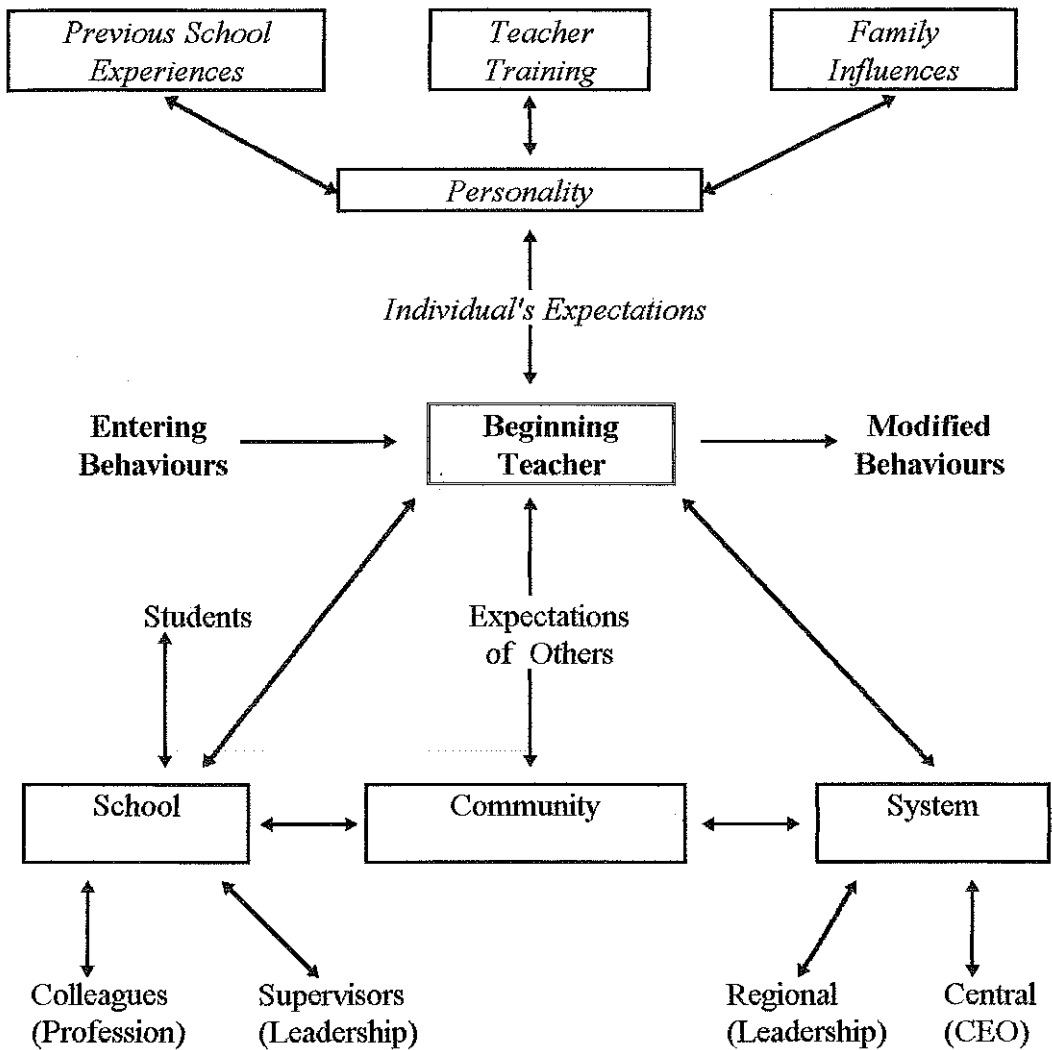
5.0 Summary

Socialisation has been examined from two perspectives - the Organic Approach and the Conflict Approach. The interplay of these approaches can be conceptualised as a framework for understanding its nature and complexities. By using the societal and interpersonal dimensions of social behaviour, along with these two approaches, coupled with the unifying approach put forward by Weber, a context can be developed for the study of induction of individuals into organisations.

The focus of meaning in social interaction can be placed into analytical operation by use of the concept "the definition of the situation". Role learning and role negotiation are two subsidiary issues which interplay with the socialisation of the individual in the system. In addition, the individual comes to the workplace with three types of experience: schooling, mediated entry and learning while doing. It is important to recognise the lasting effects of role modelling prior to entering the work place, and the significance of sanctions to enhance the socialisation process.

While socialisation may have attained the status of a science, and much is yet to be discovered about how individuals are inducted into their roles in employment, the preceding discussion does provide a theoretical framework on which the present study of teacher induction can gain support and meaning. One cannot assume that the beginning teacher is an outcome of teacher training processes, concepts and methodology alone. While these are undoubtedly important there is intertwined with these such matters as previous experience, personality traits, the nature of the school environment, the broader social and cultural environment, the nature of the school system, leadership style, and the like. The beginning teacher becomes a part of a complex social situation. Figure 4 sets out in summary form the various influences that impinge on the beginning teacher and which contribute to the success or otherwise of his or her successful entry into the profession.

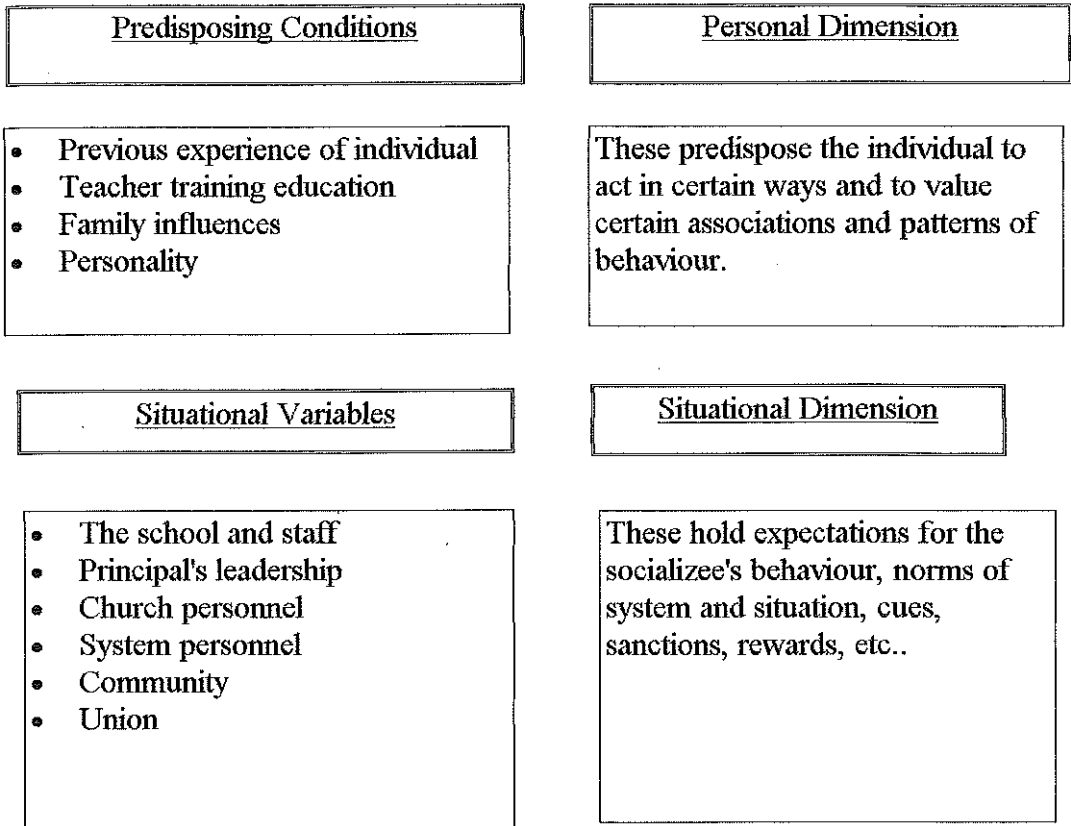
Figure 4: Socialisation Influences on a Beginning Teacher



This model highlights the predisposing conditions (Personal Dimension) as shown in italics and the situational variables (Situational Dimension) in normal print.

Figure 4 highlights the many complex variables that impinge upon the beginning teacher in his/her introduction to the workplace. This study attempted to address the situational dimension only as shown in Figure 5.

Figure 5: Personal and Situational Dimensions of Teacher Socialisation



CHAPTER 3

A REVIEW OF LITERATURE

1.0 Introduction

The literature on teacher induction is considerable and diverse in the aspects which it treats. For this study, however, several major surveys have particular significance.

Tisher (1978) in his survey Beginning to Teach: Teacher Induction Project provided a detailed review of induction practices in Australia and the United Kingdom; Bassett (1981) in his report, The Induction of Beginning Primary Teachers, prepared for the Queensland Board of Education provided a comprehensive review of the literature. The Induction of Teachers into the Teaching Profession: A Review of the Literature (1983) prepared by the Victorian Catholic Education Office provided a similar, albeit less comprehensive account of activities that have occurred in this field.

Throughout these reports and others in the field of induction three concurrent themes emerge:

- i) the overwhelming task facing the beginning teacher;
- ii) the perceived need for an organised and sustained induction programme to assist the beginning teacher; and
- iii) the overall lack of induction procedures evident in many schools.

Lacey (1977) in reflecting on the difficulties faced by beginning teachers stated:

The first year of teaching is like the first swim across the deep end of the pool, like the first drive through London traffic after passing the driving test. The teacher emerges from his training conscious that the worst is over but by no means sure that the improvements will be rapid. As with the impact of teaching practice the new teachers find themselves almost swamped by the flood of events... The ideas and skills developed during the training years are found to be inadequate for the new task and the new responsibilities." (p.128)

2.0 The Western Australian Situation

In Western Australia, as in most other states of Australia, induction and the needs of beginning teachers have received considerable attention. Most reports in this state have been politically sourced and funded and provide insights into the needs of beginning teachers mainly in Government schools.

The then Director General of Education in Western Australia, Dr D. Mossenson in the foreword to the Education Department's report, The Induction of Primary School Teachers, (1977) highlighted the concern felt in the state education system that beginning teachers are not fully equipped to function effectively at all levels when entering the teaching ranks. He stated that:

It has become a matter of increasing concern to the Education Department whether teachers commencing their careers are adequately prepared and given sufficient support when they assume their first teaching appointments. (Foreword)

Further evidence of the Education Department's concern for the adequate preparation and induction of beginning teachers is consistent in its Administrative Instructions booklet:

The Department is anxious that the young teacher's first year in the school should be regarded as an extension of the training period. All concerned should co-operate to make the transition from student to teacher as smooth as possible. (Section 32.02)

In its survey of induction the Education Department commented on all aspects of the induction process giving particular emphasis to such matters as the length of notice given for the first appointment, the arrival times of teachers before their first day at school, accommodation procedures, supervision of beginning teachers, areas of assistance for the beginning teacher, and ways in which the school could assist the new teacher.

The State School Teacher's Union of Western Australia expressed its concern for the effective induction of beginning teachers in its Report on the Needs of Beginning Teachers (1978). In the foreword to their Report the union stated that:

the most critical time in teachers' careers occurs in the first and second years after they commence teaching. Many education authorities have been concerned at the relatively high resignation rates which occur during these two years. (p. 14)

In its submission to the Education Department the Union placed special emphasis on reduced teaching time, the selective placement of beginning teachers, provision for liaison with schools prior to commencement of duties, the employing authority's responsibility for integration of the new teacher, the appointment of induction tutors and the need to avoid "difficult" placements for beginning teachers .

Union submissions also highlighted needed strategies at the school level. These included the formulation of school level induction policies, staff counselling and support of the beginning teacher, encouragement and support of new ideas from the beginning teachers, and socialisation strategies to ease the transition into school and community life.

The Report: Teacher Education in Western Australia

The report, Teacher Education in Western Australia, (Vickery, 1980), which formed part of a national investigation into the area provided insights into the induction needs of beginning teachers. The report, based on submissions from the teacher education institutions, schools, teacher associations and employing authorities, reported a unanimous view that the pre-service years are only a basic preparation for teaching, and that the rounding out and further growth of teachers demands systematic induction and opportunities for further study throughout their professional lives.

The Report commented on a persistent expectation in many schools that new graduates should have the same competencies that the experienced teacher takes years to acquire. Because of this view beginning teachers were expected to assume full teaching loads involving classes known to be difficult. Amongst concerns which were identified by the Vickery Committee were:

- a) problems of classroom management and student discipline;
- b) professional isolation associated with appointment to country primary schools;
- c) social dislocation and distance from family and friends;
- d) unfamiliarity with the type of community to which they were appointed;
- e) difficulties adjusting to the change of role from student to teacher;
- f) lack of familiarity with school and departmental policies, expectations and specific procedures;
- g) lack of knowledge of available resources and support services;
- h) lack of confidence or skill in preparing programmes of work from syllabus materials; and
- i) difficulties of setting and maintaining appropriate standards for student work.

The Report of the Committee into Education in Western Australia

In the 1984 Report of the Committee of Inquiry into Education in Western Australia, (hereafter referred to as the "Committee"), matters relating to the induction of beginning teachers were given some prominence.

Based on the evidence presented during the inquiry the Committee made recommendations in two broad areas. The first related to the area of teacher preparation and the need for the inclusion in pre-service courses of material to assist students to adjust to appointments in rural areas and to adapt curriculum to local settings. The second stressed the need for employing authorities to appoint staff at school level to co-ordinate teaching practice, teacher induction and school based

development. Such staff would be compensated in time, status and salary for their duties.

In submissions to the Committee the matter of initial teacher placement received emphasis particularly from rural communities and from parents in isolated areas. These groups were particularly critical of the appointment of beginning teachers to isolated schools where an adequate level of support and induction might not be available.

A matter of importance to emerge from evidence to the Inquiry was the recommendation that structured courses to cater for the individual needs of the beginning teacher should be organised at a school level. This recommendation reinforced opinions from earlier reports dealing with induction and reflected current thought on induction based on the results of research in Australia and elsewhere. The Committee was also aware of the time constraints operating to allow effective school level initiatives and the need to provide for these in school staffing.

The value of the Committee's Report to the case for induction was its stress on the need for individualised approaches at a school level and the need to delay formal evaluation of teacher performance in the first year.

Much of what the Committee recommended with regard to induction had earlier found expression in a research report prepared by the Research Branch of the Education Department. This report The First Two Years, (Education Department of Western Australia, 1976) noted the desire of beginning teachers to be given individualised assistance. In referring to school level procedures the Report indicated that "about half of the new teachers said that they had not been observed at work by another teacher or the principal" (1976). This report also stressed once again the need for beginning teachers to be given supportive placements which did not have high proportions of troublesome or low motivated students.

The View of the W.A. Teacher's Union

Concern for effective induction procedures for beginning teachers has been expressed at all levels within the Western Australian Education System. The State School Teachers' Union of Western Australia in its document Conditions of Employment - Policy Document (1987) set out conditions relating to induction which it considered essential to the employment contract:

- (i) That all tertiary institutions involved in teacher education provide a unit that will inform students of department and Union policies and that the Union supply to all beginning teachers, early in each year, copies of Union policies relating to beginning teachers.

- (ii) (a) In each school, well defined induction procedures for new staff should be drawn up co-operatively by staff and administrators.
 - (b) That because such further training is necessary, staffing formulae be adjusted to allow for a maximum non-contact time for all beginning teachers and for adequate school based in-service and induction programmes.
 - (c) That beginning teachers be entitled to, and need, some further training during their first two years, particularly in the practical aspects of teaching, administrative procedures and community student- staff interactions.

- (iii) That the Education Department be requested to introduce induction record files for all beginning teachers, such files to be the personal property of the beginning teacher, with appropriate safeguards to prevent such records being seen as either a threat or an unnecessary burden

The induction of beginning teachers has been a matter which has entertained the attention of researchers, administrators, union officials and tertiary institution representatives in Western Australia over a long period. In summary, what has emerged from various reviews, research and reports is the essential need for wide ranging procedures covering the period from the last year of training to the end of the first two years of teaching. These procedures while necessitating the efforts of people at all levels have as a primary focus school-level policies and procedures.

While school-based needs for induction show a consistency in areas for most metropolitan situations, the needs of people in rural and urban situations vary. In isolated situations the need for system directed and managed procedures becomes most evident.

3.0 An Australian Perspective

The induction of beginning teachers has been a matter of continuing Australia-wide interest to both government and non-government education systems. In recent years the area of teacher induction has been one which has been the subject of close scrutiny and it would be difficult to summarise the results within the framework of a short analysis. Overall, the thrust of most reports in this area could be summarised by the Report of the National Inquiry into Teacher Education (Auchmuty 1980) which stated that: "induction into the first appointment is a critical stage in a teacher's life and should not be seen as a separate process or programme but a phase of teacher development." (p.99)

Beginning to Teach

Probably the most comprehensive survey of Australian teacher induction was carried out by Tisher, Tyfield and Taylor in 1978. This study, Beginning to Teach (1978), noted that in Australia, induction procedures were not well established in any state. On the basis of their investigations they concluded that "it is difficult to maintain that beginning teachers are afforded an easy entry in to their employment". (p. 34)

Overall, Tisher et al (1978) identified two major themes:

- (1) The job of teaching is extremely complex and demanding in terms of preparation time, programme development and resource preparation.
- (2) The development of effective working relationships with pupils and peers are critical to success in teaching.

On the system level in most states efforts had been made to improve appointment procedures. These included interviews, provision of school information, early notification, pre-service conferences at state and regional level, amongst other measures but generally, in the view of teachers, were not adequate. Most new teachers still received their confirmations of appointment at a time which precluded the possibility of a profitable prior visit and few were given prior detailed information on the school to which they were appointed. Few beginning teachers were able to exercise a preference for appointment. Use was made of conferences and meetings throughout Australian systems either prior to or in the early stages of the school year. In general, conferences of three or more days prior to taking up initial appointments were rare.

Conferences during the year to assist the beginning teacher are variously received. Research showed that teachers were generally loath to attend since they would leave their colleagues to take on additional teaching duties while they were absent from the schools. Regional half day or full day meetings, however, were more favourably received as teachers considered that in addition to providing essential information they also served as an opportunity to share experiences and ideas with colleagues who often experienced similar anxieties and satisfactions.

Tisher et al (1979) also noted the use made of consultants to assist beginning teachers in the transition from training to the school situation. While visits were considered to be of value teachers were rarely visited more than once due to time and economic constraints. Tisher commented that "a beginning teacher is rarely

visited more than once by a consultant (especially in more remote areas) and consequently receives little consistent continuing help from this source." (p.66)

Tisher's comments on the use of consultants have been supported by other reviewers in the area of induction. The National Inquiry into Teacher Education (1980) for example stated:

5.8 One way in which employing authorities especially could stress the importance of induction would be the provision of area or regional consultants for beginning teachers. These consultants could co-ordinate induction programmes and advise both beginning teachers and those responsible for induction at the school level. (p.99)

Tisher noted that while a reduced work load is seen as desirable by most authorities few systems have established policy directions in this regard. The main reason for this was budget restrictions. School visits to neighbouring schools was a useful device to assist the beginning teacher but this, again, was somewhat restricted due to potential disruption to school programmes and the costs of teacher replacement.

The provision of booklets and brochures to graduates has been a common practice in Western Australian teacher education institutions for some years. State Education Departments and Teacher Unions also provide useful documents for beginning students. The Western Australian Education Ministry, for example, has a booklet entitled "Introducing the Ministry" which lists information on Ministry structure and administration, personnel services, transport, accommodation, leave, salaries and allowances, curriculum materials and the like. Tisher found that the use of printed materials to be quite widespread and reported that printed materials were well accepted. In some cases schools also provided staff handbooks which provide the beginning teacher with information essential to the new teacher. Tisher noted, however, that many teachers received little or nothing by way of such assistance.

Most research reports and surveys on induction point to the need for school level activities to assist beginning teachers. The Report of the National Inquiry into Teacher Education (1980) for instance, stressed the need for teachers who could

act as mentors for beginning teachers but also warned that such teachers should be well trained in induction procedures. The Tisher survey confirmed the need for schools to have school level induction programmes and reinforced the need for senior and well experienced staff to provide assistance on a continuing basis. It expressed the view that where such assistance is provided new teachers adjust more quickly and are more satisfied in the teaching situation. The use of inter classroom visits, although rare, was of particular value to the beginning teacher, especially when they can observe a more experienced colleague at work.

Tisher's survey (1978) reported the views of principals on procedures for beginning teachers. They reported:

there would appear to be a fair measure of agreement with the statement of one principal who has been involved with three universities that in general, students are completely ignorant of the 'nitty gritty' of teaching and classroom procedure and often with very little theoretical background on which to base their behaviour. (p. 41)

They found that principals considered the most important associated tasks that a school should have were:

1. Encouraging a two-way flow of information between other staff and the beginning teacher;
2. Helping to produce programmes of work;
3. Observing and helping beginning teachers in the classrooms; and
4. Arranging meetings for beginning teachers.

Tisher et al (1978) summarised the induction process by the statement:

By induction, a person comes to be, at a basic level, professionally competent and personally at ease in the role of teacher. The processes that typify induction are at work during pre-service preparation, they

assume special importance in the first year or two of teaching, and they are continuous with the longer term processes of professional and personal development. (p.70)

The Report of the Queensland Board of Teacher Education

The findings of the Tisher study reflect the results obtained from a study on induction conducted by the Queensland Board of Teacher Education. As in the case of the Tisher study the Queensland study sought the views of beginning teachers on the adequacy of induction procedures in their schools.

The study report, The Induction of Beginning Primary Teachers (Bassett, 1978) revealed what has often been stated by teachers in the field that most teaching skills had been learned in the job since leaving the training institution. This finding reinforced the need for clear co-operation between the training institution and the employing system in developing ongoing induction procedures for beginning teachers. Beginning teachers, responding to the survey were strong in their opinions that induction programmes should be formally arranged at the school level and should be conducted by experienced teachers. For many respondents after school time involvement was seen as a component of such programmes.

Beginning teachers responding to the Queensland survey cited the following topics as those which they considered to be of most interest:

- dealing with learning problems;
- planning and preparation of programmes;
- handling of children with learning problems; and
- methods of teaching in curriculum areas.

Young (1979) in reviewing the Bassett Report, Review of Teacher Education in Queensland (1978) stressed the need for formal induction programmes to be an essential part of orienting the beginning teacher to the school system. He listed the following fundamental components of any sound induction programme:

- a) systematic programmes which are planned;
- b) school based and school focused provisions;
- c) related as closely as possible to courses of preservice training;
- d) qualitatively different relationships between preservice institutions and schools than currently prevailed;
- e) schemes which address the beginning teachers' most current needs -classroom management and practical planning skills; and
- f) schemes which are designed to build the self concept and self esteem of the beginning teachers. (p. 50)

From his analysis of the report and based on experience and the results of other studies, Young listed seven desirable ingredients for any induction scheme:

1. Pre-service orientation: an organised period spent by each beginning teacher at the school towards the end of term before taking up duty;
2. An induction program: each school should accept responsibility for providing a program of induction for new teachers appointed to its staff;
3. Colleague support: designation of individuals who will assist with teacher induction represents an effective and promising innovation;
4. Regional meetings of beginning teachers: relatively open-ended arrangements through which beginning teachers learn that "their" problems are common to and being experienced by a large number of their peers;
5. Restricted initial teaching responsibilities: a reduction of the complexity of the first several months following appointment;
6. Time: for new teachers and for those who are to help them; and
7. Departmental provision for induction: those responsible for ensuring that satisfactory provision is made for induction need to be convinced of its essential nature and make provision for it. (p. 54)

4.0 Teacher Induction in the United Kingdom

In the United Kingdom, more than elsewhere, teacher induction has been the subject of much review and debate. Tisher (1978) observed that a 1944 report commissioned by the Department of Education and Science refers to the need "to help the young teacher to settle into his profession with the minimum of disappointment and discomfort" (p.7). It further stated that many of the traumas associated with the first year of teaching "can be prevented only by a properly organised system of probation as a continuation of the teacher's training period". (Ibid)

The Work of Taylor and Dale

An early and significant work in the area of induction in the United Kingdom was that of Taylor and Dale (1971). Their study, A Survey of Teachers in Their First Year of Service, which covered the period 1966-68, dealt with both primary and secondary teachers and was directed at the perceptions of probationary teachers and headmasters. In this study the major teaching difficulty identified by probationers was that of dealing with children exhibiting a wide range of abilities. Awareness of a child's previous learning, class discipline, and a lack of adequate teaching techniques were also identified as significant problem areas.

A most significant finding of the Taylor and Dale study confirmed opinions held widely in the United Kingdom and elsewhere that although the majority of young teachers initially adapted teaching methods that their training institution had encouraged, by the end of the year more than half had changed their methods, either because of their personal view of the worth of such methods, or because they considered them to be too idealistic in terms of the actual classroom situation in which they found themselves.

The study found that the need for help increased during the year. From those skills needed in the early stages merely to survive, there grew a desire for increased knowledge of a more professional nature.

Teacher Induction Pilot Scheme

Based on the findings of the Taylor and Dale (1971) surveys the Department of Education and Science, in 1975, commissioned R. Bolam to develop a pilot course involving the needs, problems and advantages associated with the establishment of in-service for beginning teachers. The pilot course which was developed involved an afternoon release each week for a period of eight weeks in the first term to enable probationers to attend induction courses at an Institute of Education.

The recommendations from the report, The Teacher Induction Pilot Scheme (TIPS) Project, (Bolam R and Baker K, 1975), were consistent with other research and recommended school based and regional, individualised induction schemes with some time release and residential courses. Bolam continued and suggested the following sequential and overlapping framework for school and regional based programmes:

1. A carefully planned appointment and placement procedure.
2. A pre-service working visit and orientation period.
3. An orientation period at the start of Term I.
4. An adaptation period during the remainder of Term I.
5. A development period in Terms 2 and 3.
6. A carefully planned assessment procedure.
7. A review period at the end of the school year.

Teacher Education and Training

In 1972, the Report of a Committee appointed by the Secretary of State for Education and Science in the United Kingdom under the chairmanship of Lord

James of Rusholme (hereafter referred to as the "James Report") stated that Teacher Education should be viewed in terms of three consecutive cycles:

The education and training of teachers should be seen as falling into three consecutive stages or cycles: the first, personal education, the second, pre-service training and induction, the third, in-service education and training (Tisher, 1978, p.16).

The first year of phase II was seen to include specialised and functional training for a teaching career with some practical experience and its purpose was to determine the suitability of the student for teaching. The second year was to correspond with the present probationary year of teaching. The student would take up an appointment as a salaried teacher, but would have a reduced work load which would allow for attendance at a specific professional centre for at least one day per week for a one year programme of continued studies. A member of staff of every school would be designated a "professional tutor" to co-ordinate induction activities within the total school programme of in-service activities, and would be a source of help and advice to the beginning teacher. A national network of "professional centres" would need to be established and maintained by Local Education Authorities (L.E.A's).

Pilot Projects

Following the James Report, the Department of Education and Science published a White Paper titled Education: A Framework for Expansion (1972), which contained proposals for the introduction of a pilot scheme in the 1975-76 school year. The three main characteristics of the scheme were:

- 1) beginning teachers had a reduced teaching load (75%);
- 2) a tutor teacher was appointed in each school to provide internal induction training and support; and

- 3) the Colleges and Universities were designated as professional centres to provide the external components of the induction scheme.

While the proposed pilot scheme was given approval by the National Union of Teachers it was not well supported at the school level by probationers and experienced staff. Following delays in implementation by two LEA's, Liverpool and Northumberland were involved in a modified scheme which, despite some initial problems, received favourable comment and a recognition that school based activities were of greater value than external approaches.

The Liverpool/Northumberland projects were evaluated by the Department of Education and Science in a Report on Education, (1976) and the single most valuable feature was the considerable benefit that emerged from a reduction in teaching loads for probationary teachers. While the report strongly endorsed this procedure, however, probationary teachers were somewhat negative towards the practice which, in some cases, they considered disruptive to their teaching programmes. Some teachers also had negative views on the use of tutor teachers which were often regarded as a threat to professional status and particularly where college lecturers were assigned this role.

Experience with induction procedures in the United Kingdom generally demonstrated their support particularly at a school based level where peer tutors could provide valuable assistance in basic curriculum and classroom administration and organisation on a basis of professional equality. A reduction in teaching loads of beginning teachers was strongly supported. Overall, studies and pilot ventures demonstrated the potential benefits of well structured induction procedures which had full administrative support.

5.0 Induction In the United States of America

In America, as in the United Kingdom, the country is divided into many districts or regional areas, each with responsibility over various activities within its boundaries.

Books which are aimed at public audiences and which have received considerable publicity, although they may have overstated their case, seem to have described conditions which do exist in some schools in the United States. They may give indications as to why this country has taken the issue of induction seriously and has mounted Pilot Schemes on induction which seem more extensive than any recorded from other countries.

Mathieson (1971) made the simple statement:

Common sense indicates that the beginning teacher needs assistance if he is to do a good job. We have got to stop kidding ourselves - teacher training institutions, however excellent, won't and can't prepare teachers for the full and immediate responsibilities they face the day they enter the classroom. (P. 47)

In a study on teacher induction carried out by Hull (1975) the results obtained indicated that in the schools visited, few, if any, sequentially planned programs existed for the induction of beginning teachers. In contrast to Hull, however, other writers (Manley, Siudzinski and Varah, 1989, Huffman and Leak, 1986, Littleton and Littleton, 1988) have reported findings of very successful pilot induction programmes operating in some districts. The difference might be explained in that Hull was reporting on actual school practices and not pilot programmes espousing what induction programmes could achieve.

An example of a reasonably successful programme in induction is the Beginning Teacher Effectiveness Programme (BTET) in the state of Texas. Its purpose is to orient new teachers by helping to eliminate many unnecessary daily decisions, establish effective routines and encourage the use of effective teaching practices.

An understanding mentor and the identification of effective teaching practices are essential to the programme. The first six weeks are the most important to the teacher and it is important that the mentor visit the beginning teacher at least once a day; answer beginning teacher's questions in regard to instruction, administration and classroom management. The role of the mentor in this scheme involves model teaching, observation of beginning teachers performance and the provision of encouragement, praise and reassurance for the beginning teacher. For the rest of the year the mentor is available for further clarifications and affirming. In sessions of thirty minutes, twice per week, the supervisor leads discussions of effective teaching practices and the supervisor observes the beginning teacher according to district and state guidelines.

In the Wisconsin-Whitewater programme, (Teacher Induction Programme) a triad of beginning teacher, mentor, and supervisor operates in a similar way to that which operates for the Texas programme. The programme differs in that the beginning teachers are asked to formulate a Personal Development Plan, which assists them ...

to identify their specific concerns about teaching, set goals, and organise those goals into six major categories: management of student conduct; planning; instructional organisation and development; presentation of subject matter; communication and testing. (Manley, Siudzinski and Varah, 1989, p.17)

Weekly meetings are conducted to identify achievements, set goals for resolving concerns expressed by the beginning teacher and to assist in identifying methods to achieve those goals. In addition, monthly seminars are conducted for the induction team on generically identified areas of concern for beginning teachers.

Other studies of induction by such people as Groteleuschen (1988), Varah and Theune (1985, 1986) and by McKenna (1988) reported significant benefits for the beginning teacher, the administrator and the mentor as a result of the introduction of induction programmes. The results in most cases reflect those that have been

claimed for programmes which have operated in the United Kingdom. Overall, the conclusion can be reached that where such programmes have been adopted the benefits to beginning teachers have been considerable.

6.0 Summary

An examination of the literature on induction in selected countries indicates that the topic is one which has been given considerable educational thought and support. As Schlechty (1985) indicated the need for systematic and planned induction programme to "develop in new members ... those skills, forms of knowledge, attitudes and values that are necessary to carry out their occupational roles" (p.37) is critical to the effective transition from training to classroom for the beginning teacher.

School systems in the United Kingdom and the United States of America, in particular, have implemented teacher induction programmes that are worth close scrutiny by Australian educators as the educational systems are similar in many respects. The preceding review of the literature has not attempted to provide an exhaustive treatment of the field of teacher induction, but rather to indicate the breadth of concern that has been expressed for induction and the consistencies that are obvious in the various research and pilot programmes that have been carried out.

CHAPTER 4

RESEARCH METHODOLOGY

1.0 Introduction

This survey study which was exploratory and descriptive in nature sought to describe specific perceptions of school principals and beginning teachers who took up appointments in Catholic primary schools in Western Australia in 1991. The study addressed three broad questions:

1. What is the nature and extent of induction procedures currently implemented in Catholic primary schools in Western Australia?
2. How do beginning teachers and school principals view the adequacy of induction procedures offered by schools and by the Catholic Education Office?
3. How do beginning teachers view the adequacy of pre-service training to equip them to teach in Catholic primary schools in Western Australia?

Based on questionnaire and interview responses from beginning teachers and supporting these by opinion and information gained at interview and by questionnaire from school principals and other Catholic school system administrators, the study attempted to identify areas of need and concern in the induction of beginning teachers. On the basis of the results obtained it was anticipated that the broad outlines of an induction model for the Catholic Education System could be suggested. The results of the study refer specifically to the group of teachers who began their teaching careers in Catholic primary schools in Western Australia in 1991 but it would be reasonable to infer some of these to other teachers entering the system at other times.

The study did not seek to establish causal relationships nor to test the differences between the responses of various groups. It sought the views of teachers, principals and administrators, about the nature and extent of problems encountered in the induction process and while it might have compared and contrasted the views of these groups, its intention was not to correlate these. Rather, following the pattern of earlier researchers such as Tisher et al (1978) and Stewart (1983) the study sought to identify and gain insights which could lead to a better understanding of beginning teacher induction into Catholic primary schools; an understanding which could enable schools and the Catholic Education System in Western Australia to better meet the needs of beginning teachers and to develop procedures at school and system levels to facilitate their entry into the teaching profession.

The study has given some description and statistical analysis of the Catholic Education System and has referred to its historical origins. This was considered necessary due to the relative newness and changing characteristics of this expanding system and also to place the study in a clearer perspective.

2.0 Research Procedures

The procedures adopted to gather information for this self-report research were questionnaire and interview. The following were the principal data gathering approaches:

- The Teacher Induction Questionnaire
- The Principal Induction Questionnaire
- Interviews with selected beginning teachers
- Interviews with selected primary school principals
- Interviews with selected administrators in the Catholic Education Office

- Interviews with some staff members from training institutions.

Questionnaire Development

While the use of questionnaires has been criticised by some writers, Gay (1990) sees that they have definite advantages over other methods of collecting data in studies of this nature that are not present in other sources (p. 195). He compares the use of questionnaires with interview procedures and states that it "requires less time, is less expensive and permits collection of data from a much larger sample." (Ibid) While a personally administered questionnaire is to be preferred and facilitates the administration and establishment of rapport with respondents, the geographically dispersed nature of teacher appointments in this study made this approach impracticable.

Constructing the Teacher Induction Questionnaire

In developing the questionnaire, brevity, clarity and attractiveness were considered essential characteristics as poorly constructed and lengthy questionnaires can deter participation by respondents and often lead to inadequate response. To achieve these characteristics items not directly related to the objectives of the study were not included and every attempt was made to use close-form items. Structured or close-form items in addition to facilitating data analysis were seen to facilitate response and made for easy scoring. In order to cater for all possible reactions, particularly where a true response was not listed, an "other" category was listed wherever appropriate and space was provided for responses which might not have been anticipated in the construction of the questionnaire. For individual items, questions were restricted to a single concept and when necessary they indicated a point of

reference. Leading questions were avoided and every effort was made to avoid questions which were likely to offend respondents and which could have prevented them from giving fully honest answers. Questions which assumed facts not necessarily in evidence were also avoided, as were those that could have contained unwarranted assumptions.

Following a survey of the literature on induction and socialisation and an examination of the questionnaires used in other studies (e.g. Stewart, 1985; Tisher, Tyfield and Taylor, 1977; Research Branch of Western Australian Education Department, 1977) two questionnaires were developed and pretested with a small group of practising and beginning teachers and their principals in a selection of Catholic primary schools. Opinion and advice were also sought from a selection of principals of Catholic primary schools. The final questionnaires were developed subsequent to this pretesting and contained scale, closed, and open ended items. A copy of the questionnaires is contained in Appendices One and Two.

Pretesting of the Teacher Induction Questionnaire

As indicated above, the Beginning Teacher Questionnaire was developed from a study of other questionnaires developed by Australian researchers of induction in the Australian context and from consideration of matters contained in the literature on socialisation and teacher preparation and induction. The initial questionnaire was subject to scrutiny by some fellow principals and experienced teachers and modified on the basis of a trialling with the assistance of five serving teachers who were asked to complete the questionnaire and comment on the clarity and purpose of the questions, the ease of administration and the need to identify major areas of concern. The feedback from the pre-test exercise enabled a review of the questionnaire and also provided information on the development of a framework for the interviewing of beginning teachers.

The Questionnaire, modified on the basis of the above exercise was further trialled with a small group (6) of beginning teachers. Following this exercise no final changes were found to be necessary to the substance of the questionnaire but minor changes were made to wording in order to clarify meaning and to avoid any possibility of ambiguity.

The Teacher Induction Questionnaire that was finally sent to beginning teachers in the study contained the following distribution of items:

8 biographical and situationally descriptive items about the characteristics of the teachers.

19 items in which respondents rated and described aspects of their teacher preparation.

12 items with regard to matters of administration at system and school levels.

54 items which beginning teachers rated and/or described their adjustment to their new school, its environment and location.

The fifty-one teacher graduates who were appointed to Catholic primary schools in 1991 were invited to complete the Teacher Induction Questionnaire. The response from this population of beginning teachers was forty which was a response rate of 78 percent.

The Principal Induction Questionnaire

The Principal Induction Questionnaire was designed to elicit information from areas of concern similar to those contained in the Teacher Induction Questionnaire. The major areas involved were:

- Pre-service training of beginning teachers.
- The induction of beginning teachers at the school level.
- General skill needs for beginning teachers.

The close correspondence between teacher and principal questionnaires allowed a comparison to be made between the perceptions of each group and the item responses concerned were further examined through interviews with selected principals and teachers. Interviews also allowed a check between questionnaire responses and extended information provided in discussion with respondents. Interviews, in one sense, provided a check on whether or not items were eliciting correct responses and helped to establish their consistency across groups under consideration.

As in the case of the Teacher Induction Questionnaire, the Principal Induction Questionnaire was pretested, further developed and revised with a selection of principals and some senior teachers. The questionnaire in its final form was sent to all Catholic primary school principals in the state. Fifty nine principals out of one hundred and fifty one replied (39 percent response) and this number contained the forty-one principals in which beginning teacher respondents were located. The questionnaire contained the following distribution of items:

6 biographical and situationally descriptive items about the characteristics of principals.

5 items in which respondents rated and described aspects of the pre-service education courses offered.

11 items with regard to induction at school level including the beginning teachers' perceived adjustment to the school.

Non-Response to Questionnaires

It is difficult to identify the reasons why some beginning teachers and principals failed to respond to the invitation to complete the questionnaire. The rate of return from beginning teachers was excellent at 78 percent and the return rate of 39 percent from principals was close to the initial return rate suggested by Cohen and Manion (1980) of 40 percent. From discussions with a sample of principals and from phone interviews with a sample of teachers who did not respond, it would appear that those who did not respond were not representative of any particular gender or opinion group. Indeed discussions indicated that the responses which would have been given would not have differed significantly from those given by teachers and principals who responded to the questionnaires. Given the nature of the questions contained in the questionnaire the percentage responses obtained would not appear to have introduced any particular bias to the findings of the study. Reasons for non-response seemed due more to lack of time, tardiness, or lack of interest in the topic. In some case non-respondents indicated that they intended to complete the questionnaire but that the cut off date had arrived before having taken action to do so. Those beginning teachers and principals who did not respond covered most areas of Catholic primary education and it seems likely that the range

of opinions obtained has given adequate coverage of beginning teacher and principal opinion.

The Administration of the Questionnaires

The placement of beginning teachers in the Catholic Education System is difficult to ascertain prior to the collation of the main annual census, the Census of Statistical Information (COSI), which is generally completed towards the middle of the school year by Catholic Education Office personnel. For this reason and also because of the dispersed nature of the population of beginning teachers and for considerations of economy, both the Teacher Induction Questionnaire and the Principal Induction Questionnaire were mailed directly to each Catholic primary school in the state. Each questionnaire was accompanied by a cover letter that explained what was asked of the respondent and the reasons the study was being undertaken. Cohen and Manion (1980) suggested that "frequently, the postal questionnaire is the best form of survey in carrying out an educational enquiry." (p. 107) Respondents were also assured that the results of the study, once completed, would be shared and possibly form the basis of further action with respect to future induction of beginning teachers. The study was given endorsement by the Catholic Education Office.

Teachers and principals responding to the questionnaires or participating in the interviews were given an assurance of anonymity and confidentiality of responses. Pre stamped and addressed envelopes were provided for sealing and returning the completed questionnaires. A three week time limit was given for responses in the first instance. Follow up procedures were initiated by mail and by telephone following the expiry of the three week period.

The distribution of questionnaires was undertaken in the first half of the school year. Research opinion suggests that the administration of these following a period of settling in, but before the middle of the year, is the optimum period. Stewart (1985), for example, confirmed this view:

However, the decision was made to administer the questionnaire in the period between Easter and the middle of the year because administrative opinion suggested that this was the time in which problems and stress for inductees became most evident. It was also a relatively stable time in the school year. (p. 51)

The Use of Interviews

In referring to research procedures Kerlinger (1973, p. 480) indicated that the most efficient form of data collection involves a combination of interviews and questionnaire. He also suggests that it might be used to follow up unexpected results, for example, or to validate other methods, or to go deeper into the motivations of respondents and their reasons for responding as they do. Cohen and Manion (1980) quoted Cannell and Kahn who defined the research interview as:

a two person conversation initiated by the interviewer for the specific purpose of obtaining research-relevant information, and focused by him(/her) on content specified by research objectives of systematic description, prediction or explanation. (p. 291)

In this study interviews were used to gain in-depth data not possible to obtain with the questionnaire and also to elaborate and extend information gained from items in the questionnaire. The interview was used particularly to gain insights into social-emotional adjustments within the school and local communities. Kay (1990) stated that this use of the interview "is most appropriate for asking questions which cannot effectively be structured into a multiple choice format such as questions of a

personal nature." (p. 203) The interview also provided an opportunity to check on the consistency and accuracy of questions given in the questionnaire.

In planning and implementing interviews a semi-structured approach was adopted in most cases. This involved asking questions of a structured nature followed by clarifying unstructured, or open-ended questions. This approach of adopting unstructured questions facilitated explanation and understanding of the responses given by participants to structured questions. This approach allowed a combination of objectivity and depth. Interview sessions were kept as brief as possible and, as indicated for questionnaires, leading questions and those based on the assumption of a fact not in evidence were avoided.

The selection of persons to interview was based on a close analysis of questionnaires and also on an attempt to identify respondents representative of various geographical locations in the State. In no case did any respondent refuse to participate and each was assured of complete confidentiality and anonymity. An assurance was given that responses to any particular item discussed would only be reported as part of a group response. At the beginning of interviews respondents were advised of the main areas for discussion for the purpose of organising responses and also to allow them the opportunity to comment on possible areas of concern on areas to which they might have preferred not to discuss.

As in the case of questionnaires, interview procedures were pretested with a small group of recently appointed teachers. The feedback gained allowed an evaluation of the areas scheduled for interview and also provided insights into the procedures to

be adopted with regard to certain questions. A copy of the broad interview schedules are contained in Appendix 3.

Analysis of Data

In the analysis of data, the procedures followed were similar to those used by Stewart in her study, The Induction of Beginning Teachers into Rural Primary Schools in Western Australia (University of Western Australia, 1985) and by Tisher et al (1978) in his survey Beginning to Teach: Teacher Induction Project. As was the case in these studies, data gained from questionnaires were presented as frequency counts and by percentage in table form. The predominant form of reporting was by descriptive means. It should be stressed that the basic aim of this survey-type study was exploratory and descriptive in nature and the discovery of pertinent issues and problems rather than the establishment of relationships was of primary importance.

It should be made clear that the group of beginning teachers under consideration represented the total population of beginning teachers who took up appointments in Catholic primary schools in 1991. There was no need for tests of statistical significance to be reported in the study.

3.0 Limitations of the Study

The school is a complex social institution and as the descriptions of beginning teacher socialisation and teacher induction in chapters two and three outline, a complex and wide ranging set of variables impinges upon its operation. This study has only dealt with a limited number of these variables.

It should be recognised that the possibility of generalising from the findings may be limited due to the size and nature of the group to be surveyed. It should be stressed, however, that the study was essentially exploratory and descriptive in nature and did not necessarily seek to establish causal relationships. A major purpose of the study was to suggest strategies for a general programme of induction in the Catholic education system in Western Australia for primary schools and to suggest areas for more detailed investigation.

CHAPTER 5

THE PLACEMENT OF BEGINNING TEACHERS

1.0 Introduction

The importance of the appropriate school placement of beginning teachers has been recognised in many studies as a critical factor in their successful induction into the teaching profession. Bush (1966), for example, stated that :

the conditions under which a person carries out the first years of teaching have a strong influence on the level of effectiveness which that teacher is able to achieve and sustain over the years (NIE, 1978, p.3)

Vickery (1980) in reporting on Teacher Education in Western Australia noted that schools commonly assigned graduate beginning teachers a full teaching load often involving classes known to present difficult instructional and control problems. The Education Department (1977) in reviewing the placement of teachers underlined the need for careful placement of beginning teachers who in most years accounted for almost ten percent of the teaching force. The Report of the Committee of Inquiry into Education in Western Australia, Education in Western Australia, (1984) under the chairmanship of K. E. Beazley (hereafter referred to as the Beazley Report) also recognised this problem and commented on the concern of country people over the high rate of staff turnover in rural areas and what appeared to them to be a disproportionate number of beginning teachers who received their first teaching appointments in rural schools. These matters were seen as factors leading to the disadvantage of schooling in isolated areas particularly in those schools with small staff establishments. The Report recognised the importance to effective teacher induction of appointing graduates to larger schools where adequate levels of support and guidance could be provided.

While many have recognised the problems associated with the placement of beginning teachers, a variety of factors, including such matters as teacher mobility, the availability of appropriate vacancies, system appointment and recruitment procedures, staff transfer arrangements and the like often make appropriate beginning teacher placement an extremely difficult task.

Decentralised Placement of Catholic Teachers

In Western Australia, teachers seeking appointments in Catholic Schools can be placed in any one of four regions: The Perth Region, the Geraldton Region, the Bunbury Region and the Kimberley Region. Unlike the State Education Department, the Catholic Education Office does not have a major role in the appointment of teachers to schools nor does it have the opportunity to create suitable vacancies through teacher transfer. Teacher recruitment and appointment in the Catholic Education system are mainly carried out at school level by the school principal with the assistance of the school board. These school level procedures, while providing a strong measure of community participation in the education process, can lack the advantages that the centralised government system has in its ability to match beginning teachers with appropriate levels of placement and suitability of location to match personal characteristics and preferences.

The decentralised nature of recruitment and appointment of teachers in the Catholic School System can pose problems for the conduct of regional and state level induction programmes for beginning teachers. While all beginning teachers face similar problems there are other specific problems and conditions which can only be addressed at a school level. Administratively, the recruitment of a relatively small number of beginning teachers spread over the vast distances involved in the state makes the mounting of common induction exercises difficult under the present system at a school level. This very fact, however, might render centralised

initiatives highly desirable before the school years commences and during school vacation periods. The Catholic Education Office has recently addressed this problem with a regional meeting of all teachers graduating in 1991 and 1992 and teaching in the Bunbury Region. The aim was to discuss some common issues facing beginning teachers and to allow them to network among themselves. Reports of these meetings were positive and the graduates expressed a wish to meet again in a similar manner later in the year.

2.0 The Placement of Beginning Teachers

An examination of the distribution of beginning teachers to Catholic schools emphasises the difficulties associated with induction procedures at a regional or central level. Table 5 sets out for the year 1991 the distribution of beginning teachers by region:

Table 5

Distribution of Beginning Teachers in Catholic Primary Schools by Region, 1991

Region	Teachers
Perth	18
Geraldton	1
Bunbury	16
Kimberley	5
Total	40

While the figures in Table 5 indicate the wide spread of beginning teacher placements, a closer examination of regional boundaries suggests that a more significant rural problem could exist for Catholic teacher induction. The Perth region, for example, includes all schools north of Perth to Moora, south to Mandurah and east to Kalgoorlie. When considered in this way 40 percent (16) of

the beginning teacher placements were in the Perth metropolitan area and 60 percent (24) were in rural situations.

Given the relatively small number of annual beginning teacher recruits, the rural/metropolitan distribution of placements poses problems with regard to the provision of induction activities. What is also of significance is that most beginning teachers have had relatively little preparation for living and teaching in rural situations. For many, their appointments are their first experience with rural living. Stewart (1985) in her research into the induction of beginning teachers in rural primary schools in Western Australia noted:

...that pre-service courses were generally not preparing students to teach in rural schools. While some country practices were undertaken graduates on the whole were ignorant of rural situations, their implications for teaching and learning and the particular problems associated with such an appointment.(p.iii)

This criticism which she made in 1985 would seem still to be relevant. Discussions with selected beginning teachers and with principals in this study confirmed the observations made by Stewart. Their responses indicated that beginning teachers were not fully confident with respect to aspects of rural teaching and living.

School Size

Schools from which beginning teacher responses were obtained ranged in size from small rural units below a hundred students to large schools enrolling over five hundred students. Table 6 shows the distribution of beginning teachers by school size.

As indicated in Table 6 most Catholic schools to which beginning teachers were appointed in 1991 were relatively large. The Beazley Report (1984) in reviewing

teacher placement had indicated that beginning teachers should be placed in schools where adequate provision could be made for induction processes to be implemented. In the case of most of the 1991 appointees, their placement provided the conditions for adequate professional contact and consultation. Only in 15 percent of cases did schools to which beginning teachers were appointed have less than 100 pupils.

Table 6

Distribution of Beginning Teachers According to School Size, 1991.

Number of students	Number Placed
Below 100	6
100-200	4
201 - 300	14
301-400	3
401-500	6
Over 500	3
Not Stated	3
Total	39

The Gender and Age of Beginning Teachers

General opinion suggests factors which can affect teacher induction, particularly in rural schools, are the gender and age of beginning teachers. Table 7 sets out by age and gender the numbers of beginning teachers considered within this study.

All but three of the teachers considered within the study were in the 20 to 25 year age range. Two students were aged thirty-one years and above and this reflects a trend in recent years for mature aged students to undertake courses in teacher education.

Table 7

Age and Gender of Beginning Teachers Surveyed in the Study, 1991.

Age	Male	Female	Not Stated	Total
20-25 years	4	33	1	38
26-30 years	0	0	0	0
31-35 years	1	0	0	1
Over 35 years	0	1	0	1
Not Stated	0	0	0	0
TOTAL	5	34	1	40

The high proportion of female teachers (85 percent) is consistent with the trend in the gender mix of primary school teachers in Western Australia in recent years.

This male/female imbalance has been characteristic of both government and Catholic schools for some time and has been maintained despite efforts to attract more male teachers into primary schools. This imbalance reflects a similar imbalance that can be noted in university intakes into primary teacher education courses in the State's universities. It is a factor that needs to be considered in the overall design of induction and appointment procedures.

Distribution of Beginning Teachers According to Gender and Grade

Various reports on Education in Australia and overseas have advocated that beginning teachers be given reduced teaching responsibilities (e.g. Vickery 1980, SSTUWA 1979, Tisher et al, 1980). Discussions with school administrators, however, indicate that because of cost considerations and other educational priorities, this is not a usual practice in Catholic schools or in government schools in Western Australia. The teachers considered in this study were placed in all grade situations across the levels of pre-primary to grade seven. Indeed, most school principals expressed the view that beginning teachers were expected to assume full teaching responsibilities from the beginning of the school year. While some shared

the view that a reduced load was desirable, restricted staffing arrangements and financial constraints prevented this from taking place.

Table 8 sets out the grades assigned to beginning teachers in Catholic schools by gender for the year 1991.

Table 8

Grades Assigned to Beginning Teachers by Gender, 1991

Year Level	Male	Female	Total
Pre-Primary	0	6	6
Years 1-3	1	18	19
Years 4-5	3	6	9
Years 6-7	1	1	2
Other	1	3	4
Total	6	34	40

The figures in this Table indicate that over sixty percent of beginning teachers were appointed to junior primary and pre-primary grades and many were facing classes containing children who were starting school for the first time. This distribution supports the observation made by Stewart in her study that adequate units in junior primary content and methodology should be essential elements in a primary teacher education course. She noted that in training institutions in recent years there has been a trend to decrease the number of specific courses relating to junior primary content and methodology and to integrate them into subject disciplines. The distributions noted in this study and the observations made by practising teachers tend to confirm her conclusions and to indicate that there could be a need to review procedures in training institutions and to give greater weighting to these areas in induction courses.

Teacher Education Background

The reactions of beginning teachers and principals to the nature of teacher education courses is discussed in more detail in Chapter 8. In Western Australia four tertiary institutions provide pre-service teacher education courses. These are Edith Cowan University, Curtin University of Technology, Murdoch University and the University of Western Australia. Within the teaching profession there appears to be general satisfaction with the quality of graduates from the courses provided by these institutions. The Vickery Committee, for example, in its report stated that "...the overall quality of beginning teachers was satisfactory ... beginning teachers were found to be effective, enthusiastic and positive in their attitudes towards children, school and their profession" (Vickery, 1980, p. 22).

Table 9 sets out the distribution of beginning teachers in this study according to the institution in which they received their initial teacher education:

Table 9

Distribution of Beginning Teachers According to Teacher Education Institution, 1991.

Institution	Number of Teachers	Percentage
Edith Cowan Uni	23	58
Curtin University	11	28
Murdoch University	1	1
University of W.A.	0	0
Outside of W.A.	5	13
TOTAL	40	100

Notification of Employment

Matters related to notification of appointment in Catholic primary schools are discussed in Chapter 6. Teachers taking up new appointments are faced with a

number of problems relating to such matters as accommodation, furnishing, transport and communication, school contact, family adjustments and the like. In the case of rural appointments such problems can be magnified, particularly where services available in metropolitan areas might not be available and where complex transport arrangements have to be made with respect to personal travel and the removal of effects. The time of notification and the period given for an adjustment to the new social and work situations, therefore, assume a degree of importance in the induction process. Where a beginning teacher faces difficulties in social/emotional and domestic matters, the adjustment to the professional situation can often be hampered and, in severe cases, severely disrupted.

Catholic primary schools with their greater degree of employment/recruitment autonomy have an advantage over government schools with regard to notification of employment. Most Catholic primary schools begin their employment/recruitment procedures in term four of the year preceding appointment. Teachers appointed to government schools often are not notified until January or February of the year of appointment because of the necessity to cater for the promotion and transfer of serving teachers. The longer period of notification for Catholic teachers allows for a reduction of stress with regard to induction by ensuring that social/domestic matters are resolved before preparation of teaching begins.

Analysis of responses from beginning teachers indicated that 85 percent of graduates had at least 10 weeks notice of appointment. It also revealed that this led to high levels of satisfaction. Interviews with selected teachers indicated that, particularly where rural appointments were concerned, early resolution of matters relating to accommodation and transport significantly reduced stress associated with the introduction to teaching. Early contact with schools also allowed the more effective preparation and collection of teaching materials and the prior planning of

teaching programmes. Table 10, below, shows the distribution of responses from beginning teachers with regard to appointment notice.

Table 10

Beginning Teachers Levels of Satisfaction With Appointment Notice, 1991

Level of Satisfaction	Number	Percentage
Highly satisfied	35	88
Satisfied	5	12
Dissatisfied	0	0
Not concerned	0	0
TOTAL	40	100

The results in Table 10 are consistent with those gained by Tisher et al (1979) where 81 percent of beginning teachers were satisfied with notification of appointment.

Aboriginal and Ethnic Class Content

A factor which can have a marked effect upon classroom teaching and organisation is the presence of children from ethnic and language backgrounds other than that of English speaking European background. Graham (1981, p. 4) in discussing Aboriginal education stated that teachers inexperienced with the teaching of Aboriginal children and who are appointed to schools in Aboriginal communities experience problems relating to their teaching and to their personal living environment. Harris (1981, p. 191) stressed that culturally there is a strong distance between Aboriginal children and the European teacher. He referred to such matters

as present time orientation, non-verbal learning styles, differing forms of interpersonal communication, different first languages and a different environmental base for early cognitive development as being of considerable importance in understanding the environment and processes involved in the education of Aboriginal children. Table 11 sets out the placement of beginning teachers in relation to the percentage of Aboriginal children in classes.

Table 11

Beginning Teacher Placement in Aboriginal Classes

% of Aboriginal Chn	Number of Beginning Teachers	Percentage
Less than 20%	31	81
20-40%	1	3
41-60%	0	0
61-80%	0	0
81-100%	5	13
Not Stated	1	3
TOTAL	38	100

The distribution in Table 11 indicates that sixteen percent of beginning teachers were faced with classes which had a significant Aboriginal/ethnic presence. The degree to which trainee teachers are exposed to the teaching of Aboriginal children and the formal academic preparation they are given in this area can be a major factor in their adjustment to the school situation if they are appointed to schools which have Aboriginal children. Where there are Aboriginal children, or children from ethnic backgrounds other than English, the induction process needs to be specifically structured to give beginning teachers the confidence and skills to enable them to cope with a situation for which their teacher education might not have adequately prepared them.

3.0 Summary

In this study questionnaires were returned by forty newly appointed teachers to Catholic Schools in all regions of Western Australia. Of the forty beginning teachers five were male and 35 were female. All but five of these teachers had received their pre-service training at Western Australian tertiary institutions.

Beginning teachers were appointed to schools in all four of the Catholic Education Regions and mainly to schools with 100 or more pupils. Sixty percent of beginning teachers were placed in schools in rural situations, many of which were in comparatively isolated locations. For most of these teachers it was their first experience of being away from home and their first sustained contact with Aboriginal pupils.

Graduates were appointed across all primary grades but it was most noticeable that most beginning teachers were appointed to Junior primary and pre-primary grades. Many, therefore, were facing classes containing children who were starting school for the first time.

A notable feature of appointment to Catholic Schools was the early notice of appointment. Most received a term's notice and almost all had at least ten weeks notice. This has positive implications for the development of effective induction procedures.

Responses showed that nearly 20 percent of beginning teachers faced classes with a significant Aboriginal or Ethnic content. This fact has strong implications for pre-service training and also for the provision of supportive induction courses particularly given the specialised nature of teaching Aboriginal children.

CHAPTER 6

SYSTEM LEVEL INDUCTION PROCEDURES

1.0 Introduction

In recent years the importance of formal procedures for the induction of beginning teachers into the school situation has become increasingly recognised by employer organisations, employee associations and by educational institutions preparing teachers. Reports on teacher education such as that of the National Inquiry into Teacher Education (1980) and the submission by the State Schools Teachers' Union of Western Australia, "Teacher Education in Western Australia" (1980) indicated a general deficiency in induction programmes in Western Australian schools. These and other reports have made recommendations for the better provision of induction procedures which have been directed to employing authorities, schools and institutions preparing teachers.

These reports on induction stressed that the first years of teaching for newly graduated teachers should be considered a continuation of their pre-service training. Given this view, the quality of the future teachers in Catholic schools will depend to a great degree on the quality of the pre-service training they receive and on the on-going support and professional guidance which they receive in their early years of teaching from schools and from the system in which they operate.

Unlike the Ministry of Education in Western Australia, the Catholic Education Office does not have direct responsibility for the employment of teachers. This responsibility rests with individual Catholic schools and reflects historical beginnings of Catholic education in the state where schools have been "order" or "parish

based" and where local autonomy, lay involvement and financial support have been well established and accepted features. While this local control and involvement are well established the need for system wide support has been recognised and, progressively, Catholic Education Office activities have become an essential feature in strengthening the Catholic school system. Increasingly, involvement in induction is being recognised and accepted as a desirable demonstration of this central office involvement.

In contrast, to the Catholic system, the Ministry of Education is directly responsible for the appointment and placement of beginning teachers. This involves the transport of goods, teacher travel to the place of employment, accommodation, teacher liaison, performance appraisal and the like. Beginning teachers can also call on the services of central and regional specialist personnel and have the support of regional superintendents.

The Catholic Education Office and the Ministry of Education in some respects are on converging paths. The Catholic Education Office is currently attempting to accommodate beginning teachers and their needs on a regional basis, while the Ministry, through its devolution strategy is attempting to accommodate beginning teachers' needs at the local level. An understanding of the Ministry policy in relation to induction, therefore, is of value in assessing Catholic education needs and strategies in this area and also provides insights for the possible development of a model of induction relevant to Catholic Education schools.

2.0 The Ministry of Education and Induction

For some years the Western Australian Ministry of Education has endeavoured to establish a set of procedures to cater for all levels of responsibility in the induction process. In its Teachers Handbook and Administrative Instructions (Section 32.02)

it stresses the difficulties in transforming a young adult into an experienced teacher and states that the first year is to be an extension of the training period. The Ministry's approach to induction is three-pronged, operating at central, regional and school levels. At each of these levels it has encouraged the development of definite policies and procedures related to the induction of beginning teachers.

Central Office Level Procedures

It is at the central office that the State Government system of Education has particular advantages over the Catholic Education System. Initially, all recruitment and appointment procedures and matters relating to the induction of beginning teachers were the responsibility of Head Office personnel in Perth. In comparatively recent times, and particularly with developments in regionalization, much of this responsibility has been gradually devolving to regional and school levels.

Notification of Appointment

Reduced turnover in Ministry schools over the last twenty years has meant that notification of appointments can be late in the preceding year or early in the school year of appointment. In many cases this is conveyed by telephone and the late notification can cause considerable problems for the beginning teacher in terms of travel and accommodation arrangements. Stewart (1985, p. 80) noted the majority of graduates (55.1 percent) were given less than two weeks notice and nearly one third were given less than one weeks notice between notification and commencement of employment.

Many of the problems identified by Stewart can be related to the size of the State system and to the centralised nature of promotion and transfer. Another

disadvantage of a high degree of centralisation, noted by both Tisher and Stewart, is the lack of any consultation with teachers with regard to the suitability of appointments. To some degree, recent developments in regionalization of administration are helping to overcome this disadvantage.

Accommodation

Stewart (1980, p. 83) noted that most graduate teachers are likely to be living away from home for the first time and that accommodation for them becomes an issue of considerable concern. The central office of the Ministry of Education has traditionally taken responsibility for advising or providing accommodation for teachers but in the first year of her study there was much discontent with the central and regional arrangements in relation to accommodation. A common list of complaints related was as follows:

- a lack of information on location, type and condition of accommodation;
- an expectation by the Education Department that teachers will find their own accommodation when often none existed;
- a mismatch between central office and regional office on the location and availability of accommodation.

It would appear that while the standard of housing and accommodation available in many areas outside of the Perth metropolitan area might not be fully satisfactory to teachers "their acceptance of this situation could be greatly increased if more detailed and accurate information was given at the time of appointment." (Stewart, 1985, p. 88).

Travel and Transport of Effects

The Ministry of Education has established policies and procedures related to teacher travel and to transport of goods. These are normally at Government expense and are carried out in a state which is large geographically, climatically diverse and disparate in the range, type and regularity of the type of transport available. In some remote areas schools and accommodation are not accessible by rail or bus transport and young teachers are often not in a position to purchase a vehicle until they have been teaching for some time. In recent years the need to strengthen regional and local assistance with regard to travel has been more fully recognised as it can be an area of considerable uncertainty to teachers, especially where appointment is to a remote part of the state.

Recent Initiatives

In the area of its personnel management, the Ministry of Education has developed guidelines for the induction of beginning teachers titled "Performance Management - Permanent-On-Probation Teachers"(May 1993). Although the main perspective of the publication is state wide, the target of its implementation is the school level.

In accordance with these guidelines an advisory group consists of the beginning teacher's nominee, the principal, and/or a superordinate and the principal's nominee.

The performance appraisal advisory group in consultation with the beginning teacher must formulate an induction plan which addresses the needs of the graduate. A strategy to devise and monitor the plan may include the following steps:

- a preliminary interview with the beginning teacher to establish goals; work out the initial induction plan; and to discuss the details of the appraisal process;
- give regular feedback on performance (can be done informally);
- a review interview to: report progress and to reassess the appraisal process, modify the induction plan, etc., and

- an end of semester appraisal interview to complete the Performance Appraisal.

The performance appraisal process takes place during each semester of the probationary period. The principal is required to recommend the beginning teacher for permanency when satisfactory performance standards are attained. Following the principal's recommendation a visit is made by the regional superintendent to assess suitability for permanency. This assessment can grant permanency, can extend probation or can terminate employment.

3.0 The Catholic Education Office and Induction

Indicative of the Catholic Education Office's concern for effective teacher induction is the booklet, "The Newly Appointed Teacher - Induction Guidelines for Principals of Catholic Schools" (Catholic Education Office: 1983). This booklet provides advice to schools on how to assist newly graduated beginning teachers and those teachers returning to teaching duties after an absence of five or more years. In the introduction to this booklet the Catholic Education Office stresses that induction is a shared process, the responsibility for which is both that of the central office and the local school community.

Staffing Procedures

For funding reasons, staffing levels are communicated to schools by the Catholic Education Office at the end of term three or beginning of term four. This, together with a requirement for resigning or transferring teachers to give six weeks notice, means that principals and school boards can advertise vacancies and appoint teachers to these in the fourth term of the year preceding the taking up of duties.

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For beginning teachers this has numerous advantages. Pre-arranged visits can allow better acquaintance with the local and school environments, can enable some contact with the children, can familiarise appointees with school policies and procedures and can give the beginning teacher adequate time in which to arrange accommodation, the transport of goods and arrangements for personal travel.

Unlike the Ministry of Education with its centralised and regional appointment procedures, schools in the Catholic System are solely responsible for the advertising of vacancies and for the interviewing and appointment of beginning teachers. Given this advantage, Catholic Schools have a greater opportunity of matching teacher characteristics to school needs and of devising induction procedures more relevant to school and teacher. In addition, the school is solely responsible for the induction of beginning teachers and their continuing professional development.

Induction Policy and Procedures

Unlike the Ministry of Education there are no required policies or procedures for the induction of beginning teachers on a system wide basis in the Catholic System. The Catholic Education Office's 1983 induction guidelines booklet lists recommended procedures but, since its publication, little has been done to implement a comprehensive induction policy except in the area of Religious Education.

Orientation

Orientation is an initial information session for all new employees in Catholic schools. The one day course allows new staff members:

- to be welcomed into the Catholic School system in a friendly and supportive atmosphere, in the context of their own region or diocese;
- to experience the support of their peers;
- to receive an introduction to the Catholic school system;
- to consider the Foundation Statement, Christ is the Foundation, and some of its implications;
- to understand their own rights, duties and responsibilities, including the requirement of supporting the ethos of the Catholic school; and
- to join in an appropriate liturgical welcome, designed to reinforce their sense of being commissioned to service in a Catholic school.

For new teachers appointed to schools in the Kimberley region a week long induction programme is offered soon after school commences toward the end of February. While this is a regional introduction to Catholic Education, orientation is a valuable component.

Accreditation A

Accreditation A is provided for teachers of subjects other than Religious Education. Following the Orientation meeting outlined above, such teachers undertake a correspondence programme, Catholic School Foundation, the six modules of which are offered over a two or three year period. Each module involves reading and reflection and completion of an assignment. Teachers can gain assistance from the principal of the school or time release can be negotiated in some situations. Where a common need exists alternative assistance in the form of a series of optional seminars can be arranged. Students preparing to teach in Catholic schools may study, as part of their teacher training course, units which satisfy the requirements of Accreditation A.

Prior to the implementation of the above arrangements beginning teachers in this study were required to attend the exercises associated with Accreditation A. Of the forty respondents to the Teacher Induction Questionnaire, thirty-three had attended Accreditation A.

Table 12

Beginning Teacher Attendance at Accreditation A

Category	Number	Percentage
Attended	33	82
Not Attended	5	13
No Response	2	5
Total	40	100

Respondents were generally supportive of their involvement in the Accreditation A exercises and during interviews with selected beginning teachers there was universal agreement that the nature of the topics treated and the nature of the presentation were appropriate. Table 13 sets out teacher perceptions of the benefit of this exercise. The figures indicate a strong positive response (82 percent) while no teacher considered the exercise to be without any benefit.

Table 13

Teacher Perceptions of the Benefit of Accreditation A

Category	Number	Percentage
Very Great Benefit	9	27
Great Benefit	18	55
Little Benefit	6	18
No benefit	0	0
Total	33	100

In their comments, beginning teachers were strong in their appreciation of the fact that Accreditation A gave them a detailed description of the structure and objectives of Catholic Education. A particular benefit noted was the establishment of support networks with other beginning teachers. Negative responses did not focus on the content of the exercise but rather on the nature of its presentation and on the fact that some information presented was merely a re-presentation of information that had been given in other course presentations.

Accreditation B

Accreditation B is a professional development programme for all teachers new to the teaching of Religious Education in Western Australian Catholic Schools. Following the Orientation Course, these teachers do not study the Catholic School Foundation Modules.

Accreditation B has two components:

Part I: An In Service Component

Part II: A Tertiary Studies Component.

The in-service component aims to assist teachers to acquire a basic knowledge and understanding of the theological principles and objectives underlying the Perth Archdiocesan Guidelines for Religious Education. The in-service component is normally undertaken in the first year of teaching Religious Education. The delivery of this component usually commences with a full day in-service course followed by a series of in-service workshops offered at regional venues by trained tutors. In rural areas these often involve the use of telephone "conferlink". Religious Education Consultants support the programme by visits to teachers at school level.

The tertiary studies component of Accreditation B is designed to assist Religious Education teachers to acquire a basic understanding of contemporary approaches to biblical and theological studies in faith education. It requires teachers to complete three units of tertiary level study within five years of commencing the teaching of Religious Education. They are available through attendance at teacher education institutions and through correspondence study.

4.0 System Level Comparisons

A comparison of the system wide procedures for induction operating in the Ministry of Education and through the Catholic Education Office indicate significant differences in the provisions that each makes for beginning teachers. Table 14 sets out in summary form provisions for each system on selected dimensions.

Table 14

Comparison of System Level Induction Procedures

Activity	Ministry of Ed	CEO
Appointment Notice	1-2 weeks	approx 10 weeks
Visits to School	unlikely	usual
Transport of Effects	catered for	not catered for
Personal Travel	catered for	not catered for
Accommodation	catered for	not catered for
Performance Appraisal	formal	informal
Location Allowance	provided	provided
Country Service	generally required	not required
In Service Activity	miscellaneous	specific

Notification

The literature on teacher induction and the responses gained in this study underline the value of beginning teachers receiving early notification of appointment. While they might have had some experience in school through practice teaching sessions, graduates emerging from teacher education programmes are, in the main, relatively young and unfamiliar with the requirements and commencing relationships with a new class and of establishing living patterns in a relatively unfamiliar environment. This is especially true where the appointment is to a remote location and the experience is the first time away from home. Early notification of appointment allows school contact and possibly visits, the development of satisfactory travel arrangements and the securing of suitable accommodation. In this regard the Catholic Education system appears to have distinct advantages over the State Government Education Ministry that are due probably to the effects of size and also

to the greater degree of local administrative autonomy exhibited by Catholic schools.

Accommodation

The Ministry of Education with its advantage of Government financial support and its comparatively long history has what appears to be an advantage over the Catholic system in the provision of teacher housing. In the past the provision of accommodation for Catholic teachers has been a matter of individual teacher responsibility. More recently, however, enterprising rural school boards have purchased accommodation for the principal and have added the incentive of reduced rentals. The high cost of rentals in some country areas has also forced some school boards to subsidise commercial rental accommodation for staff. In the Kimberley area, for example, the region has accommodation owned by the Bishop who rents housing to teachers.

Schools within the Catholic system, particularly those in remote areas, differ considerably in their ability to provide suitable housing for teachers and to this extent are at a disadvantage to the State Government system. The future resolution of the inequities faced by local Catholic school boards, particularly in country areas, would seem to require some form of central subsidisation. While funding restrictions may prevent the short term resolution of this problem, discussions with local Catholic groups indicate some form of subsidy by the Catholic Education Office to be an appropriate long term goal if Catholic schools are not to suffer in their recruitment and induction procedures.

Travel State

Education Ministry schools have an advantage over Catholic schools in that the transport of teachers and their effects to their place of employment is met by the state. Except for seconded positions to remote Kimberley locations teachers in the Catholic system appointed to country schools are required to bear the costs of their own transport. While some school boards arrange to meet part of the transport costs for principals and assistant principals as a means of attracting and retaining quality staff, the practice is not widespread. Many beginning teachers commented that following three years of initial training they had a considerable financial disadvantage in that they had to bear their own costs of travel and the transport of effects to their place of employment.

Performance Appraisal

At present, the Catholic system has no central policy in relation to the induction of beginning teachers. Unlike the Ministry of Education it does not have a requirement for the performance appraisal of beginning teachers. Discussions with some selected Catholic principals indicated that some schools have informal, local performance appraisals. In some cases of incompetence or gross negligence the services of the Catholic Education Office can be requested for counselling. In extreme case the Catholic Education Office can provide guidelines on procedures leading to dismissal. Principals were generally supportive of the development and implementation of performance appraisal at a central level as part of an overall policy for teacher development.

A matter which emerged from discussions with teachers and principals was the need in the Catholic system for a liaison officer with direct responsibility for providing personal and professional advice and counselling for beginning teachers.

This officer could carry out functions similar to those provided by the Ministry of Education's Teacher Liaison officers and could involve such services as the development of school dossiers, the provision of centralised information and advice on travel and accommodation, the development of network meetings and the like.

5.0 Summary

While some centralised measures to support beginning teacher have been initiated by the Catholic Education Office their induction, in comparison to the services provided to beginning teachers employed by the Ministry of Education, has been largely a local school board responsibility. The initiatives of the Catholic Education Office have been directed mainly towards ensuring the development of the competence in the area of Religious Education or of assisting staff of schools in remote parts of the state.

Responses from beginning teachers and interviews with selected principals and Catholic Education personnel indicate that beginning teachers in the Catholic system receive relatively little assistance in regard to such matters as accommodation, assistance with personal and effects transportation, performance appraisal and on-going teacher liaison support.

CHAPTER 7

SCHOOL LEVEL INDUCTION PROCEDURES

1.0 Introduction

The need for the establishment of school based induction policies and procedures for beginning teachers has been referred to in a number of reports on Education and in various research based publications. (State School Teachers' Union of W.A., 1987; Beazley, 1984;). Tisher (1979) in his study of teacher induction put forward the view that "Australia's beginning teachers are not as well served as some (administrators) would have us believe.(p. 64) " He stated that " it is difficult to maintain that beginning teachers are afforded an easy entry into their employment."(Ibid) Grant and Zeichner (1981) supported this view and indicate that "there is some evidence that careful structured induction programs are minimal or non-existent for the majority of beginning teachers" (p. 100). Stewart (1985) in her study of the induction of beginning teachers in rural areas of Western Australia found that "in some schools, even though there were written induction policies, little if anything was done to assist the beginning teacher." (p. 98) Deal and Chatman (1989), in discussing the need for socialisation in the induction process summed up the difficulties facing the beginning teacher:

The abruptness with which a teacher's first day begins, devoid of support from the principal or colleagues, often sets the stage for the weeks, months and years ahead. What many new teachers discover is that teachers work alone, in isolation from others. In most organisations, superiors and colleagues help newcomers learn the ropes and understand important values, norms, and practices. Such shared understandings and meanings are often unavailable to new teachers even though they are essential building blocks to maintaining high levels of teacher effectiveness, student achievement, and overall school-wide success. (p. 22)

While the need for continuing support of beginning teachers at all levels is well recognised, it is at the school level that the new graduate is most in need of immediate assistance. The Queensland Board of Teacher Education in its Review

of Teacher Education (1978) put forward the view that "the induction of beginning teachers should be primarily the responsibility of the school itself. Assistance from outside the school in authorising action, providing resources and advice is also necessary, but this should be supportive and supplementary." In its School Discussion Paper, Induction Discussion Paper, No 2, April, 1978, the Education Department of South Australia supported this view and stated that "it is the responsibility of each school to provide an induction programme appropriate to the needs of the individual beginning teacher." Tisher (1979) in his review summed up most professional opinion. He stated that "most of the special arrangements to improve the (induction) process are probably best based in the school where the teacher is a staff member." (p. 47)

2.0 Principals' Perceptions of Responsibility for Induction

Principals responding to the Principal Induction Questionnaire supported the three phase description of teacher development put forward by Grant and Zeichner (1981). While they saw the school as having the primary responsibility for induction they also saw that the total process was a threefold one involving school, Catholic Education Offices (Central and Regional) and the teacher training institutions. Table 15 sets out principals' perceptions of the role of responsibility of various groups for the induction of beginning teachers.

Table 15

Principals' Perceptions of Responsibility for Induction

Groups	Major Role	Minor Role	No Role
Teacher Training Institution	29	25	6
Catholic Education Office	38	23	1
Regional CEO Office	30	28	1
Teacher Union (ISSOA)	0	29	27
Employing Schools	59	3	0
Parents and Friends Assoc.	4	24	32

From the responses of principals it is clear that they see the prime responsibility for induction to be a school level function strongly supported by the central and regional offices of the Catholic Education Office. The central and regional offices need to offer additional support by providing induction or introductory in-service courses based on perceived or surveyed beginning teacher needs and to provide adequate time for peer networking. These in-service courses would need to be available at regional centres throughout the year on a voluntary basis for the beginning teachers. Some interesting observations also emerge from this table with regard to the involvement of teacher unions and of the Parents and Friends Association.

Union Involvement

The views of principals with regard to the involvement of teacher unions in the induction process does not appear to reflect the views of the unions themselves. For State School Teachers the State School Teachers Union of Western Australia has been prominent in putting forward its views on what processes should form part of induction. Stewart (1985) saw that the Union "has much to contribute in advice on industrial matters, particularly in relation to conditions of service and entitlements," (p. 174) and expressed the view that unions should be involved in pre-service

education, in pre-appointment seminars, and in various in-service courses. It is somewhat interesting, therefore, to observe that many Catholic primary principals consider their union to have only a minor role to play. Indeed, most responding to this item saw the union as having little or no role at all to play in the induction process. This could reflect the autonomous nature of Catholic schools or the particular structure and involvement of the Independent Schools Salaried Officers Association (ISSOA) itself. In the structuring of an induction programme for Catholic schools it would seem necessary to give union involvement a more detailed consideration.

Parent and Friends Involvement

The view held by principals in this study that Parents and Friends Association have little or no involvement in the induction process reflects a somewhat narrow definition of induction that includes only school related matters. Other studies of induction, however, have stressed that social, emotional and recreational factors external to the school can impact strongly on teacher adjustment. The involvement of Parents and Friends Associations and, indeed, other community groups in assisting the adjustment of beginning teachers, is a matter which, it would appear, needs more detailed consideration in the Catholic Education System.

Central and Regional Office Involvement

While Catholic Schools value local autonomy and lay involvement in education it is clear from the responses of principals that they see a definite role in induction for the Central and Regional Offices of the Catholic Education Office. The degree to which such involvement should be developed, however, is uncertain as opinion was equally divided as to whether the offices had a major or a minor role to play. While this reflects to some degree differences in metropolitan and regional views it does,

nevertheless, suggest that the degree and nature of involvement of these offices should be the subject of closer scrutiny by the Catholic System.

Teacher Training Institutions

The responses to the questionnaire and discussions with a selection of principals and beginning teachers indicated that while there was little involvement by tertiary institution staff in school induction programmes after graduation, this is an area which could be of value to beginning teachers. Involvement was seen to include participation in central or regional in-service courses, teacher counselling on academic course participation and planning, advice on career development, and individual, invited school visits where appropriate.

These views reflect results from other studies and surveys (e.g. Vickery 1980; Auchmuty 1980; Bradley and Eggleston 1975) which saw the need for the closer involvement of the staff of tertiary institutions in the induction process. The value to training institutions of feedback regarding the adjustment of their graduates was particularly noted as being valuable in assisting tertiary institutions in redefining and revising their courses.

Some studies (e.g. Stewart 1985, p. 114) in considering the role of tertiary education staff in the induction process have noted some beginning teacher resistance to their involvement mainly on the grounds of professional independence. Discussions with selected students in this study, however, did not elicit the same response. They saw positive benefits in tertiary staff involvement and, while realising the difficulties of widespread involvement at school level, felt that their contributions to system and regional level in-service conferences could be a most useful contribution to school adjustment and career planning.

3.0 School Level Induction

In its handbook on induction, "The Newly Appointed Teacher - Induction Guidelines for Principals of Catholic Schools in WA"(1983), the Catholic Education Office stated that:

the activity of school communities in inducting teachers complements the Accreditation program of the CECWA. The school has the specific responsibility of ensuring that each teacher has the opportunity of reaching full professional maturity. This requires it to undertake special activities with the beginning teacher which will assist him or her to gain the competence and confidence to carry out the necessary professional duties as well as grow in their own commitment to their vocation as a teacher in a Catholic school. (p. 2)

The Handbook outlines a list of possible approaches that might be employed to induct the beginning teacher, but states they are only suggestions. It stresses that school situations differ and the individuality of each must be respected.

School Information

In his survey on induction in Australia Tisher et al (1979) found that prior to taking up teaching duties 71 percent of beginning teachers were unable to locate or obtain information about the school to which they were appointed. Information about a school, its clients and the environment in which it operates is important not only for appointment and induction but it is also essential for the employment interview. Of the beginning teachers surveyed in this study, over half (54 percent) indicated that they were unable to gain such information prior to the interview. From interviews with beginning teachers it would appear that in many cases this arose from the uncertainties of graduates rather than from an unwillingness of schools to provide the information. In some case schools did have readily available brochural material to provide to applicants for positions.

Of the 46.7 percent of beginning teachers who were able to locate school information, most listed the principal as the main source. Table 16 sets out their percentage response indicating the various means by which information was received.

Table 16

Sources of Information About School Before Interview

Source of Information	Number	Percentage
Principal	11	69%
Catholic Education Office	1	6%
Relations	1	6%
Other teachers in school	2	13%
Lived in the area	1	6%
Total	16	100%

While school information is important to graduates seeking their first appointment it is also important for employing bodies to have at interview applicants who fully understand all aspects of the school and its environment. Where interviews are carried out without such information or in a location other than the school, the future induction of beginning teachers could be adversely affected where their expectations regarding school and environment are not met. The fact that most contact is with the principal of the school reflects the decentralised nature of the Catholic School system and the autonomy of individual schools. Where contact has to be made over holiday periods this could be disadvantageous to applicants for positions and to teacher recruits as most school staff members, including principals, often are unavailable due to holiday arrangements.

In the Western Australian government school system the Department of Education maintains a register of information on individual schools and their environments which is available on request to teachers being appointed or transferred. Given the importance of this information to schools and to young graduates applying for positions, it would seem appropriate that a similar register located in the Catholic Education Office would be of benefit to the recruitment and induction process. Beginning teachers with whom this proposal was discussed agreed that it would have considerable merit and could do much to reduce the uncertainties that recent graduates often encounter in their efforts to secure suitable employment.

Initial School Visits

In the questionnaire and during interviews beginning teachers were asked whether they thought it important to be able to visit the school to which they were appointed prior to the beginning of the school year. Almost all respondents (92 percent) were strongly in favour of this practice and for those teachers surveyed, visits were arranged in seventy-nine percent of cases. In every case the offers to visit were accepted. The results parallel those obtained by Tisher (1979) where sixty nine percent of beginning teachers made these visits, half of which were teacher initiated.

In contrast to the Tisher study results, the visits reported in this study were all school initiated and arranged. These visits were seen by respondents to be of considerable importance in ensuring a smooth transition from graduate to beginning teacher status. Ninety-seven percent of beginning teachers rated the visits as very valuable and instanced "getting to know the children" as a very valuable outcome.

Duration of School Visits

The duration of these visits varied considerably from a few hours to a week. Table 17 sets out the durations of initial school visits for teachers in this study.

Table 17
Duration of Initial Visits to School

Duration of Visit	Number	Percentage
1 - 2 Hours	5	18%
Half Day	4	14%
1 Day	10	35%
2 - 3 Days	2	7%
1 Week	1	4%
Several Small Visits	5	18%
Other (relief etc.)	1	4%
Total	28	100%

Reference to Table 17 indicates the considerable variation in the type of visits undertaken by students and from information gained during interviews with students, principals and some staff members it was evident that visits ranged from very well structured and relatively formal exercises to situations in which graduates were left "very much to their own" in determining the nature of the activities undertaken.

While almost half of the visits made were of half or one day duration, a positive response was given by those students (18 percent) who were involved in a number of small visits. In some cases these visits targeted on specific aspects of the school

organisation and operation and allowed for better teacher preparation. They also allowed for more effective teacher release and discussion time.

Five respondents who lived interstate were unable to visit the schools to which they were appointed prior to school commencement. In these cases the value of gaining prior school information was recognised, particularly the information to be gained from formal documentation of school statistics and the description of staff, students and the school and local environments.

Principal Interviews

The importance of effective, formal measures in the transition from training institution to teaching has been recognised widely in the literature on induction. Varah, Theune and Parker, (1986, pp. 30-34) in describing this aspect of professional development, refer to the "sink or swim" approach often encountered by beginning teachers. The importance of principal-teacher contact prior to taking up duties has been stressed. Tisher (1979) found that respondents to his study on induction were appreciative of an early meeting with the principal (or with a designated "mentor") as it allowed more opportunity to gain information on school operation and policies.

Most beginning teachers responding in this study (85 percent) were given the opportunity to meet with their principal before the first day of the school year. The duration of meetings varied. These variations are shown in Table 18.

Table 18

Duration of Visits With Principal

Duration of Meeting	Number	Percentage
One hour	9	32%
2 - 3 Hours	10	36%
1 Day	2	7%
2 Days	4	14%
3 Days	2	7%
On several occasions	1	4%
Total	28	100%

Table 19 sets out percentage responses of “teacher benefit expressed” from meeting with the principal.

Table 19

Teacher Benefit Expressed From Meeting With Principal

Benefit Expressed	Number	Percentage
Very Great Benefit	12	36%
Great Benefit	19	58%
Little Benefit	2	6%
No Benefit	0	0%
Total	33	100%

As in the case of school visit duration discussions with principals varied from one hour to continued contact over a period of several days. Again, as for school visits,

these proved to be of considerable benefit and appeared to be most useful where a structured approach was adopted by the principal and where graduates had identified areas of concern prior to interview. In interview, teachers indicated that considerable benefit was derived from an understanding of administrative policies and procedures and from an explanation of the academic policies which underlay the formal teaching program of the school.

Initial Assistance and/or Concessions With Teaching

Lortie (1975) in discussing the teaching profession described it as the only profession where "the beginner becomes fully responsible from the first working day and performs the same tasks as the twenty year veteran" (p. 72). The description offered by Lortie is characteristic of practice in both government and Catholic schools in Western Australia where beginning teachers are usually expected to take full control of a class of children from the very first day of their appointment. In the group under consideration in this study, all were given responsibility for a class of children. In some cases adjustments were made in recognition of their beginning status, but, in general, few concessions were made in respect to teaching time.

In her study of teacher induction, Stewart (1985) noted that only about ten percent of beginning teachers surveyed in government schools in Western Australia indicated that they expected to be given reduced teaching load on their first appointment but that the actual reductions which took place were less. She noted that this might not be related to a lack of sympathy for the policy on the part of principals but that staffing ratios did not allow for release, particularly in smaller and remote schools.

Most respondents to this study (75 percent) when asked whether they believed that they were given any concessions as beginning teachers indicated that the school expected them to perform at the same level as experienced staff members and that no special provisions were made for them in respect to teaching time. Those who were given some forms of concession identified such matters as a reduced class size, a class of high achieving children, an "easy" grade, children identified as well behaved, and time release to see the Religious Education co-ordinator. This result indicates a situation which is not as favourable as that obtained by Tisher. In his sample about one half reported that they were given some form of concession as a beginning teacher.

Discussions with some principals indicated that, as in the case of the Stewart study, the granting of concessions to beginning teachers in respect to grade allocation was difficult in that pupil distributions and staffing allocations made it difficult to adjust the organisation of classes, especially in smaller schools where staffing flexibility was absent due to small pupil and teacher numbers.

Reduced Workloads

In recent reports on Education generally and specifically in those on the induction of teachers, reduction of teaching load was seen as a highly desirable means of assisting young graduates to adjust to the school situation. The Beazley Report (1984: Recommendation 120) advocated that teachers in their first year of teaching be given a reduced teaching load and this had been strongly supported by the State School Teachers Union of W.A. in its report on induction (1977) which suggested an allowance in staff which would provide a 20 to 25 percent teaching release for beginning teachers over and above that applicable to experienced teaching staff.

In her study of induction in Western Australia Stewart (1985) found that "the policy of reducing teaching loads for beginning teachers in Western Australian (government) primary schools is rarely applied." (p. 106) In fact, only 15 teachers out of 205 in her sample (7 percent) were given any concession in this regard. Tisher found that while most principals (62 percent) in his survey favoured a reduction in new teacher work loads, only 27 percent were given this concession. Both Tisher and Stewart suggest that this might not be related to a lack of sympathy for the policy on the part of principals, but rather that staffing ratios do not allow for any release, particularly in small schools.

In this study, principals, generally, did not favour a reduced workload for teachers (21 percent definitely, 47 percent perhaps and 32 percent not really). Reasons for the reluctance varied. Some believed that beginning teachers would adjust better to teaching under a full load; others indicated that the realities of budget did not allow for the employment of support staff; still others saw the potential for school disruption where other teachers had to assume additional load to enable beginning teacher release. Principals in small country schools also pointed out that school size strongly affected their ability to make concessions in respect to load and that often there was teacher resistance to changing responsibilities for grade to accommodate the particular interests or needs of new appointees to the school.

Inter-Class and Inter-School Visits

In Tisher's study (1978) most principals did not favour the practice of beginning teachers observing more experienced teachers in their classrooms. He found that where they were introduced, however, they appeared to be of value. Beginning teachers in that survey, however, strongly believed (82 percent) that they should be given the opportunity to observe other teachers' methods of teaching in classrooms and 62 percent favoured visits to other schools.

Principals responding in this study were divided in their support of inter-school visits. Half of those surveyed supported the practice and 42.3 percent favoured their use where definite objectives and probable outcomes could be identified. Only a few principals definitely opposed the introduction of visits. A similar response was obtained from principals with regard to intra-school visits.

The opinions of principals with regard to the value of inter and intra-school visits differed from those of beginning teachers. Of those surveyed over eighty percent believed that intra-school classroom visits would be of considerable benefit particularly with regard to classroom management and in control and in providing examples of alternative teaching strategies. Sixty-two percent of respondents favoured inter-school visits and believed they would have benefit in achieving similar objectives. Some beginning teachers expressed the view that regional or district meetings of beginning teachers could be a useful practice in allowing teachers to compare experiences and to exchange ideas for mutual benefit.

Supervisory and Advisory Visits

The Catholic Education Office handbook on induction recommends the strategy of regular classroom visits to beginning teachers to advise and discuss progress. While the benefits of such visits are widely acknowledged in the Catholic system, it was somewhat surprising to find that only 22 percent of beginning teachers surveyed had met with a colleague on a regular basis during the first term of their appointment. Seventy percent of this group met with the principal and 30 percent with a fellow teacher. Meetings generally were on a weekly or fortnightly basis.

Beginning teachers were strong in their support of advisory meetings with the principal or with fellow teachers. Seventy-eight percent saw them to be of very

great benefit and 22 percent of great benefit. Given this total support by beginning teachers and the value put on such visits by the CEO it is a matter of concern that the practice is not more widespread in Catholic primary schools in this state.

In her study of induction Stewart (1985) noted that many beginning teachers saw principals as "authority figures" and tended to see their expertise as "related more to administrative matters, general school organisation, and discipline." (p. 109) She further noted that teachers saw principals as persons who were responsible for co-ordinating Departmental activities which included the organisation of visits by regional, central office and other consultants." (Ibid) While teachers may not have seen principals as their main source of assistance in classroom matters they needed to feel that their support was there when called upon and that they were establishing a supportive and positive climate in the school. The positive response to principal assistance noted in this study contrasts somewhat with Stewart's findings and this is probably due to the difference between Catholic schools and Government schools with regard to centralised control and the autonomy of the local schools. In the case of Government schools the principal could be seen as the representative of the external Government Department; in the case of the Catholic System the principal is responsible at the school level.

School Based Consultant/Mentor

Various studies on induction have pointed to the importance of providing a key person in the school situation who can assist beginning teachers in their professional adjustment to the school situation. (e.g. Tisher, 1977; Taylor and Dale, 1971).

Moran, (1990) in describing the transition to teaching referred to the first months and years of teaching as "full of pain, loneliness and often humiliation" (p. 212) and sees that if effective guidance and support are not given ideals will be compromised and teaching techniques will be narrowed and hardened. Joyce and Showers (1980)

in discussing teacher development reinforced the need for close assistance to beginning teachers and pointed out that while many teachers can adjust reasonably well to teaching, many have a need for specific coaching in the learning and application of new skills and models.

Australian studies on induction (e.g. Stewart 1985) express similar concerns to those carried out overseas and have identified such areas as practical teaching approaches, classroom organisation and administration, discipline, home-school relations, evaluation and assessment of student performance, programming, timetabling and curriculum adaptation as those in which beginning teachers need most assistance.

As with these studies teachers in this study expressed the need for assistance in building strengths in traditional pedagogical skills and understandings; in developing effective classroom management and discipline techniques; in devising effective strategies for planning and implementing instruction; and for assessing student progress.

While the consultant/mentor was seen as a key element in the induction process, principals were concerned to ensure that their role was accurately defined and that teachers and mentors clearly understood the expectations and requirements of the role. Some also expressed the view that mentoring should not focus only on the development of pedagogical and administrative skills but should also give equal consideration of those more personal skills which enable beginning teachers to improve their relationship with pupils and which enable them to be more fully aware of their own values and objectives. Principals, generally, stressed that those taking on the mentor role should be carefully selected against defined criteria and fully in-serviced on the expectations and responsibilities held for persons in these

positions and on the techniques that foster effective and confident mentor/beginning teacher relationships.

Use of Mentors

Research into induction in the United Kingdom and the United States has shown that the use of mentors to assist beginning teachers can be of considerable benefit to them in their first year of appointment. As indicated above, beginning teachers surveyed in this study saw considerable benefit in receiving advice from fellow teachers within the school. In the group of beginning teachers surveyed, only twenty percent indicated that in-school arrangements had been made to assign a mentor teacher. Most of these mentors were of the same gender as the beginning teacher (71 percent), within 10 years of the beginning teacher's age (86 percent and were teaching in a similar grade (71 percent).

Tisher (1979) in reviewing the use of mentors in the induction process sounded a note of caution on their use:

interplay of personal and institutional factors makes the induction process a complex one. The complexity means that not all experienced and competent teachers are *ipso facto* well prepared to assist in the induction of newcomers. (p. 54)

He noted that the effectiveness of any counselling which occurs is affected greatly by the trust and confidence the beginning teacher has in the mentor. Stewart also noted that:

beginning teachers generally wanted to be professionally independent while they did not wish to have teachers actually in their classrooms they did want someone available to them to whom they could refer and with whom they could express their concerns (p. 108)

Some principals interviewed in this study expressed concerns similar to those of Stewart and Tisher and offered the opinion that not all teachers are suited to the role of mentor. One principal expressed the opinion that where mentors were used it would be most important to set definite guidelines to their role as there would be danger that beginning teachers could lose confidence if their performance was subject to what they considered to be negative criticism or criticism that could affect their future professional standing. The role was seen as one in which the development of confidence and confidentiality by both parties was essential.

Reports such as those chaired by Vickery (1980) and by Beazley (1984) recommended the practice of using mentors to assist beginning teachers, the latter report suggesting that time and staffing resources be provided for this purpose. The Beazley Report, however, noted the serious time constraint which prevents some schools from organising more induction programmes for beginning teachers. This lack of time during the school day applies to both the mentor and the beginning teacher. Several principals noted that in larger Catholic schools a time release factor and a responsibility allowance for additional duties could place the assistant principals in a position to provide mentoring assistance to newly appointed teachers.

Staff Meetings and Other Induction Procedures

Beginning teachers were asked whether the school to which they were appointed had in place organised procedures to assist them in their first term of teaching. Most teachers (68 percent) indicated that some procedures were in place. Thirty-one percent, however, indicated that they considered that no special assistance was provided. From an analysis of teacher responses the main benefits which they considered were derived from these procedures were:

- Teaching and administrative routines were explained;
- Staff provided regular support ;

- Regular staff meetings were held where procedures and expectations were explained;
- Assistance in the preparation of programmes of work was given; and
- The work of the previous year was explained.

The value of regular staff meetings and particularly an initial staff meeting has been well documented in research and reports on teacher preparation and induction (e.g. Tisher, 1978, Stewart, 1985). Teachers in this study, as well, appreciated the value of such procedures and pointed to the need for explanations of school policies and of the opportunities to discuss professional and administrative problems. Most principals interviewed indicated that they organised an initial staff meeting at the beginning of the school year for this purpose but from discussions with beginning teachers it would appear that not all principals made a practice of regular meetings beyond this first meeting. In a few cases it would appear that beyond this first meeting few, if any, staff meetings were held during the remainder of the year.

In interviews with beginning teachers the opinion was expressed that the provision of written school policy documents that provided guidelines on procedures and the provision of resources would be a valuable supplement to the information provided in staff meetings. The responses of teachers in this regard matched those of teachers in the Tisher study where 80 percent believed they should be given written materials on school matters, be given advice on classroom management and assistance in producing programmes of work.

Administrative Perspectives On Induction

Principals in this study reported a variety of techniques and procedures to assist beginning teachers and to provide them with information relating to policies and administrative procedures. These included the provision of school policy documents; the use of staff meetings; introductory meetings, informal discussions and the like. They also indicated that special activities are arranged at school and regional level, mostly during school time and in the form of group discussions and workshops. In some case these were conducted fortnightly or on a term basis but no consistent pattern was apparent.

Principals, through their responses to the questionnaire, were asked to indicate which of listed strategies should be promoted to assist the beginning teacher. The following were the most common responses:

- encouraging a two way flow of information and ideas between other members of staff and the beginning teacher(s);
- providing assistance in the writing of programmes of work;
- arranging special meetings with beginning teacher(s); and
- observing the work of beginning teachers in the classrooms and providing on the spot help.

When asked to list elements of what they considered should ideally be contained in such an induction programme principals listed the following:

- the implementation of a buddy/mentor system;
- arranging time to visit other classes/schools;
- the provision of regular meetings between principal/mentor and beginning teachers;
- provision of regional meetings for the beginning teachers ; and
- the publication at the school level of an induction policy handbook .

While it may have been a factor of the questionnaire administered to principals it is interesting to note that few principals included activities relating to induction outside of the school. For most principals the provision of adequate accommodation, social and sporting relationships, recreational activities and the like were not seen as part of a formal induction programme. In discussions, however, principals agreed on the importance of these matters for staff satisfaction and morale but tended to see it as relating to school staff as a whole. They tended to relate induction mainly to professional matters within the school.

In the section of this Chapter related to inter-class and inter-school visits the observation was made that principals in the main were not in favour of these. In their listing of ideal elements for an induction programme, however, "arranging time to visit other classes and schools" was given prominence. This is a seemingly contradictory view to that expressed previously but in discussions with principals it appears that their objection is not to visits per se but rather that their concern relates to the need for specific objectives for visits related to areas of beginning teacher need and concern. While there is some small benefit in unstructured visits they tended to believe that unless visits have a very specific purpose the time involved could be spent more profitably in other ways with less disruption to children's instructional programmes.

3.0 Induction In Relation to Class-Level Administration

A crucial factor in the education of children is what takes place in the classroom. While a variety of factors will impinge on the induction process, in the final analysis it will be the degree to which beginning teachers can handle the tasks of classroom, program and pupil administration, that will be the major determinant of their successful entry into the teaching profession. Teachers leaving the training

institution are equipped with skills and knowledge that should enable them to commence their professional career (See Chapter 8). These, together with the school and central support and the nature of the school geographical and socio/cultural environments will determine the degree to which successful induction of beginning teachers will take place.

Classroom Administration

Beginning teachers in this study were asked to indicate the degree to which certain aspects of classroom administration proved to be a matter of concern after a term's duration of classroom teaching. Responses indicated that with few exceptions beginning teachers were able to manage their teaching tasks adequately. While they were able to perform to a satisfactory level, however, there were areas of classroom administration that were of concern to them. Table 20 sets out teacher responses in regard to aspects of classroom administration:

Table 20

Beginning Teacher Perceptions of Classroom Administration

Item	A Worry	No Worry	No Response
Organisation of Lesson Content	3	29	8
Using AV and Other Equipment	6	32	2
Using Small Groups	5	33	2
Communication With Parents	13	25	2
Communication with Admin.	6	32	2

With the exception of communicating with parents, beginning teachers as a group did not report encountering marked difficulties with regard to the items listed in the table. The matter of communication with parents was one of concern to a third of the respondents and this is treated in more detail in Chapter 8. Principal

questionnaire responses confirmed that this aspect of communication was a matter in need of development. Seventy-eight percent of principals responding considered that their beginning teachers were handling this aspect adequately but twenty-two percent noted that this was an area where some beginning teachers had problems. In discussion they stated that school should include discussions on parent/teacher relationships as part of their induction process.

Discussion with beginning teachers and with principals indicated that beginning teachers tend to be somewhat conservative in the patterns of organisation that they adopt for the instruction of pupils. While responses to the item "Using Small Groups" would suggest that teachers were confident in their ability to group pupils for instruction, there were few instances where alternative patterns were employed on a continuing basis. Some principals indicated that many beginning teachers tended to use more conventional classroom arrangements (e.g. arrangement of pupils in rows) as an initial approach to classroom organisation and took the view that this would be appropriate until they had gained professional confidence, possibly later in their first year of teaching.

Another area in which some beginning teachers indicated that they would have appreciated assistance was that of evaluating and recording pupil progress. While not a general comment, it did indicate an area of concern which could be included in school and regional level in-servicing for new inductees.

Pupil Administration

Closely associated with the administration of the classroom are those factors related to the management of pupils. These deal with aspects such as pupil control inside and outside of the classroom, the motivation of pupils to participate in classroom and school activities and general communication with pupils. Table 21 sets out

beginning teacher responses to a selection of matters dealing with pupil administration.

Table 21

Beginning Teacher Perception of Some Aspects of Pupil Administration

Item	A Worry	No Worry	No Response
Communication with pupils	2	36	2
Contact with pupils	8	29	3
Controlling pupils	8	29	3
Motivation of pupils	6	22	2
Performing yard duties	5	33	2

The responses given in Table 21 indicate that few beginning teachers perceive that they have any serious problems with regard to pupil administration. While most teachers indicated that they had little difficulty with pupil communication, a number of principals expressed the opinion that many beginning teachers were not fully aware of its total dimensions. While it may appear to be unnecessary to suggest that communication must take place between teacher and pupil it is an unfortunate fact that there are many occasions when communication does not take place at all or where the message is quite distorted in the process. Principals stressed that beginning teachers must be aware of differences in the backgrounds of individual pupils which could influence the interpretation placed on various words and phrases. This is particularly true in the case of Aboriginal or ESL backgrounds. Reference to Table 20 in which beginning teachers expressed some reservations with regard to communication with parents reinforces this view.

While few beginning teachers were of the opinion that they had problems controlling pupils (20 percent), many principals responding in this survey (60 percent) considered that many beginning teachers were in need of assistance in this regard. One principal in discussing communication and control stated that there was

a need for inexperienced teachers to distinguish clearly between control, associated compliant behaviour and communication, particularly in relation to Aboriginal pupils. The mere fact that a pupil was well behaved and obedient did not mean that effective learning was taking place. He saw the need for beginning teachers to balance the need for control and the need for pupils to be involved in activity based learning that required effective communication between pupil and pupil, and pupil and teacher. Most principals considered that the area of pupil control, in its wider sense and not narrowly in the sense of compliance, was one that could not be adequately addressed in the training situation and was one which needed inclusion in programmes of induction, especially in regard to the procedures adopted with mentors.

Few teachers responding to the questionnaire considered that they had difficulties with out-of-classroom behaviour, especially in the playground. For many beginning teachers, playground supervision was seen mainly as a matter of control. Some principals, however, took the view that out of classroom supervision had a positive dimension in that child social development, the development of personal skills, interpersonal co-operation and the like were matters which should be actively pursued for development in the out of classroom environment. These were matters which were ignored not only by beginning teachers but by many teachers long experienced in the field of education. One principal pointed out that often effective playground and sporting supervision had a marked effect upon in-school teacher/pupil relationships and could be a positive influence in assisting with the motivation of pupils towards effective learning. It was seen as a matter which could receive attention during the teacher's early period in the teaching situation.

Administration of the Curriculum Programme

Studies of induction in Western Australian government schools have shown that beginning teachers have had problems of adjustment in selected areas of classroom administration. Beginning teachers responding in Stewart's study indicated that in the training institutions, administrative and organisational matters "were never tied together as a process". The Research Branch of the Western Australian Education Department in its report stated that it is important for adequate assistance to be given by more senior members and experienced staff in organising for instruction and in translating curriculum into the realities of learning activity.

Responses received from beginning teachers in this study showed that of all the areas of the organisation and management of classroom learning, the administration of the curriculum programme was that in which many beginning teachers considered they had most problems. Table 22 sets out beginning teacher responses to questionnaire items relating to the administration of the curriculum programme.

Table 22

Beginning Teacher Perceptions of Matters Relating to the Administration of the Curriculum Programme

Item	A Worry	No Worry	No Response
Preparing programmes	14	22	3
Discover levels to teach	19	18	3
Individual differences	17	20	3
Teach Aborig/ESL	11	18	11
Teach Religious Educat.	11	26	3
Teach core subjects	4	34	7
Teach other subjects	5	28	11
Evaluate own teaching	12	26	2

Preparing Programmes

Previous studies of induction have shown that an area in which beginning teachers experience difficulties is that of translating curriculum statements into practical teaching/learning situations and activities on a continuing basis. Stewart (1985) in her study reported that "student teachers needed to be given greater assistance in translating curriculum outlines into effective classroom programmes." (p. 132) She expressed the view that student teachers were not given sufficient practical training in this area during their university courses with the result that "in many cases they copied past programmes of work or attempted to modify models given them during the training period." (Ibid)

Students in this study with whom the matter of programme preparation was discussed agreed that the translation of curriculum into practical learning situations was one which was of concern in their early months of beginning teaching.

A common comment was that they found it difficult to associate what had been presented on programme preparation during training with the realities of the classroom. They considered that practice teaching did not allow them the opportunity to prepare programmes as they usually were placed in situations where this had already been done by the regular classroom teacher. Most beginning teachers considered that assistance in this area of planning from teachers and administrators was a high priority. Some also expressed the view that early in-servicing involving university staff and system advisory personnel would be of value in helping to adjust to the school situation.

Principals (77 percent), when discussing the problems encountered by beginning teachers confirmed teacher opinion with regard to programme preparation. They saw the need was not so much to prepare a programme but rather to prepare one

that most effectively made use of resources such as staff, space, time and materials and which best catered for the individual and group needs of pupils. Some principals made the observation that in addition to preparing a programme of activities, beginning teachers should be aware of the need to modify and redirect the programme where it became apparent that it was not fully suited to the needs of some or all pupils. They saw that a common error with young beginning teachers was to assume that all pupils would respond effectively to the one common programme, or that there is no need to use a number of strategies to cater for various levels of ability and achievement within the pupil group.

Individual Differences and Teaching Levels

Associated with the preparation of programmes were the areas of identifying the levels at which learning activities should be planned and of catering effectively for the individual needs of pupils. Principals (92 percent), generally recognised these difficulties and identified the need to cater more effectively for individual differences as an area in which beginning teachers needed much assistance and guidance. Some principals also considered that experience would give greater confidence and competence in the teachers ability to handle these areas. As indicated in the section above, many beginning teachers provided adequately for the class as a group but many expressed a need for assistance in catering for the brighter children and for those who were achieving below class average. Some beginning teachers considered that inter-class and inter-school visits and discussions would be of considerable benefit in determining correct instructional levels and others saw value in regionally based or centrally based in-service activities in the early stages of employment which focused on expected levels of pupil achievement and on planning to cater for the needs of the exceptional child.

Teaching Aboriginal Children and Those from Non-English Speaking Backgrounds

As indicated above, teachers must be aware of differences in the backgrounds of individual pupils which can influence the nature of the teaching/learning experiences planned for them. This is particularly true in the case of children from Aboriginal backgrounds or from homes where English is a second language.

Teachers in this study responding to questions regarding the administration of the curriculum programme were generally confident of their ability to structure their teaching to cater for the needs of such children. There was a sizeable group, however, (22.5 percent) who found the teaching of such children to be of concern. This is of increased concern when the balance of rural and metropolitan appointments of beginning teachers in Catholic primary schools is taken into account.

Harris (1981) has pointed to the fact that most Aboriginal learning is what he terms "informal" in contrast to most non-Aboriginal learning in Australia which he considers to be "formal". He defines informal learning as follows:

- a. without specifically arranged education institutions or buildings
- b. by various relatives
- c. with the content having immediate relevance and arising out of every day life and survival
- d. largely through non-verbal means
- e. in most cases is time consuming with most skills being learned over many years
- f. learning is often not a highly conscious process. (p. 203)

Harris sees that an understanding and appreciation of these styles of learning is critical to the development of confidence and competence in structuring effective learning for Aboriginal children. It would appear from the responses of teachers in this study that not all training institutions are preparing their students adequately to

cater for the educational needs of Aboriginal pupils. (See Chapter 8 on Pre-Service Education). While the Catholic Education Office provides an introductory in-service for those beginning teachers appointed in schools in remote areas with significant Aboriginal pupil populations, it is probable that for a large number of beginning teachers further continuing in-service in this area is necessary.

The problems associated with the teaching of pupils from culturally different backgrounds, while often not so obvious as those experienced by beginning teachers when teaching Aboriginal children, were seen to be of concern. Language, cultural expectations, parent expectations and the like were seen as having varying impacts within the classroom and the general school situation. Beginning teachers indicated that their initial training had not made them fully aware of the differences such children would make in the classroom and they were not fully confident that their handling of matters relating to such children was always based on sound principles. They saw the need for assistance in this area in the early months of teaching for such matters as awareness, understanding and knowledge of cultural differences, special techniques in structuring appropriate teaching/learning situations and an understanding of the ways in which language shapes thinking.

Teaching Religious Education

Beginning teacher reactions to the teaching of Religious Education and their perceptions of problems associated with this area are further treated in Chapter 8. Most teachers in this study (65 percent) indicated that they were confident of their teaching of this subject and spoke positively of the assistance given by the Catholic Education Office in this area.

In her 1985 study, Stewart indicated that one area in which many beginning teachers found difficulty was teaching Religious Education in government schools.

(p. 139) In the present study, a sizeable group (35 percent) indicated that they had problems with the teaching of the subject and these results suggest that in a significant number of cases the subject could be poorly taught. Given that the Catholic Education Office provides specialised assistance to beginning teachers in the teaching and content of the Religious Education Guidelines, it is possible that the nature and quality of instruction given in training institutions does not fully meet the needs of Catholic schools. This suggests that Catholic schools might need to consider a strengthening of school level initiatives in assisting beginning teachers in the teaching of Religious Education, particularly in the very early stages of the year when the impact of Central Office initiatives in assisting with the subject have not been realised.

Teaching of Core and Other Subjects

In its 1977 Research Report, The Induction of Primary School Teachers, the Research Branch of the Education Department of Western Australia reported that the subjects where beginning teachers considered that they needed most assistance are Reading, Mathematics, Science, Social Studies and Music.

In the present study beginning teachers were asked to indicate concerns which they had for the teaching of core subjects and for other subjects in the primary curriculum. In contrast to the earlier studies mentioned, beginning teachers did not consider that they had any undue concerns about core subjects and only 12.5 percent indicated that they had problems in other subject areas.

While questionnaire responses indicated that beginning teachers had few concerns with the teaching of various subject areas, discussions with a selection of beginning teachers revealed that while they were coping well with "normal" teaching sequences there were concerns relating to remedial activities and to the diagnosis of

errors, particularly in the areas of Reading and Mathematics. Teachers in junior grades were particularly concerned to discover specific remedial procedures and activities in both of these areas and stated that they would appreciate the opportunity to have in-service activities directed towards the development of a range of remedial exercises and techniques for specific type of error.

Principals with whom these matters were discussed were generally satisfied with the ability of beginning teachers to structure effective learning activities in most curriculum areas. They agreed, however, that the classification, diagnosis and remediation of error, particularly in Reading and Mathematics were areas in which not only beginning teachers but experienced teachers as well needed in-service assistance.

Evaluating Own Teaching

In their responses to the questionnaire and during interviews seventy-two percent of principals indicated that beginning teachers were not fully competent in assessing their own teaching performance. This assessment by principals contrasts with the rather confident responses gained from beginning teachers. Only thirty percent of these teachers indicated that this was an area of concern. The results from these responses suggest that the evaluation of a teacher's own performance is an area which could receive much more attention in the pre-service training situation. Given the concerns of principals it is also one which should be included in programmes of induction at regional and school levels. It is probable that the involvement of teacher educators in regionally organised induction seminars would be of value in development strategies in this area.

Assessing Pupil Work

Thirty percent of beginning teachers responding to the questionnaire stated that they had problems with the assessment of pupils' work and 75 percent of the principals supported this view. Discussions with principals indicated that while beginning teachers carried out weekly and other testing programmes and kept adequate records, most did not adequately analyse test results and work samples to identify learning problems and particular sources of error. The view was also expressed that many beginning teachers did not fully realise the full range of skills and facts which needed to be identified in an assessment programme. Often testing concentrated only on those matters which were most easily assessed and some areas, for example affective outcomes, tended to receive little attention. Some beginning teachers stated that while testing and assessment were given adequate treatment in the training situation, when faced with the realities of teaching it was difficult to translate these into everyday action. The areas of assessment and evaluation would appear to be ones in which continuous assistance needs to be given in the induction phase of professional development.

4.0 Summary

The principals in this study agreed with the Catholic Education Office handbook on induction that the school is the main source of induction for the beginning teacher. This, however, needs to be supported by central and regional beginning teacher in-service and networking courses conducted throughout the year.

The results gained from interviews with principals and with beginning teachers and from questionnaires indicates that induction procedures at the school level in the

Catholic Education System in Western Australian primary schools vary considerably and, on the whole, are not well structured.

While formal statements on induction needs are available from various reports and surveys, from State Departments, unions and the Catholic Education Office, beginning teachers in their first year in the school appear to be treated in much the same way as competent and well experienced teachers who have had many years in which to develop their teaching abilities and professional knowledge.

The Catholic Education Office handbook on induction lists a large number of very useful approaches which could be employed to induct beginning teachers and these reflect matters specific to Catholic Education and also strategies which have been derived from research and sound educational practice. It would appear, however, that many schools only apply a restricted number of these and in most cases it is doubtful whether formal written policies have been developed at school level to guide the induction of the beginning teacher. There would appear to be a wide gap between what the Catholic Education Office considers should happen with regard to induction and what actually happens in many schools.

From discussions with respondents to this study it appears that many schools take a rather narrow view of what constitutes an induction programme. Most principals tend to focus solely on school related activities and do not view social-emotional and recreational adjustments as part of their formal induction programmes. It was noticeable, for example, that many beginning teachers did not expect to have functions arranged to enable them to meet staff or local residents. Most schools appeared to consider these matters to be the personal responsibility of the beginning teacher or that these events would occur naturally and informally.

While many studies of induction (Lortie 1973; SSTUWA 1979; Beazley 1984) stated that it is highly desirable to reduce the teaching load of beginning teachers, few, if any, in the Catholic primary schools were granted this reduction. This did not appear to be due to any failure by principals to consider the merits of such a procedure but, rather, was more related to funding issues and concerns for the equitable treatment of all staff members. In country schools, small pupil and teacher numbers, made a reduction in teaching load extremely difficult. To the credit of many schools, however, principals did attempt to assist beginning teachers by reduced pupil numbers and by assigning them to classes with few behavioural and educational problems.

Beginning teachers saw considerable benefit in gaining continuing assistance from other more experienced teachers in the early period of their teaching career. In contrast to studies on induction in the government system they did not see the principal as an overly authoritarian and difficult person to approach. For their part, principals generally supported a mentor system but stressed the importance of setting definite guidelines for their role. Experience elsewhere in Australia and overseas has indicated that while beginning teachers seek the advice of more experienced teachers they do not favour direct observation of teaching by them or by the principal. This also appeared to be the case in this study.

Most schools in the study made effective use of staff meetings particularly on the first day of school. Few, however, maintained these with an induction focus into the school year. Responses from beginning teachers indicated that they valued staff meetings as a means of professional assistance and development. Teachers also considered that the provision of written policy guidelines would be of considerable benefit in complementing the information gained in staff meetings.

In discussion with individual beginning teachers, reference was made to the desirability of specialist advisory teacher visits in the early days of teaching. Reference was made to such services in the Government Education System and while, acknowledging financial constraints, was seen as a desirable long term objective for the inclusion in the possible development of system level induction procedures.

Finally, emerging from a consideration of all school level procedures, it would seem desirable that principals and other senior school staff have the opportunity for on-going in-service relating to the development and implementation of school based induction processes. Such measures could do much to ensure consistency in approach across all schools and could lead ultimately to a recognition of a model that gave full recognition to responsibilities at school and system levels.

CHAPTER 8

BEGINNING TEACHER AND PRINCIPAL PERCEPTIONS OF SOME ASPECTS OF PRE-SERVICE TEACHER EDUCATION

1.0 Introduction

In the literature on induction there is no clear evidence on the contribution which experience in a course of teacher education makes to the actual teaching performance of the beginning teacher. Researchers differ in their opinions on how these teachers come to internalise teaching behaviour. Lortie (1966, 1968, 1969) in discussing teacher socialisation expressed the view that protracted exposure to potent models leads would-be-teachers to internalise, largely unconsciously, models of behaviour which are triggered in later teaching. Hoy (1967, 1968, 1969) suggested that changes in teacher ideology grow out of interactions with fellow teachers. Edgar and Warren (1969) on the other hand, presented strong evidence that beginning teachers are particularly sensitive to the views of those whose evaluations of them will have personal consequences. Haller (1967) argued that teachers, in the beginning years, are shaped, in Skinnerian terms, by student responses. Whatever the view taken, most writers in the area of teacher preparation and induction recognise that the quality of experiences given within the training institution has a strong influence upon the way in which the beginning teacher copes with the early months of teaching.

Theory Versus Practice

In the fields of teacher education there has been a continuing debate over the merits of teacher training versus teacher education. Adams (1985) in discussing these views stated that:

It may be pointed out that some educational institutions tend to place a greater emphasis on the day to day practical skills of being a teacher: they aim to turn out graduates with the tricks of the trade, ready, or nearly ready to assume a teacher's role. On the other hand, some teacher training institutions seek to provide their students with a broad educational background; with the ability to think critically, to collect information, analyse it and draw conclusions from it. The hope of the latter school is that in a rapidly changing world their alumni will have a breadth of knowledge, and an intellectual outlook that they will stand in good stead. Presumably, most tertiary institutions compromise between the two positions. (p. 5)

Ryan (1970) in discussing teacher preparation takes a more middle course. He suggested that most experiences to help the student put theory into practice may have more value in developing the skills and methods of good teaching. Beginning teachers, he suggested, are usually unable to turn information from University coursework into teaching strategies to be used in the classroom.

Corcoran (in Sandefeur 1982) in discussing the need for the development of teaching competence suggested that a major effect of the shift from university to school is a period of intense shock, a period where beginners are paralysed by the discovery that they do not know all they need to know and are unable to draw on either previous training or on the wide range of potential helpful resources that surround them in the school situation. (p. 43)

The gap between teacher preparation and teaching in the school noted by Corcoran is supported by Hermanowicz (1966). In his survey of beginning teachers he stated that their general education was adequate for teaching but they were critical of the professional preparation component of their training. Bush (1965) also commented on this gap and stated that "the root problem seems to be, on one hand, the gap that exists between conditions in the colleges and the way college professors view education, and on the other, conditions in schools and the way teachers view education." (p. 7) Conant (1963) saw that part of the problem of preparing

beginning teachers for their first appointment is that the teaching profession has not yet agreed on a common body of knowledge that new teachers should acquire before going into the classroom.

Teacher Education in Western Australia

In the main, students preparing for service in Western Australian Catholic Schools take courses in one of the State's tertiary institutions. At the time of this study four institutions offered courses in teacher education. These were Edith Cowan University, Murdoch University, Curtin University and the University of Western Australia. A fifth institution, Notre Dame University Australia has signalled its intention to offer courses in teacher education at an early date.

Recent reports on education have expressed general satisfaction with the quality of graduates emerging from courses in Western Australian tertiary institutions. The Vickery Report (1980) when commenting on teacher education in Western Australia indicated that:

the overall quality of beginning teachers was satisfactory and had improved over recent years. These comments ... reflect favourably on the work of teacher education institutions ... beginning teachers were found to be effective, enthusiastic and positive in their attitudes towards children, school and their profession. (p. 22)

These opinions expressed by Vickery were generally supported by principals and teachers interviewed during this study.

Teacher Education and Induction

Most studies of induction view pre-service teacher education as an integral part of the induction process. Darnell and Simpson (1981) saw that " the role of teacher education institutions is one of induction into modes of thinking and skills without attempting to train for a finished product." (p. 172) Some writers referred to the first year of teaching as the last year of training and others advocate the involvement of staff from teacher education institutions in assisting the beginning teacher to adjust to the school situation. McDonald (1978 in Grant and Zeichner) in referring to pre-service education, stated that "...there is widespread agreement that pre-service preparation alone can, at best, prepare teachers to a point of readiness to enter the profession." (p. 99)

The Queensland Board of Teacher Education (1981) in surveying beginning teachers found that a majority learned most of their teaching skills during employment in the school situation. This is not to infer that teacher education institutions are failing in their role of pre-service education, but rather to underline the close relationship of the three phases of teacher preparation identified by Grant and Zeichner (1981) - pre-service education, induction and in-service education.

2.0 Principals' Perceptions of Pre-Service Education

Principals responding to the Principal Induction Questionnaire were asked to give their estimate of the adequacy of teacher preparation in relation to the preparedness of beginning teachers to cope with the realities of their job, and with the degree of confidence in the beginning teachers' ability to handle the tasks of teaching. The principals were also asked to give an overall estimate of the adequacy of teacher preparation for a first appointment.

Table 23 sets out by percentage responses by principals to these matters.

Table 23

Principals' Perceptions of Selected Aspects of Pre-Service Teacher Education

Aspect	True in all or most cases %	True in a few cases %	Seldom true %
Teachers receive an adequate preparation for their first appointment	50.6	40.0	9.4
Beginning teachers are eager to cope with the realities of their job	77.9	18.6	3.5
Beginning teachers display a confidence that their competence does not justify	18.5	65.2	16.3

Adequacy of Teacher Preparation

While principals were generally satisfied with the standard of young teachers emerging from the tertiary institutions in the State, only about half of those responding were fully satisfied with their preparedness to handle the immediate responsibilities of teaching a class of children on a continuing basis. This response tends to support the views of McDonald and the Queensland Board of Teacher Education, mentioned above, that pre-service education, at best, prepared teachers to a point of readiness to enter the profession and that most beginning teachers learn most of their teaching skills during employment. Some principals expressed the view that while young teachers have a very good theoretical grasp of teaching

many tended to lack confidence and competence in practical teaching and administrative skills needed in the classroom.

Teacher Attitudes to Tasks

Principals when asked about the willingness of beginning teachers to cope with the realities of teaching and being a member of the teaching profession were generally very positive (77.9 percent) in their attitudes. In a small percentage of cases (3.5 percent), principals noted that beginning teachers did not exhibit a dedication to task and to professional responsibilities expected within Catholic Schools.

The development of professional attitudes amongst teachers is somewhat difficult to assess. It is generally assumed that student teachers in their courses of study at tertiary institutions and during practical teaching sessions will develop appropriate professional attitudes and personal qualities to enable them to fit effectively into the teaching profession. It is an unfortunate fact, however, that few, if any, institutions offer formal personal development programmes designed to assist students in developing professional attitudes, behaviour and performance. In their selection procedures, however, Catholic principals with whom this matter was discussed indicated that as far as possible in interview, efforts were made to gauge the development of professional attitudes and commitments and to assess potential for future professional development.

Teaching Confidence

On first inspection, principal responses to the item concerning teacher confidence in relation to competence suggests that beginning teachers appear more confident than their competence justifies. The results, however, indicate that principals take a long term view of induction and consider the early years of teaching as a period in which

the practical aspects of teaching are developed further in relation to the more academic experiences gained in the teacher education phase of their development. In general, most principals consider beginning teachers have a very balanced approach to school adjustment and only in a small number of cases would it appear that beginning teachers are unable or unwilling to assess their own competence to perform effectively in the school situation.

3.0 Beginning Teacher Satisfaction With Pre-Service Education

Beginning teacher reaction to the adequacy of pre-service education has been noted in a number of studies in Western Australia (e.g. Education Department 1977; Stewart 1985). The Report of the Research Branch of the Education Department of Western Australia, The Induction of Primary School Teachers (1977) indicated that many beginning teachers needed assistance in particular subject areas. Reading, Mathematics, Science, Social Studies and Music were areas where teachers felt most in need of support. This report also indicated that many beginning teachers considered that method courses did not prepare them adequately for later work in the schools.

In the Teacher Induction Questionnaire beginning teachers were asked to give their degree of satisfaction with various aspects of preparation for teaching. The results obtained were similar to those found in the Research Branch study.

General School Administration

Most beginning teachers responding to the questionnaire were satisfied with the training that teacher education courses had given them in handling matters relating to general school administration and organisation. There were sizeable groups,

however, who were dissatisfied or undecided with regard to communication with parents and administrators and with the preparation of programmes.

Table 24 sets out beginning teacher response to the questionnaire concerning programme preparation, the organisation of lesson content, evaluation of own teaching and communication with parents and administrators.

Table 24

Beginning Teacher Perception of Training For General School Administration

Aspect	Very satisfied	Undecided	Very Dissatisfied	No Response
Preparation of programmes	29	3	8	0
Organisation of Lesson Content	38	0	2	0
Evaluation of own teaching	32	3	5	0
Communication with Administrators	20	11	8	1
Communication with parents	16	11	13	0

Programming and Lesson Organisation

Studies relating to the induction of beginning teachers have indicated that beginning teachers often face difficulties with matters relating to lesson organisation and programme preparation (e.g. Research Branch Report, 1977; Stewart, 1985; Tisher, 1979). While most teachers are reasonably well prepared for the translation of curriculum into learning programmes and strategies, small groups often need extended assistance to ensure they maximise the resources that they have available to them in the school situation.

While most beginning teachers in this study were satisfied with the training that they received in regard to programme preparation and lesson organisation, some (20 percent) considered that they needed better preparation in these areas. Discussions with selected principals and teachers indicated that the problem does not appear to lie with the training institutions but rather that the beginning teachers need in-school assistance in relating tertiary coursework to the realities of the classroom. The suggestion was made that the involvement of tertiary staff in system wide seminars and in-service conferences could assist in this regard.

Communication With Parents/Administrators

The matter of communication skills had been identified in studies of induction as an area in which considerable variation occurs within beginning teacher groups. Tisher et al (1979, p. 50) noted that most teachers surveyed in their study claimed to be managing adequately with other teachers, pupils, parents and administrators. In their responses to the Teacher Induction Questionnaire in this study, however, only 50 percent of beginning teachers indicated that they were confident in their ability to communicate with parents. While the low response in communication with administrators might be explained by status differences or by teacher perceptions of the authoritarian position occupied by principals, it is somewhat surprising that beginning teachers exhibited such uncertainty with regard to communication with parents. It is possible that teacher training institutions with their primary focus on academic course work do not make formal provision for the development of communication skills. This is a matter of concern where knowledge of home environment and the ability to secure parent co-operation in learning are important variables in the teaching-learning situation.

Classroom Organisation and Management

Tisher (1979 p. 50) in his study of induction in Australia noted teacher criticism of the pre-service training received in preparing them to manage classroom situations and general school organisation and Stewart (1985 p. 133) observed that often teachers are not fully aware of their own deficiencies in respect to school and classroom organisation. She saw the need for student teachers to be given greater assistance in translating curriculum outlines into effective classroom programmes and strategies and in organising pupils, and the resources of time, staff and materials to gain maximum effect in the teaching-learning situation.

Discussions with selected principals and beginning teachers indicated that while overall most beginning teachers appeared to be competent in the classroom organisation and management, some were not fully competent in all aspects of these areas. The 1977 Research Branch survey noted that "over half of the new teachers would still have liked assistance with organisation in April of their first year" (p. 21). Table 25 sets out beginning teacher responses to a selection of items relating to their satisfaction with pre-service preparation in the areas of classroom organisation and management.

Motivating Pupils

Almost all beginning teachers expressed confidence in their ability to motivate pupils and only two respondents indicated dissatisfaction with pre-service courses in this regard. In general, principals supported this opinion and considered that the quality of recent graduates in terms of their dedication to task and their general enthusiasm in classroom presentation was of a high order.

Table 25

Beginning Teacher Responses to Items Relating to Classroom Organisation and Management

Aspect	Very Satisfied	Undecided	Very Dissatisfied	No Response
Motivating pupils	38	0	2	0
Controlling pupils	30	8	2	0
Teaching Aboriginal and ESL	17	10	13	0
Discovering level to teach	21	13	5	1
Catering for individual differences	20	12	8	0
Assessing students' work	24	8	6	2

Controlling Pupils

The responses gained with respect to the controlling of pupils reflect those given in the case of pupil motivation. Most beginning teachers were confident in their ability to sustain pupil interest and indicated that with few exceptions, they had few disciplinary problems. Principals responding to discussion on this topic considered that pre-service courses and particularly teaching sessions gave student teachers a sound grounding in classroom and general school control.

Teaching Aboriginal Pupils

Beginning teachers were asked to indicate whether their pre-service preparation for teaching was adequate for gaining essential skills and attitudes for the teaching of Aboriginal children. The responses indicated that only 42.5 percent of teachers were confident that the instruction given in the training institution enabled them to

cope adequately and effectively. This low percentage should be of considerable concern to those Catholic schools catering for Aboriginal children as there is ample professional opinion to indicate that classroom problems associated with the education of Aboriginal children can place undue stress on beginning teachers attempting to cope with their introduction to teaching. While young teachers are subject to this stress it is also of concern that Aboriginal children might not be receiving an education appropriate to their needs and circumstances and which allows them to compete equally with children from other ethnic backgrounds.

The problem of adjusting teaching methods to cater for Aboriginal children is well stated by Harris (1981). When discussing the learning styles of Aboriginal children and the differences to be encountered between the teaching of Aboriginal and European children he stated that:

Unless teachers are sufficiently sensitized to differences in Aboriginal school children and receive specialised training to help them adapt teaching methodology accordingly then practical use of such knowledge of such Aboriginal learning will be limited. (p. 203)

From the responses of beginning teachers in this study it would appear that this aspect of their pre-service training is one which does not adequately prepare most teachers for teaching in an Aboriginal context. Given this deficiency in pre-service training it becomes even more important that measures be introduced into the induction process, at least on a system level, to equip beginning teachers with those teaching methodologies which Harris pointed out to be essential.

Children From Non-English Speaking Backgrounds

In recent years Australia's active immigration programme has considerably changed the composition of the general population and that of many schools. Many classes to which beginning teachers are now appointed contain children who are culturally different from the mainstream of Australian children. Many come from homes where little English is spoken and where this and other factors such as cultural background and parent expectations can present problems for beginning teachers which might not have been fully evident in their course of training.

The responses of beginning teachers to the Teacher Induction Questionnaire indicated that less than half were confident that their initial training had prepared them adequately to teach such children. In fact, 32.5 percent expressed considerable dissatisfaction with this aspect of their preparation. As in the case of teaching Aboriginal children, student teachers should be given an awareness and understanding and teaching techniques appropriate to enable them to gain a deeper understanding of the home and language backgrounds from which these pupils come. This could also be a focus for assistance to beginning teachers in system-wide induction courses.

Individual Differences and Levels of Teaching

Responses from teachers to the Teacher Induction Questionnaire indicated that not all beginning teachers were satisfied with the degree to which their training courses had prepared them to discover levels to teach and to cater for individual differences. This teacher opinion was supported by discussion with some principals who considered that many beginning teachers were not fully confident of their ability to structure learning situations and organise programmes so that they catered for the

broadest possible range of individual pupil needs. It would appear that most beginning teachers rely on formal organisation of classrooms in rows with teaching taking place from the front of the class. Few, in their early stages of teaching were prepared to experiment with alternative pupil groupings which allowed a greater degree of pupil responsibility for learning. Some principals referred to the fact that many beginning teachers tended to treat all children in a class at the same level and did not differentiate programmes according to individual needs and abilities.

The opinions expressed by principals and beginning teachers in this study reflect the opinions of the Vickery Report and the Research Branch Report that training institutions needed to give greater attention to classroom organisation and administration. The Research Branch Report (1977 p. 21) while recognising the wide differences in school organisations and arrangements stressed the need for greater assistance to beginning teachers in the areas of classroom management and organisation. Stewart (1985, pp. 132-133) in reviewing this area of induction stated that teachers need to be given greater assistance in translating curriculum outlines into effective classroom programmes. She noted that beginning teachers often failed to adapt their programmes to meet the needs and interests of their pupils. Indeed in many cases they copied past programmes of work or attempted to modify models given to them during their training period. It would appear that both at pre-service and the induction phases of teacher development there needs to be an emphasis in training on "the ways in which pupils and the resources of space, time, staff and material can be organised to gain maximum effect in the teaching-learning situation." (Ibid.)

Assessing Student Work

While most beginning teachers considered the preparation they had been given for assessing student work was quite satisfactory there was a small group who considered that their training had been deficient in this area. During interviews with selected students from this group it would appear that their difficulties did not relate so much to procedures for assessment but rather to an understanding of levels of achievement. As one teacher stated "I know how to assess pupil work. My main concern is knowing their levels of achievement are equal to those of pupils in other schools or in other parts of the state."

Preparation for Subject Teaching

Research by Stewart (1985) and the Research Branch of the Education Department of Western Australia (1977) has indicated that teacher graduates emerging from Western Australian tertiary institutions are generally quite confident in most teaching areas within the primary school curriculum. Both research reports, however, did identify concerns by beginning teachers for assistance in selected areas. Reading, mathematics, science and social studies were those in which significant groups required better preparation and assistance in the early months of teaching. One area in which a large number of students felt quite unprepared for teaching was that of Religious Education.

In this study most beginning teachers responding to the Teacher Induction Questionnaire considered that their tertiary training had prepared them well for the teaching of most subject areas. One area, however, emerged as that in which most teachers experienced considerable difficulties and one in which few considered that their pre-service training had been adequate was that of Religious Education. Table

26 sets out beginning teacher responses regarding satisfaction with preparation for teaching core subjects, other subjects and Religious Education.

Table 26

Beginning Teacher Perception of Training for Subject Area Teaching

Teaching Area	Very Satisfied	Undecided	Very Dissatisfied	No Response
Religious Education	8	7	17	8
Core Subjects	34	3	3	0
Other Subjects	33	1	6	0

As indicated by responses in this table, beginning teachers were generally satisfied with the quality and appropriateness of the instruction they had received in tertiary institutions on teaching in core and other subjects. In discussions held with selected beginning teachers, however, the opinion was expressed that continued assistance with the teaching of core subjects, particularly reading and mathematics, would be of considerable value and that in-service assistance in these areas after some months of teaching would enable a better resolution of early difficulties encountered in these areas. In such presentations tertiary staff could make valuable contributions. Principals with whom the matter was raised were generally quite satisfied with the ability of beginning teachers to handle teaching in most areas. Some principals suggested that if any difficulties were evident they were in the ability of most teachers to handle the remedial aspects of reading and mathematics. It was further observed, however, that this was a criticism that could be made of teachers in general and that continuing assistance with these aspects of teaching should form the core of in-service activities in the school and particularly at a system or regional level.

Teaching of Religious Education

Given that many universities preparing teachers now offer electives in the area of Religious Education it is somewhat surprising to find that only 20 percent of beginning teachers responding to the questionnaire were satisfied with the adequacy of instruction given in the area of the teaching of Religious Education. Beginning teachers expressed the view that courses given within universities were too theoretical in nature and that the instruction given did not prepare students for the practicalities of teaching the subject in the classroom nor in using the Religious Education Guidelines syllabus document. Principals noted that while the Catholic Education Office conducts Accreditation B in-service courses, which assist beginning teachers to implement the Office's Guidelines document, not all teachers are in-serviced by the end of the first term of the school year.

The perceptions of beginning teachers with regard to Religious Education teaching must be a matter of concern to the Catholic Education Office and to its schools. While the Office's in-service courses are positively received by teachers there would appear to be a distinct need for both tertiary institutions and the Catholic Education Office to give greater consideration and attention to the actual classroom presentation of the subject. The effective teaching of Religious Education in Catholic schools is central to the philosophy of Catholic education and as such the need for its effective presentation should be given the highest priority.

4.0 Summary

Recent reports on Teacher Education (e.g. Vickery, 1980; Auchmuty, 1980) have emphasised the difficult task which institutions preparing teachers have in graduating students who are capable of functioning capably in all aspects of teaching. Bassett has noted that with the change from Education Departments training teachers to teacher education being conducted in tertiary institutions, the earlier emphasis on training which involved a close adherence to school practices and routines and an emphasis on set methods of teaching "to a greater appeal to principles and to the initiative of the teacher" (Bassett 1978, p. 19) has tended to intensify the break between training and employment.

The results of this study have shown that, in general, principals and central Catholic Education Office administrators have found beginning teachers to be competent, effective and positive in their approach to teaching in Catholic schools. The study also revealed, however, that there were some areas in which beginning teachers considered that they had been given insufficient preparation during their courses of teacher education.

In the area of general school administration there were significant groups of beginning teachers who considered that areas such as communicating with parents and administrators, preparing programmes of work and lesson organisation were areas in which they needed better preparation. They also stated that early reinforcement on matters relating to school administration in the early months of being inducted into teaching would have been desirable.

While beginning teachers were confident in their abilities to motivate and control pupils they were critical of tertiary institutions for their failure to equip them more effectively with the educational needs of Aboriginal children. They saw the need for

greater emphasis by universities in equipping their students with the skills and knowledge to adapt teaching methodologies to the needs of Aboriginal children, with equipping them with an understanding and appreciation of their particular learning characteristics, and of giving them some understanding of those aspects of their language and culture which impact on the teaching-learning situation.

Beginning teachers were not confident that their teacher education courses had prepared them adequately to teach children from non-English speaking backgrounds. There is evidence from various reports on education that teachers are being required to assist in the integration of migrant children into the Australian context. It is essential that they should be prepared in their training to handle school and classroom situations which are becoming more multicultural in nature.

Responses from a number of beginning teachers indicated that they found difficulties in discovering levels at which teaching was most effective and in their ability to cater for individual differences amongst children in their learning and behavioural patterns. There would appear to be a need by training institutions to give students a better understanding of the ways in which pupils and the resources of space, time, staff and materials can be organised to gain maximum effect in the teaching-learning situation.

In contrast to the results of the Research Branch's 1977 study most teachers in this study were confident in their teaching of core and other subjects. Some principals, however, suggested that training courses could have given more prominence to the remedial aspects of the teaching of reading and mathematics but agreed that this was an area of need for both beginning and experienced teachers.

An area in which beginning teachers expressed concern over the adequacy of their preparation for teaching was that of Religious Education. Teachers considered that

the preparation given in universities was too theoretical in nature and that the practical aspects of teaching this subject had not been sufficiently developed. Given the Catholic Education Office's emphasis on the teaching of Religious Education through its Accreditation B process it may be that greater in-service attention might need to be given to the actual classroom organisation, planning and presentation of this subject.

CHAPTER 9

CONCLUSIONS

1.0 Introduction

The purpose of this study was to examine the perceptions of principals and beginning teachers in Catholic primary schools in Western Australia in relation to induction procedures.

Subjects of this study were forty beginning teachers who were appointed to Catholic primary schools in Western Australia. These teachers, who represented the majority population of beginning teachers in 1991, responded to a Teacher Induction Questionnaire. Fifty-nine Catholic primary school principals responded to a Principal Induction Questionnaire. Principals of the schools to which the 40 beginning teachers subjects were appointed, were included in the group of 59 respondent school principals. The beginning teachers were located in schools in all four regions or dioceses of the Catholic Education System (Perth, Geraldton, Bunbury and the Kimberley). These schools ranged in size from those with less than one hundred pupils to those with enrolments over five hundred pupils.

Most beginning teachers were aged between 20 and 25 years and were female. The female teachers were generally appointed to pre-primary or junior primary grades; the male teachers were mainly assigned middle or upper primary grades. Most of the beginning teachers involved in this study had graduated from Edith Cowan University. A small number had graduated from Curtin University. Thirteen percent of the group had received their teaching qualification from a tertiary institution located outside of Western Australia.

2.0 Summary of Results

Differing Perceptions of Induction

In the review of socialisation and induction carried out for this study it was apparent that many different views are held concerning the nature of the induction process and, indeed, on the definition of induction itself. Most writers, however, agree that induction should be seen as part of the on-going professional development of teachers that extends from pre-service training and continues throughout their professional life. In addition, induction is seen to encompass not only the narrow aspects of what occurs within the school but should include administrative, social and recreational matters that extend beyond the school into its broader environment. Given this view and definition, induction is a process, responsibility for which is shared by many persons in the training institution, in the education system, at the school level and within the community of which the school is an essential part.

System Level Induction

Teacher and principal responses indicated that in many respects present practices on induction in the Catholic system are a product of its focus on local autonomy and lay (non-religious order persons) involvement in the financing and operation of the schools. Where, in the government system matters such as accommodation, travel arrangements, performance appraisal and on-going teacher liaison support and the like are catered for by the central office, these matters are a local responsibility in the Catholic system and practice can vary widely from location to location.

Induction in the Catholic system is essentially a local responsibility and the central Catholic Education Office has little formal involvement in induction beyond supervision of programmes in the area of Religious Education. Some regional initiatives operate, such as the five day induction for teachers new to the Kimberley region and the Bunbury region's network meeting for beginning teachers. Overall, however, the "school has the specific responsibility of ensuring that each teacher has the opportunity of reaching full professional maturity." (Catholic Education Office, Induction Handbook, p.2)

In many respects the emphasis on school based induction is an historical product of the order-based and parish-based development of Catholic schools in the State. The development of a "Catholic System" and of a Catholic Education Office are relatively recent developments that reflect in some ways a response to Commonwealth and State funding initiatives, together with a desire to maximise educational benefit and consistency throughout the development of co-operative action and policy formulation.

The opinions of beginning teachers and of many principals suggest that while the professional benefits of local responsibility for induction should be retained, consideration should be given to a revision of responsibilities at state, regional and local levels, with a view to maximising the benefits that might be given to teachers in the most economical way.

School Based Induction

As indicated above, school based induction procedures currently in operation in Catholic primary schools are a result of the decentralised nature of the Catholic primary school system and of the local autonomy historically attached to the local parish school for the employment of staff.

Recruitment of Staff

Primary school staff in Catholic schools are recruited mainly at the local level.

Locally based recruitment procedures facilitate school level induction in that teachers and principals have an early and detailed relationship with applicants for positions. Appointees have a clear definition before appointment of the school and its programmes, the nature of the administrative policies directing school operation, the characteristics of the pupil body and the environment in which the school is located. This early and close relationship also enables early contact between beginning teacher and the school. In this study most beginning teachers (92 percent) endorsed the value of initial school visits, most of which were initiated by the school. Practice regarding visits varied and ranged from a visit of a few hours to one of a week's duration. The responses from beginning teachers indicated that the availability of visits was a significant factor in developing teacher confidence and in subsequent adjustment to the school situation.

Initial Teaching Contacts and Concessions

Once employed, most beginning teachers (85 percent) in this study were afforded an initial interview with the principal of the school, generally lasting from one to three hours (68 percent). These interviews were seen by beginning teachers to be of considerable value (94 percent overall) in enabling them to understand and relate to particular school policies, in gaining an appreciation of the school's environment and in making effective initial contact with staff and students.

Various studies on induction (e.g. Lortie, 1973; SSTUWA, 1979; Beazley, 1984; Tisher, 1979) have discussed the value of reduced teaching loads and other concessions for beginning teachers. In his national study, Tisher (1979) indicated that half of the teachers in his sample were given some initial teaching concessions.

In this present study, however, few, if any, beginning teachers were given reduced teaching loads, but twenty five percent indicated that principals assisted through reduced pupil numbers and by assignment to classes with few behavioural or educational problems. Principals responding in this study reported their desire to reduce the beginning teachers' workload, but financial and staffing constraints prohibited this, especially in small schools.

Inter-School and Inter-Class Visitation

While the literature on induction underlines the value of inter-school and inter-classroom visitation in assisting the adjustment and professional development of beginning teachers, teacher and principal opinion in this study appeared to differ on their need and value. Most beginning teachers strongly favoured inter-school visits (62 percent) and inter-class visits (80 percent). They saw these as valuable in assisting in classroom management and pupil control and in providing examples of alternative teaching styles. Principals, in their responses, however, did not appear to be so supportive of these procedures. Only 42.3 percent were in favour of inter-school visits and then only when definite objectives and probable outcomes could be identified. Their attitudes towards inter-class visits were similar.

Supervisory and Advisory Visits

The value of regular classroom visits by senior staff to beginning teachers is recognised by the Catholic Education Office. In its handbook on induction it recommends a strategy of regular visits to advise and discuss the progress beginning teachers are making in their adjustment to the teaching situation. Despite this advice, however, only 22 percent of beginning teachers in this study had met with a colleague on a regular basis during first term to discuss their teaching. Contrary to the findings of other studies, beginning teachers in this study did not find principals

to be authoritarian figures and welcomed their presence in the classroom to advise and to support their teaching. Beginning teachers were strong in their support of advisory meetings with the principal or a fellow teacher. It is a matter of concern, therefore, that this recommended practice which is supported by beginning teachers is not a more widespread practice in Catholic primary schools.

The Use of Mentors

The study found that the use of mentors in Catholic primary schools in Western Australia was not widespread in assisting beginning teachers to adjust to the teaching situation. Only twenty-five percent of teachers surveyed had been assigned a "buddy" or mentor teacher to assist them in meeting their professional needs. Most mentors were of the same gender as the beginning teacher, were within ten years of the beginning teacher's age and were teaching at a similar grade level. The literature on induction suggests that not all experienced teachers are capable or prepared to assist in the induction of beginning teachers and a number of principals in this study held similar views. They noted the need for personal and professional compatibility between beginning teacher and mentor and suggested that teachers taking on the tasks of mentor needed to have prior in-servicing to ensure that they fully understood the appropriate procedures and attitudes necessary for the successful implementation of this role. As in the case of teaching concessions, staff allocations and financial constraints in smaller primary schools made the assignment of a mentor a difficult matter, especially when time release is required for both the mentor and the beginning teacher.

Administrative Perspectives on Induction

Principals in this study reported a variety of techniques that they considered would assist beginning teachers in their adjustment to the school situation. These included

the encouragement of a two-way flow of information and ideas between other members of staff and the beginning teacher, the provision of assistance in writing of programmes, the arrangement of special meetings with beginning teachers, and the direct observation of teaching with on the spot help. When asked to list possible activities for an induction programme principals listed such matters as the implementation of a mentor system; arranging time to visit other classes and schools; the provision of regular meetings between principal/mentor and beginning teacher; provision of regional meetings for beginning teachers and the publication at school level of an induction policy handbook. It is interesting to note, however, that while principals saw such practices as desirable for an induction programme they were not evident within the programmes they offered in their schools.

Most principals tended rather to have a narrow view of induction, relating it mainly to what occurred in the school situation. Few included within their definition recruitment and appointment activities, administrative matters relating to such items as travel and accommodation, social and recreational adjustment and the on-going formal and informal professional development of the beginning teacher. In the view of many principals beginning teachers were to be treated in the same way as well established teachers. For some principals, weakness in the performance of beginning teachers could be traced to inadequate pre-service education.

In discussions with principals these seemingly contradictory responses were clarified. While principals may have wished to implement many of these procedures they felt hampered by such matters as lack of staff, financial constraints, timetable allocations and the need for mentor training.

Perceptions of Pre-Service Education

The literature on induction offers no clear evidence on the contribution which experience in a course of teacher education makes to the quality of the actual teaching performance of the beginning teacher. Researchers differ in their opinions on how beginning teachers come to internalise teaching behaviour. Most writers, however, recognise that experiences given within the training institution have a strong influence upon the way in which the beginning teacher copes with the early months of teaching.

Recent reports on teacher education and induction in Western Australia, however, suggest that the competence of beginning teachers is viewed most favourably by central and regional administrators and by senior and teaching staff in both the government and Catholic systems. In this study principals generally considered the quality and dedication of beginning teachers to be of a high standard.

Principal's Perceptions on Pre-Service Education

The views of principals concerning the standard of young teachers emerging from the State's tertiary institutions reflects that of reports on Teacher Education (e.g. Queensland Board of Teacher Education, 1980; W.A. Research Branch, 1977; Auchmuty, 1980). While most were generally satisfied with the standard of their preparation, only about half of those responding were fully satisfied with their preparedness to handle the immediate responsibilities of teaching a class of children on a continuing basis.

Principals were generally very positive about the willingness of beginning teachers to cope with the realities of teaching and to become a member of the teaching profession. In discussion, some principals noted that there appears to be an

assumption in training institutions that student teachers will adopt professional attitudes and personal qualities during their periods of training and practice teaching. They pointed out, however, that few, if any, training institutions offer formal personal development programmes designed to assist students in developing professional attitudes, behaviours and performance. They saw this as an area which could receive attention in any future reviews of training courses in the state.

Principals noted a number of areas in which they considered trainee teachers could receive a greater degree of assistance in their pre-service years. Seventy two percent of principals indicated that they considered that beginning teachers were not fully competent in assessing their own teaching performance. (This contrasts with the rather confident responses of beginning teachers in this regard). Seventy-five percent of principals indicated that beginning teachers had problems with the assessment of pupil work. (Thirty percent of beginning teachers also stated that this was an area of concern.) They considered that this area was in need of greater attention in the training period. Inadequate analysis of assessment information, inadequate realisation of the range of skills and facts needed to be identified in an assessment programme and assessment with domains other than the cognitive were matters which were identified by many principals.

Beginning Teacher Perceptions of Pre-Service Education

Recent reports on Teacher Education have noted a variety of difficulties encountered by beginning teachers in their transition from training to teaching. This study has found that, generally, principals and central Catholic Education Office administrators have found beginning teachers to be competent, effective and positive in their approach to teaching. As with these reports, however, this study has identified areas in which beginning teachers considered that they needed further development and assistance and some which their course of teacher education had not given them sufficient preparation.

In the area of school administration a significant number of beginning teachers indicated that such matters as communicating with parents and administrators, preparing programmes and developing effective lesson organisation and strategies were areas where a more detailed presentation would have been of considerable assistance in the early months of being inducted into teaching. Some beginning teachers also put forward the view that their training could have emphasised the ways in which pupils and the resources of space, time, staff and materials could be best organised to gain maximum effect in the teaching-learning situation.

The responses of teachers and administrators regarding the nature and quality of teacher preparation reinforce the view that teacher education and induction are complementary processes which form part of a continuous professional development for teachers. Discussions with beginning teachers and principals also reinforce the view expressed in other studies of teacher education and induction that there are considerable benefits to be derived from maintaining a continuity between these two stages and involving teacher educators in selected areas of the induction process. This involvement would appear to be of most benefit when given on request and probably at central and regional levels. While teacher education might give the principles and knowledge necessary for entry into teaching, it is the translation of this knowledge to the practical aspects of everyday teaching that teacher educators might be of greatest assistance in the induction process.

Most beginning teachers responding in this study were critical of the preparation they received during their training in enabling them to meet effectively the needs of Aboriginal children and children from backgrounds where English is a second language. Teacher and principal responses saw the need for universities to place greater emphasis on equipping students with the skills and knowledge that enabled

them to adapt teaching content and methodologies to meet the needs of these groups.

As was the case with other studies of induction in Western Australia (Stewart, 1985; Education Department Research Branch, 1977) teachers emerging from Western Australian tertiary institutions were generally confident in most teaching areas. Significant groups, however, identified areas such as Reading, Mathematics, Science and Social Studies as ones which could have received better preparation and, what must be of concern to Catholic educators, Religious Education was the main area in which many beginning teachers felt inadequately prepared for teaching.

3.0 Conclusions

This study of the perceptions of beginning teachers and principals in the Catholic System concerning induction into Catholic primary schools in Western Australia was essentially exploratory and descriptive in nature. The findings of the study have been detailed in previous chapters and have been reviewed in this chapter. The following main conclusions have emerged from the study:

A Definition of Induction

The study has shown that in the Western Australian Catholic Education System's primary schools there is no generally accepted definition amongst beginning teachers and principals of what constitutes induction. For some principals induction consists of a loose set of activities that are put in place in the initial weeks of teaching and which have their focus primarily within the school. In this view few, if any, concessions are made or special forms of assistance are given. Other principals see induction as one phase in a continuous process of professional growth and

development that involves pre-service, induction and in-service activities. Those holding this view take a wider view of the activities needed to assist teachers adjust to the school and its environment and in the programmes they initiate and the responsibility for inducting beginning teachers is distributed among a wide range of teachers and non teachers in the school and its environment.

This latter view is consistent with that expressed in recent literature on induction and from numerous studies and reports on teacher education. Induction involves professional and personal adjustment to the workplace and its environments. It is not a process confined to the school but includes pre-service training, those administrative and personnel services associated with staffing and appointment, adjustments to and settlement into the school and its community and subsequent professional growth and development.

An Overall Policy On Induction

While the Catholic Education Office has produced an induction handbook (1983) and has assumed that its suggested strategies have been implemented, the results of this study have indicated that this is not the case in a majority of Catholic primary schools in the state. While the Catholic Education Office has undertaken continuing in-service in the area of Religious Education, it has not been involved to any marked degree in any other formal induction procedures at a central or regional level. The responsibility for induction in the Catholic Education system for historical reasons has been a local responsibility. There is much opinion to support the view that it should be a joint effort between the local school and the central and regional offices.

During the course of this study opinion was often expressed that there would be considerable benefit in the development by the Catholic Education Office of a

detailed statement of what constitutes induction and in the identification and definition of roles that should be adopted by staff at central/regional and school levels. While most supported the retention of the school as the main focus of induction there was considerable support for involvement of people with particular expertise from the wider professional system and from the tertiary academic field. The need for a liaison role between levels and within the system and between teacher training institutions and the school system was a view strongly held by many involved in this study.

School Level Induction

The belief that the school should remain the central focus of induction was not challenged in this study. What did emerge, however, is that in the absence of a detailed model of induction and of a clear definition of what constitutes induction, few schools are implementing comprehensive, structured and continuing programmes for beginning teachers. Those induction programmes that are in existence tend to be sporadic, lacking continuity and have little consistency across the Catholic primary school system.

Responses from beginning teachers and principals, supported by conclusions from the literature indicate that the following elements need to be considered, according to individual circumstances, as essential components in an induction process at the school level.

- a. The provision of written information (e.g. school handbooks) to teacher applicants and/or appointees outlining school characteristics, administrative and curricular policies, and matters relating to the school and its place in the community;

- b. Arrangements for school visits prior to the beginning of the school year where prospective teachers can meet with administrators, teachers, pupils, the Parish Priest and members of the parish and wider community;
- c. The provision of assistance and advice on matters such as travel, transport of effects, accommodation, assistance in becoming acquainted with social, cultural and sporting facilities and opportunities and general contact with significant people and groups within the area. (This should involve Parents and Friends, Parish groups and other significant groups and should involve liaison with the Catholic Education Office);
- d. A programme of regular structured staff meetings during the year at which policies and procedures are explained and in which beginning teachers can obtain advice and assistance in a supportive atmosphere;
- e. A structured and planned series of classroom and school visits directed towards the achievement of individual and group needs;
- f. The provision within the school of a mentor or teacher consultant selected from experienced staff who have had some preparation in this role and who can assist the beginning teacher on a confidential and continuing basis;
- g. Procedures, which include visits and conferences, which can assist beginning teachers in the assessment and redirection of their own teaching performance;
- h. The provision of an induction policy handbook which outlines the roles, responsibilities and processes of the school's induction programme.

Induction and The Catholic Education Office

The results of this study have shown that while the Catholic Education Office has produced an induction handbook (1983) and has, from time to time, reiterated its views on induction, its influence upon induction procedures has been minimal. This has probably been due to the fact that its policies of lay involvement and local control have focused attention at the school level and have reinforced a perception that its induction responsibility is only in the field of Religious Education. While this

school level focus predominates there was ample indication from beginning teachers and principals to suggest that there is a need, and a desire, for central and regional office staff involvement in the mounting of induction programmes to assist beginning teachers in their adjustment and schools in devising and implementing appropriate programmes of induction.

Many respondents indicated a belief that induction should involve a three level responsibility of pre-service education, school level support and overall co-ordination and supplementation at central and regional office levels. Given the small size of many Catholic primary school units, their capacity to implement induction procedures beyond simple in-school advice and assistance is limited. The provisions and co-ordination of teacher development activities of a more complex nature are matters which many in the Catholic system consider need leadership and co-ordination at a system level.

The following suggested areas of involvement for the central Catholic Education Office emerge from a consideration of the matters contained in the literature on induction, from the results of other research on induction and from the responses and conversation held with beginning teachers and principals involved in this study:

- a. Maintain a central registry relating to school and district characteristics, contacts, travel and accommodation, shopping and other facilities and services;
- b. Provide written information to schools on policies and procedures relating to induction at all levels. Such policies would reflect a consensus view for the system;
- c. Organise and present at central and regional levels (as the economic use of expertise and other associated costs would preclude this at a local level) seminars and conferences on system-wide induction issues and other matters relating to the needs of beginning teachers;

- d. Maintain liaison with tertiary institutions with regard to the content and presentation of pre-service experience and for the provision of post appointment assistance by tertiary staff to beginning teachers;
- e. Through central and regional activity provide prior and post appointment assistance to teachers appointed to remote areas of the state particularly in regard to the teaching of Aboriginal pupils;
- f. Maintain contact with the union and other professional groups to encourage and facilitate their involvement in the induction process.

Possible System Level Involvement

During the course of this study the need for greater central office leadership and co-ordination involvement in induction was expressed by a majority of respondents.

Central to much opinion was the need for liaison between school, regional and central levels within the system to make effective use of what are often scarce and costly resources from within and outside of the System. This liaison function could include:

- a. Liaison with tertiary institutions to provide student information on the character and needs of the Catholic Education System, and the procedures and requirements for appointment.
- b. Assistance in course and unit development relevant to the needs of the Catholic Education System in relation to induction.
- c. Provision of advice and assistance where appropriate at school level and the facilitation of liaison between training institutions, central office and the school.
- d. The development of information sources at central level to assist prospective and beginning teachers with information relating to such matters as transport, accommodation, rural appointment, salary award conditions, and profiles relating to school and community conditions and characteristics.

- e. Liaison with school administrations with respect to the provision of individual beginning teacher assistance.

Given the range of teacher and principal opinion and the identified needs for induction across the System, it would seem necessary that there be a more definite involvement by the Catholic Education Office and its regional offices in providing leadership for the induction of beginning teachers into the System. This leadership should focus, inter alia, on providing services which cost and the availability of specialist assistance prohibit at the local administrative levels of the Catholic System.

Key Personnel in the Induction Process

Responses given by principals and beginning teachers during the course of this study have indicated that a co-ordinated system-wide approach to induction would be much more effective than the somewhat disjointed process that now operates on the basis of local school initiatives. The enhanced involvement of central and regional officers with their overall system perspective offers greater opportunities for the involvement of groups, the participation of which would not be possible at the school level because of financial and administrative considerations.

The results of this and other studies have shown that an effective system-wide approach to induction that has the administrative and professional leadership of the principal at school level, operating within a system-wide policy framework and supported by central and regional initiatives, has the potential to provide the optimum support conditions for beginning teachers commencing their professional careers. To achieve the maximum effects from such a system-wide approach the roles of existing key individuals need to be clarified and in some cases extended. In addition, some key co-ordinating roles need to be identified and created.

The following positions would appear to be those which are necessary to develop an overall co-ordinated, system-wide approach.

The School Principal

Professional and administrative leadership at the school level is essential in order to achieve an effective induction system. This leadership, however, needs to operate consistently and in accordance with well defined policy procedures and outlines. The Principal occupies a pivotal position in orchestrating the induction efforts of all relevant personnel in the system and in providing a major point of communication between the school and all other levels and units within the system.

A Liaison / Induction Officer

Responses from participants identified the need for a liaison person (or persons) who can work from central or regional offices and who can help to ensure consistency in induction procedures across the system and assist in meeting the needs of other participants. The following functions are some of those which could be allocated to such a liaison person:

- The establishment of communication between graduating teachers and the school system to provide information on the nature and expectations of the system and on procedures relating to recruitment and appointment;
- The provision of a link between training institutions and the system to facilitate teacher education involvement in the induction process;
- The establishment of a central register of school information which contains information relating to travel, transport, living conditions, social and recreational facilities and the like.

- The provision of assistance to beginning teachers on personnel and industrial problems including liaison with teachers' professional and industrial associations.

School Based Mentor / Consultant

Various studies have pointed to the importance of providing a key person in the school situation who can assist beginning teachers in their adjustment (e.g. Tisher, 1979; Taylor and Dale, 1966). Teachers and principals in this study gave strong support to this practice. Other studies (e.g. Stewart, 1985) have identified such areas as practical teaching approaches, classroom organisation and administration, discipline, home-school relations, evaluation and assessment of student performance, programming, timetabling and curriculum adaptation as those in which beginning teachers need most assistance. Teachers in this study expressed support for similar assistance.

While the mentor/consultant was seen as a key element in the induction process, principals were concerned to ensure that their role was accurately defined and that teachers and mentors clearly understood the expectations and requirements of their roles. They stressed that those taking on the mentor role should be fully in-serviced on the expectations and responsibilities held for persons in these positions.

Professional Development Staff

During interviews, beginning teachers in this study often referred to the anticipated benefits of having access to people possessing special expertise in selected curriculum areas. Subjects such as Art, Music, Health and Physical Education which had had only limited exposure during the training period were referred to as ones which specialist in-servicing would be of considerable benefit and assistance.

A special aspect of such assistance related to Religious Education but it was acknowledged that much was already being done in this area by central office personnel through Accreditation A and B in-services. Another area to which reference was made was that of teaching Aboriginal children. While assistance was provided to those appointed to remote schools a system-wide need was seen to exist.

Tertiary Educators

While the assistance of tertiary educators was not favoured for school level activities its potential value at central and regionally organised induction courses was acknowledged by principals. Their involvement was seen to have the potential of linking tertiary instruction to the realities of classroom involvement. This was also seen to be another element in the provision of assistance in specialist areas mentioned above.

Teacher Unions

It was noticeable that few respondents in this study referred to the contribution which teachers' professional and industrial associations could make to the induction process. A small number, however, saw that these groups had much to offer with respect to welfare and industrial matters relating to the conditions of service, legal rights and protection, salary and other entitlements. At centrally organised pre-service and in-service seminars and conferences union officials have the potential to make valuable inputs to the professional development of beginning teachers and to provide information that can be of value in their induction into the system.

Religious and Lay Groups

In Catholic schools adherence to the philosophies and principles of the Roman Catholic Religion underpin all educational and other related activities. The role of the Parish priest, therefore, in providing personal support and assistance in faith development is an important aspect of teacher adjustment. Similarly, because of the strong parental involvement and control in Catholic schools, Parents and Friends Associations have a similar potential to play a significant role in the induction of beginning teachers, particularly to non-school adjustments such as accommodation, contact with sporting and recreational bodies and participation as a member of the Catholic and general community.

Figure 6 provides in summary form an outline of the role that various individuals and groups can or should play in the induction of beginning teachers into the Catholic Education System. While each of these may exist in greater or lesser degree throughout the Catholic primary school system, it is only by developing the full potential of each and by bringing them into appropriate balance that a comprehensive approach to the induction of beginning teachers in all parts of the Catholic System can be achieved.

Figure 6: Actors and Roles in the Induction Process

SCHOOL	Principal	<p>Provide information on school</p> <p>Initial contact with beginning teacher</p> <p>Assist with travel and accommodation</p> <p>Organise initial visit to school</p> <p>Assist in adjustment to the school</p> <p>Administrative support and concessions</p> <p>Assign mentor to beginning teacher</p> <p>Provide for on-going professional development</p> <p>Liaise with CEO Induction Officer</p> <p>Liaise with tertiary staff and union</p> <p>Evaluation and modification of induction plan</p>
SCHOOL	Mentor	<p>Design induction development plan</p> <p>Advise on-going professional development</p> <p>Informal evaluation and re-direction</p> <p>General supervision</p> <p>Discussion of teaching regularly</p> <p>Assist in social interaction with staff</p> <p>Liaison with principal</p>
SCHOOL	Parents and Friends Association	<p>Social parent contact</p> <p>Cultural and sport involvement</p>
SCHOOL	Parish Priest	<p>Faith development</p> <p>Personal support</p>
SCHOOL	Community	<p>Cultural and sporting liaison</p>
CEO	Induction Officer	<p>Pre-service seminars on expectations conditions salaries etc..</p> <p>Provide information on schools to graduates</p> <p>Provide information on accommodation amenities to graduates</p> <p>Act as member of appointment panel if requested</p> <p>Liaison with tertiary institutions on adjustment of beginning teachers and appropriateness of course preparation</p> <p>Act as adviser to beginning teachers on request and to direct inquiries to relevant personnel (CEO Union etc.)</p> <p>Visits to beginning teacher schools to assess induction implementation</p> <p>Liaison with Union on salary and award items</p> <p>Co-ordination of Union involvement in in-service seminars for beginning teachers</p>

CEO Religious Education Staff	Continue Accreditation A and B in-services Research teleconferencing (audio and visual) for Accreditation B (through TAFE centres) for rural and remote schools
CEO Professional Development Staff	Conduct regional network meetings for beginning teachers Conduct regional in-services based on the needs of beginning teachers Design and implement mentor training in-services perhaps as part of Accreditation D
UNION Union Officer	Assist in pre-service seminars on salaries awards etc.. Provide input to tertiary institutions on the adjustment of graduates into schools Provide input to tertiary institutions on appropriateness of course preparation.
TERTIARY INSTITUTIONS Dean of Teacher Education or delegate	Provide opportunity for pre-service seminars including CEO Induction Officer and Union Officer Seek input on adjustment of graduates in schools from Union and CEO Induction Officers Seek input on appropriateness of teacher preparation and modify courses where needed

4.0 Model of Induction

This study of the induction procedures operating in Catholic primary schools in Western Australia has shown the need for the development of a comprehensive system-wide model of induction which can provide consistency in approach and economy in operation which can allow for the co-ordination of appropriate inputs at school, central and regional levels.

The following section sets out a broad framework in which system-wide policies for the induction of beginning teachers into Catholic primary schools may be developed and implemented. The framework suggests responsibilities for people at the various stages of the induction process and has been developed from a consideration of the findings of this study.

Figure 6 summarised the perceptions of beginning teachers and principals regarding the involvement of various people at all levels within the system. This figure indicates that induction must be a co-ordinated process which brings into balance appropriate expertise from all sources and which ensures that all beginning teachers regardless of location or school size have available to them consistent and comprehensive assistance on a continuing basis that extends from pre-service education, throughout the stage of recruitment and appointment, to in-school performance and subsequent on-going professional development.

When viewed in this way the need for a mechanism that can link together the needs and efforts of all levels and which can bring together in an economical and convenient way a variety of expertise and other assistance from internal and external sources, becomes apparent. In the conclusions to this study the need for a liaison/induction officer was outlined. Such a person would help to ensure that policies at school level were formalised and applied, would develop information systems to assist beginning teachers recruited to the system and would develop, implement and co-ordinate induction expertise and activities which for economic and administrative reasons are better applied at central and regional levels.

Experience and opinion from overseas, from various Australian studies and from this present study have emphasised the importance of the appointment of a teacher consultant or mentor to assist and guide beginning teachers in their professional adjustment and development. Contrary to the results of other studies, teachers in

this study welcomed the supervision and assurance of the school principal. On a continuing day-to-day basis, however, they saw the need for a specially designated fellow staff member to whom they could turn to for advice and emotional support. While principals had some reservations regarding such an appointment, their concerns related not to the position itself but to the need for the formal in-servicing and selection of such people to fill the role of mentor.

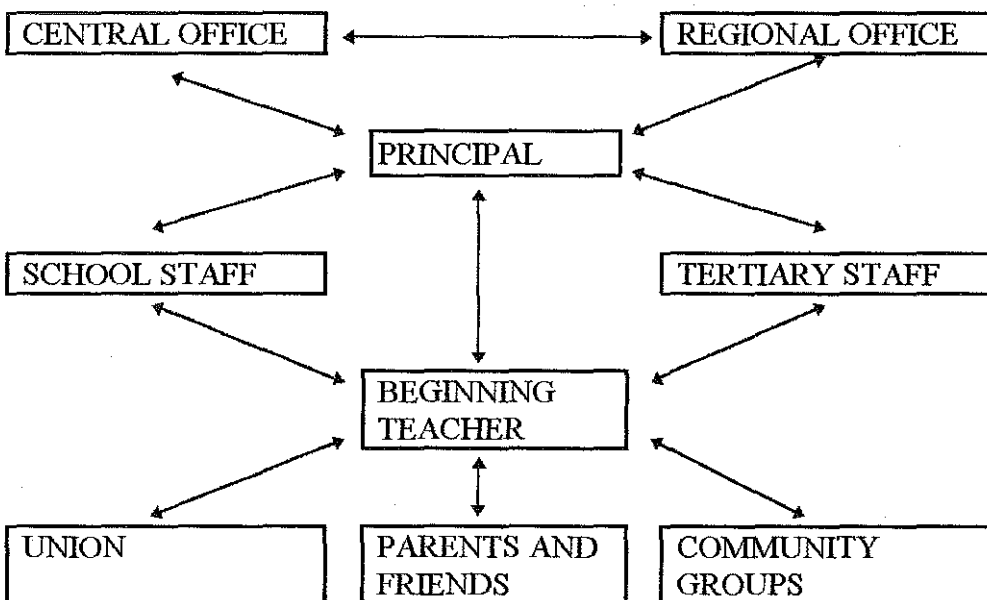
As indicated in Chapter 7 of this study of induction in Catholic primary schools, beginning teacher opinion suggests that it is not general practice for local school authorities to involve community and religious groups in assisting the induction of beginning teachers. Groups such as Parents and Friends, religious based groups, the parish priest, social and sporting groups all have an important part to play in helping the young teacher to adjust to new social and professional situations especially in rural areas where young teachers might be experiencing for the first time life away from home where they have to take responsibility for their own living arrangements.

It would be appropriate for the school in defining its induction procedures to include all of these sources of assistance and adjustment and make provision for their involvement, preferably through the agency of the local Parents and Friends group.

Groups which receive little attention in the literature on induction are professional and industrial teacher organisations. In Western Australia, the Association of Independent Schools and the Independent Schools Salaried Officers Association service the professional and industrial needs of teachers in independent schools. Both of these organisations have as their major objective the welfare of teachers in non-government schools in the state. It was surprising that in teacher and principal responses little, if any, reference was made to the role that these groups could play in the induction of beginning teachers. Industrial conditions of service, salary

matters and the like form an essential framework in which teachers operate. A clear knowledge and understanding of this framework, therefore, is an important element in the adjustment of beginning teachers in the transition from training to teaching. As students pass through the preparation stages to qualify as teachers, as they seek recruitment and appointment and as they enter the teaching situation and begin their professional careers they need to be provided with opportunities to grow intellectually and professionally. In these processes a large number of professional people provide them with necessary guidance. In their transition from training into the teaching situation the support of a number of lay and other professional groups can facilitate their adjustment to the school situation. This study has shown that the process of induction is not merely a matter which occurs at the school level. To be a fully effective process it requires the carefully orchestrated efforts of professionals from the tertiary sector, from the system's central and regional offices, from the school and its personnel, and from the community of which the school is a part. Figure 7 sets out the possible relationships of these people and groups who should be part of this process.

Figure 7: Relationship of Actors in the Induction Process



Given the involvement of the above participants Figure 8 sets out a model which provides a framework in which all of these groups can be brought into co-operation. The model suggests a sequence which, based on the results of this study, would provide an effective and economical model of induction which could maximise the involvement of personnel at all levels and in all locations throughout the state.

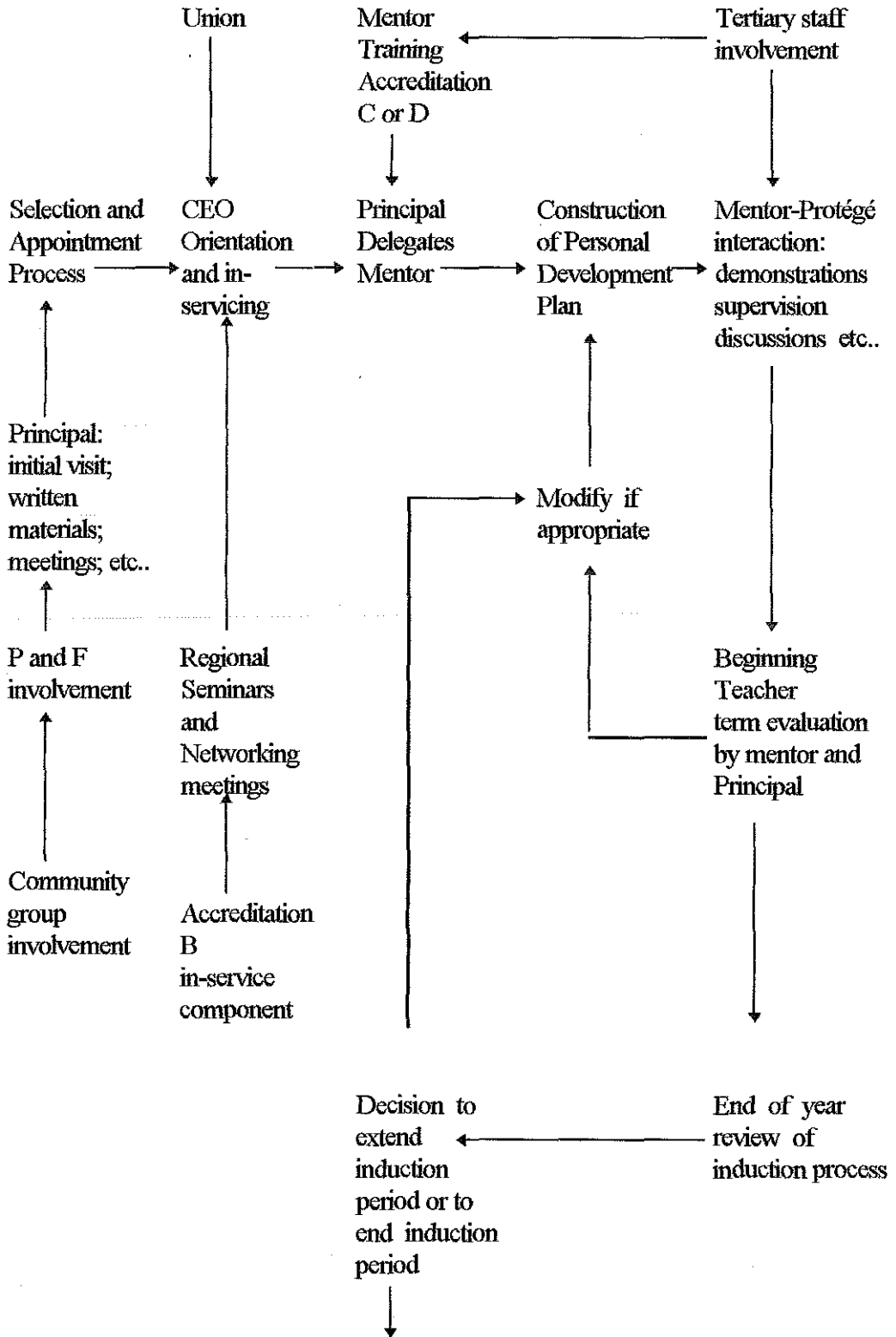
5.0 Recommendations for Further Research

As stated in Chapter 4, this survey study was essentially exploratory and descriptive in nature and primarily examined the perceptions of beginning teachers and principals on the current induction practices implemented in Western Australian Catholic primary schools. As part of the data analysis, their perceptions gained by questionnaire and interview, were compared and contrasted with literature on recommended induction procedures. The design of the study, while it allowed for the identification of problem areas, did not provide for causal relationships to be explored nor detailed examination to be provided. In the course of the survey study areas emerged as being in need of further research. The following areas are those which were considered to be of most importance.

Placement of Beginning Teachers

Beginning teachers are recruited and employed at the local school level and not by a centralised Catholic Education System. In comparison to the Education Department recruitment practices, this has many advantages as detailed in the study. However, these school level procedures can lack the advantage of being more able to match beginning teachers with appropriate levels of placement and suitability of location and to personal characteristics and preferences.

Figure 8: Induction Model



The beginning teachers were satisfied with the notice of appointment and the ability, in general, to visit the school before the school year began. However, it is worth noting the disparity between Education Department and Catholic Education Office policies with regard to financial assistance for the transport of personal effects; on-going performance appraisal and on-going teacher liaison support. It is unfortunate that in this decentralised system most beginning teachers did not have access to information about the school they were applying to before the application or interview.

Nearly sixty percent of beginning teachers in this study were appointed outside the metropolitan area and were living away from home for the first time. This has a great impact upon their social and emotional adjustment to rural life as well as entering the teaching profession. Reports in the literature indicate the ideal situation of beginning teachers appointed to metropolitan schools where they are close to their training institution, social contacts and where the school size allows the necessary staff allocations to provide adequate levels of induction and assistance. A study to determine the ease of induction for beginning teachers into metropolitan and rural or remote schools would provide valuable information to assist in the development of system-wide appointment guidelines for beginning teachers.

System Level Induction Procedures

Unlike the Ministry of Education, the Catholic Education Office has no required policies or procedures for the induction of beginning teachers on a system-wide basis. The Catholic Education Office's induction guideline booklet, published in 1983, recommends procedures, but little has been done to implement a comprehensive induction policy, except in the area of Religious Education.

Respondents in the study gave support for the Orientation, Accreditation A and Accreditation B programmes. Recent initiatives, such as the week long induction for beginning teachers in the Kimberley region and the peer support network meetings in the Bunbury region were greatly appreciated by the beginning teachers and perceived to be very beneficial.

Further investigation is warranted into the needs of beginning teachers and how the Catholic Education Office can assist in effective and comprehensive induction of beginning teachers into all schools, not just the Kimberley schools or in the teaching area of Religious Education.

School Level Induction Procedures

The need for the establishment of school based induction policies and procedures for beginning teachers has been referred to in a number of reports on Education and in various research based publications. The principals in this survey had a rather narrow view of induction, indicating that the local school, the central and regional Catholic Education offices and tertiary institutions should be involved in the induction process of beginning teachers. It is a matter of concern for the Catholic Education system that research be undertaken as to the best method to involve all interested parties - local school; local community; local parish; Parents and Friend's Association; regional and central offices; training institutions and union officials - in the induction process.

Some of the recommended induction procedures, such as a reduced teaching load, inter-class and inter-school visits, assignment of a mentor and other concessions with teaching, while agreed to by principals and advocated by beginning teachers were not generally implemented in Western Australian Catholic primary schools. Principals provided reasons such as financial and staffing level constraints as the

main obstacles to implementing such advantageous procedures in their schools. This adds to the urgency noted above to study the effectiveness of induction in larger metropolitan schools compared to smaller rural and remote schools.

Much literature exists on the role of mentor in the induction process and provide information on the essential characteristics of mentors, provide training programmes for mentors, detail action research on the use of mentors and the advantages of implementing protege-mentor relationships in the schools. Despite this plethora of research evidence, very few schools in this study had implemented a mentor programme to assist the beginning teacher. The financial and staffing constraints mentioned earlier are part of the reason for this. The other factor is the lack of initiative on the part of the Catholic Education Office in researching the literature to ascertain how a protege-mentor programme could be implemented in Western Australian Catholic primary schools. This situation was referred to in Chapter 9 where a model of induction was proposed. It is important that the protege-mentor research be reviewed and included as part of an overall induction policy for the Western Australian Catholic primary schools.

Pre-Service Teacher Education

Generally, principals in the study were satisfied with the standard of beginning teachers emerging from the training institutions, however, only about half of those responding were fully satisfied with their preparedness to handle the immediate responsibilities of teaching a class of children on a continuing basis. The literature agrees that the training institutions can, at best, prepare the beginning teachers to a point of readiness to enter the profession and that most of the skills are learnt during employment in the schools.

The study revealed that there were some areas in which beginning teachers had been given insufficient preparation during the course of their teacher preparation. There were significant groups of beginning teachers who considered that areas such as communicating with parents and administrators, preparing programmes of work and lesson organisation were areas in which they needed better preparation. Similarly, a significant number of beginning teachers were critical of the training institutions inadequate assistance in the area of teaching Aboriginal and other ethnic students and in the area of teaching Religious Education. Responses from a number of beginning teachers indicated that they found difficulties in discovering levels at which teaching was most effective and in their ability to cater for individual differences in their classrooms. This adds support to the need for research as how best to involve all agencies in the induction of beginning teachers. If the training institutions were more involved in the induction process in methods such as end of term network meetings for beginning teachers at the universities, or travelling and meeting the beginning teachers and their principals at the school site, these perceived inadequacies in their preparation could be communicated to the universities and, hopefully, courses would improve as a result.

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APPENDIX ONE

Teacher Induction Questionnaire

INDUCTION OF BEGINNING TEACHERS IN W.A. CATHOLIC PRIMARY SCHOOLS

Dear Fellow Teacher,

I am also a teacher in a Catholic primary school in W.A., and am currently preparing a research thesis for my Master of Education degree on the topic: "Induction of Beginning Teachers in W.A. Catholic Primary Schools."

Enclosed is a questionnaire on the above topic that, hopefully, will assist me in developing an induction model to be presented to the Catholic Education Office to assist them and their schools to ease the transition from teacher training to teaching for beginning teachers.

I realise this is a very busy time for you, however, your assistance would be greatly appreciated, and your information, hopefully, will be of benefit to those beginning teachers in W.A. Catholic primary schools who come after us.

Although the name of the school and your own name needs to be supplied initially, this information WILL NOT be forwarded to any other person or institution, and will be treated with the strictest confidentiality.

Thanking you for your time and co-operation.

Yours sincerely,

Mr Matthew Faulkner

INDUCTION OF BEGINNING TEACHERS IN W.A. CATHOLIC PRIMARY SCHOOLS

FORM A: Beginning Teachers Questionnaire A

School Name: _____

School Address: _____

_____ Postcode _____

1. Present student population: _____

2. Gender of pupils: Male
Female
Mixed

3. What is your schools Full Time Equivalent (FTE) of teachers? _____
(Please ask your Principal if you are unsure.)

4. Is your school rural or urban
(Perth metropolitan area)? Rural Urban

5. Please indicate the level at which you are teaching now:

Year 1-3 Year 4-5 Year 6-7

Other:(please specify) _____

6. Please indicate your age and gender. Male Female

20-25 years 25-30 30-35 Over 35

7. Please indicate year of graduation: _____

8. Please indicate your teaching qualifications (E.g. Dip Teach, B. Ed.)

All information is strictly confidential and names of individual teachers or schools
WILL NOT appear in any form of the report.

Mr _____
Ms _____ (Surname) _____ (Initial)

PART B; Pre-Service Training

9. Please indicate the college or University where you did your professional training.

WACAE Murdoch Curtin UWA

Other: (please specify) _____

10. Please indicate the total time in practice teaching during teacher education.

1-4 weeks 5-8 weeks 9-12 weeks 13-16 weeks

17-20 weeks More than 20 weeks

On the scale below please indicate your level of satisfaction with the listed aspects of your teacher education, by circling the appropriate response.

11. How satisfied are you with your teacher education course in preparing you for:

1 = Highly Satisfied; 2 = Satisfied; 3 = Undecided;

4 = Dissatisfied; 5 = Very Dissatisfied

a) Preparing programmes of work	1	2	3	4	5
b) Organising lesson content	1	2	3	4	5
c) Assessing student's work	1	2	3	4	5
d) Evaluating own teaching	1	2	3	4	5
e) Discovering level at which to teach	1	2	3	4	5
f) Motivating pupils	1	2	3	4	5
g) Controlling pupils in class	1	2	3	4	5
h) Using audio visual equipment	1	2	3	4	5
i) Teaching RE using the Re Guidelines	1	2	3	4	5
j) Teaching core subjects (Maths/Language)	1	2	3	4	5
k) Teaching other subjects	1	2	3	4	5
l) Allowing for individual differences	1	2	3	4	5
m) Teaching to small groups of children	1	2	3	4	5
n) Communicating with parents	1	2	3	4	5
o) Performing yard duties (supervision)	1	2	3	4	5
p) Communicating with administrators	1	2	3	4	5

12. Please indicate below any improvements you would wish to see made to the course of teacher education you received.

(E.g. practice teaching, methods course, subjects etc.)

PART C: School Appointment and Induction

13. How many weeks notice of your present appointment were you given before you started teaching at this school (approx.) _____ weeks

14. What was your immediate reaction when you first heard of your present appointment?

	Highly satisfied	<input style="width: 40px; height: 30px;" type="text"/>	Dissatisfied.	<input style="width: 40px; height: 30px;" type="text"/>
	Satisfied	<input style="width: 40px; height: 30px;" type="text"/>	Not Concerned	<input style="width: 40px; height: 30px;" type="text"/>

15. After one term of teaching how satisfied are you with the following aspects of your teaching appointment?

	Very Satisfied	Satisfied	Dissatisfied	Not Concerned
a) the town/suburb you are living in?	1	2	3	4
b) the aesthetics of the school and its surrounds?	1	2	3	4
c) the leadership of the principal?	1	2	3	4
d) the interrelationships with the staff?	1	2	3	4
e) the children in the school?	1	2	3	4
f) the resources within the school?	1	2	3	4
g) the grade level(s) you were assigned?	1	2	3	4
h) the parental involvement?	1	2	3	4

16. Was information readily available about the school before the interview for appointment?

	Yes	<input style="width: 40px; height: 20px;" type="text"/>
	No	<input style="width: 40px; height: 20px;" type="text"/>

17. If "yes", from whom did you receive this information?

18. Do you think it is important to visit a school before you begin to teach there?

	Yes	<input style="width: 40px; height: 20px;" type="text"/>
	No	<input style="width: 40px; height: 20px;" type="text"/>

19. Were any arrangements made for you to visit the school before beginning teaching?

	Yes	<input style="width: 40px; height: 20px;" type="text"/>
	No	<input style="width: 40px; height: 20px;" type="text"/>

20. Did you visit the school? Yes No

a) If "yes", than was this visit useful for you? Yes No

b) If "yes" for how long did you visit? _____

Any comments on visiting a school before you teach there:

PART C: School Appointment and Induction (cont'd.)

21. Did the school help arrange accommodation for you before you began teaching? Yes No
22. Are you living "at home"? Yes No
- a) If "no", is this your first time away from home? Yes No
- b) If you are not living at home, how satisfied are you with your current accommodation? Very satisfied Satisfied
Disappointed Not concerned
- c) Are you living alone or sharing with others? Alone Sharing
23. Did you meet with your principal before "day one" at school? Yes No
- a) If "yes" was this a planned meeting? Yes No
- b) If "yes", for how long did you meet? _____
- c) If "yes" of what benefit was this meeting? Very great benefit Great benefit
Little Benefit None
24. Were you given any help with your teaching during the first term? Yes No
- a) If "no", were you particularly worried by this? Yes No
- b) If "yes", in what way(s) were you assisted?

25. How many children are in your class at present? _____
26. Do you believe you were given any concessions as a beginning teacher? Yes No
- (E.g. reduced class size, reduced class contact time, a well behaved class, team teaching, etc.)
- a) If "yes", what concessions were you given?

PART C: School Appointment and Induction (cont'd.)

27. How well do you feel you have been accepted as a member of the school team with a contribution to make to the overall educational programmes of the school?

Fully accepted Partially accepted Not accepted Undecided

28. If in your first term of teaching you encountered any difficulties, or areas of concern, from whom did you seek advice?

(Tick those applicable i.e. may be more than one)

Principal Assistant Principal Fellow Teacher
 Senior Teacher Assigned "Buddy"

Other (please specify) _____

Any comments:

a) Of how much benefit was this advice generally?

Very Great benefit Great benefit Little benefit None

29. Were you assigned a "buddy" or mentor teacher? Yes No

a) If "yes" are they: - of the same gender as yourself? Yes No
 - within 10 years of your age? Yes No
 - teaching a similar grade? Yes No

30. Do you have to meet with a colleague regularly during first term to discuss your teaching? Yes No

a) If "yes", who is this person?

Principal Assistant Principal Fellow Teacher

Other: _____

b) How regularly do you meet?

Weekly Fortnightly Monthly Other: _____

c) Of how much benefit is this advice generally?

Very Great benefit Great benefit Little benefit None

PART C: School Appointment and Induction (cont'd.)

31. Do you believe your school presented an organised procedure to ease you into your first term of teaching? Yes No

a) If "yes", which aspects were of the most benefit to you?

b) If "yes", which aspects were of the least benefit to you?

c) What aspects do you think should be included to ease your entry into teaching?

Part D: CEO Induction for Beginning Teachers

32. Have you attended Accreditation A organised by the Catholic Education Office for beginning teachers in Catholic schools? Yes No

a) If "Yes", of how much benefit was this in-service to you? Very great benefit Great benefit Little benefit None

b) Please comment on the usefulness of this in-service for you and how it could be improved:

Part F: General Comments

35. Please use the space below to indicate any further comments on any of the areas listed below, or include your own areas.

a) School staff _____

b) Principal _____

c) Town/suburb _____

d) School resources _____

e) Children _____

f) Parents _____

g) Accommodation _____

h) Time pressures _____

i) Parish priest _____

j) Teaching _____

k) Induction into school _____

APPENDIX TWO

Principal Induction Questionnaire

INDUCTION OF BEGINNING TEACHERS IN W.A. CATHOLIC PRIMARY SCHOOLS

Dear Fellow Principal,

The most important aspect of our profession is the human resource - the teachers and students in our care. The transition of youngsters into school is, I believe, adequately catered for with pre-primary and Year One entry programs. Research tells us that the first year for teachers can be crucial to their retention in our system and affects their professional capacity for years to come.

I am presently preparing a Master of Education research thesis on the above topic. The research will be explorative and descriptive and will attempt to identify how our schools are preparing our beginning teachers in their first year of their teaching career. I am urging beginning teachers and their principals, or person in charge of the induction process, to complete questionnaires to aid my research.

I realise I will infringe upon your time, but I urge you to present the enclosed questionnaires to the relevant members of your staff and return them in the pre-paid and pre-addressed envelopes at the end of first term.

I stress that names of staff or schools WILL NOT appear in any form of the report and such information will be treated in the strictest confidence. Please feel free to photocopy any additional copies of the Beginning Teacher Questionnaire Form A.

Thanking you for your co-operation
Yours sincerely,

Mr Matthew Faulkner

PART B: School Induction of Beginning Teachers

8. Student enrolment: Boys Girls Total

9. How many new staff (full time or part time) were appointed to your school this year?

10. How many of these are "beginning teachers"?

11. Approximately how many beginning teachers have been appointed to your school in the last three years?

12. What part, if any, should the following play in the orientation of beginning teachers to their first year of teaching?

	Major	Minor	None
Teacher training institutions			
Regional offices			
Teacher unions			
Employing schools			

13. Of the many activities that could be initiated by the person responsible for looking after beginning teachers, which do you think should be promoted?

	Definitely	Perhaps	Not really
To arrange special meetings with beginning teacher(s)			
To arrange to visit other schools			
To arrange observations in other classrooms			
To observe and help beginning teachers in their classroom			
To help in the writing of programmes of work			
To encourage a two-way flow of information and ideas between other members of staff and the beginning teacher			
To allow a reduced work load.			

Others: (please specify). _____

PART B: School Induction of Beginning Teachers

14. Please indicate the experience level of your current staff by entering the number of staff that have the following years of teaching experience:

0-5 years 6-10 years 11-15 years 16-20 years Over 20 years

In the following question, please use this legend.

1. By printed materials/documents.
2. By regular staff meetings for all staff members.
3. An introductory meeting for beginning teachers only.
4. Informal discussion with other teachers.

15. How does your school acquaint beginning teachers with the following matters?

- School policies
- School administration procedures and rules
- School curriculum
- Teaching and extra curricular duties
- Duplicating facilities and procedures
- Audio visual facilities and procedures
- Specialist teacher services
- Library facilities and procedures for use
- Curriculum resources available (syllabus)
- Regional educational facilities
- Teaching materials available in school
- Specialist services available to school

	1. Printed materials	2. Staff Meet.	3. Intro. Meet.	4. Infor. Discuss	Other
School policies					
School administration procedures and rules					
School curriculum					
Teaching and extra curricular duties					
Duplicating facilities and procedures					
Audio visual facilities and procedures					
Specialist teacher services					
Library facilities and procedures for use					
Curriculum resources available (syllabus)					
Regional educational facilities					
Teaching materials available in school					
Specialist services available to school					

16. Are there any activities arrange in your school or region specifically to assist the beginning teacher?

Yes No Uncertain

17. If "yes", please indicate the regularity, level, etc. of these activities. Tick more than one box if appropriate.

Regularity: More than once a week
 Once a week
 Once a month
 Once a term
 Irregularly

Level: Head Office
 Regional Office
 School
 Other:

Part D: General Comments on Induction

20. Please comment on how induction of the beginning teacher could be improved by the following:

a) Catholic Education Office: _____

b) Regional CEO Office: _____

c) this school: _____

21. Please indicate briefly your ideal form of induction for beginning teachers.

22. Please feel free to use the space below to make any additional comments about induction.

Thank you very much for completing this questionnaire!!

APPENDIX THREE

Interview Schedules

Beginning Teacher Interview Schedule

1. Thank you for agreeing to participate in this interview, further to completing the Teacher Induction Questionnaire. The purpose of the interview is to clarify some responses and to gain some deeper insights into your experiences in your first year of teaching. I wish to remind you that all responses will be treated with the strictest confidentiality and no names will be divulged in any form of the report.

2. The interview will follow the same basic format of the questionnaire, that is, general background information, pre-service training, school appointment and induction, CEO induction, teaching tasks and general comments.

3. Do you have any questions or comments before we begin?
Please feel free to add any questions or comments as we proceed.

4. *Check any missing biographical details from the questionnaire.*

5. You indicated the areas of teacher education you would like to see improved as
Can you detail why you chose these areas? How were these areas lacking in your pre-service training?

The teaching of Religious Education was poorly dealt with for most graduates in this study as was communicating with parents. How do you think the training universities should respond to this?

6. You responded that you are *very satisfied/satisfied/dissatisfied/not concerned* about your appointment to this school. What aspects of the selection and appointment process made you feel this way?
Do you think this was a stressful time for you?
How could this level of stress been eased by the school to which you were appointed or by the Catholic Education Office?

7. Most of the beginning teachers in this study visited their school before taking up appointment there. What advice would you give any graduate contemplating visiting their school, even if they were the ones to initiate the visit?
What form of visit do you think would be the most useful?
Do you think a staff handbook outlining policies and procedures would be useful?
What sorts of information would you like to see included in this handbook?

8. The Ministry of Education has provisions for finding accommodation, transport of personal effects and subsidised accommodation for country placements. Do you perceive the Catholic Education Office should make similar provisions?

9. Similarly the Ministry of Education has teacher liaison personnel who are responsible for the induction of beginning teachers. Do you perceive this is necessary in our system?

10. The Ministry of Education has in place policy and procedures to appraise the performance of beginning teachers in their initial years. What do you see to be the advantages and disadvantages of this?

Should the Catholic sector introduce such measures?

11. Very few of the beginning teachers in this study were given any concessions in their initial teaching, yet the literature suggests concessions should be made. What type of concessions do you think beginning teachers should be afforded?

12. Do you believe that a mentor appointed to assist you would be a good idea for beginning teachers?

Any comments on the type of person that would be appropriate for this role?

Any special considerations that could affect this relationship?

13. The CEO provides Accreditation A for beginning teachers and most in this study reported the benefit of this. What do you think could be added, or how could this be improved to assist beginning teachers?

Kimberley teachers: You attended a five day intensive induction programme to assist with your appointment. What aspects were treated in the course and which did you find most beneficial?

Could any of this be applicable to beginning teachers elsewhere in the state?

14. If you could have your first semester of teaching over again, what would you like to see happen to ease the transition from the university to teaching?

15. Beginning teachers in this study indicated that assessing students' work; discovering the level at which to teach; teaching Religious Education and communicating with parents were the tasks they had the most trouble with.

In what ways could the universities help to alleviate these concerns?

In what ways could the administration of the school assist with these concerns?

16. Are there any further comments you would like to make on any of the above areas, on induction in general or any aspect of your first semester of teaching?

17. Many thanks for your assistance in this study and for your generosity of time in completing the Teacher Induction Questionnaire and also in participating in this interview, which has been most beneficial.

Principal Interview Schedule

1. Thank you for agreeing to participate in this interview, further to completing the Principal Induction Questionnaire. The purpose of the interview is to clarify some responses and to gain some deeper insights into your experiences in your first year of teaching. I wish to remind you that all responses will be treated with the strictest confidentiality and no names will be divulged in any form of the report.

2. The interview will follow the same basic format of the questionnaire, that is, general background information, pre-service training, school induction, beginning teacher's needs and general comments.

3. Do you have any questions or comments before we begin?
Please feel free to add any questions or comments as we proceed.

4. *Check for any missing biographical data.*

5. Most principals in the study were satisfied generally with the competence of the beginning teachers, yet felt that their confidence sometimes exceeds their competence.

Did you find this to be the case?

Why do you think principals made this comment?

6. How do you think the training universities can assist in better equipping their graduates to face the realities of the teaching profession?

7. Would you agree that the training institutions can, at best, prepare the beginning teacher to enter the profession and much on-going support needs to occur at the school level?

What forms of support would you suggest the beginning teachers require?

How would you envisage these forms of support be implemented?

How could the Catholic Education Office and regional offices assist in this support process?

8. Most principals in this survey placed a limited responsibility on the Union and the Parents and Friends Association in inducting the beginning teacher.

What ways do you think the Union could assist at either the training or school level to assist the beginning teacher?

Do you think the Parents and Friends Association could assist in more community based induction to supplement the school's induction process?

9. What activities could a supervisor/mentor or principal initiate in their school to assist the beginning teacher with their teaching tasks?

10. Most principals in this study advocated the use of mentors and intra-school and inter-school visits, yet few utilised this strategy in their own schools. Why do you think this contradiction exists?

11. Most beginning teachers visited their school prior to taking up appointment. Do you consider these to be of value and what form do you think would be of most benefit to the beginning teacher?

12. The Ministry of Education has several policies and procedures to assist the beginning teacher including provision of subsidised accommodation, central register of school profiles, transport of personal effects, teacher liaison and performance appraisal.

What are the merits of these and do you think the Catholic Education Office should consider adopting any of these, especially for country placements?

13. Most principals in this study found that the beginning teachers needs were in the areas of assessing student work, evaluating own teaching, allowing for individual differences, communication and teaching Aboriginal or non-English speaking children.

Do you see this is a fault of their pre-service or areas for the school to concentrate on?

How could the school assist in these areas of concern?

14. Any comments in general on how the Catholic Education Office, regional offices or your school could improve the induction of beginning teachers to ease their transition and make them more productive teachers?

15. Any general comments about any of the above points we have discussed or any comments you would like to add about induction in general?

16. Many thanks for your assistance in this study and for your generosity of time in completing the Principal Induction Questionnaire and also in participating in this interview, which has been most beneficial.

Teaching University Administrator Interview Schedule

The following interview was conducted with the Dean of Teacher Education (or his/her Assistant) at the selected Universities.

1. The purpose of this study is to identify what the current induction procedures are in Western Australian Catholic primary schools and to compare these practices with the literature and research on what should be happening. Part of the study instruments, that is, questionnaires and interviews with beginning teachers and principals dealt with their preparedness to teach, that is the role of the training institutions. The purpose of this interview is to communicate some of the findings to you for your comment.

As with all other instruments used, the names of respondents will be treated confidentially and will not appear in any form of the report.

2. Do you have any questions or comments before we begin?

Please feel free to ask questions or make comments at any time as we proceed.

3. School administrators may perceive, from an historical point of view, that all teacher training institutions role is to prepare graduates for the nitty gritty of the teaching profession.

How would you respond to this perception?

What do you see is the role of training universities?

4. Would you agree with the statement that the training institutions can, at best, prepare the beginning teachers to a point of readiness to enter the profession and much assistance needs to be given at the local school level?

What role then does the school have in taking up where the universities leave off?

5. Would you consider that the course you offer for teacher trainees is academically demanding?

Would you consider that the course prepares them to be effective in the basic curriculum areas?

6. Obviously, all the beginning teachers in this population were employed in Catholic schools and are required to teach Religious Education. Many of the beginning teachers felt ill-equipped to teach this subject. What is the university currently doing to assist in equipping graduates in this area?

7. Similarly, some graduates are employed in rural areas with a significant number of Aboriginal children or English as a Second Language in their class. What provision does the university make in preparing graduates for these circumstances?

8. Communicating with parents and administrators was an area of concern for the beginning teachers and principals. What role does the university have in communication skills?

9. Would you agree that the on-going support for beginning teachers could be conceptualised as "pre-service - induction - professional development (in-service)? How could the institutions of universities and schools work closer together to assist the beginning teachers in their tasks?

Would you consider the role of a university liaison officer whose role was to follow up on beginning teachers to see how they have adjusted?

Could a role of liaison officer at the Catholic Education Office communicate with the universities on aspects of teacher preparation that concerns the Catholic system?

10. Would you envisage a more active role for the Unions, either SSTUWA or ISSOA, in assisting trainees in their preparation?

11. In this age of community education and demand for educational institutions to be more accessible to the public, do you consider a role for the university to offer professional development courses for staffs, not just as part of further studies?

12. Any general comments about any of the above points we have discussed or any comments you would like to add about teacher preparation or induction in general?

13. Many thanks for your assistance in this study and for your generosity of time by participating in this interview, which has been most beneficial.

Catholic Education Office Administrators Interview Schedule

This interview was conducted with a liaison officer appointed to deal with the study, who was employed in the Management and Staffing Section of the Catholic Education Office.

1. The purpose of this interview is to communicate some of the findings of the study for your comment and to elicit how the Catholic Education Office perceives its role in the induction of beginning teachers in Western Australian Catholic primary schools.

As with all other instruments used in this study, the names of respondents will be treated confidentially and will not appear in any form of the report.

2. In 1983 the Catholic Education Office produced a booklet titled "The Newly Appointed Teacher: Induction Guidelines for principals of Catholic Schools in WA". In the foreword it claims that the booklet was prepared in response to a need expressed by many principals of Catholic schools in WA.

Do you perceive that induction of beginning teachers is still important in our schools?

Do you believe that the strategies listed in the booklet are been used in our Catholic primary schools to assist the induction of our beginning teachers?

Do you believe that as a whole, our beginning teachers are being catered for to ease their transition from teacher training to the teaching profession?

3. The study indicated quite strongly by responses gained from beginning teachers and principals that in fact, on the whole, little induction was being implemented to assist beginning teachers in their initial year of teaching.

How would you respond to this?

Does the Catholic Education Office perceive induction to be important?

4. Most respondents in the study found Accreditation A to be of benefit, yet made suggestions for a varied presentation manner.

How does the new Orientation and Accreditation programme cater for this?

5. Most principals in the study advocated concessions be given to the beginning teachers in the form of mentors, a reduced teaching load, inter-school and intra-school visits, yet were hampered by staffing levels and financial constraints to implement these strategies.

How important do you perceive these strategies?

Are the principals' perceived constraints to implementation correct?

What can the Catholic Education Office do to assist in this area?

6. The role of an Induction Liaison Officer was suggested in the study, whose role would include collating school profiles for prospective beginning teachers, to liaise with the training institutions on the training requirements of beginning teachers in Catholic primary school, etc..

Do you see the need for the establishment of such a role, or is it currently catered for in the Office structure?

7. The role of mentor was considered by respondents in the study and the proposed induction model in the study suggests that mentor training could be incorporated into the Accreditation C or D components.

Do you perceive a need for this training and could it be included in the Accreditation programmes?

8. The 1983 induction booklet states that induction is the dual responsibility of both central office and the local school.

What initiatives could you see either institution implementing to assist in the induction of beginning teachers?

9. In the Kimberley region, beginning teachers are afforded a five day in-service programme that deals with the particular needs of teaching in this area, and the Bunbury region has recently adopted professional development courses and networking sessions specifically for beginning teachers

What role can you see the regional offices taking in assisting the induction of beginning teachers?

10. The induction of beginning teachers needs policy, procedures and resources, both personnel and financial, to be effective.

How should the stakeholders - central office, regional offices and the local schools - be involved in this process?

11. Any further questions or comments on induction in general or the role of the Catholic education system in this process?

12. Many thanks for your time in participating in this questionnaire as it was of great benefit.