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The Induction Process for Teachers: A case study

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The Induction Process for Teachers: A Case Study

A Project by
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Submitted at the Lebanese American University in Beirut
In partial fulfillment of the requirements
For the degree of

Master in Education

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To my beloved mother, whose support and love I will always remember.

Acknowledgments

I would like to thank all the supportive professors at LAU whose professionalism and wisdom I have but to learn from. Dr. Mona Nabhani, thank you for your dedication and support with the courses at LAU and with the MA project. Thank you for your patience and your great advice.

Dr. Ketty Sarouphim, you've taught me so much during my years at LAU Jbeil and Beirut. Thank you for all your support and guidance throughout my education. Your profound knowledge and love of education have taught me so much and have helped me mature. You are a special person who I will always remember.

I would also like to thank Dr. Rima Bahous whose energy and character I admire. Thank you for your support during the last year at LAU.

I cannot forget to thank my supportive husband Jean, who, from day one, encouraged and supported me through this journey. Your faith in me helped me accomplish all that I've dreamt of achieving. Thank you for your unconditional love.

Lastly, I would like to thank my parents who have supported and guided me throughout my education. Thank you mom and dad for your confidence and support during each milestone in my life. Without your presence in my life, nothing could have been possible.

Abstract

The purpose of this study is to investigate the following areas of induction programs: components, effects, principals' roles, and mentors' roles. The target school, located in the suburbs of Beirut, Lebanon, has 759 students and 112 staff members, most of whom come from the middle socio-economic status. Data were collected through the use of questionnaires and semi-structured interviews. Frequency counts were used for the analysis of questionnaires and interviews were transcribed, categorized, and analyzed. The results of both interviews and questionnaires were compared and found in harmony. Results showed that teachers have good relations with their directors. However, providing teachers with a handbook may serve useful in learning the school's rules and regulations. Also, results show that earlier hiring and recruiting may help in preparing teachers for their teaching profession. The results were found to be in harmony with those in the reviewed literature.

The Induction Process for Teacher: A case study

Chapter One

Induction is the process of assisting and training new teachers during the first years of teaching (Wong, 2001). As the first years of teaching can be very demanding, induction programs offer teachers support and encourage a more efficient teaching profession. In this chapter, the following areas will be introduced: the context, the purpose and the significance of this study, operational definitions, research questions, and methodology.

Context of the Study

Several studies were conducted on teacher induction programs (Brown, 2002; Wong, 2001; Wong, 2004; Feiman-Nemser, 2003; Heller, 2004; Ingersoll, & Smith, 2004; Kardos, 2004; Johnson & Ridely, 2004). Wong (2004) stated that the aims of induction programs should be: to prepare and mentor teachers, and to decrease teacher turnover. Ingersoll & Smith (2004) argued that developing a mentoring system diminishes teacher turnover. In a similar study, Marshak & Koltz (2002) asserted that induction programs should positively affect both teachers and students. In addition to this, Johnson & Ridely (2004) stated that mentors in induction programs should possess qualities such as good listening skills, warmth, interest, humor, empathy, and interpersonal skills. These researchers give us insight into the components and effects of induction programs and into principals' and mentors' roles. Qualitative and quantitative methods were used to address these research questions.

The Purpose of the Study

The aim of this paper is to better understand the functions of induction programs so that teachers' first years of teaching serve as learning experiences. The purpose of this study is to investigate the following areas of induction programs: components, effects, principals' roles, and mentors' roles. These aspects will be analyzed through a case study conducted in a private school in Lebanon. As the school does not have an induction program, the aim of this research is to investigate support systems for beginning teachers and to familiarize directors and teachers with underlying principles of teacher induction programs.

To assure the school's confidentiality, the school fictional name is The Sunshine School. This school was chosen for this research because of personal teaching experiences which entailed a personal need for better guidance and training during my first years of teaching. The Sunshine School is a Christian school, located in the suburbs of Beirut. It has two branches, one was founded in 1973 and the other in 1991. Both branches consist of 759 students and 112 staff members, most of whom come from the middle socio-economic class. All of the teachers have a Bachelor's degree and/or a teaching diploma.

Significance of the Study

Several studies were conducted in the West on induction programs for teachers, however to my knowledge; there is no Lebanese literature on induction programs. Therefore, this study encourages researchers to examine existing teacher support systems in Lebanese schools. The aim of this study is to scrutinize the best

methods for implementing induction programs in schools. Also, as The Sunshine School does not have a formal mentoring system and an induction program, this research will be useful for their development.

Operational definitions

Induction: Induction is the process of assisting and training new teachers during the first years of teaching. Wong (2001) stated that its purposes include “ (1) easing the transition into teaching, (2) improving teacher effectiveness through training in classroom management and effective teaching techniques, (3) promoting the district’s culture- its philosophies, missions, policies, procedures, and goals and (4) increasing the retention rate for highly qualified teachers” (Wong, p.2).

Mentor: A mentoring relationship must exist between an experienced teacher and a new teacher and its purpose must be for training and directing. According to Willey (2004) “It benefits not only the mentee, but the mentor, the school system and the teaching profession as a whole” (p.60).

Protégé or Mentee: “The less experienced person” (Dubrin, p.X).

Study Objectives and Research Questions

Based on the study objectives, the following research questions were addressed.

Study Objectives	Research Questions
To analyze components and effects of teacher induction programs.	What kind of support do teachers get in schools?
To identify directors' and mentors' roles in teacher induction programs.	What kind of support should directors and teachers provide?

Methodology

This study uses a combination of quantitative and qualitative methods for collecting data. According to Bryman (1998), quantitative research uses hard, reliable data and considers "... the social world as external to the observer" (p.3). In contrast, qualitative research uses rich data and views "... the social world as being constructed by the observer." (p.3). Examining both quantitative and qualitative data gives two different, but complementary perspectives of the phenomenon being examined.

Data were collected through the distribution of questionnaires, and conducting semi-structured interviews with teachers and directors. Questionnaires were distributed to 81 elementary, middle, and high school teachers with different years of teaching experience. The sample for the teacher interviews was teachers with a maximum of three years experience at the target school. In choosing this sample, teachers who had worked for three years or less were listed alphabetically. A systematic sample of every third name was chosen (Schloss & Smith, 1999). Each

teacher was interviewed individually in a secluded room. The sample for the director interviews was two directors; one elementary and one middle-high school director.

This paper is research based and is organized in the following fashion: chapters two and three pertain to the literature review and methodology of the study; chapter four presents the results of the semi-structured interviews and questionnaires; chapter five reveals the analysis and discussion of results; and chapter six pertains to the concluding chapter.

Chapter Two

Literature Review

Several researchers examined teacher induction programs. In this study, the focus is on the following aspects of teacher induction programs: components of teacher induction programs, effects of teacher induction programs on teachers' performance, and directors' and mentors' roles in supporting teacher induction programs. Diverse research regarding these topics was scrutinized.

Components of teacher induction programs

Induction programs can make a difference in a teacher's career, particularly when the components of such programs serve to be effective. The process of teacher induction involves systematic training for professional development, mentoring systems, and proper support by teachers and directors. Wong (2004) proposed that teacher induction programs are recognized as being effective if they: (1) prepare novice teachers through a series of networks, workshops, and classroom observations; (2) provide support from mentor, administrators and staff developers; and (3) retain teachers through proper training and support. According to Schmidt and Wolfe (1980), mentors support novice teachers by functioning as role models, consultant-advisors, and sponsors.

In addition, trainings and workshops are essential for the development of teacher skills. Wong (2004) asserted that effective induction programs should aim to have five or six workshops before the beginning of the school year, as well as systematic programs for professional development, models for effective teaching

practices during the pre-service and mentoring process, and demonstrative classrooms that serve useful for protégés.

Along the same lines, other researchers proposed common themes to be addressed in induction programs to meet both the teachers' and the students' needs. These included becoming familiar with a school's culture and developing skills for enhanced teaching. Marshak & Koltz (2002) stated that protégés should be familiar with the school's ethos and traditions, the community's goal on education, and the schools' policies and procedures. The researchers also depicted that protégés need to be skilled at delivering instruction to meet students' needs, engaging students into a higher level of learning, developing better planning for student instructional opportunities, and integrating technology within the school. The outcome of learning such skills increases students' and teachers' potential and enhances their attitudes about learning and teaching.

It is in the interest of all schools to retain good teachers and consequently increase student progress. With such goals in mind, induction programs aim at teaching novice teachers how to create a safe and enriching environment for students, how to link instruction to assessment, and how to develop a supportive relationship with parents. Feiman-Nemser (2003) stated that when developing induction programs directors need to address the following issues: curriculum implementations, students' needs, and delivery of subject areas. The research also stated that support in induction programs must go beyond emotional support by providing teachers with techniques on how to create a safe learning environment, how to engage students in worthwhile learning, and how to work effectively with parents.

Further research has been conducted in developing teacher induction programs.

Research has shown that some programs feature the following components:

orientation, retreats, seminars, mentoring, coaching, classroom observations, and observation of other teachers. Kardos (2004) studied three induction programs and came up with a detailed description of the key aspects of induction programs. These features include: (a) *Orientation*: Two days of orientation are dedicated to new teachers during the first weeks of the scholastic year, so they become familiar with the community, the district, the culture of the school, their new colleagues, and expectations of teachers; (b) *Retreat*: Teachers share ideas with each other about the retreat's topics and about their teaching. The aim of the retreat is to allow teachers to bond and to develop friendships; (c) *New teacher seminar*: Seminars are held twice a month to discuss topics such as student discipline, parent relations, and support programs; (d) *Mentoring*: Mentors and mentees are paired on a one to one basis. Veteran teacher and novice teacher share the same preparation times, office space, and course assignments. Mentors are released from extra work and are given training sessions for the improvement of mentoring skills; (e) *Coaching from program coordinators*: The coordinators role is to provide novice teachers with support. Support includes providing teachers with new ideas for classroom lessons, guiding teachers on how to write proper lesson plans, and training teachers on how to deal with students; (f) *Classroom observation*: Twice per semester, the program coordinator observes the new teachers at work. The observations are followed up with suggestions for improvement, other observations or recommendations to observe others; and the final component is (e) *Observing others*: New teachers are released from supervisory duty to observe other teachers.

As shown above, the components of an induction program are many and their implementation requires dedication. As the aim of such programs is to increase teacher and student progress, it is crucial that educators recognize the effects of such programs to acknowledge their benefits or misfits.

The effects of teacher induction programs

In addition to the components of induction programs, this chapter reviews the benefits of such programs. Schools with successful induction programs have better mentoring programs, score highest on the areas of management and promote a positive learning environment (Angelle, 2002; Wong, 2004; Kardos, 2004). A study conducted by Angelle (2002) revealed that teachers who had been exposed to better induction programs demonstrated excellence in presenting subject matter, presented material in a developmentally appropriate way, encouraged high order thinking, and encouraged student participation. On the contrary, beginning teachers who had been exposed to poor induction programs scored highest on the areas of managing routines and transitions, but scored lowest in adjusting lessons and in promoting and encouraging high order thinking.

Research has also revealed that an association exists between receiving induction or mentoring support and teacher turnover. A study conducted by Ingersoll & Smith (2004) showed that teacher turnover depended on which type and how much support beginning teachers received. The strongest factors for reducing levels of turnover include having same-field mentors, planning time with same-field mentors, regular schedule for cooperation with colleagues, and networks with teachers.

Teachers who had had such support during their first year were less likely to leave school during the first year. Data also revealed that teachers usually received more than one type of support. Results depicted that schools that did not provide teachers with any sort of induction had a 40% probability of turnover at the end of the first year. Schools that provided teachers with the above four induction components had a turnover probability of 28%. Schools that provided six induction components: same-field mentors, planned time with same-field mentors, regular scheduled cooperation with colleagues, induction program participation, seminars for beginning teachers, and good connections with leaders, had a 24% probability of turnover. Finally, schools that offered full induction programs including the six components, in addition to participation in external networking and a reduction of the number of course preparations while mentoring, had a 20% probability of turnover. The results of this study clearly illustrate that novice teachers and schools benefit most from induction programs that provide teachers with ample support. Along the same lines, Wong (2004) stated that organized induction programs, with plenty of support, can encourage professional development of new and veteran teachers and develop a passion to stay in the profession and develop into leaders.

In conclusion, studies have found that successful induction programs enhance students' higher-order thinking skills, and increase students' participation in class. Induction programs that encourage protégés to participate in seminars for professional development and to develop good connections with leaders, serve more rewarding for both teachers and students (Ingersoll & Smith, 2004, Angelle 2002; Kardos, 2004).

In addition to examining the components and effects of induction programs, this research also examines the essential roles of the directors in induction programs.

Director's support

Directors work regularly on training, supporting and retaining teachers. Administrative support including developing a profile for teachers, establishing a professional relationship with teachers, and encouraging classroom visitations, can diminish the rate of teacher turn-over. In her study, Brown (2002) examined the directors' responsibilities for inducting teachers in low-performing schools and focused on the implications of the induction process for the retention of teachers. Brown (2002) depicted that administrators must develop a portfolio of every teacher. This portfolio may include the teachers' strengths, weaknesses, pattern of growth, classroom practices, learning in context, classroom management, discipline, selection and use of resources, and aligning the curriculum to meet students' needs. In addition to the portfolio, administrators should develop a professional relationship with the novice teachers by maintaining an open door policy and by talking with and visiting the novices' classroom. Also, administrators should create a schedule for visitations, plan conferences after the visitations and provide novices with growth activities to meet their needs.

Just as important as investigating directors' roles in implementing induction programs is examining the effectiveness of the directors' roles through teachers' perceptions. Quinn & Andrews (2004) investigated teachers' perceptions of their director's support by distributing questionnaires to 182 first year teachers. Results

confirmed that first-year teachers wished they had better orientation, and better guidance from their director regarding policies and procedures, how policies work, location of resources and materials, operation of phones, the location of sections of the school and the rules governing them, the protocol of setting up parent-teacher meetings, contact information, the procedure for turning in grades and attendance, the disciplinary procedures, and other classroom management issues. To assure that novice teachers develop a better understanding of the school setting and procedures, the researchers suggested that a handbook, containing information about the school's policies and procedures, be compiled for novice teachers.

An induction program can be effective only if it is supported by directors and a team of professional educators. In developing an effective induction program, directors must show enthusiasm, support, and empathy towards the novice teachers. Menchaca (2003) stated that in showing support, directors should place novice teachers in classrooms where they will grow, learn, and feel successful. Along the same lines as Quinn and Andrews (2004), the researcher stated that support can also stem from providing teachers with resources for curriculum guides to state-objectives, teaching materials, and assessments. Also, to familiarize the novice teachers with the school's system, directors can set up orientation meetings where novice teachers become familiar with policies and procedures, and where professional growth is encouraged.

In addition, directors also have the responsibility of supporting mentors by allowing them the time and the means to mentor, and respecting their confidentiality. Directors can support mentors and protégés in several ways. First, leaders need to

recognize the time and the effort of mentoring processes by freeing the mentors from other duties in the school; second, leaders need to respect the confidentiality between mentors and the mentees; third, mentors and mentees need to have common preparation times; and fourth, groups should be encouraged to team teach (Heller, 2004; Ganser, 2002). Providing mentors and mentees with such support allows for a healthier and more productive mentoring relationship.

In addition to allowing time for the mentor and mentee relationship to develop, it is also the directors' duty to assess the mentoring program by examining teachers' opinions about the induction process, analyzing teaching practices, evaluating teachers' reflections on school activities, and surveying exiting teachers. Marshak & Koltz (2002) asserted that certain strategies can be employed by directors and induction mentoring staff to assess the progress of the mentoring program. These strategies include: (1) distributing attitudinal surveys to address issues and problems encountered by teachers, (2) improving teacher effectiveness by mentoring disciplinary referrals, instructional delivery, and analyzing test results, (3) promoting school culture by having teachers reflect on interaction inside and outside the school and analyzing the reflections; and (4) increasing teacher-retention rates by examining them on a yearly basis, and surveying exited teachers for the modification of induction programs. The assessment of induction programs is especially important because it forms the basis of improving and maintaining the elements of such programs.

In conclusion, directors must support novice teachers by familiarizing them with the rules and regulations of the school, and by developing seminars for novice

teachers' professional growth (Menchaca, 2003). As directors have a major impact on administering teacher induction programs, they are the very essence of making such programs work. Just as important as directors' support, is the support provided by mentors. As mentors have the most contact with novice teachers, cautious decisions need to be made in selecting and training mentors to guide and teach novice teachers.

Mentor's support

Mentors need to possess skills that serve effective in teacher induction programs. Although mentors are teachers in profession, possessing the qualities of a teacher is not always enough for taking on mentoring roles. Capable mentors need to acquire the proper skills in mentoring. However, before the mentoring process begins, mentors need the time to rethink their philosophies of teaching and understand the skills required for becoming mentors (Brown, 2002; Johnson & Ridely, 2004).

According to Feiman-Nemser (2003) induction programs should offer mentoring teachers the opportunity to clarify their vision of good teaching, to investigate good models of mentoring, to develop skills of observing and talking about teaching in an analytical, nonjudgmental way, and to learn how to assess teacher progress and their own practice as a mentor.

Moreover, mentors need to possess qualities that encourage successful mentoring practices. Menchaca (2003) asserted that mentors should have six essential qualities. These include: (1) commitment to mentoring; (2) acceptance of the beginning teacher; (3) skills in providing instructional support; (4) effective interpersonal skills; (5) appropriate model for continuous learning; and (6) ability to

communicate optimism. The researcher claims that possessing proper skills in mentoring is essential for the development of the mentor-mentee relationship.

Furthermore, training involves making certain that mentors are professionals in their field. According to Brown (2002), mentors need to possess good interpersonal skills and professional expertise. Part of the training involves administrators and mentors meeting to discuss issues like developing confidentiality, asking novice teachers probing questions, identifying the novice's areas of weakness, and preserving the novice's dignity.

Just as essential as possessing proper skills, is developing a strong relationship between protégés and mentors. Mentors who possess good characteristics tend to promote successful relationships with their protégés. Johnson & Ridely (2004) stated that important ingredients for the growth of a mentor-mentee relationship include: showing warmth, listening actively, and showing interest. For continual growth of the relationship, researchers stated that mentors should be non-judgmental, embrace humor, avoid perfection, be trustworthy, and respect the mentees' values.

In addition to training teachers with the skills to become efficient mentors, mentors need to be aware of novice teachers' needs upon entering the teaching profession. New teachers need a mentor to help them deal with the diverse groups of children with different needs, abilities and interests. A mentor teacher has the role of encouraging the novice teacher to become self-reliant. According to Saban (2002), in practicing self-reliance, mentors and new teachers conduct meetings so as to reflect on their teaching experiences and to look up possible solutions to teaching dilemmas.

Saban (2002) emphasized that mentors and novice teachers should meet on a weekly basis to collaboratively reflect on teaching issues regarding successful events, events that need improvement, and techniques used for improvement. The mentors' role is to guide novice teachers to reflect on their teaching experiences and to help them better understand their teaching philosophy. Such "reflective practice" (Saban, p.837) is a vital tool for the development of professional growth.

Mentoring teachers' roles differ from school to school. Teachers in less effective schools had insufficient mentoring roles when compared to the roles taken by teachers in more effective schools. Angelle (2002) stated that mentors in less effective schools had limited roles in the novices' socialization process such as completing paperwork, observations, introducing new teachers to faculty, and /or informing novices about workshops which they had an option to investigate. Mentors at more effective schools offered hands on support including moral, emotional, and social support, counseling and conducting meetings regarding classroom management, lesson plans, and parent/teacher conferences. Angelle (2002) found that mentors at more effective schools took on three roles of mentoring: the coach, the model, and the professional development specialist. Mentors at less effective schools, on the other hand, took on the limited role of the coach for assessment preparation.

In conclusion, the various studies discussed on teacher induction programs serve the purpose of understanding their components and effects, as well as recognizing the vital roles of directors and mentors. Their purpose is to enlighten the novice teacher of the elements that make up the teaching profession, to support and

educate new teachers for the sake of teacher retention, better student achievement, and professional growth (Feiman-Nemser, 2003; Marshak & Koltz, 2002, Wong, 2004; Kardos, 2004).

The following chapter, chapter three, presents the methodology and instruments used to collect data that will help address the research questions: What kind of support do teachers get in schools? What kind of support should directors and teachers provide? The methods used to collect data for the research questions included the distribution of questionnaires to teachers, and interviews with teachers and directors.

Chapter Three

Method

In this chapter, the following areas are addressed: the sample and the sampling method, instruments, validity and reliability, triangulation, procedures, and analysis of the study.

Sample

The sample for the questionnaire included eighty-one novice and veteran elementary, middle, and high school teachers. Interviewees included one director of elementary school, one director of middle school and high school, and 5 teachers from elementary, middle and high school departments. In choosing the sample for teacher interviews, a systematic sampling procedure was used (Schloss & Smith, 1999). Teachers who have worked for a maximum of three years were listed alphabetically and every third name on the list was chosen. Each teacher was interviewed individually in a secluded room. All interviews were audio-recorded, transcribed, and analyzed. Questionnaire and semi-structured interview questions were based on the project's research questions and were developed from the review of literature (Feiman-Nemser, 2003; Marshak & Koltz, 2002, Wong, 2004; Kardos, 2004; Johnson & Ridely, 2004).

Instruments

The instruments used in this research include questionnaires and semi-structured interviews. A combination of qualitative and quantitative methods was used to study the research questions at different levels. According to Schloss & Smith

(1999), questionnaires serve the purpose of attaining information about characteristics, attitudes or beliefs. Interviews offer the advantage of offering large amounts of information. Items for the interviews and questionnaires were chosen after reading about the foci of this research, which include components and effects of teacher induction programs and directors' and mentors' roles in teacher induction programs. After reading and collecting the information on the specified foci, the literature was analyzed to create questions for the questionnaire and interviews.

A self-developed questionnaire was used for determining components and effects of induction programs, and directors' and mentors' roles in induction programs. One questionnaire was distributed to all elementary, middle school and high-school teachers to inquire about their induction experience in the school. In the questionnaire, subjects were asked to read the statements and indicate their agreement or disagreement along a five-point Likert scale, ranging from 1 meaning '*strongly agree*' to 5 meaning '*strongly disagree*'. A five-point Likert scale is advantageous because it inquires respondents to determine particular attitudes within the value range and it is easy to use and assess (Corbetta, 2003).

Thirty minute semi-structured interviews were conducted with the elementary and the middle/high school directors. The interviews took place in the directors' office. A 30-minute interview was conducted with two elementary teachers, one middle school teachers and two high school teachers, all of whom have worked at the school for less than three years. The ten open-ended questions asked in the interviews add depth to the questions in the questionnaire.

Validity and Reliability

Researchers need to insure validity and reliability so as to insure the proper use of instruments and the precision of results. According to Leedy (1993), validity refers to “the effectiveness of the measuring instrument” (p.26) and reliability deals with accuracy of results. In this research, validity was established by using triangulation of results and comparing results to the literature. To assure reliability of results, both questionnaires and interviews were computed and listened to repeatedly. In this research, validity and reliability are essential for determining effective instruments for data collection and precision of the results.

Triangulation

Combining methods to collect data adds depth to the questions. As the questionnaire administered in this study provides a broad perspective of the research questions, in depth interviews, conducted with teachers and directors, provide a detailed description of the research questions (Moor, 2000). As the same foci are examined in the items of the questionnaires and semi-structured interviews, one instrument verifies the other. The three methods of data collection: questionnaire, teacher interviews, and director interviews, serve the purpose of obtaining depth in the research questions.

Procedures

Before conducting this research, permission was granted from the directors of elementary school and middle/high school, and the proprietor of the school.

Questions were distributed upon their consent. After assuring participants that their names will remain anonymous, they were interviewed separately.

Analysis

The analysis of the questionnaires and interviews were based on the research questions. Frequency counts were used for the questionnaires with support from the interviews. As the sample is small, no sophisticated statistics were made. In analyzing the interviews, data were transcribed, categorized, and analyzed. Transcripts were reviewed and re-reviewed to sort relevant data under the categories of research questions. In analyzing data, information from both interviews and questionnaires were compared and contrasted to findings of other studies (Wong, 2004; Angelle, 2002; Ingersoll & Smith, 2004; Brown, 2002).

The following chapter, chapter four, presents the data collected from the interviews and questionnaires. The data collected from the interviews are grouped according to the research questions. The results of the questionnaire are revealed in a graph form.

Chapter Four

Results

The results of the interviews and questionnaire are categorized according to the following questions: What kind of support do teachers get in schools? What kind of support should directors and teachers provide?

Relevant information from the interviews will be placed under each question.

What kind of support do teachers get in schools?

The principals' interviews revealed the following. Mrs. Smith stated that the induction process was challenging because of the large number of new teachers. In preparing meetings for the start of the academic year, principals and teachers brainstormed important issues of discussion. According to Mrs. Smith, the program covers a whole range of things including "... how the discipline works, how the classrooms operate, the ethos of the school, and so on."

While interviewing Mrs. Rebecca about the components of the induction process, she stated, "I induced teachers to the system, the procedures in the school, and how to use the books." She also mentioned that meetings begin two weeks before the academic year. However, she stated "It would be nice if the new teachers can come in at the end of the old school year and maybe see what it is that they are going to be talking over. But, again in practical terms that does not usually happen." Similarly to Mrs. Smith's comment, teacher #2 stated that meetings cover learning the school's rules and regulations.

In addition to the directors' interviews, the teachers revealed their opinions about the time frame for hiring and recruiting teachers. Teacher #2 stated that

teachers should have an idea about the school program before the summer vacation so as to be better prepared for the academic year. Teacher #3 stated that she was not given the books until September and was not made familiar with the curriculum.

In addition to teachers' opinions about time of hiring and recruiting, teachers also revealed their opinion on teacher trainings. Teacher #4 stated that teachers should meet once a week to train one another on certain subject areas in the target school. The results of the questionnaire revealed that 63% of the teachers agreed to being given enough time to prepare for their teaching position. In addition, the results showed that 72% of teachers were informed of the school's rules and regulations and 73% were informed of the culture of the school.

Moreover, this research investigates interviewees' opinion on the effects of teacher induction programs. During the director interviews, Mrs. Smith stated that one effect of teacher induction programs is bringing about feelings of security within teachers. The results of the questionnaire revealed that 89% of the participants agreed that induction programs better prepare teachers for the teaching position and 97% agreed that induction programs help teachers feel more at ease.

While investigating the components of teacher induction programs, the interviews revealed that the induction program at the school informs teachers about the school's rules, regulations, and ethos. It was found that hiring and recruiting teachers should be completed months before the academic year.

What kind of support should directors and teachers provide?

During the interviews regarding directors' roles in teacher induction programs, Teacher #1 stated that the director is "...such a helpful person that it was so easy to see that whatever I needed I could talk to her and she would be able to help

me. Also, teachers 3, 4, and 5 described their director as being very caring about the staff and the students. Similarly, during the director interviews, Mrs. Rebecca stated that she is always available to answer any questions the teachers may have.

During the interview with the director, Mrs. Smith mentioned ways to maintain the efficiency of teacher induction programs. She suggested developing a “think tank” to encourage teachers to reflect on the induction process. She stated, “I guess that what I would do this time is have a think tank, probably at the end of this school year and reflect with the beginning teachers on what worked and what didn’t?”

In order to maintain the mentoring process in the school, part of this research aims at investigating if mentors exist within the school. During the interviews, Mrs. Rebecca stated that the school has mentors for Math, Arabic, and Early Childhood. In addition, Mrs. Smith declared her opinion about the characteristics of mentors. She suggested that mentors need to have “... excellent classroom practice and also good people skills.” She also stated that mentors should be non-threatening. Mrs. Smith continued to discuss pairing mentors and mentees. She stated, “I wouldn’t have a librarian as a mentor unless she was a mentor to a librarian and a typist would be a mentor to a typist. Yes, they would be always within their own field. It has to be within their subject areas.”

Teachers’ opinions about the matter were taken into account. When asked about teacher support, Teacher #1 and teacher #3 stated that the staff is very helpful and supportive. As the school follows the buddy system approach of pairing teachers, Mrs. Rebecca stating, “The buddy system is really good, but some of the people who are assigned to be buddies are really good at it and some of them are never where

they should be.” Similarly, the results of the questionnaire revealed that 49% of the teachers were assisted by mentors during their initial experience with the school.

In conclusion, rich subjective data were collected through the interviews. The interviews reveal that teachers meet two weeks before the academic year to discuss issues of discipline, classroom operations, and the school culture. However, the teachers’ comments illustrate that teachers need more time in preparing for their teaching position. Also, the directors’ interviews reveal that the school needs to improve its buddy system so as to insure that teachers practice their buddy duties properly. Moreover, data from the interviews and questionnaires show that directors successfully support and guide teachers throughout their teaching careers. However, results from the interviews and questionnaires show that there is a need for a better mentoring system. Finally, when asked about the effects of teacher induction programs, the results from both instruments show that teachers and directors agree that teacher induction programs prepare teachers for the teaching profession and bestow on teachers a sense of security.

Chapter Five

Analysis of Results

This chapter presents the analysis and discussion of data collected through questionnaires and interviews both of which are compared and contrasted to findings of studies presented in the literature review. The purpose of this study is to address the research questions set for this study.

What kind of support do teachers get in schools?

The interviewed principals and teachers revealed that the focus of discussion during the school meetings at the beginning of the year is subject matter, use of books, and school procedures including discipline, classroom operations, and the culture of the school (Chapter 4, p.30). Along the same lines, teachers stated that during the beginning of the year meetings, directors explain the school's rules and procedures (Chapter 4, p.30). However, the results of the questionnaire show that only 72 % of the participants were informed of the school's rules and regulations, and 73% said they were informed of the school culture (Appendix B). These findings are similar to Marshak & Koltz's (2002) in that the induction process aims at familiarizing, training, and supporting teachers with information regarding a school's culture, rules and regulations, and procedures for better development of students' needs. However, this study's findings contradict Quinn & Andrews (2002) who argue that the school should supply teachers with a handbook containing all the necessary information such as the school's rules, procedures, and management issues so as to assure that novice teachers develop a better understanding of the school's ethos and traditions.

Another finding from the interviews and questionnaires is that teachers were not fully prepared for their teaching position (Chapter 4, p.30-31 & Appendix B). The results from the questionnaire revealed that 63% of the teachers said they were prepared for teaching. Two of the participants stated that the school's culture was not clearly stated to them and that they had a tough start at the teaching profession (Appendix B).

As for hiring teachers, this study found that teachers were unsatisfied with the school's time frame of employing and recruiting new teachers (Chapter 4, p.31). As most of the teachers were new, they should be interviewed and appointed for a job months before the academic year so as to assure that they receive sufficient training. Also, as the school has a school-based hiring system, principals, directors, and teachers have the authority to device their own time frame for hiring teachers.

These findings are similar to Liu's (2004) finding that late hiring has several negative consequences which principals, directors, and teachers need to take seriously. The negative consequences include teachers feeling frustrated and pressured into taking the first teaching position offered to them, and having little time to prepare for their curriculum or classroom. Another negative consequence includes the school relying on impersonal, non-interactive practices when hiring teachers.

Although late hiring is sometimes inevitable, setting a date for resigning, hiring, and recruiting serve the purpose of offering all the teachers the same opportunities to become familiar with the culture of the school. However, to secure that the school has enough time to hire and to train teachers, teacher resignations should be submitted earlier than the 15th of May. Also, prior to accepting teachers into a school, to ensure that teachers meet the school's standards, extensive evaluation

on their performance in the classroom and performance with other teachers should be considered.

These findings are similar to Liu's (2004) finding that a hiring system should include interviews with representatives of the school community including teachers, parents, and administrators, teaching demonstrations, and observation of classes and staff meetings. The researcher affirmed that involving a wide range on interviewers has several benefits. First, it draws on teachers', parents' and even students' expertise in evaluating the novice teacher. Second, it allows interviewees to meet prospective colleagues and develop a better understanding of the school. Third, it encourages veterans to assist new teachers after they are hired. In addition to the hiring and training process, when affirming the efficiency of the induction process, 68% stated that it is efficient (Appendix B).

These results show that the school needs to consider ways to efficiently induce beginning teachers into the culture of the school. These findings are contradictory to Kardos's (2004) findings that teacher induction programs consist of orientation meetings during the first weeks of the academic year, seminars to discuss topics of interest, mentoring for novice teachers, coordinator support, and classroom observations.

To make an induction program more efficient, the interviewed teachers suggested developing training sessions amongst teachers in the target school and in other schools (Chapter 4, p.31). This finding is similar to Wong (2004) who stated that the support systems include a series of networks, workshops, and visitations for

effective classroom strategies, providing support from mentor, administrative and staff developers, and retaining teachers through proper training and support. The researcher also suggested that an induction program should entail what he called “Demonstration Classrooms” (Wong, p.5) where master teachers set up model classroom for novice teachers to observe effective classroom management techniques as well as “networks or study groups” (Wong, p.5) where curriculum leaders lead study groups aimed at building skills for conducting parent conferences, managing the classroom, creating lesson plans, and implementing cooperative discipline.

These findings also suggest that teachers were not familiar with the school’s curriculum before the start of the academic year (Chapter 4, p.31). According to Kauffman (2004), a curriculum can assist teachers with the challenging job of designing a lesson plan and provides direction on the important skills and topics, and how they are connected to each other. Using the curriculum can reduce teachers’ stress of preparing instructional activities and even lesson plans. Kauffman (2004) clearly states that teachers benefit most when they have access to curricula before the start of the academic year. To make an induction program more efficient, directors need to supply teachers with the curriculum before the start of the academic year so as to support them in developing better lessons for students.

In light of such evidence, the Sunshine School needs to show more support with regards to subject areas. Teachers should be supported with curriculum resources, course or grade level standards, teaching materials and assessment, and instructional strategies (Menchaca, 2003; Angelle, 2002). Accordingly, providing support satisfies the goal of excellence in teaching.

In addition, for more efficient induction programs, directors and teachers need to consider induction programs as long-term investments of support. Kardos (2004) argued that induction programs are efficient if they cater for all the teachers' needs, integrate program with the professional life and practice of the school, constantly change and refine the program, depend on outside resources for trainings and development, and use professionals to lead the induction programs. Implementing such strategies may increase the likelihood of having more efficient induction programs.

In conclusion, the results of the questionnaires and interviews reveal that providing teachers with a handbook encourages them to become more familiar with the school's rules, and regulation so as to develop familiarity with the school's culture (Andrews, 2004). Also, for an induction program to be efficient and meaningful to the novice teacher, training and development of teachers should be a continuous process that entails constant growth in the profession of teaching.

What kind of support should directors and teachers provide?

With regards to director support, an encouraging percentage of the participants agreed that their directors show ample support. Seventy-nine percent of the participants agreed that the director encourages teachers to become familiar with the culture of the school and shows support during the initial stages of teaching (Appendix B). However, the results do not specify the kind of support. In addition, 87% of the participants feel that the directors do their best in meeting the teachers' emotional, social, and occupational needs (Appendix B). Similar results were revealed from the interviews (Chapter 4, p.31-32).

This study's findings are contradictory to Heller's (2004) argument that support should also include encouraging teachers to think of teaching as a long-term career. Directors need to continually support teachers by distributing power, responsibility and tasks. It is the directors' job to make sure that all programs are running in accordance with the school's mission and vision, to distribute power, and to assure that all the plans are accomplished. By delegating power, teachers grow and make their own decisions, train the next generation, share knowledge with others, and do more than delivering information to students. Supporting teachers in such ways gives teachers more of a professional role, and assures that all the tasks and visions of the school are accomplished.

In addition to delegating power to teachers, directors can continually support teachers by taking measures to assure teachers' constant satisfaction. Directors can insure teacher satisfaction by collecting, analyzing, and reporting progress and if necessary, making amendments to the induction process (Ingersoll & Smith, 2004). During the interviews strategies for enhancing and maintaining teacher induction programs were mentioned. Accordingly, a "think tank" will be implemented so that teachers and directors can reflect on the induction program and brainstorm ideas for improvement (Chapter 4, p.32).

These findings are similar to those of Marshak & Koltz (2002) who argue that directors need to determine a program's effectiveness by distributing surveys to address teachers' problematic issues, improving teacher effectiveness and instructional delivery, allowing reflective thinking regarding interactions inside and outside the school, and analyzing reflections to guide induction teams on improving

the culture of the school. To further assess teacher-satisfaction, directors can also examine teacher-turnover on a yearly basis by surveying exited teachers for the modification of induction programs. As many teachers were new in the academic year of 2003-2004, directors need to question why such a large number of teachers left and find ways to retain the current teacher at the school. Such methods serve as being useful to better train and sustain novice and veteran teachers.

With regards to mentor support, although the school provides subject mentors, the results of the questionnaire show that 49% of teachers agree to being supported by mentors (Appendix B) The reason for this may be the relationship between mentor and mentee.

This finding is not in harmony with Johnson & Ridely's (2004) findings that important ingredients for the growth of a mentor-mentee relationship include: showing warmth, listening actively, and showing interest. For continual growth of the relationship, researchers stated that mentors should be non-judgmental, embrace humor, avoid perfection, be trustworthy, and respect the mentees' values. Moreover, Menchaca (2003) asserted that mentoring teachers need to possess qualities that encourage successful mentoring practices. These qualities include committing to the mentoring process, accepting beginning teacher, providing instructional support; promoting effective interpersonal skills; modeling continuous learning, and communicating optimism.

There is great demand on mentors to acquire all these characteristics. However, in order to attain the qualities of a mentor, teachers need to be trained at the art of mentoring. Before the school starts the mentoring process, mentoring teachers

need to clarify their vision of good teaching, investigate good models of mentoring, develop skills of observing and talking about teaching in an analytical, nonjudgmental way, and learn how to assess teacher progress and their own practice as a mentor. Training on such areas changes the course of mentoring from being ineffective to being helpful and useful to both mentors and mentees.

In addition, as the mentoring process needs a lot of time and dedication, the directors of the school need to support mentors by allowing them the time and the means to mentor. Mentors should be freed from other duties in the school, and should have common preparation times with the mentee (Heller, 2004; Ganser, 2002). Providing mentors and mentees with such support, allows for a healthier and more productive mentoring relationship.

The results of the interviews show that mentors and mentees from the same subject areas are paired (Chapter 4, p.32). Along the same lines, Ingersoll & Smith (2004) stated that one of the strongest factors for reducing levels of turnover is having same-field mentors and having common planning times. Furthermore, the directors stated that mentors should possess outstanding classroom practices, good people skills as well, and respect towards the novice teachers (Chapter 4, p.32). This definition of a mentor resembles that of Angelle (2002) who stated that mentors take the roles of a coach, a model, and a professional developmental specialist. This definition is also similar to that of Menchaca (2003) and Brown (2002) who declared mentors should possess effective interpersonal skills, commit to mentoring, show acceptance of beginning teacher, provide instructional support, and communicate to mentee.

During the interviews, Mrs. Smith and Mrs. Rebecca stated that they plan to reintroduce the buddy system at all levels in the school, however, are hesitant to do so because not all the teachers perform their duties correctly (Chapter 4, p.32). It is recommended that Mrs. Rebecca and Mrs. Smith plan well before reintroducing the buddy system. This is similar to DiGeronimo's (1993) finding that the aim of the buddy system is to provide new teachers with day-to-day support by experienced teachers who work at the school. Accordingly buddy teachers must be organized, have positive personalities, have excellent interpersonal skills, communicate well both verbally and written, be successful in the classroom, and demonstrate effective teaching strategies. As many of the teachers at the Sunshine School are new, it would be wise to have training sessions on the expectations and responsibilities of each buddy group. In doing this, teachers have a clearer vision of the goals of the program and consequence for not meeting expectations. Developing guidelines of what the buddy system entails and clearly stating the roles of each member, may serve useful for the implementation and success of the buddy system.

In analyzing principal and teachers support, there is evidence that the directors show constant support. However, to retain teacher satisfaction, directors need to monitor the program's progress and make amendments if necessary. When pairing couples for the mentoring process, to assure that mentors and novice teachers have time to meet, they need to have commonalities within their working schedules.

What are the effects of teacher induction programs?

Regarding the effects of teacher induction process, most of the teachers (89%) agree that the induction process better prepares beginning teachers (Appendix B). The teachers' opinions are similar to those of Menchaca (2003) who stated that induction

programs increase teacher retention and develop more competent, qualified, and satisfied educators. In addition, the researcher found that 97% of teachers nurtured by the induction process find the teaching profession as being rewarding during the initial years of teaching.

The directors of the school need to realize that good induction programs encourage better teaching practices. Angelle (2002) revealed that teachers who had been exposed to better induction programs demonstrated excellence in presenting subject matter, presented material in a developmentally appropriate way, encouraged high order thinking, and encouraged student participation.

In addition, when asked about the effects of the induction program, the interviewed directors stated that it gives teachers a sense of security (Chapter 4, p.31). As proper induction programs do make teachers feel more secure, their goal is also to develop a positive learning environment for students. In developing successful induction programs, The Sunshine School encourages a better learning environment for students. This inevitably leads to students achieving better grades, which in turn elevates the school's standard of education.

Moreover, successful induction programs also affect teacher turn-over (Ingersoll & Smith, 2004). When considering the target school's high rate of teacher turn-over during the academic year of 2003-2004, it is in the interest of the school to properly implement a teacher induction program that retains new teachers. However, directors need to be aware that retaining teachers is time consuming and strenuous. According to Heller (2004), retention of teachers is more cost-effective than recruitment. Accordingly, to retain teachers, schools need to extend the ideas of

professional development, developmental supervision, peer supervision, and teacher empowerment.

In summary, although the school does not have a set induction program, it has respectable standards of director support, and a knowledgeable staff that encourage induction programs. However, the results show that the teachers need better guidance in becoming familiar with the culture of the school, including the school's rules, regulations and procedures, need more time to prepare for their teaching position, and need more teacher support. In addition, teachers found the induction of new teachers to be inefficient. The studies reviewed in this chapter confirm many ways of developing and maintaining efficient induction program (Ingersoll & Smith, 2004; Marshak & Koltz, 2002; Wong, 2004).

Chapter Six

Conclusion

The aim of this research is to set forth steps for the development of a teacher induction program in a private school in Lebanon. As the school does not have an induction program, the research serves the purpose of evaluating how the school proceeds in supporting new teachers, how novice teachers are supported by teachers and directors, and the effects of induction programs on the teachers. The interviews and questionnaires used in this research were analyzed, compared, and contrasted to the findings reviewed in the literature.

To sum up the results of this research, this study states that even though teachers attend training sessions during the beginning of the year to discuss the school's rules and regulations, subject matter, use of books, and ethos of the school, there is a need for more training sessions during the academic year. This study also reveals that directors need to give new teachers enough time to prepare for their teaching position by devising an earlier hiring process for teachers.

Although the directors show much support for their staff, teachers benefit from delegated power. When power is delegated, teachers are given the chance to grow in their profession, to make decisions, to train the next generation of teachers, and to give a professional role of teaching. In addition, teachers are also in need of a better mentoring system in which each mentor and mentee is familiar with his/her role.

The target school has much potential for the development of a successful induction program. Yet, for its development, teachers and directors need to define the goals of such a program and work for its development. Directors have major roles in

seeing that the program is successfully progressing and that all teachers, veterans and novice, are satisfied with its development. Successful induction programs serve to benefit and affect all members in the school community.

Limitations

As the data are collected from only one school within a short duration of time, the results cannot be generalized to other schools. As not all the teachers responded to all the questions in the questionnaire the results of the questionnaire also serve as a limitation in this study.

Suggestions for Further Research

For further research, it is recommended that researchers evaluate whether developing an effective mentoring program affects students grades and achievements. Also, developing a guidebook for school principals and mentors would serve the purpose of explaining components of induction programs and evaluation strategies. In addition, conducting similar studies in private or public schools can serve the purpose of verifying the findings of this study.

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Appendix A
Questionnaire

I am interested to know your feelings about the following statements. Read each statement carefully and decide how you feel by circling only one number. Please respond to each item by using the criteria below. For confidential reasons, please do not put your name on the paper.

If you strongly agree, circle 1

If you agree, circle 2

If you are undecided, circle 3

If you disagree, circle 4

If you strongly disagree, circle 5

Definition of words:

Induction: The ways in which you were introduced to your current teaching job.

Culture: the ideas and beliefs shared by teachers.

Mentor: A trusted advisor.

	Strongly Agree	Agree	?	Disagree	Strongly Disagree
1. You were made familiar with the school's rules, regulations, and procedures upon your acceptance for the teaching position.	1	2	3	4	5
2. You were given enough time to prepare for your teaching position.	1	2	3	4	5

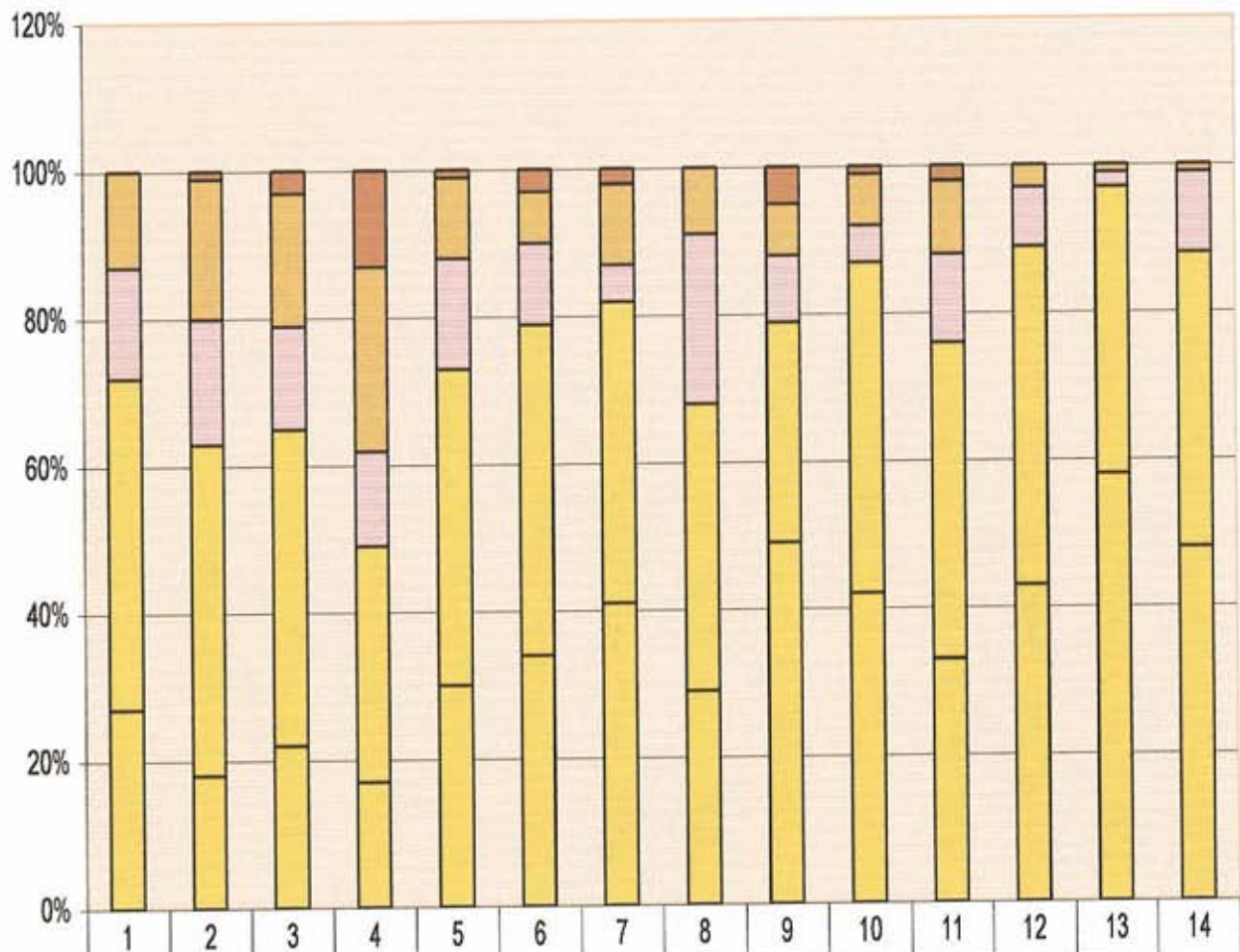
3. You were assisted by teachers and staff when you first started teaching.	1	2	3	4	5
4. A mentor was provided to assist you during your initial experience with the school.	1	2	3	4	5
5. You were informed of the culture of the school by the director and teachers.	1	2	3	4	5
6. Your director encouraged you to become familiar with the school culture.	1	2	3	4	5
7. You were introduced to most of the staff upon your acceptance as a teacher.	1	2	3	4	5
8. Your induction into the school was smooth and efficient.	1	2	3	4	5
9. You were supported by your director during your initial stage of teaching.	1	2	3	4	5
10. Your director continues doing his/her best to meet your emotional, social, and occupational needs.	1	2	3	4	5
11. You were informed of your director's role as head of your division.	1	2	3	4	5

12. The induction process better prepares teachers for the teaching position.	1	2	3	4	5
13. Teachers feel more at ease if they are properly induced into the school.	1	2	3	4	5
14. You would encourage your school to better induce teachers.	1	2	3	4	5

Additional Comments:

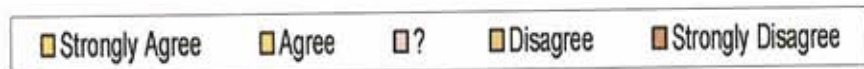
Appendix B

Results of Questionnaire



	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Strongly Disagree	0%	1%	3%	13%	1%	3%	2%	0%	5%	1%	2%	0%	0%	0%
Disagree	13%	19%	18%	25%	11%	7%	11%	9%	7%	7%	10%	3%	1%	1%
?	15%	17%	14%	13%	15%	11%	5%	23%	9%	5%	12%	8%	2%	11%
Agree	45%	45%	43%	32%	43%	45%	41%	39%	30%	45%	43%	46%	39%	40%
Strongly Agree	27%	18%	22%	17%	30%	34%	41%	29%	49%	42%	33%	43%	58%	48%

Questions



Additional Comments Made by Teachers:

“We are good and we can be better.”

“I feel blessed working with the current staff and teachers.”

“When I first came to the school, things were not properly introduced to me, but now things changed for the better.”

“I had a tough start. I had to find my way doing the right things throughout the years. It happened that I made it, but I believe that I was a special case. A guiding system would have greatly saved me from the struggle.”

Appendix C

Interview Questions

Interviews with Directors

1. How do you induce new teachers in the school?
2. When do you start the beginning of the year meetings?
3. What is your point of focus in the meetings?
4. Do you still have the buddy system at the school?
5. What is the role of mentors and directors in teacher induction programs?
6. What are the effects of teacher induction programs on teachers?

Interviews with Teachers

1. What were your expectations upon accepting your job position?
2. How long before the academic year were you appointed this job?
3. Did you have enough time to prepare for your teaching position?
4. Was the beginning of the year meeting beneficial for you?
5. How do you understand induction programs?
6. Do you think that teachers should be properly induced into the school? Why?
7. How were you induced into the school culture? Do you think it was affective?
8. How do you think teachers should be induced into the school?
9. How did you director help you in adapting to the school culture?
10. Were you assisted by any teachers?

Appendix D

Interviews with Directors

Interview I with Mrs. Smith

Can you tell me a bit about yourself?

I've been in Lebanon only for about well under 18 months. I arrived January before last. Initially we came here as consultants, but I took over as director in the summer of last year. So, that's a very short time to be in this country. I have a masters degree with honors and a teaching degree, and have taught at high school level in many countries, most recently in New Zealand and I been in administration in New Zealand in the last few years. I was responsible for all new teachers. We had what was called an induction program which ran for two years, and new teachers' orientation begins right at the beginning and continues on with visits. After that every teacher would have a buddy. Now the reason I did not do that here is because just about everybody was new so we couldn't buddy them, but that is a very good policy and I strongly believe in a mentor or buddy. So there was a mentoring system and usually it was a senior member of the same department. We also had fortnightly meeting after school where all the new teachers and we ran through programs. One of them was a very good classroom management program and different begin teachers would run the program that week and they would all discuss it.

When did you start the induction programs for all new teachers?

Most formally, in a week or two before the academic year. There were earlier things like the interviews and the classroom visits would begin maybe six months before because staff appointments were usually done a long time before.

Throughout the year, would the new teacher have a buddy?

Yes, that would last for the two years of the induction program. New teachers were monitored much more closely than other teachers. They have mentors, they had me running these workshops every two weeks and they were evaluated constantly.

What sort of evaluation was given?

It was non-threatening evaluation where we just provided regular feedback by the senior by sitting with them and just reflecting on what they observed. We also encourage the teacher to ask what they wanted. They might say would you please look at my questioning techniques? Would you please look at the way the lessons begin and end, could you suggest improvements? Would you please look at the way I'm coping with the learning needs of students and individual needs of students? They would often

make recommendations like that, which was good and we encourage that strongly.

They are both teachers, and one of them is more experienced. So you paired them up or they choose their buddies?

No, I paired them up because they wouldn't know who they were. There is no way they could pair themselves up.

Having said that they are new, we have a system in New Zealand where high school teachers, have teaching sections, they are practicum or teaching sections where they come for 6 weeks to a school where they observe and take lessons in a variety of classrooms to prepare them for when they are going to become teachers. During that time the college of education professor would visit, evaluate them, and discuss the progress with us at the school. Now from that program we often got good teachers

because we would find somebody who we really liked, we knew them, and found that as junior teachers they were showing very good potential. They had 6 weeks of practice with us already. They knew us and we knew them and so we found them a good source of recruitment. So, when you say how did the induction program start, for many of them it began during those first 6 weeks. Having had six weeks of practice in our school, they were well prepared for many of the aspects of coming into the school.

How were you induced into the system? I am aware that it was a sudden thing for you.

How do you feel about the way you were induced?

It was very interesting because the way our job description went we arrived at the school was that we had permission to do absolutely anything at the school and we could find out everything about everything because we were here as consultants. So, there was hardly a teacher we didn't interview; there was hardly a classroom we didn't see. We saw all the documentation at the school from the board manual, staff manual, parents' handbook, students' handbook, all the curriculum documents, so we had a huge advantage. So, we also sat in the steering committee meetings, all the management meetings. I spent a lot of time with the previous director here and the director of the sister school because as directors, they were the ones who were able to fill us in with a lot of detail. If we had any questions or queries, we would come to get clarification from them. I couldn't think of a better way of being prepared. It was absolute immersion in everything from top to bottom. As well as everything I said, we also did opinion surveys of students and parents. We went to classes and got

opinions. We went into staff meetings and heard their opinions. We sat in parents' groups and got their opinions. It was an amazing preparation. It wasn't a specific preparation for this job, but it was a huge preparation for knowing the school from top to bottom. We were given total freedom in meetings. We even attended board meetings. People were very open and honest with us. I never felt that anyone wanted to hide things. We knew exactly what the school was and we found total cooperation both from the previous director and the director at the sister school.

So was what you expected from this school actually delivered to you?

There were no surprises at all in terms of being a director. I guess I draw on my experiences of working with brilliant directors in the past I think that it is who you work with. I have worked with very fine managers with very different styles. I've worked with managers with excellent people skills, with poor people skills, with excellent organizational skills, and so on. I worked with a range of people, all of whom had great strength in one area or another and I hope that I have learned from all of them. So, that is the way it is with managers. We tend to model ourselves on the best that we have seen, and learn from the worst we have seen also.

When new teachers come in how does the induction process happen?

What we did last year, it was particularly challenging because everyone was practically new, so we had a lot of thinking on what we wanted. So, we sat down and planned a program on the important things to focus on and we just went through a week, almost hour by hour on what we need to do. It was a whole range of things

whether it was how the discipline works, how the classrooms operate, the ethos of the school, and so on. We got different people to run different areas.

I guess that what I would do this time is have a think tank, probably at the end of this school year and reflect with the beginning teachers on what worked and what didn't? What could be better? Let us fine tune the program, anything that was missed out, anything that you could have benefited from, anything that was too obvious that you thought was a waste of time. Maybe something should come later in the year. Maybe you thought we did too much in that week, and your head was crammed and we should have done it more readily.

The main improvement is the mentor. We will be able to do it this year because we have the mentors available. There are plenty of them here who would be willing to be a mentor.

What do you think are the qualification of a mentor?

I think excellent classroom practice and also good people skills as well. I think that someone who could model excellence as a teacher without it being threatening. So, someone they can go to and ask the obvious questions and they know that they will be listened to and respected. Teachers should know that there is a person they can go to. To a large extent, the few of us who are here have had to do that for everybody, so it would be very nice to spread this kind of behavior.

I wouldn't have a librarian as a mentor unless she was a mentor to a librarian and a typist would be a mentor to a typist. Yes, they would be always within their own field. It has to be within their subject areas.

What do you think of the effect of the induction program on new teachers?

I think that it makes you much more secure. I know that I would feel much more secure. I felt more secure about them because during that week we got to know each other and spent some good times together, social times together, as well as times of discussion.

What would you do if the mentor and mentee do not match?

That would have to be adjusted very quickly. I think that we would explain to them at the beginning you don't know each other don't be embarrassed to say that it is not working. We'll have in mind a second option. In fact, in the present time, our staff has often said to me that everyone gets along with everybody and many of them said that we've never been in such a fabulous atmosphere. We have a wonderful staff. They really like each other. I really like them too and there is such a nice atmosphere.

How was job description handed down to you?

I knew what the job description was because I'd seen the job description. I mean the school is going through an accreditation process, so we do have to have job descriptions. So, I knew what it said, yes, but in reality, as small as this, everybody has to be ready to do a few jobs and there are certain areas where you pick up parts and pieces, partly out of interest and partly out because at the moment it doesn't look like there are a lot of people to do everything. The job description in terms of the being a director is one thing but in terms the other little areas you take on, it depends on the needs.

Do you have a specific induction program for foreign teachers?

Again we have the buddy system. For instance, for me, my assistant director is a huge point of reference for me in terms of language and culture. So I tend to lean on her in those areas. We have moved from one culture to another so often that we are very aware culturally. I encourage all staff to serve that purpose with me and for me. I don't think that a one day seminar is as useful as the on going learning

Thank you very much. You were great help.

Interview II with Mrs. Rebecca

Mrs. Rebecca, can you tell me a bit about yourself?

I'm from England, but I've been in Lebanon for a long time. I came here in 1985 after I got married. My education took place in the UK I followed the O & A level system. When I left school I didn't go to university because just when I left school, my father died and it was a very difficult time for my family. I stayed with my mom for a while because she was a very young widow. She was in her forties when my father died, so I stayed with her for a while, then I got a job in London. I did a short secretary course which was mainly aimed for graduates, and I started working in London and then I moved to Paris and got a job in stock brokers. I was dealing a lot with numbers and people. It was a Canadian company, so they were based in Toronto which is English speaking. All of the clients were in France, so they were all French speaking. So, I was the liaison from Canada to France. It was a very interesting job.

When did the director ask you to take the position as an elementary director?

I already started the academic year as the grade four homeroom teacher. I had no idea that I would actually be moving halfway down the school year. I had also taken on a master's degree and I had permission from the school to have study time a couple of afternoons a week. So, it was nothing I had expected. School started in September, and I don't think that I had known about it until November.

How were you induced into the position? Did anyone monitor you?

Now, what happened was because I was in this school for a long time. I was in this school before the previous director took the job. So, I had seen her come and take that job and I've seen the things she had implemented and seen the routine for the

school. Whenever she needed someone to help her, she would often ask me because I've been there the longest time and I knew what was going on in the school. So, in a way it was just through observation of what happened that I knew what to do.

How did the previous director help you in the process?

To be honest with you, she was having a hard time leaving because she loved Lebanon

and the thought of giving her job to anyone was really too hard for her to cope with. She actually didn't give me anything to go on with. She gave me the keys on the last day and told me that this key fits this lock and this key fits that lock and I am not sure about the rest, so you will have to go around and try them.

So, she didn't guide you on the steps or give you guide lines.

No, not really. She assumed because I've been there for such a long time and that I've been watching her. Actually what I did was ask for a job description and she found that very hard to do. I asked about three or four times. So, in the end, I sat and I wrote what I thought the job involved.

So you did not know what your job description was.

There was a job description, but the job description doesn't always describe the job does it? What is on paper is not always what is being done.

Ok, going back on the induction process. Did the way you were induced into the system have an affect on you in any way?

What was difficult for me was that I had taken this job in the middle of the year. I had a staff who had been working with this particular director for a long time. Everybody

loved her very dearly. She was a very dynamic person full of ideas, full of charisma, full of enthusiasm, very different from me. I'm much more of a calm, straightforward, methodological person. She was stocky person, ideas and things and jumping up and down and loud and I am not like that. So, I think as far as I was concerned the most difficult thing for me was the situation I was coming into. It was very hard to take over in the middle of the year especially with someone who was leaving who didn't really want to go. I was inheriting a school who I had been one of them before. And now suddenly I was the person in charge of them, their superior.

What would have been the ideal way that the previous director could have induced you before she left?

She wrote a very nice letter to the staff telling them that I would be taking over. I think that it would have been nice if that could have been done more formally. What happened was one Monday morning whoever was in the staffroom was told rather than making a proper meeting. It then went around as the jungle drums like oh did you hear oh did you hear. So I think having an official announcement would have helped a great deal and I think that a month before she left I should have had my class duties taken away from me so that I could have shadowed her for a whole month.

So, that did not happen.

No, all I was doing was trying to shadow her during the periods that I was free, which were not very many.

In perfect world it would have been great, but things don't always happen that way.

How do you induce new teachers into the system of the school?

Ok, the beginning of the year is really important. We always have a lot of meetings. I did an elementary procedure document this year because so many of my teachers were new. Just to let them know what usually happens at the elementary school; our tradition.

So, we met a lot at the beginning of the year. We also met to discuss different subjects.

For example I had a meeting with the homeroom teachers to talk about how to use the English books. I induced them to the system, the procedures in the school, and how to use the books. We also, helped them out with class decisions telling them the sort of things to do. That was before school started. Once school started I'm always here.

How long before the starting of school?

Oh, two weeks before. That's when we began the meetings.

It would be nice if the new teachers can come in at the end of the old school year and maybe see what it is that they are going to be talking over. But, again in practical terms that does not usually happen. Also, I am always available. So, any questions they had I can answer them. If they had trouble with a class, I would go teach it for them. Or, if they are having trouble with the students, I would talk to the students with them.

Does the buddy system still apply at the school?

No, we did not apply it this year. The buddy system is really good, but some of the people who are assigned to be buddies are really good at it, and some of them are

never where they should be. Everybody was new this year, and I didn't want to give them extra work to do.

Having said this, I am thinking of putting the buddy system back next year.

Do you have the mentoring system?

Yes, for Maths we have Mrs. Karen who is always there to help anyone who has questions to do with Maths. She also teaches classes, where students are not understanding the concepts. She gives teachers different ways to teach the subject.

In the Arabic department Mrs. Vera, helps anyone who has issues. For the Early Childhood department, Mrs. Anna mentored a new staff member in early childhood. She helped her out a lot and gave her from the beginning of the year. From grade one to six. Any of the teachers who needed any help came to me. Also, because we are such a tight team, they would help each other out a lot and give each other ideas. Whether a person is officially the mentor; that does not usually how it happens. I am there for them, Mrs. Karen is there, Mrs. Vera is there, and the teachers between themselves help each other a lot.

So they confide in each other and they are comfortable with telling each other their problems.

Yes very much.

Did you inform the teachers what your job description was?

In the policy manual there is a job description. There are several job descriptions.

What do you think of the impact of the induction process for first year teachers?

The first year of teaching is always the hardest year. When I think back to my first year, it was really tough. I got the books less than twenty four hours before school started. I think that in a way that you have to jump into the deep end. I think that you need to let teachers feel that there are procedures in the school; there are rules; there are people there to support them. But, I don't believe in taking the responsibility out of the hands of the teacher, even the first year teacher. I think that you just have to go through it. It is like baptism with fire. You have to go through that experience and of course there are going to be a few things that happen that are unplanned and that go wrong, but that is just life. I truly believe that we learn much more from our mistakes anyways. Just as long as the teachers realize that they are supported and loved, you learn. They need to know that there is somewhere to go for help. Just as long as they are hard working and committed what more can you ask for?

Well that is it. Thank you for your help. You are welcome.

Appendix E

Interviews with Teachers

Interview with Teacher # 1

What were your expectations when you began teaching?

I didn't have any expectations because this is the first time I work in a school environment. I didn't know what to expect. I came from a totally different field because I worked with the United Nations in New York. This was something that came up and I decided to take it for a year.

How much time did you have in preparing for your job?

Right, well I got here to Lebanon. I'm a special case you see. When I first came here I didn't know what I was going to teach. So, but I have a lot of experience in sports. I used to play tennis and I used to compete and I was always involved in sports, so that was something that came easy to me, to teach P.E.

Did anyone train you or guide you?

Yes the first two weeks I just observed the lessons of other PE teachers.

So, did you know of your job description? Whether orally or written?

In written form no, but orally, ya we talked about it ya. As I said, since I was new at this profession, I didn't know how you are supposed to approach the lessons, talk to the children and things like that.

But you talked about someone about these things?

Yes!

Who did you talk to?

I talked to the middle and High school director, to the elementary director, the other PE teachers, and the coordinator of middle and high school

So you were guided in a way. If you had any questions they would guide you.

Yes, Yes, I had a lot of questions.

So, do you feel that the induction program was sufficient for you to actually go into the

P.E. field? Did you feel that something was missing?

Yes I think that it was good, and like I said never taught before and was able to complete the year without any problems.

Do you feel that you are meeting the schools expectations?

I think so. No one told me the contrary. Unless they are quiet about it, I think that I did

meet their expectations.

Do you feel like that induction was insufficient in a way? Did it have anything missing?

I cannot think of anything.

Yes! I didn't know what to expect and it all went on smoothly. I didn't have any problems with teaching. I think that it worked out

In your opinion, how do you think that induction process should happen in the school?

I'll tell you the most helpful thing for me. I guess that maybe this is how Lebanese people are like. I guess that in the other fields I've worked in people were not like that.

So, this was the most important thing for me. So, I feel that this is what is important. I do not really know the process on the induction program. But, it was very good. It lasted for a whole week and we had the chance to meet everyone, talk to everyone, staff directors, and teachers. We have a great staff here, most of them are young and we get along very well.

Ok. Well thank you for your time. That is about it.

Interview with Teacher #2

Please tell me a bit about your background.

Ok well this is my first year in a high school level. I used to teach at Notre Dame University and I have an engineering degree. I used to work in a computer company.

Why did you decide to work in a school?

Because it pays more

Were you aware of the school's expectation of you upon entering the school?

Yes, well before we signed the contract, the contract is very well detailed, but not all the information. I did not understand everything in the contract. I understood it clearly after they explained it to us.

They explained the contract to you?

Not the contract, just the rules of the school. They were in the contract, but I did not get them until they explained it to us.

How much time did you have in preparing for your teaching job?

Well I started to prepare myself in the summer without them telling me. They just gave me an idea. I came to a couple of meetings.

Ok, how were you induced into the school?

Well the first step was I read the contract and understood it. We had a full week of meeting with the teachers. They explained all the rules, procedure, and regulations. We saw the school here and the sister school.

Ok! Well did you feel that something was missing?

Well really this week I was really depressed and told the school director, but, luckily after one week from the end of the first week everything was fine. You know because it was my first year teaching in a high school level. At a university level, the teacher gets more freedom you know freedom to do whatever you want. Here no. You have some rules you have to follow and I was thinking what am I doing here, you know. But, after one week everything was ok.

Did you have someone to talk to?

I used to talk to Mrs. Smith, Mr. Smith and Mr. Dave who has been here for 13 years. I used to ask some people here.

What do you think of the induction process? What would be your ideal induction program?

Well I think that ideal situation would be for the new staff to have an idea about the programs before the summer vacation, so they would have some time to prepare for it.

I did not have any problems because I teach math and this is very easy for me. Maybe

some English teachers need to read some books; One or more books before the academic year. So, the program should be clearly explained before the first week

So, you think that it is important that one has this training.

It is important, but really five days were useless. It could have been done in one day.

We wasted a lot of time when really it could have been done in a day.

Ok that is it. Thank you for your help.

Thank you.

Interview with teacher #3

Can you please tell me a bit about yourself, about your past experiences with teaching?

I taught several grade levels. I taught even adults. I've taught English, Arabic, and French. I have a degree in literature and a degree in education.

Is your first year here?

Yes, this is my first year here.

Were you informed of your job description?

There was no formal job description, but I knew a little bit of what to expect. The two directors put me in the picture sort of informally.

In what ways did the school prepare you for your position?

They did not give us books until September.

Can you tell me about the way the induction process helped you?

Yes. We had a week of meetings before the school started. That was very good, and was very pleased with it. I thought that it was very professional, very serious, but a bit too general.

What do you think could have been different?

If we had worked as, like English department.

So, you think that you could have had more training in the area that you are going to be teaching.

Like I had to go search for myself look for the curriculum to find out what is expected of me. I had to go through the books on my own and then ask the colleagues who were there before.

Did you receive any help while doing that?

Yes. I've had a lot of help and support from colleagues, and administrators, especially Mrs. Smiths. I've had a lot of administrators, but I think that she is the best I've had. Did you feel that the induction process was efficient for you?

It was slow and it was as we go. Maybe everyone was not prepared this year because everyone was new. So, we all sort of learned together. I think that to a great extent it is due to Mrs. Smith's great leadership.

What do you think of induction programs?

I think that there should be sort of orientation programs. The hiring should be done in June and maybe if they can come in the classrooms and see how things work before they hire a teacher. They should be well organized.

In what way should they be organized?

Like what the teacher should expect, what kind of students she has to deal with. It is very important to know the student population and design your teaching accordingly because sometimes the teachers are here and the students are somewhere else. This is where problems start.

Did you know who your students were before starting class?

I had to evaluate it by myself but I could touch base with Mrs. Smith who was also our coordinator which was very good I've had schools where the administrators were never available.

Ok that is great. Thank you for your help.

Interview with teacher #4

Can you please tell me a little about your self?

Ok, my name is Patty. This is my first year at this school and I am the grade six homeroom teacher. I teach them everything except Arabic and that is it.

How long before the academic year were you appointed this job?

Just two, three days before September. No, no wait I think that the director talked to me, no in mid August or mid July. I didn't decide until just before September.

Tell me a bit of how you were induced into the school system.

First of all, I met with Mrs. Smith and Mrs. Rebecca for the interviews and then the director called me and then I waited until I decided. Anyways, we started coming to school you know when we had the training in September. This was the first week of September. We started preparing for meetings especially with Mrs. Rebecca, you know elementary meetings.

Were the meetings beneficial for you?

Yes, yes they were.

In what way were they beneficial?

I was introduced to the whole system here, to the elementary department, and to the different topics: Math, Science, English curriculums. We were meeting with separate departments as well. We had to look at our classroom, get our materials, get all the books, and so on.

Going back to the induction process again, do you feel that some aspect of the process could have been done differently so that it is more beneficial for you?

Well, I don't have any specific issues concerning this school, but maybe according to the other schools, sometimes what could have been done better could have been related to the students. It could have been beneficial if the head of departments or the coordinator gave us the previous files of the students, especially to know what are their needs, what are their individual differences; just to have a quick idea about these students. Because I entered the school in quick way, I did not know about the students. Maybe it is my job to find out about each, which is one way of looking at it. But somehow especially with this grade where you have strong students, learning difficulties, so maybe it would be helped if got a hint or an image of a student.

Did you ever talk to the previous grade six teacher?

No I've never met her.

Isn't she still here though?

I did ask her, but it wasn't very helpful. She just said that oh they were difficult. I did not get a clear idea about it professionally wise, no, as if she is gossiping, you know.

You said that you were at another school, how was the induction process different in that school?

I have worked in a school for 18 years and another school for 2. The induction process at the second school was different especially because I entered as a learning support teachers. So, the whole process of induction process was new to me it was professionally done, it was beautiful. If I know anything about learning support, you know special education, it was from there. I don't think that anyone cannot learn

from them. In the first school, again 18 years old, it is a very professional school, a very old school, a very universal school. Again, it has a perfect kind of system. They have professional people. They have heads of departments for every department. It's a big school trying to achieve excellence, which they have.

Here you have very nice people. You have the goodwill. Again some of them lack Experience. Again that is due to the years of experience. They are trying very hard and trying to open up to other schools and trying to reach the best.

For those who lack experience, how do you think they should be induced into the system of the school?

They have to have a lot of training and workshops. They need to be exposed, you know what I mean. For instance you know when we meet on the last Wednesdays of the month, the teachers who have one year experience can go into a group, let's say one week with the head of the math department, so that she can give them ideas and training and another week with the science coordinator and so on. Another things should be that they should make it a must, that teachers attend workshops given at different schools. Believe me this should be enough. Honestly, teaching comes in more handy and more professional with years. When you teach one year, it is not the same as teaching 2, or 5, or 20. This is the only drawback of fresh graduates. Now you have to have fresh graduates otherwise why are they studying? But, at the same time you have to give them a kind of experience to reinforce their knowledge and to reinforce their work mainly.

Yes they do need that because when it comes down to practice, it is very different from books.

Well thank you for your time. Ok thank you.

Interview #5

Please tell me a bit about your background.

Well I graduated with my BA in English literature, plus my teaching diploma. I worked for a year at X school. This is my first year at this school and pretty enjoying it.

How long before the academic year were you told that you got the position?

Oh way before the summer vacation.

How did you prepare yourself for the academic year?

I had to think about my bulletin board. Knowing I have time, I had all the ideas in my mind.

When you first came to the school did anyone orient you to help you get through the system of the school?

Ya!

What kind of support did you receive? I

We had workshops when the first school year started. They took us around the school, and we got the books to see the curriculum. We got oriented with the new teachers because we were all new. We went on a trip to get to know each other. Because I was a graduate from this school, even if was not a graduate, it was still fun. It was simple and straight forward.

Were you informed of your job description when you first came into the school, meaning what your responsibilities are as a grade one teacher?

Everything was written on my contract sheet and I discussed it with the director.

Most of the talking was with the director of the school. I talked to the director and she told me what I supposed to be doing. She gave me a hint of everything.

What do you think of the way you were induced into the system of the school? Do you think that something was missing?

No nothing that I can think of right now.

What do you think of the induction process?

Well first of all she is a new teachers and she is in a totally new environment. She needs help to get used to the new faces, to the classroom, to the rules and regulations.

It is very important.

Do you ever feel that your director meets all your needs?

Yes she meets all my needs.

Ok well that is about it. Thank you for your help.