

**Teacher induction and the continuing professional development of teachers in  
Ethiopia: Case studies of three first-year primary school teachers**

by

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## **Abstract**

This investigation on teacher induction documents case studies of three beginning teachers in one target Woreda in Amhara Regional State of Ethiopia. It is organized into six chapters. In Ethiopia, the implementation of the teacher induction programme began in 2005 as part of a larger teacher education reform that is designed to promote the quality and effectiveness of teachers. Five years into the implementation process, it became essential to investigate how well the induction practices are organized and implemented, how beginning teachers were being integrated into the system, and whether the whole process has given beginning teachers better opportunities to learn in practice than by trial and error.

The research design for the present investigation was the case study method. As teacher induction is a new venture in the Ethiopian education system, it was important to establish an in-depth understanding of this new phenomenon through case study than making generalizations. My literature readings convinced me about the use of the case study method to do an in-depth study of the situation. Interviews, observations and document analyses were the main tools used to collect the data needed in this research.

The data suggests that the three case study teachers, with the support from their respective mentors, completed the formal aspects of the first year induction course as prescribed by the two first-year induction modules. The induction approach followed and applied the course module materials as is. However, in spite of following the prescriptions by the education authorities, variations were noticed in the quantity and quality of professional development activities, action research projects, classroom observations and reflections offered to and completed by the three beginning teachers. Furthermore, the changes observed as a result of the induction programme also varied largely due to personal and situational factors.

On the whole, even though the induction guidelines set by the Ethiopian Ministry of Education contain most of the fundamental components of what the literature would

consider to be effective for the induction programmes, its implementation in this context was constrained by the lack of some key elements and resources viz. the limited capacity of the mentors, absence of allocated time for induction and mentoring activities in the school programme, lack of subject-specific support in the schools and ineffective monitoring and evaluation of the entire programme, both in school and at the district levels. The present investigation offers policy makers a window into the practices and possible consequences of the induction programme in Ethiopia and presents possibilities for making informed decisions about how to assist practitioners to establish a successful induction programme for beginning teachers. Furthermore, the study offers an empirical test of the theoretical models suggested for setting up effective induction programmes for beginning teachers. The major conclusion that arises is that it is not so much whether the formal aspects of an induction programme are in place or not but more how the on-going support for and interpretations by all the role players that determines the success or otherwise of the programme. It is suggested that more research be done on the conditions that are necessary for the success of beginning teacher induction programme in different contexts in the country.

## Key terms

Teacher induction; mentoring; beginning teachers; case studies; professional growth; learning to teach; continuing professional development; induction methods; induction models; consequences of induction.

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### INTRODUCTION

This chapter presents the introduction to the case study on teacher induction and the professional development of beginning teachers in Ethiopia. It, particularly, presents the background of the study, statement of the problem, research questions, objectives of the study, and significance of the study. An overview of the research design, scope of the research, definition of key terms and organization of the thesis is also outlined in the chapter.

#### 1.1 Background of the Study

In the Federal Democratic Republic of Ethiopia, there has been a huge expansion of primary education in the last fifteen years or so. The number of primary schools increased from 10580 in 1995/96 to 26951 in 2009/10. While gross enrolments for primary schools increased from 30.1% in 1995/96 to 93.4% in 2009/10, net enrolments for both sexes increased from 21.6% in 1995/96 to 82.1% in 2009/10, nationally. These changes in primary school enrolments were accompanied by similar increases in the number of teachers from 102,121 to 292,130 for the same years respectively (MoE, 1997; MoE, 2009/10).

The foregoing data suggest that large numbers of beginning teachers would have joined the teaching profession in the past fifteen years. This quantitative increase in the number of beginning teachers demands a high effort to introduce the beginning teachers to the Ethiopian education system in general and to the teaching career in particular. This is essential primarily to acquaint them with the policies, regulations and expectations of the education system and the actual working conditions of teachers in the country. It is also necessary to support beginning teachers on learning how to teach in the actual classroom situation, in order to maintain quality and improve student learning.

Mindful of the rapid expansion of the system and the resulting challenges, the Ministry of Education (MoE) commissioned research on “Quality and Effectiveness of Teacher Education in Ethiopia” in 2002. The study revealed that the teacher education system had some significant drawbacks and needed a major overhaul. In its response to the findings, the MoE adopted a framework of strategies and launched the Teacher Education System Overhaul (TESO) in 2003.

The TESO consisted of five components: the Teacher Educators’ Professional Development, Improving the Pre-service Curriculum, Strengthening the In-service Programme, Recruitment of Trainee Teachers and Teacher Education System (MoE, 2006). In 2006, two more components were added to the TESO elements, namely the English Language Improvement Programme and the Educational Leadership and Management Programme. With the inclusion of these components, the TESO was renamed the Teacher Development Programme (TDP). In other words, the Teacher Development Programme replaced the Teacher Education System Overhaul (TESO).

Continuing Professional Development (CPD) was introduced in 2003 as one component of TESO [currently known as Teacher Development Programme (TDP)] and its implementation throughout the country began in 2005. CPD in Ethiopia has two main components: first, it contains a two-year induction programme for beginning teachers and second it comprises ‘CPD proper’ for teachers who stay in the teaching profession. The teacher induction component is the initial phase of teachers’ continuing professional development. It is a significant phase because the way the beginning teacher is inducted often influences not only what kind of teacher either he or she is going to become but also his other readiness for learning throughout his/her career.

Therefore, it is necessary to understand whether and how these teacher development initiatives are being implemented and whether they produce the results intended by the policy. The present research is particularly concerned with studying how well teacher induction is organized and implemented and beginning teachers are introduced to the teaching career and how they are supported in learning how to teach through the teacher induction components of the TDP.

The Amhara Regional State is one of the nine major administrative divisions of Ethiopia. It has one hundred fifty-seven rural and town woredas. The target woreda is one of the 157 local administrative divisions of the Amhara Regional State. Each woreda has an organ which is responsible for leading and managing the education sector. This sector is called the Woreda Education Office (WEO). As a result of the decentralized system, the WEO is entrusted with the leadership and management of the ten years' general (primary and secondary) education and two years preparatory programme for university education. The WEO has several business processes. Among others the Teachers', Principals' and Supervisors' Development Core Process is mainly responsible for the induction and CPD of beginning and experienced teachers in the woreda. Consequently, I worked in collaboration with this business core process from the beginning to the end of the present research.

## **1.2 Statement of the Problem**

In the Amhara Regional State of the Federal Democratic Republic of Ethiopia, where the target woreda for this study is located, there has been a huge expansion of primary education during the past fifteen years or so. The number of primary schools increased from 2386 in 1992/93 to 6610 in 2009/10, while gross enrolments for primary schools increased from 30% in 1991 to 104.9% in 2009/10 (ANRSEB,2009/10). The net enrolment for both sexes increased from 13% in 1991 to 94.9% in 2009/10, resulting in similar increases in the number of teachers in the same years from 19,338 to 78,952 respectively (ANRSEB,2009/10).

In these years, the number of beginning teachers joining the teaching profession in Amhara Regional State has increased significantly. On average, since 2005/06 more than six thousand eight hundred new teachers have joined the teaching profession every year (ANRSEB, 2009/10). Nearly all of these teachers are beginning teachers. These teachers, therefore, needed to go through a two-year induction programme to acquaint themselves with the work and social environments of their new career and to learn how to teach in practice.

Teacher induction is a relatively new phenomenon in the Ethiopian education system. Until recently beginning teachers were left on their own to learn how to teach through trial and error. There was no accumulated know-how in the area. At present, Ethiopia aspires to establish a successful induction system whereby beginning teachers are integrated into the system and are given the opportunity to learn how to teach in a better way rather than to engage in trial and error. In this connection, Feiman-Nemser (2001) asserts that although much has been said about the importance of beginning teacher induction, it is often conceived in a narrow context of offering support to first year beginning teachers in the form of materials, ideas and acquaintance with the environment. Feiman-Nemser argues that unless beginning teachers are perceived as novices, who should learn teaching and the intention of induction is not taken as a means of promoting good teaching, then the result of the induction practices will continue to revolve around solving immediate problems, without contributing to teacher development and the enhancement of the quality of teaching and learning (Feiman-Nemser, 2001). To be more effective and beneficial to the beginning teachers, induction programmes should be comprehensive enough to contribute to the broader professional development of the beginning teachers. To this end, designing appropriate induction models, methods and practices is an indispensable condition for providing adequate opportunities to beginning teachers so that they may develop their capacities and advance teaching and learning in general. Against this background, it is necessary to investigate how well the teacher induction programme in Ethiopia is actually structured and practiced, and how well beginning teachers benefit from it.

Most teacher induction programmes have various components, including orientation, mentoring, on-the-job training (school-based and out of school), demonstration classrooms, networking, portfolio development, provision of resources and others (Ingersoll and Strong, 2011; Moir & Gless, 2001; Sweeney, 2008). Accordingly, therefore, it is reasonable to expect that any effective inductive programme will include some combination of these components in its design and/or practice.

In the context of Ethiopia, the school-based training that beginning teachers are expected to participate in is the main component of the induction course (MoE, 2004). A beginning teacher is required to complete one training module every semester for two years. This is designed to give beginning teachers the opportunity to grow professionally. One of the main issues of interest, therefore, is on how well the school-based training is organized and how closely it considers the needs of beginning teachers. It is of interest to see to what extent it contributes to the professional growth of the beginning teacher. Given that the induction programme is relatively long (spread over two years), it would be interesting to understand how the tension between the substantive and long period of involvement versus teacher interest and motivation is resolved within the induction programmes in Ethiopia.

During the induction period each beginning teacher is entitled to receive support from an experienced teacher -a mentor (MoE, 2004). Theoretically, mentoring is a key component of any induction programme (Carver & Feiman-Nemser, 2009; Langdon et al., 2012; Wong, 2004). The mentor is expected to provide the necessary support during orientation, the school-based study, classroom teaching and reflection. The selection and training of mentors are thus crucial conditions that determine the success of induction programmes (Glassford and Salinitri, 2007; Schwille, 2008). Organizing an effective mentoring support requires finding qualified and experienced teachers who can provide the support to beginning teachers as needed. The question of how the recruitment of qualified and experienced mentors is handled in the context of Ethiopia, where the qualifications of a significant number of primary school teachers is low (57.6% of primary school teachers are not qualified for the level they teach), deserves some investigation (ANRSEB 2010/11:145). In addition, since mentoring is a new phenomenon in the country, mentors will surely need special training on mentoring (Glassford and Salinitri, 2007; Schwille, 2008). Such training of mentors is designed to enable them to understand the objectives, functions and methods of mentoring and to establish sound relations with beginning teachers. In more general terms, such training is also required to build mutual understanding of the field, to ensure a standard of practice, to motivate and enable the mentors to effectively engage in supporting beginning

teachers assigned to them. The present study thus sought to, among others, uncover how far the Ethiopian education system has moved towards building the capacity of potential/actual mentors for the task at hand.

How the mentoring is arranged is yet another essential factor that is likely to influence the mentoring support that beginning teachers receive (Villani, 2004; Youngs, 2007). The creation of conducive arrangements is essential to promoting the implementation of mentoring functions (European Commission, 2010; Hobson, 2010; Horn, Sterling & Subhan, 2002). What are the current arrangements in Ethiopian schools with regard to the provisions for mentoring? This study also sought to determine whether educational administrators/school leaders set conducive conditions, and provide regular follow-up and support to beginning teachers and mentors. One of the issues vis-à-vis this investigation is the competence and commitment of school principals to promote successful induction to beginning teachers in their schools.

On the whole, the design and function of the induction programme needed to be investigated to see what opportunities the programme provides for the beginning teachers in acquainting them with the working conditions and learning to teach in practice. To pursue the problem outlined above, in its multiple facets, of the following critical research questions were set up for the study.

### **1.3 Research Questions**

Based on the premises discussed in the statement of the problem, the research questions below were posed:

- a) How is teacher induction designed and practised in the target schools within Ethiopia?
- b) What are the consequences of teacher induction in the target schools?
- c) How can the practices and consequences be understood and explained in the context of the existing literature on teacher induction?

## 1.4 Objectives of the Study

This study was conducted with the view to explore and understand the design, implementation and consequences of the teacher induction programme in Ethiopia. To pursue this aim, several critical objectives were laid out:

- 1) First, to determine how the induction course is designed so as to achieve its intended purposes. In other words, the study examined design of the course(s), the induction methods and provisions to create a conducive environment for beginning teacher induction.
- 2) Second, to review the implementation of the induction course with a view to understand whether the methods, practices and provisions were realized as designed and whether they were appropriate for promoting professional growth of beginning teachers. The study also assessed how well the follow-up and support was provided by concerned stakeholders, in and outside the school, for the successful implementation of the induction course.
- 3) Third, the research sought to explore the consequences of teacher induction in the target schools and to find possible explanations for the prevailing practices and consequences.
- 4) Finally, the study was intended to show directions and create possibilities for informed decision-making regarding how to improve the organization and implementation of this new phenomenon (beginning teacher induction). Such informed decision-making would go a long way towards bringing about the intended results among beginning teachers: viz. to enable them to adapt to the new work environment, learn how to teach in practice, and to help them become effective teachers.

## **1.5 Significance of the Study**

Beginning teachers encounter serious challenges during their first years. The challenges they encounter affect their future career aspirations and performances. These new teachers need to receive the necessary induction support to ensure that they adjust to the work environment, to know the way schools function and to learn practical teaching know-how and become effective teachers who would enable their students to learn better (MoE,2004).

It was in view of this that teacher induction was started nationally, regionally and in the target woreda in 2005. After five years into the implementation process, it was appropriate to begin asking questions regarding the successes and/or challenges involved in the design and implementation of the induction course. Accordingly, this study investigated the design and structure of the induction course. It also explored the implementation methods, processes and practices in the target schools. Hence, this study is useful in generating insights about the levels of success of this relatively new venture in the country. It is also necessary to figure out the challenges involved in the design, implementation and follow-up of the induction course in order to help policymakers refine and improve the policy and implementation thereof.

The lessons learnt from the case studies and the recommendations derived from this study could serve as inputs to make informed decisions to refine the organization and implementation of the induction programme. The study should thus be of interest to policy makers, RSEB implementers, WEO implementers, school directors, cluster supervisors, teachers, mentors, students, schools and the education system in Ethiopia and elsewhere, where the welfare of new teachers is at stake. For policy makers, it serves as input to make decisions regarding how to transform the support to beginning teachers. It also guides RSEB implementers, WEO implementers, school directors and cluster supervisors on how to provide the necessary provisions, how to support and follow up the process. Mentors can reshape their context for mentoring based on insights and lessons learnt. Beginning teachers would be the main beneficiaries of improved induction and mentoring support. It is my hope that the present study will also help to

stimulate further research and discussion on teacher education reforms in general, especially in developing countries.

## **1.6 Research Design and Overview**

The type of research chosen to conduct this investigation is categorized within the broad area of qualitative research. Qualitative research methods are chosen to investigate the recently introduced teacher induction in the Ethiopian context because, as Strauss and Corbin(1998) argue, these methods allow for better understanding of a social phenomenon about which not much is known. Qualitative approaches also allow us to discover and interpret the essence individuals or groups attach to a social problem (Creswell, 2009).

Some of the most common types of qualitative research approaches include phenomenology, ethnography, case study, grounded theory and historical research (Creswell, 2009). As teacher induction is a new phenomenon in Ethiopia and little is known about how it currently is working, establishing a thorough understanding of the induction processes, practices, results and perceptions of the beneficiaries is more urgent than generalizations about the target population. Therefore, a case study has been preferred in order to gain detailed information and understanding of how some beginning teachers have gone through their first year of teaching and how the induction course has supported them to learn how to teach within the actual situations.

A detailed discussion of the methodology is undertaken in chapter three of this study.

## **1.7 Scope of the Research**

The present study investigated induction practices of three beginning teachers during their first year of teaching. The first year of teaching is often considered to be significant in influencing the professional life of beginning teachers. This is the time in which beginning teachers observe gaps between their theoretical orientation from their pre-service training, and the reality of classroom teaching (Langdon, Alexander, Dinsmore

& Ryde ,2012 ; Sabar, 2004). They need the advice of experienced colleagues to adapt to the work and social environment of actual teaching. They also want to learn how to manage classroom situations, treat individual differences, apply relevant teaching methods and how to motivate children; (Gratch, 1998; Yusko & Feiman-Nemser, 2008). This study focused on investigating the organization and function of the induction course and how it assisted beginning teachers in their first year to adapt to the work environment, grow professionally and be ready to become good teachers.

In this case study, only three first-year beginning teachers, their mentors, two colleague teachers, two cluster supervisors, the responsible WEO officer and the Regional Education Official were included. Hence, it may not be generalizable to all beginning teachers working at primary and secondary levels and participating under all types of settings in Ethiopia.

## **1.8 Definition of key terms and Acronyms Used**

### Definition of key terms

- Case study research: A type of inquiry within qualitative research. A case is a single entity or a defined system, and may be an individual, an event, a process, or an organization. The researcher describes and analyzes the case holistically and in-depth, with particular attention to the context of the case. The researcher usually seeks multiple perspectives on the phenomenon, and uses diverse data collection methods and sources (Collins & O'Brien, 2003: 49).
- CPD is defined as: “.....all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school, which constitute, through these, to the quality of education in the classroom” (Day 1999:222).
- Induction is “the name given to a comprehensive, coherent, and sustained professional development process that is organized by a school district [an education

system] to train, support and retain them in to a lifelong learning program” (Wong ,2005:43).

- Mentor: An experienced guide who offers knowledge, insights, support, and wisdom that is useful to a protégé over an extended period of time in order to teach necessary knowledge, skills, and abilities the protégé needs to achieve life or career goals. In the context of teacher education, a mentor may be an experienced teacher who is an integral part of the teacher induction process through his or her work with beginning teachers (Collins & O’Brien, 2003 218-219).

- Mentoring is a term generally used to describe a relationship between a less experienced individual, called a mentee or protégé, and a more experienced individual known as a mentor. Traditionally, mentoring is viewed as a dyadic, face-to-face, long-term relationship between a supervisory adult and a novice student that fosters the mentee’s professional, academic, or personal development (Donaldson, Ensher, & Grant-Vallone, 2000:233).

- Novice teacher: An untenured teacher who is just beginning to work in a classroom, often having just completed a teacher preparation program (Collins & O’Brien, 2003:244). In this study, terms like novice teacher, beginning teacher, mentee and protégé are used interchangeably.

- Professional growth : An individual has grown professionally if he or she
  - has acquired new knowledge and/or skills and
  - uses the new knowledge and/or skills (when and where appropriate) and
  - enhances reflective practice and
  - puts forth effort and
  - contributes to the learning community (Jodie, 2007:14).

## Acronyms Used

- ANRSEB- Amhara Regional State Education Bureau
- CPD- Continuing Professional Development
- CTE- College of Teacher Education
- GEQIP- General Education Quality Improvement Programme
- MoE- Ministry of Education
- RSEB- Regional State Education Bureau
- TDP- Teacher Development Programme
- TESO- Teacher Education System Overhaul
- WEO-Woreda Education Office

## **1.9 Organization of the Thesis**

This research report is presented in six chapters. The first chapter discusses the teacher education reform and the introduction of teacher induction in Ethiopia. In addition, it addresses the statement of the problem, research questions, objectives, significance and scope of the study. It also presents an outline on the organization of this research report.

In Chapter Two, related literature that covered a wide range of topics comprising the theoretical framework to understand the topic under investigation is discussed. The areas discussed in this section are related to the meaning, importance, essential components, models, method, areas and constraints of induction. Hence, this chapter formulates the theoretical basis of the study.

Chapter Three documents the research methodology applied to conduct the study. The research design selected to do this investigation was the case study method. This chapter describes the selection of research sites and the teachers. It discusses tools and

techniques used for data collection and analysis respectively. Reliability of data, validity and ethical issues are also presented in this chapter.

The fourth and fifth chapters focus on data presentation, data analysis, and interpretation part of the research report. The analyses and interpretation of the data collected from various sources have been organized in two chapters for the sake of convenience. The fourth chapter covers the design of the induction course and most of the induction practices implemented to induct the three case study beginning teachers. In the fifth chapter, some other induction practices, the consequences of induction practices and the explanations thereof are discussed.

The last chapter provides a summary of the findings and draws conclusions based on the data analyses. It also contains discussion of policy implications, makes suggestions for improving current practice and recommends the need for further research.

### **REVIEW OF RELATED LITERATURE**

This literature review discusses relevant issues and research findings that are essential to form the theoretical background to support the present study. In order to link this study with the broader picture on the education of teachers, the present review begins with a discussion of teacher education and beginning teachers' professional growth. It locates teacher induction within a continuum of professional teacher education. The review also presents the rationale for beginning teacher induction and suggested areas of induction support, before discussing the essential components and models of teacher induction and the various ways in which mentoring can be organized. Finally, the review highlights the main challenges of mentoring and induction programmes, which informed my analysis of the teacher induction programme in Ethiopia.

#### **2.1 Teacher Education and the Role of Induction in Teachers' Professional Development**

The present research lies within the broader area of teacher education. In the wider context, teacher education describes the programmes and courses of action designed to provide prospective teachers and teachers who are already on the job, with the knowledge, attitudes, behaviours and skills necessary to accomplish their duties effectively (Feiman-Nemser, 2001).

Teacher education is not an endeavour that is undertaken once. Rather, it is a lifelong process of learning which should be viewed and accomplished as a continuum with three phases, namely, initial teacher training, teacher induction and teachers' continuing professional development (Brock & Grady, 2006; European Commission, 2010; Ingersoll & Strong, 2011; Karagiorgi & Symeou, 2006).

In order to produce a competent teacher, who improves his/her profession during his/her career and enables students to learn better, it is vital that the three phases of teacher education be implemented in an integrated and successful manner. Accordingly, the competence of teachers is partly shaped by the assistance provided to them at each of the three phases.

Feiman-Nemser (2001) argues that during initial teacher preparation, pre-service educators need to begin by inculcating the basic ideas about teaching and lay the base for subject matter knowledge for teaching. Pre-service students need to be supported to understand that learning is part of their teaching so that discussions about teaching can be a useful means or tool to improve their practice in the course of their career. Pre-service teacher educators can initiate learning by checking student work, contrasting curricular materials, talking to students to know what they think, investigating how other teachers achieve the same goals by working differently and seeing the impact of their lessons on students.

In this continuum, the induction phase plays a crucial role by offering the possibility of linking the pre-service teacher preparation and the upcoming continuing professional development (Carver & Feiman-Nemser, 2009; European Commission, 2010). In view of this, Hoy & Spero (2005) explain that the first years of teaching tend to affect the extent of success which the teacher reaches and maintains over the years. Furthermore, the induction period affects the teacher's thoughts and shapes his/her actions throughout his/her career; and in fact, it sometimes influences his/her choice to either stay in or leave the teaching profession. In support of these views, Howey and Zimpher (1999) argue that there is no place in the teacher development continuum that has the power to link the worlds of schools and the academy in a real mutual relationship like the induction phase. These researchers, however, raise questions about whether the schools are able to provide appropriate contexts in which novices can build a range of techniques, abilities, or skills enable beginning teachers to develop new knowledge in practice.

The European Commission (2010) report asserts that during the initial years of teaching, beginning teachers test the success and quality of their initial teacher preparation and judge the extent to which their initial teacher education has prepared them to cope with actual situations in the teaching profession. Hence, the induction programme can provide useful information and suggestions to teacher education institutions with regard to the competence of their programmes. Delannoy (2000) contends that teacher education institutes apply the feedback from the actual field experiences of their former students to improve the initial teacher training programme. In general, according to Feiman-Nemser (2001), those in charge of teacher induction need to support new teachers to develop professional identities and their own image of good teaching and reflect the reality of schools and classrooms. Besides, in order to improve the status of teacher induction, universities and schools need to collaborate in inducting beginning teachers and enable them to learn how to teach in the real context (Zimpher & Rieger, 1988).

To make the collaboration two-way and complete, schools and /or education offices need to participate in the teacher education process in order to promote aspects of professional growth of teachers that are not exercised during teacher training in colleges/universities (Reynolds, 1995).

In the Ethiopian context, teacher development is viewed as a continuum comprising of the three stages discussed earlier. The blue print for Teacher Development Program(TDP) envisaged teacher development as a process which starts during recruitment and continues to develop professional knowledge, abilities and ethics of prospective teachers and teachers who are already on the job through pre-service and in-service teacher education programmes, respectively. As a transition from pre-service preparation to in-service continuing professional development of teachers, a two year induction is structured for beginning teachers in Ethiopia. The CPD/ induction guideline identifies stakeholders who are required to collaborate to effectively implement teacher induction in this country (MoE, 2004).

At higher level, the MoE takes responsibility of designing induction packages and a support system for beginning teachers. It also assumes role in setting criteria and procedures for licencing and relicensing teachers. At middle and lower levels, RSEBs, Colleges of teacher education and Woreda Education Offices are in-charge of providing administrative and professional support. Especially, the RESB is responsible for translating and adapting the centrally developed guidelines and induction packages, and arranging training, follow-up and support for local level implementation of CPD courses and teacher evaluation and for licencing and relicensing. Colleges of Teacher Education (CTEs) are expected to use feedback obtained from schools to improve competence of teacher educators and strengthen pre-service teacher training programmes. CTEs provide professional support necessary for effective implementation of CPD and induction programmes and collaborate with concerned parties, on evaluation of teacher professional development programmes. At lower level, the WEO is given major responsibility to arrange possibilities, in coordination with the RSEB, for provision of centrally and locally developed CPD courses and individually initiated activities related to school improvement and granting licenses and re-licenses depending on evaluation results from mentors, school principals and supervisors.

The foregoing discussion reveals that Ethiopia has followed the right track by incorporating teacher induction as part of the continuum of professional development of teachers. In principle, the roles of stakeholders have to play and their responsibilities within the continuum of teacher professional development are well stated and integrated. It appears that suitable ground is set to lead, implement and support the process of producing effective teachers at different levels of the continuum of teachers' professional development as stipulated in the teacher education reform document.

Considering Ethiopia's aspiration to build quality teaching force and the pivotal role induction is expected to play in the professional life of the beginning teacher, this study would give some clue regarding the extent to which the organization and practice of the induction course leads the beginning teacher to a sound transition into the teaching profession.

## **2.2 Professional Growth of Beginning Teachers**

Beginning teachers encounter roughly similar types of situations in their first year(s) of teaching. Some of the situations that are typical for most beginning teachers are discussed below.

In his review and analysis of studies conducted in various countries such as Australia, Canada, Netherlands, West Germany, UK, USA, Veenman (1984) highlights the various problems beginning teachers encounter. These challenges include classroom discipline, arousing students' interest in learning, providing for individual variations, evaluating students' progress, relations with parents, organization of class work, inadequate materials and supplies, and coping with high workloads causing shortages of preparation time. Although these problems are not peculiar to beginning teachers and are in fact problems of teachers in general, beginning teachers, as novices, require special support to overcome them.

Teacher development provides one framework for a thorough understanding of the problems that beginning teachers encounter. In this framework, the problems of a beginning teacher may be considered as prerequisites to move to the next level of growth. Support systems are then designed to facilitate beginning teacher development processes.

The professional growth of beginning teachers is manifested in different forms. The study by Kagan (1992) depicts that the professional growth of beginning teachers contains at least five elements. The first element, the enhancement in "meta-cognition," holds that beginning teachers become more conscious of what they know and think about pupils and classrooms, and their knowledge and convictions change over time. The second element deals with gaining knowledge about pupils. Wrong beliefs and mistaken images about pupils are corrected and rebuilt. This knowledge is useful to adjust and rebuild the novice's own self-image as a teacher. The third factor is change in attention. As the novice's self-image is shaped, his/her focus changes from self to the planning of instruction and then to pupils' learning. The fourth component is building

standard procedures. Beginning teachers design standardized practices that bring together instruction and management and eventually these routines become part of their habit. The last element is improvement in problem solving ability. The novices' understanding of classroom problems becomes diversified, multidimensional and contextual. Beginning teachers gradually become capable of identifying the aspects of problem-solving alternatives that can be applied to all contexts. As a whole, the professional growth of beginning teachers can be grouped into both behavioral and conceptual dimensions. While the first two elements of professional growth are conceptual, the other three are behavioral in nature. Often conceptual changes are likely to result in behavioral changes. Both dimensions should occur in order for change to be complete and real.

In yet another similar professional developmental framework for characterizing beginning teachers' growth, Feiman-Nemser et al. (1999) observed that beginning teachers progress in the direction of developing a more reflective outlook towards teaching and the role of the teacher. They progressively develop the ability to reflect, to pose questions, and to assess their ideas and performance. Development and growth are not straight forward, considering the social constitution of most of the schools wherein beginning teachers start their teaching. Hence, beginning teacher induction programmes are expected to create a conducive situation to enable beginning teachers to realize their personal, instructional and social needs (Runyan, 1991) and build their capacity to lead their own professional growth by taking part in reflecting on their ideas and practices (Schon, 1987).

The suggested schemes for characterizing beginning teachers' growth may be useful to understand and trace the changes that can be expected in the beginning teachers as a result of the induction course within the Ethiopian context. However, as the literature indicates, the development of a beginning teacher into a competent teacher may take several years. It is impossible to claim that all of the elements in the growth of beginning teachers reported by the writers above can be observed in the first year. Consequently,

the expectation in this study was merely to observe some of the changes expected early in the professional development of beginning teachers, and not necessarily all.

To sum up, the challenges related to the first year of teaching signify the need for an appropriate form of introduction into the teaching career. To avoid the trial and error situation, which hurts not only beginning teachers but also students and the education system at large, it has become a necessity to arrange an induction support for beginning teachers at this critical phase of their career. The literature suggests that while useful in addressing the developmental needs (and stages) of beginning teachers, such an induction programme cannot address all the needs at once, but needs to be part of the long term professional development of the beginning teachers.

### **2.3 Beginning Teacher Induction**

As highlighted in Chapter One, teacher induction is often conceptualized in three major ways. Firstly, induction is a distinctive phase or stage in teacher development (Feiman-Nemser et al., 1999; Gardner, 2011; Ingersoll & Strong, 2011). As a special phase, induction serves as a bridge between pre-service teacher preparation and continuing professional development of teachers, and the transition from being a student of teaching to becoming a teacher of students (Ingersoll & Strong, 2011). Consequently, induction plays a crucial role in providing practical teaching knowledge and skills that beginning teachers need to develop. The experience beginning teachers acquire during the induction phase tends to have a lasting impression in the professional life of beginning teachers (Howey and Zimpher, 1999). It is this background that underscores the value of investing in the induction of beginning teachers to cultivate a positive impression about the profession and enhance professional growth (Ingersoll & Strong, 2011).

Secondly, induction is conceptualized as a formal support programme for beginning teachers (Feiman-Nemser et al., 1999; Gardner, 2011). Considering the induction support as a formal programme suggests that it is often an intentional and officially

endorsed endeavour. The term programme also indicates the existence of such elements as purpose, curriculum, organizational structure, staff, clients, funding and evaluation.

Third, teacher induction is understood as a process of teacher socialization (Ingersoll, 2007; Wong, 2004). The socialization features of beginning teacher induction emphasizes the need for structuring the conditions such that they enable the new employees to acquaint themselves with their colleagues, rules and regulations, expectations and norms of the school and educational system (Schlechy, 1995).

Using these three conceptualisations, the present study sought to explore the design and practice of teacher induction in Ethiopia. In other words, it intended to understand what combinations of elements from each of the three conceptualisations seem to inform the design and practice of teacher induction in the Ethiopian context.

### 2.3.1 Importance of Beginning Teachers' Induction

Pre-service education programmes provide prospective teachers with the basic theoretical background that is essential to become a teacher. However, the theoretical knowledge by itself is not enough. In order to become a competent teacher, beginning teachers need to gain practical knowledge and skills of teaching from the actual classroom situation. This can be obtained from the day-to-day and direct exposure of beginning teachers to classroom situations (Kortagen, Loughran & Russel, 2006; Langdon et al., 2012).

Some researchers believe that teacher education institutes are a long way from producing graduates who become fully qualified teachers the day they begin teaching. As Feiman-Nemser (2001) observes, a part of the knowledge that is essential to make a good teacher can be obtained from colleges/universities, but a large part of it is learnt from practical situations. Likewise, Langdon et al., (2012) argue that regardless of the effectiveness of pre-service teacher education programmes, they cannot equip their graduates with all the knowledge and abilities they need to become competent teachers.

These graduates have to learn and understand the intellectual and emotional difficulties of the teaching profession by directly engaging on the job.

Beginning teaching is believed to be one of the most difficult tasks (Gardner, 2012; Ingersoll & Strong, 2011). The first few years of teaching can be described as the time during which beginning teachers encounter conflict between the reality and the ideal situation (Achinstein, 2006; Flores & Day, 2006) and are faced with stress and lack of gratification (Gold, 1996). It is also during this period that they experience role overburden, worry, difficult pupils, too many demands on their time, strict supervision and loneliness inside the school (Huberman, 1989). The Ministry of Education of Ethiopia, too, views the first two years of teaching as critical time when beginning teachers encounter various challenges that emanate from the actual classroom situation and work environment. Apart from encountering challenges, the MoE (2004) argues that during this period new methodology acquired from pre-service courses may be lost as beginning teachers are acquainted to the traditional norms in their schools. Due to such difficult situations and lack of induction support, new teachers encounter what is called “reality shock” when they are required to take full-time and full-scale responsibility for teaching (Little 1990; Veenman 1984). These challenges for beginning teachers further underscore the need and importance of deliberate teacher induction intervention programmes.

Traditionally, novice teachers were left on their own without assistance to either “sink or swim”. These traditional practices extracted a high price on beginning teachers, their students and the school community as a whole. In order to relieve difficulties of beginning teachers and enhance their professional growth, emphasis has been put on induction programmes into the teaching profession (Hobson, 2010; Ingersoll & Strong, 2011; MoE, 2004).

Studies conducted to uncover the consequences and outcomes of induction have documented diverse but positive results. The study by Huberman, (1989) shows that beginning teachers who received adequate induction support tend to be cheerful, get

satisfaction out of teaching, and develop a high sense of usefulness and positive feeling about the future. It has also been reported that mentoring and induction programmes help to improve satisfaction, integration and professional development of beginning teachers (Ingersoll & Smith, 2004) and to build teaching skills of beginning teachers more rapidly thereby reducing the time they need to reach similar levels of performance as experienced teachers (Whisnat, Elliott and Pynchon, 2005).

Above all, Moir and Gless (2001) argue that recently more and more research findings indicate the existence of a considerable relation between student achievement and the quality of teaching and learning by beginning teachers. The ongoing challenge, however, is about how the teaching profession can introduce its beginning teachers in a manner that ensures quality classroom practice, improved student achievement and promote favourable conditions in schools for both novices and experienced teachers. For this reason, it became necessary for my research to explore whether conducive environments that are necessary to realize the intention of the induction course, are indeed in place in the Ethiopian model.

### 2.3.2 Essential Components of Quality Induction Programme

Several scholars have sought to identify components of successful induction programmes. Some of these components were helpful to assess the level of organization and implementation of the Ethiopian induction course. Moir and Gless (2001) identify five components of a sound induction programme, viz. programme vision, institutional commitment and support, quality mentoring, professional teaching standards and classroom- based teacher learning. In addition to these five, the European Commission (2010) report includes defining roles and responsibilities of stakeholders, competent school leaders and monitoring and evaluation to the list.

With respect to the first component, programme vision, a quality induction programme needs to think of improvement of quality of instruction as its primary goal, and thus set high expectations and support every teacher to achieve them (Moir & Gless, 2001). In

doing this, a clear vision about good teaching and building better teachers who know their profession is needed; otherwise, the induction programme would merely be a continuation of the traditional ways that are characterized by isolation at school, low expectations and ineffectiveness.

Secondly, the value of institutional commitment and support in influencing the success of induction programmes cannot be underestimated (Carver & Feimen-Nemser, 2009). Even though induction support is implemented by people at the grassroots level, their capacity to successfully implement the support is either enhanced or impeded by government policy (Hobson, 2010).

Institutional policies, and in the case of Ethiopia government policies as well, often define the scope of an induction programme and cover such issues as the amount of resources allotted and administrative requirements and steps taken to minimize workload of both the beginning teachers and their mentors.

Hence, it is essential that beginning teachers are given reduced assignment for two reasons. First, the initial year(s) of teaching require more time for preparation and second they need to get some time to participate in the induction programmes. In the same way, mentors need to be given adequate time to properly perform their mentoring assignment. Successful mentoring demands substantial endeavour and it should not be considered just merely as additional duty within the teacher's work. Mentors need to have condensed teaching time to enable them to make time for the mentoring process and to motivate them to take it seriously (European Commission, 2010; Moir and Gless, 2001).

On the third component, that of quality mentoring, Wong (2005) maintains that there has been confusion on the usage of the two terms, "mentoring" and "induction". The two terms have often been used synonymously, even though they are not the same thing. According to Wong (2005), "Mentoring is most commonly used as a verb or adjective, because it describes what mentors do. A mentor is a person, whose basic function is to

help a new teacher. Mentoring is not induction; it is a component of the induction process (p.43).”

It is widely accepted that mentoring is the most important component of the induction programme (Fiemen-Nemser, 2008; Langdon et al., 2012; Malderz & Tomlinson 2009; Strong 2009; Wong, 2005). Considering the key role of mentoring in the induction of beginning teachers, various authors suggest that special emphasis be put on the competence of mentors. Quality mentoring involves careful selection, training and continuous assistance of the mentors (Schwille, 2008).

The use of widely accepted criteria of selection is instrumental to get competent mentors. Consequently, selection of mentors needs to focus on significant characteristics that a potential mentor should possess, such as strong interpersonal relations, expertise in the field as viewed by colleagues and management, interest to continue their own learning and applying best practices, accommodating outlooks and exceptional instructional practice ( Hover, 2012).

Mentoring beginning teachers is a challenging task, and hence mentors need special training in addition to what most classroom teachers own (Moir & Gless, 2001). Mentor’s learning happens when they are provided with frequent chances to build their know-how and involve in actual problem solving exercises (Feiman-Nemser, 2008). In view of that, Feiman-Nemser contends that it was possible to produce competent mentors through a combination of initial training based on educative mentoring strategy and a weekly seminar for three hours to build capacity of mentors working for a project implemented to study beginning teacher induction/internship. Correspondingly, Hover (2012) describes the experience of New Teacher Centers (NTC) on building the capacity of mentors that involves a preliminary training, and regular weekly forum. During the preliminary training, mentors participate in five days training on planning goals in accordance with professional teaching standards, applying integrated professional development techniques, adult learning principles, coaching techniques and skills of observation and discussion. In the regular half day weekly meeting, mentors come together to improve their mentoring know-how on continuous basis. This forum serves

as a means to discuss and resolve actual problems, and for continuous professional development. The mentor capacity development approaches by Feiman-Nemser and NTC are basically similar. Both of them produce well performing mentors. From these experiences, it appears that in order to produce competent mentors, a combination of theoretical and practical training is necessary.

Another factor that needs to be considered in building a mentoring system is finding a suitable match between a mentor and a beginning teacher. Matching a mentor and a beginning teacher who teach the same grade level and the same subject area enhances the provision of mentoring (Youngs, 2007), and enables the mentor to impart practical knowledge to the beginning teacher, assist him/her to prepare better plan, and to reflect on his/her performance (Villani, 2004). Such a match is a necessary condition for success of mentoring.

Fourthly, setting professional standard of teaching is accepted as a condition to promote sound induction programme. As Bartell (2005) argues, professional teaching standards are set of expectations for quality teaching and student learning. To Bartell, these standards are helpful to lead mentors and beginning teachers alike to focus on improvement of quality of teaching, and also serve as a reference for reflection.

In developing this view further, Moir and Gless (2001) state that it is essential that the beginning teacher programme accepts the induction period as a significant stage of teacher learning. At this stage, professional teaching standard should be applied to lead teacher learning that can be done by supporting beginning teachers to have apparent, useful, and attainable goals, to express achievements and difficulties, to discover successful practices within their own and others' classrooms, to lead new learning and decide how to continue in the future, to appreciate the challenges of good teaching and see the value of continuous professional development.

It has been widely recognized that beginning teachers often lack some practical teaching knowledge and skills that can be obtained in the actual classroom situation. Teacher learning that is centered on actual classroom situations and linked to the daily activities

of teachers is probably the most useful professional development to fill this gap (Mitchell and Cubey, 2003). Well performing induction programmes provide opportunities for teacher development in the daily activities of beginning teachers in reply to the peculiar and varied needs of individual teacher's class situation.

The sixth component, that of defining roles and responsibilities of stakeholders, is concerned with people who make the induction programme work. These include the beginning teachers, mentors, school leaders, supervisors, teacher education institutes, ministry and/or regional local education authorities and unions/professional bodies. Each of these stakeholders should be assigned well defined roles and responsibilities in the induction programme. Accordingly, the CPD/Induction guidelines in Ethiopia also contains a section in which the role of stakeholders is described comprehensively (MoE, 2004).

Seventh, effective school principals play key role to ensure whether the programme is working at school level (Gless, 2012; Langdon et al., 2012). Designing a broad programme of support for beginning teachers alone cannot ensure that the programme is well implemented and that the intended purposes are met. In the Ethiopian case, school principals are entrusted with the responsibilities of planning, organizing, budgeting, managing and supervising CPD/ induction programme at school level. They are in-charge of assigning mentors, monitoring progress, providing feedback and reporting progress of beginning teachers to the WEO. To broaden the CPD/induction opportunities for teachers, principals should establish strong relations with the Woreda Education Office, Colleges of Teacher Education, school cluster centres, NGOs and the community. To this end, Gless (2012) argues that school leaders should have the know-how and dedication to build sound induction system. The main issue vis-à-vis this investigation is the competence and commitment of school principals to promote successful induction to beginning teachers in their prospective schools.

The final component concerns regular follow-up and evaluation of induction policies and practices in order to enhance the induction programme. In his study, Wong (2005) observed that effective induction programmes include formative assessment as one

component. Beginning teachers should pass through continuous formative process during the induction period and this involves 1) designing a personal learning plan 2) passing through monitoring to make sure that they are progressing well in reference to the requirements 3) keeping a participatory assessment record, 4) examining student work based on content standard and 5) presenting their portfolio to discussion groups. Programme level evaluation is also necessary to ensure that the program is well functioning. To this end, Gless (2012) argues that continuous programme evaluation is crucial to ensure progress. The programme evaluation should be done by gathering data on the prevailing practices and a range of outcomes such as effectiveness, teachers' satisfaction and retention through interview, questionnaire, focus group discussion and reviewing documents. On top of this, monitoring and evaluation should be done in a collaborative manner by involving the concerned players (Horn, Sterling and Subhan, 2002).

### 2.3.3 Areas of Induction Support and Teacher Learning during the Induction Phase

In this section, I discuss in more detailed terms the specific areas of support that beginning teachers need. This discussion is important to understand whether the targeted induction programme fulfills the required needs as identified in the literature. According to Odell (1986), the induction support should focus, among others, on the following:

- making available information related to procedures, directives or expectations of school districts
- introducing staff and facilities and finding materials and other resources; information on teaching methods or instructional procedures
- listening to new teachers' cases and sharing experiences
- offering directions regarding student discipline, professional conduct, planning and arranging school days
- supporting teachers in arranging and organizing the classroom and
- demonstrating how to teach while beginning teachers are observing.

Apart from providing information, Gold (1996) identifies two more areas of support to beginning teachers, namely, instructional support and psychological support. Instructional support comprises helping the beginning teacher acquire the knowledge, skills and approaches to be effective in the classroom and schools. Psychological support, on the other hand, includes providing advice, counseling, sharing experiences meant to improve the beginners' feelings about themselves and their capacity to cope with stress.

Gold (1996) categorises the types of assistance that beginning teachers need in order to develop as competent teachers into three aspects: personal, social and professional. The Commission describes not only the kind of assistance beginning teachers need, but also addresses the approach to be applied in providing the support. Personal assistance is necessary to enable the novice teacher to build his/her identity as a teacher. In the initial months and years, the novice teacher has to overcome different professional and personal difficulties. The challenging conditions that novices encounter as they start their career can result in lack of self-confidence and worry, which lead the novice teacher to ask about his/her own fitness as an individual or a teacher. The induction stage can assist the beginning teacher in this initial attempt at endurance and enable building the teacher towards his/her special teaching profile. As a result of their participation in the programme, beginning teachers would exhibit a better level of confidence, enthusiasm, membership of the new community and concentration.

The social support enables the beginning teacher to associate with the school and professional community and work together with others to exchange feedback and acquire new ideas. The key issue in the social support of the novice teacher is the school culture. Social assistance makes it possible to establish and sustain a joint learning atmosphere within the school and involve partners in the education system. Joint assignments such as teaching together with one or more teacher(s) who take shared accountability for definite classes or lessons, and participation as a team member or part of project groups, facilitate the process of beginning teachers associating with the school community.

The professional assistance is meant to build the novice's capacity in such areas as pedagogy, didactics and subject matter. This type of assistance needs to emphasise building successful classroom expertise and extending understanding of subject matter, pedagogy and teaching learning methods. The professional support is not only meant to advance the level of professionalism of the individual beginning teacher but also to improve professionalism in the school in general. Professional assistance can be offered in the form of contributions from experts through formal courses or master classes and consultation. Another form of provision of professional assistance is sharing of actual knowledge between experienced and beginning teachers in neighbouring schools, for instance, in cooperative learning communities.

The suggestions by Feiman-Nemser (2001) focused on teacher learning during the induction phase. These suggestions coincide with the professional and social assistance of the European Commission (2010) and the instructional support of Gold (1996). According to Feiman-Nemser (2001:1028-1030), the tasks of teacher learning appropriate for the induction period include:

- a) *Gaining local knowledge of students, curriculum, and school context:* Beginning teachers need to know who they are going to teach, what the anticipated goals and outcomes of learning for their grade level are, and check the available instructional materials. They also need information on how to start relations with the community, what structures are available, and how other teachers communicate with parents.
- b) *Designing responsive curricula and instruction:* This requires building harmony between beginning teachers' subject matter knowledge and the condition of individual students, and deciding what and how to teach through time and make changes in reply to what happens. In order to be reactive to students' thinking, they need to gain knowledge of how to bring out and interpret students' ideas and produce a pertinent pedagogical stance as a lesson opens up.
- c) *Enacting a beginning repertoire in purposeful ways:* A successful pre-service teacher preparation leads beginning teachers to have an image of what good teaching is

and an initial range of methods and skills of working with the curriculum, instruction and assessment, in view of the vision. Thus, beginning teachers have to begin applying the range of know-how they acquired from the pre-service training.

d) *Developing a professional identity*: Beginning teachers want to show that they know their subject area and handle classroom conditions. Forming a professional identity is not simple. They bring together their experiences back at school, during teacher preparation and learn from the present school context.

e) *Learning in and from practice*: Beginning teachers need to learn from their practice. They have to convert confusions to queries and attempt a different thing and learn about the changes. They have the choice to use available resources, such as discussion, with other teachers about their teaching, to examine their students' work, study problems and seek different explanations and actions.

The above discussion highlights the diversified needs of beginning teachers as they begin the new career. They have to receive satisfactory assistance in order to overcome personal challenges and focus on their teaching responsibilities. They also have to get the right kind and amount of support to adjust to the work and social environment. Besides, beginning teachers need to obtain opportunities to develop practical teaching knowledge and skills. The Ministry of Education of Ethiopia adapted an induction strategy with the purpose of addressing the emotional/personal, social and professional needs of beginning teachers the categories specified by the European Commission, as described at the beginning of this section. Thus, it would be necessary to assess whether the case studies in this investigation pass through or not in an induction process that allows them to satisfy their personal, social and professional needs.

### 2.3.4 Basic Models of Induction Programmes

The nature of induction programmes is not the same everywhere. Induction programmes vary in area of support and length (Insites, 2001). According to InSites, induction programmes can be represented in the form of a continuum. Based on existing practices, InSites (2001) identified three fundamental models of induction programmes. The majority of the induction programmes, including the Ethiopian programme, appear to contain a combination of some parts of these models. The function of induction is basically determined by the particular organization and type of the support provided to beginning teachers. The three models of induction are: Basic Orientation Model, Beginning Teacher Development Model and Transformative Induction Model. The following discussion refers to the three models of induction programmes.

#### 2.3.4.1 Basic Orientation Model

The focus of the basic orientation model, as Insites (2001) elaborates, is to acquaint beginning teachers with the culture of schools and the way they function. The objective of the model is to support the new teacher to know his/her duties, to begin to be happy and relaxed with the new working situation. The areas that are covered by the model include classroom management, policies and procedures. It is often provided in the form of participation of the beginning teacher in a series of workshops that give facts/details about the school and create the opportunities to meet with fellow teachers who work with them. The workshop may begin ahead of the school year and may continue on designated professional development days in the first year. During the workshops, clarifications are given on how the school requires them to accomplish parent conferences, holidays and report cards for instance. Usually, there is little interest in building teaching skills or developing the teachers' professional capacity. In this model, the beginning teacher may not necessarily be assigned a mentor in the first year. Even if a mentor is assigned, his/her role is limited to acting as a contact person to settle issues that arise rather than serving as a role model for good teaching.

#### 2.3.4.2 Beginning Teacher Development Model

This induction model is meant to support beginning teachers to narrow the gap between theoretical and practical knowledge. This is aimed at improving teacher effectiveness in an educational system. In this model, beginning teachers may be assigned mentors in order to enable them to learn about their school's strategy regarding successful instruction. Mentors are needed to create chances and arrange situations for beginning teachers to think carefully about his/her experiences and judge his/her own level of performance against the teaching standards. In addition, mentoring is useful for effective utilization of what has been learnt and for the realization of new practices in the classroom.

Induction programmes applying this model often last for three to five years. They provide continued opportunities for learning and often involve out-of-classroom instruction. As a result, such programmes need a lot of time on the part of schools and education offices. To provide more social and professional support, this model usually organizes teachers in cohorts that move together along the induction phase. The group approach is based on the assumption that "teachers learn best by studying, doing, collaborating and reflecting together with other teachers" (Insites, 2001:15). In this approach, teachers apply several methods such as case studies, action research and problem-solving methods to understand the practical challenges encountered by teachers in the actual work environment

#### 2.3.4.3 Transformative Induction Model

This induction model anticipates that induction will act as a means for changing the school (Insites, 2001). The model assists beginning teachers to become part of the school culture that is constantly changing, and links professional growth to enhanced student learning. It assumes that teachers do not merely require know-how but also the capacity to affect the situations under which they teach for the better.

With the anticipation of achieving a high standard of professionalism in teaching, this model pays attention to the growth of teachers as a “community of learners”. While the beginning teacher development model uses a group of beginning teachers, this model targets the whole school to become a centre of up-to date practice and sustained teacher learning that involves all staff. In other words, this model looks beyond improving beginning teachers. It gives experienced teachers the opportunity to improve their experience by serving as mentors, researchers and leaders. Beginning teachers are assigned a mentor. But, all staff members are also required to play an active role in supporting beginning teachers to adapt to the new working situation and cope with their new responsibility. By doing so, not only beginning teachers, but also experienced staff gain from the mentoring relationships (Insites, 2001).

The model applies the higher form of mentoring. According to Insites (2001), the scale of mentoring varies from orientation to development mentor. The higher stage of mentoring is marked by the application of coaching techniques in which both parties benefit from the relationship. In this model, the mentor and mentee are mutually dependent. The mentee establishes learning relationships with other staff too, becomes part of the bigger team and learns how to support others. This relationship is supported by an organizational arrangement at school level. In the transformation model, various methods such as planning in groups, meetings of teams of teachers teaching the same grade level, and curriculum group meetings are applied to ensure mutual learning and school improvement.

Understanding induction programmes as a continuum is important if we are to have a vision for improving the programmes. Practitioners can target the next level of practices in the continuum, once they have a clear understanding about each stage in the continuum, their actual position, and where they want to go. Such understanding is essential for a country like Ethiopia, which has recently launched an induction course and aspires to establish a successful induction trajectory for beginning teachers.

### **2.3.5 Teacher Induction Practices**

The practices used within each model, or in a combination of models can also be grouped into several categories. Existing literature provides various methods of implementing beginning teachers' induction programmes. These methods include mentoring, orientation, on-the-job training (school-based and out of school), classroom observation and reflection, networking, provision of resources and action research (Ingersoll, 2007; Odell & Huling, 2000; Moir & Gless, 2001; Sweeney, 2008). To understand the practices adopted in the Ethiopian model of induction, such as school-based professional learning, action research projects, classroom observation, reflection and portfolio development, I first had to do a review of the literature on some of the recommended and/or common practices globally. Accordingly, the theoretical review presented in the following section helped to develop the theoretical framework for my study.

#### **2.3.5.1 Orientation Seminar and On-the-Job Training**

Arranging orientation seminars and dispatching written materials are often helpful to make available information related to procedures, directives or expectations of the education system. Furthermore, the orientation seminar helps to listen to concerns of beginning teachers, to clear confusions and to advise the teachers on how to start the new career. As a result, this forum is valuable to shed light on what beginning teachers should know and to give them directions on how they begin and continue with the new career (Ingersoll, 2007; Wong, 2004).

In order to narrow the gap in beginning teachers' practical teaching knowledge and experience, the orientation may be followed by a professional development package (Wong, 2004) or school-based training (MoE, 2004). The professional support is meant to enhance beginning teachers' classroom skills, extending subject matter or pedagogical knowledge. It may take different forms including formal courses, masters classes, opportunity to consult experts and sharing of practical knowledge between beginning and experienced teachers (European Commission, 2010).

In Ethiopia, the induction course is designed as one of the main components of teachers' CPD and it contains mainly school-based study/training courses for two years. The goal of this course is to support beginning teachers to be familiar with the working conditions of the school and education system, to enable them to understand the teaching career and to learn how to teach from practice (MoE, 2006). Specifically, after two years of participation in the induction programme, beginning teachers are expected to develop competencies in professional values, behaviours, ethics, knowledge and skills that are essential to produce responsible citizens (MoE, 2006). In addition, beginning teachers are expected to understand the basic content knowledge and teaching methods of the subject they teach. They are also supposed to develop know-how on classroom management and fully understand the school, the community and the education system as a whole.

In the school-based study, the beginning teacher is required to cover four training modules with support from a mentor. In other words, the beginning teacher is required to cover one module each semester, and hence covers the first two modules in the first year of teaching. Each module contains course activities divided into weeks, and a beginning teacher has defined activities to complete each week. The mentor is expected to support and encourage the beginning teacher to complete the school-based study as planned. The beginning teacher's improvement is documented in a portfolio. After completing the courses and possessing the profiles, the beginner teacher is promoted to the next ladder in the teachers' career structure - Medium Teacher. The induction course is designed to have four main components. These are, professional development activities, action research projects, classroom observations, and professional appraisal and reflection. Beginning teachers are the main beneficiaries and are required to play crucial role to make the induction course successful. Particularly, they are responsible for developing personal action plans to complete the course, making an effort to fulfil the course requirements, developing a portfolio as evidence for accomplishments, and participating in any school-based CPD activity (MoE, 2004). In this study, it is important to assess to what extent the school-based study satisfies the needs of beginning teachers under investigation. On the other hand, as the main beneficiaries, beginning teachers should

take the induction course seriously and commit themselves to make it a success. So, it is also important in this study, among other things, to ascertain whether they are motivated and exert maximum possible efforts to effectively play their role in the process of induction.

#### 2.3.5.2 Mentoring Practices

Mentors are required to perform different functions to address the needs of beginning teachers. The Ministry of Education of Ethiopia stipulates that beginning teachers are entitled to get professional assistance and advice by a mentor selected from senior and experienced members of the teaching staff in their schools and from external supervisors (MoE, 2004). The Ministry entrusts several duties to the mentors. As stated in the CDP/Induction guideline (MoE, 2004), mentors are in charge of providing emotional/personal support and professional assistance to beginning teachers. They also have to engage in discussion and keep records on all completed professional development activities, classroom observations and meetings conducted. In addition, mentors are required to evaluate activities and assignments accomplished by beginning teachers and check the progress they make in the classroom, as per the induction modules. Finally, mentors have to submit assessment reports to school directors at the end of every semester.

Ballantyne, Hansford & Packer (1995) identify four main functions that beginning teachers expect their mentors to perform. First, beginning teachers need personal support. They need the chance of talking to a person who encounters and overcomes difficulties they face, and who shares their feelings and gives them guidance and support. Second, they require task-related assistance and advice from their mentors. Within few weeks of teaching, beginning teachers need guidance, information, suggestions, resources and actual support on ways in which school activities are done. These involve how to cover the required subject matter, evaluate and report students' improvement and manage different requirements. Particularly, mentors who teach the same grade level are in a suitable position to share resources, plan together, and demonstrate successful teaching actions. The third mentoring function that beginning

teachers deem valuable is problem-related assistance and advice. Beginning teachers would like to get someone to talk about problems and help them to find solutions. Within the first several weeks of teaching, they need to get support in the treatment of classroom behaviour problems. At the end of the first term, discipline problems and meeting students' learning needs are the main areas of concern for beginning teachers. The fourth mentoring support needed by beginning teachers is critical reflections and feedback on practice. During the second term of teaching, most beginning teachers confirmed that they develop self-confidence in accomplishing their teaching task and finding solutions to problems. In this period, participants reported two main changes in their method of teaching: first their focus changed from their own teaching to student learning and second, they developed flexibility from previously selected teaching styles due to classroom requirements. This is the right time to begin critical reflection and feedback. Some beginning teachers may become reluctant to change their teaching styles depending on classroom situations. These beginning teachers need more support from their mentors – that is, more feedback and guidance during reflection in order to enable them to be watchful of the situations and decide on a style that satisfies the particular classroom situation.

Most of functions of mentors stated by the MoE (2004) and Ballantyne, Hansford, & Packer (1995) are generally similar. However, the functions identified by Ballantyne, Hansford, & Packer (1995) are well stated and inclusive and hence more credible to refer to in this investigation.

As discussed earlier, there are various ways in which the mentoring system could address these needs, such as by providing personal/emotional support, social support and professional support.

In the Ethiopian context, one of the ways in which the mentor's assistance is given is through a portfolio guide. According to the CPD/Induction guidelines (MOE, 2004), the portfolio is supposed to contain testimony of professional learning activities done by beginning teachers such as action researches, sample lessons, and feedbacks on classroom observation. The mentor needs to guide the beginning teacher to organize the

portfolio in such a manner that it covers essential components. Each element that should be included in the portfolio needs to be properly worked out and the mentor has to influence the process and finally has to witness that the work of the beginning teacher meets the requirement.

The guidelines also suggest that the mentor-beginning teacher conversation should also be used as another essential tool for mentoring support. The mentor and the beginning teacher are expected to meet regularly: before beginning a professional development activity of the week, while the work is in progress and when it is completed for reflection and exchange of feedback. In the same way, the mentoring support is also provided through classroom observation and feedback. The mentor and beginning teacher are expected to meet before and after the classroom observation.

Researches on effective mentoring suggest a need to shift focus towards instructional mentoring (Alliance for Excellent Education 2004; Gless, 2012), or what is also called educative mentoring (Feiman-Nemser, 2008).

Feiman-Nemser (2008) sheds light on “educative mentoring” by discussing the practices of an experienced mentor - Pet Frazer. Frazer, a veteran teacher with 30 years of experience in teaching left his teaching job to become a mentor for a project implemented to study beginning teacher induction/internship. Feiman-Nemser argues that educative mentoring is different from the usual form of mentoring which mainly focuses on providing suggestions on teaching and guidance on emotional stability. Educative mentoring is founded on the outlook of good teaching and knowledge of teacher learning. Mentors who are inclined towards educative mentoring lend a hand to address concerns, queries and objectives of beginning teachers to help them develop expertise from their practices. They apply their know-how to foster progress of beginning teachers and facilitate situations that promote teacher learning from their practices.

In her study, Feiman-Nemser (2008) uncovers the valuable practices that made Frazer an exemplary mentor. One of the most significant practices with this mentor was that he clearly defined his role as a mentor which involves inspiring self-expression of beginning teachers and holding professional responsibility for promoting personal attributes of each beginning teacher's approach and establishing common understanding of suitable practices. The other most important practice of Frazer was that in order to play his role based on his role definition, he applied his own principle of working as a "co-thinker". Yet another useful lesson from this mentor was to be more direct with beginning teachers. In addition, Frazer developed his own strategies in order to perform his role as a support teacher. His strategies included finding discussion topics/issues that concerned beginning teachers, probing them to think through open-ended questions, noticing signs of growth, focusing on kids. Frazer's strategies also included reinforcing contemporary theories of learning and giving living examples of ways of teaching (Feiman-Nemser, 2008).

#### 2.3.5.3 Classroom Observation

Classroom observation is another important component of a comprehensive induction programme (Wong, 2005). One of the rationale for endorsing induction support is that beginning teachers often lack the practical knowledge and experience of teaching (Feiman-Nemser 2001; Langdon et al., 2012) and they need to get the chance to learn from good teaching practices of experienced teachers (Wong, 2005). The best way to fill this gap, according to these researchers, is to set opportunities for beginning teachers to host classroom observations, to observe experienced teachers' classrooms, to participate in lesson preparation, model teaching, reflection, and evaluation of students' work. In the Ethiopian context, the CPD/induction guideline incorporates classroom observation as one component of induction. The beginning teacher is required to host two classroom observations every semester (MoE, 2004).

#### 2.3.5.4 Reflective Practice in Teachers' Professional Growth

In the last two decades, reflection has been accepted and has become the main area of discussion and practice in teacher education (Loughran, 2006). It is advanced in many ways as being helpful to prospective teachers to review and, as necessary to change prior experiences, beliefs, knowledge and to form their identities and practices as teachers. Reflective practice is based on the assumption that the individual is impartial, cognizant of him/herself and able to make logical analysis. Based on this assumption reflection is viewed as an instrument that can be acquired and used in a variety of situations (Rovengo, 2006). Consequently reflective practice is given high importance to promote teacher professional development (Golby & Viant, 2007). Critical reflection, and participatory inquisition in particular, are more useful for the improvement of the beginning teachers' effectiveness, inspiration, teaching morale and gratification than mere transmission (Ritcher, Kunter, Ludtke, Klusmann, Andrs and Baumkert, 2011).

Penso, Shoham and Shiloah (2001) also argue that reflective practice is a vital part of effective teaching and training. Hence, beginning teachers should regularly check their practices of teaching and the different parts of their training and engage in critical self-study to improve their work and profession. In the Ethiopian case, reflection is accepted as a tool for implementing the teacher education reforms in general, and the induction course in particular. Reflection is embedded in the school-based study. The induction modules contain several reflection questions that every beginning teacher is required to reflect on.

#### 2.3.5.5 Learning Portfolio

Retallick (2000) explains that keeping records of professional growth of the beginning teacher in a portfolio and consequently reflecting on it is a means for promoting beginning teachers' learning and showing to others that learning has happened. A teacher's portfolio can be used to put together, in a systematic and logical way, evidence for abilities gained, performance accomplished, objects and practical proofs. It allows

the author and other people reviewing the portfolio to arrive at conclusions about the professional learning of the teacher over time. As indicated earlier, self-reflection plays a significant role in building the teacher's portfolio.

Dinham and Scott (2003) argue that the objective(s) of the portfolio affects its form and substance. Teachers should, however, be given the authority to define the scope of their portfolio in such a manner that it satisfies individual and organizational needs and shows the person's ability, expertise and performance. As a result, providing portfolio models of best practices is usually not advised due to the fear that it may lead to copying instead of allowing for each teacher's creativity.

#### 2.3.5.6 Action Research as a Means to Promote Professional Growth of Teachers'

Action research is generally stated as a method employed by practitioners to refine their performance (Kemmis, 2001). This type of research is founded on issues that teachers come across everyday in the classroom situation (Meler & Henederson, 2007). Teacher action research is a formal and orderly course of action which enables the teacher to go beyond focusing on immediate incidents into reflective perspective (Schon, 1987). This shift in perspective converts a teacher's thinking from subjective to an action oriented professional thinking; from ordinary to action based on own assessment and inspiration. In this process, researcher teachers collect necessary data from various sources to direct their practices and make decisions based on facts.

Different events are happening in the school and classroom every day. Beginning teachers come across questions to which they have no readymade answers. Asking questions about events and circumstances that affect the job of the teacher and student learning and finding answers systematically is a means to develop their profession and improve student learning (Ginns, Heirdsfield, Atweh & Watters, 2001; Whitehead & McNiff, 2006). Consequently, induction programmes emphasize action research and use it as a tool to promote professional growth of beginning teachers. Developing the capacity to engage in action research should therefore begin during the initial pre-service teacher education. Particularly in the final year, student teachers should be involved in

action research which is an essential background for prospective teachers to conduct action research in their own classrooms.

### **2.3.5.7 Networking**

Current trends in building teacher expertise have focused on networking with others. This trend is evident from the fact that teachers are engaged in reflective discussion and critical inquiry with colleagues (Oja, 2001). It is contended that teachers not only learn best from other teachers as they engage in professional development, but also improve their problem solving skills and innovation by working in diverse groups (Uduari-Solner & Keyes, 2000). These arguments disclose the value of engaging teachers with other teachers to promote their professional growth. The European Commission (2010) report similarly advocates the significance of the peer system in beginning teacher introduction to the new setting and teaching profession. The peer system allows beginning teachers to associate, and gives them a chance to form intra- and inter-school networks. In the peer system, various kinds of support – social, emotional and professional – can be provided to beginning teachers, mainly by the group and for the group. The idea behind the peer relation system is that it makes it possible to establish a secure environment in which members who are in the same position can appreciate that their challenges are similar to those of other fellow beginning teachers.

In Ethiopia, school clusters are established to share experiences among teachers (MoE, 2006). Neighbouring schools are organized as a cluster, and theoretically, the centre school serves as a hub to meet, share experiences and resources and as a training venue. Thus, beginning teachers in one school can learn and share experiences with beginning and experienced teachers in other schools within their cluster or even outside. Cluster supervisors are required to play crucial roles to actualize the purposes of organizing neighboring schools into a cluster. Particularly, cluster supervisors are in charge of planning, organizing and coordinating CPD/induction activities for teachers working in the cluster of schools they are assigned to. They are responsible for supporting,

monitoring and evaluation of CPD/induction in all schools within their respective cluster.

### 2.3.6 Constraints on Teacher Mentoring and Induction

In closing, it is important to discuss briefly some of the constraints identified with regard to induction and mentoring. One of the constraints of induction lies in how it is conceived and practised. As Feiman-Nemser (2001) clearly states, induction has been conceived in a narrower context of offering support to first-year beginning teachers in the form of materials, ideas, and acquaintance with the environment that the mentor gives. The term “support” depicts a humanitarian reaction to the actual problems of beginning teachers. She contends that unless new teachers are considered as novices who should learn teaching, and if the intention of induction support is not made to include good teaching and improved student learning, the result of the traditional induction practice will be merely limited to solving immediate problems, without contributing to teacher development and enhancing the quality of teaching and learning.

The other constraint comes from within the beginning teachers themselves. As Edwards (1998) depicts, beginning teachers sometimes promote attitudes and behaviours that hinder their professional growth as teachers. These attitudes and behaviours include disguising limitations or troubles that they encounter and pretending to be “competent” than they actually are.

Wildman et al. (1989) reported that, in practice, there is lack of recognition to the ‘learning to teach’ role of beginning teachers during the induction period. The authors identify two compulsory roles for beginning teachers to accomplish when they enter the teaching profession as beginners. These roles are teaching students and learning to teach. Accomplishing both jobs effectively demands adequate time, endeavour and resources. The authors assert that only one of these jobs is often given official recognition. Schools expect teachers to do the teaching, but they forget the other role of beginning teachers which is ‘learning to teach’.

Zimpher & Rieger (1988) on the other hand, reported that there is little interaction among colleagues due to extensive administrative and educational responsibilities. Collegial interaction is also limited by the perception that teaching is an autonomous profession.

Likewise, Schon (1987) observed contradictory conditions with beginning teachers' teaching assignment. As he explains, the largest parts of the contexts in which beginning teachers are required to work – the learners, curriculum, community, school policies and regulations – are less known to them. However, novices are given responsibilities similar to those of their more experienced colleagues and are required to be successful in situations they are not certain of. The contradictory condition with beginning teachers' teaching is that they are required to exhibit expertise and capacities which they do not own and can only achieve by starting to perform what they do not yet have (Schon, 1987).

In addition to the unfamiliar context, the difficulties of the job itself pose a challenge to the novice to doubt his/her fitness to do the job (Bullough, 1989). The prevailing custom of independence and feeling of equality of beginning teachers with their experienced colleagues make it difficult to ask for and get assistance (Feimen-Nemser et al., 1999). Considering the actual situations and prospects that beginning teachers face, it is expected that most feel pessimistic and uneasy about their efficiency and ability to meet with work responsibilities (Scott, 1995).

One crucial issue regarding the role of mentors is whether they should be confined to assisting the mentees or extend their role to assessing the beginning teacher (European Commission, 2010). Beginning teachers express difficulties in asking for support under judgmental conditions. When the situation appears judgmental – that is, the mentor is given the responsibility of evaluation – the beginning teachers avoid openly addressing their problems, in order not to be judged as incompetent. Consequently, they take the safe option by only requesting assistance on minor difficulties.

As teacher induction is a new phenomenon in the Ethiopian education system, not many experiences and lessons on the induction programmes have been documented and/or researched. As a result, it was not possible to discuss approaches and findings of research conducted by other authors on teacher induction in Ethiopia. This is where the knowledge gap is, concerning how well teacher induction is designed and implemented. It is this knowledge gap that undermines efforts to promote teacher induction in the country and elsewhere. Hence, the present research is valuable to shed light on the prevailing induction practices and to give direction on to how to further promote teacher induction in Ethiopia.

Based on all the literature I have reviewed in this chapter, I developed a theoretical framework to guide my data collection and analysis in this study. In doing this, I drew mainly on the works of Carver & Feiman-Nemser (2009), European Commission Report (2010), Insites (2001) and Moir and Gless (2001) in which a lot of insights are provided on the subject of teacher induction.

## **2.4 Theoretical Framework**

Conceptually, the framework underpinning this study is not based on a single theory. It is eclectic in nature. It is important to recognize that my eclectic framework reflects the fact that teacher induction means different things to different people. There are various reasons to organize the induction support, and hence there exist different induction models, components and practices. In this chapter, I have discussed the various sources that informed my conceptual framework and developed the framework itself.

My discussion of the literature review began by providing a variety of reasons for induction support to beginning teachers. First, as various authors argue, teacher education institutes cannot provide much of the practical teaching knowledge and skills that are required to make their graduates competent teachers the day they begin teaching. Second, beginning teachers face many practical challenges due to unpredictable classroom situations, and are usually thin on the practical knowledge required to teach successfully. Third, most beginning teachers are forced to learn teaching through trial

and error. Fourth, beginning teachers encounter what is called “reality shock” when they are required to take full-time and full responsibility for teaching without receiving support from experienced teachers.

Different scholars distinguish at least three types of applications of the term induction. First, induction is taken as a distinctive phase or stage in teacher development. Teacher development is understood as a continuum having three phases namely, initial teacher training, teacher induction and teachers’ continuing professional development. In this continuum, the induction phase plays a crucial role by offering the possibility of linking the pre-service teacher preparation and the upcoming continuing professional development. Second, induction support is considered as a formal programme having such elements as purpose, curriculum, organizational structure, staff, clients, funding and evaluation. Third, teacher induction is understood as a process of teacher socialization (Ingersoll, 2007; Wong, 2004). Even though induction is recognized as a crucial part of teacher development, there is less agreement about how to effectively conduct induction of beginning teachers with programmes varying in areas of support and length (Insites, 2001). Furthermore, Britton et al. (2003) make a distinction between limited versus comprehensive induction where limited induction defines the support provided to beginning teachers such as teacher orientation, occasional assistance, enculturation etc. On the contrary, comprehensive induction is a system developed to facilitate better working on a longer term and training to enhance professional learning and teacher quality. Accordingly, a comprehensive induction programme should begin with a policy to meet defined goals and demands, and involvement should be for a minimum of at least one year with allotment of sufficient resources to allow for release time to achieve the intended goals (Britton et al., 2003). The Alliance for Excellent Education (2004) also distinguishes between induction as a temporary solution to beginning teachers’ problems versus a time of standard practices intended to initiate high quality long term professional learning. The Alliance portrays comprehensive induction as a portfolio of assistance, improvements and appraisals based on accepted norms offered to beginning teachers for a minimum of their first two years of

professional teaching. Specifically such an induction contains the following elements: well organized instructional mentoring by carefully selected and trained experienced teachers who guide beginning teachers using different approaches, regular planning time for joint discussion on subject matter and pedagogical areas, regular appraisal based on accepted norms, job embedded professional development activities, fact-based reflection that applies data to direct the teacher to make instructional decision to address needs of students, teacher networking that makes use of technology to promote communication and teamwork, and effective principal leadership (Alliance for Excellent Education, 2004). Considering these arguments and Ethiopia's endorsement of teacher induction as part of the larger teacher education reforms, I have therefore placed it within the comprehensive approach to defining induction for purposes of the present research. To put it briefly, Wong (2005) summarized induction as follows: "it is the name given to a comprehensive, coherent, and sustained professional development process that is organized by a school district [an education system] to train, support and retain them[ beginning teachers] in to a lifelong learning program" (p.43). This definition is in line with the policy intentions of the teacher induction programme of Ethiopia, and therefore useful for guiding the present research.

Based on existing practices, InSites (2001) identified three fundamental models of induction programmes, with the majority of induction programmes containing a combination of some parts of these models: viz. Basic Orientation Model, Beginning Teacher Development Model and Transformative Induction Model.

Understanding induction programmes as a continuum is important in this case. Such understanding is essential for a country like Ethiopia, which has recently launched an induction course and gives directions to establish a successful induction to beginning teachers.

The five components of a sound induction programme, according to Moir and Gless (2001), are programme vision, institutional commitment and support, quality mentoring, professional standards and classroom-based teacher learning. In addition, the European

Commission (2010) report further included defining roles and responsibilities of stakeholders, competent school leaders and monitoring and evaluation. These components of effective induction served as standards to analyse the soundness of the design and implementation of the Ethiopian induction model.

For analytical purposes, the elements of the foregoing discussion are represented in a conceptual scheme that informed the present study:

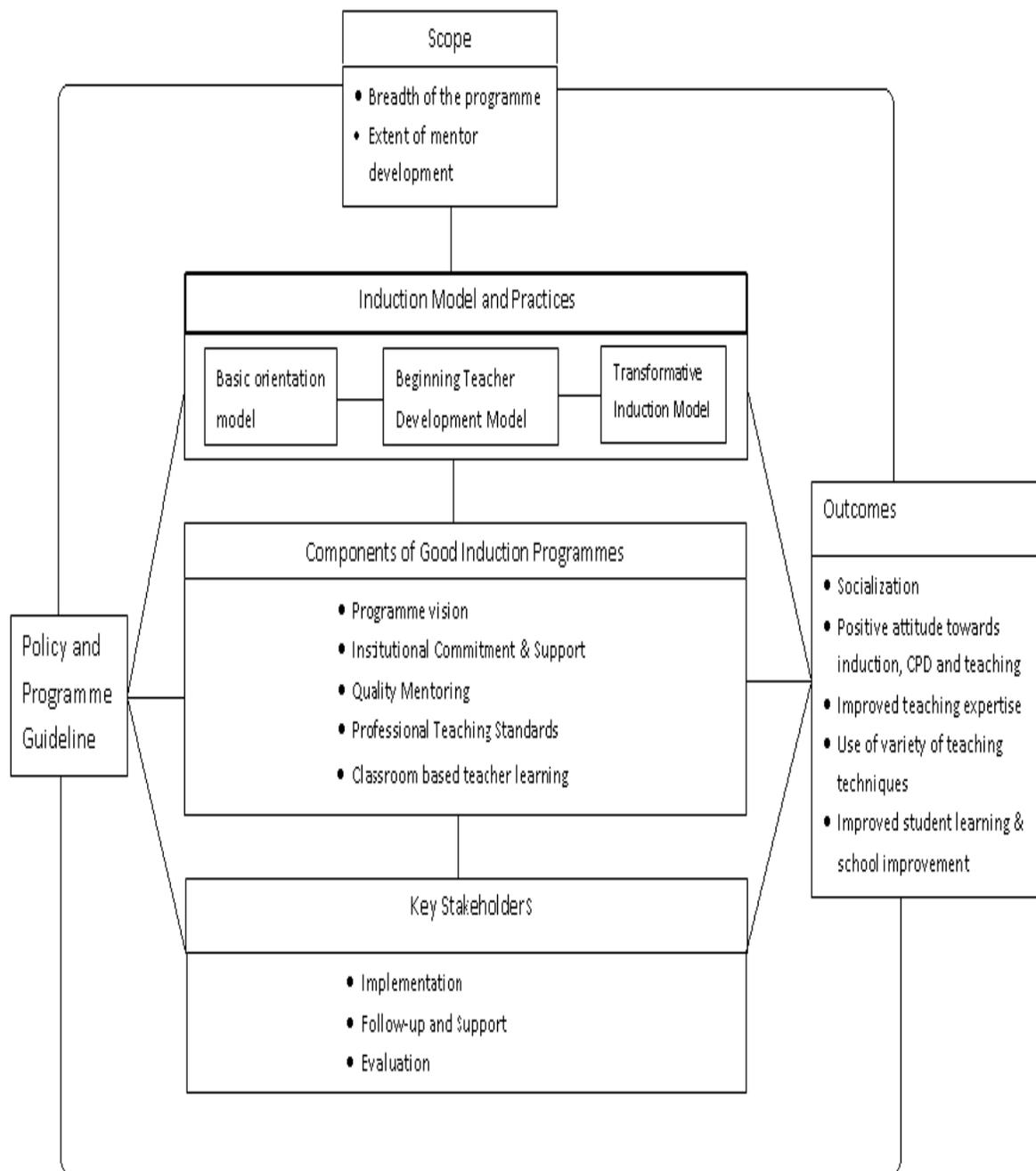


Figure 1: Conceptual Framework on Teacher Induction

This theoretical framework shows that induction policy or programme guideline defines the scope of induction, extent of mentor development and resource availability and hence enhances or impedes success of the programme. It also contains the essential

components of an induction programme and highlights how these components interact to give the intended outcomes. A sound induction programme should contain fundamental components as identified by the European Commission (2010) and Moir & Gless (2001). This conceptual framework also consists of a continuum of the basic induction models (Insites, 2001). The continuum has three levels of basic induction models. As we go through the continuum starting from the first to the last stages, the objectives and practices of induction become comprehensive and beginning teachers are supposed to get better support. Due to the interactions between the different component parts, namely guiding principles of the programme, key players, induction models and situations, we achieve results. This conceptual framework was used in the study as a reference to investigate how well the programme of induction in Ethiopia is organized and implemented.

### **RESEARCH METHODOLOGY**

This chapter presents and justifies the research methodology designed to achieve the purposes of this investigation. Creswell (2009) contends that the research design is a combination of three components viz. philosophical assumptions, strategies of inquiry and the particular research method chosen. As Creswell further elaborates, the philosophies currently existing are postpositive, social construction, advocacy/participatory and pragmatic. While the strategies of inquiry are categorized as quantitative, qualitative and mixed methods, the research method is the specific technique selected to carry out the research.

In order to explore, interpret and understand the design and implementation of the recently introduced induction programme, I had to choose appropriate research approach that could enable me to find answers to the research questions and attain the research objectives. I particularly intended to establish deeper understanding about the design and practice of induction in the setting selected, and the meaning ascribed to it by the main beneficiaries. In view of that, this chapter discusses the philosophical paradigm, the strategy of inquiry and the particular method adapted to conduct the investigation on teacher induction. It also covers reliability and validity issues and ethical considerations in the present research.

#### **3.1 Research Approach**

Considering philosophy/epistemology, this study is situated within the interpretive paradigm which is part of the social constructivism paradigm (Creswell, 2009). The reason for using the interpretive paradigm is because of its utility in uncovering meanings toward a better understanding of human action, which in this case is the

teacher induction. This paradigm promotes the view that individuals form their own understanding of the world they live in and work, and give personal meaning to their experiences (Cresswell, 2009). To explore and interpret the data on the experiences of the beginning teachers and their mentors, I particularly used the phenomenological approach. The idea was to describe and explain experiences of the participants so as to understand and draw meaning on how teacher induction is organized and practised in the particular contexts in which my case study teachers worked and did their induction course (Schwandt, 2001).

The interpretive paradigm is a typical characteristic of qualitative research. In other words, the strategy of inquiry chosen to conduct this investigation is qualitative. Creswell (2009) explains that qualitative research is a strategy applied to investigate and understand the meaning individuals or groups attribute to a societal or individual problem. The course of research in qualitative inquiry consists of questions requiring answers, method of research, data gathering from the natural setting, inductive data analysis that goes from particular to general premises and the researcher's explanation of the meaning of the data. The structure of the final written report is flexible to suit particular situations.

Qualitative research is generally stated to be any type of research that generates results obtained using non-statistical methods (Strauss and Corbin, 1998). These authors assert that qualitative research methods can be applied to establish better understanding of any phenomenon about which not much is known. This type of strategy is instrumental in establishing a thorough understanding of any phenomenon that is not well known. As was mentioned earlier, teacher induction is a new phenomenon in Ethiopia and little is known about how it is perceived and practised. Currently, establishing a thorough understanding of the induction processes, practices, results and perceptions of the beneficiaries is more pressing than making generalizations about the target population.

I intended to discover and establish deeper understanding on how induction is actually organized and implemented at grassroots level and to try to make sense of how some beginning teachers ascribe meaning to the process of induction they are passing through.

In relation to this, McMillan and Schumacher (2006) argue that qualitative research inquiry is a type of research employed to gather data through direct interaction of the researcher with participants selected for a study in the natural setting of the event. This strategy also allows the researcher to explain and discover participants' personal and mutual actions, beliefs, thoughts and perceptions (McMillan & Schumacher, 2006). In this research, the collection of data through the direct interaction of the researcher with the beginning teachers in the actual setting in order to discover the perception, beliefs and thoughts, is aligned with the qualitative inquiry.

There are several types of qualitative research methods. Some of the most common types include phenomenology, ethnography, case study, grounded theory and historical research (Creswell, 2009).

The case study method is particularly chosen to do the present investigation so as to gain detailed information and a thorough understanding of how some beginning teachers go through the induction course during their first year of teaching, and to study whether the course has supported them to adapt to the work environment and learn how to teach in the actual situations. As Stake (1995) argues, the case study method allows a researcher to make a thorough investigation by gathering a comprehensive data about a programme /programmes or an individual/ individuals, from a variety of sources in a defined time. I chose this method for its appropriateness to do this investigation because it enabled me to collect a lot of data from different sources and by different means, on how induction is organized and implemented in the target areas, and how the practice benefits participating beginning teachers. Hence, this method is apposite to thoroughly explain and understand practices accomplished to induct the three case studies.

Yin (2003) identifies different types of case studies. Depending on the design, case studies can be grouped as single or multiple. The difference between the two designs is that the single case study entirely deals with a single case, whereas in multiple designs two or more cases are covered in the investigation. As Yin states, the logic followed in selecting and involving multiple cases is replication of results and not sampling (Yin, 2003). Multiple cases make the outcomes stronger by replicating emerging patterns,

thereby enhancing confidence in the strength of the theory. This investigation involves three case studies hence this study is categorized as a multiple case study. Alternatively, Yin also describes case studies as exploratory, explanatory and descriptive. Exploratory case studies are often done prior to formulating research questions and hypotheses in social research. Explanatory case studies deal with revealing causes and effects of something. Descriptive case studies involve one or more case(s) to illustrate what a situation is like. This type of case study is useful to know more about the lesser known phenomena. Descriptive case study is a proper form of investigation for the topic at hand. The goal of the present research is to establish an in-depth understanding about the design and practice of teacher induction and how beginning teachers are learning how to teach in this country. Thus, this investigation applies a descriptive multiple case study method.

According to Miles and Huberman (1994), a case is defined as a phenomenon of a different type happening in a bounded situation. Individuals, a small group, an organization, a community or a nation can be taken as a case. In addition, a role can also be considered as a case. The researcher has to determine which activities, processes, events, times, locations and actors have to be included in the study. As indicated by these authors, a case has a focus (heart) and serves as a unit of analysis. It also has a boundary. The boundary can be set using settings, concepts and sampling, among others. It sets the limit of what to include or exclude from the study.

In this investigation, the cases are three beginning teachers selected for this study. They are the focus of the study and serve as the unit of analysis. The issue of investigation is the organization and implementation of the induction course and the assistance given to the selected beginning teachers during their first year of teaching. This sets the boundary of the study more specifically as indicated in the research questions. Therefore, only contexts, people, activities, etc. that are believed to have direct influence with the induction of the beginning teachers were considered for this study.

The target woreda and schools, where the cases work, set the context for this study. The target woreda is a local administration. It is among the one hundred fifty seven woredas

or constituents of the Amhara Regional State in Ethiopia. The target woreda has an organ named Woreda Education Office which manages primary and secondary schools. In order to facilitate the provision of professional and administrative support, schools that are found in neighboring localities/villages are grouped into a cluster of schools. Consequently, there are several clusters of schools in the woreda. In principle, a cluster supervisor is assigned for each cluster to arrange professional development activities and provide supervisory support for teachers and school principals within the cluster.

### **3.2 Site and Case Selection**

As Miles and Huberman (1994) state, the kind of sampling procedure that is applied in qualitative research tends to be purposive. In a qualitative research, sites and participants that are believed to give the investigator the best opportunity to understand the problem and the research question are purposefully picked.

In this study, sample selection was done at two levels. The first level of selection refers to choosing target schools, and the second to the selection of the cases. The selection of the target schools/research sites was done based on those that had better performance in induction practices in terms of having better mentors, coordination, and/or previous achievement and favourable situations for the present study. The target WEO has data about schools which had better previous induction performance. It also has the information on assignment of beginning teacher(s) to a particular school in the 2010/11 school year and the gender and level of qualification of the beginning teacher(s) assigned. Therefore, by considering all these conditions, two schools (School A and School B) were chosen in consultation with the WEO.

First-year beginning teachers assigned to these schools were the potential cases for this research. The final selection of the cases was done by taking into consideration the sex, level of qualification and willingness of the beginning teachers. Three female and one male beginning teachers were assigned in the two target schools chosen for the present

study. Two female beginning teachers were assigned in School A. Both of them had a 10+3 (ten years of general education and three years of teacher training) qualification in English Language teaching. With the intention of giving a chance for a male beginning teacher who teaches in a different school, I decided to choose only one of them by drawing lots. In school B, one female and one male beginning teachers were assigned. They had 10+1 (ten years of general education and one year of teacher training) and 10+3 qualifications respectively. Since they were of different sexes and levels of qualification, both were included in this study.

The other participants in this research were two mentors, two school principals, two sample colleague teachers, two cluster supervisors, the officer responsible for the induction and CPD of beginning and experienced teachers in the target Woreda Education Office and an official at the Regional Education Bureau. Mentors are entrusted with the role of assisting beginning teachers during the induction period. School principals are responsible for the planning and implementation of induction in their respective schools. Colleague teachers influence beginning teachers. Cluster supervisors are in charge of providing professional support to experienced and beginning teachers in their area of assignment-cluster of schools. The WEO and Regional Education Bureau have a stake in coordinating, supporting and monitoring the induction and professional development of teachers. Therefore, all these participants were included in this study because of the roles that they play in the induction of beginning teachers.

### **3.3 Data Collection Techniques and Strategy for Data Analysis**

#### **3.3.1 Data Collection Techniques**

In qualitative research, the investigator carries out the data collection him/herself and takes substantial time in the actual setting to gather the necessary information (Creswell, 2009). Creswell identifies the major types of data collection techniques in qualitative research. These techniques include observations, interviews and documents. A combination of observations, interviews and documents are typical data sources in case

studies (Yin, 2003), and hence these methods are planned and used in the present investigation. Application of multiple data sources is valuable to exercise the method of triangulation and consequently improve the quality of the data and data analysis (Creswell, 2007). In this study triangulation was done by bringing together data from different sources such as beginning teachers, mentors and different types of documents and observation. This method was helpful to validate the data or strengthen the resulting themes. Accordingly, interview, observation and document analysis were the main tools used in this research.

### 3.3.1.1 Interviews

The interview type chosen for this research was the open-ended interview. Thus, interview guides with no predetermined responses were prepared to guide the interviewing process. Two interviews were conducted one at the end of December 2010 and another in April 2011.

The initial interview with beginning teachers, which contained 37 items (see Appendix C), focused on a number of issues including beginning teachers' beliefs about teaching and learning, their concerns as beginning teachers, and their expectations from the induction and mentoring support. The first round interview with mentors comprised of 16 items (see Appendix E) and aimed at revealing mentors' beliefs about teaching and learning, what they think about the organization of the induction programme in their school, their understanding of induction and mentoring goals, their roles in the induction process and how they plan to help beginning teachers to achieve the intended goals of the induction programme.

The second round interviews were conducted in April 2011. In this round, the interview schedules for beginning teachers and mentors consisted of five items each (refer Appendices I and J respectively). The main purpose of the second round interviews with beginning teachers was to seek answers to what changes were observed (in terms of adapting to the work environment, professional knowledge, skills and attitude, and

actual classroom practices) in beginning teachers due to their participation in the induction and mentoring practices, and how these changes were realized. At this time, beginning teachers were assumed to have formed opinions on the induction programme, so they were asked to express their opinions about the effectiveness of the organization and the implementation of the induction programme. In this second round, mentors were asked to explain what changes they had observed in their mentees, as a result of their participation in the induction course, and how these changes have happened. In addition, both groups were asked about the strengths and constraints observed in the induction course modules and their suggestions for improvement. More data were collected from both groups through telephone and personal contacts between and after the two main rounds in order to clarify data collected and fill areas where data was thin.

Interviews were also conducted with school principals, cluster supervisors and the responsible officer in the Woreda Education Office. Interview schedules that comprised of five, three and eleven main items were developed and used for these groups respectively (refer Appendices D,G and H). The interviews with these groups of respondents were specifically geared towards obtaining information on how the induction programme is organized and practised in the target woreda and schools. An interview was also conducted with a senior former RSEB official to get his views on how the induction course was organized and implemented in the Amhara region. The same interview questions, developed for the Woreda Education Office implementer, were used for the interview with this official (see Appendix H). The data obtained from school principals, cluster supervisors, responsible officer for induction of beginning teachers in the Woreda Education Office and the former RSEB official were used to make the evidence complete and triangulate the data obtained from beginning teachers and mentors.

In the present study, the researcher consulted the participants and requested to use audio-recording device during the interviews and obtained the consensus of all of the participants. To avoid possible data loss due to technical failure of recording devices, I pretested them and ensured that the devices were working properly. Then, the interviews

were recorded successfully. The interviews which were conducted in the Amharic language, were then transcribed. In order to make sure that the transcriptions were carefully done, I had to play the tapes back and forth repeatedly. Then, I translated the transcriptions into English.

### 3.3.1.2 Observations

In this research, two types of observations were carried out in May 2011. I conducted one classroom observation with each case, and attended one post lesson observation conversation with each pair of beginning teacher and mentor. Two observation guides: a classroom observation guide containing three main items and post classroom observation guide consisting of five main items, were used during these events (refer Appendices M and N respectively). To give them the chance to prepare themselves, the classroom observations and conversations took place at agreed upon times. These observations were necessary to enrich and verify the data obtained through interviews. Classroom observations were especially significant in revealing the actual classroom situations and performance of beginning teachers, and how they apply what they have learnt during the induction period. Attending the conversations helped to reveal the situation under which the mentoring was conducted and the content of the post-lesson conversation, and to understand how mentors try to enhance the process of beginning teachers' 'learning to teach'.

### 3.3.1.3 Document Analysis

In the present research, CPD/Induction guideline, the Teacher Development Programme Blue Print, schools' year plan, induction modules, mentors' guides, reports by mentors and beginning teachers and course documents developed by beginning teachers were used to extract relevant information about the structure of the induction programme, the induction practices, the changes observed in professional growth of the beginning teacher, and constraints encountered in the process. Beginning teachers and mentors were also requested to produce written reflections based on six issues developed for each group (see Appendices K and L respectively) on what induction practices are

accomplished, how the mentor supported the beginning teacher through the process and the results achieved in terms of the adaptation into the work environment, knowledge, skills and attitudes.

### 3.3.2 Strategy for Data Analysis

In qualitative research, the data analysis is the most challenging task (Miles & Huberman, 1994). In order to minimize the difficult nature of qualitative data analysis, it is necessary to clearly describe the tasks and processes involved in this major task. In view of that these authors define data analysis in terms of three interconnected steps, namely data reduction, data display and drawing conclusions.

This study is situated within the interpretive phenomenological paradigm. Given that the participants were provided ample opportunities, through interview, to describe their experiences regarding how the induction was organized and conducted in their context, they explained the practices, processes and methods involved in inducting the three case studies and the constraints and consequences they observed.

At the beginning of the process, I reduced the data by selecting the most relevant data that would enable to answer the research questions, i.e., deciding which portion of data to code and which to exclude. According to Strauss and Corbin (1998), coding is a process of analyzing data. It involves action through which data is classified, meaning is drawn out of it, and the data is organized in new ways. In the process of coding, the data obtained from the interviews with the participants were transcribed in greater detail and substantiated with data from induction course documents to explain the induction phenomenon from participants' perspective. Depending on their nature, I grouped the data, derived from interviews and induction course documents in to several categories. Orientation, beginning teachers' workload, mentoring arrangement, concerns of beginning teachers, action research, classroom observation, support from colleagues and management, appraisal and reflection were the categories the data were organized and

presented. In this process, I attempted to make sense by going back and forth from participants' claims to the interpretation of the meanings of those claims.

I have been observing repeatedly appearing conditions, patterns, and interpretations since the beginning of the data gathering. These were the critical signs that led me to conclusion. But the conclusion had to be supported by adequate evidence. During the course of the data analysis, I repeatedly had to go back and forth to transcriptions of interviews, field notes, data obtained through observation and document analysis in order to check whether the observed patterns, interpretations and propositions are verifiable. These were necessary steps that I had to go through to consolidate emerging patterns into conclusions.

### **3.4 Reliability and Validity of the Research**

The issue of reliability and validity of qualitative research are controversial. Reliability indicates the degree to which research instruments produce accurate data or, the probability in which the same result is obtained in repeated trials. Validity can be stated as the extent to which the research explains and determines what it is intended to explain or determine (Morse, Barrett, Myana, Olson & Spires, 2002). According to Morse et al., (2002), due to a refusal to recognise the validity and reliability of qualitative research in the 1980s, ensuring the use of mandatory standards moved from the researcher to readers and users of the research product. With this change, these authors argue that the emphasis of the approach to ensure quality during the research process has shifted to the approach of assessing the trustworthiness and utility that are put into action after the research is completed. The main argument these authors advance is that the evaluation done after the research is completed contributes little to the real attainment of reliability and validity of the research product. Accordingly, they suggest that the researcher should hold the responsibility to verify reliability and validity of the research process by checking and correcting errors before they are constructed into the developing model and threaten the analysis.

Morse et al. (2002) suggest four verification strategies to improve reliability and validity of the research process. The first strategy is ensuring methodological coherence, while, the second strategy is confirming appropriateness of the sample. Collecting and analyzing parallel data is the third verification strategy. Thinking theoretically in which ideas that come out of data are confirmed again using new data is the fourth strategy. This results in new ideas which in turn must be verified using the already collected data. This type of thinking demands moving slowly and carefully towards new knowledge, confirming again and again and establishing a solid foundation.

It was essential to assign due significance to the issue of reliability and validity in this research. Ensuring the quality of the research by the use of mandatory standards or assessing trustworthiness and utility could be done by readers and users of the research product after the research is completed. However, I share the argument advanced by Morse et al. (2002) that the investigator holds the responsibility of producing reliable and valid research products. As discussed earlier, it is necessary to improve reliability and validity while the research is in process. Unlike judging reliability and validity by external bodies after the research is completed, which in fact makes little contribution to improve reliability and validity of the research, priority needs to be given to applying verification measures by the investigator during the research process. This is useful to improve the quality of the research. Thus, I made utmost efforts to ensure the reliability and validity of this research by applying the verification strategies described by Morse et al. (2002).

The research questions posed in this study can be answered within the methodological framework of case study. The data collection methods applied in this research, namely interviews, document analysis and observations enabled me to collect the right kind of data to answer the research questions. Individual questions included in the interview schedule were commented at two stages. To begin with, I received extensive comments on the draft instruments from my supervisor. His comments were crucial to make the data collection tools comprehensive and aligned with the research questions. After incorporating his comments, the instrument was checked again by a colleague from

Bahir Dar University, whose background is educational measurement. This step was necessary to make interview items specific and unambiguous. In general, these steps were helpful to improve the quality of the interview questions. The three case studies chosen for this investigation were beginning teachers with no prior teaching experience. They are from both sexes and have different levels of qualifications. Therefore, they are appropriate samples. Including multiple cases brought the opportunity to validate the data and make the emerging patterns stronger. On top of the case studies, data were collected from participants who are directly concerned with the induction of beginning teachers. These participants work at various (grass root, lower and middle) levels in the education hierarchy, and the data reflect wide-ranging views. Hence, it can be said that adequate and the right kind of data were collected to provide answers to the research questions. The interviews were conducted in two rounds. The data analysis was started alongside with the data collection. This action helped me to identify areas where data was thin and required more data in between and after the two main rounds.

I collected feedback on the draft report from participants of this research to ensure their words were taken and understood correctly. This was a necessary step applied to avoid misunderstanding and misinterpretation of ideas taken from participants. So I had to go back to the source of the data to obtain verification. All these steps were necessary to improve the validity and reliability of this research.

### **3.5 Ethical Considerations**

There are different reasons why it is necessary to observe ethical codes in research. The main reasons comprise of advancing goals of the research, facilitating collaborative work, winning public acceptance and setting conditions for accountability (Resnik, 2011). For these reasons, I have adapted ethical codes of the American Association of Educational Research (2002). Ethical codes from the American Association of Educational Research that are most useful for the present research are stated as follows:

1. The researcher is accountable to behave in accordance with the ethical codes to which the research maintains.

2. The investigator provides necessary information to participants about all phases of the research.
3. The investigator needs to build trust by being transparent and truthful to participants.
4. The investigator needs to take necessary measures to protect participants from physical and mental discomfort, harm, and danger due to their participation in the research.
5. The investigator should acquire informed consent from participants before they take part in the research.
6. The investigator makes sure that confidential information obtained about participants not disclosed.
7. The investigator has a responsibility to consider potential misinterpretations and misuses of the research.

I understand that adhering to these ethical codes is my responsibility as an investigator. Accordingly, I took several steps to ensure these ethical codes are attended. First, I explained the purpose of my research and the merit it has to beginning teachers, the WEO, the programme as a whole. After understanding the value of my research, the WEO awarded me a permission letter to conduct the research in the target schools selected for this purpose. But this letter was not included in the appendices to ensure anonymity of the schools included in this investigation. Second, I had similar discussions with principals of the target schools and they gave me their support, and facilitated the process for me to conduct the research in their schools. Third, I had a meeting with potential cases and participants in both target schools. The purposes of the meeting were to explain about my study to them and seek their willingness to participate in the study. I openly explained the purpose of the study, the time it would take, the roles expected from them as participants, the role of the investigator and the need to use audio tapes to record interviews with them. I informed them that they were free to take part or stay out of this study at any stage. Fortunately, they agreed to take part. Some of them were even willing to be identified by their real names. However, using their real names would give a clue to the identity of the other participants. So, I decided to uniformly use

pseudo names. Instead, I asked them to choose a pseudo name of their preference and they chose cover names. Accordingly, I concealed their identities by using pseudo names. They also allowed me to record interviews using audio tapes. Finally, I presented the draft report to the participants to make sure the data was presented in the context they had stated. This was an essential step taken to avoid possible distortions and misinterpretations of the participants' words.

### **DATA ANALYSIS AND INTERPRETATION- PART ONE**

The present research was intended to determine how the induction course is designed and implemented so as to achieve its intended purposes. It also sought to explore the consequences of teacher induction in the target schools and find possible explanations for the prevailing practices and consequences and create possibilities for informed decision-making and change to enable a successful induction programme.

The data analysis and interpretation is presented in two chapters. This chapter deals with finding answers to the question of how teacher induction is constructed and practised. Specifically, it addresses the thoughts of various stakeholders on the induction programme and how it is actually and should be structured and practised.

Most of the data necessary to answer the first research question are presented in separate sections; I then discuss and interpret the data in a systematic manner.

It was reviewed in chapter two that a sound induction programme should contain some fundamental constituent parts. These include mainly programme vision and purpose, institutional commitment and support, quality mentoring, professional teaching standards and classroom-based teacher learning opportunities (Moir & Gless, 2001). Furthermore, the programme should have clearly defined roles and responsibilities for stakeholders, and incorporate close monitoring and evaluation among others (European Commission, 2010). I used some of these standards to determine the soundness of the design and effectiveness of implementation of the Ethiopian induction programme.

In the following section, I present and analyze the data necessary to answer the first research question. This section itself is divided and presented in two parts so as to respond to issues related to the design and implementation of the induction programme.

## **4.1 Assessment of Design of the Induction Course**

### **4.1.1 Induction in the Teacher Education Reform in Ethiopia**

In order to locate the induction programme within the teacher education reform in Ethiopia, I consulted different documents and people who were involved in the design and/or implementation of the CPD/Induction programme. One of the persons consulted was a Former Head of the Amhara National Regional State, Education Bureau (ANRSEB).<sup>1</sup> He served as Head of the Education Bureau for eight years (December 2002 to September 2010).

He had been involved in the Teacher Development Programme (TDP) since its inception and played a crucial role during its planning and implementation. He also had the opportunity to provide comments to enrich the draft TDP, and gave strategic level leadership to improve its realization in the field. With his rich experience in TDP, initially I asked him to talk about the teacher education reform that has been taking place in the country, generally.

Here is what he said:

For nearly a century in the Ethiopian education system, teachers were upgrading their qualifications through summer in-service programmes. Most of the teachers had to wait a long time until they got the opportunity to be involved in the summer in-service programme. There was no system through which teachers build their professional capacity continuously. The MoE introduced major changes to reform teacher education in this country in 2003. This reform was initially known as TESO, but later on, it was renamed as TDP. The TDP is one of the components of the General Education Quality Improvement Package (GEQIP).

The extract above summarises the historical background of the teacher professional development in the Ethiopian education system. For many years, the education system

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<sup>1</sup> All the names of persons except the Former Head of ANRSEB, who is addressed by his title, schools and the target woreda, have been changed to protect their real identities. Pseudonyms are used throughout the document.

had relied on the traditional staff development approach which provided limited number of teachers the opportunity to upgrade their qualifications through summer in-service courses. It had not been systematically targeted towards consistently building the professional capacity of teachers. Recently the MoE introduced the TDP to reform teacher education in the country.

The MoE had the following vision concerning how teachers should improve their competence through lifelong learning:

The teaching profession is a lifelong undertaking that is initiated in teacher education institutions, refined in the teaching experience, and enhanced through professional development. Thus, teachers should go through ongoing and systematic professional development programmes (CPD) so that they should build their professional skills and demonstrate improved performance. (MoE, 2004:27)

This quotation from a major policy document suggests that the MoE views teaching as a profession that involves lifelong process of learning. It also views teacher education as a continuum which involves providing an initial repertoire of skills through the pre-service training and developing their capacity in a sustainable way through an in-service/continuing professional development programme which contains the induction course for beginning teachers and professional development activities for experienced teachers who are already on the job (MoE, 2004). Designing teacher professional development as a continuum comprising the three phases is important to realize the lifelong process of teacher learning in an integrated manner. The induction phase is thus designed as a hub that links the pre-service and in-service teacher development components.

#### 4.1.2 Purpose of the Induction Programme

The CPD/Induction guidelines set a clear vision for beginning teachers, the realization of which begins in their first few years in the teaching profession. This can be understood from the following quotation:

The newly deployed or beginner teacher will serve an initial period of supervised and supported teaching for a set interval of time (2 years). That period will be

one of probationary service and it must be completed satisfactorily before the teaching license is awarded. For this to happen, the beginner has to go through the first phase of CPD- the induction process and- show realistic levels of master of teaching required for the phase. ... At the end of the two years, before they receive the initial license, all beginner teachers will have to demonstrate competence in the areas set out in the pre-service list of professional competences. (MoE, 2004: 27-28)

As indicated in the CPD guideline, the MoE asserts that by the end of the induction period, beginning teachers should have a reasonable level of teaching competency for the teacher induction phase. They should be able to apply the principles of teaching in their classroom. After completing the induction period, the beginning teacher is required to exhibit pre-service list of professional competencies in order to receive a teaching licence.

It is crucial that this purpose is clearly understood and shared by key players who work at different levels of the education system, and are expected to implement/ support teacher induction. I raised a question with the participants to determine the level of their understanding of the purpose of the induction course. In the following section, I present some perceptions from the key players on the purpose of the course.

The Former Head of ANRSEB captured the purpose of the induction course for me:

One of the objectives of the induction programme is to create situations whereby beginning teachers in their first years learn about the basic professional, ethical and environmental requirements necessary to successfully carry out their job. The induction course is also deemed to fill the practical skill gaps beginning teachers have, to enable them to properly fulfil their professional responsibilities and help them develop a positive attitude towards their profession. The ultimate goal of beginning teachers' induction is linked with improving quality of education.

To the former ANRSEB official, the induction course is designed to achieve several purposes. Specifically, the course is intended to acquaint the beginning teacher with the work environment, requirements of the education system, and to help him/her gain practical teaching skills and improve student teaching.

Ato Samuel is the Deputy Head of the target Woreda Education Office and Coordinator of Teachers', School Principals' and Supervisors' Capacity Building Core Process. He

has served for nearly two years in this position. Prior to this position, he worked in different capacities: as a teacher, school principal and supervisor. Ato Samuel gives his account of the purpose of the induction course:

The purpose of the beginning teacher induction is to build professional skills of beginning teachers and enable them to contribute towards improving students' learning. It is particularly intended to help them deeply understand the subject they teach, the teaching learning methods they apply and enhance their capacity in classroom management. It is also planned to help them understand the school system, the community and the staff.

The deputy head of the WEO shared the views of the former ANSEB official on the purposes of induction. In addition, he asserted that beginning teachers form a deeper understanding of the subject they teach as a result of the induction course. The guideline mentions this purpose as an outcome of the pre-service preparation and the two-year induction, and not with particular reference to the induction course alone. Considering the contents of the induction course which mainly contains generic pedagogical topics, it is a bit of a far reaching expectation to assume that the induction course would satisfy this particular purpose.

Berhanu is an experienced teacher working in School A, one of the target schools in this investigation. He took part in this investigation because of his role as a mentor to one of the case study teachers, Tigist.

This mentor shared with me his view on the purpose of teacher induction:

The induction course is intended to enable beginning teachers to acquire practical knowledge of teaching. Beginning teachers get theoretical knowledge of teaching from the pre-service training. But they lack the practical know-how on teaching. To this end, the induction course is necessary to create a favourable ground to practice what they have learnt from pre-service courses in the real classroom context and enable them gain practical teaching experience. It is also important to provide suggestions on ways beginning teachers are doing their job. These situations are necessary to build confidence in teachers and promote their teaching expertise.

As a mentor, Berhanu emphasizes that the basic justification to provide the induction course is to create suitable conditions for beginning teachers to acquire practical teaching skills. Prospective teachers get theoretical knowledge from their pre-service

courses. During the induction period, beginning teachers are required to put this theoretical knowledge into practice in the actual classroom context. In this process, they receive guidance that enables them to develop practical teaching experience.

I also explored the same issue with Maritu, another experienced female teacher in the second target school (School B). She participated in this investigation because of her role as a mentor to the second case, Ayele, and the third case, Emebet.

During the interview, Maritu explained the purpose of the beginning teacher induction course as follows:

It is meant to build the professional knowledge, skills and outlooks of beginning teachers. This course assists beginning teachers on how to prepare to teach, how to deliver lessons and how to interact with students. It enables beginning teachers to build their competence and become good teachers by providing appropriate support. It introduces them to the school environment and how to interact with the staff. The induction course also enables beginning teachers to understand the importance of the CPD/Induction programme and inculcates a positive outlook towards this programme.

As reflected in the quotation above, Maritu incorporated most of the elements of intent in the induction course as stated by the MoE. This mentor thus has a good understanding of the purpose of the induction course as put out by the MoE.

All the respondents whose ideas are presented above articulated essentially similar perceptions concerning the intention of beginning teacher induction. The expressions and depth of understanding of the purposes of beginning teacher induction vary from one respondent to another, but all of them share similar ideas. According to these stakeholders, induction is meant to acquaint the beginning teacher with the social environment, the school and education system, and to enable him/her to develop professionally and ethically. The induction course particularly aims at preparing beginning teachers for the day-to-day challenges they encounter in the classroom. For these reasons, the induction course is considered to be valuable.

To sum up, despite working at different levels, the participants reflected similar views regarding the purpose of induction. A clear and especially common understanding of the purposes of induction is an essential first step towards realizing them.

### 4.1.3 Provision of Classroom-based Teacher Learning and Catering to the Needs of Beginning Teachers

I reviewed the two first-year induction modules to determine whether the contents of the induction course are related to the classroom situation, and whether they provide beginning teachers with the opportunity for classroom-based teacher learning. The contents of the two first-year modules are presented in Table 1 below. Both course modules contain activities planned for 20 weeks.

As seen in Table 1, the areas covered in the first-year induction course include school awareness, lesson planning and evaluation, classroom management, continuous assessment, treating individual differences, gender, and classroom observations. In principle, it can be stated that most of these activities are linked to classroom teaching and learning. Hence, the induction course is designed in such a way that the beginning teacher gets the opportunity to experience classroom-based teacher learning.

**Table 1: Contents of the First Year Induction Modules**

Module	Duration	Activity
First Semester Module	weeks 1-4	Activity 1a – Collecting information about the school
		Activity 1b – Self evaluation on adjustment to school and teaching
		Activity 1c – Classroom management 1
		Activity 1d – Lesson plan preparation
		Classroom observation 1, with its focus on general teaching expertise
	Weeks 5-8	Activity 1e – Classroom management 2
		Activity 1f – lesson evaluation
		Project on continuous assessment (first) started
	Week 9-12	First project completed
		Classroom observation 2: its focus is on selected teaching expertise
		Activity 2 – Self-evaluation on what kind of teacher the beginning teacher want to become which leads him/her to set goals and develop strategies to become the kind of teacher he/she want to be

	Weeks 13-16	Activity 3 – Self-evaluation against characteristics of effective teacher
		Project on Classroom organization and management (second) started
	Weeks 17-20	Classroom observation 3, with its focus on classroom organization and management
		Activity 4 – Self-evaluation and reviewing the first semester’s induction work
		Activity 5 – The beginning teacher prepares draft individual action plan and review and finalizing with the mentor
Second semester module	Weeks 1-4	Activity 6 – Physical conditions of the classroom
		Project on handling differences among students (Project 3) started. It is focused on lesson planning, teaching learning activities and continuous assessment
	Weeks 5-8	The third project completed
		Classroom observation 4, with its focus on lesson planning, teaching activities and assessment
		Activity 7 – Social profile of the classroom
	Weeks 9-12	Project on gender (Project 4)
	Weeks 13-16	Classroom observation 5, with its focus on gender
		Activity 8a – Review of the second semester induction practice and self-evaluation
		Activity 8b – Preparing a draft action plan for the second semester
	Weeks 17-20	Discussion on the second semester and first year induction practice
	Finalizing the third semester induction action plan	

MoE( 2005 a, 2005b)

In brief, the review of the induction course modules can be summarized using the following figure:

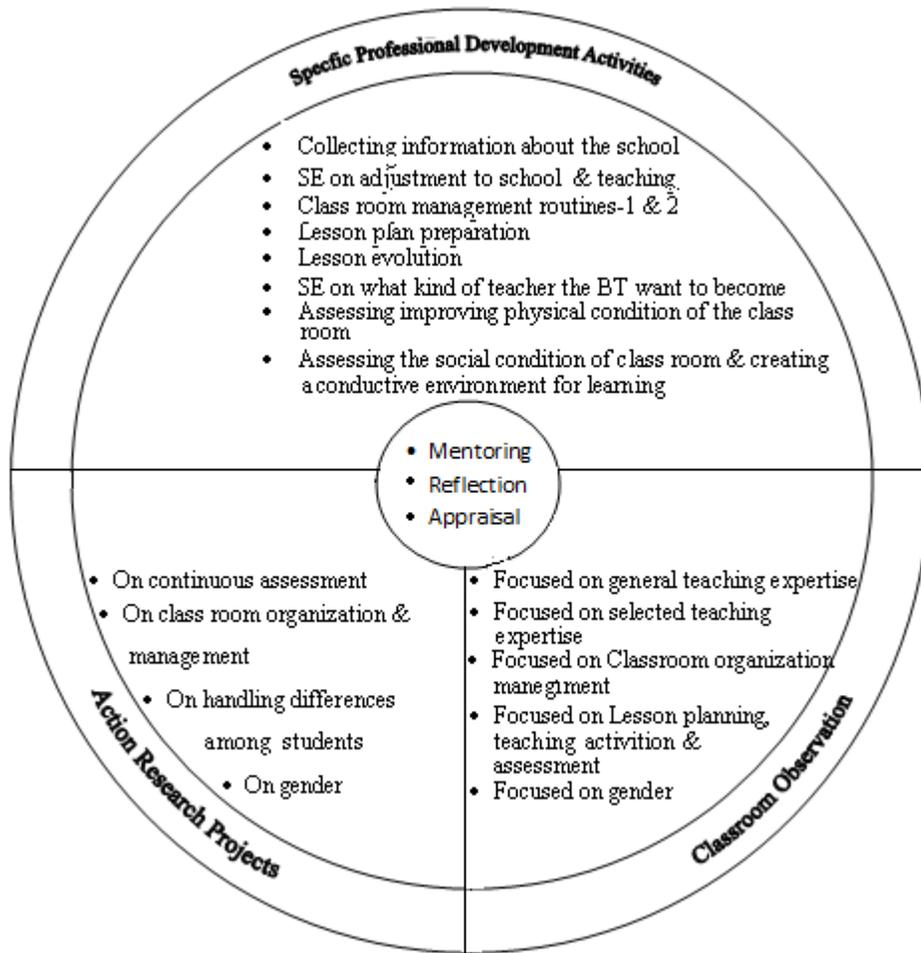


Figure 2: Representation of Content of the First-Year Induction Course Key: SE stands for self-evaluation, BT represents beginning teacher.

The representation above shows that the Ethiopian induction course consists mainly of specific professional development activities, action research projects and classroom observations. Additionally, mentoring, reflection and appraisal are conducted in an integrated manner with the three main components of the induction course.

Given the information from the representations above, it can be affirmed that the contents of the induction course are basically meant to give generic pedagogical support. Consequently, it is not far-fetched to suggest that beginning teachers appear to have very limited chance to get subject- specific support.

In order to elicit the participants' perception regarding the extent to which the induction modules address beginning teachers' needs, I invited them to speak about what they think of the induction course modules. Ato Samuel, deputy head of the target WEO, commented the following on the relevance of the contents, approaches, strengths and weaknesses of the induction modules:

The two first-year modules contain highly relevant topics which range from knowing the situations in which beginning teachers live and work to the useful topics that help them develop their profession. The contents are presented from simple to complex and using different types of models of induction. The strengths of the modules include the instructions on activities that are easy to understand, and they give basic steps/ directions for projects or major activities given. The weak side of the modules is that there are some redundancies within them.

The deputy head of the WEO argues that basically the contents are highly useful and the presentations of the contents are arranged in logical order. On the other hand, he mentioned that these modules contain some redundancies. He cited that there are redundancies on self assessments especially at the beginning and end part of the first induction module. This could be a useful feedback to consider for revision of the induction module.

Maritu, who is the mentor of the second and the third cases of this investigation, gave her evaluation of the induction modules:

The induction modules are useful because they are aimed at acquainting beginning teachers with the work environment and the teaching job. They focus on the teaching-learning activities, such as lesson planning, action research, inbuilt supervision, how to make classrooms conducive for learning, organizing students to learn better and introducing beginning teachers to their teaching role. The modules have all these strengths, but they are so dense and make beginning teachers too busy.

This mentor also emphasized the importance and strength of the induction modules. Maritu argued that, when compared to the available time, the modules are overloaded with demanding activities. This is an important observation derived from the actual implementation of the induction course.

The other mentor, Berhanu, justified Maritu's assessment of the induction modules saying that:

Most of the contents of the modules are highly relevant and this signifies the strengths of the modules. ... The contents of the modules are presented in logical sequence. All these are strengths of the module. The weak sides of the modules are they contain trivial questions such as 'what is the name of the school head. Where is the toilet found? Does the school have fence and a gate?' Our schools are not complicated institutions. There is no need to waste time on these issues. So, it is necessary to remove these things from the module. Besides, it is essential to include more theoretical background, particularly on action research projects. As a whole, the modules need editing and some improvements.

Berhanu asserts that the induction modules contain highly useful topics and the contents are presented in a sound way. Besides, he identifies few trivial activities. Considering the less complex nature of the primary schools where beginning teachers are assigned, he contends that such trivial questions/activities are not relevant, and should be excluded. On the other hand, Berhanu suggests the inclusion of more theory on action research components of the induction modules. This suggestion appears to reflect mentor's gap in capacity, which has to be bridged through appropriate means, so as to enable him to effectively do his mentoring responsibility.

Tigist, one of the beginning teachers, conveyed her assessment of the induction modules of both first-year modules:

I think that all of the activities in the induction modules are relevant because going through these activities allowed me to develop awareness of the work environment, the students and about teaching. They gave me the opportunity to develop the necessary know-how to cope with the challenges I encountered in the actual classroom situations. ... However, they contain too many activities and they are highly demanding.

This beginning teacher depicts some practical examples to indicate the strengths of the modules. She acknowledges that the induction modules gave her the opportunity to gain experiences about the work environment, how to meet challenges required of the education system and actual classroom teaching. She, however, states that the modules

are congested with excessive activities. While Tigist emphasizes the relevance of the induction modules, she also validates the view promoted by Maritu, the overloading of the induction modules.

Another beginning teacher, Ayele, said:

These modules contain crucial areas in which a beginning teacher should develop know-how in order to evolve as a competent teacher. They offered me the opportunity to evaluate my own performance. This practice is essential to review the areas I want to improve. Besides, the classroom observations were important because they provided me the chance to learn from the feedback I received on my teaching. The major strength of the induction modules is that they focus on building the professional expertise of the beginning teacher.

Like Tigist, the previous beginning teacher, Ayele cites specific areas that make the induction modules good. He mentioned that these modules gave him opportunities to review his performance, to get feedback and improve his know-how. Hence, these modules are useful to build the teaching experiences of beginning teachers.

The third case in this investigation, Emebet, said:

I believe the induction modules fully reflect my needs as a beginning teacher. The contents of the induction modules are useful. By accomplishing activities in the induction modules, I am systematically geared towards learning basic teaching expertise. These skills are highly useful and applicable in the daily teaching-learning process. In general, I feel that it would be highly challenging to think of teaching without this induction course.

This participant also expresses a positive attitude towards the induction modules. According to this beginning teacher, the induction modules are instrumental in building her teaching expertise.

The information obtained from the WEO deputy head, the two mentors, and the three beginning teachers reveal that the induction modules contain relevant contents. These contents are necessary to build the beginning teachers' capacity to be ready to cope with the concrete classroom challenges. Some of the participants also affirmed that the induction modules contain too many activities that have to be accomplished in a semester and that this makes the schedule tight. As these participants rightly stated, the content overload of the induction modules can be highlighted by describing the situation

the modules are actually implemented. If we take the first semester for instance, schooling begins few days after the Ethiopian New Year (September 11) and is conducted until the end of January including the examination period. After the examination period, there is one week for marking examination papers and exchanging results. This is the time in which teachers are highly occupied. Besides, the beginning teachers in this investigation were assigned to their schools after schooling began. This situation shows that, in practice, they had less than twenty weeks to finish the induction course. The situation is not different in the second semester. Second semester schooling is conducted begins in the second week of February and ends in the first week of July. Beginning from the third week of June, teachers are engaged in conducting final examinations, correcting examination papers, recording and summarizing students' achievements. Towards the end of both semesters, teachers are busy finalizing and reporting students' achievements. In practice, beginning teachers had less than five months to finish the induction course. As seen in Table 1, the induction course is scheduled for 20 weeks or five solid months in a semester. As some of these respondents confirmed, the course is conducted in a very tight situation.

However, during the interview none of the above (woreda and school level) participants mentioned the basic limitation that these induction modules have in addressing subject specific needs. This probably happened because induction is new to the system, and the participants may have lacked the awareness about different types of induction support and the possibilities of getting subject specific help from the induction course. As a result, they seemed to be satisfied with the generic support they got from the induction course.

In relation to this, the researcher got a different view from the Former Head of the ANRSEB about the induction modules.

The modules prepared for primary and secondary schools are the same. However, separate modules should be prepared depending on the situations for the two levels. ... In other words, the induction support should have focused on level of assignment of the teacher. To teachers who are assigned to teach from grades 1 to 4, the induction course should have been designed to help them deepen their understanding on the developmental levels of children. For teachers

who are assigned to teach in grades 5 to 8, the induction support should have focused on filling gaps in methodology and subject areas. Therefore, the induction course should be needs-based and dynamic. There should exist a framework, and based on the framework, schools and teachers should select training areas and contents based on their needs. So, the training modules should be adaptable to local situations.

As the quotation above reveals, the Former Head of the ANRSEB highlights the fact that the induction modules should not be the same for beginning teachers at primary and secondary schools and argues for the need to differentiate. He also draws attention to the fact that some of the secondary school beginning teachers are trained to become teachers whereas others are trained for non-teaching professions. Thus, the needs of these groups cannot be the same. Therefore, according to the Former Head of the ANRSEB, the modules cannot serve beginning teachers having all these diverse needs. The induction course should be needs-based and each beginning teacher should get the opportunity to select from a menu of topics to meet his/her need. The suggestions given by the Bureau Head are useful inputs to consider for improving the induction course. When we consider induction of beginning teachers hired for primary and secondary level, obviously the issue becomes complicated. The modules may not equally satisfy beginning teachers who were trained to become teachers, and those who were trained for non-teaching professions but get into the teaching career. The approaches to resolving this issue should be diverse and pertinent to each case.

In spite of the fact that beginning teachers, mentors, and the WEO deputy head consider these modules basically worthy, the issues mentioned by the former head of the ANRSEB are critical and indicative of the necessity of conducting assessment to determine the direction of the review on contents and approaches of the induction course to make the course more appealing to the needs of beginning teachers.

## **4.2 The Implementation Phase of Beginning Teachers Induction**

In this section, attempt is made to respond to the question of how the beginning teachers' induction is essentially structured and practised at grassroots level/in the target schools. The various players including beginning teachers, mentors, school principals, cluster supervisors, the woreda official and the former Regional Education Bureau Official were interviewed to share their views on the existing induction practices. Beginning teachers' induction course documents were examined to explain how the three beginning teachers went through the process of induction into the work environment, and the teaching profession, and how they have been assisted to learn teaching in practice. The data obtained from these sources are presented and discussed under several themes for each case study.

### **4.2.1 Teacher Induction with the Mentor and Mentee who Teach Different Subjects: The Case of Tigist**

Tigist is a twenty-year-old young lady. She received diploma in teaching English from Gilgel Belese CTE. She got the teaching job at the target Woreda Education Office through a competitive basis. Subsequently, she was assigned to School A. School A is a full primary school, teaching students from grade 1 to grade 8. It enrolled 869 male and 725 female students (a total of 1594 students) in the 2010/11 academic year.

#### **4.2.1.1 Orientation and Tigist's Workload**

Upon her arrival at the school, Tigist had a meeting with the school principal. In the brief introductory meeting, the school principal introduced her to the staff, which was key to starting to socialize herself with the people she would work with, and to adapt to the environment. He also gave Tigist some information about the school and her teaching assignment. From the discussion, she found out that there was no qualified teacher who teaches English in the upper grades. Consequently, she was assigned to teach English in grades seven and eight.

Tigist described her workload in detail:

I had 15 periods a week in grade seven and 10 more periods in grade eight, all in all 25 periods a week. This teaching assignment requires me to prepare two new lessons daily for five days a week for both grades. Satisfying students who expect me to teach like my predecessor, was frustrating. On top of this, I was assigned to serve as a department head. Despite being new, I have to conduct the work of the department. This includes conferring with teachers to discuss academic issues. Besides, I have to represent the department. By default, I am member of the several committees including the Curriculum, Assessment and Examination Committees. Apart from all these, I have to do the induction course. I know it is necessary for me but it is difficult to get adequate time and to fully engage on the induction course.

In the extract above, Tigist laments the fact that she has to carry a full workload in addition to having to focus on the activities of the induction programme. Even though she is a novice, who has to learn a lot from the actual classroom and school situation, Tigist was required to act like an experienced teacher. As she stated, the situation was disturbing to her. Besides, on a follow up question regarding how she coped with this situation, Tigist explains that she has to work long hours than the normal working hours, and even during weekends, to meet her teaching responsibility. She was also given administrative responsibilities. On top of these teaching and none teaching assignments, as a beginning teacher she was required to do the induction course. I was wondering how the induction course could be conducted with reasonable level of quality under this kind of work arrangement.

#### 4.2.1.2 Mentoring Arrangement and Support

Tigist was assigned a mentor within a few days of her arrival at the school. She described the process followed for the assignment of her mentor:

I was not consulted regarding assignment of my mentor. Nevertheless, I recognized that there was no experienced English teacher in the school to mentor me. I also understand that my mentor has a diploma in teaching Amharic language and has a credible experience in language teaching.

As there was no experienced teacher in her subject area, Tigist had no choice but to accept her mentor, even if he had no English language qualification.

Similarly, Tigist's mentor described his background and the circumstances in which he was expected to execute his mentoring assignment:

My name is Berhanu. I began teaching in 2005. I have a diploma in teaching Amharic. I teach Amharic in grades six, seven and eight. I teach a total of thirty periods a week. On top of this teaching load, I have got additional responsibilities of coordinating the drama and mini media clubs. My teaching load is even higher than most teachers who do not have mentoring responsibility. This work load cannot allow me to cater for my mentoring responsibility as much as I want. I had prior experience of working as a mentor. Even though I worked as a mentor, I had not received training in mentoring. I believe that mentoring is a field that requires know-how. So I should have received a special training to effectively serve as a mentor. However, attention is not given to mentors' training. Therefore, I had to read and prepare myself to play my role as a mentor.

In this citation, Berhanu raises important issues related to workload assignment and mentor capacity building. The mentor is required to do his mentoring role while carrying more than full teaching load at the school. In addition, it appears that Berhanu was assigned the mentoring responsibilities because of his prior experience in mentoring. While his experience would be useful, the obvious challenge for him in this case is the fact that he was now mentoring an English teacher, outside his field of specialization. The other challenge was lack of special training on mentoring. He was forced to prepare himself through self reading, although this is not sufficient to perform his mentoring role at a desired level.

I was, therefore, curious to explore how Berhanu coped with the mentoring challenges and what the relationship was like with his mentee. He reported on how he and the beginning teacher started the mentoring relationship:

During our initial meeting, my mentee and I had discussions to work out regulations and guiding principles to run the mentor-beginning teacher relationship smoothly during the induction period. We fixed to meet every Tuesday for one hour a week. Punctuality, dependability, accountability and respect for each others' ideas were essential guiding principles we both agreed to adhere to in our relationship.

The mentoring partners began by developing some ground rules for their working relationship. To Berhanu, it was essential to establish these ground rules in order for their mentoring to have a chance of success. He was, however, adamant that favourable conditions did not yet exist to enable him to provide quality mentoring to beginning teachers. He argued that mentoring requires special training but attention was not given to mentors' training. Besides, he underscored the point that his teaching and non-teaching assignments restricted his capacity to cater for his mentoring responsibilities to the extent he would like.

The meaning a mentor ascribes to mentoring and his role as a mentor affects the depth and approach of the support he/she offered to the beginning teacher. In this regard, Berhanu explained what mentoring means to him and how he accomplishes his mentoring role:

Mentoring is guiding and supporting the beginning teacher through the process of learning to teach during the induction phase. In order to properly guide the beginning teacher and enable him/her to acquire essential teaching experiences, the mentor has to keep on learning himself. Mentoring involves reading, organizing useful experiences, sharing these experiences with the beginning teacher and providing suggestions on what he thinks is right.

Thus, Berhanu states that mentoring involves providing guidance and assistance to the beginning teacher to enable him/her to learn how to teach. In order to do so, he believes that the mentor should continue learning himself/herself, select and share relevant experiences and give suggestions that promote the beginning teachers' expertise. The above extract appears to indicate that Berhanu has basic understanding about mentoring and he seeks his own strategy on how to fulfill his mentoring responsibility.

In replying to my question on how the contents of the mentoring support are agreed on, Berhanu told me the following:

The contents of the induction support are basically determined by the induction course module. Areas of discussions and activities to be conducted each week are indicated in the module. So, both Tigist and I are basically required to follow the module.

This confirms the uniformity of the induction course to all beginning teachers, despite variations in their background and needs.

Concerning how he supported the beginning teacher during the induction phase, Berhanu explained:

The main focus of the mentoring support is to help the beginning teacher improve her teaching expertise and make the teaching-learning process better. ...The support emphasized inculcating the importance of lesson planning and building the capacity of the beginning teacher to prepare a good lesson plan. ... It is also essential to identify students' pace of learning and help them to learn according to their pace. In view of this, we have discussed the possibility of preparing questions/ activities having different difficulty levels and ways that enable students to learn according to their pace of learning. The mentoring support also includes identifying qualities of a good teacher and how to develop and practice them. Among other things, a good teacher is one who is creative in his approaches and who uses media to give adequate opportunities to students for learning. So, the discussion focuses on how to make use of media from locally available materials, and create more learning opportunities for students.

This response begins by illustrating a very deliberate and thoughtful process of assisting the beginning teacher to learn how to teach. Berhanu seems to consider some vital principles about learning in setting up the mentoring tasks, such as the pace of learning and the prior knowledge and/or skills. This description suggests a potentially helpful but difficult and time consuming process. Besides, this explanation reveals that his mentoring assistance focuses on generic pedagogical support.

On her behalf, Tigist described to me how the mentor-mentee interaction looked like. As this beginning teacher explained, she posed questions to her mentor on different issues that are found in the course modules and her day-to-day experiences. At the beginning of the induction course, she asked her mentor about the value and the focus of the induction course. She said:

From the discussion with my mentor, I have learnt that the purpose of teacher induction is to enable the beginning teacher to acquire practical knowledge of teaching. .... To this end, the induction support is necessary to create a favourable ground to exercise what he/she gained from pre-service training in the actual classroom situation. .... It is intended to prepare the beginning teacher to meet demands of the day-to-day classroom situations. I also learnt that the course is significant because it helps me to build my professional competence

and that it is also a precondition to earn a teaching licence. As a whole, I am aware of the value of the induction support to me as a beginning teacher, to the school as an institution and to my students as beneficiaries.

It is clear that the mentee also took the relationship quite seriously and tried to get as much out of the mentoring as possible. The significant link it has to her own teaching experience and possibilities for her students benefiting from this induction are noteworthy.

#### 4.2.1.3 Initial Concerns of the Beginning Teacher

As a person who was new to the area and to the teaching profession, Tigist had different concerns. One of her initial concerns was stated thus:

Initially, I was concerned about how to adapt to the area and start living. During the orientation, I was introduced to the staff and encouraged to ask or consult them for any support I needed. Besides, I was advised to try to communicate with fellow teachers and form harmonious relations with them. This was important to acquaint myself with some of my colleagues who supported me to get to know the area and to begin to live on my own.

As a young lady who was new to the area, Tigist's first challenge was adapting to the community she was going to live with and work. Fortunately, with the support from colleagues, she was able to get to know with people and adapt to the place she lived in. Settling her personal concerns first was a good prerequisite so that she could focus on her professional responsibility.

On his part, Berhanu further described the situation of this beginning teacher as follows:

One of the areas of concern of this beginning teacher was adapting to the living situation. She thinks she can get basic necessities as long as she has money. This place is in the countryside and the situation is different from an urban area. For instance, shelter may not be easily available even if she has money. There is no potable water near her home. All these things set challenging situations and should had to be resolved in order for the beginning teacher to focus on her job. So other teachers and I should help her to get shelter and other basic necessities. I had been a beginning teacher myself. I knew the feelings and challenges of beginning teachers. Accordingly, I tried to prepare Tigist for the challenges ahead. I advised her, and shared my experiences with her on how to interact with the community, and the ways to get the services she needs.

As can be understood from this excerpt, Tigist's mentor was available to lend a hand to support her to learn and adjust to the work and social environment. During the induction period, among other things, beginning teachers need personal support. Tigist got useful assistance from her mentor and colleagues.

One fellow teacher explained the personal support this beginning teacher received from colleagues:

As per the culture of our society, people host guests. Tigist got offers of support from her fellow teachers. She accepted the offer, and they helped her get shelter to rent, provided with food and place to stay until she started to live on her own. They acquainted her with the neighbourhood and showed her the marketplace, water point and mills. She got enormous support which were essential to meet her personal and social needs from her fellow teachers.

The foregoing discussion seems to suggest that even though the induction programme is primarily about improving the beginning teacher's skills, the mentoring went beyond that and facilitated the welfare of the beginning teacher. While the assigned mentor played a key role in the induction process, the supportive role of the rest of the staff was also highlighted. The context of the induction is, therefore, much broader in practice than is described in the documents.

Tigist's big concern was related to the actual teaching job and her situation in the classroom. She describes this major concern briefly:

I was anxious for a few weeks when I started teaching. I lacked the experience of standing in front of many students and was questioning my teaching ability and ability to meet my students' expectations. This had created a tense situation in me.

Her mentor, Berhanu, further described the situation of this beginning teacher:

Tigist was assigned to teach English in grades seven and eight. She carries the maximum teaching load that an experienced teacher carries. This assignment demanded her to make two preparations every day, five days a week. She is new to teaching. Therefore, she has to make a lot of readings, lesson planning, conduct actual classroom teaching and do the induction course. This was really challenging and made the beginning teacher highly concerned about her ability to cope with this situation. Besides, the English teacher she replaced was an experienced teacher. So the students had a high expectation on Tigist. They

wanted her to teach them in the way her predecessor did. This was the big challenge she was confronted with, despite being a beginning teacher. These situations created a stressful situation on this beginning teacher.

The preceding two quotations suggest that Tigist encountered serious challenges because of full teaching load, lack of experience and high expectation from her students and made her panic. As mentioned in the following section (see page 89), Tigist received counseling from her mentor and also did some classroom management routines. These are essential steps that help this beginning teacher to settle down. But this is not enough. The support also should include demonstrating how to teach English better, which is essential to develop her English teaching skills and meet her students' expectations.

As per the induction guideline, Tigist is required to do specific professional development activities, action researches, classroom observations and professional appraisals and reflections. In the following section, I present and discuss the performance of this participant in accomplishing the different components of the induction course.

#### 4.2.1.4 Accomplishment of Specific Professional Development Activities

As an introductory activity, Tigist was required to collect information about the school and acquaint herself with the work environment. In view of this, her course document illustrates that she gathered information about the school, important persons, places to know, and some necessary formats to be acquainted with and use. Tigist believes this is an important endeavor. On the contrary, her mentor, Berhanu, made it a point that given the less complicated nature of most schools, this activity is not important, and suggested that there was no need of wasting time on such trivial matters. This mentor made a valuable suggestion that beginning teachers should not use their scant time on less significant activities.

The second activity deals with the beginning teacher's own evaluation and assessment of her familiarity with the school setting, classroom situation, the curriculum and the teaching job. This is shown in Table 2 below.

**Table 2: First Self-Evaluation**

Item	Yes/ No/ Not sure	Explanation
Adapt to the school	Yes	Fully acquainted with the school environment - what does this mean?
Know where the classrooms are located	Yes	
Referred to the curriculum and planned when in the academic year to teach the topics/contents	Yes	Annual lesson plan
Depending on the curriculum have planned contents for first semester	No	The practice in the schools is that the annual lesson plan for the current year is developed and submitted at the end of previous year. As a newcomer, I used the annual plan developed by my predecessor.
Aware of what to teach in the first month	Yes	Referred to annual lesson plan
Prepared weekly lesson plan	Yes	Based on annual lesson plan
Identify some students by name	Yes	
Know where to find things I need	Yes	
Know whom to contact when I need support	Yes	
Capable of controlling students' classroom behaviour	Yes	Based on classroom organization and management
Like teaching and help students to learn	Yes	
My lesson plans become actualized	Yes	Students are gaining better understanding
Evaluated some of my lessons	Yes	
Learn new things about my teaching	Yes	Involving students in discussion and encouraging them
During my teaching there are easy things do	Yes	
Know what to improve recently	Yes	Am aware of my challenges

As shown in Table 2, this self-evaluation was partly a continuation of the first activity of gathering information about the school and the place. It includes the evaluation of vital topics such as understanding the curriculum, preparing semester and monthly plans, changes in controlling students' classroom behaviour and improvements observed in

teaching. In this self-evaluation, Tigist rated her level of adjustment, understanding or performance all “yes”. In a follow-up question to this beginning teacher about her rating, her response was, “I wanted to show that I have developed some understanding or got some changes in the areas assessed.” It appears that as long as this beginning teacher rated her situation positively, it meant that her understanding or behavior had reached the desired level. In other words, Tigist should not have rated all ‘yes’ to mean she ‘developed some understanding and changes’. Instead, she should have clearly indicated the areas that she fully understood, did not understand at all or had doubt with by using either of the three alternatives ( yes, no or not sure) given. This kind of rating tends to disguise the situation of the beginning teacher and restricts the support she may get from her mentor or others if she reflected her actual situation.

The third activity Tigist was required to understand and practice was the initial set of classroom control routines. As discussed earlier, she was anxious about her teaching. Tigist and her mentor recognized the importance of building her confidence and helping her to feel relaxed in the classroom, as a way out of this challenge. She explained the support she received as follows:

I was advised and assisted to do several activities. First, my mentor advised me to make adequate preparations on the lessons I teach and rehearse the contents and activities while at home. Second, in order to have a good start and continue the lesson with confidence, he encouraged me to start the lesson by revising the previous lesson and to involve students in the teaching-learning process. Third, so as to be relaxed and feel better during the teaching and learning process, he assisted me to practice classroom controlling routines suggested in the course module. Accordingly, I practised these routines. They were essential to lower my anxiety level and control the classroom. Consequently, after some time in the teaching job, I overcame my agony, became stable and adapted to the situation. I owe this change to the advice and support of my mentor.

The above citation reveals that this beginning teacher received mentoring support which combined basic counseling services and classroom management techniques. Tigist pointed out that her mentor’s assistance was instrumental in overcoming her anxiety.

The fourth induction activity Tigist had to carry out was developing a lesson plan. She explained how she performed this activity:

My mentor and I had discussion on the importance of lesson preparation, the different components of the lesson plan format and how to write a lesson plan. Consequently, I recognized that making adequate preparation is essential to master the contents of the lesson and to develop confidence in the actual classroom. Besides, I become capable of clearly stating objectives, activities and assessment techniques. I had difficulty in estimating the time needed for different activities and developing practical lesson plan that can be used to guide the actual classroom interactions. I am now able to estimate, fairly accurately, the time needed to accomplish the different parts of the lesson and develop a usable plan.

The role of mentoring is illustrated very clearly in the foregoing descriptions of how the beginning teacher was assisted to develop a lesson plan. On top of the words of this beginning teacher, in order to check the improvements gained in preparing a lesson plan, the researcher reviewed sample lesson plans developed by her at different times of the year. A sample lesson plan developed by this beginning teacher is presented as follows.

<b>Sample Lesson Plan Developed by Tigist put this inside a box</b>	
Name of the School.....	School A
Name of the Teacher.....	Tigist
Subject.....	English
Grade.....	Seven
Unit .....	Twelve
Week.....	March 19-23/2003
Objectives:	
By the end of the lesson students will be able to:	
• Define present and past tenses	
• Identify sentences with present and past tense verbs	
• Write four sentences by using present and past tense verbs	

- Talk about a good deed
- Read passages and answer questions
- Write interview questions and answers
- Write sentences by using six punctuation marks
- Write paragraph about a good deed

### **Activity one**

Content..... Lesson one, page 118

Media ..... Text book

Time allowed..... 40 minutes

Procedure:

Revising the previous lesson and introducing today's lesson. I explain present and past tenses. I give students activities to identify sentences in present and past tenses. I will support students during the lesson by giving examples to students. I assess students by asking oral questions.

### **Activity Two**

Content.....Lesson Two and Three, page 119

Media.....Story

Time allowed.....40 minutes

Procedure

Revise the previous lesson and introduce today's lesson. I give students activity to read the passage and answer questions. I will support students and finally assess them by asking oral questions.

### **Activity Three**

Content .....Lesson four on page 120

Media..... Text book

Time allowed.....40 minutes

Procedure

Revising the previous lesson and introducing today's lesson. I give activities to identify sentences with present and past tense. I will support students and finally assess students by asking oral questions and also give homework to do questions on page 120 and 121.

**Activity Four**

Content.....Lesson five on page 122

Media .....Story

Time allowed.....40 minutes

Procedure

First do the homework and introduce today's lesson and read the story in lesson three again to find present and past tense verbs and also read passages and answer questions. Finally I assess students by asking oral questions

A look into the lesson plan above reveals Tigist was capable of stating objectives in behavioral terms of students and selecting activities useful to achieve the stated objectives. However, the lesson planning appears to follow a similar pattern for all the lessons, and the activities lack peculiarity to the specific topic she was required to teach. For instance, the lesson plan did not show what the teacher does to revise the previous lessons and how she would introduce the day's lesson. In addition, the formative assessment technique suggested is similar for all lessons. Apart from planning to use oral questions, the formative assessment technique lacks specific practical suggestions. Consequently, the lesson plan could not fully describe what the teacher and students do during each particular period.

Writing a lesson plan requires know-how. Instead of simply telling how to develop a lesson plan, it may be more advantageous to demonstrate and work together with the

beginning teacher to help her how to develop each part of a lesson. Exercising co-planning would be more appropriate to develop practical know-how in lesson plan preparation. Such possibilities, however, require adequate time for the mentor and mentee to work together. Shortage of time and having different subject specializations may have been the limiting factors in this case, i.e., the mentor specializes in Amharic, while the mentee’s subject is English.

The fifth activity deals with lesson evaluation. Table 3 demonstrates the beginning teacher’s lesson evaluation results.

**Table 3: Lesson Evaluation**

Item	Yes/ No/ Not sure	Comment
Identify main components of a lesson plan	Yes	Know what a lesson plan should contain
The lesson was well planned and prepared as a logical continuation of the previous lesson	Yes	Revise the previous lesson and begin the day’s lesson
Provide clear instructions to students	Yes	Pass clear instructions to students
I was successful in supporting students to participate	Yes	Encourage students to participate
I was effective in controlling students behaviors	Yes	Identify students who are disturbing
The activities I prepared matched the grade level of students	Yes	Work to match the grade level of students
Select appropriate media to enrich the lesson	Yes	Use media appropriate to the grade level
Students demonstrate what they have learned in practice	Yes	Students have responded to the questions asked
Assessed students whether the lesson objectives were met	Yes	Assessed properly to know how much they learn
Know which parts of the lesson went well	Yes	The teaching-learning process was good
I know which section of the lesson should improve	Yes	Know my difficulties
I like teaching and enabling students to learn	Yes	I understand education is necessary

As shown in Table 3, Tigist assessed her lesson preparation and delivery by responding “yes” to all of the evaluation items. I asked her to tell me more about her self-evaluation

and she said, “In this evaluation I have reflected that I am making progress in the areas covered in the evaluation instrument.” Based on the information from the classroom observations and the beginning teacher induction course document, there was indeed evidence of improvements in the beginning teacher’s ability in lesson plan writing and delivery. However, it is necessary to note also that she still had to go a long way before she achieved the level of perfection in these areas. In general, the self-evaluations in Tables 2 and 3 appear to be exaggerated. This situation corresponds to the findings by Edwards (1998) and Feiman-Nemser (1999) that beginning teachers do sometimes work against their own professional growth as teachers by disguising any limitations or troubles they encounter and pretending to be more “competent” than they indeed are. This is a situation that has to be addressed if the self-evaluation instruments are to be useful at all. Part of addressing this limitation in the instruments is by collecting and using various kinds of data to assess beginning teachers.

The sixth activity was meant to produce self-evaluation targeted towards setting professional development plan to improve the beginning teacher's teaching expertise. However, the instrument that should have been used to make this self-assessment was not included in the module. The beginning teacher misunderstood the essence of the self-evaluation and could not develop the action plan as intended. I asked the beginning teacher and her mentor a follow-up question regarding why the beginning teacher did not develop the required action plan. Their response was that they did not notice that something was missing in the module. Particularly, the mentor said that there was no orientation to introduce mentors to the contents and approaches of the module. The need for proper training and orientation of mentors is underscored on this occasion.

This beginning teacher was expected to do another self-evaluation focusing on her progress during the first semester induction activities. The results of this evaluation had to show what she had achieved and the gaps she still had. Nevertheless, she did not review her first semester performance. The reason she gave me for not doing this activity was:

I was busy doing students' assessment and report results. I was teaching more than three hundred students in my first year, and completing assessment results of these students took me a lot of time and I did not have time to do this induction activity.

From this response, the pressures of time are clearly evident again.

Assessment of the physical conditions of the classrooms was the eighth activity Tigist had accomplished. As required in her course document, her assessment of the physical conditions of the classroom is summarized, thus:

All classrooms have doors and windows. They have adequate light and ventilation. Although walls of classrooms are not smooth enough, some media can be displayed on them. However, no work of students was posted on the walls. Classrooms are suitable for small group works. Besides, the blackboards in all of the classrooms are well situated and convenient. In general, the classrooms are safe for learning and have a medium level of comfort.

As stated in her course document, she had a plan to introduce two improvements: changing sitting arrangements as necessary and creating a display area to keep works of students. I also noted, from this document, that these changes were not introduced and the results were not reported. I then asked why she did not realize her intentions. She explained:

Depending on the induction module requirements, I had the intention to introduce two changes to improve the physical conditions of the classroom: changing sitting arrangements as necessary and creating a display area to keep works of students. However, later on I noted that classrooms are used in double shifts; therefore, creating a display area to show works of students and changing sitting arrangements is practically difficult as the classroom is shared by different groups of students.

This information indicates that beginning teachers are confronted by many challenges in the real work settings, and sometimes the conditions militate against promising and innovative ideas.

A related activity this beginning teacher was expected to accomplish was to assess, understand and improve the social situations of the classroom. Tigist was also required

to conduct a comprehensive self-evaluation on her improvements and challenges she had experienced. However, a closer inspection of her course document revealed that there was no discussion, reflection and report of changes on the social situation of the classroom. Similarly, there were no assessment reports on improvements and challenges in the first-year induction course. I asked this beginning teacher and her mentor about these tasks. The beginning teacher said, “I was too busy towards the end of the year.” Her mentor, Berhanu, also said “some of the meetings were not conducted because we did not have time”.

The induction course is scheduled for five full months in a semester. Beginning teachers in particular are too busy towards the end of both semesters. Consequently, some of the activities were skipped due to shortage of time towards the end of the first and second semesters. This situation is indicative of the trend of setting aside induction activities when a beginning teacher is busy.

Shortage of time is an obvious reason that restricts the performance of the beginning teacher in the induction course. As indicated in the following sections (refer sections 4.2.1.8 & 4.2.2.3) some of the experienced participants underlined the prevalence of negative attitude towards CPD/ induction. Even though she cannot mention this herself, increase in her skipping of some of the activities brings into question whether Tigist’s dedication is somehow affected by the prevailing negative attitude towards CPD/ induction or whether the loose follow-up contributes to this.

#### 4.2.1.5 Engaging in Action Research Activities

In the first year induction course, Tigist was required to do four action research projects. As the information obtained from her course document indicates, she attempted all of the projects she was required to do as per the course modules.

The first action research project Tigist conducted was on continuous assessment. She explained how she had gone through this action research project:

I took one section of students to do this action research project. In the first phase of this project, I identified my students by name. The second phase required me to know about how each student was performing in class. ... In the third phase of the project, I collected exercise books of my students, checked them, wrote comments and gave feedback to each student. Students were happy when they saw their exercise books were marked by me. Lastly, in the past few weeks in which I was engaged in doing this project, I exercised the four phases of the project and exercised continuous assessment.

Further to Tigist's explanation, I consulted her induction document to verify how she did the project on continuous assessment. The evidence from her course document confirmed that she had accomplished the first two phases, that is, she had identified her students by name and learnt the performance level of each student in class. The third phase deals with "creating a useful document" about each student performance, i.e., how he/she is doing, and areas in which students were making mistakes or being confused by them. In this phase, apart from checking and giving feedback to her students, as indicated in the course module, she was expected to create a document of her own about each student's performance individually and take note of areas where students make similar mistakes. She was also expected to collect these students' works a second time and assess how they were progressing, identify areas that created confusion and students who needed special attention. This was the main focus of this project, which unfortunately was not attempted by the beginning teacher. Going through all the steps and taking action is not only necessary to the beginning teacher, but also is part of the effort to improve student learning. So, it is crucial to make sure that these useful processes are completed.

Tigist's second project was on classroom organization and management. She described how she did this project:

I understand that students have different backgrounds and their behaviours vary. Students know that classroom rules do not prohibit their learning. I observed that most of the students respect these rules. They also recognize when the rules are violated. I give advice on the importance of respecting these rules to students who fail to do so. Besides, I did not observe serious discipline problems. I have noted that students observed classroom rules and there was favorable atmosphere in the classroom.

Tigist is talking about the use of classroom rules to control the behavior of her students. This is important, but the process through which she acquires these rules is equally important. I asked Tigist how she knew those classroom rules. She explained to me that there were classroom rules that students should observe and these were developed before her assignment to this school. The induction module, on the other hand, requires beginning teachers to develop classroom rules through a process in which students are involved, without due consideration to the fact that the schools and students may sometimes already have their rules developed by the time the beginning teacher arrives at the school. This is a contradiction that needs to be managed, possibly through the assistance of well-trained mentors.

The theme of the third action research project was handling differences among students. Tigist explained how she did this project:

In the first phase, I dealt with assigning students into three ability groupings. I had further refined the data collected in the first phase of the first project and used it to assign students in the three ability groups. In the second and third phases, I prepared separate sets of activities for slow and fast learners respectively. I noted that students in both groups attempted the separate sets of activities given to them and most of the students from both groups had done the activities correctly. I observed that they were even eager to do more.

I checked her lesson plans to learn how she intended to treat individual differences among students, but there were no activities meant to address individual variations in the lessons she planned. In explaining this situation, Tigist said, “I have tried with one class of students but it is difficult to apply consistently considering the number of students I teach and the workload I have at present.” Knowing the situation of individual students and making sure they are learning is part of the teacher’s regular teaching responsibility that cannot be overlooked. Tigist was not ready to deal with this crucial matter during the time of this investigation. It appears that this beginning teacher needs guidance on how to deal with individual differences in large classes.

The fourth project targeted gender. Tigist accomplished this project as per the suggestion of the induction module. She elucidated:

I have observed that 45% of the total student population of the school are girl students. Female teachers make nearly 68 % of the total teachers in the school. There is a favourable situation to increase participation of female students. I tried to cultivate a positive view towards girl students through discussion, involving both male and female students and assigning roles to female students in the classroom. Besides, I had separate discussions on gender issues with girl students and encouraged them to participate in the classroom and clubs activities. Finally, I organized a forum to discuss how to improve gender equity in the school in collaboration with my mentor.

Unlike her previous attempts, Tigist had completed all of the necessary steps in this project. Her mentor, Berhanu, witnessed, “As a female teacher, Tigist set a role model for the other female teachers by organizing a forum on how to promote female students’ participation. She shared her experience and also set a role model to female students. This was an important contribution from her side.”

In summary, the foregoing discussion has highlighted a crucial issue – the need to create supportive conditions for the full implementation of the requirements of the induction programme. In some cases, essential tasks could not be achieved due to time constraints and the pressures of carrying a full teaching load by the beginning teacher. In addition, it has emerged that lack of timely follow up and adequate support contributes to the incompleteness of the projects.

#### 4.2.1.6 Classroom Observations

As per the two first induction modules, Tigist was expected to host five classroom observations. She explained the classroom observations and feedback she received by saying:

I hosted three classroom observations. My mentor conducted two observations and another experienced teacher conducted one observation in my class. They advised me to identify my students by name, use media, make the lesson more interactive and improve girl students’ classroom participation.

These feedbacks focused on general pedagogical matters. Tigist was teaching English at upper primary level and there was pressure from her students to improve her teaching. I

asked her if she had received subject specific support from any of the experienced teachers. She said: “I did not receive subject specific assistance so far. As a new teacher, I need assistance on English teaching and want to know how other experienced teachers teach this subject.” I also raised a similar question to her mentor. His response revealed that despite Tigist’s needs for assistance on teaching English, his qualification did not allow him to assist her, particularly on how to teach English. This is a practical challenge that occurs due to difference in qualification of the mentor and the mentee, which in turn was caused by absence of qualified English teacher in School A.

Moreover, the number of classroom observations conducted is lower than what is required by the course. I asked Berhanu why the number of classroom observations was reduced. Here is how he put it: “Both Tigist and I are teaching in the same shift and almost engaged in teaching during school hours. We cannot find adequate time to arrange the required number of classroom observations.” The issue of time appears time and again. Considering the value of this event on enhancing her teaching experience, in the absence of a guideline that enforce a dedicated time for induction and mentoring, it was up to both to arrange some observation sessions to give her the chance of improving her teaching in the actual classroom situation. Another serious problem was that there was no qualified English teacher to be observed in her school. Yet, the mentor and the mentee could have chosen other good teachers, even if they teach a different subject.

On the other hand, the beginning teacher had observed her mentor’s class once. She shared her view about the observation:

I had difficulty in using my lesson plan and thus intended to learn how my mentor uses his lesson plan. I observed how he had gone through the activities step by step as mentioned in his lesson plan within the given time. So, I realized that it is necessary to clearly state objectives and identify specific activities for the various components of the lesson plan. Besides, I also acquired experience on how to involve students to accomplish the different activities. From the observation, I got some insights on how other teachers are doing teaching. This observation had given me only very limited opportunity. I think it is essential to make more observations in other teachers' classes to learn a variety of practical experiences in teaching.

The beginning teacher found the observation in her mentor's classroom useful. She wanted to make more observations. However, there were two challenges in this case. First, the availability of time was a crucial issue, as we learnt from the above discussion. Second, the induction module suggests merely that the beginning teacher be observed by his/her mentor and other experienced teachers. In reality, this is one side of the coin. It is equally valuable that the beginning teacher gets the opportunity to observe other and learn from others, particularly how good teachers do teaching.

I was also able to attend one of the classroom observations hosted by this beginning teacher. During that observation, Tigist was teaching English in grade 7. The lesson was on "Comparison". The observation was pre-planned to give her adequate time for preparation. Nevertheless, she did not have a lesson plan. After the class, I confirmed that the lesson was a revision lesson. Tigist admitted that she brought that lesson again to make her communication easier in our presence. She was a bit nervous and was moving quickly from one activity to the next, without properly concluding the previous one. As a whole, this situation appeared to show that she still lacked confidence, even after teaching for more than a semester.

I also attended the post-observation discussion between the beginning teacher and the mentor. The discussion was conducted as follows:

Berhanu: How was the lesson?

Tigist: I guess it was good.

Berhanu: Yes it was good, in general. Your introduction was good. Students were actively involved in the lesson. They gave examples of sentences that show comparison. However, if you remember one of my comments from the previous post-observation discussion, I suggested to you to use better media. Today, you have drawn sketches of people on the blackboard to teach comparison of height. You could have used real people (three students) instead of using drawings. Also, you did not have a lesson plan with you.

Tigist: I did not think of using students themselves as media. But it was much better to ask three students with visible height differences to come in front of the class and use them as media to teach about comparison of height. I forgot to bring my lesson plan. I will show you later on.

Berhanu: How did you assess whether the lesson went well or not?

Tigist: I had been asking students to make sentences; they were comparing, and I think their attempts were good.

Berhanu: Good.

As expected, the mentor focused on general pedagogical issues. He did not attend to subject-specific issues. Otherwise, they shared useful experiences, and hence the post observation discussion seems to have been educational for the beginning teacher.

#### 4.2.1.7 Professional Appraisals and Reflections

As per the induction modules, professional appraisal is done based on the formal meetings, discussions, reflections, and by reviewing the changes observed in the beginning teacher. The beginning teacher’s performance was assessed in terms of identifying relevant issues for meeting, recording discussion results, doing the required number and quality of reflections. The quality of reflections is assessed by the level of completeness and being to the point.

**Table 4: Information on Meetings and Reflections**

Identifying issues for meetings and recording discussion results		Reflections based on set of questions given in the modules		Quality of reflection (level of completeness and being to the point)		
Required	Actual	Required	Actual	Low	Satisfactory	High
21	17	19	16	8	8	0

As shown in Table 4, Tigist managed to identify issues for most of the meetings with her mentor as per the requirement of the modules. In addition, she kept records of the main points of the discussions with her mentor. This beginning teacher also did most of the required written reflections. Half of the reflections, however, were incomplete. When I mentioned this to Berhanu, the mentor of this beginning teacher, here is how he responded:

Often our discussions are much better than what this beginning teacher wrote in her course document. She has been in a hurry because of shortage of time but tried to cover some of the essential points as discussed and agreed during our meetings. Besides, what she wrote reflects her current level of understanding, which of course should improve in the future. On the other hand, it is difficult to request the beginning teacher to re-write what she had already done, considering the shortage of time she has. For this reason, I

approve what she has produced, even if some of them are incomplete and somehow not to the point.

As shown in the extract above, the mentor appears sympathetic to the beginning teacher and approves what she submitted, although a considerable number of the reflections are not to the point, or are incomplete. Conversely, induction is a process of learning for the beginning teacher. In order to get the required changes, she has to do things the right way. The role of the mentor is instrumental in this process. In this case, for example, the beginning teacher should have received constructive feedback and support to engage seriously from the very beginning in order to improve the chances of learning from the induction process.

#### 4.2.1.8 Professional Support from Other Experienced Teachers and School Management

An interview question was posed to the beginning teacher, mentor, and another experienced teacher to learn about whether the school principal, experienced teachers and the cluster supervisor did provide professional assistance to the beginning teacher and if so, what kind. Tigist was of the view that the school principal's support was limited, and he only focused on providing her basic information about the school, the staff, students and the external community. She asserted that the school principal did not provide her assistance on the actual teaching and learning activities. Even though the principal has a diploma in teaching English, like her, he did not assist her on how to improve her English teaching, in spite of the fact that she had serious challenges with her teaching initially. Tigist felt that the cluster supervisor, on the other hand, had given her guidance on how to proceed with the induction course. In addition, he had provided her with a suitable lesson plan and portfolio format. With regard to professional support, she was of the view that the role of the cluster supervisor was not different from that of the school principal.

Considering the role of the staff in providing induction support, Tigist said:

I got ample personal support from colleagues. Fellow teachers assisted me to know and adapt to the environment and to start my own life. However, I received little professional support from the staff. Only two experienced teachers shared their experiences with me on writing a lesson plan and how to interact with and involve students during a lesson.

While this beginning teacher appreciated her colleagues' role in providing personal support, she felt that their role in offering professional support was rather limited. Tigist's view was complemented by one experienced teacher in the school, who observed that the role of colleagues with respect to providing support to the beginning teacher was more personal than professional support. Here is how he put it:

Colleagues are willing to provide personal support to new teachers. Some of them assisted Tigist to adapt to the situation and begin to live on her own. But the situation is different when it comes to professional support. They show little interest to discuss professional issues and to allow a colleague teacher to observe their classrooms.

Berhanu, the mentor, further clarified the condition of collegial support:

There is an unfavourable attitude towards induction and CPD among the staff. This is because some of them think it is a waste of time and others see it as not relevant. It has been observed that some teachers copied the induction and CPD course done previously by other teachers and submitted it as their own. But there is no difference in terms of recognition between those teachers who have done genuine CPD/Induction and those teachers who copied and submit others' work as their own. Therefore, there is an unfavourable attitude towards CPD/Induction. Some teachers attempted to impose their unfavourable attitude on this beginning teacher. Unlike such teachers, this beginning teacher understood the importance of the course and was committed to pass through a genuine induction process. I want this beginning teacher to share with colleagues what she has gained from the induction course. I also want experienced teachers to share their experiences with her. But there is no conducive atmosphere to do these tasks.

The foregoing explanation by Berhanu shows that there is a rather unfavorable attitude towards CPD/induction among the staff. This adverse situation tends to undermine the initiative taken to promote the culture of learning and continuing professional development for teachers at school level. This situation is potentially harmful not merely

for the beginning teacher, but also for the entire professional development agenda that may include the other teachers as well. Even though the mentor tried his best, and this beginning teacher somehow completed the course, it appears that there was some reluctance or tardiness from the beginning teacher side in completing the work.

As Berhanu asserted, for most of the teachers at the school, the issue of supporting the beginning teacher professionally is seen as the responsibility of the mentor. The information from this mentor thus appears to suggest that in order to create a positive climate for professional development and a support system for beginning teachers, this rather unfavourable attitude towards induction and CPD at the school will have to be addressed.

### **Summary**

The data on this case study suggests that the beginning teacher, Tigist, was responsible for a full teaching and administrative load during her first year of teaching. In view of this teaching assignment given to her, it is rather like Tigist was considered to be an experienced rather than a novice teacher. She was, at first, worried and was questioning her competence to cope with this highly demanding work situation. Her situation, however, improved because of the support from her mentor. Tigist had to work long hours to cope with this difficult teaching assignment, and the induction course was an additional requirement on top of the already busy schedule she had.

The interviews carried out with Tigist and her mentor and a closer look into her course documents confirmed that she tried hard to complete most of the induction course activities and did receive useful mentoring support in this process. However, as discussed earlier, she omitted some of the activities, and half of her reflections were shallow or incomplete. Similarly, herself assessments seemed to be exaggerated, and failed to identify areas of improvement. Her mentor, Berhanu, had been inspirational and supportive to her, and encouraged her to complete the course. His major limitation, though, was that he was not critical enough in his mentoring role. He argued that this

was so, in part, because he was sympathetic to the beginning teacher for she was too busy to do a better job on the assigned tasks. This sounds reasonable, but may hinder the process of bringing the desired changes through the induction of beginning teachers.

Clearly, in this case, the beginning teacher could not receive subject specific support due to the fact that the mentor and mentee were not in the same field/subject. Tigist acknowledged the importance of the induction support in general, in resolving her emotional insecurities and improving her teaching experience, in spite of its weaknesses on the specifics of content support.

## 4.2.2. Teacher Induction with a Mentor who has a Lessor Academic Qualification than the Mentee: the case of Ayele

Ayele is a twenty-three-year-old man. He received a diploma in English teaching from Bahir Dar University in 2010. He was offered a teaching post by the target Woreda Education Office and was assigned to teach in School B at the beginning of the 2010/2011 academic year. As a potential case study for this investigation, he was asked to participate in this study and we completed a consent form where I explained his rights and my expectations regarding his participation. Ayele was very clear about his preference not to be identified by his real name and, therefore, based on his choice, I decided to use the pseudonym of Ayele in this investigation.

### 4.2.2.1 Orientation

Prior to beginning his teaching career, Ayele had a meeting with the school principal at School B. This beginning teacher explained what that meeting was about and what he gained from the meeting:

The school principal gave me information about the school. From the explanation, I learnt that School B was constructed recently and began operation in 2010. The school is a first cycle primary school, teaching students from grades 1 to 4. School B operates in double shifts due to a shortage of classrooms. I was introduced to the staff, advised to communicate and collaborate as a team. In addition, I got information on how and where I can live. The explanation also covered matters about the school regulations. In this regard, I came to learn about the need to develop weekly lesson plans and submit to the department head every Thursday and get approval in advance for the coming week. I also learned that the school day is eight hours long. Consequently, I was instructed to use extra time to plan and prepare lessons, prepare media, to do group assignments with other teachers and the induction course.

The importance of the introductory meeting with the principal is underscored by the amount of information that is conveyed during that meeting. It is clear that if properly handled, the meeting can be ground breaking for a new teacher. The meeting addresses not only issues of mentoring on teaching practice but also focuses on personal and

welfare issues as well. Accordingly, the meeting forms part of the required data collection sessions in the induction modules for beginning teachers.

#### 4.2.2.2 Ayele's Workload

Ayele had this to say about his workload:

I was assigned to teach English in grades 2 to 4. I had 12 periods in grade 2, 6 periods a week in grade 3 and 6 more periods a week in grade 4. In all, I teach 24 periods a week. This is the average teaching load in the school. I have to prepare three different lessons every day. So, as a beginning teacher I have to spend most of my time preparing lessons. This is time consuming. On top of this teaching assignment, I am responsible to coordinate the sport Club and take part in Civics and Ethical Education Committee. Leading the sport club involves arranging sport exercises and holding meetings with members of the sport club. The Civics and Ethical Education Committee is responsible for giving lessons to teachers and students on civic and ethical issues during flag ceremony, observing that flag ceremony is conducted regularly. I play my part in coordinating and accomplishing these activities. Besides, I take part in committee meetings to assess the situation and make sure that civic and ethical issues are observed by the school community.

Ayele's description of his activities at School B sound a lot like what we heard before from Tigist at School A. This beginning teacher was required to carry a full teaching load as well as coordinate other non-academic activities. The induction phase was officially endorsed to give beginning teachers the chance to learn from the actual classroom situation and other experienced teachers. However, the beginning teacher status did not seem to make much of a difference in terms of duty allocation. Even though he was a novice who needed some time to do the induction course, he was assigned full teaching and non teaching responsibilities. Having observed the challenges of teacher induction in School A, I could not help but wonder how the induction activities and time would be negotiated in the context of School B.

#### 4.2.2.3 Mentoring Arrangement and Support- a serious challenge

Ayele's mentor, Maritu, received a one year training to serve as a primary school teacher and had six years of teaching experience when the case study was taking place. Though

she was at the time pursuing further education in language teaching, obviously she was less qualified than her mentee. Ayele already had a diploma in the teaching of English. However, because of the absence of another experienced teacher who had a diploma, Maritu was assigned to mentor him. Ayele expressed his feeling about his mentor’s qualification in this way, “I think a teacher who is assigned to mentor me should have at least a diploma level qualification plus experience. Maritu's assignment to mentor me is problematic.”

The first complication in this mentoring relationship was, therefore, the qualifications of the mentor and her mentee. I raised this issue with the school B principal to understand how the school views the matter. The principal began by providing me with information on the staff profile, which I summarize in table 5 below.

**Table 5: Staff of School B by Qualification**

Level of Qualification of Teachers	Male	Female	Total	Remark
10 +1 year Certificate	-	7	7	2 teachers have 6 years of service 4 teachers have less than 6 years and 1 teacher is a beginning teacher
12+1 year Certificate	-	1	1	13 years of service
10+3 years Diploma	1	-	1	Beginning teacher

According to the school B principal, Ayele is the only teacher with a diploma level qualification in this school. Maritu has six years of teaching experience, and is currently studying for her diploma. Relatively speaking, she was the better option and was, therefore, assigned to mentor him.

The principal had to select a mentor for this beginning teacher from the pool of teachers available in his school. He chose a teacher who was at the time pursuing her college education in language teaching as the best among the non-options he had. From the observation in School A and School B, it emerged that finding experienced and qualified teachers who could serve as mentors is a crucial challenge.

Ayele's mentor, Maritu expressed what mentoring means to her and how she perceives her mentoring role:

Mentoring is leading and helping a new teacher to adapt to the work environment and the teaching profession. The role of the mentor involves explaining issues prompted by the beginning teacher, the mentor or the induction modules. Therefore, I explain processes and procedures, give suggestions or advice to beginning teachers under my mentorship. .... I give direction to beginning teachers on how to accomplish the activities suggested in the induction modules. On issues that are beyond my capacity, I usually invite the school principal to give explanations and suggestions to my mentees and myself.

As can be noted from the quote, Maritu reflected a preliminary understanding of the meaning and functions of mentoring. Due to lack of theoretical background and practical experience in mentoring, Maritu revealed that she depended on the school principal for occasional consultation. With these conditions in mind, it was interesting to observe how the mentoring process would unfold in practice.

In reply to the question of how she assessed the conditions under which she had to carry out her mentoring role, Maritu argued:

There is no favourable situation to provide better quality mentoring for beginning teachers. First, I have no prior experience of mentoring and I have to learn to be a mentor. Second, I did not receive training on mentoring beginning teachers. One of the criteria used to select a mentor is completing the CPD training that teachers are supposed to conduct at school level. However, nobody cares about the so called CPD. Most teachers copy the CPD activities done by few teachers and they present it as their own by making minor changes. Truly speaking, there has been no genuine CPD activity, and it is a matter of meeting formality within several days. As a result, I cannot claim I have the required experience from the CPD activity. Besides, even if I passed through a successful CPD, it cannot qualify me to be a mentor because it is not intended to build capacity in mentoring. Initially I resisted receiving the mentoring assignment but after discussion with the school principal, I was convinced that somebody has to do this job, and I agreed to work as a mentor. Then, I began preparing for my new role by reading the induction modules and used my experience as a teacher to support the beginning teachers under my mentorship. Once I started reading the module, I found it interesting, important and tried my best to guide the beginning teachers through the school induction course.

The challenge for the new mentor was clearly not only the fact that she was less qualified than her mentee, but that she was also concerned about the fact that she was not adequately prepared for the mentoring role. So, the conditions were a bit unfavourable for an effective mentoring role in this case.

As mentioned earlier, Maritu is less qualified than her mentee, Ayele. In view of this discrepancy, I raised the matter with her, asking whether this difference in levels of qualification sets a challenge for her in exercising her role as a mentor. Maritu argued, “He is new to teaching and I have experience in teaching. So as a mentor I can share with him my experiences and support him to do the induction course.” For Maritu, her mentoring role could be assumed to be strong because of her teaching experience, which in this case was more than that of her mentee.

The other important issue that came out of the discussions with both mentors was the point that the CPD activity has not been a genuine process for most teachers. The school-based CPD course is the same for all teachers. So, it seems that some teachers reproduce the course documents that had already been completed previously by other teachers who went through the course earlier. This has negative implications for the ongoing induction of beginning teachers in the country. Ayele, in particular, had clearly expressed that Maritu’s (his mentor) assignment to mentor him is problematic and had unfavorable attitude towards her assignment to mentor him. As a result, Ayele’s mentor had little influence over him making him more vulnerable to the negative influences surrounding the induction programme at the school.

I asked Ayele and Maritu how they began their mentoring relationship and continued with the induction course over time. Maritu discussed the meeting schedules and how they used the meetings:

My mentee and I agreed to meet every Wednesday for one hour for the mentoring support. These meetings are used to discuss the activities suggested in the induction modules and to seek ways to accomplish them. During the meetings, the beginning teacher raises questions on matters in which he needs clarity. I give explanations on issues raised and concepts presented in the induction module to the best of my knowledge. On issues that I am not sure, I get consultation from the school principal.

The mentoring relationship seems to be very structured with regular meetings each week. The discussion is guided by the induction modules, to which both the mentor and the mentee often refer for guidance about the mentoring and induction activities. The principal seems to come in as a resource whenever the mentor and/or mentee get stuck as they proceed through the modules.

During the initial meeting with his mentor, Ayele asked her about the purpose of the induction course. Here is how he explained what he learnt about the purpose of the induction from that conversation:

I have learnt that the course is intended to introduce a beginning teacher with the school environment, regulations and norms. I also understood that it is intended to assist the beginning teacher on how to prepare to teach, how to conduct lessons and how to interact with students. In general, this course is meant to prepare the beginning teacher to become a good teacher.

As can be seen from the above excerpt, Ayele reiterated the purpose of the induction programme clearly as stated in the guidelines. The common understanding of the induction course between the mentor and mentee was an essential step in the mentoring process. As discussed earlier, it was imperative for policy makers and practitioners that beginning teachers understand the role of the induction programme and follow the programme as outlined.

The induction course comprises of several parts, specific professional development activities, action research components, classroom observations and professional appraisals and reflections, which I now discuss in the next sections.

#### 4.2.2.4 Implementation Specific of Professional Development Activities

Ayele was first required to gather information about the school. This initial exercise was designed to help beginning teachers to understand the context in which they would be working, and to begin to identify the sources of support and the resources they needed

for doing their job. In this case, Ayele seems to have started well in getting to know his context and key people in the environment.

Table 6 shows the results of Ayele’s self-evaluation on possible changes he needed to focus on as captured in the data collection tool.

**Table 6: First Self-Evaluation**

Item	Yes/ No/ Not sure	Explanation
Adapt to the school	Yes	Fully acquainted with the school environment
Know where the classrooms are located	Yes	
Referred to the curriculum and planned when in the academic year to teach the topics/contents	Yes	Annual lesson plan
Depending on the curriculum you have planned contents for first semester	No	The plan was prepared by the previous teacher
Aware of what to teach in the first month	Yes	
Prepared weekly lesson plan	Yes	
Identify some students by name	Yes	
Know where to find things I need	Yes	
Know whom to contact when I need support	Yes	
Capable of controlling students classroom behaviour	Yes	
Like teaching and help students to learn	Yes	Want to help my students to become better students
My lesson plans become actualized	Yes	I am improving
Evaluated some of my lessons	Yes	3 <sup>rd</sup> grade lesson
Learn new things about my teaching	Yes	Recording students’ achievement
During my teaching there are easy things to do	Yes	Writing on the blackboard
Know what to improve recently	Yes	Want to improve the teaching learning process

In this self-evaluation, Ayele assessed his performance by choosing one of the three alternatives: ‘yes’, ‘no’ or ‘not sure’. With the exception of the last item that asked whether he knew what to improve, responding “yes” means that the beginning teacher had accomplished those items as desired. As indicated in Table 6 above, the beginning

teacher responded “yes” to all of the criteria given. His ratings would mean, with the exception of the last item, that he had done those items to the desired level and hence needs no support. After this beginning teacher had rated his performance, he had to meet with his mentor to reflect on his improvements, needs and gaps identified in the table above. As Ayele’s course document showed, in preparation for this meeting, he had listed a set of questions to discuss and get ideas from his mentor. Some of the questions read: “How do I control the behaviour of students?” and “How do I do lesson evaluation?” I found it a bit strange, however, as these are the very areas this beginning teacher had already reported that he had accomplished well in his self-evaluation. In a follow-up question, I asked why he wanted advice from his mentor on areas he had reported to have accomplished well. Ayele explained to me saying, “I have attempted those activities based on my understanding. Still, I want to make sure with my mentor that I am actually on the right track in trying these activities.” It is not clear why this beginning teacher did not choose “not sure” to describe that he was not certain about those areas so that he could pose those questions later on during the meeting with his mentor. Once more, the accuracy of the data collection instruments in the course is called into question.

The third activity dealt with the first set of classroom control routines. Ayele discussed the interaction with his mentor on the classroom routines:

My mentor explained to me about the activities suggested in the induction module to build my capacity in controlling the classroom. These activities involve moving while talking within the class in a manner that shows my confidence, changing the volume of my voice to fit situations, and transferring clear instruction. After the discussion, I tried to practice these useful skills that are necessary to control the classroom.

This response shows the actual process of learning of certain classroom control routines, whereby the mentor assists the beginning teacher to form thoughts and then later put what he had learnt into practice. The beginning teacher’s reflection suggests that these practices had enabled him to manage the classroom as required.

Ayele's fourth activity was lesson planning. He explained the support he received in writing his lesson plans:

I was trained in a linear approach (i.e. to teach a single subject). So, I was trained to prepare lesson plans for a linear class whereby the duration of one period is forty minutes. But, I was assigned to teach English in a self contained class where the duration of one period is 120 minutes. Accordingly, I received support on how to write the different components of a lesson plan and develop a plan for a duration of 120 minutes.

Ayele was confronted with a lesson planning exercise which was different from what he had learnt during his pre-service training. As part of the induction course, he received assistance from his mentor to develop a lesson plan for a self-contained class. This assistance enabled him to prepare a lesson plan which contained a harmonized set of activities for 120 minutes for a self-contained class. This is one example that illustrates the role of induction in filling the gaps between the theoretical knowledge from pre-service training and the practical knowledge required in the actual classroom situation.

I, later on, had the opportunity to refer to lesson plans developed by this beginning teacher. A sample lesson plan developed by Ayele is presented below.

<b>Sample Daily Lesson Plan developed by Ayele</b>	
School Name: .....	School B
Teacher's Name.....	Ayele
Subject .....	English
Grade .....	Three
Date .....	12/8/2003
Time .....	120 minutes
Page .....	101
Topic: What do people think?	
Sub-topic Chala's grandmother is very good	
Objectives	
At the end of this lesson students will be able to :	

- Describe Chala’s family or relatives
- Ask partners yes/no questions
- Write “can or cannot” in the space provided. Write true sentences using “can and cannot”

Media Textbook, chalk

Teaching- learning process

Activity one: Describe Chala’s family or relatives

- Exchange greeting with the students /2 minutes/
- Revise previous lesson /5 minutes/
- Introduce daily lesson /10 minutes /
- They discuss in group to describe Chala’s family or relatives and each student describes about Chala’s family /23 minutes /

Activity two: Ask your partner yes/no questions

- The teacher gives direction on how to ask yes/no questions partners based on activity one /10 minutes/
- They discuss to ask partners yes/no question
- Each student asks his/her partner questions/ 30 minutes/

Activity three: Write can or cannot. Write true sentences

- They write “can or cannot” in the blank space and each student writes can or cannot/ 30 minutes/
- The teacher summarizes the day’s lesson and gives the next lesson homework /10 minutes/

This lesson plan demonstrates that the beginning teacher wrote most of the objectives clearly and had selected appropriate activities to accomplish. However, he still had some confusion in writing objectives and activities. The first objective is stated as to “describe Chala’s family or relatives”. He also wrote this same statement as activity one. It is obvious that language skills can be taught through passages. So “describe Chala’s family or relatives” can be stated as students’ activity. But, writing this statement as an objective may disguise the main objective of language learning. Since the focus should

be on learning the language, at this level, objectives could perhaps been expressed as enabling students to read better and understand the meaning of new words in the passage and apply them to express other situations. Also, I noticed that the beginning teacher did not include assessment techniques to make sure that students achieved the intended objectives. So, this appears to justify the need for coaching this beginning teacher to write more focused objectives and improve his lesson planning skills.

As per the induction module, the fifth activity this beginning teacher was required to do was a lesson evaluation. This evaluation was intended to review the lessons he had prepared and delivered against a given set of criteria. However, in this instance, the beginning teacher did not complete this activity.

The other activity that is incorporated into the second semester module was assessing and introducing useful change in the physical conditions of the classroom. Table 7 demonstrates the beginning teacher’s assessment of the physical conditions of the classroom he teaches in.

**Table 7: Assessment of the Physical Conditions of the Classroom**

Description	What to improve
Condition of the classroom/clean and organized windows and door fixed blackboard; demonstration for example in place	Classrooms should have adequate opening for air circulation
Can you show the sitting arrangement in drawing	U – shape
Permanent learning –teaching media/ blackboard; pocket ; wall demonstrations	Media should be permanent not temporary
Temporary display areas for teaching aids and students’ works such as wall, notice boards, rope	Media should be permanent not temporary

Some of the suggestions Ayele gave concerning “what to improve” seem to show confusion. For example, in two of the assessment criteria that ask about position of

media that serve general purpose such as blackboard and temporary places to display students' works, Ayele was expected to comment whether the media that serve general purposes were well situated in the classroom and whether there were places within the classroom that could be used to temporarily display students' works on wall, stretched rope or pockets made of canvas to post information for students to read. His comments on both items were almost the same, and read, "Media should not be temporary rather should be permanent." These comments were clearly out of context.

The purpose was to guide the beginning teacher to introduce two useful changes in the physical arrangement of the classroom. Ayele, however, did not give any suggestions in this respect. Similarly, Ayele was required to understand and regulate the social conditions of the classroom. Nevertheless, he did not analyse the social conditions of the classroom and consequently could not introduce or suggest changes that could create positive social environment for student learning. Introducing changes and creating a good classroom environment are valuable, but these were not achieved by Ayele.

I probed for an explanation regarding these misunderstandings and why he did not analyse and introduce changes to improve the physical conditions and social situations of the classroom. Ayele's response suggests that the misunderstandings were partly a result of inadequate mentoring support during the self-assessment. This beginning teacher also stated that he did not have adequate time to implement changes on the physical conditions and social situations of the classroom.

The foregoing discussions appear to reflect several important factors that seem to have negatively affected the induction programme for this beginning teacher. First, misunderstandings may be created if documents are left to speak for themselves with no accompanying explanations. Documents, or modules in this case, need to be interpreted by individuals who fully understand them or have the required training; otherwise, misinterpretation may be created as was the case with this beginning teacher. So the need for appropriate support to do the induction activities at the desired level is underscored. Second, Ayele had unfavorable attitude towards his mentor due to the

qualification issue which resulted in the mentee not consulting his mentor on these activities. Third, Ayele skipped crucial activities and missed the opportunity to gain practical knowledge on how to improve the physical and social situations of the classroom. Fourth, the mentor was supposed to correct the beginning teacher and lead him to do this task as intended; however, in this case she just approved what was submitted to her without closer scrutiny. Clearly, she was not as critical enough and her mentoring role was rather weak.

On the whole though, Ayele was the main role player in this induction course and had to carry the responsibility of working with his mentor to accomplish the induction activities.

#### 4.2.2.5 Engagement in Action Research Projects

Given that the induction course modules are similar for all beginning teachers, Ayele is expected to do all of the action research projects, just like for the previous beginning teacher, Tigist.

The first action research project Ayele was supposed to do was on continuous assessment. As highlighted earlier, prior to commencing the project, Ayele held a meeting with his mentor, in which they discussed general conceptual questions about the meaning of continuous assessment and action research. This beginning teacher further discussed how he accomplished the activities suggested in the first phase of this project:

The first phase began by identifying students by name. The other activities included identifying students who found the lesson easy and they needed higher level activities and those who found the lesson so difficult that they were not able to learn. In this phase, I identified students by name by taking one sample class.

This project has four phases, namely, knowing students, taking note of sample works of students, creating a useful document, and planning to learn. A review of this beginning teacher's course document revealed that Ayele had included some theoretical points on the different phases of the project directly taken from the induction modules. On close

scrutiny, I noticed that he wrote some unrelated ideas about the fourth phase of this project. The fourth phase of the project is entitled “planning to learn”. In this part, the beginning teacher wrote about the importance of lesson planning. Here is what he wrote: “It (a lesson plan) is developed daily, weekly...” This was a bit out of context, and was not related to this particular phase of the project. Could this be another case of misunderstanding the task, I wondered? I also wondered how it is that the mentor had given her approval to what the mentee had responded at the end of each phase. She obviously had not checked carefully what the beginning teacher did, or had wrongly guided him.

The remaining three action research projects focused on classroom organization and management, handling differences in students, and on gender issues. Ayele’s course document presented brief notes that were taken directly from the modules. There were neither records of practical activities nor reflections done as required in the induction module.

I asked Ayele about why these tasks were not accomplished. Here is how he responded:

I tried to form an understanding of the theoretical aspects of the action research projects. But, I could not deal with the practical aspects of the action research projects for two reasons. The first reason is that, these projects contain highly demanding activities but as a beginning teacher I had to do different preparations daily and had shortage of time to do those practical tasks. The second reason is that I had neither sufficient know-how nor enough support to do those projects.

Two issues emerge from this conversation. First, the beginning teacher seems to be overwhelmed with a lot of work and complains about the inavailability of time. Since he did not even attempt one of the activities in this case, it is doubtful whether real cause is time or interest or both. Second, this situation highlights the need for follow-up and support, not only by the mentor, but also by the school principal. Timely follow-up and support are necessary to guide the beginning teacher on the induction activities and ensure that he has completed the activities.

#### 4.2.2.6 Classroom Observations

As per the induction module, Ayele's class had to be observed five times during the first year. In his case, he was observed only twice. Here is what Ayele had to say regarding the feedback he received from his mentor: “My mentor advised me to apply active learning approaches, use media to enrich the lesson and assess students’ learning during the lesson.”

In one instance, I was able to join Ayele’s mentor in observing the beginning teacher's class. Basically, the intention of my observation was intended to learn more about how the beginning teacher went about conducting his lessons and how the post-observation conversation was conducted. He was teaching English to grade two students. The sub-topic presented was entitled, "There are some bananas, pots, cats..." One of the lesson objectives stated: “Students will be able to name things on the pictures and answer questions based on the pictures.”

Ayele introduced the lesson and instructed how the students needed to participate in the lesson. Following the instructions, students took turns in calling out the names of the objects in the pictures as the teacher touched each picture. The teacher had difficulty pronouncing some of the nouns. For instance, he read the noun “pots” as “puts”. Inevitably, the students were making the same mistakes as the teacher’s. According to the teacher’s lesson plan, the students were supposed to form full sentences following the lesson pattern by observing the pictures. But Ayele’s was only instructing them to call out the nouns by pointing to the pictures. Students did not get the opportunity to practice the articulating full sentences using the lesson pattern. My other observation was that, the teacher drew sketches on the blackboard and used pictures from the textbook although they were not attractive and carefully prepared to further enable students’ understanding. This was a good start by Ayele and it was valuable to encourage and guide him on how to produce better media to support his lessons.

During the post-lesson observation talk, the mentor began delivering her feedback on the lesson by saying: “You have prepared well and used the lesson plan. Your introduction of the lesson was good and the students were involved actively.” She also made an important observation that the teacher should have told students that the nouns were in plural form. She justified the importance of this point by indicating that, since the students had previously encountered the singular forms of the nouns, it would have been the best time to introduce the plural forms. Ayele accepted the comment from his mentor. The mentor did not mention any of the observations I made in the preceding paragraph on pronunciation and complete sentences. It became clear to me that the problem of pronunciations for example was likely to continue, and was probably a result of the lack of subject specific support in this case. In order to give sufficient subject specific support to the beginning teacher, it would be necessary for the mentor to have appropriate qualifications in the subject. In Ayele’s situation, this was an obvious limitation.

#### 4.2.2.7 Professional Appraisals and Reflections

Professional appraisal of the beginning teacher is conducted through discussions and reflections. Ayele and his mentor, Maritu, met every Wednesday to discuss issues, share experiences, hear reflections by the beginning teacher and assess his progress. Table 8 provides information on identification of issues in discussions between the beginning teacher and his mentor and reveals information on the reflections made by the beginning teacher and the quality of these reflections.

**Table 8: Information about Meetings and Reflections**

Identifying issues and recording discussion results		Reflections based on set of questions given in the modules		Quality of reflection		
Required	Actual	Required	Actual	Low	Satisfactory	High
21	9	19	17	15	2	

As seen in Table 8 above, this beginning teacher identified issues only for some of the meetings he had with his mentor. Thinking about the issues and identifying discussion points is part of the learning process that is prescribed in the induction programme. Ayele, however, missed the opportunity to learn because he did not engage in some of the prescribed reflection sessions. On the other hand, he seems to have made most of the required reflections. The challenge, once again, was that some of the reflections were not to the point and/or were incomplete. For instance, the fourth phase of the fourth project is about “planning to learn”. In this part of the reflection, the beginning teacher wrote about the importance of lesson planning - which was a question that was not asked. A similar case was also highlighted in Table 7 above. These situations appear to show that the beginning teacher may not have given due attention to all the discussions and the reflections or induction activities. This accounts for a missed opportunity for ‘learning to teach’ for this beginning teacher.

Ayele passed over several activities, projects and classroom observations. Some of the reflections and reports were either skipped or improperly written. These situations appear to indicate, partly, lack of interest of the beginning teacher in the induction course. Similarly, the findings seem to indicate a lack of follow-up and reluctance on the part of the mentor, who is expected to insist on good quality discussions and reflections. The role of the school principal should also be critically evaluated in this case. He must not merely depend on the progress report from the mentor. Instead, the principal should have followed the progress of the beginning teacher much more closely during the induction course.

#### 4.2.2.8 Professional Support from other Experienced Teachers and the School Management

I posed a question to Ayele about what he observed regarding the role of the school principal, the other experienced school teachers and the cluster supervisor with regard to the induction course. Here is how he responded to the question:

I believe that the school principal is supportive and resourceful. I have received support from him on professional issues and general administrative matters. The school principal gave us explanations, and shared his experiences on issues my mentor and I raised on different occasions. I also believe that the staff is collaborative. Teachers are like brothers and sisters to me. There is no problem of communication among the staff. I feel free to ask whenever I have issues. But I want to mention that I haven't received professional support from the experienced colleagues.

Ayele confirmed that the school principal was supportive. This view was also supported the mentor in School B. The earlier discussion, however, suggested that some of the useful activities were skipped or done with little care by the beginning teacher, and were overlooked by the mentor. This is probably one instance where the school principal was required to go beyond limiting himself to provide support only when he is asked. He could, for example, engage in regular follow-ups in order to get better and consistent results from the induction practices in his school. Although this beginning teacher expressed positive social relationships with the other staff members, he did not mention any support from any of the experienced teachers in the school, other than his mentor.

Ayele struck me as a rather reluctant participant in the induction course. He omitted some of the induction activities, and even if he did them, he failed to complete them with the necessary care. This was clearly a cause for concern – how to foster commitment and enthusiasm for the induction programme among the beginning teachers.

To sum up, Ayele was able to complete the first task of getting the required basic information on school regulations from the orientation given by the School B Principal. A problematic situation began with the assignment of a less qualified teacher to mentor him. He seemed to have little trust in his mentor and the mentoring support she was giving him. This beginning teacher omitted some of the key inductive activities and was unable to do other activities with due diligence. He did not try hard enough to accomplish any of the action research projects. Although he complained that his mentor was of lower qualification than him, Ayele was unable to challenge her by performing

better in the induction course. Consequently, the data seemed to suggest that Ayele did not gain much from the induction course, as a whole.

### 4.2.3 Teacher Induction with the Mentor and Mentee Teaching the Same Subject in the Same Grade: The Case of Emebet

Emebet is the third case study in this investigation. She agreed to participate in this study and allowed the researcher to use her real name in this investigation, if necessary. However, since disclosing her identity would inevitably disclose the identities of the other role players too, I decided not to use her real name, and rather opted for the pseudonym of “Emebet”, for the sake of confidentiality.

Emebet is a young lady of about twenty-two years of age. She received a one-year teacher training, to teach in the first cycle of primary school/grades. She joined the teaching profession by winning the job competition launched by the target Woreda Education Office. Emebet was assigned to teach in School B, one of the target schools, in October 2010.

#### 4.2.3.1 Orientation

As a preliminary routine, Emebet conferred with the School B Principal for the orientation session. She described the introductory session as follows:

The school principal gave me information about the school and the staff. This school began operation in 2010. It has, in all, 329 students, 168 male and 161 female. In 2011/12 academic year, the school had ten teachers including me. The school operates in double shifts. The school principal explained to me how other teachers were living and later on he helped me to find a shelter in the neighbourhood. The principal also informed me about the school regulations. I learned that the school day is eight hours long and received his guidance on how to use the working hours. This time is basically used to conduct classes. The remaining time is used to make preparations for teaching. I was informed to develop lesson plan, submit to the department head every Thursday for the coming week and get approval ahead of time. I was also made aware that I need to prepare media to make my teaching interesting and give students different opportunities for learning. The school principal had encouraged me to ask for any support I need. He is highly supportive.

This meeting covered many of the crucial areas that are necessary for a beginning teacher who is new to the environment and the job. In this discussion, Emebet was

informed about some of the main requirements that she was expected to meet as a member of the school. Clearly, the induction course played a critical role in acclimatizing the beginning teacher to the culture of the school. In addition to helping her understand the requirements of the school, the principal supported her in finding a shelter, which helped her to resolve personal issues so that she could focus on her job. Also, during the discussion, the school principal set the tone for the rest of the induction course by being supportive and encouraging her to ask for support when necessary.

Emebet was assigned as a self-contained teacher, to teach in grade one. As a self contained teacher, she was responsible to teach all subjects in one class of grade one students. She taught Amharic, English, Mathematics, Environmental Science and Aesthetics in the same class. While Amharic, English and Mathematics have each 6 periods a week, Environmental Science and Aesthetics have nine and three periods a week respectively. She taught a total of 30 periods a week. This is the maximum number of periods a week that any teacher normally carries in a single shift in the Ethiopian education system.

This beginning teacher contended, “I am responsible to teach five subjects and required to prepare different lessons a week for all subjects I am teaching.” Like other beginning teachers in this investigation, Emebet spent most of her time preparing new lessons and conducting actual classroom teaching. Therefore, she did not have adequate time to do the intensive induction course.

#### 4.2.3.2 Mentoring Arrangement and Support

Maritu is a female teacher with six years of teaching experience. The school principal assigned Maritu to mentor Emebet. Emebet was the second beginning teacher assigned under Maritu’s mentorship in the same year. Maritu underlined the fact that she had not been a mentor before and did not receive training on mentoring. She merely completed the CPD course herself. She also mentioned that the CPD course was conducted under a lot of challenges, and that it did not prepare her to be a mentor and did not give her know-how on mentoring. Despite these inadequacies, she decided to accept the

mentoring role, prepared herself for her new role and used her experience to carry out her mentoring responsibility. Mentoring one beginning teacher without adequate training and preparation while carrying a full teaching load can be challenging, as we have seen from our earlier discussion, but doing it with two mentees is even more challenging.

I began by asking Maritu to assess the conditions for mentoring this particular mentee. She responded as follows:

Emebet and I are self-contained teachers. We both teach the same subjects to grade one students. On top of the regular mentoring schedule, we have a conducive situation to work together in lesson preparation and planning, share experiences and exchange resources and media. This situation not only facilitates the mentoring support but also sets opportunities to work together and share resources.

In this instance, the mentor felt much better about her ability to run a successful mentoring programme. Her remarks were upbeat and considered the fact that she and the mentee taught the same grade as an opportunity to extend the mentoring sessions into the planning time.

Emebet also complemented her mentor saying:

I do not have to wait until the formal mentoring session. I have the opportunity of observing my mentor while she writes lesson plans. I get experiences on how she writes objectives, selects activities and how she plans assessment techniques. We have also the opportunity to prepare and exchange media and other resources. Usually I initiate discussion on situations I observed in my class. My mentor shares with me her experiences. Once I remember one of my female students did not come to school for several days. I did not have information why she was absent. I consulted my mentor what to do. She encouraged me to pay a visit to her home. I am new to the area and cannot go to the country side alone. She decided to go with me. We made the visit and met her mother. After talking to the student's mother, I learnt that the family has economic problem and her parents cannot afford providing her stationery for schooling. Then, I decided to cover the stationery cost for the child. This child now comes to school regularly. We work together with my mentor. This is very useful.

In this reply, the mentee pointed out the opportunities created for extended mentoring sessions through the planning periods. Such a situation allowed the beginning teacher to closely observe her mentor, work with her, gain experiences, and share resources. In this

case, the mentor was literally able to take the mentee by the hand and walk her through the challenges of being a new grade one teacher.

#### 4.2.3.3 Initial Concerns of the Beginning Teacher and Adapting to the Situation

Emebet expressed the concerns she had as a young lady who was starting a new life, and as a beginning teacher who was joining a new profession:

I am new to the area. I live far from my family and had a feeling of loneliness. I had to adapt to the environment, start living and settle. Fortunately, the school has friendly staff and a supportive social environment. I got support from the school principal and fellow teachers. My feeling of loneliness started to diminish gradually as I began living together with other teachers and made friends. But, this is not all. I was anxious during the first few weeks of teaching. I was shy of facing a large number of students and was not certain about my ability to interact and manage the class. I received useful advice from my mentor and the school principal on how to cope with this situation. .... Over time, I realized that creating such a situation is essential not only to enable me to become relaxed and control the classroom but also that it is valuable for students learning.

In the extract above, Emebet conveyed her view explaining how the induction support enabled her to adapt to the social and work environment. Most significantly, she articulated the value of the induction support in resolving her emotional situation, and enabling her to begin to interact effectively with her students.

As before, I discussed her induction experience in terms of the various components of the course, viz. specific professional development activities, classroom observations, action research projects, professional appraisals and reflections. The mentoring support was integrated into these activities.

#### 4.2.3.4 Carrying out Specific Professional Development Activities

As per the induction module, Emebet carried out a preliminary activity of collecting information about the school. She explained the importance of this task to me as follows, “I contacted key persons; I got acquainted with them and gathered the information I

needed about important places, facilities and resources. My school is small and I got the information required without difficulty.”

Despite the fact that her school was small and with no complication, Emebet still felt that the exercise was useful to acquaint her with the physical and social environment of the school.

Following this initial activity, Emebet conducted a self-evaluation to assess her initial progress and to identify gaps in capacity in some key areas stated in the table below.

**Table 9: First Self-Evaluation**

Activity	Yes/ No/ Not sure	Explanation
Adapt to the school	Yes	Fully aware of the school environment
Know where the classrooms are located	Yes	
Referred to the curriculum and planned when in the academic year to teach the topics/contents	Yes	
Depending on the curriculum have planned contents for first semester	No	Received a plan developed by the previous teacher
Aware of what to teach in the first month	Yes	
Prepared weekly lesson plan	Yes	
Identify some students by name	Yes	
Know where to find things I need	Yes	
Know whom to contact when I need support	Yes	
Capable of controlling students classroom behaviour	Not sure	
Like teaching and help students to learn	Yes	
My lesson plans become real	Yes	
Evaluated some of my lessons	No	Have not evaluated yet
Learn new things about my teaching	Yes	
During my teaching there are easy things do	Yes	
Know what to improve recently	Yes	Am aware of my challenges

Table 9 summarizes the results of the beginning teacher’s own evaluation. Emebet labelled most of the tasks, by responding “yes”. This assessment indicates that she had

already gone through most of the tasks in the first activity. It also signalled that this beginning teacher needed support in two areas: controlling students' classroom behaviour and planning lessons. These two activities formulate part of the induction course but, this beginning teacher had gaps in them for lack of getting the opportunity, as discussed below.

Classroom management practice is the third activity in which any beginning teacher is expected to engage on. Accordingly, Emebet described what she did in this respect as per the suggestion of the induction module:

With the support of my mentor, I tried to understand and exercise the classroom management routines which consist of moving within the class, changing the volume and tone of my voice as appropriate, conveying clear instructions and ensuring that students grasp them. Consequently, I have realized that these routines were helpful to communicate with students effectively, to create good relationship with them, to make sure that students are in the right direction, and above all, to manage the anxiety level I had by the time I began teaching.

Emebet stated the significance of her engagement in doing the classroom management activities to guide her students' behavior, control her feeling and cope with the situation. Classroom management is one of the bigger challenges that beginning teachers often encounter. This practice enabled Emebet to control her classroom and alleviate her emotional instability in this regard.

Developing a lesson plan is the fourth activity Emebet was required to do. Here is how she approached this task:

Both my mentor and I teach similar subjects and basically prepare similar lesson plans. This scenario gave me the chance to sit down with my mentor, discuss and understand the different parts of the lesson plan; I learnt how to write objectives, identify activities, select assessment techniques and allot time for the various phases of the lesson. I had improved my lesson planning skill by working with my mentor. I also got experience on how to select the appropriate kind of media for each lesson and consulted my mentor on how to prepare media from materials available locally.

In the discussion reported above, Emebet described how teaching in the same grade and the same subjects facilitated the interaction between the mentor and the mentee, and hence improved the mentoring support. It appears that due to this favourable situation, the two of them sat together, discussed the different components of lesson plans and practically developed the different parts of the lesson plan jointly. According to this beginning teacher, these steps were essential to building her lesson planning skills.

Lesson evaluation was the fifth activity carried out by the beginning teacher. The result of the lesson evaluation is shown in Table 10.

**Table 10: Lesson Evaluation**

Activity	Yes/ No/ Not sure	Comment
Identify main components of a lesson plan	Yes	Know what a lesson plan should contain
The lesson was well planned and prepared as a logical continuation of the previous lesson	Yes	Revise the previous lesson and begin the day's lesson
Provide clear instructions to students	Yes	Pass clear instructions to students
I was successful in supporting students to participate	Yes	Encourage students to participate
I was effective in controlling students behaviours	Yes	Identify students who are disturbing
The activities I prepared matched the grade level of students	Yes	Work to match the grade level of students
Select appropriate media to enrich the lesson	Yes	Use media appropriate to the grade level
Students demonstrate what they have learned in practice	Yes	Students have responded to the questions asked
Assessed students: the lesson objectives were met	Yes	Assessed properly to know how much they learn
Know which parts of the lesson went well	Yes	The teaching-learning process was good
I know which section of the lesson to improve	Yes	Know my difficulties
I like teaching and enabling students to learn	Yes	I understand education is necessary

Table 10 shows that the beginning teacher rated her performance in conducting the lesson positively in all of the criteria given. Considering the information from interviews with the mentor and the school principal and from my own observations of this beginning teacher’s classroom, the evaluation seemed warranted and was a sign of good progress on the part of this beginning teacher.

In activity six, Emebet was expected to assess the physical conditions of her classroom. Table 11 illustrates the results of the assessment done by her on the physical conditions of the classroom.

**Table 11: Assessment of the Physical Conditions of the Classroom**

Description	What to improve
Condition of the classroom/clean and organized windows and door fixed blackboard; demonstrations for example in place	The classroom is clean, well ventilated and necessary furniture are available
Can you show the seating arrangement in a drawing	Sitting arrangement can be changed as necessary and no problem with that
Permanent learning – teaching media/blackboard; pocket wall displays	Blackboard is located at central position. But the class did not have pockets made of canvas to keep necessary information.
Temporary display areas for teaching aids and students’ work such as wall, notice boards, rope	It is necessary to create a display area for students’ works by stretching a string on the wall

Here is how Emebet described how she did the assessment, the changes she made and the improvements observed:

My assessment reveals that the classroom is convenient for teaching and learning. It is clean, ventilated, has adequate furniture and is suitable to display media. Depending on the nature of the content of the subject I am teaching and the activities expected from my students, I was capable of applying different sitting arrangements such as in rows, round tables and u-shape. Besides, based on my assessment and requirement of the module, I decided to make two changes. I wanted to make pockets from canvas to keep media/information, and to create a display area to keep sample works of students in the classroom.

I made both of my plans realistic. As a result, students got access to media and were happy for they observed their works demonstrated in class.

In addition to this discussion with Emebet, I had the opportunity to observe her classroom. As a self-contained teacher, she permanently taught in one class. She created a classroom atmosphere that was indeed conducive for learning by decorating it with different media, by making resources available for learning, and by using flexible sitting arrangements, depending on the kind of activities she does with her students. This situation appears to reflect that Emebet made these crucial changes because of the influence of the induction course, and in turn these changes created a good atmosphere for teaching and learning.

Assessing and improving the social relationships of the classroom was another professional development activity Emebet conducted for the course. Her reflection on this was as follows:

A positive social environment in the class is essential to create a sense of security and confidence among students. Depending on the content of the subject to be taught and the purpose of a particular practice to be accomplished, I realized that I can decide when and how students should compete, collaborate and work independently. I was aware that there should be guidance to create a conducive situation for learning and leading students to develop good social behaviour.

The above excerpt from the interview with Emebet reflects her belief in the value of creating a positive social environment in the classroom to ensure safety and build trust among students. She highlighted, particularly, how she wanted to promote independent and collaborative work among students. In turn, her reflection appears to show that she had developed useful awareness and experience necessary to promote desirable social behaviour in the classroom.

#### 4.2.3.5 Engagement in Action Research Projects

In the next section of the induction module, Emebet attempted all (four) action research projects. The first action research project targeted on continuous assessment. She elucidated how she went about this project:

The preliminary task in this project is identifying students by name. I am teaching one class of grade one students and I have completed this task without difficulty. Following this, I took sample classroom activities of students. Since my students are in grade one, I focus on how they use their exercise books, how well they write and do activities given to them. The last phase in this project is how to use lessons I got from the continuous assessment project to facilitate students' learning. Accordingly, I have learnt about my students' background and the progress they are making. Therefore, I use my knowledge while preparing lesson plans.

The excerpt reveals that, on the whole this beginning teacher completed each of the phases of this project. A closer analysis of her course documents, however, revealed that there was confusion in the third phase of the project, which is about “creating useful documents”. In the document, she wrote about her experience vis-à-vis what she felt when she received feedback as a student herself. During her time as a student, she mentioned that they were delighted when their exercise books were marked, but also that there was corporal punishment for not doing an activity correctly. They endured those challenges.

Now as teacher, she was concerned about the extent to which she could be critical of students' works, because students were unhappy when they were marked wrong and she had the fear that they would drop out of school. This situation is indicative of the need for some more timely advice for the beginning teacher on how to give feedback to her students.

Similarly, in the third part of this project, which deals with “creating useful documents”, she was expected to report how she recorded information about the performance level of students individually, how they were progressing, and which students needed special attention. This is a crucial phase of the research, but it appears like it did not get adequate attention and was not completed properly in her case. The same thing happened with the other beginning teacher, Tigest. There seems to be some misunderstanding over the use of the phrase “creating useful documents”. This underscores the necessity of providing training on the contents and approaches of the induction modules which is something that was also reiterated by both mentors.

The second action research project dealt with classroom organization and management. The following is what Emebet said with regard to the ways in which the different phases of this action research project were conducted:

In this project, the first task is to understand behaviours of students. I had observed different sorts of students in the class: shy, tempered, noisy, hard working, for instance. My students' behaviour is generally good. Since they are small kids, they are noisy, and I advise them not to disturb. But since they are small kids they forget. So I have to remind them again and again, and engage them in activities to manage their behaviour. As a whole, I had observed good classroom atmosphere. Besides, I encouraged and applauded students for doing good work and behaving properly. I have noticed that these students were motivated to do better.

This beginning teacher tried to identify the behaviour patterns of students in her classroom. She managed her classroom by advising and encouraging her students to behave better. The induction course suggests that the beginning teacher should establish classroom rules that help to manage students' behaviour. Emebet explained that her students were small kids and she managed students' behaviour by giving advice and engaging them in different activities. While her strategies may be good, she was missing out on the opportunity to start introducing few but basic classroom rules that could help improve the behaviour of her students. Instead of reminding her students about the lesser known rules, it would have been better, perhaps, for her to introduce few but necessary rules for them to observe at this level.

The third action research project was on handling differences among students. Here is how Emebet described what she did in this project:

The first task in this project is organizing students into groups. I used the data gathered from the previous project to carry out the first project. I grouped students based on their abilities as slow, medium and fast learners. In the second and third phases of this project, I had to focus on slow learners and fast learners, respectively. As per the induction modules, I am required to prepare different sets of activities commensurate with the ability levels of students and wanted to observe the results: how slow learners and fast learners perform in doing these activities. But, there is a guidance which instructs schools and teachers to form groups of five students. Each group should contain students from the three ability ranges. The intention of this guidance is to give responsibility for fast learners to assist students in their groups. I had difficulty of dealing with two different approaches. So I followed the 1 to 5 approach.

In this project, Emebet tried to deal with individual differences in her classroom. Based on the data she gathered, she grouped her students into three ability groups. She encountered a challenge on how to reconcile treating students in the three ability groups as suggested in the induction module and the 1 to 5 approach introduced in a recent guideline sent to the schools. In the 1 to 5 approach, one fast learner has to support four students in his/her group. This situation raises questions in relation to supporting fast learners to realize their maximum potential and support other students as well. This is one area where beginning teacher clearly needs assistance to have a broader understanding of the two approaches and seeing the possibility of reconciling them. Therefore, in addition to preparing activities for average students, it is equally essential to consider preparing separate sets of questions/activities for slow and fast learners. In general, the mentor's role should be geared towards noticing and empowering the beginning teacher to prevail over such inconsistencies. In this case, however, the mentor was not aware of the situation and did not give the necessary support to the beginning teacher. This situation partly reflects the lack of mentor training which is necessary to prepare the mentor to be vigilant and enables the mentor to give the necessary assistance for the mentees to resolve such dilemmas.

The fourth action research project that Emebet accomplished was on gender. This beginning teacher reflected what she had done in this project:

I noticed variations between male and female students. The number of girls is lower than boys. Also, most girl students are shy and refrain from participating in the class, and such students are likely to avoid asking questions even if they do not understand the lesson. These situations hinder students' learning. I told girls that they can do activities that boys do and encouraged them to participate in school and classroom activities. As a result of these efforts, girls who were not keen to participate began to take part in different activities. Girls asked and answered questions and played volleyball, football for instance with boys. I think these are improvements, but the potential challenge is maintaining the changes observed as girls grow. My students are in grade one and it is necessary to help and encourage them to continue and strengthen their participation as time goes by.

Emebet took practical steps in improving the participation of girls in her classroom. Consequently, she had been successful in some ways. Generally, it appears that Emebet

had a good understanding of the gender situation and knew how to act to improve girls' participation within and outside the classroom.

In general, the discussion on action research projects highlighted the necessity of strengthening the mentoring support component of the induction programme.

#### 4.2.3.6 Classroom Observations

Emebet hosted three classroom observations. She gave the following explanations about the classroom observations and the benefits she got from them:

My mentor visited my class twice. I received feedback about my teaching from my mentor. The feedback I received at different times included that my lesson plans were written well, that I communicated the purposes of the lessons to my students clearly, that my application of media was also appropriate and that I made assessments throughout the lessons. On the other hand, I was advised to give more time to my students be more involved and to encourage them to participate.

She received feedback from her mentor after classroom observations. The feedback pinpointed areas in which she performed well and those which she needed improvement. Her own reflection suggests that she was aware of her strengths and weaknesses.

As was true with the other cases too, the number of classroom observations conducted was lower than suggested in the induction modules. In response to my question regarding why this beginning teacher was unable to host more classroom observations by her mentor, Maritu said: "... Emebet and I are teaching 30 periods each in the same shift and hence have no spare time to accommodate more classroom observations."

The issue of time came up as a serious challenge in all the case studies in that it restricted the full responsibility of beginning teachers to do induction practices as per the suggestions of the induction course.

This beginning teacher hosted a third classroom observation which was jointly conducted by her mentor and myself. The intention of this visit was mainly to learn how Emebet conduct a lesson and how the post-observation discussion between the mentor and the beginning teacher would be conducted. The lesson topic was “external parts of the human body”. Emebet communicated the objectives of the lesson to the class by telling the students that they were expected to describe and label human body parts after the lesson. She brought with her a picture showing the external body parts of a man. The different body parts were marked with numbers. Using the picture, she listed the names of the different parts of the body. Then Emebet asked students to tell the names of the body parts as she called the numbers. Students raised their hands and named the body part the teacher touched. When students got it wrong, she asked other students to correct them. After she was through with these activities, Emebet asked students to show their body parts, whenever she named part of a body. In this manner, she ensured that her students were capable of identifying human body parts. By going back to the picture, she asked her students, each in turn, to write the name of a body part on the blackboard when she mentioned the number representing a body part.

During the post observation discussion, the mentor told Emebet that her lesson plan was well developed and that the lesson went well. She also appreciated the fact that the beginning teacher involved her students in the lesson, used media effectively, and assessed the teaching-learning process to ensure that students were on the right track.

From the classroom observation, I was also convinced that Emebet had accomplished some exemplary performances which highlighted the important role induction and mentoring support had played in her development.

#### 4.2.3.7 Professional Appraisals and Reflections

Emebet and her mentor met once every week for different purposes. Among other things, the meeting was necessary to review the progress of the beginning teacher. Table

12 gives an overview of the progress that she made in accomplishing the induction course.

**Table 12: Information on Meetings and Reflections**

Identifying issues and recording discussion results		Reflections based on set of questions given in the modules		Quality of reflection ( Extent of completeness and beginning to the point)		
Required	Actual	Required	Actual	Low	Satisfactory	High
21	17	19	17	1	18	0

As can be observed in Table 12, Emebet identified discussion points for 17 of the total 21 meetings with her mentor. She also attempted to reflect on 17 of the 19 expected questions. Nearly all of her reflections were completed as per the requirements of the induction course. Given the conditions under which induction is conducted, Emebet’s development was a clear indicator of what could be accomplished from the induction programme.

#### 4.2.3.8 Professional Support from Other Experienced Teachers and the School Management

As in other cases, I asked Emebet to reflect on the role of the school principal, other experienced teachers in the school and the cluster supervisor during the induction course.

Concerning his role in supporting the mentor and the mentee, Emebet described School B Principal as a resourceful person in the professional development activities in the school. She gave details about the support she got from the school principal:

The school principal gave me a useful explanation on the importance of the induction course, directions on how to do induction activities and how to record results. He also gave me assistance on how to prepare for teaching, and how to conduct lessons and enable my students to learn. His advice also helped me to overcome my anxiety. The school principal’s explanation of action research and textbook evaluation was educative.

Similar to the mentee, Maritu also saw the principal as a person to whom she frequently returned for consultation whenever she encountered challenges in the induction course. Both of them seem to believe that the school principal was enthusiastic and supportive of their activities in the programme. Consequently, they used him as their resource person.

Concerning the support she got from the other experienced school teachers, Emebet said:

I believe that they are supportive. As a beginning teacher, time and again, I ask for consultations of experienced teachers on challenges I encounter in my daily activities. They give me ideas and share me their experiences.

Emebet's course document reveals that, as part of the school level TDP, some experienced teachers took part in providing training to fellow teachers. The areas covered in these trainings comprised of continuous assessment, supporting students with special needs and nature of questions usually raised by students. Using experienced teachers to train fellow teachers in areas in which they have better experience can be taken as a valuable strategy in the induction of beginning teachers, too. Thus, such experienced teachers should be provided the opportunity to build their capacity so that they can give better support to other colleagues. Accordingly, collegial support can be extended to other essential areas such as beginning teachers' observation in the classrooms of experienced teachers and vice versa. Improving cooperation among teachers is essential to create a learning community whereby teachers collaborate to develop each other's capacity. This is one means by which school improvement can be brought.

In summary, Emebet used the introductory meeting with School B Principal to inform herself about general school regulations and local living conditions. She and her mentor were self contained teachers and taught similar subjects to grade one students. This situation allowed them to extend the mentoring session, beyond the formal weekly

mentoring schedule. For this reason, Emebet had many opportunities to co-plan, learn from her mentor's experience and share resources.

This beginning teacher showed a lot of personal interest to advance her teaching expertise and engaged with the induction course seriously. She tried nearly all of the induction activities in the course guides. Data from the interviews with the school principal and her mentor and from the classroom observations all confirm that Emebet benefitted greatly from the induction and mentoring support she received and managed to improve her teaching during the first year.

### **DATA ANALYSIS AND INTERPRETATION- PART TWO**

This chapter is a continuation of the data analysis and interpretation that began in chapter four. The data obtained from various sources are presented and discussed under several sections. In the first part of this chapter, I present and discuss part of the data on the implementation of teacher induction. In the second part, I explore consequences of the teacher induction in the target schools. The third part of the chapter then explains the main practices and the consequences thereof as observed in this investigation.

#### **5.1 Implementation of Beginning Teachers Induction- Part Two**

##### 5.1.1 Cross-Case Analysis

In this section, the three cases are compared and contrasted using different thematic areas derived from this investigation.

The induction course is designed to be implemented uniformly by every beginning teacher in the education system. The course contains school-based individual study which is guided by nationally developed induction modules and mentor's guides. As these modules are the same for every beginning teacher, the three case study teachers were required to accomplish similar induction activities, action researches, self assessments and reflections. While such a design has the advantage to guide the practice in an education system that had no experience of induction programme of beginning teachers, its major limitation is that the course is identical for all beginning teachers in spite of the fact that the mentees come from diverse backgrounds and have different needs.

The context in which the course was implemented was not exactly the same for every beginning teacher. The concerns of the individual beginning teachers in relation to

setting aside time for the course, mentoring arrangement, dedication and quality of mentors, follow-up issues, etc. varied, and these factors determined the level of success of the individual beginning teacher in the induction course.

#### 5.1.1.1 Mentors and Mentees Teaching Different Subjects

Tigist is the beginning teacher from School A. Her mentor, Berhanu, is experienced and motivated. In consultation with his mentee, Berhanu developed a ground rule to guide the mentoring process. Unlike the other mentor, he set a common ground to promote the induction course. He was inspirational to Tigist and supported her to accomplish most of the induction activities, as much as his know-how and the situation allowed him. However, Tigist and her mentor were trained to teach different subjects. Consequently, the conditions were not favourable to practice co-planning which could have enabled this beginning teacher to learn from her mentor. She was under pressure to improve her English teaching skills to meet her students' demand. Tigist was not able to get subject-specific support aimed at improving her English teaching.

Research conducted by Allen & Pecheone(1989) suggests that mentoring happens less often when the mentor and the mentee do not teach the same subject and grade level. So, Tigist was left on her own particularly with respect to advancing her English teaching abilities.

Ayele's mentor is less qualified than him. Consequently, there were some problems in the mentoring relationship. Besides, they taught different subjects. The induction course requires the individual beginning teacher to engage in some suggested induction activities, reflections, self assessments and to plan professional development goals to fill his/her gaps. The role of the mentor in facilitating and supporting the beginning teacher to learn to teach through the induction period is critical. Since his mentor was less qualified than him, Ayele seemed to be less motivated and simply did not seriously work with her and attempt some of the required induction activities. This was in sharp contrast to his colleague, Emebet, who worked carefully and diligently through the induction

course with the same mentor. Ayele's situation also highlights the value of inherent motivation to complete and benefit from the intensive induction course.

#### 5.1.1.2 Mentor and Mentee Teaching the Same Grade and Subject

Emebet and her mentor, Maritu, taught in self-contained classrooms. They both taught similar subjects to grade one students. This situation made it possible to extend the mentoring support beyond the regular mentoring session. Unlike what happened in the other case studies, Emebet got more opportunities to work with her mentor. They worked together on lesson planning, and shared resources and experiences. Researches conducted by Youngs (2007) and Villani (2004) reported that a suitable match between a mentor and a beginning teacher enhances the provision of mentoring, and enables the mentor to assist the mentee with practical knowledge on classroom teaching tasks. It is these favorable conditions that seem to have enabled Emebet to complete the induction course with reasonable level of success.

#### 5.1.1.3 Pressure of Time

As the data revealed, the three beginning teachers carried a full teaching load, like any other experienced teacher in their respective schools. There was no consideration given to the fact that they were beginners'. Tigist, who was assigned in a higher primary grades, taught 25 periods a week, and therefore, she was expected to make at least two new preparations daily. Ayele, on the other hand, taught English 24 periods per week in the lower primary grades. His daily lesson preparations were lower than both Tigist and Emebet. Emebet carried 30 periods per week. This is the maximum teaching load a teacher can carry in a single shift in the Ethiopian education system. She taught all five subjects in one class, and thus had to do multiple preparations to teach all these subjects. With such a full teaching load, it is surprising that Emebet managed to even complete the induction tasks, let alone be the one who benefits the most from the tasks.

These beginning teachers argued that they were so busy with planning, preparing and delivering their lessons most of the week including week-ends. In this regard, Moir and Gless(2001) agree that beginning teachers are often given difficult tasks even though

research has shown over and over that teacher effectiveness is affected by such teaching assignments. Teaching assignments that are not commensurate with beginning teachers' developmental levels may lead them not only to doubt their competence but also jeopardize the quality of student learning in their classrooms.

On top of their already busy teaching schedules, these beginning teachers were required to engage with an intensive induction course. It is not surprising that they actually had very little time to conduct the induction course. The effect of this overload was evident in that the mentees gave priority to their teaching assignments and not to the induction course. In other words, even though the induction course was considered very important in principle, it appears that little attention was given to it in practice. Consequently, the quality of the induction course was compromised due to the acute shortage of time. The value of institutional commitment in determining the level of success of induction programmes is very high (Carver & Feiman Nemser, 2009; Hobson, 2010). In order to enhance the 'learning to teach' role of beginning teachers during this vital phase of their career, government policy needs to ensure that the programme allows for sufficient time and resources for 'learning to teach' and mentoring (Moir & Gless, 2001).

#### 5.1.1.4 Commitment and Dedication by Beginning Teachers and the Benefits Resulting from the Induction Course

The three beginning teachers' performance in the induction course varied, and so did their benefits resulting from the course. The following sections highlight the level of commitment of each case study teacher and the benefits resulting from their participation in the course.

##### **Adapting to the Social and Work Environment**

Tigist, Ayele and Emebet were not only new to teaching, but were also newcomers to the areas they were assigned to teach in. The orientation was the preliminary induction practice that they received from the two school principals. The purpose of the orientation was to acquaint these teachers with basic school regulations and to introduce them to the

staff and the work environment. Given that both target schools are found in the country side, the orientation assisted the teachers to be acquainted with the community and to start their own lives in the rural setting. Mentors, colleagues and particularly the school principal at school B played a key role in socializing these beginning teachers and helped them to find accommodation. This kind of assistance was initially necessary to help them resolve their personal problems so that they could focus on their job.

Comparing what is suggested in literature with and the areas covered in practice, the orientation given by the school principals may not have been as comprehensive as it should be. The European Commission Report (2010) for example, lists a number of areas of importance for such orientations. Although beginning teachers were acquainted with basic school regulations, the school level orientation did not give them the opportunity to learn about important issues such as the curriculum, expectations of the education system, and the norms of the school. Above all, the data shows that collegial support in the target schools was basically non professional in nature. The beginning teachers did not have the opportunity to work with their colleagues as a group/team to improve aspects of their profession. The support for the beginning teachers was thus limited in scope.

### **Emotional Stability**

Tigist and Emebet openly expressed their anxiety when they began teaching. Their anxiety was caused, in part, by their lack of experience in facing a large number of students, their full teaching workload, and the uncertainty about their ability to cope with the demanding situation. Huberman (1989) & Gold (1996) reported similar findings where beginning teachers expressed worries and lack of satisfaction due to the role burden and the many demands on their time in the first years of teaching.

These findings are also consistent with previous research outcomes in which Feiman-Nemser (2001) and Langdon et al. (2012) argue that regardless of the effectiveness of pre-service programmes, they cannot equip their graduates with the practical knowledge and skills needed in the actual classroom situation. Beginning teachers, therefore, learn to deal with the emotional and intellectual challenges of the teaching job by directly

engaging with the job. Emebet received useful advice and support from the school principal and her mentor, and this enabled her to believe in herself and get out of her worries. Tigist also obtained similar support from her mentor. To Tigist, this support was helpful to settle her down emotionally. Consistent with this finding, Huberman (1989) and Ingersoll & Smith (2004) contend that induction and mentoring support minimizes stress and improves satisfaction.

### **Professional Benefits**

The basic assumption of the Ethiopian induction course was that beginning teachers would advance their knowledge and skills by doing the nationally developed induction modules. This arrangement contradicts some of the research findings that support professional learning that is individualized or made to suit individual needs (Duffield, 2006; Moore et al., 2005). This is probably a dilemma to resolve for the Ethiopian education system so as to establish an induction system that caters for individual needs and requirements of the system.

Compared to the other two beginning teachers, Emebet was engaged more seriously with the induction course. She carried out nearly all of the induction activities, reflections and self evaluations. This beginning teacher also had a more conducive environment that allowed her to work with her mentor frequently. As a result, she relatively benefitted more from the induction course. What is unique about her was that she tried to apply as much of what she had acquired from the induction course in her classroom. She taught in a self-contained classroom. She organized her classroom well, in a way that facilitated teaching and learning. The bigger part of the explanation for her success lies in the sound mentor-mentee match that provided for extended mentoring opportunities and higher motivation for Emebet to improve her teaching. The other two also benefited at various levels from the mentoring and induction exercises, as discussed earlier, but not as much Emebet did.

#### 5.1.1.5 Quality of Mentoring and Induction

The quality of the induction course and the benefits that the beginning teachers acquired from it was undermined by several critical factors. First, the mentors of the three beginning teachers did not receive special training in mentoring. Moir & Gless (2001) argue that mentoring is a difficult task, and thus they need to get special training to be effective as mentors. Due to the absence of any training on mentoring, the mentors complained that they lacked the know-how in mentoring functions and techniques. As an alternative, the mentors had to prepare themselves through self reading. Their knowledge depended on what they read and understood from the induction modules and mentor's guides. Our data uncovered a number of misunderstandings by beginning teachers, and why there was no mentoring intervention at those moments.

Second, the mentors were less critical in discharging their mentoring roles. Beginning teachers' course documents contained misunderstandings, often exaggerated self-assessments and incomplete or low quality written reflections. These mentors, however, approved whatever their mentees brought to them, without critical comments and corrections.

Similarly, school principals were less involved in the induction course, so long as the beginning teachers met the formalities. Designing a sound programme of induction cannot ensure that the programme is implemented well and that the intended purposes are met. Leadership, including that by principals has to play a key role in ensuring that the programme is implemented as designed (Carver and Feiman-Nemser, 2009). Leaders have the potential to influence the situation under which induction and mentoring takes place, and should set high but achievable expectations and assess the results achieved. Hence, it is necessary that leadership should have the know-how and dedication to build a sound induction system (European Commission, 2010).

In general the quality of the induction course was compromised because of the busy schedules of beginning teachers and mentors, lack of dedication of the beginning

teacher, lack of follow-up, absence of a critical role of the mentors, and also by lack of training of mentors and school principals.

### 5.1.2 Institutional Commitment and Support

The MoE recognizes the severe challenges beginning teachers encounter in the first two years of their career. Here is how the MoE explains and intends to address the situation:

The most vulnerable period for a beginner teacher (NDT) is the first two years of their professional careers. It is the time when innovative methodology learned during the pre-service courses can be lost as the NDTs are introduced to the traditional conventions of their schools. It is essential that during this period professional support and guidance is given from experienced mentors and is also available from external supervisors. (MoE, 2004:7)

As this quotation affirms, the MoE is emphasised the need to help beginning teachers during those challenging first two years of their career. During the induction period, beginning teachers are entitled to get support from experienced mentors and external supervisors. To this effect, a two-year induction course was designed and provided using four modules.

Even though there is a will to provide induction and mentoring for beginning teachers, a closer look into the CPD/Induction guidelines and the interviews with beginning teachers and their mentors revealed that there were still loopholes and challenges that the guidelines have not fully addressed. The guideline did not make provision for a reduced teaching load for beginning teachers to allow them to have adequate time for preparations to teach, and to enable them participate in the induction course with full attention and energy. Similarly, the guidelines do not suggest the need for a reduced workload for mentors, which could give them time for their mentoring roles. Furthermore, the CPD/induction guidelines entitle beginning teachers to get support from external supervisors. My interviews with the beginning teachers suggest that this did not happen in spite of the fact that there was acute shortage of qualified internal mentors in the target schools.

I posed a question to Ato Samuel, who is the deputy head of the target WEO, about the issue of the lack of provision for a reduced workload to beginning teachers and mentors. Here is what he responded:

Both beginning and experienced teachers are required to work eight hours a day. They should apportion their time for different activities, including for lesson preparation, actual classroom teaching, assessment of students' activities and induction and CPD activities.

However, experienced teachers whom I talked to, argue that by the time the CPD/induction course was introduced, the Woreda Education Office was promoting the view that induction and CPD activities are the personal responsibilities of teachers. Hence, these tasks were arranged for accomplishment during after-school hours and weekends. Teachers were against such arrangements. Recently, the Woreda Education Office began enforcing the eight hours working day principle, and insisted that CPD/induction had to be covered within the eight hours. This shows the inconsistency of the Education Office. This is one of the factors that have the potential to lead to unfavourable attitudes among teachers towards CPD/Induction. Beginning teachers and mentors argue that the content/activities covered in the modules are highly demanding and require specifically allotted time. In addition, beginning teachers who are new to the teaching job and are expected to spend a lot of time making multiple preparations, generally have little spare time to deal with induction activities with full energy and attention.

The foregoing discussion highlighted the lack of actual commitment on the basic issues that affect the successful implementation of the induction programme. This situation implies the need for creating a conducive environment for a sound induction that allows for the realization of the intended objectives of the induction course.

### 5.1.3 Coordination, Follow-up and Support of Beginning Teacher Induction at School and Woreda Levels

As per the CPD guideline, the school principal is in charge of planning, organizing, budgeting, managing, and supervising the CPD/induction programme. CPD/induction is one of the major activities in the school year. I, therefore, consulted the annual plans of the two target schools to determine the extent to which beginning teacher induction is integrated into the annual plans and is implemented in an orderly manner.

#### 5.1.3.1 Practice of Incorporating Induction Activities in School Year Plan

##### School A's Year TDP Plan

The TDP year plan for School A contained goal for teachers who participated in CPD. It is stated as follows: "All teachers who participate in CPD will be able to improve their academic/professional knowledge and ethics and hence develop confidence and accomplish their responsibilities as required." An activity destined to achieve the above goal is stated as: "the six teachers who started CPD in the year 2009/10 will continue the 60 hours CPD programme in 2010/11. Other teachers who completed their CPD will review their work and use it to improve students' learning."

Except for mentioning the CPD of the six experienced teachers, the plan did not anticipate the provision of the induction course for beginning teachers. How the school would make follow-up and support to CPD/ induction participants, mentors and facilitators are not given in detail. In general, the TDP year plan for School A failed to give a well thought out direction for implementing, supporting and assessing induction activities in the school.

## School B's Year TDP Plan

The goal of the CPD/ induction of School B is stated as follows: "Teachers who participate in CPD/induction will build their academic knowledge and ethics and discharge their responsibilities with confidence and enable students to learn."

The following activities are planned to achieve this goal.

1. Teachers who started the 60 hours CPD will properly complete their school-based study and be in a position to enable students to learn. Induction participants include one male and one female, in all two, beginning teachers. CPD participants targeted are one male and one female teachers;
2. Orientations (two at school and one at CRC level) on GEQIP package will be organized to beginning teachers;
3. Keeping information on CPD participation- Portfolios will be kept for participating teachers and a certificate will be prepared for those who complete the CPD ; and
4. Follow-up of CPD activities and providing the necessary support.

The TDP year plan for School B targeted two beginning teachers to participate in the induction course. Supervisory and administrative activities including follow-up, support, keeping records and reporting are covered in the TDP plan. Therefore, it can be acknowledged that School B had a fairly well developed year plan for TDP activities for the 2011/12 academic year.

### 5.1.3.2 State of Application of Professional Teaching Standards

I raised a question with the school principals and mentors on whether there was a clearly stated professional teaching standards in the target schools to set expectations for the mentors and beginning teachers to target in the induction course. Initially, the principals of both schools misunderstood this issue and confused it with the four basic professional

competencies that teachers are required to develop from pre-service courses and the two years induction programme. After clarification, they realized the essence of the question and responded that professional teaching standards had not been prepared and used in the process of inducting beginning teachers. Both mentors also replied that there was no such thing as professional teaching standards in their schools. Rather, they used the induction modules to assist beginning teachers to develop teaching expertise and improve their effectiveness.

Professional teaching standards are a set of expectations for quality teaching and student learning. Bartell (2005) asserts that professional teaching standards are useful for a couple of reasons. First, beginning teachers strive towards acquiring the expertise that is necessary to meet the expectations of improving quality of teaching and student learning. Second, the mentoring support and that reflection focuses on making sure that teachers are acquiring the necessary know-how and they use their know-how to achieve these expectations. In other words, these professional standards of teaching would help beginning teachers and mentors to focus on the most essential know-how to advance 'learning to teach' and 'student learning'. However, the participants' responses revealed that these professional standards of teaching are not known in the target schools.

#### 5.1.3.3 Stakeholders in Action

In Ethiopia, the induction course is basically carried out by the main beneficiaries of the course, namely the beginning teachers. In this case study, accomplishments of the beginning teachers in the implementation of the course were discussed in detail in the previous section. This section focuses on other key stakeholders' roles of coordination, follow-up and support for teacher induction.

At school level, the prime responsibility of supporting and monitoring the progress of the beginning teacher rests on the mentor. The mentor is expected to provide the day-to-day support, and to make follow-up of progress of the beginning teacher. Then he/she submits an assessment report every semester to the school principal. As was observed in the induction course documents of the beginning teachers, mentors appeared to be less

critical particularly when it came to providing feedback and assessment on the progress of the beginning teachers.

While mentors were not critical in their mentoring roles, school principals depended on the mentors' bi-annual reports of performance of the beginning teachers. School principals could play more pronounced roles without waiting to hear from the mentors, or should not wait until they are asked for specific support. It is necessary that school principals make periodic assessment and provide support out of their own initiatives, to ensure that beginning teachers and their mentors are engaged effectively, so that the induction process meets the desired goals. This can be done, for example, by reviewing teachers' course documents, conducting observations, attending sample beginning teacher-mentor meetings, following up professional development activities, and providing direct support to the beginning teacher and the mentor.

The participants also gave their reflections on the role of cluster supervisors. Tigist asserted that Cluster Supervisor A gathered beginning teachers once and introduced them to the portfolio and lesson plan formats. In the case of Ayele and Emebet, Cluster Supervisor B had no role in the induction course at all. As Berhanu of School A stated, Cluster Supervisor A consulted with him on request, but the supervisor did not give him the support that was required to build on his mentoring skills. On the other hand, Maritu confirmed that Supervisor B was not available for help.

Cluster supervisors are expected to provide professional support to teachers, mentors and school principals in the school cluster for which they are responsible. Nevertheless, while the support by Cluster Supervisor A was of a general nature, Cluster Supervisor B was practically unable to provide support in the implementation of the induction course. In general, supervisors' support for the induction of beginning teachers was minimal and none-professional in nature.

Information from the school principals confirmed that the WEO distributed induction modules and mentor's guides in time. The office also collected data on teachers who were participating in the CPD/induction programme from each school, every semester.

Particularly, School B Principal complained that the reporting format was meant merely to collect figures, and did not allow schools to send a detailed report on the progress of teachers and the challenges encountered. The three beginning teachers and two mentors asserted that they received no support from WEO implementers in the area of mentoring and induction. The WEO's responsibility in induction/CPD could have been extended far beyond dispatching modules and collecting data on participants' figures. As per the induction guideline, the WEO has to directly monitor the induction process periodically to ensure that it is going well as designed. Besides, it has to support school principals and cluster supervisors to properly discharge their responsibilities on beginning teacher induction. However, as the deputy official of the target WEO stated, the person in charge of this responsibility with the WEO did not have the right kind of educational preparation and experience to guide and promote teachers' CPD/induction. There are gaps in the capacity to implement beginning teacher induction and mentoring programme in the target woreda. Mentors didn't receive special training on mentoring. School principals, cluster supervisors and responsible WEO implementers themselves seem to need training and guidance on how to support and monitor beginning teacher induction.

The guideline states that beginning teachers will receive a license after successfully completing the induction/CPD course. This had not happened until six years after the implementation of the CPD/induction programme. Even though there are attempts by individual schools to certify teachers who completed the CPD/induction programme, the WEO has not given official recognition and licences to those teachers who have completed the course so far. The reason the WEO gave for the delay is that CPD/induction is not conducted within acceptable levels of quality. As participants of this investigation clearly argued in the previous discussions, there is no difference between those who have properly accomplished the induction/CPD course and those who did not complete the course properly. This has resulted in a negative impact of teachers towards CPD/induction.

The foregoing discussions showed several crucial points. First, we see that only one of the target schools integrated induction activities into its annual plan. There was no plan to guide the implementation of the induction course in an organized way in the other schools. Second, the target schools did not have the experience of guiding teacher induction by linking it with a set of expectations for quality teaching and student learning or professional teaching standards. Third, the role of stakeholders, in the target woreda and schools, in monitoring and supporting the induction course is minimal and loosely coordinated. The WEO and Cluster Supervisors did not assist the school level players and make timely and closer follow-up of induction activities in their schools.

## **5.2 Consequences of Teacher Induction in Some of the Schools**

The induction course is mainly a formal course that is offered based on nationally developed modules and mentors' guides. These modules and guides give direction on what and how induction activities should be conducted and these signify that induction practices are basically similar for all beginning teachers. Therefore, the main issue is to determine the extent to which each of the case study teachers implemented the induction practices, and received and applied mentoring support and achieved the intended results. In the following section, the consequences of the induction practices for each case study are discussed separately.

### **5.2.1 Consequences of Induction for the first Case Study -Tigist**

The data acquired from the preceding discussions revealed that Tigist passed through various induction methods including orientation, discussions and experience sharing, specific professional development activities, action researches, classroom observations, mentoring, professional appraisal and reflection, as she participated in the implementation of the induction course. These practices had certain consequences on the beginning teacher, Tigist.

Tigist likes teaching and wanted to become a teacher since the time she was a primary school student. Her dream of becoming a teacher was real. The excerpt below explains how the induction course played a crucial role in maintaining her positive feelings about the teaching job, even after the initial intense pressure:

In this course, I have got valuable psychological and practical supports that enable me to prevail over the intense pressure from the job and students. Due to these supports, I was able to cope with the highly demanding situation and I still maintain positive feeling towards teaching. I owe this constructive attitude to the induction support I received at this early phase in my career.

This beginning teacher acknowledged the effect of the mentoring and induction support in socialising her:

The supports I received from my mentor and colleagues were useful to adjust to the community and the work environment. I have learnt about the community and the manner I am expected to behave. Likewise, I am aware of the value of making sound relations with the staff I work with. Besides, I believe that experiences of making harmonious relationships with the school's internal and external communities are crucial conditions for me as a young lady who aspires to start a successful independent life and to have a good beginning in my career.

In this discussion, Tigist elucidated that she received useful support from her mentor and other colleagues which inspired her to form harmonious relations with the school and surrounding communities. Awareness about the school culture is useful to understand the way things are done around there, and to behave in an acceptable manner. As regards the external community, particularly in rural Ethiopia, it is important to insert oneself in the community for one's personal life, and to know school parents and other community members who have stake in the school. In view of this, the consultation and guidance Tigist received were crucial to help her learn about the social and work environment and to begin a promising personal and career life.

In addition to getting emotional stability and adapting to the social and work environment, Tigist contended that the mentoring and induction support enabled her to gain know-how, which was the basis for her to develop her teaching expertise:

Due to the induction course, I have developed skills in writing better lesson plans. I got basic knowledge and skills on how to manage the classroom and set favourable situations to enable children learn. I also acquired different mechanisms to support and encourage girl students to participate and learn better. The induction support also enabled me to gain experience in active learning approaches. By taking into account that students' learning is my most important task, I have accepted that it is essential to make sure that students are learning during the process by using formative assessment methods. I was able to distinguish characteristics of an effective teacher and became aware of what a good teacher means. A good teacher is resourceful, uses a variety of approaches to inspire students to learn, applies media to make the lesson visible and gives varied opportunities to his/her students to learn. Accordingly, I have exercised variety of techniques to actively engage students in their own learning.

I triangulated using different sources to establish Tigist's claims. All the data suggest that Tigist developed a positive attitude towards the course due to her participation in the

induction course. She also acquired the necessary know-how on lesson planning, classroom management, continuous assessment, treating individual differences, gender, and characteristics of effective teachers.

Her mentor, Berhanu made his overall judgment on the changes in his mentee:

Forming know-how is not the ultimate objective of the induction course. Tasting, exercising and improving what this beginning teacher learnt is the most important thing. In this regard, this beginning teacher has got limitations in applying what she has learned in practice. Due to shortage of time she was not in a situation to exercise all of the knowledge she has gained from the induction support.

The excerpt from Berhanu's interview and the earlier discussions confirmed that Tigist had some drawbacks in exercising the practical parts of the induction course. Professional growth is said to be complete when one applies what he/she has learned in actual situations and observes what happens, and gains knowledge that is tested in practice. This is what many beginning teachers lack, and Tigist was on her way to achieving that professional growth through the induction programme.

### 5.2.2 Consequences of Induction for the Second Case Study -Ayele

The information from the beginning teacher's course documents, the earlier discussions, interviews and observations suggest that Ayele did well on some of the induction activities and not in others. He was asked to express the changes that he observed on himself as a result of the induction course:

I acquired some practical knowledge and skills on the work conditions and teaching job. I was acquainted with the school environment, the staff and the school regulations. I believe that I am capable of relating to the staff and collaborating with colleagues. I have developed know-how in writing fairly good lesson plans. I also have acquired experiences in classroom management and am capable of controlling the class, interacting well with students and involving students in the lesson. Besides, I have gained know-how on continuous assessment, treating individual differences, using active learning methods and media appropriately.

In order to determine what he has actually gained from the induction course, I assessed his claims against the information I received from his mentor and the school principal.

Indeed, all the data suggest that Ayele was well acquainted with the work and social environment of the school. He had also developed specific skills, in terms of lesson planning, classroom management and interacting with students.

Ayele also claims that he had acquired sufficient know-how on continuous assessment, treating individual differences in students, using active learning methods and media appropriately. However, as discussed in earlier sections (see sections 4.2.2.4 to 4.2.2.6), this beginning teacher skipped most of the specific professional development tasks and did not engage with the action research projects carefully. Furthermore, Ayele hosted only few of the expected classroom observations, even though he was required to do more classroom observations so that he could improve his teaching expertise and utilization of media.

The specific professional development activities, action research projects, classroom observations and mentoring support were included in the induction course to achieve certain specific purposes. By omitting the professional development activities and most of the classroom observations, Ayele should have missed the opportunities to learn some aspects of teaching in practice. Similarly, none of the action research projects were done effectively. He simply copied the theoretical parts from the modules. Consequently, it is difficult to expect major changes in professional expertise in the areas that he did not deal with.

### 5.2.3 Consequences of Induction for the Third Case Study -Emebet

Emebet received orientation and held discussions on useful topics with her mentor and the school principal. She paid attention to all the specific professional development activities, accomplished action researches, hosted classroom observations and reflected on her understandings and practices.

Drawing from my earlier discussions, it can be stated that the induction and mentoring support was instrumental in enabling Emebet to adjust herself to the school

environment, to socialize with the staff, and to overcome her emotional instability and maintain a positive attitude towards teaching.

Emebet also disclosed that the induction course was crucial in improving her teaching knowledge and skills:

I believe that the induction support allowed me to expand my understanding and competence in writing and using lesson plans. ... It also helped me to acquire experience on students' pace of learning and help them learn according to their pace. It was essential to deepen my understanding of how to involve students in their own learning and particularly address gender balance. Due to this course, I have developed the experience to assess and improve the physical and social conditions of the classroom. As a result, I was capable of creating a conducive and secure learning environment whereby both boys and girls focus on their own learning. I gained experience in using active learning methods. I am capable of involving my students in the teaching-learning process. I think the induction course was highly significant in advancing my ability in continuous assessment. I had acquired know-how on gathering information on students' learning, recording their achievement, providing them feedback and motivating them to learn better.

Triangulating Emebet's claim with the information I obtained through interviews with the school principal and her mentor, and my observations, I with no doubt, confirmed her claim that she had benefited extensively from the mentoring support and induction course. Most notably for this mentee, she tried to implement most of what she gained from the course, and hence made useful progress towards improving her teaching expertise.

### **5.3) Explanation of the Induction Practices and their Consequences**

In this section, an effort is made to analyse the response to the third research question of this study. The question dealt with the possible explanations for the induction practices and the observed consequences. I address specifically the design, implementation and results of the induction course.

Earlier, in the literature survey, I discussed the three different perceptions on teacher induction: that teacher induction is perceived as a distinctive phase, as a method of socialization and as a formal programme of support (Zimpher & Rieger 1988; Feiman-Nemser 2001; European Commission, 2010). In the Ethiopian case, teacher induction is part of a formal CPD programme. It is regulated through nationally developed guidelines and is offered for two years using nationally developed (four) induction modules and mentors' guides. According to the design of the induction course, beginning teachers are supposed to attend to the same induction package, despite the variations in their backgrounds and needs. As we saw from the interviews held with the key players, the induction course is also used as a method of socialization, whereby newly hired teachers are integrated into the work environment and the teaching job. In this process, beginning teachers acquire knowledge, skills, norms and behaviors that surround the teaching profession, and the culture of the particular school and community they seek to work and live in. In addition, the induction course is designed as a phase that links the pre-service teacher training and the in-service continuous professional development of teachers. In essence, it is considered as a form of early professional development activity. It is compulsory for beginning teachers who completed the pre-service training and joined the teaching profession to attend the induction course for two years. Beginning teachers who completed the induction course make a transition to the CPD training and activities for experienced teachers. The induction course serves as a bridge between the pre-service training and in-service CPD. Therefore, in Ethiopia, the induction course is clearly organized as part of a continuum of teachers' professional development, and as a hub that joins pre-service preparation and in-service continuing professional development.

Considering the induction programme itself, InSites (2001) represented it as a continuum consisting of three basic models. The continuum places the three models in increasing order of comprehensiveness starting with the Basic Orientation Model, Beginning Teacher Development Model and the Transformative Induction Model.

The practices that are typical of the Beginning Teacher Development Model are found in the Ethiopian Induction Programme. For instance, as indicated in the Beginning Teacher Development Model, beginning teachers in the present investigation were assisted to learn how to teach in the actual classroom situation, to narrow the gap in their theoretical and practical knowledge, and thereby improve their effectiveness. These teachers were assigned with mentors who could support them to accomplish induction practices similar to those designated in the Beginning Teacher Development Model. With reference to this continuum, therefore, the Ethiopian induction programme appears to be located somewhere in the middle, and resembles the Beginning Teacher Development Model.

Furthermore, as a mechanism to improve the quality of education in the country, the MoE launched the General Education Quality Improvement (GEQIP) Package. The GEQIP has six components. School Improvement and Teacher Development Programmes are among the six components of the GEQIP. These components have to be planned and implemented in every school in the country. The GEQIP and CPD/induction guidelines underscore the relationship between school improvement and building the capacity of teachers. As part of the school level TDP, teachers are expected to develop their own capacity as a group on a continuous basis. This continuous professional growth of teachers is perceived as a means to achieve the School Improvement Programme in this country. In practice, a lot remains to be done to create a learning community of teachers who consistently improve their capacity, and hence improve their schools.

Nevertheless, by the time the shortcomings observed in the provisions and practices of the Ethiopian teachers' CPD/Induction are overcome, there will be an opportunity to move to the transformative model, whereby continuous professional development of beginning and experienced teachers will lead to creating a learning community of

teachers. In turn, that will lead to the strengthening of professional support among teachers, and ultimately to sustainable school improvement. From this overview, it can be argued that the Ethiopian induction course is designed in accordance with some international experiences, having a defined route to be transformed as conditions mature.

In the target schools, the three newly hired teachers began a two-year induction course immediately after placement. As was stated by the key actors who were interviewed in this study, the purpose of the induction course is to acquaint them with the community, the school environment and the regulations and norms of the schools. Most significantly, it is meant to promote their teaching expertise and enable them induce student learning. One of the constraints of induction emanates from narrower conceptions in which induction is viewed merely as offering support to first-year beginning teachers in the form of materials, ideas, and acquaintance with the environment (Feiman-Nemser, 2001). For Feiman-Nemser, the narrower conception limits the purpose of induction to just solving immediate problems, and ends without contributing to teacher development and enhancing the quality of teaching and learning. In the Ethiopian context, teacher induction is given broad connotations or applications as described in the literature (Feiman-Nemser, Schwille, Carver & Yusko, 1999; Moir & Gless, 2001). All of the participants in this study seemed to have a broader understanding of the purpose of beginning teacher induction. It is thus possible to say that despite being a recent phenomenon in the Ethiopian education system, beginning teacher induction programme has a broader scope. It is targeted towards achieving professional growth of beginning teachers, and ultimately improving student learning. However, this does not mean that the induction course has no limitations at all. As stated earlier, the course is basically organized uniformly for all primary and secondary schools and for beginning teachers with diverse backgrounds. Under these conditions, it is difficult to satisfy the individual needs of beginning teachers. The other limitation of the induction course is that it is basically designed to give generic pedagogical support. It has obvious short comings in terms of addressing subject- specific needs of beginning teachers.

The other issue is related to the actual implementation of the induction programme. There is a strong desire to establish an effective CPD/Induction programme in this country. In spite of this, however, interviews with the participants in this investigation indicate that the guidelines lack basic provisions that are essential to promote quality mentoring and induction.

One of the loopholes observed in the induction guidelines was the lack of provision for reduced teaching load for beginning teachers so that they can have adequate time for the multiple activities they were expected to do. The three beginning teachers had full responsibilities just like any other experienced teacher in their respective schools. Since they were new, these beginning teachers had to devote most of their spare time to doing multiple preparations for the different subjects they teach. This situation is consistent with the findings of Wildman et al. (1989) who argue that beginning teachers have to play two essential roles- 'teaching students' and 'learning to teach'. Wildman et al. (1989) assert that only one of these jobs is given official recognition. Schools expect teachers to do the teaching, but they forget the other role of beginning teachers; which is 'learning to teach'. The beginning teachers in this investigation, though to different degrees, took the induction course as one of their duties, even though in practice they had little time to do it to the required levels. Strategies to realize the 'learning to teach' role of beginning teachers need to be in place, in order to ensure that the quality of the induction course improves. To this end, the existing official recognition of the 'learning to teach' role of the beginning teacher needs to be backed by practical provision of regulations that allow for adequate time to focus on and do the induction course.

The guidelines do not suggest a reduced workload for experienced teachers who are assigned to serve as mentors. Mentors are given full teaching and non-teaching workloads like all other experienced teachers who do not have mentoring responsibilities. This situation limits the mentors' capacity to provide the necessary support, their ability to critically check the induction practices of the beginning teachers and to follow up on their mentees' progress. Therefore, in order to motivate them to work as mentors, reducing the mentors' teaching load is an essential prerequisite.

Mentoring support is considered to be a vital part of the beginning teacher induction in the Ethiopian education system. Quality mentoring involves watchful selection and training and continuous assistance (Feiman-Nemser, 2001; Moir & Gless, 2001). The Ethiopian model seems to lag behind in terms of some of these requirements. Concerning selection for example, the guideline states that the school principal should assign an experienced teacher to serve as a mentor. The guidelines do not address the most essential criteria that could be used for selecting experienced teachers who could serve as mentors. Various authors suggest multiple criteria to consider when selecting a mentor, including expertise in teaching (some years of experience in teaching), ability to reflect and analyze ones own teaching, dedication to the role, self-confidence and capacity to demonstrate honesty, sympathy in relations with other teachers, and owning skills in mentoring roles (Zimpher & Rieger, 1988; Feiman-Nemser, 2001). Moir and Gless (2001) also stipulate that strong interpersonal relations, recognition among colleagues and management, interest to learn, accommodating outlooks and wonderful instructional practices are some of the essential criteria that a potential mentor needs to possess.

The guidelines, in the Ethiopian case, do not either suggest how school principals should match a beginning teacher and a mentor. In order for mentoring to be successful, the mentor and the teacher should teach the same subjects and grade levels, work in the same school, and have similar beliefs about teaching and learning (Youngs, 2007; Villani, 2004). School principals need direction on how to deal with the issue of matching a beginning teacher to a mentor. Including some selection criteria and conditions to match a mentor with a beginning teacher in the guidelines, would help school principals to be watchful of at least some of the essential criteria and conditions, and to be conscious of creating a better match between the mentor and the beginning teacher where possible.

The other significant ingredient for successful implementation of induction is building the capacity of all the stakeholders who are involved in the implementation of the programme. In our case, none of the experienced teachers assigned to mentor the

beginning teachers, received special training in mentoring and beginning teacher induction. The mentors in this study made it known that they needed to develop their capacity. Both mentors stated that even though they are aware of purpose of the induction course, they had no clear understanding of their mentoring functions, their roles as mentors and approaches to use in mentoring. The mentors simply prepared themselves by reading the induction modules and the guidelines. Consequently, they lacked the capacity, techniques and confidence to effectively mentor the beginning teachers. As their respective mentees argued, the mentors were less critical in providing comments and feedback to them. It was thus not surprising that a closer observation of the course documents showed that the mentors tended to accept and approve whatever the beginning teachers brought to them.

The interview and documents also suggested that the quality of the specific professional development activities and action research projects was lower than the required level, but still the mentors approved what their mentees brought to them. This situation is consistent with the findings by Zimpher and Rieger (1988); Feiman-Nemser (2001); Kajs (2002) who observed that in circumstances where mentors are not trained, the mentoring practice focuses on just providing information to the beginning teachers. Mentors fail to apply practical coaching techniques, and hence the process is less educational than it could be. Moir and Gless (2001) emphasise the role of mentoring in shaping the professional growth of beginning teachers. They contend that there is no alternative (be it technology, curriculum or anything else) to the influence of a competent and experienced teacher to inspire a beginning teacher to strive to achieve better levels of teaching expertise (Moir & Gless, 2001). To improve the mentoring support and make the process educative, it is essential to train experienced teachers who have the potential to be good mentors. Otherwise, the mentoring support would be less satisfactory, and its benefits would be marginal.

At the end of the interview with the former head of the ANRSEB, I invited him to give suggestions for improving the mentoring situations observed in this investigation. The

former official presented a set of comprehensive and valuable suggestions that are consistent with the views promoted by the various authors cited above:

A system for selection, training, reducing workload and providing incentive should be put in place to promote the quality of mentoring in this country. A good teacher may not be a good mentor. Competence, attitude, interest and readiness to provide support should be examined while selecting mentors. In addition, mentors should get training that enhances their mentoring know-how. The workload of mentor teachers should be considered. Mentors' performance needs to be reviewed and incentives should be given for successful ones. Alternative strategies should be put in place in situations where there is lack/absence of experienced teachers who serve as mentors such as rural schools and small schools.

These recommendations emerged out of several feedback sessions on the actual challenges from the field, and would be helpful to improve the induction practices and attain good results.

As can be noted from the foregoing discussions, not only mentors but also other key players, for instance school principals, cluster supervisors and woreda experts expressed the strong needs for training on how to organise, support and follow up CPD/induction. Colleges of Teacher Education (CTEs) are among the stakeholders with regard to induction/CPD. They are responsible, among other things, for provision of support, through designing and providing training. However, CTEs in the Amhara region do not offer a single fully-fledged course in the area of mentoring and teacher induction/CPD. The information from an interview with one of the CTEs, Debre Markose, suggested that a single chapter on CPD has recently been included as part of a course for school principals and cluster supervisors. A look into the contents of this chapter confirmed that it is not targeted towards building practical know-how that enables the school principals and supervisors to effectively manage the induction/CPD programme. The majority of school principals who received their diplomas earlier did not even get exposure to such a course. Similarly, CTEs do not provide a course on mentoring at all. The practice so far is that experienced teachers serve as mentors without the basic know-how on mentoring. These data, therefore, imply that the CPD/Induction programme is not fully supported by the existing training institutions. This is a weak link in the continuum of teacher

professional development. This continuum can be strengthened when every stakeholder collaborates effectively (MoE, 2004; Reynolds, 1995; Zimpher & Rieger, 1988).

The induction guidelines do not include orientation as a method of induction. Still, beginning teachers were happy to have received brief orientations at school level. The focus of the orientations was to introduce them to the community, school environment, the staff and some school regulations. The information from beginning teachers, however, revealed that the school level orientation did not cover vital areas such as the education system, the curriculum, text books and other resources available to the teacher, regulations and expectations of the education system from a beginning teacher. A school may have only few beginning teachers, or may not even have one in a year. As a result, individual schools do not give adequate attention to organising a comprehensive orientation for one or a couple of beginning teachers.

Considering the availability of manpower and the number of new teachers entering the system each year, the ideal place for organising a comprehensive orientation for beginning teachers may be the woreda. The target WEO hired more than a hundred beginning teachers at the beginning of the 2010/11 school year. But, the WEO dispersed them to various schools without providing any formal orientation. This forum would be useful for at least two reasons. First, it is essential to introduce new teachers to the education system, curriculum, resources available, expectations and regulations. Second, it is valuable for the WEO to learn about the concerns of beginning teachers and address their needs. Lack of information about the expectations and the requirements of the education system limits the beginning teacher's knowledge and scope of action in the schools. This is a disadvantage to the system. The education system therefore misses a golden opportunity to directly inform and influence the beginning teachers. As Schlecty (1984) argues, orientation is a useful method to acquaint the new teacher with colleagues, rules and regulations, the curriculum, expectations of the education system and norms of the school. It is valuable to achieve the socialization aspect of teacher induction. For these reasons, it is essential to consider orientation as one valuable method of induction and to make it more organised by giving it purpose and scope.

The present investigation did establish that all of the beginning teachers had mentors. Among the three case study teachers, only Emebet had a mentor who was trained in and taught the same subject as her. Tigist and Ayele were assigned mentors who had different qualifications and taught different subjects. The analysis of staff profiles of the schools confirmed that it was not possible to find experienced teachers who were qualified in the same areas as these beginning teachers. This obviously limited the provision of support, particularly the subject-specific support, to beginning teachers. In addition to generic pedagogical support, beginning teachers need subject-specific assistance, advice and experiences. In the classroom observations and post-classroom observation talks between beginning teachers and their mentors, I observed that Tigist and Ayele, who were teaching English in the upper and lower primary grades respectively, needed more subject-specific support. Their mentors' feedback focused more on the general pedagogical issues. Almost all of the comments gave no attention to subject-specific areas. This is due to mainly a couple of reasons. First, there were differences in subject area between the mentors and beginning teachers. Second, the contents of the induction course basically guide the mentor to give support on generic pedagogical topics. Be that as it may, mentors could have created the possibility of sharing experiences on subject specific issues, at least after the classroom observations, if both the mentor and the beginning teacher had the same qualifications and had taught similar subjects.

Contrary to the expectation, one of the mentors was even less qualified than the beginning teacher. Ayele, one of the mentees, was the only teacher who had a diploma in his school. The school principal did not have a choice, but to assign a mentor who was less qualified than this beginning teacher. Consequently, this beginning teacher did not always trust his mentor's capacity to provide him the support he needed. He appeared less concerned about the induction course and was not effective in completing it. In fact, this problem was not just a result of his mentor's qualifications but also Ayele appeared to lack the inherent motivation in the induction course. It is these factors, coupled with the lack of timely follow-up, that conspired against a successful mentoring

experience for Ayele. If he were motivated, instead of merely focusing on the level of qualification of his mentor, this beginning teacher could have given some credit to his mentor's experience, and thus exploit useful experiences and support from her.

On the other hand, this same mentor, Maritu, gave valuable mentoring support to another beginning teacher, Emebet. In this case, relatively speaking, the mentor had better qualifications and experience than the beginning teacher. Emebet accepted her mentor positively and besides, she had a strong interest to improve her own career. Both of them taught the same grade level and the same subject. This is an ideal situation for mentoring. They planned their lessons together. Emebet consulted her mentor on her day to day activities. Consequently, she benefitted from her mentor's support and was able to improve her teaching competence.

One of the conditions that came out of this study was that two of the beginning teachers, Tigist and Emebet, were anxious by the time they began teaching. They were new to teaching, but both of them carried the maximum teaching load that an experienced teacher would have. They had to read and prepare a lot, teach the maximum load per week, and perform non-teaching assignments and induction activities. This was really challenging and made these beginning teachers highly anxious about their ability to cope with the requirements of the job. Such anxieties are not unfounded. Bullough (1989) asserts that on top of the unfamiliarity of the context, the difficulties of the teaching job pose a challenge to the novice to doubt his/her fitness to do the job.

The situation was more tense particularly for Tigist, who was assigned to teach English in grades 7 and 8 where she replaced an experienced English teacher. As her mentor clearly stated, students wanted her to teach them in the same way as her predecessor did. This was a big challenge for her, and it created stress for this beginning teacher. Her situation was consistent with the classic finding by Schon (1987) who found that novices are often given similar responsibilities as their more experienced colleagues. The contradictory conditions for the beginning teachers, according to this author, is that they

are required to exhibit expertise and capacities which they do not own and can only achieve that by starting to perform in what they have not yet realized.

These beginning teachers received valuable assistance from their mentors, and one of them also from the school principal. They were advised and assisted to prepare themselves psychologically, and to give practical responses by preparing adequately and acting like a teacher who has mastery of the lesson. The efforts made to support these beginning teachers to meet their challenges proved that the traditional practice in which novice teachers were left on their own, without assistance to either 'sink or swim', (Moir & Gless, 2001) had been replaced firmly by the introduction of the induction support in the schools under investigation.

As can be gleaned from the data presentation and analysis of the three case studies, various types of induction practices seem to have been implemented as part of the induction course. The induction practices entail orientations, discussions and experience sharing, mentoring, action research, classroom observations, professional appraisals and reflections. However, due to lack of special training on mentoring, the application of these practices was not based on full knowledge of the practices and the ways in which they should and could be applied. As a result, the application of these practices has not yet achieved the desired level, and the outcomes of the practices are still largely unsatisfactory.

Even though the amount and quality of support is not really satisfactory, this investigation suggests that beginning teachers did receive some important personal, social and professional support of the types suggested by literature (European Commission report, 2010); and/or psychological and instructional assistance as described by Gold (1996). The support was provided mainly by the mentors. Two of the beginning teachers also got support from their school principal. Collegial support was, by and large, non-professional in nature. Beginning teachers got little professional support from their other school teachers. For instance, they had little or no opportunity to jointly plan lessons and/or to observe classrooms of experienced teachers and vice

versa. This is perhaps related to the absence of a culture of collaboration among teachers on professional matters in the country.

In the Amhara region and elsewhere in the country clusters of schools are organized under a centre school to promote professional support that involves collaboration. One of the purposes of the centre school is to serve as a hub for professional development of teachers from the centre and satellite schools. Teachers are expected to gather at the centre school for training and experience sharing. Interviews with the beginning teachers, mentors and cluster supervisors suggested that this forum was not specifically used to promote professional growth of beginning teachers. It was observed that even while individual schools lacked qualified and experienced teachers to mentor and give training to beginning teachers, the Cluster Resource Centre level support that could have arranged for such clustered support did not intervene. In addition to involving beginning teachers in training and experience sharing activities meant for all teachers, it would have been valuable to organise cluster level professional development activities, particularly for the beginning teachers in the woreda. Selected experienced teachers, woreda experts, cluster supervisors could have been used to provide training for these teachers, consult with them and/or share experiences with them. Beginning teachers could use such an opportunity to discuss their challenges and share experiences with their counterparts in other schools. Learning communities, such as teachers in a school cluster, can be strengthened to provide professional assistance to beginning and experienced teachers. It is not viable to invite professionals to give training and consultation to teachers at an individual school level. Strengthening professional assistance to teachers in a cluster centre school could be a means to overcome this challenge. In this process, the role of the cluster supervisor is vital. This means that building the capacity of cluster supervisors and letting them focus on providing professional assistance, and ensuring that they do their job can be helpful to improve induction support and professional assistance to teachers. Similarly, building the capacity of selected experienced teachers who have the potential to become key teachers would go a long way to help fill the gap of resource persons and could enable school clusters to establish a sustainable professional development practice.

This investigation revealed that there is no regular and coordinated supervision and follow-up of induction and CPD activities by stakeholders working at the different levels. Follow-up and support are necessary elements of any programme to ensure effective implementation. This is also true of beginning teacher induction. In this regard, Langdon et al. (2012) contend that designing a broad programme of support for beginning teachers alone cannot ensure that the programme is well implemented and the intended purposes are met. Regular review and evaluation of induction policies and practices are vital to ensure that the programme is working as designed. As beginning teacher induction is especially new to the education system and the practitioners in Ethiopia, there should exist timely review and integrated support to key players, who are directly involved in the implementation of beginning teacher induction, at school level. The amount and type of support and follow-up that these stakeholders provide may vary, but stakeholders including the REB, WEOs, cluster supervisors and school principals have the responsibility to ensure that practitioners get the support they need and the induction course is implemented as designed. If the information obtained in this research investigation is anything to go by, then practically speaking there seems to be little support and assessment by concerned stakeholders. It appears that the job is left to mentors and mentees alone.

School principals for example need to go beyond just waiting to be consulted and should regularly follow up with mentors and their mentees about the status of the induction course and provide assistance to mentors and teachers as necessary. School principals need to highlight professional teaching standards to guide beginning teachers and mentors during teacher induction. In addition, they should focus on improving such activities as action research, classroom observations, reflective practices and portfolio development in their respective schools.

Furthermore, there seems to be little support from cluster supervisors in the induction of beginning teachers. Cluster supervisors are responsible for coordinating and providing professional assistance to teachers within the cluster of schools to which they are assigned. The supervisor needs to arrange/provide the necessary support, training,

experience sharing and consultations with beginning teachers in his/her area of assignment. The supervisor can perform these activities himself/herself and/or invite experienced teachers from within the cluster or experts from the WEO and professionals, if they are available nearby. The WEO has to learn how things are done in schools and provide the support necessary to improve the practice. CTEs, as training institutions, also need to play a little more of an observable role to advance the capacity of key players by offering courses on mentoring, induction and CPD activities. They have to design and maintain a capacity-building system to support the school-based induction/CPD practices. The RSEB also needs to seek strategies that are essential to resolve attitudinal barriers, lack of know-how of main players, lack of provision for reduced workload and lack of follow-up and support.

School principals, mentors and teachers who gave interviews for this investigation, were of the view that there was currently no difference between teachers who did the induction tasks properly and those who did not complete the induction/CPD course. On the other hand, there is no positive action to reward teachers who have done the course successfully, either. The guidelines unequivocally addressed the fact that teachers at different levels of the career ladder, including beginning teachers, would receive licences and be relicensed after successfully completing the induction/CPD course. This hasn't happened even after six years of implementation of the induction/CPD programme. Some teachers therefore believe that it is of little use to engage in the induction/CPD programme. This has resulted in negative attitudes towards the CPD/induction course. It may be difficult for beginning teachers to continue to effectively engage with the induction course under the prevailing unfavourable conditions.

In this chapter, several issues including a cross-case analysis, institutional commitment, stakeholders' actual performance, consequences of the induction support and explanation for the prevailing practices and consequences were discussed. The cross-case analysis shows that mentor-mentee match/mismatch, dedication of the beginning

teacher, pressure of time and readiness of mentors to provide quality mentoring are important issues that affect the benefits of beginning teachers from the induction and mentoring support. The discussion also reveals that lack of practical provisions such as dedicated time for induction and mentoring, strategies to build capacity of mentors and other stakeholders and follow-up negatively affected the outcomes of the induction programme.

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

Teacher induction is, relatively speaking, a recent phenomenon in the Ethiopian education system. It has only been implemented nationally since 2005. The major objective of the present investigation was to establish some understanding of how the induction course is constructed and implemented. The study was also intended to investigate the consequences of the induction practices, and to seek plausible explanations for the prevailing practices and its consequences. To this end, the structure, processes, practices and consequences of beginning teacher induction in Ethiopia were investigated with particular emphasis on three case studies.

The questions to be answered in this research were:

- a) How is teacher induction designed and practised in the target schools within Ethiopia?
- b) What are the consequences of teacher induction in the target schools?
- c) How can the observed practices and consequences be understood and explained in the context of existing literature on teacher induction?

This investigation presented case studies of three beginning teachers who participated in the first year induction course within a target woreda in Amhara region, Ethiopia. The case study method was chosen because it allows for gaining detailed information and thorough understanding on the organization, implementation and results of the induction programme, with particular reference to three case study beginning teachers.

In order to answer the research questions, data were collected using interviews, document analyses and observations. Interviews were conducted with beginning teachers, mentors, other experienced teachers, school principals, cluster supervisors, WEO deputy head and a former RSEB head to examine what they thought about the

design, practice and results of teacher induction. Additional data were collected through classroom observations, pre and post-classroom observation conversations between mentors and beginning teachers, and by reviewing the documents and written reflections from the three case study teachers and their mentors.

One of the challenges in conducting this study was that beginning teachers and their mentors always worked under very tight schedules. To avoid overburdening them, the number of classroom observations and written reflections were reduced to one from the original two which I had planned initially. The reduction of the number of observations and written reflections did not, however, affect the quality of the data as more data were collected from the multiple interviews and analyses of relevant documents.

## **6.1 Summary of Findings**

The findings from this investigation are grouped and presented under four main topics. These are the design of the induction course, the implementation of the induction course, the consequences of the induction course and some explanations on the induction practices and their consequences. These topics are aligned with the research questions and the data analyses that have been presented in the previous chapters. The design and implementation of the induction course, although presented separately, are related to the first research question. The remaining two topics are presented to respond to the second and third research questions respectively.

### **6.1.1 Design of the induction course**

The analysis of the CPD/induction guidelines and the interviews with participants revealed that the design of the induction course considers many of the fundamental components that successful induction programmes across the world are expected to have. The data also revealed the limitations of the design of the induction programme. The major findings include the following:

i) The Ethiopian induction course is designed, nationally, for all beginning teachers who join the teaching profession. This means that every person who joins the teaching profession has to pass through induction.

ii) The induction course is sufficiently organised with a clear vision and purposes.

iii) The induction guidelines identify the key stakeholders who are expected to be responsible for the continuing professional development and beginning teacher induction in the country. Literature on the issue suggests that such a delineation is needed to ensure that there is no gap in relation to recognising concerned stakeholders, entrusting them with specific roles and responsibilities in the teachers' professional development and beginning teacher induction (European Commission, 2010). It was also evident that all the stakeholders who participated in this study seemed to have a clear understanding of the purposes of the induction course. Once more, the literature seems to suggest that such clarity is an important first step towards the realization of a successful induction programme (Feiman-Nemser, 2001).

iv) The induction course is integrated into the real classroom teaching experiences. The programme gives beginning teachers the opportunity for classroom-based teacher learning and has the potential to build their professional competence (Moir and Gless, 2001).

v) The induction programme has a mentoring component, and hence beginning teachers have the opportunity to receive mentoring support as they go through the induction course. Despite having some of the required components of a successful induction programme in place, the findings of the present study also revealed that little attention is given within the education system vis-à-vis the provision of reduced teaching loads for the beginning teachers and their mentors. Consequently, the beginning teachers and their mentors had very little time to actually focus on their induction and mentoring responsibilities with the necessary energy and attention.

vi) The induction programme did not incorporate and apply an essential component that is, professional teaching standards to guide mentors and beginning teachers to focus on

building most important know-how to improve teaching and student learning. It also did not include orientation as a method of induction which is vital to socialize beginning teachers with the education system and teaching profession.

### 6.1.2 Implementation of the Induction Course

Several key observations emerged from our analysis of the data on the implementation of the beginning teacher induction programme in practice. The key findings in this regard were that:

i) The induction course is offered based on nationally designed induction modules and mentors' guides. There is no differentiation based on the level or region of implementation. Furthermore, the course gives beginning teachers opportunities to improve their knowledge and skills in the generic pedagogical topics. The major limitation is that the course does not seem to cater directly for the subject-specific needs of beginning teachers.

ii) Among the three case studies, Emebet was the only beginning teacher who had a mentor who was trained in and taught the same subject as her. Tigist's mentor, although possessing equal qualifications like her, was trained in and taught a different subject. The situation was quite different for Ayele. Ayele's mentor was academically less qualified than him. A key finding in this regard, therefore, is that there seemed to exist wide variations in terms of the mentoring opportunities and capacities that exist within the schools. The training of mentors appears to be a challenge that affects the induction programme rather negatively, at this stage.

iii) The conditions necessary for high quality mentoring did not always prevail in the schools for a couple of reasons. First, the major issue relates to the quality of the mentoring support. In the Ethiopian context, given that mentors are often selected from a pool of teachers with no mentoring training and low qualification, it is not surprising that the quality of mentoring could be affected. None of the participating mentors received special training on mentoring approaches and on the contents of the induction

course itself. As a result, the mentors often lack the basic know-how of mentoring. Second, it is difficult to get experienced teachers to serve as mentors who are trained in the same subject as the beginning teachers and thus the challenges around subject-specific induction and mentoring.

iv) The quality of the induction practices such as the specific professional development activities, action research projects, professional appraisals and reflections was often less satisfactory, at the moment.

v) The findings also showed that currently, the CTEs in the Amhara region, which are entrusted with the responsibility of training teachers, school principals, cluster supervisors and some of the WEO implementers, do not offer a fully-fledged course that is targeted to advance the capacity of key players in the area of mentoring and teacher induction. This creates a serious problem on the sustainability and capacity development of the induction programme.

vi) It was also interesting to find that both target schools had included a section of the TDP in their annual plans. The TDP plan for School B contained sufficiently developed plans for the induction activities of the beginning teachers for the year 2010/11. The plan for School A, however, was rather vaguely stated and lacked the specifics regarding what, how and when to perform the required induction and professional development of the beginning teachers. . This shows the need to support the school principal to prepare the plan in a more applicable manner.

vii) The findings also indicated that while mentors attempted to help improve the practical knowledge and teaching skills of their mentees, there were no standards against which they measured their interventions. The use of professional teaching standards that could be instrumental in guiding beginning teachers and mentors on the necessary capabilities to target from the induction and mentoring activities are unknown in the target schools. This is a possible limitation as the practice seems to have no mechanism to guide beginning teachers and mentors to focus on most necessary know-how to promote ‘learning to teach’ and ‘student learning’.

viii) On the supporting conditions for induction, the present investigation revealed that there is no regular and coordinated support, monitoring and evaluation by responsible stakeholders working at different levels. Mentors appeared to be less critical, particularly when it comes to providing feedback and assessing the progress of the beginning teachers. School principals' supervision of induction activities was rather weak, while the cluster supervisors' support and assessment of beginning teachers' induction varied from little to non-existent. The cluster supervisors did not arrange capacity building activities for the mentors and failed to closely monitor the induction activities. The WEO seemed to provide very little practical support and made no assessment to ascertain that the beginning teacher's induction is on the right track in the target schools. This is mainly due to lack of capacity in the areas of teacher induction at the WEO, Cluster and school levels.

ix) Finally, on the implementation, it was surprising to find that experienced teachers had a strong conviction that there was no difference between teachers who did and those who did not complete the induction/CPD course. As these teachers argued, the rather loose follow-up mechanisms provide opportunities for some teachers to copy CPD/induction activities accomplished by other teachers and submit them as their own. This unfavorable situation has resulted in negative perceptions of the ongoing induction/CPD activities in Ethiopia.

### 6.1.3 Consequences of the Induction Course

The study also revealed that the induction programme had some consequences for the beginning teachers and their schools. Specifically,

i) The induction and mentoring support helped the three case study beginning teachers to adapt to the community and the work environment, and to acquaint themselves with the school regulations and requirements of the education system. To the extent that this is one of the key goals of mentoring as suggested in the literature (Ingersoll, 2007; Wong, 2004), the Ethiopian programme was therefore successful in this regard. This study proved that Tigist and Emebet, the two mentees, seemed to be anxious when they began

their teaching. They questioned their competence and ability to cope with the requirements of the job. These beginning teachers received valuable psychological and practical support that enabled them to overcome their emotional insecurities and manage their classrooms better.

ii) The present investigation showed that Tigist gained some understanding and skills in the writing of lesson plans, assessing students' progress regularly, managing the classroom, addressing individual differences, and the use of active learning methods in the classroom. However, information from her mentor, and the classroom observations revealed that Tigist still had some inadequacies in terms of applying what she learnt from the course, such as treating individual differences and using media. These are areas that have to be practised for further growth and development of this beginning teacher.

iii) With regard to 'learning to teach', Ayele seems to have benefitted little from the induction course, even though he seemed to have improved his lesson planning skills and also acquired experiences in classroom management.

iv) Emebet, on the other hand, expanded her understanding and gained practical experience in writing lesson plans, understanding student behaviour and continuous assessment. She enriched her know-how on active learning methods and the use of media appropriately. She seemed capable of creating a fairly conducive physical and social environment in her classroom. Of the three beginning teachers, she seemed to have made considerable strides towards advancing her career by the end of the year.

#### 6.1.4 A Summary of the Explanations of the Induction Practices and its Consequences

i) The Ethiopian induction course seems to be constructed and practised in a manner that reflects the three important considerations on teacher development that are given prominence in the literature. That is, the teacher induction is designed to be a distinctive phase in the continuum of teachers' professional development that links the pre-service

teacher training and the in-service continuous professional development of teachers (Feiman-Nemser et al., 1999; Gardner, 2011; Ingersoll & Strong, 2011). The beginning teachers' experiences at the induction stage tend to affect the teacher's thoughts and shape his/her actions throughout his/her career (Hoy & Spero, 2005). The role of the induction course in strengthening Tigist's and Emebet's interest in the teaching profession was evident from the discussions and observations with these beginning teachers and their mentors. Furthermore, the induction course is perceived to be part of a formal CPD programme (Feiman-Nemser et al., 1999; Gardner, 2011). In Ethiopia, it is compulsory for beginning teachers who join the teaching profession to attend the induction course for two years. This course is regulated through a set of guidelines and is offered based on the four induction modules and mentors' guides that are developed nationally. Owing to the nature of the design of the induction course, beginning teachers attended similar induction package, in spite of variations in their backgrounds and needs. Teacher induction is also used as a method of socialization whereby newly hired teachers are integrated into the work environment and the teaching job (Ingersoll, 2007; Wong, 2004). In this study, beginning teachers acquired some knowledge, skills and behaviors of the teaching profession and culture of the particular school and community they worked and lived in.

ii) With reference to InSites' (2001) continuum of basic induction models, the Ethiopian induction programme appears to be located somewhere in the middle and resembles the Beginning Teacher Development Model. The GEQIP and CPD/induction guidelines underline the relationship between school improvement and building the capacity of teachers through the TDP. As part of the school level TDP, teachers are expected to develop their own capacities as an individual and/or a group on a continuous basis. This continuous professional growth of teachers is perceived as a means to achieve the School Improvement Programme in the country. In practice, a lot remains to be done to create a learning community of teachers who consistently improve their capacity and hence improve their schools. Only when the shortcomings observed in the provisions and practices of the Ethiopian teachers' CPD/Induction are overcome, will there be a possibility to move to the transformative model, whereby continuous professional

development of beginning and experienced teachers will lead to creating a learning community of teachers in the school. In turn, this will lead to the strengthening of professional support among teachers and ultimately to sustainable school improvement. Improvement of school and consequently student learning is the eventual intent of GEQIP. This suggests that the Ethiopian induction course is designed in accordance with some of the international recommendations by identifying a defined route towards transformation, as the conditions mature.

iii) The induction course is designed with broad intentions. Taking into consideration the intentions and practices of the induction course, it is possible to argue that despite being a recent phenomenon in the country, beginning teacher induction has not taken on the narrower conception that limits the purpose of induction to solving immediate problems and thereby restricts its contribution to teacher development and improvement of quality of teaching and learning (Feiman-Nemser, 2001) in the Ethiopian context.

iv) The induction course provides for a similar package for all beginning teachers and thus has limitations in terms of addressing the individual needs. The induction modules and mentors' guides are the same for all beginning teachers participating in the course. Consequently, this investigation suggests that while beginning teachers have some opportunities to improve their profession on generic pedagogical topics, they still need subject-specific support which they could not get from the present programme.

v) In spite of the uniformity of the induction package, it was observed that the level of accomplishment and achievement of the case study teachers varied due to individual and contextual variations. The beginning teacher's interest in the induction course, his/her intention to improve his/her teaching expertise, mentoring arrangement and support, and relatively lesser pressure from the work are factors that influenced the level of achievement of beginning teachers in the induction course.

vi) With the exception of the customary practice of conducting brief introductory orientation to beginning teachers at school level, orientation is not adapted as a method of induction in the guidelines. The WEO distributes newly hired beginning teachers

without orienting them on important issues, for instance, about the education system, curriculum, instruction and expectation of the education system. However, organizing an introductory orientation seminar allows the WEO to influence beginning teachers and play a more focused and defined role as a coordinating structure.

vii) Lack of essential provisions affected the level of implementation of the induction course and the achievement by beginning teachers. Constraints involved the following: a) lack of dedicated time for beginning teachers and mentors to conduct the intensive induction course and mentoring support, b) lack of experienced mentors and absence of support by external supervisors/experts, c) absence of training opportunities for experienced teachers who serve as mentors and other key players, and d) extremely loose follow-up and support systems.

## **6.2 Conclusions**

Based on the data analysis and findings, the following major conclusions could therefore be drawn:

The design of the Ethiopian teacher induction programme contains most of the fundamental components of effective induction programmes. The education system endorsed a guideline to manage CPD/ beginning teacher induction to improve quality and effectiveness of teachers. The guideline reflects the programme vision and purposes and identifies key stakeholders entrusting them with clear roles and responsibilities. The induction programme has a mentoring component; it gives opportunities for classroom-based teacher learning and sets a mechanism for assessment. However, this will of the system to establish an induction programme for beginning teachers was undermined by lack of essential provisions for allocating time especially for induction and mentoring, because the mentees and mentors were given full teaching loads. There were also no opportunities given to mentors and other practitioners to build their capacities. In addition to the above, there is no guidance that suggests the application of professional teaching standards necessary to set expectations for the mentors and beginning teachers

to focus on the most essential know-how to advance ‘learning to teach’ and ‘student learning’ in the induction course. The induction course is designed nationally and contains uniform package for all beginning teachers in the system. While designing an induction package initially at national level has the advantage of setting-up an induction system and guiding practitioners who did not have prior experience on teacher induction in the education system, its disadvantage is that it considers all beginning teachers with different backgrounds and gaps as if they were all the same. The induction course incorporates most of the induction methods suggested in the literature. Yet, orientation was not adapted as a method of induction, despite its utility to socialize beginning teachers with the education system and the profession, at large.

Beginning teachers attempted the highly demanding nationally designed induction course, while at the same time carrying full teaching load in their first year into the teaching profession. These teachers received some support on generic pedagogical topics from their mentors who also carried full teaching load and had no special training in mentoring. In addition to the time factor, difficulty of getting mentors trained and taught in the same subject like their mentees, lack of support from other practitioners and absence of close and regular monitoring and evaluation seemed to have conspired to undermine the quality of the induction and mentoring practices.

In spite of all the remarks above, the induction and mentoring support helped beginning teachers to get personal and social support necessary to adapt to the work and social environment. It also enabled them to gain some professional knowledge and skills in generic pedagogical topics covered in the course that vary with their commitment and actual performance in the induction course.

### **Concluding Thoughts**

In closing, I would like to reflect on some of the key insights and lessons that I take away from this research project on teacher induction and mentoring in the context of Ethiopia.

I began the study with a fundamental question in mind- to explore how well beginning teacher induction is organised and practiced, and investigate consequences of the induction practices and explain the prevailing practices and their consequences based on existing literature. My literature readings convinced me to use the case study method to do an in-depth study of the situation. I chose particularly the multiple case study approach to explain the recently adapted induction course in the context of Ethiopia. Accordingly, the three case studies served as my unit of analysis. This made it possible to uncover how the various elements and actors interact around them and shape the induction practices and results.

Through this research, I have learnt the value of examining the general framework on which the induction course is based as the foundation for understanding the induction programme in Ethiopia. I have done this from two perspectives. First, I reviewed the design and practice of the induction course vis-à-vis the fundamental components of successful induction programmes recommended in the literature. This process was essential to determine whether the design and practice of the induction course satisfies some of the fundamental components that successful induction programmes possess or not. Second, I assessed the participants' perceptions on how the induction course should be organised and implemented. I understood that setting the general framework provides the opportunity to effectively describe the cases and to discover how they pass through the induction course in their first year of teaching.

The study has also helped me to understand that even though the induction structure contains most of the fundamental components of successful induction programmes, its implementation still depended on the presence or absence of some key elements: lack of capacity, absence of allocating dedicated time and monitoring and evaluation.

This research also enabled me to suggest some ideas towards improving the basic induction model in the Ethiopian context. I have tried to determine and locate the position of the Ethiopian induction course in the continuum of induction programmes. The continuum provides direction on the prevailing induction model(s) and methods, and also how to upgrade to the next level, for a developing country such as Ethiopia

which aspires to implement a School Improvement Programme through consistent professional development of beginning and experienced teachers. Indeed, African researchers in particular, have their work cut out, given the paucity of contextual research and studies located within the African context in general. The present study is just but one small contribution to this challenge of generating insights from research that privileges developing country contexts.

## **6.3 Recommendations for Future Research, Policy and Practice**

### **6.3.1 Recommendations for Future Research**

i) This investigation addressed induction practices in Ethiopian schools during the first year of initial teaching. Future research needs to determine whether beginning teachers were able to develop the basic competencies expected of them after two years of participation or not. It also needs to investigate the outcomes of the full two-year induction course on beginning teachers' classroom performance.

ii) Mentors who participated in this study did not receive special training in mentoring. How will the processes, practices and results of teacher induction change when mentors are trained? This is another principal area for future research.

iii) A pilot teacher induction and mentoring improvement project that involves mentor training and reduced workload to mentors and beginning teachers, would be a good starting point to investigate how the main role players (beginning teachers and mentors) shape the processes, practices and results of teacher induction. Such a project could also involve training of other role players such as school principals, cluster supervisors and responsible WEO implementers. In addition to developing insights on the implementation of teacher induction and mentoring, it is also necessary to pick-up lessons on supporting, coordinating and monitoring and evaluating induction and mentoring practices.

iv) Teachers' attitudes and perspectives towards the CPD/induction course also need to be investigated further. Teachers are the cornerstone of this and many other school-based policy implementation initiatives, and therefore, understanding their views regarding such initiatives is critical for success.

### **6.3.2 Implications for Policy and Practice**

i) Instead of designing similar induction package for all beginning teachers, it is crucial to consider individual and group needs of beginning teachers so as to motivate and help

them fill their gaps. To this end, the induction course should be needs-based and each beginning teacher should have the opportunity to select from a menu of topics to meet his/her need. The induction course should help first cycle beginning teachers to deepen their understanding on the developmental levels of children and second cycle beginning teachers to filling their gaps in methodology and subject areas for example.

ii) Provision for a reduced workload to beginning teachers and mentors is essential to carry out the induction and mentoring activities with full concern and precision. This can be realised by reducing teaching and non-teaching loads for the beginning and experienced teachers involved. This provision needs to be backed by regulation to ensure mandatory practice.

iii) Professional teaching standards need to be established and practiced to guide beginning teachers and mentors to focus on building the capacity of beginning teachers in the induction course to achieve the standards set for teaching and student learning.

iv) Adopting orientation as a formal part of teacher induction and role for the WEO ahead of disbursing beginning teachers to their schools is an opportunity that should not be missed. It could provide an essential forum for introducing and allowing beginning teachers to get first hand information about the curriculum, school regulations and requirements of the education system, professional and administrative duties etc and avoid confusion in these areas and begin to establish standard practice in the system.

v) Strategies should be sought and practised to tackle the absence of experienced mentors in rural and small schools. Such strategies may include, a) giving temporary assignment to beginning teachers for the induction period to teach and to conduct induction course in schools where good mentors and better practices are available b) providing professional support to beginning teachers by experts that complement support from regular mentors c) offering a coordinated subject-specific support by better qualified mentors for beginning teachers in their respective clusters or other convenient venues as necessary.

vi) Provision of appropriate training to key players is a pressing step to take to improve the quality of mentoring and induction practices. First, in order to enable them to gain technical expertise, special and skill oriented training should be organized for potential mentors selected by the WEO. Mentors' training should especially include educative/instructional mentoring and provide a combination of theoretical and practical preparation. Second, to promote their capacity to effectively manage and support mentoring and induction practices, training should be organised for school principals, cluster supervisors and responsible WEO implementers. CTEs, as institute for education and training, need to design and offer special and skill-oriented training on mentoring. They also need to address the training needs of school principals, cluster supervisors on provision and management of teacher induction and CPD. To this end, the RSEB's guidance to CTEs on how they develop the capacity of key players in the induction and CPD programme is essential.

vii) Monitoring and evaluation should be practised regularly by responsible stakeholders in a coordinated manner to obtain the feedback and information necessary to ensure that the induction programme is working, to resolve the practical challenges and to improve the practice of induction in general.

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## Appendices

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### Appendix A

#### Application for Permission to Conduct Research

Date: September 30/2011

\_\_\_\_\_ **Woreda Education Office**

\_\_\_\_\_

Dear sir,

This letter serves as a request to conduct research in selected primary schools in your Woreda. I am a doctoral student with the University of South Africa (UNISA). Currently, I am planning to conduct a thesis research on “**Teacher induction and professional development of teachers in Ethiopia**” to complete my study.

The data will be collected through interviews, observations and document analysis from beginning teachers, mentors, school principals etc. These exercises will be conducted in this academic year. For this research to be a success, the cooperation of principals of the selected schools is requested. Hence, your constant support in my studies is valuable. I look forward to give you feedback on this research.

Sincerely Yours,

Tadele Zewdie Zeru

(UNISA Student – Number 435-475-75)

Enclosed Interview Schedules and observations Checklists

## Appendix B

### CONSENT TO PARTICIPATE IN RESEARCH

I, \_\_\_\_\_, hereby agree to participate in the research project on “**Teacher induction and professional development of teachers in Ethiopia**”. I have learnt that this research is conducted for academic purposes by Ato Tadele Zewdie Zeru and my participation in this study is voluntary.

I understand that the research will be conducted within the academic year and I will have to take part in interviews, host classroom observations and participate in post classroom observation discussions with my mentor and that the interviews will be recorded by means of an electronic recording device.

I am aware of that I:

- will not be asked personal questions and that I may at any time decide not to answer any of the questions if I so wish
- have the right to withdraw from the research at any time without consequence at any time and may ask for access to the thesis or part of it and
- will not be named in any report about this research and that the data shall remain confidential and only be used for research purposes

\_\_\_\_\_  
Name of the Participant

\_\_\_\_\_  
Signature of the Participant

\_\_\_\_\_  
Date

## Appendix C

### Interview Questions for Beginning Teachers (First round)

1. Personal and introductory questions
  - a. What is your name?
  - b. For how long have you been teaching?
  - c. How long have you been teaching at your present school specifically?  
(Probe: If also taught at other schools: “Which other schools have you taught at and for how long at each?)
  - d. Tell me about your qualifications and the subject(s) you are trained to teach?
  - e. What teaching assignment(s) are you given?
  - f. Do you have non teaching assignments? What are they?
2. Think back to your first days as a new teacher: Describe what it was like for you when you reported to the school for the first time. (Probes: What did you feel when you were at school for the first time as a teacher: a new situation, a new job, varied students, a new staff...?)
3. Talk to me about your feelings now (that you have been at the school for some time). (Probe: What are your concerns as a beginning teacher at the moment? Do you think your concerns have changed through time within the year?)
4. Let’s reflect back to your first days at this school as a new teacher: Did you receive any orientation as a beginning teacher before or when you began teaching?
5. Talk to me about that orientation that you received – where it was, what it was like, who conducted it, etc. (Probe: What were the objectives and contents of the orientation and what did you learn from it? How long did it take? Who did the orientation?)
6. If you were to look at that orientation again, what would you say you liked the most about it (two things maybe)? What did you like the least about it (two things at least)?

7. Do you have a mentor? How was the allocation of your mentor done?
8. What does your mentor teach? [listen to hear if the teaching assignments are similar – if not clarify further about how and why the selection was done]
9. Tell me about your meetings with your mentor [Probe: How often, how long, etc?]
10. What do you often discuss or focus on during your meetings with your mentor? [listen and probe for: the purposes, the structures, the activities]
11. What other activities do you engage in with your mentor? [Probe: Let's focus on two such activities: can you describe them for me...]
12. How do you feel about these activities and discussions with your mentor? [Probe: do you feel that you are getting support from your mentor? Why do you say so?]
13. How do you decide what the mentoring support should include? [Listen to hear who decides and how the process work. Probe: use a specific example from the interviewee has described and ask who decided on that activity or idea and how]
14. Let's look at the next 2 to 3 months, what will be the focus of your mentoring support between now and then?
15. Have you had a chance to plan lessons with your mentor or other experienced teachers at this school? [probe: for one or two specific examples of such lessons. Ask them to describe how they went about the planning process. Listen carefully for who assisted with what and how. Whether direct instructions were given or suggestions, etc.]
16. Have you received feedback from your mentor or other experienced teachers on your lesson planning? [probe: give an example – listen to the specific feedback they received] What did you think of that feedback? [Listen to hear how useful or important they found that feedback to be]
17. Let's talk about the school based study/ induction course: How is it done? [Probe: for organization and specific implementation issues] How is the school based study organized and implemented?

- 17.1 How do you feel about the school based study? [Probe: does it promote your professional growth? In what ways? Give me an example to illustrate this point.
- 17.2 How does the mentor support you in your school based study?
- 17.3 What two things do you like most about the school based study? Why?
- 17.4 Which two aspects of the school based study do you like the least? Why?
- 17.5 If you had to recommend changes to the school based study, what would your suggestions be?
- 17.6 What do you think of the first semester induction module? (Listen for content and approach issues). [Probe: what do you think of the content? What do you think about the approach used?]
- 17.7 In your view, what are the strengths and limitations of this module?
- 17.8 If you had to recommend changes to the first semester module, what would you suggest?
- 18 How do you record the induction practices you have accomplished and the professional growth you have achieved? (Probe: Do you have a portfolio for professional learning? What do you think of the portfolio? [Listen to hear if it is important and how]
- 19 Have you had the opportunity to observe your mentor/ other teachers' classroom while they are teaching? What did you think? What did you learn specifically from these observations?
- 20 Have your mentor/others teachers had the opportunity to observe you teaching? What were their comments? What did you think of their observation of your lessons? Are these important to your professional growth? If so how?
- 21 How many such observations have you done this year? [Probe: how frequently are you involved with these activities?]
- 22 Let's talk about action research: Have you been engaged in action research so far?
- 23 What do you think action research contributes to your growth?

- 24 How would you rate your own knowledge of and skills to do action research?  
Where did you learn this?
- 25 What challenges do you have to effectively engage in action research?
- 26 What kind of induction support did you get so far from the school head?
- 27 What kind of induction support did you get so far from colleagues
- 28 What kind of induction support did you get so far from Cluster supervisor and the WEO?
- 29 Are there other beginning teachers in this school or within the cluster? Have you had the opportunity to meet with them? If not, do you have plans to do so? Why do you think this was/ is it important to do?
- 30 In a nutshell, what would you say are the benefits you getting from the mentoring and induction support?
- 31 Let's talk generally about teaching:
- 32 Why do you want to become a teacher?
- 33 Do you have a role model as a teacher? What do you like about your role model?  
What kind of work culture have you encountered in this school? Did you find a role model in this school?
- 34 How do you assess communications among fellow teachers and school head?  
Probe: do you have the opportunity to visit fellow teachers' classrooms while teaching, the possibility to give and receive comments and feedback openly etc?  
How do you feel about it?
- 35 In general, do you think as a first year beginning teacher you receive adequate induction support? Why do you say so?
- 36 What challenges would a beginning teacher with no support encounter? Have you come across these challenges?
- 37 How do you assess the situations regarding promoting or hindering implementation of useful beliefs and know-how from your initial pre-service training?

## Appendix D

### Interview Questions for School Principals

1. Personal and introductory questions
  - a. What is your name?
  - b. What is the name of the Woreda and the school you work in?
  - c. Can you talk to me about your background and experiences in education?  
Probe: how long you have been a teacher, principal, and other roles you have occupied in education)
  - d. What experiences do you gain by working at the positions mentioned?  
Probe only if the introduction did not give out details.
  
2. How is the induction course organized and implemented for beginning teachers in your school? [Will let them answer this question and then use the ones below as prompts in case the information they give is not adequate]
  - a. What, in your opinion, are the concerns of first year beginning teachers? (How do you know what these beginning teachers are concerned with?)  
Check to see if they do surveys or discuss or interview them etc.
  - b. Do you have teachers who have not had an opportunity for induction support? If so how do they cope? What are some of the key challenges they experience in your view? Give me some specific examples.
  - c. Why have you at the school implemented the induction course (state the goal and objectives)? What do you seek to achieve specifically?
  - d. What induction method(s) is/are being applied to introduce beginning teachers with the new situation and enable them learn about teaching in practice?
  - e. How do the methods work? Give me examples of how each induction method works? And what are its benefits? (provide examples) What are the benefits of these methods to the beginning teacher?

- f. Who are responsible for the induction course at school level? Please describe the roles and responsibilities of the various players in the induction of beginning teachers?
- g. Do you have a plan for induction of beginning teachers in your school? If so what does it contain?
- h. Do you have a system to consider the needs of a beginning teacher to make the induction course need based? If so how do you do it and what are the needs of beginning teachers and how do you address them?
- i. Talk to me about orientation to beginning teachers? Did they receive any orientation before /when they begin teaching? [Probe: where it was, what it was like, who conducted it etc]
- j. How is teacher mentoring organized and implemented? How is the mentor selection done? Are the mentors both teaching and mentoring? Do they have time? How is the mentor's assignment compared with other teachers in this school? Does the mentor teach in the same grade and subject as the beginning teacher? Did the mentor receive training on mentoring?
- k. How is the school level study/induction course for beginning teachers organized and implemented?
- How the school is based study organized and implemented?
  - How does the school based study promote beginning teachers' professional growth?
  - How does the mentor support the beginning teacher in school based study?
  - What are the strengths and limitations of the school based study
  - If you had to recommend changes to the school based study, what would your suggestions be?
  - What do you think of the two first year modules?[Probe: what do you think of the content? What do you think about the approach used?
    - In your view, what are the strengths and limitations of these modules?
    - If you had to recommend changes to the two first year modules, what would suggest?

1. What is the role of the school principal in inducting beginning teachers and how do you practically support a beginning teacher to be familiar with the working situations, requirements of the job and learn how to teach from practice?
  - m. How do fellow teachers assist beginning teachers?
  - n. How does the cluster supervisor support beginning teachers in introducing them with the work situations and to grow professionally?
  - o. How does the WEO assist beginning teacher's induction process?
  - p. How is follow up of progress of beginning teachers' is done?
  - q. How is evaluation of beginning teachers done? Who are responsible for evaluating beginning teachers?
3. In general what types of support beginning teachers get from the mentoring support?
4. Do you think the induction course have effect on improving professional growth of beginning teachers and students' learning? If so what and how?
5. What challenges do you have in implementing the beginning teachers' induction course? Do you have suggestions to improve the induction course?

Appendix E  
Interview Questions for Mentors (First round)

1. Personal and Introductory questions
  - a. What is your name?
  - b. Can you talk to me about your background and experience in education?
    - How long have you been serving as a teacher?
    - Did you serve in any other position other than teaching?
    - What experience did you gain in the years of service you have that are useful to support a beginning teacher as a mentoring?
  - c. How long have you serve as a mentor?
  - d. Tell me about your teaching assignment: the subject, and grade level you are teaching and the load you have compared to other teachers with no mentoring assignment?
  - e. Do you have other additional assignments other than teaching and mentoring?
2. Why have you at the school implemented the induction course (state the goal and objectives)? What do you seek to achieve specifically?
3. What are the concerns of beginning teachers? (How do you know what these beginning teachers are concerned with?) Check to see if they do surveys or discuss or interview them etc. Do you observe changes in concerns of the beginning teacher at different time of the year? If so how do you adjust the mentoring support to meet these changes?
4. What does it mean to mentor a beginning teacher? Why is it important?
5. What are the areas /contents of the mentoring support?
6. How do you decide what the mentoring support should include? Listen to hear who decides and how the process work? [probe: ask who decides on what activity or idea]
7. Let's look at the next two to three months, what will be the focus of your mentoring support between now and then?

8. Tell me about your meetings with your mentee? What do you discuss on during meetings with your mentee? [Probe: for purpose, structures and activities] Give examples of recent meetings you have held with mentees.
9. How is the beginning teacher acquainted with colleagues, school situations, procedures, etc.?
10. How is the school level study/induction course for beginning teachers organized and implemented?
  - How is the school based study organized and implemented?
  - How does the school based study promote beginning teachers' professional growth?
  - How does the mentor support the beginning teacher in school based study?
  - What are the strengths and limitations of the school based study ( Ask to site two from each)
  - If you had to recommend changes to the school based study, what would your suggestions be?
  - What do you think of the first semester induction module? [Probe: what do you think of the content? What do you think about the approach used?
    - In your view, what are the strengths and limitations of this module?
    - If you had to recommend changes to the first year module, what would suggest?
11. Let's talk about action research in relation to its contribution to professional growth of beginning teachers. What is the practice like? [Probe: Does the beginning teacher engage in action research? How is it relevant for the beginning teacher to promote his or her professional development? Do you think the beginning teacher have the basic know-how to conduct action research?] What challenges do beginning teachers have to effectively engage in action research?
12. Let's talk about the conditions for mentoring at your school. Describe the conditions for me please. (Probe: In your view do you think favorable conditions are set for you to discharge your responsibility as a mentor? If so what? Probe: Why do you say so (whether positive or negative)
13. What is the purpose of the teacher portfolio? How is it prepared? What does it contain? Who assist the beginning teacher in developing his/her portfolio?

14. Do you think the induction course have effect on improving professional growth of beginning teachers and students' learning? If so what and how?
15. What challenges do you encounter as a mentor?
16. What suggestions do you give to improve beginning teachers' mentoring and induction?

Appendix F  
Interview Questions for Sample Colleague Teachers

1. In your view, what are the concerns of first year beginning teachers?
2. What induction supports/ activities are organized for beginning teachers in your school?
3. As experienced teacher, how do you support a beginning teacher in your school?
4. Do you have teachers who have not had an opportunity for induction support? How do they cope? What are some of the key challenges they experience in your view? Give me some specific examples
5. How is the school level study/ induction support for beginning teachers organized and implemented?
  - How is the school based study organized and implemented?
  - How does the school based study promote beginning teachers' professional growth?
  - How does the mentor support the beginning teacher in school based study?
  - What are the strengths and limitations of the school based study
  - If you had to recommend changes to the school based study, what would your suggestions be?
  - What do you think of the two first year modules?[Probe: what do you think of the content? What do you think about the approach used?
    - In your view, what are the strengths and limitations of these modules?
    - If you had to recommend changes to the two first year modules, what would suggest?
6. Do you think the induction course have effect on improving professional growth of beginning teachers and students' learning? If so what and how?
7. What strengths do you observe with beginning teachers induction in your school?

8. What aspects of the beginning teacher's induction need improvement in your school?
9. Do you have suggestions regarding mentoring and induction support of beginning teachers?

Appendix G  
Interview Questions for School Cluster Supervisor

1. Personal and introductory questions
  - a. What is your name?
  - b. What is the name of the Woreda and the school Cluster you work in?
  - c. Can you talk to me about your background and experience in education?
    - How long have you been serving as a teacher?
    - Did you serve in any other position other than teaching?
    - What experience did you gain in the years of service you have that are useful to support a beginning teacher assigned for mentoring?
2. How is the induction course organized and implemented for beginning teachers in your school?
  - a. What, in your opinion, are the concerns of first year beginning teachers? (How do you know what these beginning teachers are concerned with?) Check to see if they do surveys or discuss or interview them etc.
  - b. Why have you at the school implemented the induction course (state the goal and objectives)? What do you seek to achieve specifically?
  - c. Do you have teachers who have little/meager opportunity for induction support? How do they cope? What are some of the key challenges they experience in your view? Give me some specific examples
  - d. Who are responsible for induction of beginning teachers at different levels? [ Probe: please describe stake holders and their roles].
  - e. Are there induction methods that you are following at your school? What induction methods are being used to introduce beginning teachers with the new situation and enable them learn about teaching in practice?
  - f. Do you have a plan for induction of beginning teachers in your Cluster? If so what does it contain?
  - g. Do you have a system to consider the needs of beginning teacher to make the induction program need based? How do you identify their needs? What are the outcomes?

- h. Talk to me about orientation to beginning teachers? Did they receive any orientation before /when they begin teaching? [Probe: where it was, what it was like, who conducted it etc]
- i. How is teacher mentoring organized and implemented in cluster member schools? How is mentor selection done? Are the mentors do both teaching and mentoring? Do they have time for their mentoring role? How is the mentor's assignment compared with other teachers in this school? Does the mentor teach in the same grade and subject as the beginning teacher?
- j. How is the school level study/ induction course for beginning teachers organized and implemented?
  - How is the school based study organized and implemented?
  - How does the school based study promote beginning teachers' professional growth?
  - How does the mentor support the beginning teacher in school based study?
  - What are the strengths and limitations of the school based study
  - If you had to recommend changes to the school based study, what would your suggestions be?
  - What do you think of the two first year modules? [Probe: what do you think of the content? What do you think about the approach used?
    - In your view, what are the strengths and limitations of these modules?
    - If you had to recommend changes to the two first year modules, what would suggest?
- k. How does as a Cluster supervisor you practically support a beginning teacher?
- l. How do fellow teachers in the cluster assist beginning teachers?
- m. How does the WEO assist beginning teacher's induction process?
- n. How is follow up of progress of a beginning teacher done within the cluster?
- o. How is evaluation of a beginning teacher's performance is done? Who are responsible for evaluating a beginning teacher?

- p. Let's talk about action research in relation to its contribution to professional growth of beginning teachers. What is the practice like?[Probe: Does the beginning teacher engage in action research? How is it relevant for the beginning teacher to promote his or her professional development? Do you think the beginning teacher have the basic know-how to conduct action research? ] What challenges do beginning teachers have to effectively engage in action research?
  - q. In the nutshell, do you think the induction course have effect on improving professional growth of beginning teachers and students' learning? If so what and how?
3. What challenges do you observe in organizing and realizing the beginning teachers' induction and mentoring support in your cluster? Do you have suggestions to improve the induction course?

## Appendix H

### Interview Questions for Education Officers/ Experts Working at Woreda Education Office and the Regional Education Bureau

1. Personal and introductory questions
  - a. Can you talk to me about yourself, your background and experience in education? [Probe: Tell us your name, work, position and experience?]
2. Why have you at schools in the region/woreda implemented the induction course (state the goal and objectives)? What do you seek to achieve specifically?
3. What are the areas of beginning teachers induction support?
4. How is the induction program for beginning teachers organized? Who are the major stakeholders of beginning teachers' induction at different levels and what are their roles & responsibilities?
5. Is there a system to consider the needs of beginning teacher to make the induction program need based?
  - a. What, in your opinion, are the concerns of first year beginning teachers? (How do you know what these beginning teachers are concerned with?)  
Check to see if they do surveys or discuss or interview them etc.
6. How is the induction course for beginning teachers implemented in the Woreda/region? [Probe: What induction methods are being used to introduce beginning teachers with the new situation and enable them learn about teaching in practice? How does each method works? Give me example of how each component works? and benefits the beginning teacher?]
7. How is the mentoring support organized? [ selection, training, types of support & challenges
8. How is the school level study/induction course for beginning teachers organized and implemented?
  - How is the school is based study organized and implemented?
    - In what ways the school based study promote beginning teachers' professional growth?
    - How does the mentor support the beginning teacher in school based study?

- What do you think of the two first year modules for beginning teachers?[Probe: what do you think of the content? What do you think about the approach used?
  - What are the strengths of the school based study
  - Which aspect of the school based study needs improvement?
  - a. In your view, what are the strengths and limitations of these modules? If you had to recommend changes to the school based study, what would your suggestions be?
  - b. If you had to recommend changes to the two first year modules, what would suggest?
  - Will there be a shift in the utilization of the teacher induction modules with the introduction of the new CPD framework?
9. In the nut shell, what types of support do beginning teachers expect to get from the induction course?
10. What challenges do you observe with the beginning teachers mentoring and induction course?
11. What suggestions do you have to improve beginning teachers mentoring and induction course?

## Appendix I

### Interview Questions for Beginning Teachers (Second Round)

1. What type(s) of induction and mentoring practice(s) have been conducted during the second semester? How are these practices realized?
2. Talk to me about the school level study/ induction course in the second semester?
  - How is it the study organized and implemented?
  - How does the school based study promote beginning teachers' professional growth?
  - How does the mentor support the beginning teacher in school based study?
  - What are the strengths and limitations of the school based study ( Ask to site two from each)
  - If you had to recommend changes to the school based study, what would your suggestions be?
  - What do you think of the second semester induction module? [Probe: what do you think of the content? What do you think about the approach used?
    - In your view, what are the strengths and limitations of this module?
    - If you had to recommend changes to the second semester module, what would you suggest?
3. Do you think the induction and mentoring support have effect in improving professional growth (in terms of knowledge, skills, attitude and behavior) of beginning teachers and students' learning? If so what and how?
4. What challenges did you observe in the organization and implementation of induction and mentoring support to beginning teachers?
5. Do you have suggestions to improve the induction and mentoring support?

Appendix J  
Interview Questions for Mentors (Second Round)

1. What type(s) of induction and mentoring practice(s) have been conducted during the second semester? How are these practices realized?
2. How is the school level study/ induction course for beginning teachers organized and implemented in the second semester?
  - How is it the study organized and implemented?
  - How does the school based study promote beginning teachers' professional growth?
  - How does the mentor support the beginning teacher in school based study?
  - What are the strengths and limitations of the school based study ( Ask to site two from each)
  - If you had to recommend changes to the school based study, what would your suggestions be?
  - What do you think of the second semester induction module? [Probe: what do you think of the content? What do you think about the approach used?
    - In your view, what are the strengths and limitations of this module?
    - If you had to recommend changes to the second semester module, what would you suggest?
3. Do you think the induction and mentoring support have effect in improving professional growth (in terms of knowledge, skills, attitude and behavior) of beginning teachers and students' learning? If so what and how?
4. What challenges did you observe in the organization and implementation of induction and mentoring support to beginning teachers?
5. Do you have suggestions to improve the induction and mentoring course?

## Appendix K

### Questions for Beginning Teachers to Reflect on in writing

1. What are your concerns as a beginning teacher at the moment? Do you think your concerns have changed through time within the year?
2. Why are the purposes of the induction course? [State the goal and objectives of the course].
3. Describe the induction method or methods (orientation, mentoring and coaching, classroom observation, co-planning, Action research etc) that are applied to introduce you with the new job and enable you learn about teaching in practice? What are the benefits ( in terms of knowledge, skills and attitude) of these methods to you as a beginning teacher?

Induction method(s) applied	Out comes in terms of knowledge, skills and attitudes

4. Explain how you apply the knowledge, skills and attitudes you gained from the induction and mentoring support in practice?
5. How is the school based study/ induction course for beginning teachers organized and implemented?
  - How the school is based study organized and implemented?
  - How does the school based study promote beginning teachers' professional growth?
  - How does the mentor support the beginning teacher in school based study?
  - What are the strengths and limitations of the school based study
  - If you had to recommend changes to the school based study, what would your suggestions be?
  - What do you think of the two first year modules? [Probe: what do you think of the content? What do you think about the approach used?
    - In your view, what are the strengths and limitations of these modules?
    - If you had to recommend changes to the two first year modules, what would you suggest?
6. How do you assess organization and implementation of the induction course? Do you have suggestions to improve the induction course?

## Appendix L

### Questions for Mentors to Reflect on in writing

1. What are the concerns of beginning teachers? Do you observe changes in concerns of the beginning teacher at different time of the year? If so how do you adjust the mentoring support to meet these changes?
2. Why are the purposes of the induction course? [State the goal and objectives of the course].
3. Describe the induction method(s) (orientation, mentoring and coaching, classroom observation, co-planning, action research etc) that are being used to introduce beginning teachers with the new job and enable them learn about teaching in practice? What are the benefits (in terms of knowledge, skills and attitude) of these methods in view of the beginning teacher under your mentorship?

Induction method(s) applied	Out comes in terms of knowledge, skills and attitudes

4. Explain how the beginning teacher applied the knowledge, skills and attitudes gained from the induction mentoring support in practice?
5. How is the school based study/induction course for beginning teachers organized and implemented?
  - How the school is based study organized and implemented?
  - How does the school based study promote beginning teachers' professional growth?
  - How does the mentor support the beginning teacher in school based study?
  - What are the strengths and limitations of the school based study
  - If you had to recommend changes to the school based study, what would your suggestions be?
  - What do you think of the two first year modules? [Probe: what do you think of the content? What do you think about the approach used?
    - In your view, what are the strengths and limitations of these modules?
    - If you had to recommend changes to the two first year modules, what would you suggest?

6. How do you assess organization and implementation of the induction and mentoring support? Do you have suggestions to improve the induction & mentoring support to beginning teachers?

Appendix M  
Classroom Observation Guide

Note should be taken on the following points while conducting classroom observation.

**1. Organization of the lesson**

- Communication of purpose of the lesson
- Relating this lesson to previous lessons
- Presentation of topics with a logical sequence
- Utilization of class time efficiently as appear in the lesson plan
- Summarization of major points of lesson

**2. Instructional Techniques**

- Application of teaching technique(s) that are appropriate to achieve the instructional goals and to promote active learning
- Utilization of media
- Provision of clear direction for group work /exercises
- Assessment of student learning

**3. Teacher –Student Interactions**

- Encouraging student questions/ discussion
- Provision of satisfactory answers to student questions
- Engaging students in variety of activities
- Maintaining student attention

## Appendix N

### A Guide to Observe Post Classroom Discussion between the Mentor and Mentee

1. Take note of the atmosphere of the meeting?
2. Record the discussion conducted between the mentor and the beginning teacher.  
What are the areas of the discussion?
3. How does the beginning teacher react to the points raised by the mentor?
4. Was the discussion educational in nature? Does it contribute to the professional growth of the beginning teacher?
5. To what extent does the discussion reflect the actual classroom situations and needs of the beginning teacher?