The Induction of Newly Qualified Teachers: How Policy is Mediated by Context
Final report to ESRC (R000222972), March 2001

BACKGROUND

The context for the work discussed here is the introduction of statutory arrangements (DfEE 1999) for the newly qualified teacher’s first year in post. These were implemented in England, during the academic year beginning September 1999. The new arrangements combine the requirement to ‘pass’ an induction year with entitlement to certain statutory support and monitoring arrangements. Newly qualified teachers (NQTs) who fail to meet the induction standards at the end of their first year in post, will not have their qualified teacher status confirmed and will, therefore be unable to continue employment as a qualified teacher. In order to minimise the likelihood of this occurring, schools are required to give NQTs a reduced teaching load, to undertake specified monitoring activities and to nominate a named induction tutor who is responsible for the day to day support and monitoring of the NQT.

In addressing the impact of policy upon the individuals involved in its implementation, we draw upon Lave and Wenger’s (1991) work on communities of practice and Hargreaves’ (1994) work on teacher cultures, both of which provide a useful theoretical framework for analysing our data in relation to the objectives of our study.

Lave and Wenger see learning as a process of participation in ‘communities of practice’, defined as,

A set of relations among persons, activity and world, over time and in relation with other and overlapping communities of practice. A community of practice is an intrinsic condition for the existence of knowledge, not least because it provide the interpretive support necessary for making sense of its heritage. (Lave and Wenger 1991, p 98)

For newly qualified teachers, their employing school represents a well established community of practice in which their learning will be situated, distinct from, though overlapping with, the communities of practice which exist in other schools, (Lave in Chaiklin and Lave, 1993, p30).

Lave and Wenger use the term legitimate peripheral participation to describe the initial engagement of the learning with their community. Edwards (1997) suggests that English student teachers, in contrast to their Norwegian counterparts (Klages, cited in Edwards) are not given access to communities of practice in school as legitimate peripheral participants, i.e. observers and enquirers. Rather, they are expected to function from a very early stage as central participants even though they have limited knowledge to support them in this role. Drever and Cope’s findings (1999) imply that this is not simply a mentor training issue in that students themselves are anxious to become full rather than peripheral participants as soon as possible. The issue of whether schools allow or encourage NQTs to function as legitimate peripheral participants as part of the induction process seems to be potentially crucial to the learning of the newly qualified teacher. Equally the effect on induction practices, of the newly qualified teachers’ desire to become full rather than peripheral
participants as soon as possible, assuming that Drever and Cope’s findings apply to NQTs as well as to student teachers, needs to be explored.

Hargreaves is one of a number of writers who draw attention to the significance of collaborative cultures, either at school or individual teacher level (Fullan 1993, Nias 1989, Hopkins et al 1998, Hargreaves 1994, Tickle 1994, Day 1999). Hopkins et al talk of teacher development taking place most effectively in schools with a culture of collaboration fostering pedagogic partnerships, which not only counter professional isolation but also contribute to the enhancement of practice. Nias et al describe collaborative staff as both happy and resilient and notes that their collaborative schools exhibit many of the characteristics of healthy organisations, including the capacity to readily adapt to change, although they also suggest that such schools are more responsive to internally generated than to externally imposed change. Carre (1993) and Lave (1996) observe that, in addition to the mediating effect of the individuals involved, the organisational culture of the school will also affect teacher progress. Hargreaves identifies four distinct forms of teacher culture, which we discuss later (page 8)

OBJECTIVES

The project aim was to establish in what ways and to what effect individual schools and agencies interpret, define and implement induction policies intended to bring about consistency of high quality practice.

Objectives were:

1. To determine and account for the differing needs of NQTs and to identify the extent to which common requirements can meet varied needs.

   This objective was addressed through interview questions which explored how NQTs needs had been determined and how different schools had responded to these needs. Second interviews enabled us to obtain NQT perceptions of how their needs had been met over the course of the year. Our survey enabled us to identify the range of induction activities available to NQTs and their perceptions of the value of these activities.

2. To determine how policy is mediated by context with specific reference to size and organisational structure of the school.

   Schools were carefully selected to ensure that our sample included a range of school size. Scrutiny of OFSTED evidence as part of the selection process contributed to ensuring that the sample contained a range of organisational arrangements. This range was also partly a function of school size. Interviews with head of induction enabled us to identify a range of different organisational structures within our sample schools.
3 To clarify the circumstances in which specific induction activities are perceived as professional development opportunities rather than aids to survival.

The chief source of evidence came from interviews with the NQTs, particularly the second interviews where they were able to reflect on the experience of the year. Evidence from the questionnaire corroborated the range of views expressed by our interview sample. Some evidence was provided by induction tutors.

4 To identify specific mentoring needs and establish the relationship, if any, between these and school size of organisational structure.

Interviews with induction tutors addressed this issue through questions about their preparation for taking on their role and the support and training received during the year. The postal survey also included specific questions for induction tutors about training received and perceived needs.

5 To explore the extent to which availability of resources for induction affects the positioning of key individuals within the school towards practice and prospective change.

The main source of evidence was interviews with those with overall responsibility for induction in the school. Obtaining information about the level of resource available, how this had been accounted for and how induction had been organised enabled us to make some judgement about how induction funding together with overall resourcing within the school had enabled particular arrangements to be implemented.

METHODS

The project had three phases, one and three involving semi-structured interviews in 12 case study schools two LEAs, and two comprising a questionnaire to all NQTs and their induction tutors in these LEAs. Our proposal included headteachers in the survey but experience of the first phase of the case studies led us to conclude that the role of the headteacher was too variable for consistent and useful data to emerge from their inclusion.

Interviews: The sample

From each LEA, one from a large conurbation and one largely rural, 3 primary and 3 secondary schools were identified. Schools were selected, on the basis of local knowledge, to include a range of school size, different kinds of catchment and varying levels of involvement in initial teacher education. Although it was possible to make a judgement about the latter factor, it did not prove to be a useful variable in that, at the individual teacher level, previous experience of work with students or NQTs could contrast sharply with that of the school as a whole. Our case study schools were reduced to eleven due to the failure of one school to provide access despite repeated attempts by the researcher and ongoing assurances from the school that it did wish to be involved.
Following an initial contact to explain the project and to secure the school’s agreement, interviews were arranged with the teachers involved. First interviews began in November 1999 and second interviews in June 2000. Seventeen induction tutors, 11 heads of induction of whom 5 were headteachers and 18 NQTs were interviewed. Where schools had several NQTs, we interviewed two, chosen by the school, together with their induction tutors. Selection by schools skewed the NQT sample towards those perceived as more successful.

### Table 1: Interview Schools

<table>
<thead>
<tr>
<th>LEA</th>
<th>School type</th>
<th>No on roll</th>
<th>Catchment</th>
<th>Attainment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hampshire</td>
<td>11-16 comprehensive</td>
<td>1258</td>
<td>Affluent suburban</td>
<td>Above average</td>
</tr>
<tr>
<td></td>
<td>11-16 comprehensive</td>
<td>826</td>
<td>Mixed rural</td>
<td>Average</td>
</tr>
<tr>
<td></td>
<td>11-16 comprehensive</td>
<td>1500</td>
<td>Deprived urban</td>
<td>Below average</td>
</tr>
<tr>
<td></td>
<td>Infant</td>
<td>165</td>
<td>Urban mixed estate</td>
<td>Above average</td>
</tr>
<tr>
<td></td>
<td>Primary</td>
<td>277</td>
<td>Urban fringe</td>
<td>Below average</td>
</tr>
<tr>
<td></td>
<td>Primary</td>
<td>102</td>
<td>Affluent rural</td>
<td>Average</td>
</tr>
<tr>
<td>Birmingham</td>
<td>11-18 comprehensive</td>
<td>894</td>
<td>Affluent suburban</td>
<td>Above average</td>
</tr>
<tr>
<td></td>
<td>11-16 comprehensive</td>
<td>948</td>
<td>Multicultural inner city</td>
<td>Below average</td>
</tr>
<tr>
<td></td>
<td>Infant</td>
<td>263</td>
<td>Multicultural inner city</td>
<td>Below average</td>
</tr>
<tr>
<td></td>
<td>Infant</td>
<td>275</td>
<td>Urban mixed community</td>
<td>Above average</td>
</tr>
<tr>
<td></td>
<td>Primary</td>
<td>319</td>
<td>Urban mixed community</td>
<td>Above average</td>
</tr>
</tbody>
</table>

In each LEA, there was informal discussion with the member of staff responsible for induction. One of our first phase schools felt unable to take part in the second set of interviews following a problematic OFSTED inspection.

### Table 2: Interview sample

<table>
<thead>
<tr>
<th></th>
<th>Phase 1</th>
<th>Phase 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>NQTs</td>
<td>18</td>
<td>16</td>
</tr>
<tr>
<td>Induction tutors</td>
<td>17</td>
<td>16</td>
</tr>
<tr>
<td>Heads of Induction (Headteachers)</td>
<td>11 (5)</td>
<td>10 (5)</td>
</tr>
</tbody>
</table>

The interview questions

Interviews were carried out individually at a time negotiated with each teacher and were tape-recorded. Issues to be discussed during the first interviews were generated from recent literature and from our own earlier work (Williams and Prestage 2000). Interviews focused around the following themes:

- background including ITT experiences (NQTs);
- background and current responsibilities (Induction tutors, Headteachers)
- the use of the career entry profiles and target setting;
- induction arrangements, roles and responsibilities; practicalities
- professional development (NQTs)
- professional development (Induction tutors, Headteachers)

Interviews lasted approximately 45 minutes. Recordings were subsequently transcribed and returned to interviewees for validation and comment.

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1 Information based upon latest available OFSTED data
The second interviews tested the reliability of our data not in the sense that inconsistencies implied that it was flawed, but in the expectation that some issues or contexts would generate stable and enduring perspectives while others would change over time.

**The questionnaire**

The questionnaire built upon that used for our earlier work (Williams and Prestage, 2000) asking NQTs and induction tutors about the availability and the perceived value of a range of induction activities. We asked about:

- availability of specific induction activities;
- perceived value of induction activities;
- perceived purpose of induction activities (as mainly a support or mainly an assessment mechanism);
- perceptions of specific aspects of the induction year.

The total number of NQTs employed at the time of the survey was approximately 824. Neither LEA was able to provide us with a list of named induction tutors. Extrapolation from the situation in the interview schools suggests that the assumption of a one to one correlation is almost certainly an overestimate of the total number of induction tutors in that five out of the 11 sample schools had assigned more than one NQT to a single induction tutor. Two hundred and seventeen NQTs returned completed questionnaires and 131 induction tutors giving response rates of 27% and 16% respectively.

<table>
<thead>
<tr>
<th></th>
<th>NQTs</th>
<th>Induction tutors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response rate</td>
<td>27%</td>
<td>16%</td>
</tr>
<tr>
<td>Number of</td>
<td>217</td>
<td>131</td>
</tr>
</tbody>
</table>

*Table 3: Response rates after reminders:*

The sample was dominated by primary schools (78% of NQTs and 85% of induction tutors) a significant over-representation given that the actual balance between primary and secondary NQTs was 428 to 396. While this was a disappointing response, it was not surprising in that a number of other agencies were monitoring the new arrangements. It did give large enough sample sizes for the planned analysis. A significant difficulty in the data collection for the survey arose when we were provided with an inaccurate database from one LEA, necessitating a second circulation of questionnaires and a delay in returns. This meant that our second interviews were not informed by the results of the survey in the way we had planned and the survey data was used only to place our interview data in a wider context.

**Analyses**

Interview data analysis was undertaken using coding and classifying as a means of interrogating the data within the specific research context rather than a coding and retrieval exercise (Gough and Scott 2000). That is, we were interested in the meanings which our respondents ascribed to their experiences rather than with coding their responses into predetermined categories. All the interview data were analysed using a thematic approach using constant comparative analysis. The analysis was undertaken by one member of the research team, enabling the other members to act as ‘critical friends’ in the interests of ensuring that the outcomes are ‘trustworthy’, a term proposed by Lincoln and Guba (1985) as an alternative to reliability and validity, two concepts which are acknowledged as problematic in qualitative research.
Survey data were analysed using SPSS which generated descriptive statistics.

RESULTS

Improvement in practice

Common requirements do appear to have led to arrangements which go considerably further than previous arrangements, towards ensuring that all NQTs have their particular needs addressed (Objective 1). Both survey and interview data suggests that, overall, the new arrangements have been received positively and that they have contributed to an improvement in induction practice although good practice is not yet universal. Our interview sample talked of the advantages of the new arrangements in terms of clarity of structure and expectations, clarity of entitlement for the NQT, greater consistency of practice and more equitable practice across different schools. All parties felt that NQTs benefited from a more structured introduction to teaching and from the additional support which the new arrangements provided. Two thirds of NQTs in our survey felt that their induction year had been well-structured and 49% felt well-supported. Target setting with induction activities related to targets was a feature of almost all sample schools although there was significant criticism from our interview sample, of the ongoing use of the Career Entry Profile for target setting. This criticism was of the nature of the paperwork and not of the target setting process itself. The use of the Career Entry Profile for regular reviews was the only induction activity to be rated as ‘not useful’ by significant numbers of NQTs (28%) and induction tutors (25%) in our survey.

School size and structure

We found little evidence that the mediation of policy by context (Objectives 2 and 3) relates to school size or organisational structure although the circumstances of the small primary school in our sample did create particular demands both on the school and on the NQT and contributed to the difficulties which arose.

Perceptions of induction activities as professional development as opposed to survival also seem unrelated to size or structure. Instead, three key issues emerged as impacting upon NQT experience: first perceptions of the purposes of induction; second, opportunities for learning; and third, specific teacher cultures.

Induction purposes

In relation to the purposes of induction, it was clear that, for many schools, there was a genuine commitment to the provision of an ongoing learning environment for the NQT. Many induction tutors spoke of the advantages of having ‘got rid of the sort of you’re in day one, do it,’ and of ‘ensuring that the NQT is given a great deal of opportunities to continue with their learning and knowledge’. Others, however, spoke primarily about ‘the chance to say these people are no good’, and of ‘stopping people coming through who can’t do the job’. In some cases the latter comments were tempered with an acknowledgement that the school should also be providing support. Nevertheless the contrast between schools, or individuals within them who believed that induction was primarily about the extension of learning and development and those who believed that it was about assessment, was stark. Moreover, we have some evidence that those schools who seemed to emphasise assessment had provided an environment less conducive to ongoing learning than schools which talked of development and support.
Opportunities for learning

For Lave and Wenger, the opportunity to be legitimate peripheral participants, that is, to act as observers and enquires, as well as performers in the classroom, is crucial to learning. These opportunities varied for our sample, partly a consequence of school circumstance, partly from NQT preference.

School circumstances impacted in different ways. In some cases, a commitment from key staff to providing an environment conducive to ongoing learning had proved difficult to implement because of a range of circumstances outside the control of the individuals concerned. One school had significant staffing difficulties, including sickness and disaffection, exacerbated by a shortage of supply teachers. The school context had limited the NQTs’ learning opportunities both through limited access to teacher expertise within the school and through limitations on visits to other schools because of difficulties in covering classes. In another school, an identified need for observation by the induction tutor, of specific classes, was thwarted by staffing and timetabling. Equally the NQT’s wish to observe experienced colleagues had been problematic in one school where some staff were not comfortable about being observed.

NQTs’ perceptions of access to opportunities for further learning also varied. In one secondary school, the NQT was the only teacher of her particular subject and spoke of the lack of support for subject-related problems. In a primary school the NQT described how she had asked for someone to ‘just plan with me, you know, just once, and they never found the time to do it’. The context in which these NQTs found themselves contrasts sharply with that of some others. In a different secondary school the NQT comments that ‘There’s never been a problem that I’ve had that somebody hasn’t had before me and there’s always people around that you can talk to.’ Another primary NQT describes how ‘The induction tutor is in the other reception class to me, so we always plan together anyway, so I’ve always had support with planning and everything.’ While this kind of opportunity could not have been made available to the first NQT in the same way because she was working in a small school, her physical location, in a portakabin classroom apart from the rest of the school together with the assignment of an induction tutor from a different key stage combined to exacerbate a situation which was already problematic.

Some schools had made deliberate decisions to use some features of the new arrangements as support and aids to survival rather than as challenges to promote further learning. For example, some schools had made a deliberate decision to use the NQT’s non-contact time for engagement in specific development activities while others had taken the view that NQTs needed that time to complete routine activities, contrary to TTA guidance, and that professional development activity would be given additional time. Our survey found 59% of NQTs perceiving non-contact time as helping them to keep on top of their workload, while 49% reported that it had enabled them to take part in professional development activities. These findings suggest that this particular TTA guidance should be reviewed.

In addition to variations in practice arising from specific school contexts or chosen modus operandi, NQTs showed varying levels of comfort with themselves as legitimate peripheral participants during their induction year. For some NQTs, further learning took the form of engaging in new experiences rather than of operating as observer or enquirer. One NQT commented that ‘I think the biggest thing is being in the classroom […….] I think definitely it’s been the actual experience physically.'
Another spoke of engagement in new activities. ‘Yes, the school production. Because I wrote it as well and it was really nice on a lot of levels.’ Several induction tutors referred to the NQT’s need to move on during the course of the year, implying that legitimate peripheral participation may be a relatively short term need for some. While their NQTs had been provided with support and a variety of forms of further training, by the summer term one induction tutor commented, ‘They’re both into teaching now, they want to put all this behind them [ …… ]They’re into it. They’ve got their feet under the table, they want to do things.’ Others clearly saw the year an extension of their training in which it was quite legitimate to continue to function as a learner. NQTs spoke very positively of the support given to them throughout the year, in some cases by their induction tutor and, in others, by the whole school staff. These NQTs seemed to be comfortable in their role as learners within a specific school context.

We therefore conclude that the opportunity to function as legitimate peripheral participants (Lave and Wenger 1991) has been beneficial to many of the NQTs in our sample, but that this opportunity has not been available to all. Where opportunities to operate as a learner have been limited, a distinction can be drawn between those NQTs in schools where the context created difficulties and those where arrangements which could have facilitated the ongoing learning process were simply not made. NQTs themselves varied in the extent to which they were comfortable with their position as learner within the school and in whether they felt the need to continue in this role throughout the whole year.

Teacher cultures

Teacher culture (Hargeaves 1994) provides a framework for understanding better why similar induction conditions do not necessarily exist in schools which appear to have much in common. The use of the concept of teacher cultures rather than school cultures has proved to be particularly apposite for the analysis of our data in that it allows for the existence of different cultures within the same school.

Hargreaves suggests that the individualist culture, in which teachers work largely alone, may be of several kinds and might be a conscious choice for established teachers. It appears from our data, that a teacher culture of individualism, of whatever kind, is unlikely to serve the NQT well. At the extreme, the culture of individualism was a contributing factor in the NQT’s decision to leave before the end of the year. This culture enabled the headteacher to locate an NQT in a classroom separate from the main building, to see this as unproblematic and to see life in a small school as providing few opportunities to share. This led to opportunities for collaboration being lost, for example, in relation to team teaching, ‘I thought, great, this will be great experience but then she went and did all the planning on her own at home.’ In another of our schools, which was in a transitional phase and going through significant levels of staff absence and change, a culture of individualism had led to the induction tutor’s conclusion that in terms of support, ‘probably the LSAs have given him the best, my LSA in particular, amazing support[…….] I don’t think anyone’s given him any support other than that.’

If individualism does not serve the NQT well, cultures of contrived collegiality, which Hargreaves characterises and criticises as administratively regulated, compulsory, implementation-oriented, fixed in time and space and predictable appear to have made a significant contribution to the general improvement in arrangements made for
the support of NQTs in ensuring that they do receive certain basic entitlements. Notwithstanding Hargreaves’ view that such a culture limits teacher development, most of our sample would claim that it has enabled an important initiative, in its first year of operation, to impact significantly upon the experience of NQTs. Our sample, without exception, spoke positively, acknowledging ‘a structure that enables NQTs to develop’, ‘the most structured and supported both for the mentor and the NQT, a huge improvement on the old system’, ‘it has made us go back and make sure that we’ve done what w mean to do for that person’ and ‘unless you’ve got something like that to focus you, it’s very easy for things to slip through’. We have described this culture elsewhere as ‘structural collaboration’ (Williams et al, paper submitted to BERJ).

Hargreaves suggests that genuinely collaborative cultures are difficult to establish or sustain on a whole school basis in large secondary schools, where cultures of balkanisation are more common. We did find many of the features of the collaborative culture: spontaneous, voluntary, development-oriented, pervasive across time and space and unpredictable, in several of our schools. NQTs and induction tutors spoke of the value of the informal day to day conversations which provided ongoing learning opportunities for many NQTs. These were often voluntary and spontaneous, illustrated by comment such as ‘A lot of it is done on an informal basis, but you know we spend time talking about things basically everyday’ and ‘He’s floating around, you know he’s always around.’ Our survey data endorsed this view of day to day conversation as a valuable learning activity. At the same time examples of the balkanised culture within secondary schools also emerged. These did not seem to work to the detriment of the NQT who was able to enjoy the support of close colleagues, but was noted by several induction tutors as militating against whole school sharing of perspectives and practice. Some felt completely isolated, ‘I’ve soldiered on on my own and I still haven’t had a word with the professional tutor’, while for others, support from other departments was dependent upon geography, ‘S and I do but we don’t see the others because they are all in different part of the building.’ The latter comment seems to combine the unpredictability of collaboration with the balkanisation of secondary school subject departments.

**Induction tutor needs (Objective 4)**

We found no significant relationship between mentoring needs and schools size or structure, largely because the previous experience of individual induction tutors, often from earlier employment, emerged as far more important. Our induction tutors varied enormously in experience, both as teachers and as managers with consequent variation in perceptions of the nature of the job and of their own capability. Those with overall responsibility, the headteacher in our primary schools and usually, but not always, a deputy headteacher in the secondary schools, tended to feel that their positions gave them the skills needed to discharge this new role. Their training needs were thus in relation to procedural matters and requirements. Comments such as ‘I mean it’s about managing tasks, about managing people, which is all part and parcel of my role’ were common.

The induction tutors themselves were much more varied in their experience, confidence and attitude to training. Almost all had received some training focused upon acquainting them with the new requirements and with their specific responsibilities. None of our interview sample had received any further training related specifically to work with their NQT although a number referred positively to
training already completed in relation to the processes involved in working with
student teachers and to the value of this training. ‘The person who’s been doing the
mentoring has done the S university mentoring course [……]that’s for ITT but will
actually cut across nicely into the work that they will be doing with the NQT.’
Several expressed a wish for more training in the processes associated with mentoring
NQTs and some stressed that this new role was significantly different from their
previous experience, not least because of the potential tensions of combining support
with assessment. Many schools noted that, because individual teachers were unlikely
to work with NQTs every year, provision of training at the appropriate time could be
problematic. Almost all agreed that the advantages of placing the NQT in the care of
someone in the same department, in the case of secondary schools, and the same year
group, in the case of primary schools, outweighed the difficulties caused in relation to
training.

The impact of resources (Objective 5)
The additional resources made available for the NQT have made a significant
difference to what is offered. The lack of targetted resources to support the induction
tutor has led to significant variations in individual school responses to the new
arrangements. For example, some schools have been able to arrange a time for NQT
and induction tutor to meet on a regular basis, within school time, throughout the
year. Others have either never managed this or have been unable to sustain it beyond
the first term. Primary schools have particular difficulties because their teachers have
no non-contact time. This question proved difficult to address in any detail because
variation in individual school funding levels had such an impact upon what the school
was able to offer to all their staff, including the NQTs.

Conclusions
To return to the main aim of our study, we conclude that all of our sample schools
have put arrangements in place which have given NQTs opportunities, largely related
to their needs, which, in many cases, were not available previously. We have
identified a whole range of different modus operandi within our sample schools which
lead us to conclude that the new arrangements have not led to consistent high quality.
They have however led to improvement and at least acceptable practice in nine of our
eleven schools, together with a recognition, by some, that previous practice had fallen
short of that to which NQTs should have been entitled. Survey data suggests that our
case study sample is representative of levels of improvement throughout the two
LEAs involved.

In order for NQTs’ needs to be met consistently, two different kinds of need should be
recognised. First, there are particular individual learning needs, such as help with
report writing or with liaison with parents, which schools are able to meet, in most
cases, with relatively little difficulty. Second, and more challenging for the school,
are the variations in NQT needs which relate to the particular school and teacher
cultures in which they will best thrive and develop. At the macro level, schools which
offer a community of practice which enables the NQT to interact, as a learner, with
significant numbers of staff receive the highest praise from the NQTs and also
greatest levels of satisfaction from the induction tutors. At the micro level, individual
teachers which offer the ongoing and spontaneous contact which characterises a
collaborative culture are identified, by NQTs as providing the ideal induction
environment.
References

Drever and Cope
Gough S and Scott W (2000) Exploring the purposes of qualitative data coding in educational enquiry: insights from recent research, Educational Studies, 26, 2, 339-354
Gough S and Scott W (2000) Exploring the purposes of qualitative data coding in educational enquiry: insights from recent research, Educational Studies, 26, 2, 339-354
ACTIVITIES
We attended a TTA Induction conference London, Autumn 1999, which provided an opportunity to share initial reactions to the new arrangements with a range of stakeholders (LEA, school and higher education personnel, NQTs, TTA and DfEE officers)
We organised and led a symposium at the BERA Conference Autumn 1999 which enabled us to discuss relevant issues as we were finalising details of our project
Informal discussion with LEA personnel has continued through the projects’ duration
A summary paper was provided for the TTA and a meeting was held with key TTA personnel to discuss outcomes
Abstract submitted for BERA 2001: ‘The rhetoric and reality of induction practice’
Abstract submitted for ECER 2001: ‘The impact of school cultures on the newly qualified teacher’s first year in post’

OUTPUTS

AARE Conference presentation, Sydney Australia, December 2000 – Sinking or Swimming: the newly qualified teacher’s fist year in post
The Induction of Newly Qualified Teachers: how policy is mediated by context, project issues identified for discussion with the Teacher Training Agency, paper provided for Gill Staley, Head of Induction, TTA (see above)
Individualism to collaboration – the significance of teacher cultures to the induction of newly qualified teachers, paper submitted to British Educational Research Journal
Paper submitted to Journal of Education for Teaching

IMPACTS
Ongoing contact has been maintained with the Teacher Training Agency and also with the individuals responsible for induction within the two LEAs.

FUTURE PRIORITIES
Work focusing upon small schools to identify good practice in managing the induction process in such schools and to make this available to all such schools

Independent evaluation and review of the Career Entry Profile and of its value once the induction period has begun

Case studies of schools where there is good induction practice in order to disseminate examples of good practice in different kinds of schools and to disseminate information about the common elements which are shared by good practice schools
Further work focussed upon school and teacher cultures and their impact upon the development of the NQT and other staff.