RETENTION AND INDUCTION OF NEWLY QUALIFIED

PRIMARY ENGLISH TEACHERS IN ISRAEL

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Induction and Retention of Newly Qualified English Teachers in the Primary School in Israel

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ABSTRACT

The shortage of quality teachers of English as a foreign language in the Israeli primary schools has been a serious concern over the last decade in Israel especially in light of the importance of learning English. The purpose of this study was to illuminate the perceived factors that positively and negatively impact on newly qualified primary English teachers' retention. The perceptions by the newly qualified English teachers and their stakeholders of the induction programme enhanced the findings that emerged. This qualitative study comprised three in-depth case studies of newly qualified English teachers in the primary school using semi-structured interviews. The sample of 19 were participants directly or indirectly involved with the newly qualified English teachers' induction experiences. The data were analysed using 'within' and cross-case analysis which generated categories and patterns suggesting a strong link between retention, induction and mentoring. The perceived factors found to have the most influence on newly qualified primary English teachers' retention were: the demands of teaching English, the status of teachers and the interpersonal relationships within the school culture. Moreover, improving the quality of induction support and a stronger induction link between the colleges and the schools were considered significant in meeting the needs of newly qualified English teachers and their ultimate retention in the school system.

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Introduction

English has become the preferred language of communication among non-native English speakers around the world as a direct result of globalisation. Therefore, it has become necessary, in Israel, to have a good working knowledge of English. English is considered one of the most important school subjects in order to successfully enter the job market in Israel . At all the institutions of higher education, most of the required academic reading is in English and this necessitates achieving a high level of English.

As a result, there has been an increasing demand by parents and educators that English be taught as early as kindergarten. For many years in Israel, English as a foreign language has been a compulsory subject taught from the fourth or fifth grade through high school (Ministry of Education and Culture, 1988). Over the last decade there has not been a clear consensus among educators about which stage to begin but there is no question that it needs to be taught well. Although there is ample research for or against this issue Spolsky and Shohamy (1999, p. 85), leading language policy experts in Israel and in the world, bluntly state that : "*Educational systems usually arrive first at a decision of optimal age on political or economic grounds and then seek justification for their decision.*"

Israel's second language policy today is indeed arbitrary as to when a pupil begins his/her studies in English. This is often set by the local city council, principal and parents. Major factors influencing these parties to demand EFL for their children in the earliest grades include the increasing growth of the private tutoring industry , the proliferation of materials for the young foreign language learner and the growing influence of the parent-teachers' organisations in making decisions about the school's syllabus. Unfortunately, the supply of English teachers cannot meet the demand for teaching English. The cry for teaching English in the lowest primary grades has compounded the situation as many English teachers have left teaching altogether.

Considering the importance of English, qualified teachers are vital to enhance the success of the second language learner. Frequently, however, due to shortages inexperienced, unqualified English teachers are utilised without the necessary preparation or suitable materials and are expected "to sink or swim." As English is considered a specialist subject and hours for each class are few, there is often only one English teacher in each primary school. Newly Qualified English Teachers (NQET's) often muddle through their first year, thinking only of survival rather than of being effective (Segal, 2000). The lack of qualified English teachers becomes evident each year when third-year college or university students are besieged with requests to take on teaching positions before they have completed their

studies. The myriad of urgent notices on bulletin boards at the local Teacher Training Colleges (TTC's) or on the ETNI website (English Teachers' Network in Israel) in the beginning or middle of the school year provides further proof of the shortage. There are some cases, where classes go without any English teaching due to the lack of teachers.

Israeli Educational System

Background

The Ministry of Education has been the central authority over the state public schools since the inception of the State of Israel in 1948. In its relatively short history, Israel has always tried to provide quality education for as many children as possible. The influx of refugees from seventy different lands with a variety of ethnic and linguistic backgrounds in a short time, tripled the population within nine years (Sachar, 1958). Teaching conditions deteriorated with the expanding numbers of pupils and the shortage of qualified teachers could not keep up with the growing demand. Since those threshold years, immigration has subsided considerably except for two unusual waves as a result of dramatic political changes: the fall of the Berlin Wall and the secret emigration from Ethiopia. This mani-fested itself in mass immigration from Russia and Ethiopia during the 1990's into Israel.

Organisation

The Jewish school system is divided into three sectors: the secular public schools, the Religious public schools and the private schools. Private schools are supported by government money and are subject to some form of supervision from the Ministry. The public schools provide free education from the age of three – nursery school until the age of eighteen - twelfth grade. The secular schools on the whole have a short school day and operate six days a week from primary school through to high school. The graduates are drafted into the army upon completion of their studies.

By contrast, the Religious public schools follow religious Jewish laws and include non-secular subjects such as the Old Testament, religious dogma, and philosophy. Pupils pray daily and their classes in most cases are segregated – boys from the girls. Junior high and high schools are separate institutions for boys and girls. The school day is usually two to three hours longer than the secular schools because of the extra provision of religious studies.

Primary school begins with first grade (six year-olds) and finishes with sixth grade (twelve year-olds). Junior high school begins with seventh grade (twelve year-olds) and finishes with

ninth grade (fifteen year-olds). High school may begin with ninth grade or tenth grade (fifteen year-olds) and finishes in twelfth grade (eighteen year-olds).

A principal, and one or more vice-principals, relative to the size of the institution manage the schools. Every grade level has an appointed department head who deals with subject matter, team organization, planning and is the liaison between the teachers and the principal. Primary school homeroom teachers may teach two or three subjects in their own classes and other classes. Subjects such as English, Art, Physical Education, Music are taught by specialist teachers. The maximum class size is 42 pupils with 21 tables/desks built for two. The assigned hours may vary from school to school depending on the principal, the general inspector and/or parental requests.

Ministry of Education

The administrative structure of the Ministry of Education in Israel is formed by: the Minister of Education, the Director General, the District Inspectors, the Pedagogical Secretariat, Subject Chief Inspectors, General Inspectors, Local Education Authority, District Subject Inspectors and Subject Counsellors. (See Administrative Structure of the Ministry of Education, appendix 1).

The Minister of Education is appointed by the Prime Minister and often changes when there is a new government. H/She, with advisers, determine the educational policy. The Minister of Education appoints the Director General who is held responsible for the implementation of this educational policy. The country is divided into eight geographical areas which have District Heads. The District Heads are responsible for the implementation of the Director General's educational policy in each district. In addition, they are free to decide on their own initiatives and to explore new directions. The General Inspectors' roles are divided according to pre-primary, primary and secondary schools, religious and secular schools and special education. They are responsible to the District Heads to carry out policy decisions and new initiatives. In addition, they work closely with the Local Education Authority and the Subject Inspectors that will be explained in the next section.

Parallel to the above hierarchy, is the Pedagogical Secretariat that is made up of Chief Subject Inspectors such as English, who are advised by subject committees of teachers and academicians. The Pedagogical Secretariat advises the Director General and the Minister of Education at all levels of schooling.

The Chief Inspector of English, is responsible for decisions and recommendations relating to the teaching of English and teacher education. In addition, s/he is held responsible for the composition and administration of the matriculation exams.. H/She is responsible for eight

English Inspectors who are appointed according to the eight districts mentioned earlier. These English Inspectors are chosen according to the following criteria: successful, veteran English teachers (usually former or present-day high school teachers), have shown initiative as teachers in their schools and possess good interpersonal skills. They must also hold a second degree. The Chief English Inspector does not have a direct connection with the District Heads or the General Inspectors. By contrast, the English Inspectors are responsible to both the Chief English Inspector and the District Heads and the General Inspectors.

The English Inspectors screen the English teacher candidates for the principals, who subsequently hire the teacher for primary and junior high schools. The English Inspectors work closely with the primary school principals in setting English language policy and hours in the schools and approving curricular programmes. Furthermore, s/he works closely with the Local Education Authority to further the study of English in each area. The English Inspector is responsible for in-service training for new and veteran English teachers, observing teaching in the classroom and for providing English counsellors to assist new teachers adjust to the school system at all levels. While high schools function relatively autonomously, the English Inspector may be called in for advice or recommendations about English.

The Local Educational Authority maintains the school buildings, the running of the schools and the implementation of its own policies. Moreover, they are responsible for employing high school teachers and thus have a close relationship with the principals.

Every school has a general inspector according to districts. He/she is responsible for hiring and firing general subject teachers in primary and junior high schools,, offers pedagogical advice to the principal and answers to the central authority of the Ministry of Education in Jerusalem. There are also inspectors for specific disciplines who are trained and experienced in their respective fields, for example, English. Prospective English teachers in primary and junior high schools are hired or fired by the English inspector. They are equally responsible for all the state public schools in the educational system but not for the private schools.

Language policy

English is the major language of wider communication for Israelis for the following purposes: extra-community relations such as Jewish communities abroad, access to economic success, information and entertainment. Therefore it is a major subject in primary and high schools. The establishment and enforced policy of the place of English in the Israeli curriculum is a direct result of university academic regulations (Spolsky and Shohamy, 1999). The teaching materials are written and published in Israel.

From 1995 until today, there has been increasing pressure to begin English in the youngest grades. However, then, English was compulsory beginning in grade five, allowance for starting in grade four and the possibility of beginning in grade three but only with the approval of the inspectorate (Spolsky and Shohamy, 1999). Today, the starting age is increasingly younger. English is now compulsory in grade four, while 40% of schoolchildren in the major cities begin in grade three and 3 to 5 % begin in grades one or two. The policy decisions are determined by parental demand on local councils although studies in Israel have shown that the achievements of later learners, such as in grade four, are a little better than learners in grade three.

Officially for many years, the inspectorate opposed early teaching of English for the following reasons: Hebrew must be firmly established as a first language; extra staff and materials are unavailable; the wider the spread of teaching English, the more strain on existing resources, thus lowering the quality of teaching. Yet, these arguments did not prevail. Parents sought private lessons for their children, thus policy was set in reaction to this demand rather than leading it. According to Spolsky and Shohamy (1999), in 1995, English averaged one and one half-hours per week in grades one through four. Grade 5 pupils averaged two and a half-hours while grades six and seven averaged ten percent of the total school hours. Due to the pupils' increased exposure to English outside the classroom through the media, family, travel and tourists, a new curriculum was created to ideally raise the standards of English taught in the schools in four areas:

> "..the ideal high school graduate should have the ability to communicate freely
> in English, orally and /or in writing; use English to obtain information; present
> information in an organised manner and have an appreciation of literature written
> in English, of other cultures and of the nature of language and the differences among
> languages" (Spolsky and Shohamy, 1999, p. 182).

The English curriculum spans the teaching of English from grade four to grade 12 (Min. of Ed., 2001). Moreover, there is also a curriculum for English speakers, which answers the growing need for these pupils throughout the school system. At the time of writing, there is no official curriculum for grades one to three although the number of younger pupils beginning English is increasing.

While introducing English language standards is expected to improve the teaching of English, the resources for the programme have decreased. Classes are still overcrowded, the number of hours for teaching English in the schools has not increased, and yet English teachers are expected to teach better. Is it realistic to implement a new curriculum under such conditions?

English Teacher Preparation

Prior to 1980, the only pre-requisite to teacher-training was a high school diploma and registration at one of the Teacher Training Colleges (TTC). If the candidate was not accepted, he/she would approach other TTC's until one was willing to accept him/her with or without full matriculation. It was always felt that anyone could become a teacher because ultimately a place could be found. However, twenty years ago in an attempt by the government to increase teachers' status, a line was drawn under which a candidate would only be accepted under the following criteria:

> "Further significant developments included a change in acceptance criteria to TTC's.:
> - A full matriculation certificate
> - A standardized national entrance exam
> - If the candidate cannot pass this test, he/she cannot be accepted to any college.
> - Interviews at the institutions, sometimes in groups to determine the candidate's suitability according to an institution's particular outlook." (Eisen, 1994, p. 12)

As a result of these requirements, there was equality in basic acceptance standards in all tracks of teacher training at all levels of education at all TTC's. These basic requirements were increased for higher levels of teacher training. In due time, the institutions were permitted to raise this threshold but not to receive anyone below it. This new selection process, an entrance exam, was meant not only to raise the teachers' status as a profession but also to attract preferred candidates to the TTC's. This proposal was not well-received in all the colleges. They saw it as a threat to their existence. They would lose their population due to the standards imposed upon them. In fact, the colleges' fears did not materialize. There was a significant improvement in the level of students and a larger number were attracted from the middle classes. (Eisen, 1994)

Since then, the threshold has been raised every three to four years and in full cooperation among the college heads and with their encouragement. When it became clear that people were being rejected by TTC's after repeatedly applying, the teacher training institutions' status rose in the eyes of potential candidates.

Although there is not one particular test design that colleges feel is efficient in choosing the best candidates for teaching, colleges are seeking to improve personality measurements and pre-disposition to the profession through questionnaires.

Teacher Training Colleges have raised the standards and demands on their teacher training staff in accordance with the findings of a governmental commission from 1979 known as the Etzioni Report. This report found that most TTC staff only had first degrees. Over the last decade, changes have occurred:

- anyone desiring to teach at college level must have a second degree – M. A.
- financial encouragement is offered to the staff to study for a second or third degree and
- in order to become a full-time employee, a Ph.D. is required.

These steps were taken with the expectation that staff would begin to re-organise themselves to develop professionally. As a result, today only teachers with MA's or Phd's are hired in the TTC's. This change has brought about higher academic demands from the staff themselves and from their students alike.

Another important aim of the reform at the staff level, was fostering cooperation within the colleges among the various departments as well as within each discipline. As Eisen confirms: *"It was felt that the development of a cooperating staff would be the catalyst to improve the quality of teacher training in the educational system" (1994, p.14).*

Cooperation has become one of the key words in education today. The significance here is that if the teaching staff at the TTC did not demonstrate unity or cohesion, then how could the educational system expect teachers to internalise and demonstrate this ability in their future positions in the school system? When newly qualified teachers (NQTs) embark on their first role of teaching, they are expected to become an integral part of the teaching staff, cooperating with other staff members and contributing on an equal footing like all teachers in the school culture. For the first time departments in various colleges openly discussed issues, elaborated, planned and implemented programs relevant to their work in teacher preparation together.

The catalyst behind this change was the establishment of a new government- funded institution called Machon Mofet established in 1988. The goals of Mofet are multi-faceted. Mofet has become the centre for research for curriculum, educational leadership planning and teacher education. Instead of dividing the budget among the TTC's according to the number of students, a portion of the budget is set aside for research and development. In-service workshops are held for teacher-trainers and professionals in the field of education. Conferences are regularly convened about topical educational issues. The Heads of Departments from all the TTC's meet regularly where goals and programme planning at the colleges are shared and decided upon according to the discipline. As an advisory board,

suggestions for syllabi and topics of instruction in TTC's are published as well as Mofet's own periodical where teachers report on projects and new initiatives. (Eisen, 1994, p.15)

The TTC's today provide the main structure for the professional development of the teachers from the beginning of the process continuing through to in-service training. This follows the theory that a profession must be an ongoing learning process.

Today the colleges offer:

- continuing education courses for teachers leading to higher academic standards in the discipline
- in-service training in particular fields
- re-training courses for academics
- developing cooperative initiatives with the schools within the radius of the college.
- developing programs and initiatives country-wide in cooperation with the Ministry of Education.

The TTC's are the main provider of English teachers for the primary school today in Israel. The curriculum at the TTC's is based on a minimum of compulsory courses required by the Ministry of Education and optional courses provided by each English department over a period of four years. Wald compared the pre-service programmes in five universities and eleven TTC's in an attempt to understand the shortage of qualified English teachers (1999). She found that among the colleges ".... *only three programs meet the goal recommended by Mofet,*" (1999, p.137) for the optimal number of English teacher training hours. ·Furthermore, *"In five colleges, students are provided with training for teaching both English and another subject*" (Wald, 1999, p.137). When teachers study two subjects rather than focus on one, Wald believes that the teacher is less effectively trained in EFL.

Not all the TTC's teach the same English curriculum. Each TTC English teacher-training program is designed according to the perceived needs of their students and the Ministry of Education's recommendations. The curriculum includes courses such as English language oral proficiency and academic writing, understanding educational and foreign language theories and their practical application to the classroom, world knowledge and culture, pedagogy, practical ideas, action research and self-awareness as well as three years of weekly initial teacher training in the classroom not inclusive of the fourth and final year of study.

Training in the final year takes place in junior high and primary school. Most TTC's require students to do their initial teacher training in junior high school even if they prefer to teach only at the primary level. In the fourth year the student teachers are appointed to their first

part-time positions as qualified teachers while they complete their B.Ed. Since September, 2000, all fourth year students at TTC's have become NQT's simultaneously and are officially enrolled in a mentoring-induction program which they must complete in order to become qualified teachers in the educational system.

Primary school English teachers

Until recently, in Israel, the role of the English as a foreign language (EFL) teacher on the primary level was not perceived as being very significant in English teaching. It has always been the junior high and high school English teacher that enjoyed a certain prestige. These teachers prepare their students for success at higher levels of education by specifically teaching for the matriculation exam. They were almost exclusively trained at university level while primary English teachers were taught in TTC's. The primary English foreign language teachers today are a mixture of all types. According to a 1995-6 study, approximately 42% of the overall number of new English teachers in Israel were graduates of teachers' colleges while approximately 13% were graduates of universities (Wald, 1999, p. 131). Approximately 40% of the remaining English teachers are native English-speakers some of whom have had experience teaching in an English-speaking school abroad and have retrained in Israel (Spolsky and Shohamy, 1999). Additionally, there are others who are retrained, new immigrant English teachers from non-English-speaking countries such as Russia or South America. Wald's survey further states that "*about one third of all the English teachers of that year had not graduated from a pre-service teacher training program either in English or in any other subject matter*" (1999, p. 130).

Another group of "unqualified" English teachers worth mentioning here are qualified home-room teachers who are sometimes called on by desperate principals to fill the required English-teaching hours in the timetable. When an EFL teacher unexpectedly quits or goes on maternity leave and the position cannot be filled, classes will continue without learning English which subsequently leaves the children unprepared for the next school year. When such paradoxes exist within the system, it is not surprising that for many years it has been assumed, that teaching EFL seriously only begins at the junior high level.

Newly qualified English teachers

The difficulties facing English teachers has been documented through teachers' narratives about their initial experiences (Camron, 1999, Gefen, 1999) A first encounter with Israeli English classes in the Nineteen - Fifties emphasises the insurmountable obstacles facing a native English-speaker and new immigrant who took up the challenge of teaching:

"I had two enormous 9th grade classes, the most unsuitable textbooks, and
practically no knowledge of Hebrew. At the beginning I had the support of the
principal and his assistant; however following a bad experience with Histadrut
Hamorim, [Teachers' Union] which was interpreted as a political declaration, my
self-confidence was absolutely demolished and I struggled to finish the year"
(Camron, 1999, p.52).

According to Gefen (ibid.) classes were as big as fifty pupils per class. Despite the fact that today class sizes have been 'reduced' to a maximum of 42 pupils, while suitable textbooks, TV programmes, tapes and computers exist, the difficulties for the NQET's still remain. Teacher training alone is inadequate. *"An unsuccessful start is a major cause for teachers' low motivation and energy, and eventually, for teachers' burnout."*(Geva-May and Dori, 1996, p.335). Knowledge and methodological techniques are insufficient without an understanding and internalisation of socialisation patterns, an awareness of classroom knowledge and school culture (Geva-May and Dori, 1996).

Aside from the technical aspects of supplying trained personnel, there are difficulties in the transition from being student teaching to becoming a full-fledged teacher. Primary English teachers are assigned to their first school by the English Inpsector of the school district. The NQET is sent for an interview with the principal and if the candidate is accepted, he/she is then hired by the Ministry of Education. These appointments can only take place in late August due to the priority of placing veteran teachers with rights first. They are introduced at the first staff meeting and it is up to the principal or other staff to personally take an interest in their well-being and development during the first year. It is a rare school that has an induction policy. Sometimes, out of mutual need, NQET's will join forces with other NQET's to commiserate about their situations. Other new teachers such as home-room teachers, math teachers or Hebrew teachers have several colleagues with whom to connect while the English teacher is often alone. Teaching is considered the profession that "eats its young." Being thrown into classes of 35 to 40 pupils, physically crowded classrooms, sometimes with five different classes and preparations in one day and not a friend to share this with all contribute to the isolation of NQET's. It is no wonder NQET's find the experience harrowing. A poignant example of this is described by an NQET in Israel in his first year of teaching:

"I became overwhelmed with 'not-knowing' during this break-in period and
failed to seek help when needed. Blaming myself for ensuing difficulties, I
experienced a great deal of helplessness and loss of control. By pushing harder,
instead of seeking support, I began to feel a great sense of failure in the classroom.
Looking back, I think it is relevant to ask: Why did it take me three months to recog-
nise my need for help? "(Segal, 2000, p.15).

Leadership

Some NQET's will find him/herself either turning to the principal for guidance if the principal has time to listen, or hiding the difficulties, hoping they will disappear. Principals, due to pressure from the parents, are not always sympathetic or understanding of the NQET's plight and more often than not, are only concerned with the achievements of the pupils' in the English classes.

The importance of the head teacher (principal) in the induction of NQET's is further reinforced by a study of general NQT's in Israel.

> "The principal of the school plays a decisive role in the acclimatization and deve-
> lopment of the novice teacher. Of course a principal cannot be held completely
> responsible for the novice teacher's success or failure but he can help him/her
> to get through the first year considering how significant it is on his professional
> career" (Almog, 1999, p. 20).

Salary

One other issue that has been felt for many generations of teachers is the relatively low salary that they receive for such demanding work. Here is a quote from a recent newspaper article promising changes in the profession: "In the existing conditions, where the salary is pitiful, causes early burn-out and no possiblity of advancement, the motivation to invest in the profession is the lowest one can get" (Katz, 2000).

On the other hand, many NQT's are not fully aware of their salaries until their first paycheck which may come a month or two after beginning the school year. This fact embitters the newly qualified teacher who is attempting to cope with the high demands for English from the parents and the Ministry under difficult conditions.

All of the factors addressed above have impacted on the efforts of the Ministry of Education to attract 'good' qualified English teachers.

Induction Support

The critical first year of teaching has been recognised as the most difficult but significant in the beginning teacher's life (Carre, 1993, Cross, 1995, Geva-May and Dori, 1996, Tickle, 2000). This is the year that NQTs face the everyday exigencies of life in the NQT classroom and school. Until the early '90's, the attitude towards support for new English teachers was haphazard. Once English teachers were appointed to their schools, they were invited to a

general orientation day that was organized by the English inspector in each district and to on-going in-service workshops. There were no formal induction programmes within the individual schools. The English teacher would sometimes make friends with different teachers on staff, young or old. These relationships depended on the personalities of those involved. NQET's like NQT's in general, did not feel comfortable sharing their burden with strangers and were fearful of searching for help which they felt might be regarded as a sign of weakness (Brauer, 2000, Segal, 2000). There were several approaches to supporting new English teachers which were established over the years: the external English counsellor, accompanied induction and most recently, the induction programme (Min. of Ed. 1999).

External Counsellor

The last decade in Israel has brought a greater understanding of the problems impacting on NQT's. The growing shortage of good, qualified NQT's in the educational system in the early '90's and the growing concern over the teachers who did not remain in the system for more than one or two years drove the Ministry of Education to respond. The first major innovation introduced and still prevalent today is the external counsellor for NQT's in various subjects, particularly in English. The counsellors are experienced practicing English teachers from the field who help ease the integration of the NQET into the primary and junior high school setting.

The counsellor meets with the NQETs who are referred to him/ her by the English inspector in the district. The visits take place at school on a regular basis from as little as once in six weeks to intensive once a week meetings depending upon the needs of the NQET and/or the principal and the inspector. NQET lessons are observed or not, depending on the willingness of the NQET, individual needs or materials are discussed and constructive criticism is offered. Sometimes the visits are completely informal, giving emotional support where necessary and discussing his/her expectations or reflections. However, there are NQETs who are not prepared to have a counsellor observe their lessons, fearing that the counsellor is in fact a spy for the English inspector. The teachers assigned to each counsellor also meet regularly with first and second-year peers in groups to discuss their difficulties and triumphs in the classroom, offer practical advice and commiserate. It is meant to be comforting to meet with other novice teachers. Some NQET's benefit, while others do not care for support groups. Those NQET's are often the same ones who do not allow the counsellor to observe their lessons. Not all NQET's are aware of the role of the English counsellor because they are not recruited through the Ministry of Education. On the other hand there are new teachers who are aware of the English counsellor and the district workshop but avoid seeking any assistance.

Accompanied Induction

Another program established at approximately the same time as the external counsellor was called "Accompanied Induction" for NQT graduates from the TTC's. The aims of this program were:

> to aid new teachers during their first year
>
> to increase the numbers of students concluding their
>
> teacher training studies and preventing their dropping out
>
> to improve the existing teacher training process through
>
> feedback on the accompanied absorption year. (Porat, 1995, p.93)

English teacher-trainers from the TTC's were hired to follow up on their graduates who began their teaching career. The teacher trainer met with the NQET's about once a month at a convenient location for most of the former students. This support group from the TTC was voluntary and it gave their graduates an address to turn to in time of need. In between these meetings, the teacher trainer divided her time among the NQET's individually, visiting their classrooms and schools. More often than not, the NQET's eventually moved out of the vicinity of their college and therefore the meetings were less formally structured than the previous model. It was difficult for these teachers to travel far in order to meet with their peers and former teacher-trainer. Many NQET's took advantage of the opportunity while others never appeared. Since the inspectors' counsellors meetings, other in-service workshops or school staff meetings and the TTC's meetings were sometimes parallel, they often clashed, forcing NQET's to make a choice between which counselling they preferred.

The teacher-trainer was at a disadvantage in that she could not reach the NQET as often as the English counsellor could. Although there were valiant efforts made to "save" graduate NQET's from failing, communication between the teacher-trainer and the NQET's or the schools became impractical. Moreover, the English inspector had no direct contact with the teacher-trainer unless he/she initiated it. On the other hand, a few NQET's stuck out their initial teaching job due to the warm support from their college peers. The inspector's chosen counsellors, who frequently make school visits according to the needs of the NQET and work only in the inspector's district, affords a clearer picture of the needs of the school and of the NQET's close at hand. The accompanied induction programme eventually evolved into the official induction programme which began in the academic year 2000.

Induction programme

Although the two programmes previously described have contributed to NQET retention, the number of NQETs requiring assistance has surpassed the number of counsellors available from the Ministry of Education. Two years ago the Ministry decided to take further action

realising that times have changed. The changing classroom climate, (less respect for teachers by parents and pupils) coupled with increasing discipline problems, the growing drop-out rate of NQT's after one or two years and lower enrollment for key subjects such as math and English at TTC's were causes for alarm. It became obvious that the NQT's needs were not being met. This led the way to the formal induction and mentoring programme which has become popular in Britain and the US. Mentoring is believed to be *"... an increasingly significant element in the induction process at various stages of a career."* (Bush, Coleman, Wall and West-Burnham, 1996, p.121).

The Israeli model of induction was drafted by the appointed pedagogic committee of the TTC's at Mofet and the Ministry of Education. The current document states: *"that having a mentor for beginning teachers is the preferred model over all other existing models."* (Ministry of Education, 1999, p. 19) Furthermore the document says that

> *"....an experienced colleague, a member of the same school staff involved in the institution where the novice teacher teaches, is most effective in helping new teachers acclimate." (Min. of Ed., 1999, p.19)*

Not only are the NQTs' professional needs addressed but his/her socialisation too, for example welcoming the NQT into the school culture.

The three-year TTC programs have been extended to four-year programmes which culminate with the granting of the Bachelor of Education degree. The Induction Programme is compulsory for the last and fourth year of studies at the TTC. Although still a student, the NQT *"is considered a qualified teacher in every way and is expected to exercise his/her rights, responsibilities and obligations"* (Min. of Ed.,1999, p. 8) in his/her own school setting. The programme provides the students with

> *"...the freedom from dependence on the teacher-trainer while at the same time encouraging partial independence in order to experiment with his/ her newly gained knowledge, and to develop self-confidence in their skills as new teachers" (Min. of Ed., 1999.p. 8).*

There are three basic requirements to the programme. The NQT must be hired to a part-time position: for a minimum of at least ten hours, (a full time position in the primary school is thirty hours per week and twenty-four hours per week in the junior high and up) The number of hours was an important factor since prior to this programme, it was felt that first year teachers who had taken on full-time positions right from the start, had already been encountering many difficulties – balancing many classes, attending after-school meetings and other demands on new teachers made by the schools.

The second requirement is choosing a mentor. The mentor must have at least five years of teaching experience, can be chosen by the mentee freely, and can meet informally or formally (fixed times in the schedule) if it is within the same school including peer visitations. The mentors are not required to have prior training for their role. The importance of the mentor's availability at the time of 'crisis' is considered crucial to dealing with the mentee's immediate needs, providing suggestions that lead to professional development.

When the mentor is a member of the school staff, the chances for these quick sessions increases and helps the NQT solve their immediate problems. It also informs the mentor of the NQT's progress. Unfortunately, when English is the subject in the primary school, finding a school-based mentor is not always feasible because there is usually only one English teacher. When this occurs, the frequency of meetings expected to take place and their effectiveness subsequently lessens.

The third requirement is the formal assessment of coursework at the TTC and the evaluation of the following teaching competencies: instruction , classroom management, educational roles, integration within the school and responsibility. These are clearly set down in the booklet called Internship in Teaching (Ministry of Education, 1999). The evaluation process is formative and summative, based on observation and feedback. It is meant to take place twice in the first year: at the end of the first semester, given by the mentor without a numerical grade and towards the end of the school year including a final grading of the NQT's work. A special committee is convened for the second evaluation to assess the beginning teacher which is comprised of: the general inspector/ English inspector of the primary school, the principal, the mentor teacher and a veteran teacher from the school.

The school-based assessment requires at least one written report based on the NQT's classroom teaching each semester to be submitted to the committee as well as documented feedback on the functioning of the NQT in the school culture (Min. of. Ed., 1999,p. 42). It further states that the NQT is invited to join the committee for a discussion. If necessary, the teacher- trainer at the TTC may be requested to express an opinion about the NQT. If the NQT does not succeed in achieving a satisfactory grade in the first year, he/she is expected to repeat the mentoring and induction process the following year as a pre-requisite towards attaining a teachers' licence in Israel. Furthermore, the NQTs carry out studies in their own classroom in order to compile a professional portfolio demonstrating their individual progress over the first year of teaching. Thus professional development, support and evaluation are two-dimensional – school and college-based. This programme ran experimentally for four years in certain TTC's and was eventually expanded to include all the recognised TTC's as of 2000. If the program proves successful, it will be extended even further to include all teachers entering the educational system.

The induction programme is intended to "*complement the theoretical instruction and the practice teaching of the preceding three years.*" (Ministry of Education,1999, p. 9) It is designed to "*expand the NQT's involvement within the school he/she is teaching and to shoulder more responsibilities outside the individual classroom*" (Min. of Ed. p. 13). It has been felt that NQT's are not aware of these extra-role responsibilities to the school as a whole.

Mentoring is conducted on a one-to-one basis, includes reflection and formative assessment during the first year of teaching. The schools are partners in the programme formally. The TTC involvement with the school is expected to be minimal. Any intervention depends on particular TTC policy. On the whole, induction is new to Israeli schools and the dissemination of the significant information is through booklets or information distributed to newly qualified teachers.

Purpose and Aims

The purpose of this small-scale study was to examine the factors that impact on the retention and induction of newly qualified English teachers from the Teacher Training Colleges in the primary school in Israel. Furthermore, to understand how the new induction programme may reduce English teacher shortages. An impressive list of researchers have examined the shortage of teachers, induction and mentoring programmes (Powell, 1990, Earley and Kinder, 1994, Bines and Boydell, 1995, Bolam, et. al., 1995, Gratch, 1998, Moyles et. al., 1998, Bemis, 1999, Macdonald, 1999, Weiss, 1999, Adams, 2002, Cockburn, 2000, Merry and Kitson, 2000) . However, most of the studies are quantitative surveys of newly qualified teachers and therefore lack in-depth understanding of the relationships formed. Very few address the latent effect of mentoring or include the relationships formed within the institutions (Earley and Kinder, 1994, Wooldridge and Yeomans, 1994). In addition, there are little or no negative studies of newly qualified teachers that did not remain in teaching. Most experts agree that teacher shortages are peculiar to each country (Powell, 1990, Macdonald, 1999, Adams, 2002). Extended teacher preparation is not sufficient especially in light of the shortage of English teachers. Newly qualified English teachers require more real-time support and professional development if they are to remain in teaching.

This research contributes to the limited body of research about the retention and induction of newly qualified English primary teachers. The purpose of this study was to investigate the perceptions of newly qualified English teachers on their induction and mentoring experiences, the relationships formed within the schools, and the perceptions of the stakeholders on retention, induction and mentoring. In addition, what long-term influence did the mentoring relationship have on the NQET? The information gathered from this study will contribute to a deeper understanding of the newly qualified primary English teacher's

induction experience. Furthermore, it may provide policymakers and stakeholders with an improved knowledge base to better understand the induction programme and ensure quality induction and professional development for each newly qualified English teacher (Cohen and Manion, 1994).

Research questions

1. What factors do the stakeholders attribute to the retention of English teachers in the primary school?
2. How do newly qualified English teachers perceive their induction?
3. How do the stakeholders perceive the induction programme and their perceived roles?
4. What factors do newly qualified English teachers perceive to have the most influence on their induction and professional development?

For each of these major questions, the sub-questions follow:

What factors do the stakeholders attribute to the retention of English teachers in the primary school?
* *How does the school context positively influence new English teachers to remain?*
* *What difficulties do new English teachers experience in the primary school?*
* *What external pressures impact on new teachers?*

How do newly qualified English teachers perceive their induction?
* Was their induction effective?
* Were they challenged?
* How effective was the relationship with the mentor?
* How effective was the evaluation?

How do the stakeholders perceive the induction programme and their perceived roles?
* What was the quality of information?
* Were the stakeholders aware of their role?
* How effective was the induction programme for newly qualified teachers?
* How effective were the mentoring practices?

What factors do newly qualified English teachers perceive to have the most influence on their induction and professional development?
* Was there a link between the induction programme and on-going professional development?

Scope of Study

The participants in this study were three newly qualified English teachers after their first or second year of teaching in primary schools within a 40-mile radius of Tel Aviv, Israel. This area has been faced with fluctuating English teacher shortages in the primary school. The NQETs were from state public and state public religious schools, from low socio-economic schools to middle-class and affluent schools in the primary grade levels where English is taught. The teachers included only NQETs from teacher training colleges who participated in the official and unofficial induction programmes. The following stakeholders were also included due to their significant role in new teacher induction: the principals, the mentors, the English inspectors, the English counsellor and the teacher trainers of the NQETs from the TTC's.

English is the first major second language in Israel, yet retaining qualified English teachers has become increasingly difficult. There is a lack of qualitative in-depth research about induction.

Rationale for Study

The fluctuation in the supply and demand for English teachers has been a serous concern over the last decade in Israel. The shortages are highest in the primary schools. It has been oft repeated that if teachers were rewarded with a higher salary, then this shortage would decline. On the other hand, newly qualified teachers from teacher training colleges lament that they are unprepared to face the many challenges of English foreign language teaching in these areas: managing heterogeneous classes; assessing pupils' achievements; meeting parental demands and lesson planning (Segal, 2000). Moreover, the successful implementation of the new standards-based English curriculum requires more time and effort by the teacher while English subject support is not always available to each newly qualified English teacher (Min. of Ed., 2001).

The difficulty of attracting promising qualified teachers in Israel is similar to the trend in the world today (Powell, 1990, Grace, 1991, Fresko, et. al., 1997, Macdonald, 1999, Cockburn, 2000). Statistics regarding the retention rate of newly qualified teachers in Israel were requested through the Chief English Inspector and the research department of the Ministry of Education but were declined. The induction programme, which began in the academic year of 2000-2001, was developed to support these new teachers and reduce teacher loss. The programme explicitly cites reflection and professional development as the main goals of induction.

The peer support group, mentor support and on-going evaluation are intended to contribute to this growth. However, not every mentor is an English teacher. The role of the English counsellor is not addressed and yet this role is significant for English subject professional growth especially in lieu of the subject mentor during the induction year. Therefore, the present induction programme must be examined to improve its quality and equity for each new future English teacher.

Methodology

This qualitative study comprised three in-depth case studies of newly qualified English teachers in the primary school using semi-structured interviews for nineteen participants. Each type of stakeholder required a separate interview schedule, however the same information was collected. This collected data was similarly reduced to allow for the refinement of the following categories: retention, induction and mentoring. These were further sub-divided into emerging themes which was characterised by the iterative process of 'moving backwards and forwards' within the data, looping information spirally, establishing patterns and seeking correspondence among the categories (Creswell, 1998, Morrison, 2002). The data was subsequently visually displayed in charts and matrices. The studies were compared for similarities and differences to each other and to the literature. These case studies cannot be generalised to the whole induction programme in Israel but illuminated the major factors that the stakeholders perceived to impact on the retention and induction of newly qualified English teachers. Bassey (2002) named these 'predictive' or 'fuzzy' generalisations that inform researchers of what may work.

Overall structure of the thesis

The next seven chapters are comprised of: the review of the literature, methodology, case study one, case study two, case study three, cross-case analysis and discussion.

Chapter two, *the review of the literature* surveys and links three major areas which are the basis for this study: retention, induction and mentoring. The issues are outlined and directly tied to the focus of this study.

Chapter three, *methodology,* outlines the overall development of the qualitative research design. It further explains the choice of the interpretivist paradigm in qualitative inquiry and data collection methods such as semi-structured interviews and documents. The analysis of the data is reviewed using the coding of the major concepts which eventually proposed possible connections between retention, induction and mentoring. Finally, the ethics of this study are addressed.

Chapter four, *case study one,* is a descriptive analysis of a successfully absorbed newly qualified teacher, who participated in an official induction programme. The study presents the perceived factors which positively impacted on her induction and ultimate retention.

Chapter five, *case study two,* is a descriptive analysis of a native-speaking English teacher who experienced a negative induction experience. She did not benefit from an official induction programme. The study addresses the perceived factors which caused her flight from teaching.

Chapter six, *case study three,* is a descriptive analysis of a successfully absorbed third year veteran English teacher who participated in an official induction programme. The study presents the perceived factors which positively impacted on her induction and ultimate retention.

Chapter seven, *cross-case analysis,* is a comparative analysis of the three evaluative case studies reviewed in chapters three, four and five. The chapter investigates the issues relating to the research questions, searches for similarities and differences among the case studies and draws conclusions from the collected data.

Chapter eight, *discussion,* addresses the significant findings of the study affecting the retention of newly qualified English teachers and their implications for the retention and induction of primary English teachers in Israel. These factors were also compared with current studies and offers recommendations for future policy and research. Finally, the chapter summarises the thesis experience and its impact on my professional growth.

CHAPTER TWO
THE LITERATURE REVIEW

Introduction

This chapter surveys and links three distinct areas for the purpose of this study: retention, induction and mentoring. Few studies conducted about induction and mentoring are directly related to the issues of retention. Some studies in Israel have dealt with issues that are related to retention such as predicting teacher commitment (Fresko, et. al., 1997) and the relationships between job satisfaction and teachers' extra-role behaviour (Somech and Drach-Zahavy, 2000). However, none of these relate specifically to new English teachers in the primary school in Israel and what factors influence their retention. However, there are a few studies about the induction of new immigrant teachers in junior high/ high school and the attitudes of school principals towards them (Sabar, 2004) and the induction of new teachers and the influence of principals (Hoz, et. al. 2003). It is therefore significant, in the face of constant English teacher shortages in the primary school in Israel, that this study examine the issues and factors that contribute to successful retention of newly qualified English teachers.

This review addresses the factors impacting on the retention and commitment of teachers and specifically modern language teachers. The main issue stems from job satisfaction and all of the elements that directly relate to new teachers' working conditions. The following list, which has been gleaned from the literature, is not exclusive. In fact, retention is complex and contextual: effective school leadership, feedback and support, management of pupil behaviour, school culture, teacher autonomy, the demands of teaching English and others such as status and salary. Each country concerned with improving new teacher retention should examine its own particular context, compare itself to other countries and initiate changes.

Effective induction has been linked to the successful retention of new teachers. The literature suggests how effective induction may win the commitment of new teachers. The themes include careful management, school support and professional development. Some of the issues overlap with retention issues such as the role of the principal and school culture however this fact strengthens the purpose for examining both retention and induction together.

Finally, the last section will examine the themes in mentoring. Mentors are considered the most crucial role in induction. The themes include mentor selection, role definition, the need for training and support and assessment. In addition, the tension of non-subject mentoring is addressed and its relevance to the induction of NQETs.

Retention

The shortage of teachers worldwide has been linked to economic fluctuations. The disciplines most severely affected by this are subjects such as math, physics, technology and modern languages (Powell, 1990, Grace, 1991, Wilson and Pearson, 1993, Macdonald, 1999, Trafford, 1999, Fisher-Ilan, 2001) In times of economic growth, foreign language teachers are keen to seek alternative job opportunities associated with business and technology, therefore school systems can find themselves without qualified teachers. Subsequently, the concern for retention becomes an issue for policymakers (Powell, 1990, Macdonald, 1999, Adams, 2002, Cockburn, 2000). Governments institute 'quick-fix' programmes which are unsatisfactory, but provide a short-term insurance policy to ensure a cadre of teachers (Whitehead, et. al., 1998). According to Macdonald (1999) these teachers subsequently become part of the attrition statistics as well. On the other hand, in times of economic recession, foreign language vacancies such as French in England or English in Israel are filled. 'Reluctant' , qualified foreign language teachers, who lose their jobs in private industry due to downsizing, seek any teaching job available. It is therefore difficult for governments to effectively plan for these shortages in the longer term.

Israel's economic situation is equally volatile. The shortage of English teachers fluctuates according to the economy. English is 'the' language of mobility, hence English teachers are a prized commodity in the job market. When the going gets tough, English teachers opt out of the educational system and seek better opportunities in industry.

Statistics over the past decade have continuously revealed that as many as from five to thirty percent of new teachers worldwide leave teaching in the first years (Feiman-Nemser, 1996, Macdonald, 1999). In Israel, according to Fresko, et. al., (1997) twenty percent of the teacher graduates leave the profession. Although the statistics vary from country to country, nevertheless, there is a real concern that teacher shortages will only increase if action to retain them is not taken by policymakers.

The aim of this study is to examine the factors that affect the retention of newly qualified English teachers in the primary school in Israel. The factors identified in the literature may be comparable to Israel's context yet there may be significant differences. Moreover, being context specific, each country must regularly assess its needs and develop strategies to meet them. The literature may offer solutions to the difficulties encountered in earlier studies and in other contexts but not necessarily solutions that are pertinent to Israel. A study of the factors affecting the retention of English primary teachers is lacking and therefore would add to the body of research, offering pragmatic solutions to the Israeli context in particular.

Job satisfaction

Job satisfaction is an interactive process that is not only affected by a teacher's self-esteem and self-confidence but also working conditions. It is widely accepted that the factors mostly affecting job satisfaction and subsequently the retention of NQT's include school leadership, status and school climate (Evans, 1998, Bemis, 1999, Macdonald, 1999, Weiss, 1999, Cockburn, 2000, Somech, Drach-Zahavy, 2000, Spindler and Biott, 2000).

School leadership

According to the literature, poor school leadership is one of the major factors that negatively influence the retention of newly qualified teachers (Nias, 1989, Pisova, 1999, Weiss, 1999, Adams, 2002, Cockburn, 2000, Sabar, 2004, Silberman, 2004). Effective school leadership encompasses feedback and support, management of student behaviour, teacher autonomy and opportunities for staff collaboration (Nias, 1989., Rosenholz, 1989, Weiss, 1999 .Adams, 2002, Cockburn, 2000). Opportunities for staff collaboration will be addressed in a separate section later.

Feedback and support

The style of leadership, whether authoritative or weak, directly influences each NQT. When there is a perceived lack of coherence, continuity, consistency in school policy and lack of efficiency, teachers query the value of their effort which eventually impacts on their self-confidence and self-esteem (Nias, 1989). New teachers interpret this leadership style as lacking in understanding of their individual needs (Goddard and Foster, 2001, Cockburn, 2000). Moreover, most NQT's are quite vulnerable when they begin their careers and expect the principal to be a leading professional while respecting the new teacher's autonomy (Sergiovanni, 1993, Pisova, 1999).

New recruits and veteran employees in every profession, including teaching, seek positive feedback on their work and not just from their direct protegees, pupils (Nias, 1989, Milner, 2002). The feedback and support depend largely on the awareness of the principal and developing a relationship with his/her teachers. School leadership that is considerate, offers feedback, values its staff and raises motivation, impacts on the commitment from his/her teachers.

> "Feedback on work performance helps staff to effective task strategies
> and to be motivated towards self-efficacy and to reveal discrepancies
> between the goal set and present performance "(Riches, 1994, p. 239).

Rosenholz (1989) calls this 'physic rewards' and explains:

> "Without knowledge about how successfully one performs, there is little
> reason for self-congratulation. Knowledge of performance is directly related
> to the amount of positive feedback one receives from doing work" (p. 423).

Nias (1989) finds that the lack of supervision is another cause of dissatisfaction among primary teachers.. Newly qualified teachers cannot depend on their own self-esteem indefinitely without receiving feedback. Therefore, school managers must actively seek opportunities to provide feedback and show a genuine interest. The principal can take several steps: taking a personal interest in general (such as smiling or acknowledging the teacher's existence), offering a positive word in the corridor in passing or setting aside time to observe and subsequently discuss issues with the new teacher (Brauer, 2000).

Managing pupil behaviour

Managing pupil behaviour is one of the leading, most significant factors affecting the retention of teachers and modern foreign language teachers in particular (Rosenholz, 1989, Macdonald, 1999, Weiss, 1999, Adams, 2000) . Weiss (1999) attempts to explain the problem:

> "....it may be when new teachers see mis-management of behavior problems
> (part of school leadership) that they think about leaving teaching. Furthermore,
> new teachers may become discouraged when they are prevented from making
> decisions about student discipline (part of school leadership and autonomy and
> discretion)" (p. 866).

Managing pupils is generally the first daunting skill that new teachers must develop as quickly as possible. When pupils refuse to cooperate, are chronic latecomers, and their behaviour interferes with the classroom learning environment, stress rises and the teacher's morale is affected (Macdonald, 1999). Weiss (1999) finds in her study of American teachers that misbehaviour became more of an issue in the mid-90's than in the late 80's. It is not unusual for new teachers to spend more time mediating in the classroom than actually teaching what they have planned. They quickly become disillusioned and feel their effort is not appreciated.

Many a new teacher has declared that teaching 'forces one to be so unpleasant', 'You can't be yourself' (Nias, 1989, p. 109). Indeed, new teachers feel they have been sucked into wrestling matches where they must be the referee or 'put on a show all the time' (p. 109). There are times when children lack motivation to learn English and parents are not involved at all. In Israel, there are two extremes: the 'hi-tech', upwardly mobile working parents, who work long hours and are not available to spend much time with their children during the

week; and the children of immigrant parents (from Ethiopia for example), who may not speak Hebrew, may be illiterate in their mother tongue, cannot help with English at home or can afford private lessons and expect the school to discipline and ensure the child is well-behaved at school. Unfortunately, statistics show that Israeli schools, especially primary and junior high schools are not considered safe by 75% of the pupils due to the high levels of violence (Benvenisti, 2002). In the long run, this contributes to early teacher burn-out in Israel (Winer, 2004).

Macdonald (1999) finds in his literature review that student violence is intensifying and includes more verbal abuse than in the past. This increases the stress on teachers and wears down their resilience to other poor working conditions. However, Weiss (1999) believes that when teachers have influence in determining discipline policy, they are more likely to make an effort and stay.

Successful schools have less pupil behaviour problems due to consistent and clearly enforced standards for pupil conduct. The code of conduct, a strategy for school improvement, when recognised and supported by principals and colleagues helps the new teacher adjust to the reality of the classroom and contributes to his/her professional growth (Rosenholz, 1989, Sergiovanni,1996). Teachers' plans to remain in teaching are directly affected by such disruptive school environments.

Primary school principals in Israel are usually chosen for their successful contribution as a teacher in the school system. Few of them have been trained in school leadership skills and it cannot be assumed that they remember or are sensitive to the difficulties experienced by newly qualified teachers and in particular English teachers. Brauer (2000), an insightful, Israeli principal writes:

> "The principal must give the new teacher full support – in front of the pupils
> of the teacher's class and in front of their parents – even if the way is at odds
> with the path the principal would have chosen himself" (p. 23).

Furthermore, he suggests that principals be more careful in evaluating classroom events especially when there is no basis for comparisons. Each encounter in the classroom for a new teacher is unique to the specific circumstances. The principal can give his/her advice to the new teacher about certain serious events and where possible to ignore others. This builds a supportive, open relationship and respect for the new teacher. The primary English teacher in Israel is often the lone English teacher in the school, whereby, it is common for principals to compare them to other successful new subject teachers. Rather than offer the necessary support, the newly qualified English teacher is being judged unfairly. The special position that primary English teachers hold stems from the following: fewer teaching hours

per class than in other subjects such as math or language arts which means a larger number of different classes, more names to learn, pupils to assess, less contact time per class; high Ministry and parental expectations for learning to read and write in English; poor resources such as no English room which provides a positive learning environment, a working tape recorder or library of English books; large heterogeneous classes of between thirty-five to forty pupils on many different levels of English and a part-time teaching load. Most teachers in the primary school teach two subjects and are usually home-room teachers. They spend more time with their own class and therefore managing classroom discipline is generally more successful.

For many primary school principals in Israel, evaluating an English teacher is not considered his/her 'realm' of expertise. They readily relinquish this responsibility. In difficult cases, this can create a situation where teachers receive feedback from the pupils or parents directly and only much later, when the situation may be dire, from an external English counsellor or inspector. However, problems that newly qualified teachers encounter right from the start are usually classroom management problems which when recognised, can be remedied by a quick-acting principal. Some principals are reticent to intervene where new teachers are concerned and believe that by staying out of the picture, the new teacher will eventually work things out for themselves (Pisova, 1999). Moreover, the NQT may prefer this too. This ambiguity about teachers' performance produces undesirable results. This may explain why little effort is made by principals to evaluate teachers clearly or in a useful way. Consequently, teacher dissatisfaction and the decision not to remain in teaching are directly related to the lack of feedback on their efforts (Rosenholz, 1989).

Teacher autonomy

The literature upholds the view that teachers who experience discretionary autonomy are more favourably committed to teaching (Rosenholz, 1989, Weiss, 1999, Brauer, 2000, Somech and Drach-Zahavy, 2000). Principals who challenge their teachers with the required assistance and support, help them attain achievable tasks and ultimate job satisfaction. Earley and Kinder (1994), on the other hand, caution school leadership against offering newly qualified teachers subject or department leadership. Only limited responsibility should be considered in a new teacher's first year. One of the means of achieving job satisfaction is for a new teacher to express his/her creativity or talents. It is rare that a new teacher can accomplish this within the confines of the classroom. Brauer (2000), an Israeli principal, poignantly remarks that pairing new teachers with colleagues for joint projects may strengthen their relationships. Through careful assistance, participation in a school-wide project or a small contribution to the school may result in a new teachers' self-confidence and increased job satisfaction. Therefore this study will examine how new English teachers are challenged and whether this impacts on their job satisfaction.

Coleman (1994) writes that an effective leader is responsible for creating and conveying a vision for the school which subsequently fosters a positive climate when people are considered a significant part of the organization. The next section addresses school culture and how this impacts on the commitment and retention of newly qualified teachers.

School culture

An effective organisational culture contributes much to the career of the newly qualified teacher in the following areas: sharing values and norms, commitment, support, decision-making and professional development (Schein, 1997, Wallace, et. al., 1997). In many schools, the goals, values and vision are conveyed by the principal/administration to the school culture into which NQT's are socialised (Rosenholz, 1989, Cole and Watson, 1993).

A shared vision requires mutual understanding, teamwork and support. *"In many ways, principals shape the organizational conditions under which teachers work and the definitions of teaching they come to acquire"* (Rosenholz, 1989, *p. 427*).

There is wide support in the literature that school culture plays a significant role in the lives of first year teachers' and veteran teachers' job satisfaction (Rosenholz, 1989, Macdonald, 1999, Weiss, 1999, Cockburn, 2000). Most researchers find that the conditions that contribute to the NQT's job satisfaction and subsequently their commitment are dependent on effective interaction within the school culture. This interaction accounts for professional development, support for problem solving and decision making opportunities (Nias, 1989, Rosenholz, 1989, Fidler, et. al., 1993, Earley and Kinder, 1994, Calderhead and Shorrock, 1997, Macdonald, 1999, Weiss, 1999, Spindler and Biott, 2000). A supportive culture seeks opportunities to implement the conditions necessary to accommodate them.

Commitment

Hunt (1986) suggests that the commitment of the new employee is a 'highly emotional issue'. He believes that the firm must make the effort to 'win the commitment' of the worker since that will partially impact on how long a recruit will remain in the organisation (p. 217). While Hunt (1986) talks about the general workplace, winning the commitment of the teacher can also be applied to the school setting. Most researchers are in agreement that early teaching career aspirations are significant in predicting later job satisfaction but by no means the sole predictor (Nias, 1989, Rosenholz,1989, Calderhead and Shorrock, 1997, Fresko, et. al., 1997 and Cockburn, 2000). Macdonald (1999), in his review of the literature concerning teacher attrition, reports that new recruits to teaching who have little or no basic commitment, use

teaching as a means to gain acceptance to university or as a springboard to other professions. It is suggested that pre-service teachers who enjoy working with children or have a role model in mind possess an intrinsic urge, a desire to shape the future and contribute to society, feel personally rewarded for working with children and therefore are considered to have a greater commitment to remain in teaching (Evans, 1993, Kyriacou and Benmansour, 1999, Coulthard and Kyriacou, 2002, Goddard and Foster, 2001). However, studies have shown that external factors, such as job satisfaction and workplace conditions are equally if not more directly related to teacher commitment (Macdonald, 1999, Weiss, 1999). In fact, research on retention and commitment to teaching fully endorses Hunt (1986) and furthermore finds that a supportive workplace is 'the' decisive factor (Nias, 1989, Rosenholz, 1989, Weiss, 1999).

Collaboration

Collaboration is a strategy for teachers to break out of isolation and be able to call upon the expertise of others within the professional community. Professional collaborators enable each other through mutual analysis to deal with the complex needs of individual learners and build a community of support to sustain each other in their daily tasks (Rogers, 1992, Wallace, 1991). An example would be a most disconcerting tension in the primary school - managing pupil behaviour. School leadership that recognises this as a school-wide problem will be pro-active in effecting change through the establishment of committees to find and implement solutions. Through open dialogue, teachers "*press the boundaries of their expertise ever outward and support them in their ongoing quest to improve their practice*" (Bullough and Baughman, 1997, p. 130). These school cultures subsequently leads to greater teacher commitment through decision-making and shared professional development.

Cole and Watson's (1993) study of Canadian induction programmes reflect the importance of relationships and attitudes that can positively affect teachers' daily work. They recommend that schools be considered in their whole context.

> *"Beginning teachers are more likely to get a good start when schools value inquiry about teaching and welcome newcomers into powerful networks of supportive interaction" (Cole and Watson, 1993, p. 250).*

Increased demands on teachers such as curriculum change and time-consuming administrative tasks require workplace conditions that allow for collaboration and decision-making in order to improve not just the NQT's transition but for all teachers' professional development. Investing in workplace conditions shows an appreciation for staff and could offset poor salaries and increase retention (Macdonald, 1999, Weiss,1999).

Decision-making

Having the opportunity to make decisions about how and what is taught allows teachers to play an active role in running the school. When a teacher is involved in decision-making, their commitment to the school and pupils is increased. Unfortunately, there is a tendency for principals to consider newly qualified teachers as inexperienced, deficient, in a negative light rather than being an asset to the new school context (Spindler and Biott, 2000, Tickle, 2000).

Conversely, it is now generally recognized that new teachers have much to offer, can provide different insights, new approaches and can take on challenges (Grace, 1991, Fidler, et. al., 1993, Jones and Stammers, 1997, Macdonald, 1999, Somech and Drach-Zahavy,2000, Spindler and Biott, 2000, Tickle, 2000). This can only be accomplished when collaboration is the nature of the social organisation. Weiss (1999) asserts:

> "When first-year teachers feel involved in important decision making
> about the school budget or evaluation, work cooperatively, or set
> school discipline policy, they are more likely to perceive positively the
> school leadership and culture, and to have higher morale, stronger career
> choice commitment, and plan to remain in the field longer" (p. 866).

Furthermore, Weiss (1999) suggests that when new teachers interact with their colleagues in decision-making about student life, they may develop increased sensitivity to students' needs, through discussions with colleagues that ordinarily would not take place, subsequently becoming more effective with their students. This further confirms Rosenholz's (1989) view that when teachers experience ongoing interaction with colleagues around clear goals both their confidence about teaching practices and the technical knowledge available within the schools increases. Collaboration in decision-making about curriculum, school policy and methods, increases professional development and therefore retention problems diminish. (Macdonald, 1999, Weiss, 1999).

Not every primary school in Israel is fortunate to have effective leadership and school culture according to the theories presented. On the other hand, over the last decade progress has been made in some schools: collaborative efforts are encouraged, some school buildings even provide working space for such events, but too often, lip service is paid to what the establishment wants to hear. Scratching beneath the surface, the reality is different. Teachers do not feel so committed to their schools due to lack of direction, lack of collaboration and of course lack of principal support. English teachers are not always considered part of the mainstream in school cultures, due to the principal's misconception that English is a separate entity. New English teachers often carry the sole responsibility for

the subject, perceive themselves outside the circle of the school culture and therefore blame their surroundings for their own inadequacies. If teachers do not perceive themselves belonging to the school culture, then their commitment decreases. This study will examine the tension of winning the commitment of the newly qualified English teacher (NQET).

The following section will examine studies on school leadership, commitment and factors that influence teacher retention.

Research on school leadership

An interesting piece of research conducted in the Czech Republic investigated newly qualified English teachers' socialisation processes and the effect professional relationships in the staffroom have on them (Pisova, 1999). The researcher was a teacher trainer at the Institute of Languages and Humanities and investigated thirty-two graduates of the Bachelor English Language Teacher Education programme , who began teaching English as a foreign language in primary and secondary schools. Reflective journals written by the new English teachers concentrated on observations in the staffroom for the first two weeks of school. In addition semi-structured interviews clarified concepts from the journals that were analyzed. Further information included notes written on-site by the researcher observing interactions in the new teachers' schools. The findings show that one quarter of the teachers say they experienced positive leadership with a vision and availability while fifty percent describe their induction as negative or very negative. They may have said this because the principals stepped in to filter the stresses and pressures of the external environment. One teacher reported how the principal unflinchingly supported her against a rude parent. The principal demonstrated her commitment and loyalty towards the newly qualified teacher. This impacted favourably on her own commitment to the school. Most NQT's view the leadership role of the principal is to ensure good working conditions and a peaceful environment for all of the teachers.

The adaptation of the new teachers to the school is affected by the size of the school, the age of the colleagues, the organization of the school building and the lack of time and work overload. The initial confusion about the school averages from two to three months. Only five of the thirty-two teachers interviewed feel that they identify with the school culture. They feel fully integrated: speaking freely both socially and cooperatively. Most of the teachers felt at ease with the climate while seven felt like outsiders. The researcher points out that the relationships with colleagues, in no small part, depend on each new teacher's personality, flexibility and communication skills. The lack of effective communications skills is noted by more than half of the participants. Most communication is in small groups and mostly defensive since the exchanges are negative in character. There is no discussion of

interaction or school involvement other than the chance meetings among teachers in the staffroom.

More than ninety percent of the teachers felt their stress was due to the lack of constructive feedback on professional issues supporting Nias (1989) and Rosenholz (1989). While three quarters of the participants were formally observed mostly by deputy heads and occasionally by the principal, the feedback sessions did not augment professional growth. Some comments made by three different participants in the study are quite revealing about their lack of encounters with the school leadership:

"What really matters, though, is whether I am in the classroom, whether there is no noise, and whether the register book is properly filled in.

I think that by paying no attention to what I am doing they want to show me they respect me as an equal.

I had to solve my problems myself. I think my superiors expected me to do so......I must admit I did not mind this attitude – it was a challenge "(p. 6)

These statements reflect a variety of answers to the issue of autonomy. Each teacher interpreted the lack of feedback by the leadership as either a vote of confidence in their managing skills or it is not important what the teacher is doing as long as there is a quiet classroom and proper attendance records are kept. Is this what is significant about teaching? No one knew for sure therefore creating a vacuum and consequently affecting one's self-confidence or self-esteem (Nias, 1989). Only one participant in this study experienced full evaluation based on clear, concise criteria.

Finally, the researcher revealed that three quarters of the participants were considering leaving teaching or at least changing schools. Their decision was firmly based on their dissatisfaction with school culture, school management or work conditions. In the end, eight promising teachers left.

One of the limitations of this qualitative study is the element of the perception of the school leadership towards the newly qualified English teacher or any other stakeholders at the high schools. This would have given a more in-depth account of what actually occurred. This study is skewed towards the perception of new teachers and the interpretation of an external researcher.

This study adds to our understanding of the complexity of school leadership, its ambivalence towards evaluation and establishing a clear vision. It is also significant that the NQETs

feel their lack of communication skills contributed to poor interaction with the staff in the schools. The Czech study has relevance to the Israeli context and study. Comparing the experiences of newly qualified teachers to the Czech experience will be revealing. Do Israeli novice teachers find that school leadership and culture play a significant part in their socialisation into the school and to what extent? Do they feel their communicative skills are lacking? How do they feel about feedback from the leadership? An examination of the relationships developed between new teachers and their colleagues will add to our knowledge about which factors affect the retention of newly qualified English teachers.

Research on factors influencing retention

Two studies that examine the retention of teachers took place in America and the United Kingdom (Weiss, 1999, Cockburn, 2000). Cockburn's empirical study involved twelve volunteer primary teachers in England, who enjoyed their jobs. The focus of the study was to examine the factors that influence job satisfaction. The participants were satisfied teachers, who averaged from first year to over fifteen years' experience, and who volunteered to be part of the study. The information is significant to understanding the factors affecting the teachers' decision to remain in teaching. The study was biased by those who offered to participate and only those who were part of a workshop given by the researcher. The researcher used semi-structured interviews as well as two short questionnaires during the course of the interview. The questionnaires were utilised as an informal reliability check for the interview data and prompts for further discussion. Her findings show that the major reason teachers said they enjoy their jobs was the opportunity to work with children and inspire their learning and have aspired to become teachers for a long period of time prior to pre-service education.. On the other hand, they said that one of the factors directly affecting job satisfaction was the relationship with colleagues via social support and working groups. Moreover, experiencing challenge and the creation of new demands to meet the teachers' needs contribute to job satisfaction. Similar to the literature about job satisfaction, workplace conditions that foster collegial interaction, challenge and decision-making were perceived positively by these teachers.

Cockburn (2000) argues for more research seeking factors contributing to primary teachers' job satisfaction or lack of it; noting international differences if any about job satisfaction; and increasing the data collected about experienced teachers' view of their job. What influences their decision to leave teaching? In addition, creating effective staff relationships should be examined. One of the limitations to her study is that dissatisfied teachers are not considered since accessing them is difficult. Such research will empower people to make informed decisions about their future as teachers. This study will examine the factors affecting primary English teachers' job satisfaction.

Another significant study by Weiss (1999) focused on whether teachers' perceptions of workplace conditions can predict the future commitment and retention of teachers. This quantitative study examined national surveys for public and private schools of first year teachers. The U.S. Department of Education sponsored the questionnaires for the years 1987-88 and 1993-4. The study of 1987-88 new teachers comprised two thousand six hundred seventy-six questionnaires while the 1993-4 study comprised two thousand four hundred twelve questionnaires of first year teachers. The factors identified with teacher commitment and retention are the following: social organization and climate; school leadership/culture, teacher autonomy; and student behaviour. Similar to the literature, job satisfaction and workplace conditions are factors that Weiss finds correlates directly to teacher commitment (Nias, 1989, Rosenholz, 1989, Macdonald, 1999, Somech and Drach-Zahavy, 2000, Spindler and Biott, 2000). However, this study also exposes the poor, unsupportive induction practices that set teachers up for failure. When school leadership is not pro-active in managing student behaviour and expects new teachers to fend for themselves, it is understandable why those teachers choose to leave.

Weiss (1999) also points out that new teachers come to the profession highly committed yet due to workplace conditions are more likely to leave.

> "Because the system does not capitalize on new teachers' zeal
> and in many cases fails even to recognize their special situation,
> many are leaving or becoming demoralized --- while we are wasting
> one of our most valuable resources" (p. 869).

She finds that school organisations do not provide sufficient professional interaction nor urge teachers to take part in decision-making which ultimately limits their commitment to teaching. One of the differences between the two studies is that Cockburn (2000) interviewed primary teachers while Weiss (1999) surveyed teachers at all levels of the school system. It is also interesting to note that one study is quantitative while the other is qualitative. Yet both researchers find that supportive school leadership and culture play significant roles in retaining new teachers and veteran teachers. They also find that there is an inherent "lack of understanding and respect for practitioners' professionalism" (Cockburn, 2000, p. 235). This is especially apparent when newly qualified teachers are not routinely included in school policy decisions or invited to be involved in projects due to their lack of experience.

These issues will be examined in the Israeli context. Are external factors also prevalent in determining the commitment of English teachers and whether they remain in teaching? Do workplace conditions affect the job satisfaction of these teachers?

Research about factors affecting job satisfaction

Somech and Drach-Zahavy's (2000) study examines two hundred and fifty-one experienced primary Israeli teachers in the northern part of the country. The focus of the study is the examination of the relationships between extra-role behaviour and job satisfaction, self-efficacy and collective efficacy in the school organisation. Self-efficacy is rooted in a teacher's perceived ability to influence student's learning. It will determine the *"amount of effort s/he puts into teaching* and *the degree of persistence when confronted with difficulties*...(p. 651). Collective efficacy is the individual's perception of his/her team's collective ability to perform as in an effective school. The researchers expected to see a correlation between extra-role behaviour and achieving effectiveness in schools. Extra-role behaviour is defined by the researchers as:

> *"....those behaviors that go beyond specified role requirements, and are directed towards the individual, the group, or the organi- zation as a unit, in order to promote organizational goals" (p. 650)*

This study is based on questionnaires designed from semi-structured interviews with principals and teachers that identified extra-role behaviours at school. This is a strongpoint in preparing the questionnaires. By investigating all the possibilities of extra-role behaviours that already exist, the teachers could easily tick off the ones that were relevant to them. The behaviours are also categorised according to three dimensions in the school system: the student, the team and the organisation. A Likert-type scale ranging from one to seven is used. The top three extra-role behaviours most commonly identified by the teachers include organising social activities for the school, offering help to colleagues including new teachers although not required and collaborative work on assignments or joint projects. The findings support extra-role behaviour as a positive link to job satisfaction, self-efficacy at all levels of the organization, the students and the team. This study supports collaboration as a means for individual professional development leading to self-efficacy. Many NQTs' professional development or challenge in their first year is surviving the classroom. These findings, although based on experienced teachers concur with Weiss' (1999) and Cockburn's (2000) findings (who both looked at first year teachers) that collegial interaction influences individual development for all staff.

Limitations of the study refer to the subjective responses of the participants and did not include any provision for monitoring the extra-role performance. The authors claim that not only extra-role performance is not monitored but also the in-role behaviours are not monitored (evaluation of teaching, et cetera). This requires a structure that does not exist in Israeli schools. It cannot be taken for granted that principals are aware of every role

teachers adopt. A weakness of the study is that factors that the researcher considered to be important to job satisfaction were listed but not elaborated on. Therefore the respondents interpreted the interactions or roles individually. For example, some of the statements refer to 'volunteering for a school committee' or 'participate actively in teachers' meetings' or 'make innovative suggestions to improve the school.' There was no description of how or why the factors had a bearing on the job. It is not clear how often these 'behaviours' took place and how influential the participants actually were. While the study adds to our knowledge about job satisfaction, it lacks depth and understanding. Interviews with stakeholders would add to the triangulation of the study.

Comparing extra-role behaviour and its impact on job satisfaction with newly qualified primary English teachers in Israel in particular is significant in understanding their predicament. This study will examine how involved in school collaboration NQET's feel and if it is appreciated? The results may urge the stakeholders to instigate changes within the primary schools to benefit all.

A study by Adams' (2000) in the U.K. surveys eighty-two secondary modern foreign language teachers in six boroughs and examines their recruitment and retention. This study underscores the retention problem of modern foreign language teachers specifically in London. The data reflect the case histories reported on census forms, for the London Teacher Recruitment and Retention Project in 1998-99. The study attempts to understand why modern foreign language secondary teachers leave their posts. Two thirds of modern foreign language teachers are native Britons while one third are from other European countries. Approximately thirty-percent of those responding have up to four years' experience teaching while thirty percent have twenty years and over teaching experience. As in other countries, such as the U.K. and America, many of these teachers leave early in their career due to continuity problems, which means there is a constant turnover of modern foreign language teachers. These positions are often filled by supply teachers in the U.K. (Powell, 1990). While other studies such as Macdonald, (1999) and Weiss (1999) in America, Somech and Drach-Zahavy's (1999) in Israel, have promoted professional responsibility early in the teaching career, Adams (ibid.) suggests that giving too much responsibility too soon to new modern language teachers may be contributing to the flight of those teachers in the U.K. Being the sole teacher of a language that no other teacher teaches carries an amount of responsibility. The professional reasons in this study most cited for modern foreign language teachers leaving compare favourably with the research (Rosenholz, 1989, Macdonald, 1999, Weiss, 1999): fifty-two percent blame pupils' behaviour; forty-three percent blame school management while thirty-three percent blame the lack of promotion. Alternatively, no one said it is because they cannot cope. Adams (2000) suggests that these teachers require induction and ongoing support in order to teach effectively in the U.K.

Adam's (2000) study has direct implications for this study. Firstly, pupils in the U.K. are not as motivated to learn French or German or Spanish as pupils are motivated to learn English in countries where English is not the mother tongue such as Israel. Modern foreign languages do not open up as many 'doors to opportunity' as English does in Israel nor is it as useful in all walks of life globally. There are more non-native speakers of English than native speakers of English in the world today. It is the international language of communication. However, Adams (2000) points out that teachers who bear the sole responsibility for a foreign language in a school, albeit secondary school, cannot always cope. This might be one of the burdens that young, primary English teachers in Israel eschew. This may also account for the exclusion of English teachers from joint projects or other collegial interactions in the school culture in Israel.. Therefore this study will examine the issue of responsibility in accordance with the new English teachers' capabilities and if impacted on their retention in school.

This study will compare between the Israeli and the U.K. contexts to determine if the same factors affect retention: pupil behaviour, school management and early responsibility.

This section has addressed school leadership which encompasses feedback and support, management of student behaviour, teacher autonomy and opportunities for staff collaboration. Together these factors influence the working conditions of teachers which eventually have a direct bearing on new teacher retention. However, extrinsic rewards such as pay and status both play an equal if not more important role in teacher attrition.

Status

It can be argued that many people in North America, England and Israel believe that teaching is not difficult, hours are shorter than other professions, there are longer holidays and not portrayed favourably in the media (Min. of Ed. 1979, Fullan, 1993,Turner and Bash, 1999, Coulthard and Kyriacou, 2002). This simplistic view of teaching has impacted on the status of teaching in a negative way for generations. Researchers and lay people have repeatedly pointed out that the steady decline in teachers' salaries in comparison to other graduate professions has influenced the erosion of the status and social standing of teachers (Grace, 1991, Macdonald, 1999, Katz, 2000, Adams, 2000, Anon, 2004, Winer, 2004). This phenomenon is purportedly linked to communities and governments who display little respect for teachers' work Australia and New Zealand, North America, U.K., Israel, Sweden and Germany (AFT, 2003, Australian Education Union, Fullan, 1993, Adams, 2000, Santigo, 2001, Winer, 2004). In a recent report on salaried workers in Israel, it was found that teachers are on the lowest rung of the salary scale behind nurses, psychologists, journalists and engineers (Peretz, 2004). Moreover, the teachers' union published a salary scale which places Israel's teachers as among the lowest paid in the west, just ahead of Czechoslovakia

and Hungary with 12,000 dollars per year. According to them, the poor standing of Israeli pupils on the international student assessment in mathematics and reading, the increasing violence, crowded classrooms, cutbacks in classroom hours and the low status of teaching are directly connected to the poor quality of teachers (Karmarski and Mevorach, 2003, Trebelsi-Hadad, 2004). This is exacerbated through a decrease in local parental support due to the changing social conditions and social roles of schools. Increasing pressures of accountability, administrative tasks, implementing technology, expectations of new curriculum, and providing for learner diversity have worn teachers down. They find it more difficult to cope and as a result leave teaching (Whitehead, et. al., 1998, Macdonald, 1999, Weiss, 1999).

Fresko, et. al. (1997) find that similar to the United States, Israeli teachers have "*relatively low professional status, income and opportunity for advancement* (p. 436). In the same way, researchers find that one of the prime causes of foreign language teacher shortages in the U.K. and the U.S.A. is the low salary. Together with the status accorded the profession, teachers may feel demoralised (Powell, 1990, Grace, 1991, Wilson and Pearson, 1993, Weiss, 1999, Adams, 2002). Furthermore, governments do not perceive language learning as a priority. Indeed, a decade ago, in the U.K., languages had the greatest proportion of openings (Wilson and Pearson, 1993). Subsequently, this low status is linked to teachers' low pay. Adams (2000) and Cockburn (2000) propose that perhaps more perks and greater recognition of teachers' qualities would impact positively on teachers' morale and work. If these assumptions are true, then it is mystifying that when additional incentives are given to teachers it does not impact on their morale or commitment to teaching (Weiss, 1999). Perhaps one of the answers lay in the working conditions and school relationships that are an integral part of teaching in a school. Teachers do not teach in complete isolation of their environment.

According to Erez (the head of one of the Israeli teachers' unions quoted in Katz, 2000), poor salaries, teacher burnout, and no means of advancement are the determining factors attributed to the decreasing status of teachers today. Although he discusses the problem in terms of junior high and high school teachers, they are relevant to primary schools as well.

> *"There is a small group of young teachers who teach.......... until they find another job, because they are embarrassed that as a university graduate, they earn three thousand sheqels before taxes per month. (Erez quoted in Katz, p.4, 2000).*

Salaries for university graduates in education are commensurate with teacher training college graduates who teach at the same level. The poor salary does not compare to a secretary who has just begun without any training whatsoever. She/he can earn at least four

thousand sheqels without the hassles of the classroom. Primary teachers receive less money per hour taught than junior high teachers and yet they spend four years training to become English teachers. Junior high teachers' full time salary is based on twenty-four hours while primary teachers' salary is based on thirty hours full time.

A teacher's salary must cover everyday needs especially when comparing the salaries of similar professional qualifications (Cockburn, 2000). Teachers in countries such as Denmark, Italy, Japan and Germany, are well paid due to the government's recognition of teachers' high status (Macdonald,1999). While further studies indicate that higher salary increments will maintain beginning teachers longer in developed and less developed countries, Macdonald (1999) warns policy makers against across the board increases. If large increments are given at the beginning of the career, then they will taper off by mid-career which can cause lack of perceived advancement and decreased job satisfaction. Cockburn (2000) supports changing the salary scales from being 'front-loaded' with small increments thereafter. Macdonald (1999) finds that bestowing monetary rewards and perks to selected teachers based on location, qualifications, specialist areas, hardship, performance and overtime in developed and less developed countries is gaining in popularity and is easier to implement but there is a lack of empirical studies to support this. Countries such as India or Iran provide travelling allowances, accommodations, study leave, special programmes and food as other benefits. In Sierra Leone, additional allowances for science and mathematics teachers in particular, have not been the most successful means of retaining teachers. These ideas, while they appear attractive, require fuller evaluation.

Israel's teachers appear to be well off when all of the perks are considered for qualified teachers:

- travel allowance according to bus fares
- a voluntary, full sabbatical every seven years paid jointly by the Ministry of Education and the teacher's monthly contribution
- credits for in-service training which is eventually translated into a percentage raise of a teachers' salary each month upon completion of requirements
- a token clothing and telephone allowance
- a pension.

However, these salary benefits do not compensate for the low status of teachers in the eyes of the public and the government, lack of school leadership, lack of collaboration and consequently the poor retention especially of English teachers in Israel.

Raising status

Attempts to raise the status of teachers have occurred in England as well as in the developed world (Grace, 1991, Tickle, 2000). Grace (1991) frowns upon the School Teachers' Pay and Conditions Document , (1990,cited in Grace). He believes that the documentation of teachers' professional responsibilities has lead to the decreased status of teachers in the eyes of the public. Attacks in the media together with increasing demands on teachers have influenced this trend. While Grace (1991) feels the teaching profession is being threatened by explicitly stating what is expected of teachers, on the contrary, it increases the status of the profession of teaching. Knowing that there are expectations and standards of the profession require teachers to toe the line, show their commitment and not continue to get by with the minimum of effort. For too long, unqualified or inappropriate teachers have been left in the system causing more damage to pupils than good. Conversely, teachers not only recognise what is expected of them but they also realize their rights. If beginning teachers have an increased awareness of what the teaching profession means today, they will not hesitate to leave due to poor working conditions and poor salaries. Most researchers would agree that that until teaching is considered a profession, having high status, the intrinsic rewards will not compensate the teacher for his/her efforts (Powell, 1990, Whitehead, et. al., 1998, Weiss, 1999, Cockburn, 2000).

Macdonald (1999) highlights very specific steps that schools can offer to overcome teacher attrition. These are:

- *repairing and upgrading school buildings and teachers' accommodation*
- *increased teacher responsibility for educational decisions*
- *prioritizing student learning and cooperative behaviours*
- *reducing class sizes*
- *increased parental and community support for schools*
- *child care provisions*
- *collegial relationships amongst teacher and with administrators*
- *teacher support and recognition*
- *counselling and medical care (Macdonald, p. 844)*

Powell (1990) also suggests steps on a national level to improve the status and work conditions, especially foreign language teachers:

- offering better conditions of service and higher salary level
- officially recognising languages as a shortage subject through publication
- increase teacher training expertise
- funding research into the drop-out rates of language teachers and factors affecting retention (after Powell, 1990, p. 8)

In addition, more research is necessary especially in each country, to address the issue of teacher shortages regularly in line with changing conditions (Grace,1991, Wilson and Pearson,1993, Macdonald, 1999). The essential strategies necessary can be implemented through socio-economic reform in order to attract and retain highly qualified teachers.

A Demanding subject

English teaching in Israel and the world is considered very challenging work (Guntermann, 1992, Seedhouse, 1999, Milrood, 2002, Cameron, 2003, Carless, 2004, Reiko, 2004). The New Curriculum for English in Israel (Min. of Ed., 2001) and the Core Requirements for English Language Teachers (Appendix 4) have set new standards for learning English and outline the knowledge areas that every English teacher in Israel should have.

The approach to teaching English in Israel is based on the communicative approach and experiential learning. The subject matter knowledge base for primary English teachers is divided into two categories: *"language and linguistic knowledge and related content-area knowledge"* (Haim, 2005, p. 7).

Language and linguistic knowledge

This category involves not only proficiency in the target language but also a thorough understanding of theories and concepts within the field of language and linguistics.

Related content-area knowledge

This is a broad category which includes: disciplinary areas related to language learning such as culture, civilization and authentic children's literature, other subjects such as science or history and world knowledge. Knowledge of these domains allows primary English teachers to broaden their pupils' horizons as stated in the New Curriculum (Min. of Ed., 2001) through theme-based lessons.

In addition, primary English teachers require pedagogical content knowledge and general pedagogic knowledge. Pedagogical content knowledge pertains to the pedagogy of teaching English influencing the acquisition of the following enabling skills: reading and listening, speaking and writing through the components of topic, context and functions and their assessment: summative and formative, self, peer and group (see Core Requirements, appendix 4). General pedagogic knowledge pertains to the socio-affective dimension of learning: pupil diversity, learning styles, self-esteem, feedback, learner autonomy and allowance for choices (Min. of Ed., 2001).

The application of this knowledge to the primary classroom context is reflected through the use of drama, storytelling, art or music in the English lesson. Moreover, classes are heterogeneous and must include task-based activities on different levels (experiential learning). These tasks focus not only of the final product but also the process. Social interaction activities (orally or in writing), such as writing a note or expressing feelings or likes and dislikes which are communicative by nature. These activities may take the form of pair work or group work (Min. of Ed., 2001).

The challenges facing English language teachers today have been well-documented in the literature (Williams and Burden,1997, England, 1998, Richards, 1998, Seedhouse, 1999, Adams, 2002, Milrood, 2002, Cameron, 2003, Carless, 2004, Reiko, 2004). Among the issues facing teachers are: heterogeneous classes, task-based instruction, the use of English in the EFL classroom.

Milrood (2002) exposes the difficulty of catering to the needs of all pupils in a heterogeneous Class when unsuccessful learners have poor communication skills and low language comprehension and low knowledge processing problems related to poor memory. These are problems that are similar to the primary English classroom in Israel today. Milrood (2002) recommends that teachers' repertoire include success-building activities and a greater awareness of the need for alternative lesson contexts.

Reiko (2004) suggests that the constant use of English in the classroom is attainable through task-based instruction that appeals to all of the students that induces the pupils to use English. Most language experts agree that a task: has a purpose; a context; clear, attainable goals; has learner involvement; has a beginning and an end (a product) and requires thinking and doing (Seedhouse, 1999, Skehan, 2000, Cameron, 2001, Min. of Ed. 2002, Carless, 2004) However, Seedhouse (1999), who analysed tapescripts from 330 L2 lessons in 14 countries and Carless (2004), who observed and recorded 17 lessons of three primary teachers, used interviews and an attitude scale, take issue with task-based instruction. They both found through analysis of classroom tape-scripts that pupils minimise the use of English to communicate during task-based interaction, rather they speak in their mother tongue, but complete the task in English. At the same time, some pupils remain silent while others lack discipline and much of the time is spent on non-linguistic activities such as drawing or colouring. Carless (2004) recommends maximising language production while completing tasks. Another issue is the teachers' skepticism about constructive noise while pupils find task-based activities to be less serious learning and tend to perceive it as a break from learning.

The tensions raised in the preceding section are similar to the challenges facing Israeli primary English teachers: task-based instruction for all levels, heterogeneous teaching and

the use of English in the classroom. Therefore this study will examine the issues that face the newly qualified English teacher in terms of language teaching and if the teaching training programmes effectively deal with them. Moreover, there may be other context specific tensions that are significant only to Israel. Perhaps, they may have a bearing on the retention of primary English teachers.

Adams' (2000) study of secondary MFL teachers in London, which was reviewed earlier (see pp. 35-36) found that the nature of work which included the subject and the age group, did not rank high among the professional factors for MFL teachers' leaving their jobs. Yet, she found that early responsibility for subject teaching was a paradoxical issue. On the one hand young teachers *"might get too much responsibility too soon*, while on the other, *"giving increased responsibility and pay might help retention"* (p. 14). Adams' (2000) advocates further research into the effects of greater responsibility on MFL teachers. It would be of interest to this study to explore the tension of responsibility for teaching English, especially in the younger classes such as grades two and three where there is no set English curriculum. Do new English teachers carry the sole responsibility for the English curriculum in these grades? To what extent does this impact their job satisfaction and subsequent retention?

Part-time work

Adams' (2002) MFL teachers' study also found that when NQT's are hired for one year or for even one term, these new teachers perceive their employment very casually. This may cause new teachers to change jobs during their first year or leave the job without prior notice. This could be a factor affecting the retention of English teachers in Israel. Therefore this study will determine if short-term contracts impact on teacher retention.

Continuity

Continuity is a problem identified by Powell (1990) and Adams (2000) as a difficulty in maintaining staff in a particular subject. Consequently, there is a constant turnover of staff, learning is inhibited as well as the efficacy of the schools. Powell (1990) points out the paradox that the subjects most likely to suffer such as the sciences, technology and languages, are the curriculum areas which most governments consider to be priorities in the era of globalization. These areas promote international cooperation and understanding.

When fewer qualified teachers enter the field of foreign language teaching, it becomes more difficult to prepare pupils adequately for the needs of the future. Learning a foreign language is a cumulative process which demands good and effective teaching unlike other curricular subjects (Powell, 1990). The initial stages of pupils' language acquisition can be acutely

impeded by a high turnover of teachers. If there is poor 'continuity' there may be long- term negative effects on second language acquisition.

Pupils, who have experienced poor continuity, two to three foreign language teachers or fill-ins within one year, may be inhibited in their development and scholastic achievements (Powell, 1990). The loss of a steady, competent teacher, organised routines and clear expectations lowers the motivation of pupils.

Summary

The retention of teachers is complex and not generalisable to all countries so that care must be taken when comparing contexts. The subjects which are most affected and yet, carry a sizable weight in preparing future citizens of the world are maths, science, technology and foreign languages. Therefore it is incumbent upon each country to examine its own teaching shortages and implement the strategies necessary to improve the situation. The literature generally recognises the following issues which impact positively on teacher retention: job satisfaction, school leadership, school culture, on-going support, status and continuity. These are by no means exclusive, nor universally agreed upon. Moreover, the demands of teaching English may be indirectly related to retention in Israel. As a result, this study will determine which factors influence English teacher retention in Israel especially in the first year, compare the results with other contexts and recommend changes to attract quality English teachers to the primary school. It is imperative that policymakers be informed about these needs and make wise decisions to stem this phenomenon, especially in subject areas at risk.

Induction

The continuing crisis of teacher shortages globally has motivated stakeholders to examine the integration of the new teacher into the educational system. This is known as induction or socialisation. In the past, teachers either 'made it' or not based on their resilience to harsh working conditions, intuitive powers and determination. Teaching has generally been recognized as a 'profession' which takes place in isolation of its other members and yet, until the last decade, little thought was given to the other conditions which prevail within each context (school) which may subsequently impact on teacher retention (Rosenholz, 1989, Fullan, 1993, Smith and West-Burnham, 1993, Cross, 1995, Jones and Stammers, 1997, Conyers, et. al. 1999, Tickle, 2000). Jones and Stammers (ibid.) describe the uniqueness of teaching, especially for new teachers:

> *"Unlike most other professions, there is a loneliness in teaching –*
> *teaching is typically an isolated job with teachers in rooms surrounded*
> *by juveniles, the essence of their professionality demanding a high personal*

*element and involvement, and because of this the danger of 'failure'
becomes greater and if it occurs, it has the potential to be traumatic"(p. 81).*

In an attempt to understand what transpires when a new teacher commences work, this section will address the definition and purpose of induction, issues in its implementation and its impact on teacher retention.

Socialisation

Kakabadse, et. al. (1988) assert that *"Socialisation is the process whereby individuals come to terms with the new job"* (p. 36). Johnson, et. al. (1999) add that socialisation includes *"adjusting to the new environment"* (p. 386). Indeed, it is considered the most significant part of induction. Socialisation is perceived as a process occurring in a formal or informal structure, for individuals who have never worked and are getting used to the idea of work while for others even changing a job constitutes a new socialisation experience. Effective socialisation involves a certain amount of interaction to assist newcomers to perform close to capacity within as short a time as possible (Trethowan and Smith, 1984, Kakabadse, et. al. 1988).

Schein (1978) outlines five elements inherent in this process:

- accepting the reality of the organisation
- dealing with resistance to change
- learning how to cope with the amount of organisation and job definition available
- dealing with the boss and understanding what is valued and rewarded in the institution
- locating your own place in the organisation and developing an identity. (after Schein, pp. 36-7)

It is reasonable to suggest, therefore, that the ultimate success of induction lay with the influence, attitudes and reactions of peers, managers and others in the organisation (Middlewood and Lumby, 1998). Kakabadse, et. al.(1988) identify interactions with peers, supervisor and senior colleagues as clearly contributing to job satisfaction, commitment and the ultimate decision to stay in the organisation. Managers who lead effective organisations, and are aware of such tensions, strive to impact positively on each new inductee.

Addressing schools, Andrews (1987) states that *"the socialization process of beginning teachers greatly contributes to the reconciliation between the idealism of their professional beliefs and the pragmatic realities of the school as a workplace"* (p. 147). He adds that this

process may be one of conformity to the veteran teachers' practices in the school in the belief that they will be accepted professionally. On the other hand it may be construed as a stripping of "professional autonomy". Again, this is highly contextual and would depend on the new teacher's personality, professional goals and commitment to the chosen profession.

Gill's (1998) Australian study of the induction of beginning teachers discusses the link between experience and expertise. Her three year-study is conducted among sixteen primary and secondary school graduates from four different universities teaching in various locations and different educational systems. The study includes journals kept by the beginning teachers, tapes of unstructured interviews based around broad themes conducted twice a year. Some of her findings parallel three elements of the socialisation process outlined by Schein (1978) and refers to them as 'areas of uncertainty' because they are anxiety inducing. Although she classifies six areas of uncertainty differently, here are some that parallel those of Schein:

Table 1

Socialisation in organizations and schools

Schein	Gill
accepting the reality of the organisation	Concern about the expected 'non-teaching' and managerial issues
learning how to cope with the amount of organisation and job definition available	Limited understanding of custodial role Much anxiety about covering the material to be learned; monitoring student progress; managing grading and reporting Difficulty in balancing managerial and pedagogical tensions of school life
locating your own place in the organisation and developing an identity.	Anxiety about feeling part of the staff community; acceptance by students, colleagues and parents; asking for help; Passivity to school decision-making

Gill (1998) finds that in the final analysis, it is the social and political context that influences the fostering of supportive communities which subsequently impacts on the professional work of teachers. Her study does not relate to dealings with the principal or understanding the reward system, however, the importance of adjustment to the schools does depend on the interactions with peers and colleagues which further supports the literature (Schein, 1978, Kakabadse, et. al. 1988, Jones and Stammers, 1997).

Effective induction

Hunt (1986) identifies key issues that effective managers should assume towards their employees: induction, goal-setting, motivation, appraisal and performance and team-building (after pp.217-230). Furthermore members of cohesive teams have less work-related anxieties, adjust to their roles more easily, reach higher levels of job satisfaction and lessened job turnover (Draper, et. al., 1991). He believes that induction should have a structure which addresses two objectives: behavioural change and winning the commitment to the organisation. Hunt (1986) criticises schools, employers and universities for handling induction quite poorly. He adds that commitment is even more significant than changing one's behaviour to adapt to the organisation.

Most induction programmes address some or all of these tensions in one way or another, formally or informally (Klug and Salzman, 1991, Cole and Watson, 1993, Earley and Kinder, 1994, Quinn, 1994, Abell, et. al. 1995, Bolam, et. al. 1995, Bush, et. al., 1996, Bines and Boydell, 1995, Jones and Stammers, 1997, Moyles, et. al., 1998, Merry and Kitson, 2000, Tickle, 2000, Min. of Ed., 2001, Reichenberg, et. al., 2002, Hoz, et..al., 2003). Many researchers agree that each induction programme should be flexible to accommodate the needs of the new teacher (Bleach, 1999, Conyers, et. al. 1999, Tickle, 2000,). The following list reflects a multitude of specific areas that may be addressed:

- *the availability of personal support (such as mentor) and development systems which vary from individual, observations and feedback, regular contact for NQT with other new teachers in and out of school*
- *the opportunity of the NQT to reflect on their own practice*
- *the negotiation of the NQT's needs and the school, the support should be planned but flexible working on the development of skills, knowledge and expectations*
- *school-wide support which reflects the climate of the school culture*
- *feeling part of a team and part of school - contributing to their own development and to the school*
- *participating in external induction activities*
- *having the means of raising concerns about the induction programme and ensuring that these concerns are addressed*
- *the allocation of time and resources*
- *preparation for key people in induction role*
- *limiting the number of hours taught and allowance of preparation time*
- *completed assessment reports of performance according to established procedures are submitted to local administrators*
- *administration is kept informed about status of each new teacher*
- *new teachers at risk should be observed by principal*
- *strong link conducted with others in relation to employment and induction*

(adapted from Earley and Kinder,1994, Bolam, et.al., 1995, Bleach, 1999, Min. of Ed., 1999, Tickle 2000).

In Israel, the new induction programme (Min. of Ed., 2001) clearly relates to some of the issues referred to in this list such as: a clear description of the mentor's role – mentoring interactions, formal assessment reports, a minimum workload but not maximum, peer support, release time and the allocation of time and resources. In addition, the newly qualified teacher's position as a new teacher and student at the college is carefully set out. Suggestions are also made for mentor training and support. These dimensions of Israeli induction will be compared and contrasted to the literature.

The literature categorises induction under the following headings such as: management of induction, school induction support, mentor's role, headteacher's role, professional development, time and evaluation. The mentor's role will be addressed in the next section. Time and evaluation in induction programmes will not be addressed in this review since it is not pertinent to this study.

Management of induction

Induction programmes vary according to the context and the desired outcomes. Some are formal or informal, school-based, district-wide and college supported (Klug and Salzman, 1991, Earley and Kinder, 1994, Bines and Boydell, 1995, Geva-May and Dori, 1996, Moyles et. al., 1998, Dallat, et. al., 1999, Min. of Ed. 1999, Merry and Kitson, 2000).

An effective formal induction programme generally has official policy guidelines for the school, for the appointed mentor, it is systematic and planned and includes assessment of the NQT (Earley and Kinder, 1994, Abell, et. al., 1995, Bolam, et. al., 1995). By contrast, informal induction programmes are very flexible, meet the negotiated needs of the NQT but there is no formal assessment. The mentor is generally a supportive colleague, offering emotional support during difficult times (Klug and Salzman, 1991).

Earley and Kinder (1994) identified four distinct models of induction based on their study of effective induction practices for the National Foundation for Educational Research. The systems include: mono-support, bi-support, tri-support and multi-support (p.16-17).

- Mono-support- one person formally working with the NQT. Informal support was sought out from other personnel
- Bi-support – an appointed mentor who met at a regular time plus an induction programme for all new teachers to the school
- Tri-support – a mentor, a 'buddy' and meetings held with senior staff and assessment
- Multi-support – mentor with support and training, principal attended planning sessions for NQTs and both the mentor and the NQT attended meetings within the school.

Most of the induction programmes in the literature include some or all of the following elements: an appointed mentor, a peer support group (internal or external) an informal school induction policy and mentor training (Andrews, 1987, Klug and Salzman, 1991, Cole and Watson, 1993, Quinn, 1994, Bines and Boydell, 1995, Geva-May and Dori, 1996). Whereas most programmes are based on a carefully thought-out, clearly defined support system, *"it serves little purpose unless actually established within the school and made to work"* (Cross, 1995, p. 41). A major fault emanating from most studies was the lack of role definition for all those involved, lack of mentor training and support and a whole school approach to induction. Moreover, the expectations were unclear therefore little professional growth through the mentor-NQT relationship occurred.

Becoming part of an organisation requires clear expectations, specifying the goals and values, shared knowledge and awareness of what is valued (Hunt, 1986, Schein, 1997). Are induction programmes falling short of their new teachers? How can induction programmes meet these demands and ensure retention of new teachers?

School induction support

The literature widely supports a school-wide approach to induction (Andrews, 1987, Carre, 1993, Earley and Kinder, 1994, Bines and Boydell, 1995, Bolam, et. al., 1995, Jones and Stammers, 1997, Heidkamp and Shapiro, 1999). The key issues in effective school support are: principal's role, mentoring, reduced workload, collegial support, evaluation, release time and professional development (Rosenholz, 1989, Carre, 1993, Earley and Kinder, 1994, Bines and Boydell, 1995, Bolam, et. al., 1995, Merry and Kitson, 2000, Tickle, 2000).

Principal's role

"Research leaves little doubt that the headteacher, or principal, of a school is a crucial factor in ensuring the effectiveness (or failure) of the induction process" (Tickle, 2000, p. 141, Cole and Watson, 1993, Quinn, 1994). It has been established in the retention section that school leadership has a major impact on school culture, therefore, it must be considered in the implementation of school induction programmes. Principal's are generally responsible for the following: a reduced workload, release time, organisational support, personal support, evaluation and professional development.

Reduced workload

To facilitate the socialisation process, researchers recommend working less than full capacity. In England ninety percent of a teaching load is prescribed, in America it is not addressed, while in Israel a minimum workload is considered one third. Teachers in Israel

work according to divergent number of hours (Carre, 1993, Cole and Watson, 1993, Bleach, 1999, Min. of Ed. 1999, Hayes, 2000, Tickle, 2000). A full primary school workload is thirty teaching hours per week while a full junior high and high school workload is twenty-four hours with variations for working mothers. Kakabadse, et. al. (1988) supports a lessened workload as a means to more effective induction.

The effective induction of new teachers may be hampered through short-term contracts and smaller workloads (Bolam, et. al., 1995). This issue needs to be considered in the Israeli context because most English teachers begin their careers with far fewer hours than other subject areas such as Hebrew language arts or mathematics. These teachers are usually home-room teachers as well as varied subject teachers. If interaction with peers and colleagues is a significant aspect of socialisation, then it is important to have a schedule that facilitates for this (Schein, 1978, Kakabadse, et. al., 1988, Jones and Stammers, 1997). In Israel, if a teacher works two days per week, which could be the minimum number of hours in the primary school, then the opportunity to meet with other teachers is almost impossible. In these cases, the principal often regards the English teacher as an addendum to the school and not an integral part of the regular staff. This may negatively influence the new teacher. Aside from low interaction with peers, such a reduced workload diminishes the possible time spent with the mentor, and may hamper scheduled induction support (Bolam, et. al., 1995). Thus, this study will examine the impact if any, of the workload on the induction of newly qualified English teachers.

Collegial support was addressed under retention while mentoring will follow this section.

Release time

The literature strongly advocates that NQT's be released periodically from teaching to observe their mentors or other colleagues as well as external visits to other experienced teachers (Andrews, 1987, Earley and Kinder, 1994, Quinn, 1994, Bolam, et. al., 1995, Brighton, 1999, Merry and Kitson, 2000). Brighton (1999) and Earley and Kinder (ibid.) note that it is not only inexpensive, but invaluable towards one's professional development. Andrews (ibid.) suggests that the benefits of observing the mentor are two-fold: for modelling instructional methodologies and conducting meaningful constructive feedback sessions with the beginning teachers. On the other hand, some studies have indicated that technically, release time is problematic and therefore cannot be relied upon for NQTs' professional growth (Moyles, et. al., 1998, Merry and Kitson, 2000).

As previously indicated, Israeli primary teachers do not work a typical five-day week as in the West. The school week is generally six days and the schedule differs for each teacher. Pragmatically, this makes it almost impossible to expect release time for English teachers,

especially since there is no 'pool' of regular substitute teachers. However, it is interesting to note if principal's make allowances for this release time as suggested in the Israeli induction programme (Min. of Ed., 1999).

Personal support

The extent of a principal's personal support in induction *are conditioned by the size and type of school* (Tickle, 2000). The larger the school, the less time a principal might have to give a new teacher. Therefore, at best, it is advisable that principals be made aware of the inherent difficulties of NQTs, to carefully examine induction practices within each school context and delegate responsibility where he/she is not available him/herself for the NQT. Very little is found in the literature concerning the influence of a principal's behaviour and attitude towards the success or failure of induction programmes (Rosenholz, 1989, Earley and Kinder, 1994, Quinn, 1994, Bines and Boydell, 1995, Pisova, 1999, Merry and Kitson, 2000, Wragg, et. al., 2000). In fact, many studies focus more on the interactions between mentors and the NQT's and its impact on induction (Abell, et. al., 1995, Bolam, et. al., 1995, Geva-May and Dori, 1996, Gratch, 1998, Dallat, et. al., 1999). The principal's behaviour may influence the climate of mutual support and development within the school. The principal should encourage and motivate their new teachers (Hunt, 1986, Rosenholz, 1989). However in Israel, the principal is deemed influential which may explain why there are studies about their influence on new teachers (Talmor, et. al., 1996, Almog, 1999, Brauer, 2000, Hoz et. al., 2003).

Quinn (1994) found that once the principal appointed the mentor for the NQT, several scenarios occurred: the principal ignored the mentoring pair; the principal complained to the mentor about the NQTs lack of following rules; or taking an active role in supporting both the mentor and the new teacher in a meaningful way. Principals who do not monitor mentoring interactions and only complain about the new teacher behind his/her back, cannot be aware of the new teachers' needs. Moreover, principals who are unaware of NQTs' needs in general, may not show any understanding in difficult encounters and have unrealistic expectations of their new teachers. Pisova (1999) found that some principals took measures to filter the stresses and external pressures, endured by newly qualified teachers. Principals, therefore, who take an active role in working with their new teachers would appear to foster improved job satisfaction and a stronger commitment to teaching. According to Hoz, et. al., 2003, these principals have an 'open door policy', take the time to personally speak to their new teachers, and offer support and encouragement.

The success or failure of the induction programme in Israel warrants an investigation. To what extent are the primary principals involved in a new teacher's induction. If they cannot be involved personally, how do they ensure the needs of the new teacher have been

attended to. There are all sizes of primary schools ranging from one hundred and fifty pupils to as many as eight hundred pupils. Moreover, as schools move towards greater autonomy, the demands have increased: handling school budgets; policy decision-making; curriculum decisions; community relations; parental demands; endless committee meetings; professional development decisions; conflict resolution and being accountable to the local authority and the Ministry of Education. It would not be surprising, therefore, if new teachers do not get the attention necessary from the principal him/herself. However, they should assume some responsibility for the adjustment of new teachers to the school environment (Schein, 1978, Hunt, 1986). One of the means of providing a supportive environment is through collaborative staff opportunities. This was examined under retention.

Promoting professional development in new teachers is quite complex. Release time to observe experienced teachers is highly valued by NQTs, however, on its own is insufficient. The next section will examine how regular observation, feedback and evaluation may impact on professional growth.

Professional development

Kakabadse, et. al., (1988) perceive induction not only dependent on the socialisation of the new worker but also achieving competence. This includes adjusting to the organisation, re-learning or professionally developing and becoming effective through the application of new skills and behaviours formed. Hunt (1986) explains that this achievement must be 'goal-directed'. He asserts that goal-setting must be explained to the employee and includes the following: a clear definition of the job, the duration, how one relates to others and finally how this will be evaluated and rewarded. Hunt (ibid.) also writes:

> "Humans are goal-directed. They need clear statements about where they
> are going and what they have to achieve. Even more important is commitment
> to those goals. There is not much point in agreeing on goals if the people involved
> are not committed to them. A lack of commitment occurs when the people involved
> have not participated in setting these goals. Commitment increases with participation;
> imposing goals produces less commitment" (Hunt, pp. 217-8).

Observation and feedback

The literature asserts that effective school leadership and induction programmes should provide regular feedback and support for teachers' work as part of a teachers' professional development (Hunt, 1986, Nias, 1989, Rosenholz, 1989, Draper, et. al., 1991, Earley and Kinder, 1994, Coleman, 1997, Weiss, 1999, Adams, 2000, Cockburn, 2000). Moreover, most research maintains that where goals or competences are individually targeted, the greater the chance of NQTs' professional development (Hunt,1986, Smith, 1996, Dallat, et.al.,

1999, Merry and Kitson, 2000, Spindler and Biott, 2000). Smith (ibid.) argues that observation is a valuable tool in developing teacher competence and must be linked to the individual's identification of needs. The following section deals with the use of career entry profiles as a means of implementing observation and feedback more effectively in teacher development.

Career entry profile

A career entry profile is a document *"providing a summary of information about strengths and areas for further professional development arising from .....assessment for Qualified Teacher Status"* (Bleach, 1999). These strengths are also known as competences and used in initial teacher training programmes as a means of setting targets and self-appraisal (Pollard and Tann, 1993, Merry, 1996, Calderhead and Shorrock, 1997, Lawson and Harrison, 1999). Categories and lists of competences are an attempt to make explicit to student teachers the art of teaching. Critics charge, however, that teacher knowledge is contextual, not a stagnant list but a dynamic process ever-changing.

> *"By providing a list of comptences we may contribute to an illusion that
> teaching is easy and that once a predetermined knowledge base and
> set of skills have been learned, the task of teaching has been mastered"
> (Calderhead and Shorrock, 1997, p. 193).*

Lawson and Harrison (ibid.) found that their student teachers' perception of individual action planning *"has more to do with empowerment than discipline"* (p. 89). Albeit, the criticism, there is an increase in the use and examination of competences at the beginning of teachers' careers. (Dallat, et. al., 1999, Smith, 1996, Jones and Stammers, 1997, Spindler and Biott, 2000, Merry and Kitson, 2000). Earley's (1996) mentors and NQTs found that the competency profile provided a common framework from which to work, focus thoughts and improve reflection. It enabled meaningful discussion between a skilled teacher and the NQT.

Merry and Kitson's (2000) two-year study of newly qualified teachers' induction programmes addressed the link between competency, induction and mentoring. Their sample included 63 NQTs who had begun teaching in 1997-98 academic year and an undisclosed number of NQTs in the 1998-99 academic year. They found major differences in headteacher and mentor assessment practices over the two years. During cohort one, there was confusion about the role of observations and feedback. Only 19% of the headteachers assessed the new teachers that year, while 25% of the mentors assessed the new teacher. During cohort two, where career entry profiles were officially introduced, there was an increase in assessment by mentors to 34% while a significant decrease in the headteacher's role in

assessment, 2%. In addition, 70% per cent of the headteachers observed new teachers the second year. An increase of almost fifty percent! Mentors increased their observations of new teachers by almost fifty percent. Subsequently, written feedback as well as evaluation of progress also improved. The significant differences between the two studies are attributed to: the greater clarity for the provision of induction within the schools which manifests itself in the increase in the informal sessions between mentors and NQTs; all stakeholders involved in cohort two had a "clearer understanding of the roles within the assessment process" (p. 2) and schools are fulfilling their duties, using the materials provided and engaging in the induction process. This study exemplifies how clearer role definition and raised career entry profile awareness may increase observations, feedback and effective evaluation. In fact, the NQT's in cohort two reported higher satisfaction in their induction support than cohort one.

In this study, which will examine the induction programme of a third-year teacher and a second year teacher, it would be interesting to ascertain if there is a greater understanding of the school induction process two years later.

Smith (1996) similarly found that the use of observations of practice by managers or mentors with subsequent constructive feedback were significant to the professional development for student teachers, NQTs and in-service teachers. Tickle (2000) does not regard the key assessor as the principal, but rather s/he must provide and monitor its implementation.

This study will explore the effectiveness of the Israeli induction programme which includes a formal evaluation of the NQETs. Thus it will be necessary to establish what professional development indeed occurs during the year and by what means. Who were the people responsible for the assessment of the NQT's? Was it the principal, the mentor, or the inspector? Therefore, this study will seek information about career entry profiles, target setting or reflection on strengths and weaknesses during the course of induction. In addition, what was the basis for the assessment of new teachers, observations and written feedback or just informal chats as suggested through many studies (Bolam, et. al., 1995, Jones and Stammers, 1997, Moyles, et. al., 1998, Merry and Kitson, 2000).

Research about induction programmes

There are two studies that may have an impact on this study: Bines and Boydell's (1995) study concerning the whole school approach to induction and Dallat, et. al.'s (1999) study which included an external induction officer as part of induction.

Bines and Boydell's (ibid.) an empirical study of the Oxfordshire LEA Primary Induction Project in England investigating the management issues in effective induction. They

examined the school's overall responsibility for providing NQT mentor support and the collective responsibility of the school. The project was evaluated twice through questionnaires sent to mentors and NQTs who participated in the first two years. The third evaluation was focused on the headteacher's views on the development and management of induction. Their findings confirmed that in addition to good mentoring for the NQT, 'the whole school context and the overall management of induction' were just as significant. Moreover, the headteacher played a pivotal role in shaping a whole school approach. The headteachers perceived the following elements to be significant in effective induction:

- Whole staff is aware and involved with the NQT's needs in addition to the mentor.
- There are clear definitions of roles and information including those of the mentor and the expectations of the NQT's. Also general information about the school and the teachers' responsibilities are provided.
- Careful selection of and support for mentors
- Communication channels are open between individuals and among the whole staff within school
- There is a commitment to training for mentors and NQT's
- General supportive culture in which problems are shared and professional growth is encouraged
- NQT's are considered as an asset capable of contributing to the school
 (after Bines and Boydell, 1995, pp. 58-9)

Bines and Boydell (1995) support Hunt's (1986) thesis that head-teachers' duties have far-reaching consequences especially in the induction of newly qualified teachers. Furthermore, researchers agree that a whole school induction policy fosters favourable conditions for all staff and contributes to the general well-being of the individual school (Waterhouse, 1993, Quinn, 1994, Earley and Kinder, 1994, Cole and Watson, 1993). This appears to be true in western countries. In Canada, Cole and Watson (1993) conducted a study for the Teacher Education Council in Ontario to determine how widespread and to what extent teacher induction programmes exist. The one hundred and twenty-seven informants came from the school systems, faculties of education and teachers' unions. The informants provided the documents and position statements of the various institutions and from the information received they classified the organisational framework for induction. They found that most of the goals of induction programmes reflected a limited view of induction. The idea of continuing professional development and reflection is not seen as an integral part of the induction programme. While a whole school policy towards new teachers is highly regarded in only a few schools, the most common form of induction and mutual growth was the pairing of a new teacher with an experienced teacher.

However there is one limitation to this study. While documents may reflect the will of the institution to carry out induction, there is no verification by the stakeholders that induction actually takes place. The study is based solely on documents and no mention of those directly involved: the mentor, NQT or headteacher. As Cross (1995) stated earlier, it is fine to have a programme, but it needs to be established. In this study, all of the stakeholders directly or indirectly involved with NQETs' induction will be asked to give their impressions of the different dimensions: the school culture to determine its' impact on the staff, the mentoring interactions, what impacted on the NQET's professional growth and peer groups. Moreover, the guidelines of the induction programme will be compared to the specific induction experiences.

Dallat, et. al.'s (1999) study of induction in Northern Ireland was from the induction officer's perspective. This induction programme was district wide and combined the role of an external officer with the mentor and NQT in the school. The sample included mentors, heads of departments and NQTs. This was a study of high school teachers. For purposes of this study, only the induction officers' views will be addressed. Semi-structured interviews were conducted with five induction officers, representing five Education and Library Boards. Each board maintains one induction officer with the responsibility for the external induction of newly qualified teachers. This study examined the role of the induction officer, their relationship with schools, the mentor and the NQT. Moreover, the future of the induction officer in providing in-service support for NQTs was considered. In addition, the use of competences and the usefulness of career entry profiles. Their findings were: the induction officer's support was effective although bound by timing of in-service courses; their access to schools was limited; their role and the mentor's role were complementary; in-service courses need to match the exact needs of the NQTs; their mentor training courses raised the awareness and significance of the mentor's role; not all mentors felt they needed training therefore training was fragmentary; and a need to raise the awareness in schools of additional support available through the induction officer. Among the recommendations were more coordination among the schools, the mentors and the education boards in identifying NQTs more quickly and assessing their needs to more effectively manage the induction programme.

This study although high school-based, has particular significance for the induction programme in Israel. Although Israel does not have an induction officer, there is external support provided by an English counsellor. This counsellor attends to the needs of the NQETs at the behest of the English inspector, by the principal and the NQET. There is no formal recognition of the English counsellor in the induction programme. S/he works alongside the induction programme. In Israel, today, the role of the English counsellor is becoming extinct as hours are progressively decreasing each year. Considering all the difficulties new English teachers encounter (see retention section), it would be of interest in

this study to examine the English counsellor's role and his/her impact on the NQET's induction year. This information could be vital to the future of this role. Moreover, the in-service courses offered by these counsellors should also be considered with regard to meeting these teachers' needs.

For the purposes of this study, the following areas will be explored: the management of induction, school induction support, the headteacher's role and professional growth. This will give insight into what areas require improvement especially for NQETs? Which colleagues, such as the mentor or the principal, played an important role and how did they impact on the teacher's decision to stay? Is there a school induction policy? How is this conveyed? This study will also examine the professional growth of the NQET. The answers to these questions will allow us to determine which factors have an effect on retention and how effective the induction program is in each school context. It is therefore necessary to interview not only the NQT and his/her mentor but all the stakeholders involved in the Israeli school context and compare it to other studies.

Summary

Induction programmes vary from country to country and are developed according to the perceived needs of their newly qualified teachers. The management and implementation of effective induction programmes require close examination in order to improve them. Induction programmes that are not tailored to the new teachers' needs will disappoint its customers and ultimately lose good teachers. Therefore, the induction of the newly qualified English teacher will be examined in an effort to understand what elements influenced his/her retention.

Mentoring

Kram (1983) identifies the mentor relationship as an experienced adult in mid-life providing career and psychosocial support that *"enable the young adult to meet the challenges of initiation into the world of work...."*(p. 621) and fosters professional development (Kakabadse, et. al., 1988, Hunt (1986). However, mentoring is no longer considered support only for young people entering the world of work but has also increased in its importance among middle managers, headteachers or anyone assuming a new responsibility within an organisation (Kakabadse, et. al., 1988, Monaghan and Lunt, 1992, Coleman, 1997, Funk and Kochan, 1999, Bush and Chew, 1999). Indeed, mentoring is perceived to play a central role in induction programmes

Initial teacher education and first year induction programmes are rarely mentioned today without a thorough discussion of mentoring (Sampson and Yeomans, 1994a, Smith and West-Burnham, 1993, Kerry and Mayes, 1995, Edwards and Collison, 1996). A mentor is a trusted friend, someone wise, a guide and a counsellor. Through emotional and professional support s/he shares and nurtures his/her protege towards a greater understanding of the chosen profession (Yeomans and Sampson, 1994, Bleach, 1999).

Researchers have long repeated that the mentor has played the most 'crucial' role in the induction program for NQTs, and positively impacts on their future retention in the professional community (Cole and Watson, 1993, Smith and West-Burnham, 1993, Sampson and Yeomans,1994c, Cross, 1995, Abell, et.al., 1995, Bines and Boydell, 1995, Feiman-Nemser, 1996, Montgomery- Halford, 1998, Bemis, 1999, Ministry of Education, 1999). Most studies and the literature reflect the perspectives of the mentors and their mentees in induction programmess, discussing the following recurring themes: mentor selections, role definition, time, training and support, professional development, and program evaluation (Carre, 1993, Tickle, 1993b, Wall and Smith, 1993, Vonk, 1993, Earley and Kinder, 1994, Quinn, 1994, Abell, et.al., 1995, Bolam, et. al., 1995, Bush, et. al., 1996, Merry, 1996, Bines and Boydell, 1997, Jones and Stammers, 1997, Gratch, 1998, Moyles, et. al., 1998, Richards and Pennington, 1998, Bemis, 1999, Bleach, 1999, Merry and Kitson, 2000, Allen and Poteet,1999, Geva-May and Dori, 1996, Dallat, et. al.,1999).

Feiman-Nemser, et. al. (1996) explain that:

> *"If mentoring is to function as a strategy of reform, it must be linked
> to a vision of good teaching, guided by an understanding of teacher
> learning, and supported by a professional culture that favors collaboration
> and inquiry"* (p. 1).

A study of mentoring necessitates the examination of the issues involved in mentoring, the 'anchor' of the induction programme, to grasp its scope and its subsequent implications on these programmes. Although mentoring has been embraced very enthusiastically, in-depth research is lacking concerning the impact of mentoring on the new teacher.

Mentoring will be reviewed under the following headings: mentor's role, mentor selection and training and support.

Mentor's Role

This next section will examine the dimensions of the role of mentoring. These include types of support, assessment and non-subject mentors.

Fullerton and Malderez (1999) have classified mentoring roles in education in the following way:

- a model – someone to inspire or demonstrate
- an acculturator – showing the mentee the ropes, adjusting to the professional culture
- a sponsor – introducing the mentee to the right people, using their power in the service of the mentee
- a supporter – providing safe opportunities for the mentee to let off steam, release emotions, act as a sounding board
- an educator – a sounding board for the articulation of ideas, consciously creating appropriate opportunities for the mentee, achieving professional learning objectives (after Fullerton and Malderez 1998 quoted in Malderez and Bodoczky, 1999, p. 4).

Vonk (1993) similarly advocates the following differing roles effective mentors assume: as counsellor, as observer, as provider of feedback, as instructor and as evaluator.

The *counsellor* is responsible for establishing an open relationship, sharing problems and showing an interest. Furthermore, through guided reflection, clarifying problems and finding solutions to them, encouraging positive self-esteem and awareness of one's situation. Finally, develop coping strategies for new teacher to deal with stressful encounters.

The *observer* negotiates the terms of observation, collects and records the data to allow for interpretation. Using the data to consider alternatives and lead to a report for feedback.

The *provider of feedback* leads discussions on lessons which include 'recall-discussions, recognising problems, giving appropriate feedback', assist beginner teachers in analysing their teacher behaviour, and stimulate reflection and self-evaluation. Furthermore, seeking and advising solutions to problems.

The *instructor* requires transformation of one's own ideas to beginner's level relating to their needs; assisting in the analysis of beginner's own ideas and teaching behaviour, encouragement towards reflection and self-evaluation.

The *evaluator* explains the criteria and procedures for evaluation, which is utilised to further the new teacher's progress. In addition, the data collected are interpreted to summarise the findings and finally a written summary of the new teacher's progress including a discussion of the report with the teacher (after Vonk,1993, pp. 38-39). It is clear that Vonk (1993) emphasises the professional dimension of the mentor's role.

The two sets of mentor roles described above appear to be similar ranging from assisting the NQT's socialisation into the school, emotional support, professional support to evaluation and is widely supported in the literature (Klug and Salzman, 1991, Cole and Watson, 1993, Earley and Kinder, 1994, Quinn, 1994, Bush, et. al., 1996, Carney and Hagger, 1996, Gratch, 1998, Moyles, et. al., 1998, Dallat, et. al., 1999). However, far fewer studies reflect fruitful professional growth (Abell, et. al., 1995, Bines and Boydell, 1995, Merry and Kitson, 2000).

Professional development

Professional development of NQET's is characterised by : observation and feedback, reflection and evaluation (Stammers, 1992, Vonk, 1993, Bolam, et. al., 1995, Bush, et. al., 1995, Wood, 1999). The importance of observation and feedback were addressed in the previous section (pp. 51-2). This section will review the tension of reflection and evaluation.

Self-reflection is an integral part of the process of building self-awareness into one's professional development. (Schon, 1987, Elliott, 1991, Wallace, 1991, Vonk, 1993, Tickle, 2000, Bartlett, 1990, Richards and Pennington, 1998). Widely-supported in the literature, the reflection process is described as a cycle that is constantly repeated to promote professional development in generic teaching skills as well as the subject discipline (Shulman,1987, Bartlett ,1990, Wallace, 1991, Bennett, 1993, Richards, 1995, Tickle, 2000). This reflective cycle is not intended to be a solitary act but shared verbally or in writing and with a group or supervisor in order to examine why things occurred and searching for solutions to problems to promote meaningful learning and subsequently implement change the next time around.

Vonk (1993) believes that through teaching and learning experiences, new teachers develop professionally although on a limited basis. This type of learning is called 'trial and error.' Learning through positive and negative experiences does not promote 'meaningful learning.' Without guided reflection, new teachers will avoid negative experiences instead of examining problems and seeking solutions. He claims that meaningful learning can only be promoted through skillful mentoring combined with observation and feedback.

However, Furlong (2000) refutes the notion that technical models of management and control are the sole contributors to one's professional growth. Moreover, "The idea of reflection and its role in professional knowledge is notoriously difficult to pin down" (Furlong, p. 22). He adds that the gap in teachers' professional knowledge cannot be complete without the recognition of intuitive practice.

Daloz (1987) too, augers for challenging mentoring for student teachers which involves: *"setting tasks, engaging in discussions, heating up dichotomies, constructing hypotheses and setting high standards"* (pp. 223-229).

The Israeli Induction Programme offers guidelines for the mentor to further the NQTs' professional knowledge:

- meet for at least an hour once a week at a fixed time in the timetable
- observe the new teacher's lessons to identify the needs of the NQT
- assist the new teacher in becoming part of the staff
- evaluate the new teacher in writing at least twice per semester
  (after Min. of Ed., 1999, pp. 21-27).

In addition, the mentor should provide professional advice for example: heterogeneous classes or provide emotional support which should elevate the NQT's professional growth beyond survival tactics

The role of the mentor in the Israeli induction programme appears to be quite similar to other programmes: fixed meetings, observation and feedback, socialisation into the school and evaluation (Vonk, 1993, Fullerton and Malderez, 1998). Its express purpose is in furthering professional growth. The next section addresses the tension of assessement.

Assessment

The literature reports that mentor assessment and target-setting are key issues (Klug and Salzman, 1991, Abell, et. al., 1995, Feiman-Nemser, 1996, Montgomery-Halford, 1998, Moyles, et. al., 1998). Most studies reflect the dissonant nature of mentoring and assessment. Earley and Kinder (1994) found secondary NQTs welcomed assessment as beneficial when used in conjunction with a profile while primary NQTs were disappointed where no assessment or official feedback had been given. For over a decade the literature has debated the issue of assisting versus assessing the NQT. A number of studies have found that that NQT mentors avoided this role since it would upset the delicate balance of the supportive relationship between the mentor and the mentee (Klug and Salzman, 1991, Abell, et. al., 1995, Moyles, et. al.,1998, Merry and Kitson, 2000).

According to some researchers, when target-setting is combined with assessment, then the evaluation is not quite a negative experience for the two parties involved (Feiman-Nemser et. al.,1999,): *"Thoughtful teachers use ongoing assessment to identify goals, provide feedback, and document progress. Similarly, new teachers and those responsible for their learning*

need a defensible basis for deciding what to work toward and some means of determining how they are doing" (p. 10). Setting goals is based on self-evaluation which can be carefully guided through effective mentoring (Hagger, et.al., 1995). As Vonk (1993) maintains, through the setting of clear criteria, procedures and open discussion of the summative report, assessment becomes a natural outcome of the formative interactions. This should lessen the negative impact of a true assessment.

The Israeli Induction Programme (Min. of Ed. 1999) requires the mentor to further the professional growth of the mentee through observation and feedback and a written evaluation twice a year. Therefore, this study will address the mentor's role in the Israeli context, examine the role of evaluator and how the mentors perceive the parameters of their role. What role(s) do the mentor's assume and how effective are they in relation to goals set out in the induction guidelines. Evaluating a mentor in their role must be in relation to a programme's objectives (Monaghan and Lunt, 1992).

The next section will review the importance of mentor selection and its impact on the NQT.

Mentor selection

Mentors in the primary schools should be carefully selected according to the following criteria: principals or classroom teachers with extensive teaching experience, are role models, work in close proximity to the mentee's classroom, are familiar with school policy and norms, teach at the same age level, preferably the same discipline where possible and are teachers of other adults (Klug and Salzman, 1991, Acton, et. al., 1993, Smith and West-Burnham, 1993, Vonk, 1993, Earley and Kinder, 1994, Bines and Boydell, 1995, Cross, 1995, Moyles et. al., 1998, Bleach, 1999, Rowley, 1999, Tickle, 2000). Moreover, these mentors should optimally possess the following qualities: good interpersonal skills, good communicative skills, a sound professional knowledge and practice (Smith and West-Burnham, 1993, Vonk, 1993, Earley and Kinder, 1994, Bines and Boydell, 1995, Moyles et. al., 1998, Allen and Poteet, 1999, Bleach, 1999, Rowley, 1999, Tickle, 2000). Most mentors are appointed by the heads of schools, whereas in Israel, new teachers are given the opportunity to choose their own mentors within the first days of school (Min. of Ed., 1999).

Smith and West-Burnham (1993) identify five possible types of mentor in school-based mentoring: the subject mentor or classroom mentor (the subject head would be the mentor in high school while in primary school, a classroom teacher would provide the support); the professional mentor (a senior member of staff); pastoral mentor (a form tutor who could also be involved in observation and assessment of the NQT); the higher education (HE) mentor

(as a management consultant in closer partnerships with higher education institutions) or the local education authority (LEA) adviser (offering overall mentoring support to schools).

Although Smith and West-Burnham (1993) suggest mentoring by the heads of school or other administrative appointments as possibilities, this kind of support is daunting for the newly qualified teacher. Heads of schools are expected to evaluate and decide if the new teacher remains in the school in the future. Headmasters or administrative staff are generally not as available as classroom or subject teachers (Tickle, 1993a). It would be difficult for a new teacher to seek unconditional emotional support from one's boss. While subject head mentoring is acceptable in the high school, it is not as easy to implement in the primary school. For the subject areas of language arts, maths, science for example, there are subject heads for two or more teachers. In the case of English, there is usually only one or two English teachers. If there is no other English teacher, there cannot be subject mentoring. If there is another English teacher, it is not certain that that teacher will possess the necessary qualities outlined above.

The importance of these characteristics and qualities are significant in establishing a supportive relationship with a newly qualified teacher. NQTs are extremely vulnerable to isolation, stressful classroom encounters and the feeling of loneliness especially in the case of an English teacher in a junior high school:

> *"As my frustration built, I felt a greater sense of loneliness walking between the classes in the hallways, within certain classrooms and even the teachers' room, not knowing whom to turn to for advice or even for small talk during the coffee break" (Segal, 2000, p. 15).*

A skillful mentor within the same school could have detected David's frustration and quickly moved to assist him as needed or welcomed. Without such mentoring, it took David three months to 'break down' and confide in the English inspector, someone not even in the school. Eventually external help was provided.

According to this review, the mentor's role is quite complex and depends on the relationship formed between the mentor and the mentee and the expectations of the role. The mentor's role is commonly defined by the context and the expectations placed on the mentor by the stakeholders (Carre, 1993, Cole and Watson, 1993 Vonk, 1993, West-Burnham and Smith, 1993, Quinn, 1994, Sampson and Yeomans, 1994b, Abell, et. al. 1995, Bines and Boydell, 1995, Bolam et. al., 1995, Bush et. al., 1995, Spindler and Biott, 1997, Montgomery-Halford,1998, Allen and Poteet, 1999, Malderez and Bodoczky, 1999, Merry and Kitson, 2000). Sampson and Yeomans, (1994b) explain that,

*"To define the mentor's role is to begin to define effectiveness, since
clarification of the role helps to identify relevant skills and strategies,
and so provides criteria by which effectiveness can be evaluated." (p. 159).*

In fact one of the major weaknesses in most induction programmes has been the need for
providing a conceptual foundation of mentoring that is clear to all stakeholders (Carre, 1993,
Tickle, 1993, Bolam, et. al., 1995, Bines and Boydell, 1995, Bush et. al.,1996,
Feiman-Nemser, 1996, Coleman, 1997, Moyles, et. al, 1998).

It has been established that effective mentors who foster professional growth should possess
the following attributes: good interpersonal skills, good communication skills, sound
professional knowledge and sound professional practice (after Moyles, et. al. 1998, p. 6).
Two areas are disturbing concerning selected mentors who are not English teachers:
professional knowledge and practice. The next section will address the issue of non-subject
mentors.

Non-subject mentors

The literature points to the fact that most beginning teachers in their first year require help in
classroom management, handling discipline problems, working in heterogeneous classes,
and developing communication skills with parents (Rosenholz, 1989, Wall and Smith, 1993,
Jones and Stammers, 1997, Min. of Ed., 1999, p. 22). Subject mentors for English as a
foreign language are not always available in the primary school. In Israeli primary schools,
there may be only one English teacher who does not possess the qualifications to be a
mentor or the new teacher is the only English teacher. In such cases there are two
alternatives: either a regular classroom teacher or an external English counsellor provided
by the Ministry of Education. In the ideal situation, the choice of mentor is not only
contingent on emotional support but 'the best match for the mentee for both pedagogical
beliefs and methodological styles' as mentioned earlier under the section on selection of
mentor (Moyles, et. al., 1998, Min. of Ed., 1999).

Although primary classroom teachers generally have good management skills and spend
more time with their classrooms, their conception of teaching and their teacher training
experience is quite different from English foreign language (EFL) teachers. To exemplify this
dilemma, the following chart compares the suggested knowledge bases of primary school
teachers with EFL teachers (after Lytle, 2000, Spolsky, et.al., 2002).

Table 2

Comparison of primary teachers and EFL primary teachers knowledge bases

Primary school teachers	EFL teachers
Have knowledge of curriculum standards and address them daily in six different disciplines	Have knowledge of curriculum standards and benchmarks and address them in English language teaching – language proficiency, literature and culture
Have knowledge of testing and assessment programs and ensuring student success on tests	Assessment: the role of assessment The methods of assessment The learners' role in assessment The role of testing in assessment Individual diversity
Have knowledge of a variety of teaching strategies and classroom management skills	Teaching and the teacher: classroom interaction Planning, Teaching materials
Have knowledge of pupils' diverse and special needs and accommodating them as necessary	Classroom Environment: management Physical learning environment
Have knowledge of new technologies and implementing them in instruction	Have knowledge of new technologies and implementing them in instruction
Be able to conduct critical inquiry about one's practice and its effects on groups of students	Teacher as professional
	Learning and the learner: theories of practice of learning and language learning diversity
	(based on the English Curriculum,2001)

It is evident from this chart that there are domains of knowledge that are parallel to each other such as classroom management, assessment, media of instruction and the teacher as a critical professional. However, there are other domains that are specific to language teaching and subsequent classroom management which may impact on pupil behaviour. An example of this would be knowledge of theories about language learning which are endemic to language teaching. Language teachers tend to use more social interaction in their classes, therefore various classroom interaction patterns which would not be considered an integral part of a language arts lesson in Hebrew. Another prime example is the curriculum and assessment. Understanding the needs of language proficiency and using authentic materials are not obvious to general Hebrew teachers. Formal and alternative assessment of EFL learners does not resemble the assessment of other subjects in the primary curriculum. Without this subject knowledge, the non-subject mentor's good intentions are minimised to emotional support.

Another probable cause for some knowledge discrepancy is that English language teachers in Israel are more abreast of the issues of teaching and learning in the world because most of the publications are in English. Their implementation is often swift. On the other hand, the implementation of new concepts about teaching and learning in the school curriculum lag behind because most teachers in Israeli schools are not capable of reading the most recent research in the original English.

Subject or non-subject mentors require training to effectively perform their role. The next section addresses the key issues in mentor training and support.

Mentor training and support

Most studies have widely established that mentors require training and support in order to facilitate mentoring for NQTs (Acton, et. al., 1993, Earley and Kinder, 1994, Quinn, 1994, Dallat, et. al., 1999, Sampson and Yeomans, 1994c, Bines and Boydell, 1995, Bolam et. al., 1995, Moyles, et.al., 1998, Allen and Poteet, 1999, Bush and Chew, 1999, Merry and Kitson, 2000). Indeed, most of the mentors in these studies misunderstood their role. There are many capable 'natural' mentors who have the qualities and abilities to transfer their inherent teaching skills to mentoring, however, these are not enough in education today if we want to further NQTs' professional development. *While prospective mentors may be willing to share their expertise with less experienced partners, they need to develop a repertoire of skills that allow them to nurture their protegees"* (Bush and Chew, 1999, p. 48).

It is also unclear what it is that mentors do and what newly qualified teachers (NQT's) learn from the experience. The tension appears to lie with the overall design of the induction programmes. The reality is that with or without guidelines about mentoring relationships, they often vary from school to school (Bolam, et. al., 1995, Moyles, et. al.,). How can the stakeholders be held accountable for equally fair treatment for all NQT's? Is it fair that some NQT's have poor mentor relationships due to the confusion of the mentor's role while others thrive under the best tutelage? There is a need to monitor the mentoring process, matching the NQT's needs with the best possible mentor in order to foster professional development. If a classroom teacher is the mentor for an EFL teacher, s/he can only deal with management issues while most new teachers require help with curriculum subject matter decisions as well. How then can mentoring be designed for effectiveness?

The significance in failing to address or convey the expectations of the mentors are demonstrated in the following possible scenarios:

- the mentor will wait for the NQT to make contact and may or may not address those issues that the NQT requests (Quinn, 1994)

- the mentor may decide that the NQT is managing on his/her own after a time and the mentoring time will thus decrease considerably by the end of the first term (Moyles, et. al., 1998).

- the NQT may not receive support or challenge from the mentor and stop all contact (Daloz, 1987).

Sampson and Yeomans, (1994c) found that:

> "...pedagogic skill alone is an incomplete basis for mentoring. The complexity of the mentor role, and of the skills and strategies needed calls for multi-faceted professionals who have enabling, inter-personal and analytic as well as pedagogic skills"(p. 204).

Studies maintain that mentors who are trained and supported positively received the received training. Moreover, they appreciated the opportunities to meet with other mentors (Earley and Kinder, 1994). Mentors are usually experienced teachers who have not been in a higher institution of learning for many years. They may be out of touch with the needs and expectations of new teachers in the classroom today, therefore, training and support can close this gap and further the mentor's own professional development. Furthermore, if the desired outcome of the mentor relationship extends beyond emotional support, with the correct training, mentors will become proactive in meeting the needs of newly qualified teachers rather than reactive partners.

Today, a salient feature of many induction programmes includes career entry profiles or profile development- formative and summative assessment (Smith and West-Burnham, 1993, Merry and Kitson, 2000, Ministry of Education, 1999) A common language between mentor and NQT is necessary when discussing competences and further professional growth. Competence-based training is rather recent and therefore not automatically a part of the experienced teachers' knowledge. Potential mentors are usually veteran teachers who have been away from higher education institutions for a number of years. Competences listed in a document are not always clear to the readers, resulting in multiple interpretations, according to his/her 'background information and predilections'. If mentors do not have a good grasp of the competency expectations, then target-setting will be less effective or will be avoided. Elliott and Calderhead (1995) explain: "They (mentors) require not only skills for counselling but also a language of practice which incorporates the complexities of training and teaching" (p. 42).

Another issue of mentoring may be the mentor's lack of the most recent professional knowledge. If the mentor has not kept abreast professionally since he/she left teacher training, then how could s/he possibly comprehend the latest jargon in teacher training which

includes competences, career entry profiles or standards? The mentee and the mentor require the same language in order to communicate, collaborate or implement a new curriculum.

Gratch's (1998) example of an unfulfilled teacher- mentor relationship described how Gina, a first year teacher,

> *....reveals the tension she experienced during her first year of teaching when she finds her mentor unavailable for the kind of thoughtful feedback and discussion that she hopes to find. Gina is not satisfied with the basic emotional support her mentor offers. She wants a mentor who will help her learn how to reason about and learn from her teaching" (p. 221).*

Gina's mentor was very critical of Gina and caused a rift in the relationship. It was clear that she had no intuition of how to work with Gina. There was no promotion of self-reflection or fulfilling Gina's expectations. Gina searched for alternative support but is every NQT capable of this step? This is why not only mentors but NQT's must be aware of the roles of each within the relationship.

Elliott and Calderhead's (1995) study of nine student teacher- mentor pairs examined how the mentors perceived their role and their contexts. They interviewed mentors towards the end of the first year for about an hour. Among the findings were that mentors did not openly challenge the NQT's which researchers agree enhances professional growth (Vonk, 1993, Moyles, et. al. 1998). Elliott and Calderhead (ibid.) explained this phenomenon from the fact that teachers within schools had little knowledge of how adults develop professionally, nor did they possess the language to talk about the classroom contexts. Most teachers understood learning through teaching children. In fact, Fullan (1993) and Elliot and Calderhead (1995) found that mentors who think of their mentoring tasks in terms of their teaching realise its inadequacy. This study further reinforces Vonk (1993) support for extensive training and support for effective mentoring.

Aside from a common language, Feiman-Nemser (1996) elucidates the point that mentors do not have much experience with observation and discussion of teaching with their peers. Not every mentor has had student teachers. Consequently the mentoring process is potentially limited. Elliott and Calderhead (ibid) suggest a remedy for this situation:

> *"The notion of the school as a 'learning community' in which learning occurs at various levels will need to become widely accepted. In such a community open debate amongst all professionals would have to characterize the school environment. Teachers will need to interact with each other, challenging each other and supporting each other in order to sustain that challenge." (p. 53)*

They add that developing a programme must combine challenge and support to foster the mentor's growth.

The following section examines the research about mentoring relationships, their shortcomings and advantages.

Research about the role of mentors

Mentoring relationships

Abell's, et. al (1995) study aimed to determine if the interns in the Beginning Teacher Internship Program (BTIP) of the state of Indiana benefited from the mentoring programme. They examined the interpretations of the roles of the mentors and interns of forty-six teachers, twelve principals and four central office administrators in elementary, middle and high schools in the USA. The participants were questioned about their perceived roles and interactions. Their theoretical framework was phenomenological. Through recall and reflexivity, the interviewees were asked to identify the purpose or goal of their experiences within the programme (Cohen and Manion, 1994). The mode of research was structured interviews. Specific roles were not clearly defined in the BTIP, although mentors received general guidelines about the programme. They sought an understanding of how the participants constructed their relationships. They found that the mentor role varied and that the mentors did not follow the guidelines nor the documents distributed by the district. Both the mentors and new teachers perceived the mentor role to be multi-faceted and dynamic according to the needs of the new teacher. The frequency of meetings ranged from informal conversations to weekly or formal interactions. The mentors said that they did not assume the role of evaluator for it was considered more important for the mentor and the mentee to develop mutual respect in a risk-free learning environment. The researchers found that the varied roles assumed by the mentor were deemed a successful contribution to the induction programme.

Abell, et. al. (1995) identified two limitations of their study: There were too many people to acquire an in-depth understanding of the experiences and found it next to impossible to build a trusting relationship with the interviewees in their limited contact time of thirty to forty minutes. The interviewees felt they were being evaluated, therefore the interviewers did not receive as honest answers as they would have liked. However, there appear to be several drawbacks to this study. Only eight teachers and their mentors from the whole study of forty-six are reviewed, thereby limiting the readers' knowledge of the stakeholders' perceptions of the programme. What happened with the other thirty-eight teachers and their mentors? Was there importance in their feedback? Is there an interest in the authors hiding information?

There is a weakness in the selection of the mentors for the study. To ascertain the effectiveness of an induction programme, there should have been random sampling of the population. The mentors of their study were chosen against a set of criteria that might ensure better mentoring than most NQT's receive. For example, the mentors chosen were matched either according to content area in high school or grade level for primary school; have proven ability to work with people and to coach new teachers; have prior success in teaching and work with student teachers; work in close proximity to the intern and feel themselves fulfilling a mission to help other colleagues. These are criteria deemed necessary by the researchers to effect good mentoring, however, not every school can provide NQT's with a mentor of such quality. Many schools/teachers do not mentor student teachers nor can their classroom be in the same vicinity of the mentor, especially in terms of specific subjects in the primary school. This limits the generalisability of this study and does not give the reader a realistic picture of what happened overall in the area. According to the authors, the BTIP was successful. Other difficulties that arise from this study are the structured interviews. Interviews that are structured do not allow for free responses or other ideas that the interviewees might not have thought about prior to the study. This could account for the lack of cooperation between the interviewee and the researcher. When responses are freer, respondents are more at ease. The questions are very general and do not probe how the programme was effective or how the BTIP improved the NQTs' teaching performance. Some of the questions were not focused on the issue at hand but on external issues such as discussing the costs of the program versus its benefits. They report that participant responses only dealt with issues such as the proximity of the mentor and the personalities of mentors and interns. There is no mention of differences between the primary, middle or high schools, which could have added to the general knowledge about mentoring in the primary school. Abell, et. al. (1995) believed the programme was effective when mentors were left on their own to construct their relationship with the interns. On the other hand to evaluate a mentoring program, there must be perceived goals and outcomes against which to compare (Gibb, 1994). How can mentors and interns or the stakeholders assume what constitutes a successful programme if their expected guidelines were not followed?

From this study, Abell et. al. (1995) advocate the use of in-depth studies of the perceptions of mentors and NQT's rather than a broad survey in order to aid policy-makers in shaping and sustaining induction programmes. They promote more on-site visits, personal contact and scrutiny of the program from its inception through implementation over time.

Abell's et. al. (1995) study influenced this researcher to use the case-study approach which is in-depth and includes all of the stakeholders. The stakeholders may provide information that can be corroborated and provide a fuller understanding of the mentoring process in Israel. Using semi-structured interviews, allows for probing and focusing on the factors that influence effective mentoring and other factors the respondents may want to add.

On-site visits will add to the contextual knowledge of each induction programme. In addition, this study will determine what information was provided to the mentor about his/her role in the induction programme.

Comparison of mentoring support systems for student teachers and newly qualified teachers

Moyles', et. al (1998) study of only primary teachers examined the mentoring relationships in the primary school, comparing student teacher mentoring to the NQT mentoring in England. There were three aims which are pertinent to the discussion of the role of mentoring: to examine formal and informal mentoring structures; to investigate individual perceptions of giving and receiving support in the context of primary teaching; to explore the potential teacher education/training needs of both sets of professionals in the light of existing good practice in primary schools. This was a longitudinal study over five terms in fourteen schools. The population included post -graduate certification in education (PGCE) first-year students mentored: five during their final experience and five more mentors working with eight NQT's during their first year of teaching. The research tools included semi-structured interviews with mentors, NQT's, new entrants (student teachers) and headteachers: logs of time spent on formal and informal mentoring; journals of the mentoring experiences; and video-taping, transcription and analysis of mentorials between new entrants and mentors. The video-taping occurred without an outside observer.

Moyles, et. al. (1998) found that mentoring structures varied as well as the kinds of professional support given. Few schools had written guidelines or policies for mentoring. NQT's who were perceived to be coping had fewer mentoring sessions as the year progressed. When Moyles et. al. (1998) compared the individual perceptions of giving and receiving support in the context of primary teaching between student teachers and NQT's, they found significant differences. Mentors of NQT's perceived their role as a collegial, supportive one, while student teacher mentors perceived their role as 'constructively critical' (p. 3). Moreover, they found that mentors of student teachers adopted a more professional role than with the NQT's. On the other hand, headteachers and NQT's expected mentors to be challengers while the mentors were uncomfortable with this role. They also found that differing expectations by all of the stakeholders caused confusion. The study exposed the need for interpersonal training and communication skills as well as strategies for offering constructive criticism and unthreatening challenge in order to extend the professional development of the newly qualified teachers.

One of the recommendations that Moyles, et. al. (1998) made is that a distinction must be made between induction and mentoring. Induction for NQTs was meant to aid in the new teacher's socialisation; to offer support and challenge; and to provide formative assessment. How can a mentor understand his/her role when there was no training or support provided?

Mentors carry a profound responsibility on their shoulders if the role is taken seriously by all of the stakeholders.

There were a few limitations that account for difficulties in data collection. Due to the changing timetables in the primary school, mentorials could not take place as planned or lessons could not be implemented, observed and given feedback. The journals and logs were cumbersome and consequently were not filled in on a regular basis by the mentors and the NQT's. Subsequently, the researchers had to rely on interviews and video-tape observations of mentorials for their in-depth understanding of the issues.

Moyles,' et. al. (1998) in-depth approach to the induction of student teachers and NQTs had not been previously attempted. By comparing and contrasting the perceptions of the mentors' role according to the relevant situations, (student teacher or NQT) it stressed the importance of defining roles and providing support for these respective roles. Video-taping and interviewing provided further proof of NQT mentors' misunderstanding of their responsibility. When questioned about challenging their NQTs, the mentors believed that they had. Upon close scrutiny of the video-taped sessions, the research team found contradictions. The mentors did not challenge their NQTs and felt quite uncomfortable in such a role. This study supports on-going support and training for mentors to overcome this deficiency (Earley and Kinder, 1994, Quinn, 1994, Bines and Boydell, 1995, Bush and Chew, 1999).

While these methods of examination enhanced our understanding of the lack of training and support, it would be very difficult to video-tape mentoring sessions in Israeli schools for a study. The conditions under which teachers work, mentoring under pressure of time, opening oneself to criticism and the lack of suitable video-taping facilities in most schools would render this undertaking impossible. Logs provide us with the frequency of visits, however mentoring journals could capture the essence of these interactions if they are consistently followed up.

Moyles, et. al. (1998) called for further research on the monitoring of the long term effects of mentoring in order to examine NQTs and their success in both classroom teaching and in their subsequent careers. Short-term studies cannot determine if mentoring has impacted on the future career of the NQT. Therefore, veteran teachers who have experienced mentoring need to be an integral part of further studies on induction and mentoring.

Discussion of research reviewed

Abell's et. al (1995), study like Cole and Watson (1993) Quinn (1994), found that mentors for newly qualified teachers, perceived their role through many dimensions: as a parent figure

– someone who 'wants to protect and promote independence' (p. 181), a supporter and trouble shooter, and a colleague or a scaffolder (mapping out specific ways to deal with problems). This parallels Fullerton and Malderez's (quoted in Malderez and Bodoczky, 1999) assumed mentor roles. Moyles, et. al. (1998) too, found that the NQT mentors experienced collegial relationships which were very supportive in nature. However, Moyles, et. al (1998) found that the varied perceptions among the stakeholders caused confusion, while Abell et al. (1995) maintained that mentors assuming many roles contribute to the success of their internship program. If guidelines and policies exist, yet are not followed up and monitored in any way, then how can the stakeholders evaluate the progress or influence of such a programme?

Whereas Abell et. al. (1995) pre-determined which mentor relationships would be examined, Moyles, et. al. (1998) deliberately chose 'good mentors' in order to study the needs for the professional training of mentors and NQT's. They recognised the lack of clarity in the role of mentoring with teachers who were considered good at mentoring but revealed the knowledge lacking to perform effectively. These studies raise the need for training and support for all mentors, in order to best match the objectives of any mentoring programme.

One of the weaknesses in the mentoring relationship that Moyles, et. al. (1998) discovered, was that NQT's who seemed to be 'coping', did not benefit from mentoring the whole year. These NQT's were not professionally challenged, asked to reflect on their teaching, and if the mentor was not approached, then the mentor did not perceive the need to request professional assistance. If an ongoing support program for the mentor had paralleled the mentoring programme, then the mentor might have known how to initiate meetings, challenge the NQT to reflect and professionally grow. As a result, there would no longer be a decrease or cessation of mentoring after one term.

This study intends to explore the Israeli mentors' and NQET's perception about the mentor's role. Is the role defined and what guidelines or support do the mentors receive to perform their role? It will also explore first -year mentored teachers as well as one veteran teacher who were mentored. The NQETs who were assigned a formal mentor according to the programme remained in teaching while the NQET who did not have a formally appointed mentor dropped out of teaching at the end of the first year. How significant was the formal or informal mentoring to the NQET? It is significant to compare the needs of the newly qualified English teachers', the expectations of the induction programme and mentors' perception of their role in mentoring. Did the mentors fulfill their role? What were the needs of the NQETs and how were they met? What type of relationship did they develop? The outcome of this study will inform the researcher and stakeholders of the perceived needs in the mentoring relationship.

It has become clear why Abell, et.al (1995) and Moyles, et. al (1998) confirmed the need for training and supporting for mentors even where guidelines existed. It can be concluded that defining the mentoring role to all stakeholders is significant for effective mentoring but in addition, people assigning or confirming mentors must be aware of the particular qualities, skills and knowledge which are required and how to acquire the necessary training and on-going support (Quinn, 1994, Bines and Boydell, 1995, Smith, 1996, Dallat, et. al., 1998, Gratch, 1998).

The research community consistently calls for clear role definitions, mentor training and ongoing support (Quinn, 1994, Abell et. al., 1995,Geva-May and Dori, 1996, Golden and Sims, 1997, Gratch, 1998, Moyles et. al, 1998, Allen and Poteet, 1999, Dallat, et. al., 1999, Spindler and Biott, 2000). Therefore, this study will investigate the mentors' perception of his/her role and compare it to the guidelines of the Ministry of Education (1999). Monitoring the mentoring process from its inception through the end of the first year will not be possible since access was not granted to the new English teachers by the colleges. The information was accessed after the NQETs had graduated from the colleges. However the NQETs and mentors will reflect on the mentoring relationship and note if NQETs' expectations were matched. This study is limited in time, however, the stakeholders, the mentor and the NQET can provide invaluable information concerning what the mentors perceive as their role and how they defined their work with the NQET.

Evaluation of mentoring

A successful mentoring scheme according to Golden and Sims, (1997) must be monitored, evaluated and reviewed in order to compare the outcomes and successes of other comparable mentoring programmes. This aids in identifying the need for further development of the programme.

Gibb (1994) advises that evaluating mentoring schemes is very complex for these reasons:
1. Mentoring is an individual developmental process. Each mentor pair has a different starting point in professional growth and development. Mentoring impacts in different ways on different people.
2. Evaluation of mentoring is generally requested at the end of the formal mentoring period without knowing what the long term effects are.
3. The outcomes of mentoring whether it be on knowledge, skill or attitude are difficult to assess.

Walker and Stott (1993) add that performance assessment of mentoring needs to be approached with caution since the mentoring programme is based on trust and open

relationships. It cannot guarantee outcomes rather it is a method to help novices in a new job to adjust.

Due to the problematic nature of such evaluation, Gibb (1994) recommends case studies in order to obtain the whole picture of the mentoring process and use reflexive interviews with individuals or group discussions where appropriate. Moreover, the questions about the mentoring experience should be directed at factual information such as frequency of mentorials; the mentoring process where the participants describe their experiences; and finally affective information. How do the participants feel about the whole process including examples of its impact on them. Furthermore, Gibb (1994) prefers analysing cases searching for key relationships where 'positive effects' or problems are identifiable.

Summary

Effective mentoring requires an appropriate selection of the mentor and a clear role definition. Mentors must acquire the necessary knowledge to ensure the NQT's professional growth. All stakeholders must be aware of the significance of the role of the mentor and cater to his/her particular needs within the school context. Furthermore, proper training and support for the mentor play a significant role in effective mentoring. Finally evaluation must accompany mentoring schemes in order to find the ways and means to effectively improve on them.

This study will examine the peculiar mentoring needs and context concerning English teachers in the primary school in Israel especially with non-subject mentors. The long-term effects of mentoring cannot be determined solely during the first year of teaching but should be considered retrospectively (Gibb, 1994, Moyles, et. al., 1998). This feedback should reflect on the key issues which policy makers may need to improve the mentoring scheme in the primary school in Israel and therefore benefit all of the stakeholders in the future.

Statement of the problem

The research questions for this study are:

- What factors do the stakeholders attribute to the retention of English teachers in the primary school?
- How do newly qualified English teachers perceive their induction?
- How do the stakeholders perceive the induction programme and their perceived roles?
- What factors do newly qualified English teachers perceive to have the most influence on their induction and professional development?

This review has outlined the major themes and issues related to retention, induction and mentoring. This investigation will compare the themes in retention in Israel to other countries and compare the most significant perceived factors in new primary English teacher retention. Moreover, are any of these factors directly related to his/her induction? This study will report the perceptions of the induction programme of all of the stakeholders involved in NQETs' induction and not just the mentors or the new teachers themselves as in most studies. Israel's multi-support programme extends beyond the school, to the peer group at the college and the English counsellor. Therefore, in evaluating a new teacher's induction and professional development, this study will explore the factors that have the most impact on them.

Most studies of retention and induction are quantitative by nature and lack in-depth description of what actually occurred in induction. Moreover, there is a necessity to ascertain the effectiveness of induction programmes in order to implement changes.This study will meet these expectations.

Chapter Three

METHODS CHAPTER

This chapter offers an outline of the development of this research study. It examines the issues in the Israeli context relating to retention, induction and mentoring. It analyses the interpretivist paradigm and its connection to the multiple-case study design. The data collection, which included interviews and document(s), are presented. Next, each context is introduced for each case study. Later, the strategies for data analysis are tentatively formed for the transcripts from the interviews, field note summaries and documents. Finally, the procedure, ethics and limitations are analysed.

This study is based on the following concept about managing induction expressed by Hunt (1986) and Kakabadse, et. al. (1988). They believe that induction is integral to the successful socialisation of a new entrant into an organisation both for the employer and the employee. This induction process subsequently impacts on the retention of the employee. *"Induction is the process by which a new member is transformed into a full member of the organisaton"* (Hunt, 1986, p. 216). In addition, an effectively planned induction programme has two objectives: to make clear to the newcomer the norms and expectations of the new culture in order to help him/her conform behaviourally and *"to win the commitment of the new recruit to the firm"* (Hunt. p. 217).

The purpose of this study is to examine the induction of primary English teachers in light of the compulsory induction programme for all newly qualified teachers from teacher training colleges in Israel and its impact on the retention of newly qualified English teachers. For the purposes of this study the 'organisation' or 'firm' is the primary school context. This programme includes the following elements: induction, mentoring, professional development and evaluation.

The main research questions of this study are:

- ≺ What factors do the stakeholders attribute to the retention of English teachers in the primary school?
- ≺ How do newly qualified and veteran primary English teachers perceive their induction programme?
- ≺ How do the other stakeholders perceive the induction programme and their role?
- ≺ What factors do first year and veteran primary English teachers perceive to have the most influence on their induction and further career development?

Interpretivist paradigm

The methodological tradition most closely aligned with this study was in the 'post-positivism' or interpretivist paradigm which seeks an understanding of phenomena from multiple perspectives within a real world context (Cohen and Manion, 1994, Johnson, 1994). This study does not attempt to measure data with precise instruments nor control and manipulate conditions as in the positivist paradigm but rather holistically attempts to understand the subjective world of human experience (Anderson and Arsenault, 1999).
Stake (1995) states that:

> *"Ultimately, the interpretations of the researcher are likely to be emphasized more than the interpretations of those people studied, but the qualitative case researcher tries to preserve the multiple realities, the different and even contradictory views of what is happening."* (p. 12).

Therefore researchers take on a significant and difficult role in an attempt to portray the human experience as true to the informant's perception as possible.

Moreover, Cohen and Manion (1994) refer to this paradigm as the interpretive, relativist or phenomenological epistemology. *"The principal concern is with an understanding of the way in which the individual creates, modifies and interprets the world in which he or she finds himself or herself"* (Cohen and Manion, 1994, p. 8).

They explain that the interpretive researcher begins with the individuals and seeks understanding of their interpretations of their world. It is an inductive inquiry (Anderson and Arsenault, 1999). While experimental studies are aimed at 'objectivity, standard procedures and replicability' and occur under experimental conditions, interpretivists are quite subjective, drawing out the meaning of events and phenomena from the participants' perspective working in naturalistic settings (Johnson, 1994). Positivists cannot deal with the social meanings of actions described which is a strength of qualitative research (Finch, 1986, Cohen and Manion, 1994, Johnson, 1994). Furthermore, Stake (1995) claims that interpretive studies have helped people better understand the complex problems of school.

Qualitative inquiry

Stake (1995) maintains that there are three major differences between the qualitative and quantitative emphasis:

- the distinction between explanation and understanding as the purpose of inquiry;
- the distinction between a personal and impersonal role for the researcher;

and a distinction between knowledge discovered and knowledge constructed (after Stake, p. 37).

This study explores the induction process of newly qualified teachers, in order to achieve an understanding of its success or failure. The researcher was personally involved in building a relationship with each informant to gain relevant information and attempted to construct the reality which the newly qualified teacher experienced during her induction year.

Easterby-Smith, et. al. (1994) claim that social constructivism is part of the interpretive paradigm. The world is socially constructed and is subjective. The researcher looks at the totality of the situation, using multiple methods to establish different views of the phenomena and gain an understanding. In this study, each newly qualified teacher was involved directly or indirectly with other people during her induction. The perceptions of these people were sought to complete the induction 'picture.'

Finch (1986) remarks that surveys, commonly used in quantitative data, often confuse the attitudes and behaviour of the participants. There is a lack in flexibility and consequently distanced from the concrete social situations. Easterby-Smith et. al. (ibid) support Finch (1986) when they claim that interpretivists have the *"ability to look at change processes over time, to understand people's meanings, to adjust to the evolution of new theories"* (*p. 83).* The last section of this quote will not be reflected in this study. This study examined the induction process of newly qualified English teachers through their individual perspectives in an attempt to deal with the social meanings of the actions described by the participants. Questionnaires cannot probe in order to reach a deeper understanding of each induction in its own context nor holistically investigate the entire process. This area of research cannot be realistically accommodated through quantitative methods of research which are externally controlled and artificial. (Finch, 1986).

Small-scale Research

Yin (1984), Cohen and Manion (1994) and Finch (1986) suggest that the interpretivist paradigm involves small scale research. It is non-statistical 'subjectivity' since the researcher is personally involved, understanding the meanings of actions. The qualitative researcher is allowed to retain holistic and meaningful characteristics of real-life events such as processes (Yin, 1984). Miles and Huberman (1994) add: *"With qualitative data one can preserve chronological flow, see precisely which events led to which consequences, and derive fruitful explanations"* (p. 1).

Following up the primary English teachers' experience of induction lead the researcher to explanations for the successful or less successful retention of these teachers. Thus the

researcher could recommend steps to be taken to improve successful retention for future induction programmes, for primary English teachers in Israel in particular.

Type of inquiry

Arsenault and Anderson (1999) claim that approaches to qualitative research can either be open or focused while Miles and Huberman (1994) refer to this as research which is loosely or tightly designed. Arsenault and Anderson (1999) contend that open problem inquiry is used to discover the nature of the phenomenon with little or no prior knowledge. Hypotheses or conclusions may emerge. On the other hand, focused inquiry is employed where a great deal is already known, the problems, questions or hypotheses exist and boundaries are built in.

This study is a focused inquiry since I am quite knowledgeable about the field of study and have been employed in the field working with newly qualified English teachers both as a counsellor for beginning English teachers and as a teacher trainer in a teacher training college. I am aware of the difficulties encountered by primary English teachers in their induction year and wished to explore these issues and shed light on improving the situation. The major interest of the study is conceptually based on the management theory of induction by Hunt (1986) and Kakabadase et. al. (1988) and its application to the relevant experiences of newly qualified teachers and their stakeholders: the mentor, the inspector, the teacher trainer, the principal, the English counsellor. Furthermore, the focus of the research was to 'test the induction process in three different locations and examine and analyse how they vary under different conditions' (Miles and Huberman 1994).

According to the numerous criteria that encompass qualitative research, this study falls into the interpretivist paradigm for the following reasons: it explored individual perceptions; it is small scale; there was no quantitative data; the researcher was personally involved; it focussed on meaning and attempted to understand the actions of the participants and their impact on them; and finally it examined induction processes under different conditions in three schools. This study used multiple methods to establish different views of the phenomena, in depth, looked at the total picture and presented a subjective construction of the participants' world through this researcher's interpretation of interview transcripts and field notes.

Since each case is peculiar to its context, the actions reported are inseparable from the context in which it took place either socially or historically. Data is in the form of words. Comparatively little standardised instruments are used and the researcher is actually the main 'measurement device' in the study (Miles and Huberman, 1994). Subsequently, this

can deeply influence the interpretation by both the researcher as insider and as outsider (Miles and Huberman, 1994, p. 10).

Case Study

Scholars agree that there is no absolute definition of a case study (Stake, 1995, Anderson and Arsenault, 1999, Bassey, 1999). One definition by Yin (1984) which is supported by Johnson (1994) and Anderson and Arsenault (1999) defines case study in the following way:

> *"A case study is an empirical inquiry that:*
> * *Investigates a contemporary phenomenon within its real-life context;*
> * *When the boundaries between phenomenon and context are not clearly evident; and in which*
> * *Multiple sources of evidence are used"* (p. 23).

Yin (1994) describes the case study as a research strategy or tool, which is implemented to understand complex social phenomena. Stake (1995) explains that the principal use of case study is to obtain descriptions and interpretations of others to further this understanding. It is a choice that researchers make about what it is they want to study. Moreover, this strategy is preferred when posing 'how' or 'why' questions. The researcher has little control over the events and the focus is on a 'contemporary phenomenon' within its natural context. Other scholars have referred to case study as a holistic research method (Anderson and Arsenault, 1999) or as an approach (Denscombe, 2001). Stake (1995) contends that it is a form of research which is characterised by the researcher's interest in particular cases, and not by the methods of inquiry used.

Types of Case Studies

Yin (1984) divides case studies into three forms: 'exploratory', 'explanatory' and 'descriptive'. Bassey (1999), similar to Stake (1995), believes that educational case studies have helped people understand the complex problems of school when they are separated into 'theory-seeking and theory-testing', 'story-telling and picture-drawing' or 'evaluative'. This study did not seek to test a theory, but it falls between the categories of story-telling and evaluation. The examination of the induction programme of each newly qualified teacher sought after an explanation for successful induction while at the same time portrayed the 'subtleties and intricacies of complex situations' as described by the teachers and the stakeholders (Denscombe, 1998, p. 39).

Purpose of Case Study

Gomm, Hammersly, and Foster (2000) maintain that case study research can be directed towards drawing conclusions or generalisations. Bassey (1999) takes a dim view of this stance calling such generalizations 'fuzzy'. Both Stake (ibid) and Robson (1994) argue that case studies are not for generalisation purposes, rather for 'particularisation' . The likeliness of being exceptions in case studies is recognised especially where human complexity is significant. There are too many variables which can cloud the issues therefore rendering the findings ungeneralisable. Furthermore, Denscombe (2001) warns that social researchers who opt to generalize are open to scepticism about their findings.

Stake (1995) argues that very often 'typical' cases work well but it is the unusual case which helps to illustrate the matters that may be ignored in typical cases. It's the distinctiveness of particular cases and their contexts that are significant to the researcher's understanding. This is in contrast to quantitative research where the uniqueness of a particular case is treated as an 'error' outside the system of explained science. This study explored two newly qualified English teachers' induction programmes where the participants continued as primary English teachers as well as one atypical case of a newly qualified English teacher who did not continue as a primary English teacher after her induction year. In addition, the induction programmes were compared to the document which outlines the Israeli induction programme.

Multiple Case Studies

The multiple- case study is distinguished from single case studies by its comparative design. According to Bryman, (2001), social phenomena can be better understood *"when they are compared in relation to two or more meaningfully contrasting cases or situations"* (p. 52). In this study, three contrasting cases using identical methods of inquiry were compared for similarities and contrasts. Johnson (1994) further explains that the possibility of examining several different units of enquiry, for example the various stakeholders in each induction case; coping with complexity; and the *"..ability to explore diversity of practice"* strengthen case study research (p. 107).

Whereas single case studies are acceptable in qualitative research, multiple case designs treat each site as an individual case study as Denscombe (2001) illuminates:

> *"Case studies focus on an instance (or a few instances) of a particular phenomenon with a view to providing an in-depth account of events, relationships, experiences or processes occurring in that particular instance "* (p. 32).

Yin (1984) and Miles and Huberman (1994) all agree that multiple case studies are more robust, adding confidence to the findings. Furthermore, by looking at a range of similar and contrasting cases, increases the understanding of a single-case finding. Therefore, this study focussed on three single cases of induction, developing an in-depth understanding of the factors influencing the retention or non-retention of three new English teachers, and the induction and mentoring practices in each instance. In addition, relationships between the principal, mentor, teacher-trainer, inspector, English counsellor and newly qualified teacher were explored. Each case study was examined for consistencies or inconsistencies among the testimonies of the role set members and subsequently compared to the other two case studies. Furthermore, the multiple case studies were compared to other induction studies in the literature searching for similarities and/or differences with the Israeli induction programme. The outcomes of these studies will better inform researchers and stakeholders such as the Ministry of Education in Israel and the English inspectorate, by addressing the potential of induction programmes positively or negatively and what factors need to be taken into consideration where the retention of foreign language teachers is at stake.

Data Collection

Interviews

There are few case studies in the literature concerning the induction of newly qualified teachers (Quinn, 1994, Gratch, 1998). Most studies are based on quantitative methods of evaluating effective induction and mentoring, leaving the reader with the impression that any induction programme is successful and must be fully endorsed. Little is cited concerning the stakeholders' role in induction and looking in-depth at the entire process that the newly qualified teachers experience. Moyles, et. al (1998) study explored the mentoring process closely through on-camera documentation of the mentoring sessions in real time, logs of meetings and interviews, yet implementation was easier said than done. Primary schools are very dynamic settings, with little time for busy teachers to make notes and sit for a camera in a quiet corner. The Israeli primary school context would make it impossible to implement such a plan due to school timetables, lack of formal mentor meetings and few available quiet spaces for monitoring meetings. In addition, teachers feel so harassed during the first year of teaching, surviving in the classroom, attending college classes, writing assignments and attending professional development workshops or staff meetings in school, that the full scope of what was occurring could not really be appreciated until the whole phenomenon was experienced. Therefore I decided to ask the teachers to retrospectively review their induction year in order to appraise it in relation to their professional development as a teacher and its influence on their decision to stay in teaching. Thus, the best means to

seek the newly qualified teachers and their stakeholders' perceptions about the induction process was through interviews.

Advantages of Interviews

According to the literature, most case studies are about human affairs and therefore its reporting should be through the respondents' interpretations of these events (Yin, 1994, Bassey, 1999, Bryman, 2001). Yin (ibid) maintains that interviews ask for facts as well as opinions about events. Moreover, both Wellington (2000) and Kvale (1996) agree that: *"We can probe an interviewee's thoughts, values, prejudices, perceptions, views, feelings and perspectives"* (Wellington, 2000, p. 71). This enables the qualitative researcher to understand the subjective experience of the case informant.

Interviewing can include contemporary events in addition to reconstructing of events retrospectively (Miles and Huberman, 1994, Bryman, 2001). This cannot be accomplished through observations or surveys. Denscombe (2001) explains that in-depth data may include 'emotions', 'experiences' and 'feelings', sensitive issues' or data based on 'privileged information' (p. 111).

Johnson (1994) describes interviews as *'a social encounter between two people'* which are purposeful (p. 43). Cohen and Manion (1994) remark that: *"The research interview has been defined as 'a two -person conversation initiated by the interviewer for the specific purpose of obtaining research-relevant information "* (p. 271). This conversation, however, is impacted by several factors: mutual trust, social distance and the interviewer's control (after Cohen and Manion, ibid.). In this study, the interviewer had to build a relationship with strangers, which reflects mutual trust. Moreover, there is a social distance between the interviewer and the newly qualified teachers, not just by age but by professional experience, which might have made it uncomfortable for the newly qualified teachers to be open about their experience. All of these factors were in the interviewer's control.

Wellington, (2000) agrees with Denscombe (2001) when he states that qualitative interviewing *'involves a set of assumptions and understandings about the situation which are not normally associated with a casual conversation"* (p. 109). The researcher had analysed the situation prior to the interview. Therefore, these interviews are called 'focused interviews' (Cohen and Manion, 1994). The interviewer sought the respondent's subjective responses to a known situation.

The interviewer has extensive knowledge concerning the induction process of newly qualified English teachers which informed this investigation. The interviewer posed questions that

are directly related to the Israeli context of induction, mentoring and retention, in order to elicit information and foster a greater understanding of each of the case studies. The interviewer was thereby in control of the relevant information to be researched.

Key Informants

The people chosen for interviews may be of two types: normative and key informant. Normative interviews are used in broad studies using the same interview schedule and its data is collected and analysed much like quantitative data (Cohen and Manion, 1994, Anderson and Arsenault, (1999). Key informant interviews are chosen for their experience and knowledge of a particular situation directly related to the researcher's subject (Wellington, 2000) Since this study was examining the induction experiences of newly qualified teachers on a small scale and each particular case was specific to its context, the researcher drew out the relevant information from key informants which include the newly qualified English teachers, the principals, the mentor, the teacher trainer, the English inspector and the English counsellor.

Types of interviews

Leading researchers in the field agree that there are three types of interviews which are: structured, semi-structured and unstructured (Yin, 1994, Wragg, 1994, Bryman, 2001, Denscombe, 2001). Structured interviews are often compared to questionnaires which are tightly controlled for wording and issues and are more suited to quantitative data. In the unstructured interview, the interviewee is allowed to respond to points they deem worthy of follow up, to speak their minds with little control exercised by the researcher. The semi-structured interview differs from the unstructured one in that clear issues are addressed but handled in a flexible way by the researcher. The order of the questions may change throughout and the respondent is given the freedom to develop ideas. Sometimes the outcomes are not pre-determined by the researcher (Wellington, 2000). In addition, the interviewer may add new questions based on things said by the interviewee. Robson (1994) summarises the content of semi-structured interviews:

> "......[interviews] which can be prepared in advance, consists of a set of,
> (usually questions), often with alternative subsequent items depending
> on the responses obtained; suggestions for so-called probes and prompts;
> and a proposed sequence for the questions which, in a semi-structured
> interview, may be subject to change during the course of the interview" (p. 233).

It was decided that semi-structured interviews would be the most appropriate instrument in this study. A rigid structured interview schedule would make it more difficult to build a

relationship with the interviewee especially in the case of strangers. Exploring sensitive or significant issues such as relationships, recalling of events and the school atmosphere could not be achieved through structured interviews. This type of schedule also offered the interviewer flexibility to skip questions which had already been addressed earlier during the course of the interview, to probe issues more fully than had been anticipated and to ask new questions based on unexpected issues raised by the interviewee. This schedule demanded more concentration by the interviewer in order to summarise and paraphrase the interviewee's words. However, it greatly enhanced the establishment of a good rapport with the respondent.

Types of Questions

The interview guide includes the following types of questions based on Kvale (1996): introducing, follow-up, probing, specifying, direct, indirect and interpretive. The majority of questions asked were open (Robson, 1994) so respondents felt at ease to express themselves, share their views, perspectives and experiences about the induction process (Wellington, 2000). Furthermore, Denscombe (1998) asserts that open questions allow the respondent to decide on the wording, length and the kind of matters to be raised in the answer. There were a few closed questions such as the use of evaluations or the competency exit profile to determine factual information about the induction experience.

Documentary Data

Yin (1984) maintains that the unique strength in case study is the use of multiple sources of evidence . These may include documents, archival, records, physical artifacts, interviews and observations.

The induction programme in Israel is based on a document where goals are outlined for the newly qualified teacher, the mentor and the teacher training college (Ministry of Education, 1999). Its interpretation lies with those that implement it. Since the induction programmes in Israel originate at the teacher training colleges for all newly qualified teachers, the document must be analysed to ascertain '......whether a policy or programme implemented in a particular place achieved its goals or produced the desirable effects" (Gomm, et. al., 2000, p. 99). In addition, minutes from a meeting about induction problems from the English Mofet Forum (see p. 7) provided additional insights into the induction programme.

Johnson (1994) believes that documents shape the political and cultural contexts as well as the ideological assumptions. In this study, this document imparts the Ministry of Education's view of induction and mentoring. According to Scott (1990), "As the policy text moves between sites, different sets of values operate. Depending on contexts, different issues

predominate" (p. 77). Therefore, it was incumbent upon the researcher to examine the document, ask questions pertaining to its content in the interviews and to determine how the document had been interpreted in each particular setting. Maybe there was a 'limited understanding' of the process of induction by the role members and how the programme was perceived possibly influenced its outcomes. Expectations of the colleges based on this document may not have been fulfilled, thus demanding that the stakeholders re-evaluate the document for future implementation.

Research Sample

The literature review addresses the problems of retention, the shortage of foreign language teachers and their connection to induction programmes. Over the last four years, the Israeli Ministry of Education has implemented a compulsory induction programme to help retain qualified teachers and to stem the shortage of qualified teachers in several fields. One of the more acute areas suffering a shortage of qualified teachers is English as a foreign language in the primary school, especially in the centre of the country.

As an English counsellor for the Ministry of Education, this researcher has been involved for many years in assisting newly qualified English primary teachers in surviving their first year of teaching. In addition, she conducts an Action Research course for newly qualified first year English teachers in a teacher training college in Tel Aviv. Her experience in the field is wide but she feels perplexed and helpless when a promising newly qualified English teacher leaves the profession either before the first year is up or at the end of the first year. Giving newly qualified teachers the opportunity to 'voice' their story,*"...to talk about their experiences and perspectives on teaching in their own words.......is fundamental to our understanding of teaching [and] that it should be known by others as teachers know it"* (Cortazzi, 1993, p.10).

The stakeholders are obliged to listen to teachers' perceptions of their first job experience and note where strengths and weaknesses lie within the training programmes. Without proper evaluation and planning from the field, the teacher training colleges will have more difficulty in recruiting students and avoiding negative criticisms (Patterson, 2004). Furthermore, the newly qualified teachers provided an in-depth picture of each induction, the mentoring process, the school atmosphere and the factors that led to their choice to remain or not to remain in the profession.

Subsequently, it was decided that a study of induction practices of newly qualified primary English teachers in the greater Tel Aviv area would inform the stakeholders and this researcher of the parameters of each induction, how the intended goals of the programme

were met and the factors that impacted on the retention of these teachers. The findings will be influential in improving induction practices for primary English teachers.

Yin, (1984), Stake, (1995), Anderson and Arsenault, (1999) and Denscombe, (2001) agree that an empirical enquiry such as case studies must be bound by space and time. Denscombe (ibid) adds that in order to compare one case study to another the following must be taken into account: physical location, historical location, social location and institutional location. This distinguishes one group from another or one context from another (Yin, 1984). According to Wellington (2000), purposive sampling consists of a 'typical case' and a 'critical case'.

As established earlier in this chapter (see Stake, p. 78), a robust multi-case study should expose not just the usual cases of induction programmes but also the atypical ones. Two of the three case studies chosen were a purposive sampling according to the following criteria: a new EFL graduate of a teacher training college, who experienced an official or informal induction programme in a primary school the previous year 2001-2, worked for an entire year in the greater Tel Aviv area and represented three different teacher training colleges and three specific English inspection areas of greater Tel Aviv. One of the studies was a typical case (the teacher continued teaching English) and one would be a 'critical case' (the teacher left English teaching) in order to enable the researcher to contrast the two case studies. The latter was highly recommended by the NQT's teacher trainer due to the fact that she was a promising young star and she dropped out of English teaching. The stakeholders were not aware of why she did not survive in the classroom.

Moyles, et.al. (1998) suggested examining the latent effects of mentoring and induction programmes on veteran teachers. Subsequently, the third case study was based on the induction of a newly qualified English teacher, in accordance with the "new" formal induction programme, which occurred two years earlier, during the 2000 –1 school year. The induction programme was relatively new in the school system that particular year. A comparison between mentoring and induction practices then and a year later would add to the understanding of how a new programme is implemented and if any changes had taken place as a result of the experiences.

Another dimension that adds strength to this study is that the three teachers chosen reflect three different teacher training colleges within the Tel Aviv area: two general teaching colleges and one religious teaching college. The colleges are responsible for the training of teachers over three years and the implementation of induction programmes within the schools during their fourth year. Therefore, comparing the candidates from the three colleges and their connection to their respective induction programmes would be significant to the

study. The newly qualified teachers' perceptions of their induction experiences and its influence or lack of, would serve to inform the stakeholders (the inspectors, the teacher trainers, the principals, the mentors and the English counsellors) about which factors in the field are impacting on the successful retention of new teachers. Subsequently practical suggestions were made to improve the induction period for future English primary teachers.

Case Study One

NQET1 is twenty-six years old and is not a native speaker of English. She attended a large teacher training college in Tel Aviv. She began teaching in her third year of studies at the college. Her induction year took place in the fourth year of her studies during the academic year of 2001-2. She was the second English teacher in the school. NQET1's induction took place in a small primary school in a relatively well-to-do neighbourhood, east of Tel Aviv and near a major hospital. Due to its size, the staff comprises approximately thirty teachers. Although the neighbourhood enjoys a high standard of living, the population of the school is mixed with a lower socio-economic population, single parents who work for the local hospital and live in low-income housing units. English as a foreign language is taught from grades three until six. Her mentor was a regular home-room teacher, not an English teacher, and NQET1 had additional support from an English counsellor supplied by the English inspector, who placed her in the school. During her final year she attended classes at the college, one of which directly related to her induction experience in the primary school. An English teacher trainer conducted this course. This was the typical case.

Case Study Two

NQET2 is twenty-six years old and a native speaker of English from a British Commonwealth country. She immigrated to Israel with her family seven to eight years ago. She completed the teacher training programme for English teachers at a large college north-east of Tel Aviv. In her fourth year at the college, she had not been placed in a teaching position, however, that same year she attended the peer workshop for English teachers at her college. She began teaching a year later (2001-2) at this school, having been hired by the municipality rather than the Ministry of Education. She did not have an official induction programme, she "fell through the cracks." NQET2 worked in a large school in her first year, which is situated north-east of Tel Aviv in a poor neighbourhood. This school is a charter school for the arts. This is especially evident by all the artistic displays noticeable in the corridors and the after -school classes that take place in the late afternoon and early evening. Children are bused in from middle-class neighbourhoods while a third or more are from the poor neighbourhood. The children are screened to attend this school. Due to its size, there is a very large staff and there are two other English teachers. English is taught from the second grade through the sixth grade. NQET2 unofficially turned to her colleague for help, an English teacher.

Therefore, for purposes of this study, this teacher was her mentor. In addition, an English counsellor, who also works as a teacher trainer for the same college from where she graduated, visited the school on a regular basis with student teachers, thereby lending an ear to NQET2. The English inspector was not directly involved with her placement but was interviewed to understand her involvement in placing new teachers in her school district. This study is atypical.

Case Study Three

NQET3 is twenty-eight years old and not a native English speaker. She graduated from a small religious teacher-training college in the Tel Aviv area. She attended a peer support group at her college which was a mixture from the various subject areas experiencing induction that year (2000-1). The teacher trainer was a Hebrew speaker. During this final year, she worked in two schools as a substitute English teacher. Her official induction took place in one school in a settlement in Samaria, north-east of Tel Aviv. The settlement is mainly lower and middle income families who live there for ideological reasons. Most teachers travel a distance to teach there. There was another English teacher in the school but she was not considered appropriate as a mentor. English is taught from the third grade through the sixth grade. Her mentor was a home-room teacher and not an English teacher. NQET3 was hired through the Ministry of Education and not through the regular channels of the English inspectorate. In addition, she received support from an English counsellor assigned by a general school inspector. In this particular case, the researcher took the liberty of interviewing the head of the English department at the college, since the English teacher trainer had little recollection of this student , however, the department head did. This is the study of a veteran teacher.

The three cases were significant to the study for several reasons: corroborating the facts and perceptions among the new teachers' 'stories' and the stakeholders' perception of the induction programme; noting the discrepancies, if any; and comparing the factors in each case which were attributed to the retention and professional development of NQETs. The outcomes impacted on the final recommendations of this thesis.

Analysis of Data

Miles and Huberman, (1994) define qualitative analysis as incorporating three concurrent activities:

1. *"Data reduction is a form of analysis that sharpens, sorts, focuses, discards, and organises data in such a way that "final" conclusions can be drawn and verified*

2. *Data display: this takes the form of extended text but also can be in the form of matrices, graphs, charts and networks*

3. *Conclusion drawing and verification: this is a tentative process, with*
    vague conclusions being drawn but in the ensuing process of analysis,
    the conclusions will be "tested for their plausibility, their sturdiness,
    their "confirmability" – that is, their validity" (p. 11).

The research process is not clearly structured in steps to be followed but rather an iterative one. The researcher moves 'backwards and forwards', looping of information spirally, establishing patterns and seeking comparisons and contrasts among the categories (Creswell, 1997, Morrison, 2002).

Data Reduction

Qualitative analysis of interviews and field notes were addressed in a non-linear approach. This began with transcribing the interviews and field notes into a similar format, that is written text and summaries. Initially, the information was reduced through open coding of concepts related to the issues of retention, induction and mentoring as presented in Literature Review. Unnecessary information was discarded. Patterns and classifications or themes began to emerge through re-reading of the information in the field notes and transcripts. This constant comparative process led to the categorisation of the new concepts that emerged and were specific to the Israeli context such as 'non-subject mentor', 'cultural differences' and 'college-based induction'. Subsequently they were fit into the existing categories such as 'cultural differences' under retention. Finally the data reduction made possible the emerging connections between retention, induction and mentoring.

As the transcripts for each case study were read, coloured markers were used to code retention, induction and mentoring on the pages. Later, RET, IND and MEN were written in the margins of the paper manually and sub-headings to denote other issues such as 'induction policy'. On the computer, the transcripts for each case study were cut and pasted in order to cluster the quotes according to the interviewees - newly qualified English teacher (NQET1) (see p. 101) and themes from the Literature Review such as 'status', 'a demanding subject', 'school leadership' and 'pupil behaviour' (see retention, pp.23, 40). Each transcript was coded in the same way. The formal induction case study was coded first and then case study two, which was an informal induction in order to free the researcher from biased coding based on the first case study transcripts.

According to Miles and Huberman (1994) these pattern codes often occur according to themes, causes/explanations, relationships among people and more theoretical constructs. Since mentoring is a basis for formal induction programmes, relationships among the newly qualified teachers and the stakeholders were also examined.

In addition to coding, memos were written to remind the researcher to note differences or seek them in the other case studies:

> *"The constant writing of memos to yourself provide material for final writing;*
> *it also provides a basis for improved reflection at a late stage by having*
> *full access to critically reviewing and improving your spelled-out thoughts*
> *at the earlier dates" (Wengraf, 2001, p.211).*

This reinforced the iterative process and expressed the researcher's thought processes.

Displays

Context charts and matrices were used in several arrays to examine retention and induction. Table 7 (p. 204) was based on the number of respondents who related to the factors affecting the retention of newly qualified English teachers that emerged in the interviews. A role-ordered display on the computer was instrumental in portraying each role member's views and his/her interactive relationship with the newly qualified English teacher who was at the centre of each study. These displays allowed for efficient cross-referencing about induction within each case study and led to the data display for all three case studies in Table 10 (p. 217). The displays were identified by the themes and patterns that emerged from the data (Miles and Huberman, 1994, Yin, 1994). After each case study was analysed for its codes, patterns and emerging themes, the three cases were compared for similarities and differences (see chapter seven, p.203). Similar and independent factors were isolated. The independent factors were more pronounced in the negative case study and the similarities strengthened the outcomes of the study. Furthermore, Miles and Huberman (1994) and Yin, (1994) agree that testing emerging patterns from one study in the other studies strengthens the research analysis and findings. This 'replication design' occurred in the cross-case analysis which eventually emerged among the three case studies.

Not only were the case studies compared to each other but were also compared to induction and mentoring programmes as presented in the literature review to search out similarities and disparities. It was the desire of this researcher to seek improved methods of implementing induction in particular in the Israeli context for English primary teachers (McCracken, 1988). The cases cannot be used to generalise about induction practices in Israel, but rather aid the stakeholders' understanding of the NQT's plight and to understand the whole context of each induction experience.

Document Analysis

Scott (1990) advises researchers who examine documents to search for the following:

authenticity, credibility, representativeness and meaning. Moreover, Blaxter, et. al., (2001) recommend that the following issues need to be addressed: the authors, their positions, intended audience and purpose in producing the text. This is to determine if the contexts are realistic or ideal and projected (Blaxter, et. al. 2001); if there are underlying assumptions about the context; and the importance of what is said and not said. If the document has not been circulated nor its information conveyed to the stakeholders, then the social reality of the induction process will not reflect the goals of the programme. The researcher abstracted the elements from the document which are considered to be relevant to the case studies. Additionally, induction programmes addressed in the literature were compared to the quality of information disseminated to the stakeholders where this exists. Through the corroboration of evidence of the induction experiences and the document, the varied sources enhanced the credibility of this study.

Procedure

It is recognised that interviews are limited as a research method, however, this was an in-depth study of retention, induction, mentoring, (Anderson and Arsenault, 1999). On the other hand, such a study is enhanced when stakeholders in each case study are interviewed and their various perceptions measure the same process. Not only are the cases a study that stands alone, but by contrasting the studies to each other increases validity as Robson (1994) concisely states:

> "...[triangulation] provides a means of testing one source of information
> against other sources. Both correspondences and discrepancies
> are of value. If two sources give the same messages then, to some
> extent, they cross-validate each other. If there is a discrepancy, its
> investigation may help in explaining the phenomenon of interest." (p. 383).

Piloting interview questions

A pilot study for the interview schedules was conducted to test the clarity of the questions (Anderson and Arsenault, 1999). Two teacher trainers and one newly qualified English teacher were interviewed separately for this purpose. This was due to the short time available to the researcher and the urgency to question them as close to the event as possible. Questions that were found to be ambiguous were rephrased, sequencing of questions were logically re-arranged while prompts were added where necessary to elicit the appropriate information relating to retention, induction and mentoring.

Interviews

The interview schedules were constructed to cover all aspects of the research questions identified through the literature review. Each of the interview schedules was carefully constructed to include the parallel issues to be explored for each role set member. Each informant was asked the same questions in almost the same order to ensure reliability. There were six separate semi-structured interview schedules for the six role-member set for each case study (Appendices 2 a-f).

The newly qualified teacher schedule which was rather long, addressed three basic issues: their perception of their induction programme including questions about mentoring and evaluation, relationships within the school and externally, the school atmosphere; and finally questions pertaining to the factors which influenced them most in their induction, new English teacher retention, their professional development and suggested improvements.

The other five schedules, which included mentors, principals, English inspectors, English counsellors and teacher trainers, dealt with the following issues: their perception of the induction process; perception of their role in the induction process; and the factors they attribute to the retention of newly qualified teachers. Aside from the information that was gleaned for each particular case study, the English inspectors, English counsellors and teacher trainers could provide a broader picture of the retention issues due to their extensive work with newly qualified English teachers and their placement in the primary schools.

Permission was requested in August 2002 and granted in November, 2002 from the Ministry of Education. Two of the three principals requested that I send a fax of the permission granted and then set a time for the interview. A typed introduction to the research was prepared in order to gain the informants consent and inform the participants about the aims and purpose of the study (appendix 3) (Denscombe, 1998, Wellington, 2000).

The longest interviews were held with the newly qualified teachers, lasting from one hour to seventy-five minutes. The other role set members' interviews averaged thirty to forty-five minutes. The nineteen interviews took place over six months, from December, 2002 until May, 2003. The interviews were conducted for the convenience of the respondents. For the newly qualified teachers, two were at home while one took place in school. Some of the interviews took place at work: schools for the principals and mentors, the offices of the Ministry of Education in Tel Aviv for the English inspectors while others such as teacher trainers and English counsellors either took place at home or at the college. The time of day varied again: morning, noon, late afternoon or early evening. In two cases, the interviewees were tired after a long day of work but insisted that that was the only time available. All but

six of the interviews were conducted in English. They were conducted in Hebrew: three principals, two mentors and one teacher trainer since they were not English speakers.

Method of recording

The interviews were recorded on a tape recorder. All of the master interview cassettes were copied onto new cassettes that were used in the transcription process. Additionally, notes were taken during the interviews for two purposes: as an insurance plan, in case the tape recorder mal-functioned and as a means to identify the significant points in the answers and enabling the interviewer to refer to or paraphrase this information later in the interview. Moreover, to ensure the informant was consistent during the interview, the researcher paraphrased the informant's words from time to time and asked for verification of the interpretation (Carspecken, 1996). This was indeed effective, and important to the relationship formed between the interviewer and the interviewee. Three interviews, which took place on the telephone, were recorded using a special device that the interviewee was aware of. This was necessary due to the inherent danger of driving at night to a settlement in Samaria.

Evening was the only available time to speak with these informants. Answers for these interviews were also recorded by hand but with a great deal of difficulty due to holding the phone, and writing simultaneously. The transcripts of the interviews were transcribed from the copies of the original cassettes and averaged fifteen sides of A4 typescript. As the transcripts were prepared, they were mailed to the informants for their feedback. This was one means used to ensure the reliability of the transcriptions. Denscombe (2001) clarifies the need for field notes:

> "A crucial advantage of taking field notes at an interview,......, is that they can fill in some of the relevant information that the audio tape-recording alone might miss. Field notes can cover information relating to the context of the location, the climate and atmosphere under which the interview was conducted, clues about the intent behind the statements and comments on aspects of non-verbal communication as they were deemed relevant to the interview" (p. 122).

Through observation, the researcher sensed the school atmosphere, the interactions between a principal and his/her staff which is so influential to the experience of a newly qualified teacher.

Field notes were written about each participant as another source of data that adds credibility to the study. Where possible, pre, during and post field notes (FN) were written about the context in which the interview took place, interactions with others, if any during the interview, body language, gestures and personality traits.

These included observations about the informant and while listening to the informant, the interviewer reflected upon the themes and issues raised by the informant. This aided in probing and developing additional questions for future informants of the case studies where applicable. An example of this occurred when I discovered that a newly qualified teacher was not hired through the Ministry of Education but rather through the local municipality. This became significant to one of the case studies and therefore added as a question in the other two case studies.

Validity and Reliability

Validity and reliability are quite difficult to establish in qualitative research especially when the researcher is not in total control of an experiment for example, as in quantitative research (Cohen and Manion, 1994). Therefore qualitative researchers must ensure there is a complete audit trail, thick description within a specific setting, and in-depth examination of the issues when exploring the participant's experience. In addition, there must be multiple sources of data (Rudestam and Newton, 2001). Thick description was used in the analysis of the case studies, including as much information as possible to 'paint a description' of the induction scenario. Furthermore, all documents referred to in this chapter and others have been dutifully included in the appendices.

Skilled Interviewer

While this researcher attempted to acknowledge all of the aforementioned, there were other factors that may reflect on the validity of this research. One of the weaknesses of interviews is that the interviewer is not skilled (Anderson and Arsenault, 1999). This researcher had little practice in interviewing other than piloting the interview schedule. As previously mentioned, three of the interviews from one case study were conducted by telephone. In one case, this hampered the investigation somewhat because the researcher did not travel to the school. Notes or impressions about the location and social context were missing. The researcher was totally dependent on the interviewees for their perceptions. Moreover, the telephone interviews were difficult to arrange, were not always convenient for the informant and it was difficult to maintain the informant's attention for an extended period.

Human Memory

Foddy (1996) and Denscombe (2001) find that human recall is unreliable as a research tool. The ability to recall an event is related to its significance and memory fades over time. In one case study, I interviewed role-set members about the induction experience of the newly qualified English teacher two years later. Although human memory is faulty, the newly

qualified teacher could remember significant details of that year since it was a landmark year in her personal history. It was her first encounter as a new teacher. Events such as meeting with the mentor, her induction experience from the very beginning at the school, the difficulties that ensued, the school atmosphere and whether the mentoring had any long-term influence on her were quite easily recalled by the teacher.

Antagonistic informant

The atypical case study informants could have been negative. The fact that the English teacher did not continue could have reflected badly on them, therefore suggesting that the informants of this case study would not divulge the information truthfully, would harbour an agenda against someone or due to the fact that they know the researcher. An example of this took place when the 'chosen' mentor was dubious about her part in the induction and curious about the research. When it became clear that the newly qualified teacher actually admired her, the mentor relaxed and became more open to answering questions.

Bias

The researcher can threaten internal validity through her understandings, her own convictions and conceptual orientations. The data of this study was biased towards the newly qualified teachers and therefore the study may have underrepresented others involved in the experience

Miles and Huberman (1994) declare that interpretivists "…. *will be undeniably affected by what they hear and observe in the field, often in unnoticed ways" (p.8)*
Furthermore, the interaction between the researcher and several of the informants may have caused bias. Of all the participants in the study, the researcher was familiar with five on a professional basis. They may have provided answers based on what the researcher expected to hear in order not to reflect badly on their ignorance of the issues although each one was a stakeholder and therefore played an integral part in the induction programme consciously or unconsciously.

Ethics

Consent

The research department of the Ministry of Education in Israel was approached for access to the role-set members of the case studies since they were all employees of the Ministry. A brief rationale for the research and its parameters was submitted along with the theoretical basis and a description of the research sample and all the interview instruments. Permission

took four months but without it, it was doubtful that the principals and/or mentors would have agreed to participate in the study. All participants were contacted by telephone and where requested, the letter of access was faxed to the school ahead of the scheduled interview. Two principals requested the letter.

Everyone showed a keen interest in expressing his or her views about induction. Strict anonymity and confidentiality of the data were guaranteed. In addition, the informants' feedback was requested for the typed transcripts that were duly sent to each informant.

Access

The newly qualified primary English teachers were chosen from among several possibilities suggested by two English inspectors and three teacher trainers. Although the teacher training colleges would have afforded a larger field from which to choose, they were not cooperative when approached about the possibility formally. Four inspectors were requested to maintain information about their newly qualified teachers for future contact, but when it came to divulging such information, records of their first year qualifying teachers were patchy. One inspector came through with the appropriate information. The candidates provided through the English inspectors declined because they were on maternity leave while a third declined outright. Since time was significant in getting the interviews done as quickly as possible, and as close to their induction year as possible for two case studies, English teacher trainers from two colleges were informally approached. This proved very effective.

Sources of Tension

Some of the ethical concerns that this study raised were: the teacher as researcher, confidentiality, consequences and the publication of a critique of a government programme. The teacher as researcher might have clouded the interpretation of the analysis. The researcher might have over-identified with the informants, especially with the newly qualified teacher. Moreover, the researcher's professional colleagues who were interviewed might seek information about other stakeholders in the case study. I had to maintain my vigil during these interactions and did not divulge any information.

Confidentiality of all stakeholders and contexts were adhered to using codes for names and places to ensure anonymity. The consent letter instructed the researcher to destroy all relevant data within a year of completing the research.

There might be consequences to the participants that manifest themselves in exposing their weaknesses to a stranger which would lower their self-image, especially for the newly qualified teachers. On the other hand, I needed to avoid reacting negatively while building a relationship with all of the informants in order to access their perceptions. The interview with the principal of the atypical case study required extra sensitivity when asking delicate questions about her role in the new teacher's induction. Other informants were uncomfortable with their lack of knowledge about the programme that could conflict with their self-image (Miles and Huberman, 1994). This was evident in the cases of the English counsellors and teacher-trainers. This could undermine their self-confidence in their role and future work or it could urge them to inquire and be better informed about the programme. Alternatively, the researchers' portraits of people might not match their own perceptions of themselves (Lincoln, 1990) especially the teacher trainer and English counsellor involved in the atypical case study. Finally, criticising a government programme may be detrimental to the researcher, especially if the findings are at odds with the establishment. Conversely, it might lead to greater sensitivity to the plight of newly qualified primary English teachers and steps might be taken to ameliorate the situation (Kvale, 1996).

This chapter has discussed the qualitative, interpretivist paradigm and the methodology chosen to carry out an in-depth multiple case study in order to allow the 'voices' of newly qualified teachers in Israel to be heard. The choice of semi-structured interviews allowed me to probe the informants' perceptions of their role in induction; how newly qualified teachers perceived their induction; to understand what factors most influence their induction and professional development and what factors the stakeholders attribute to the retention of English primary teachers. The contexts of the research sample were introduced and the rationale for their choice. The transcripts and field notes were encoded and reduced. Through an iterative process, the identification of emerging themes and patterns led to connections, comparisons and contrasts in single case analysis and cross-case analysis. Finally, the validity and ethics of this study were examined to determine the moral dilemmas faced by this researcher.

CASE STUDIES

Introduction

The next three chapters will discuss three case studies as outlined in the method's chapter, one typical, one atypical and one veteran. The chapter is organised according to the conceptual framework in the literature review section in chapter two: retention (pp. 22-43); induction (pp. 43-56) and mentoring (pp.56-74). The three case studies are examined 'within' in the following three chapters and subsequently compared for similarities and differences in Chapter Seven, Cross-case Analysis (p. 203). The significant findings, recommendations and limitations based on these case studies are addressed in the final chapter, Discussion (p.227).

Case studies are particularly relevant to this study because of the in-depth quality that semi-structured interviews provide about the induction process. These case studies are story-telling and evaluative and portray the complexities of each induction such as relationships formed between principals and NQETs and between mentors and NQETs. One case study is of a successfully absorbed English teacher; one case study is of an English teacher who did not remain an English teacher; and the last one a third-year English teacher who has remained. This study differs from previous studies, in that the variety of stakeholders that participated reflects their perceptions in addition to the mentor and mentee and is therefore a unique dimension of this study (Carre, 1993, Tickle, 1993a, Earley and Kinder, 1994, Quinn, 1994, Abell, et.al.,1995, Bolam et. al. 1995, Bush, et. al., 1996, Geva-May and Dori, 1996, Bines and Boydell, 1997, Jones and Stammers, 1997, Gratch, 1998, Moyles, et. al., 1998, Richards and Pennington, 1998, Allen and Poteet,1999, Bemis, 1999, Dallat, et. al,1999, Merry and Kitson, 2000).

All parties were interviewed in relation to three major themes: retention, induction and mentoring. The interviews were semi-structured to allow for in-depth perceptions of each of the stakeholders about the issues presented and allowed for flexibility to further investigate new issues arising as discussed in the methodology chapter. Six of the nineteen interviews were conducted in Hebrew and translated by the researcher. All interviews were recorded, transcribed and sent to the participants for their verification. In addition, field notes were written at the site of the interviews and were also incorporated into the analysis where appropriate. The process of data reduction was an iterative process that included the 'unitizing' of the data leading to sub-themes assisting the researcher in making contrasts and comparisons between them (Denscombe, 2001, Strauss and Corbin, 1998, Wellington, 2000). The emerging patterns found in this data are based on "a mixture of a priori and a posteriori" (Wellington, 2001, p. 142). There are themes such as school leadership, status

and school induction support that are derived from the existing literature while there are new themes such as English as a demanding subject and the non-subject mentor that are specific to the Israeli context in particular. The data have been displayed in context charts and matrices based on the themes and patterns that have emerged such as *'Factors affecting English teacher retention'* Table 7, p.204; *'Perceived factors in NQETs' induction'* Table 9, p. 211; and *'Factors influencing NQETs' professional development'* Table 13, p. 225 (Miles and Huberman, 1994, Yin, 1994). The reduction of data led the researcher to make possible connections between retention, induction and mentoring.

Chapter Four
CASE STUDY ONE

Introduction

This section will address the case study of a successfully absorbed newly qualified teacher who participated in an induction programme during the Academic Year, 2001-2. The purpose of this study is to gain a fuller understanding of the induction programme post completion and the perceptions of those people directly or indirectly involved. NQET1's school is located near Tel Aviv, and has a small population: three hundred and twenty pupils from the first grade to the eighth grade. Most of the pupils come from upper middle class families while twenty-five percent come from single- parent immigrant families (from the former Soviet Union) with a much lower income. The stakeholders involved in NQET1's induction year included: the mentor (M1) (a veteran teacher of twenty-five years), the principal (P1) (second year), the English counsellor (EC1)(twenty years' experience), the inspector (S1)(second year) and the teacher trainer (TT1) (thirteen years) from NQT1's teacher training college. The mentor was a regular staff teacher, not an English teacher, while the principal came from the field of counseling teachers for the Ministry of Education and had a thorough understanding of the issues facing new teachers.

The English subject inspector and the English counsellor are part of the external support system available to the new English teacher (see appendix 1 and pp. 3-4 under the section of Ministry of Education).

Retention

According to the literature, factors impacting on the retention of newly qualified teachers are: lack of advancement, school leadership, status, school culture, and pupil behaviour which all have a direct bearing on teachers' job satisfaction (Bemis, 1999, Macdonald, 1999, Cockburn, 2000, Somech and Drach-Zahavy, 2000, Adams, 2000). Therefore these issues were embedded into the interview questions either directly or indirectly. The themes that emerged in this case study which are comparable are: status, lack of advancement, school culture, and school leadership. In addition, one emergent theme that may not be directly related to retention in other countries but found to be a challenge to Israeli English teachers was the demands of English teaching (see literature review, pp. 40-42).

Status

TT1 (teacher trainer) says: *"There are countries that value education a lot more than we do and we do a terrible job in the salary of our teachers at all levels (p. 12)."* This statement sums up quite succinctly, what many teachers feel is the crux of the Israeli teacher shortage problem. This phenomenon is supported in the literature by Grace (1991), Macdonald, (1999) and Erez (quoted in Katz, 2000) where communities and governments show little respect for teachers' work through poor salaries. Status is fully integrated with salary according to EC1, (English counsellor) who declares: *"Salary is a representation of status."* S1 (English inspector) adds: *"Oh yes, if their pay was better, their status would go up. "* While extrinsic rewards such as low status and low salary in Western countries can be compensated through intrinsic rewards such as high self-esteem and teaching ability, the participants of this study believe that the external reward for English teachers negatively outweighs any other consideration. This finding is also in contrast to Fresko, et. al.'s (1997) study of Israeli primary and junior high school teacher graduates. Their study finds that extrinsic and intrinsic rewards have equal stature for teachers in general (Calderhead and Shorrock, 1997). Moreover, similar to Fullan (1993) and Turner and Bash (1999) in Israel, most people believe that teaching is not difficult, the hours are shorter than other professions and there are long school holidays. In other words, teaching is not very demanding.

P1 explains that the low status of teachers in Israel is expressed through the entrance exam given to potential candidates to college: *"...the psychometric* [exam] *for entering colleges is the lowest possible for teachers, it just shows how much we think of ourselves" (p. 7).* The principal's contention is that the poor status of teaching in Israel begins with attracting the least desired candidates for teaching right from the beginning. This echoes Whitehead, et. al.'s (1998) belief that teacher retention will increase when teaching is viewed as a profession. Teaching is still not considered a profession and therefore the intrinsic rewards do not compensate the teacher for his/her efforts when compared to graduates of other professions (Powell, 1990, Whitehead, et. al., 1998, Weiss, 1999, Katz, 2000, Cockburn, 2000).

One of the factors directly connected to teacher and foreign language teacher shortages in the United Kingdom and the United States is low remuneration (Powell, 1990, Grace, 1991, Macdonald, 1999, Weiss, 1999). All of the interviewees in this study agree there is a definite shortage of primary English teachers. This is evidenced by the NQET's own experience where she explains: *"In the beginning of the year, I was at the end of a line of six English teachers before me. After two months, each of them said GOOD BYE. "*

The participants all responded uniformly, similar to the literature: *salary.* In fact, salary was singled out as the *most* significant factor when the participants were asked why newly qualified English teachers did not remain in teaching in Israel:

> *"...it's the salary and everything. "* (NQET 1)

> *"I should get paid more, for my expertise,*
> *and I work hard.'* "(EC 1 quoting teachers)

> *"When new English teachers " finish their studies, they go to*
> *more profitable jobs that are less demanding ."* (P1)

This was not an unexpected factor however the literature recognises that there is a connection between low salary and teacher shortages although pay does not appear to be the prime cause. The responses by the interviewees stand in stark contrast to Nias (1989), Wilson and Pearson (1993), Adams (2000) and Cockburn (2000) where the interviewees say that pay was considered negligible as a factor for leaving teaching and foreign language teaching in particular. Of course pay is relative to each country.

When NQET1 was asked about her salary, her response was *"This does not satisfy me at all."* Although NQET1 was negative about this she hoped that eventually her salary would improve. Moreover she was very positive about being a teacher. While she did not explicitly say that pay would be a deciding factor in her future, the positive feedback from her students encouraged her:

> *" I knew that my students feel comfortable to come and to talk with me and to*
> *show me and today somebody came told me: 'You know something? You are*
> *the best teacher that I had.' And brought me a cake."*

The English counsellor adds: *"The children followed her in the corridor and singing her songs."* These intrinsic rewards must have definitely contributed to her positive attitude about her work.

When NQET1 was asked whether she will remain in teaching she and her mentor answered in the same way with some hesitation.: *"I hope so."* On the other hand, her principal believes without hesitation that: *"K. loves the school. Yes, I think she will remain, she loves teaching ."* This observation by the principal is in opposition to Weiss' (1999) study which maintains that *"first year teachers' dissatisfaction with their salary did predict morale" (p. 867).* In fact, NQET's morale does not wane despite her poor salary.

Comparison of professional salaries

The tension of teachers' salaries in comparison to other professionals can be seen in the following table. The monthly payment for beginning doctors, teachers, engineers, social workers and physiotherapists which are comparable in terms of professional training:

Table 3

Comparison of teachers' salaries to other professions in Israel

yr	Teachers (BA)	Engineers	Social Workers	Doctors	Physiotherapists(BA)
1	2,618.24 new sheqel (NS)*	1,983.63 NS	2,409.60 NS	3,304.89 NS	2,690.28 NS
5	3,182.49 NS	2,066.25 NS	3,158.50 NS	3,439.08 NS	2,969.56 NS

(after Salary scales of cities and municipalities in Israel, 1999, *$1.00 American dollar = 4 New Sheqels)

According to this chart, teachers are slightly better off than engineers and social workers, while lagging behind doctors and physiotherapists. Each profession adds their perks in order to enlarge the salaries, yet the basic salary presented here is rather low by western standards, about six hundred dollars per month. Another dimension which may have a bearing on the respondents' view, is that Israeli college students on the whole, must earn a living while they are studying. The jobs that students take are often in the private sector, require little or no training where a salary may begin at 4,000 NS per month. When teachers receive their first salary after having trained for three years, they are naturally quite shocked. This may be due to the fact that during the induction year, teachers work at a third or at half the capacity of a full-time position. Therefore the starting salary is only half the amount that appears in the table – about three hundred dollars a month or less. What is not obvious to most people, is that the beginning salaries of the professions noted above do not differ greatly from teaching. This is why teaching demands are often compared to the demands of other professions. The above professions, except for teachers, do not require the ratio of 35:1 as in the classroom nor the required preparation at home. This may explain some of the resentment.

NQET1 sums up the participants' responses when asked what the stakeholders can do to increase retention of NQETs:

*– salary, status of the teacher, which is very important
because we are talking about dedication, not only the salary,
but give them the feeling they do something good.*

NQET1 and TT1 both agree that Israeli English teachers need extrinsic motivation, such as a higher salary, in order for teachers to gain recognition for their important work and this in turn would influence their intrinsic motivation.

Opportunity for advancement

During the interview, NQET1 declares several times that she plans to advance within the profession of education and that teaching English is not her ultimate goal:

> " I started to continue with my studies ..... To improve education....
> To improve things."

Other stakeholders working with her that year foresaw that NQET1 would probably not remain in teaching:

> "[NQET]. will probably do a second degree very soon and
> she will go on to other things but she liked teaching. Not as an
> English teacher in elementary school " (TT1).
> " Actually she was looking for other work ..... (M1).
> "Ah, I don't have to remain an English teacher. I can do the same thing
> (be an English counsellor like you)." (EC1 quoting NQET1)

It appears NQET 1's future declarations are probably a reflection of the literature that there is little opportunity for advancement (Nias, 1989, Macdonald,1999, Adams, 2000). Adams' (2000) London study cites the lack of advancement as the third leading professional factor for foreign language teachers leaving their post while teachers' pay ranked relatively low. In fact, Erez (quoted in Katz, 2000) believes that the lack of advancement in the Israeli school system is one of the determining factors affecting the decrease in teachers' status in Israel.

It is not surprising that although NQET1 succeeded in teaching in the primary school, (she is presently in her third year), it was clear that she would not remain English teaching. Her aspirations are to become a principal and have an impact on improving education at some time in the future. There are no possibilities for promotion within the primary school unless she were a home-room teacher, become a vice-principal or head of a primary grade level. Subsequently, she does not see herself remaining in the primary school. It seems that the low salary and no avenues of advancement as an English teacher other than teaching junior high school, are the factors that motivate her to continue her studies and search for future options.

A Demanding Subject

The teaching of foreign languages is considered to be methodologically demanding (Adams, 2000, Cameron, 2001, Richards, 1998). Moreover in Israel, English teaching receives poor

parental support; the demands on teachers seem greater than other subjects and new English teachers are often compared to other veteran teachers of English or other subjects who do not invest as much time and energy in preparation.

The responses about English teaching varied from the difficulty in teaching, meeting the demands of new curriculum and needing extended time to prove one's abilities as an English teacher. Adams (2002) suggests that pupil motivation is strained because they find lessons 'taught entirely in the target language to be difficult to follow and alienating' (p. 88). The participants emphasised these difficulties: "With the salary she [NQET1] receives, it's really volunteer work."(M1) "Because they work in a very difficult subject and many children have psychological barriers to learning languages, it's a real mission to teach a second language."(P1)

EC1 mentions the fact that as a result of the new curriculum in English and the new demands on evaluating pupils (alternative assessment through performance-based tasks or portfolios) which is slowly filtering into the Hebrew curriculum makes it almost impossible to cope in the first year.

Parental pressure

There is little in the literature about the parental pressures that newly qualified teachers must face. Macdonald (1999) and Pisova (1999) merely mention the topic in passing while several of the interviewees highlighted the difficulty of dealing with parents. When asked in which aspect of teaching NQETs need more preparation EC1, S1, NQET1 and TT1 all agreed: 'how to deal with parents'. Some quotes that drive this point home are evident in the following statements about NQET1's encounters with parents:

> "Unfortunately she took over a teacher who was not doing well
> and the parents at that period were so negative and so chasing every
> teacher in the school and when she came, ... they were really pushing
> her and nagging her. 'What are you going to do with my child? How are
> you going to work with this book? My child has been studying English from
> the womb. We want something extra for him.'
> Once she called me and asked: "What should I tell the parents who are
> on my tail?" (EC1).

Teaching native English speakers in the foreign language classroom is quite challenging especially if the EFL teacher is not a native speaker. Moreover, providing for every level of English possible in the EFL classroom is a monumental task, especially for the new English teacher. These pressures can mount, however, a skilled principal can de-fuse these tensions (Pisova, 1999).

Methodologically demanding, modern foreign language teaching requires highly skilled teachers who can deal with the psychological dimension of motivating learners (lowering affective filters) experiential learning through task-based activities, participatory learning, alternative assessment and implementing information technology (Krashen, 1993, Tickle, 2000, Core Requirements of Teaching, appendix 4). The demands on English teachers in Israel today are not only based on the English curriculum that began officially in 2001 but also on the importance as the ultimate language of mobility and success in higher education and the job market. Parents and principals who never succeeded at learning English are unduly stressed when their children face the same hurdle. Consequently, pressure is brought to bear on the teacher, to ensure their child succeeds.

NQET1 did have confrontations with parents which left an indelible mark on her memory. Beginning to teach on the 'coat tails' of six English teachers who had preceded her, thrust her into a nearly impossible situation facing bewildered and concerned parents and their individual demands for their children. NQET1 weathered the storm due to her strong personality, self-confidence, supportive school leadership and the determination to succeed. It is not a scenario that many new teachers would be able handle.

School Leadership

The literature perceives poor school leadership or management as one of the major factors that impact negatively on the retention of newly qualified teachers as discussed previously under the section on retention (p. 22). The key factors that emerged were: feedback and support for teachers' work, teacher autonomy, staff collaboration and the management of student behaviour. Staff collaboration will be reviewed under school culture.

Each of the interviewees connected the retention of NQETs directly with effective leadership. In fact, many responses suggested that the principal could be held responsible in large part for the new teacher's adjustment:

> "If there is any reason or if there is any turn -over at all, it usually has to do
> with the principal" (S1).

> "You should see the difference between the girls whose principals who are
> great and care and the others. That can be the making or breaking of a
> new teacher" (TT1).

EC1 confirms that the principal's function is quite pivotal in retaining new teachers (Pisova, 1999, Weiss, 1999, Adams, 2000, Cockburn, 2000).

Personal support

On a personal level, the principal is entrusted with encouraging and motivating the new recruit (Hunt, 1986, Rosenholz, 1989). While there is little in the literature about the scope of this role, Tickle (2000) maintains that while the principal's role in induction is quite complex and instrumental, it is a very minor aspect of his/her overall responsibility.

TT1 describes two Israeli principal-types that demonstrate the importance of personal support. Some principals smile "...at the girl and knows her by name and says hello to her and invites her to come and talk to her once in a while......" while others don't bother with anything and then all of a sudden come into the class without being warned .... you know. The teacher can't say to that one: 'I am having a problem with this class; please help me.'" TT1 adds with disgust:: "They [principals] are not indoctrinated enough into the importance of the 'stage' (induction programme)." However, Tickle (2000) suggests that the size and type of school condition the extent of principal involvement in induction programmes. The smaller the school, the more personal the support for new teachers could theoretically be.

P1, who ran a medium-sized school, played a very significant role in NQET1's first year. Unlike many principals, she had worked extensively as a counsellor for the Ministry of Education working with and understanding new teachers' needs. She arrived on the scene during NQET1's official induction year. While new principals need time to adjust as any new entrant to a new profession, she possessed a certain charisma that immediately set the tone for the school. Anyone who has come into contact with NQET1's principal was in full admiration for her. She is an efficient leader, manages discipline, provides opportunities for staff collaboration, allows for teacher autonomy, and finally supports her teachers through understanding and feedback.

NQET1 enthusiastically valued P1's personal support:

> "My principal. Her office was always open to me..., to share with her things that I had in my class."
> "I felt comfortable to share with her things, problems, and questions."
> "The principal know[s] it [is] our special year so she came to help us."

When there were external pressures on her teachers, such as the timing of school workshops that conflicted with other meetings for NQTs, P1 intervened and allowed NQET1 not to attend another external workshop rather than at the school (Cockburn, 2000).

My own observations confirmed the positive light in which P1 was described. When I came to interview the principal, there were a few interruptions. She was dealing with a discipline problem in her office and I was obliged to wait. I could see through her manner of speaking with the children that issues are handled decisively with letters home to the parents. The principal conveys clear messages to pupils as well as teachers. In the midst of this dilemma, she took the time to introduce me to the vice principal and asked her to wait until we finished our interview. There was a sincere climate of respect for each and every one with whom she came into contact.

Feedback and support

While many principals find their responsibility to be more administrative rather than involvement with the quality of teaching, this principal chooses to be pro-active through her interactions with all of her new teachers and provides individual feedback. (Nias, 1989, Rosenholz, 1989, Pisova, 1999). Her teacher interactions foster professional development:

> *"[NQET1] learned through testing about her class and their*
> *English achievements.*
> *I sit with the teachers individually and provide for their individual needs*
> *with regard to syllabi or teaching methods - a very personal approach .*
> *I evaluate the teacher [all of them] twice a year.... We sit together after*
> *the lesson. I inform the teacher about the criteria in which I am interested*
> *ahead of time before I come in. Therefore the feedback is according*
> *to these criteria." (P 1).*

Not only is there observation and feedback, but it is given according to criteria that she has developed and which perhaps fosters fruitful discussion and self- improvement.

Teacher autonomy

P1 enjoyed individually challenging and motivating her teachers to achieve their potential (Rosenholz, 1989, Weiss, 1999, Brauer, 2000). NQET1 initiated the building of an English Room which is not mandatory, with the principal providing her with the resources and support. An English Room is meant to be decorated and arranged for pupils to work in groups, pairs or individually at learning centres with self-access to an assortment of activities for second language acquisition. The organisation and preparation that goes into English Days, English Rooms and decorating hallways go far beyond the call of duty - especially in a teacher's first year or two.

P1 praised NQET1's work which was very much appreciated as EC1 states:

> *"She realised [NQET1]'s qualification and her abilities and how dedicated*
> *she was to the school and to English .... She saw her potential*
> *and she decided to push her. It was great for her.*
> *She was the only one who started with English Days.... She was the one who*
> *really initiated the English Room. There was always some kind of indication*
> *in the corridors about the English in the classroom"* (EC1).

Moreover, the principal equally enthuses: *"She did wonderful work and took on complete responsibility, she's still here and she even has more hours this year."* This show of mutual commitment by the principal to her teachers and NQET1's commitment to the school, reinforces Somech and Drach-Zahavy's, (2000) study of Israeli teachers.

NQET1's enthusiasm for her work is obvious and much is owed to the principal's nurturing of her English teacher (Brauer, 2000). P1 certainly embodies all of the facets of effective leadership set out in the literature: support, feedback, teacher autonomy and effective management of pupil's behaviour (Nias, 1989, Pisova, 1999, Weiss, 1999, Adams, 2000, Cockburn, 2000).

The next section addresses school culture.

School Culture

Effective school leaders convey the importance of a supportive climate in the workplace (Hunt, 1986, Kakabadse, et. al., 1988, Rosenholz, 1989, Coleman,1994, Schein,1997, Wallace, 1997). Hunt (ibid.) identifies rewarding and team-building as two positive reinforcements for generating confidence, lowering anxiety and fosters a 'climate for growth' in the organisation (Hunt, 1986, Kakabadse, et. al., 1988).

Five of the six interviewees agreed that a supportive school atmosphere is a very significant factor in the retention of new primary English teachers. The themes identified in a supportive school climate are: shared norms and values, collegial support, professional development and commitment. Shared norms and values are not addressed separately but inferred throughout this section.

Collegial support

NQET1 and M1 felt very comfortable in the school as M1 describes:

*"In general, our school is very open to receiving new people, very collaborative
and very encouraging, showing interest. Most of the staff is like this and
whoever isn't understands that his place is not here. We are very open and
interested if someone has something interesting to share, we hang it in
the teachers' room and duplicate for others. We call each other at home
and discuss problems and tell each other."*

NQET1 declares that it is not enough to need help, new teachers must be assertive and *ask*
for help. By nature this can only occur when the new teacher is in a supportive school is
made to *"feel they are not alone" (M1)*. NQET1 has good communicating skills and never felt
awkward about asking for help. Together with the necessary support, the teachers also
overtly display appreciation for one another. When NQET 1 was asked how she knew that
that she was appreciated, her answer was: *"Teachers told me and the parents told me.
And colleagues told me."* M1 especially appreciated NQET1's ideas and contributed to her
professional knowledge which is an added advantage of the collaborative atmosphere in the
school (Spindler and Biott, 2000, Tickle, 2000). Each teacher whether new or veteran has
something to offer.

Professional development

P1 describes how she instigated the change in professional culture in her school

*"What is important to me is that teachers feel a commitment to their subject
and to workshops provided. I teach this as an important condition and part
of our professionalism. We work with teachers according to the situation in the
classroom, mapping things together. But, on the whole, I established the culture
of learning together in the school."*

The reactions to this collaboration were only complimentary. NQET1 perceives the
workshops as helpful,   *"We worked on it. Somebody came and we learned about how to
work with our students."* While M1 adds: *" It's good, it contributes to the school and
refreshes sometimes."*

Another means of consolidating a collaborative culture is through shared decision-making.

Decision-making

In addition to her vision of peer learning, the principal recognises the importance of new
teachers playing an active role in running the school, veteran and NQTs alike (Bines and
Boydell, 2000, Spindler and Biott, 2000, Tickle, 2000). Therefore it was natural for the
principal to request that NQET1 take part in the student council committee, which
deliberated on the behaviour code for the pupils. The principal realised that NQET1's

induction year was pressured and understood why her contribution was negligible, however she sums up the experience by saying: *"Her contribution was to herself."* NQET1's reaction to her participation on the committee is: "Yes, *you know how to behave in my class if you have some problems....".* Thus NQET1's experience was effective although the principal *"didn't really sense [NQET1's] contribution."* On the other hand, she was accepted as an equal in sharing the goals and values of the school (Schein, 1997). Similar to Weiss' study (1999), teachers who have some influence in determining discipline policy are more likely to make an effort and stay.

Commitment

Whilst belonging to a collaborative culture offers much to the new teacher, it can have a positive influence on their extra-role behaviour and may demonstrate increased commitment to the school. These roles can promote the organisational goals and encourages teacher autonomy (Somech and Drach-Zahavy, 2000). NQET1 did take on extra-role behaviour resulting in much appreciation from her colleagues as M1 explains:

> *"....... when she needed to substitute, do yard duty, to prepare for projects*
> *with the community school, she was always ready to help us. ....she would*
> *be at meetings and she was an integral part of the staff and decisions made."*

In addition, she was asked and contributed her time to the student council as mentioned earlier by her principal. NQET1's job satisfaction evidently had a direct influence on the extra-role behaviour that she assumed. This case study upholds Somech and Drach-Zahavy's (2000) study which identifies job satisfaction as a positive factor increasing teachers' extra-role behaviour.

NQET1's commitment is not only one-sided. P1, as a pedagogic leader, illustrated her higher levels of commitment through her concerted effort to be accommodating and accountable to her teachers and pupils alike (Sergiovanni, 1996):

> *"......I know it's a temporary situation and it'll be worthwhile for me in the long*
> *run if she is good. In [NQET!'s] instance, it was successful and with the new*
> *science teacher, I am willing to give in for the year [NQT not attending workshops]*
> *because I know I will have made a good investment in the coming years for the*
> *school. I want the person working for me to feel that."*

Commitment is not only determined by workplace conditions (Evans, 1993, Kyriacou and Benmansour, 1999). Early career aspirations are significant in predicting later job satisfaction but are not the sole predictor (Calderhead and Shorrock, 1997, Cockburn, 2000). When NQET1 was asked why she became a teacher she answered: *"Cause I adore the students,*

....I like to work with them, with students at this age." Furthermore, when NQET1 was asked about any role model that had influenced her life, she referred to her primary school principal who did things *"In order to give my students a feeling at home. A good feeling.."*

Therefore it may be concluded that not only does NQET1's enjoyment of working with children inspire her commitment to the school but also the working environment that she was inducted into, subsequently impacted on her job satisfaction (Hunt, 1986). These findings compare favourably with Weiss (1999) and Cockburn (2000). On the other hand, the lack of career advancement as in Adams' (2000) study and her ambitious personality will probably propel her into new directions.

This case study supports Macdonald (1999) and Weiss' (1999) contention that when new teachers are involved in collaborative work, professionally develop, they perceive their school leadership positively, their commitment is stronger and they plan to remain in the field longer. Through these interactions, NQET1 was able to become more effective as a teacher.

The following chart represents the most significant factors that the interviewees in this case study perceived to be directly related to the shortage of English primary teachers in Israel: status, school leadership, a demanding subject and school culture.

Table 4

Perceived factors that influence the retention of NQETs

Themes	No. of respondents
Status	6
School leadership	6
Demanding subject	6
School culture	5
Pupil behaviour	1

Induction

The key issues regarding induction programmes include: school induction support, management of induction, mentor's role, headteacher's role, professional development, time and evaluation as discussed previously under the section on induction (pp. 43-49). These issues emerged except for time and evaluation. Mentoring will be addressed separately.

Management of Induction

The sub-codes that emerged from the management of induction were: TTC support, school support and external support. This is a multiple-support model of induction (Earley and Kinder, 1994).

TTC induction support

Unlike other induction programmes which are district-based or school-based, this programme is college-based and school-based and is likened to induction programmes for doctors and lawyers (Klug and Salzman, 1991, Bines and Boydell, 1995, Bolam, et. al. 1995, Earley and Kinder, 1994, Montgomery-Halford, 1999, Ministry of Education, 1999). The teacher training college is responsible for the coordination of each induction programme which entails the following: the registration of each NQT and mentor; the peer support workshop which is the "main tool through which the college influences the professionalism of the induction and aids in his/her professional socialisation of the beginning teacher" (Ministry of Education, 1999, p.30); providing mentor information; and contact with the principal or administrator involved with the induction where expectations are clarified at the beginning of the year and followed up according to need (ibid.). The sub-themes that subsequently emerged under TTC support were provision of information and peer support.

Provision of information

Most research has found that role definition in induction programmes is often sorely lacking (Abell, et. al. 1995, Geva-May and Dori, 1996, Moyles, et. al., 1998, Dallat, et. al, 1999). People intuitively do what they perceive to be correct. The guidelines for the Israeli induction programme are interpreted by each TTC and then conveyed to the mentor and principal through the teacher trainers (Ministry of Education, 1999). TT1 explains:

> *"In stag [inductionship programme] we are asked to keep contact ... remind the mentor of a meeting ......talk to the mentor and the principal once or twice and avoid a disconnection. It's important to pick up problems before the evaluation."*

When asked about contacting NQET1's school, TT1 and NQET1 answered yes although a different picture emerges from P1 and M1:

> *"I haven't ever received anything, no one comes, no one asks.*
> *We didn't receive any guidance...."(P1)*
> *" I don't remember getting any information."(M1)*

According to TT1, the NQETs were provided with information both orally and written, however, this information was not confirmed by NQET1. She never received anything in writing but seemed to understand what was expected from her peer support group at the college. When questioned about her source of knowledge, NQET1: *"We talked with [TT1]. So we need to work about 1/3-full salary or 10 hours."* and *"I talked with them [mentor and principal]. They helped me. That's it."* Furthermore, she did not find the information to be very effective. She could not elaborate any further.

P1 was somewhat aware of the process of induction such as the workload, selecting a mentor and release time, but she did not confirm that she was informed through TT1. It was probably due to NQET1's technical input about induction and the principal's own extensive knowledge of counseling new teachers that she understood the need for assisting new teachers and providing the support she ascertained to be significant.

M1, P1, S1 and EC1 all expressed limited or no knowledge of the induction programme. The English counsellor's source of information is derived indirectly from a teacher trainer at the college where she works. In fact, EC1 had no knowledge of NQET1's mentor:

> *"[NQET1] was on her own and not taking any help from the school. She never even mentioned any. I didn't know there should have been someone else she could have consulted with because she always called me. I thought I was the one."*

This lack of knowledge has implications for the effectiveness of the induction programme. Are the goals being met? If stakeholders are not aware of its goals and their role in promoting them, then how effective can the programme be? Perhaps there are too many people involved. The lack of role definition is consistent with the literature and quite disappointing in light of the fact that an Israeli study carried out in 1996 points out that the contribution to role definition received the lowest score in the evaluation of the "Technion" induction model (Cole and Watson, 1993, Bines and Boydell, 1995, Geva-May and Dori, 1996, Dallat, et. al., 1999). As the principal so aptly realised herself during the interview: *"For mentoring, there should be a structure and set times for their meetings. Expectations between the mentor and mentee. Observations as well."*

The TTC is considered the primary force behind the Israeli induction programme: providing information and a peer group, registering the participants, and fostering professional development. According to the minutes of a meeting held at the Mofet Institute at the end of the year 2002, a Ministry of Education representative explained the main aim of the induction programme to the TTC English participants:

*'...the idea behind induction is that the colleges are no longer responsible
for their students when they reach this stage. It is now up to the school
system to integrate them, and it is the Ministry of Education that is responsible
for their assessment" (Mofet, 2002, pp. 1-2).*

It is quite astonishing to read these words, because the college is very much involved in the induction year. While it is true that the school absorbs the new teacher and decides with the Ministry of Education if a candidate remains in teaching or not, the professional development including evaluation and peer support are handled through the college. Very little or no information is conveyed about the culture or professional development within the workplace and the significance of the principal's role. There is no discussion of a school-wide induction policy or the benefits of collaboration in the school. In addition, throughout this study, each stakeholder, except for the NQET and the teacher trainer, had no information about the programme with regard to their roles and expectations.

Indeed, NQET1 and her teacher trainer were not familiar with most of the guidelines set out in the programme document such as observations and feedback for assessment and set times for meetings. While TT1 inferred that she is in touch with the schools of her students, it became clear that it did not happen. How can it be explained that the English Inspector, who hires and fires new teachers, has superficial knowledge of the dimensions of the programme. If the school and the Ministry of Education are responsible for the new teacher, there should be more coordination among the parties involved to best allocate their resources. The story that emerged is that NQET1 was supported by the college, the school, a mentor and a counsellor. Was she receiving conflicting advice? Did she need the English counsellor in addition to the peer support from her college?

This next section is directed to the professional development at the TTC.

Peer support group

It is understood from the literature, that peer support groups with other NQTs further professional development as well as offer social and emotional support as addressed under effective induction (pp. 46 and 48). Moreover, most studies find that support meetings with NQT peers is highly regarded when they are timely and relevant to their precise needs. Andrews (1987) adds that the professional development activities should be 'challenging'.

NQET1 measured her professional development according to her peer support group at the college. NQET1 felt that the English support group was very significant to her progress during her induction year. It was an opportunity to be with her friends (college peers), to commiserate about similar difficulties and give and receive mutual support. Moreover, the

students were challenged with new ideas or theories to implement in the classroom and to report on them. TT1 explains that this peer group was most significant for the NQET's because: *"They have two hours to talk.... They like to be with each other."* TT1 felt that the college students had more in common to discuss than with the teachers in their new schools. NQET1 notes the contribution to her development:

> *"If we talked about discipline problems, if we talked about How To Be A Good Teacher, ...that [TT1] gave us, it challenged us. ... to do these things in order to see if it's real. To read something in the article and then you think you can do it in our classrooms."*

While TT1 adds:

> *"We ask them to document, if they can. We are a little bit flexible. ... I don't want them to read a lot of bullshit. I try to give them articles that are appropriate. So they remember a lot of this. We don't do a lot of heavy, heavy theory. If they remember something, it's sort of like a bonus" (TT1).*

The explanation by NQET1 about the peer workshop reflects how meaningful it was to her professional development. Attempting to apply an author's idea to her classroom and engage in conversation with her peers challenged NQET1 which supports Daloz's (1987) idea of task. Unfortunately, TT1 belittles her students' professional development when she describes the tasks in the workshop as reading and maybe remembering something. While there is emotional and professional support for teaching English, there does not appear to be any conscious effort to promote true challenge and self-awareness. TT1's description of her workshop was quite surprising. It was expected that TTs' would pride themselves about how informative and effective their workshop is and not downplay its professional significance.

None of the discussion from the interviewees could point to any consciousness-raising awareness of one's competences during the induction year. The documentation of NQET1's strengths and weaknesses at the college were lacking. There was no target-setting and effective self-reflection evident. The issue of professional growth is lacking in depth and should be explored further.

School induction support

Induction support is not only the collective responsibility of the system but should also be the responsibility of the whole school (Bines and Boydell, 1995, Middlewood and Lumby, 1998). The key issues of school induction support include: principal's role, mentoring, reduced work-load, collegial support, evaluation, release time, and professional development as discussed

previously under the section on school induction pp. 45-49. The issues that will be addressed are: the principal's role, evaluation, release time and professional development. Collegial support was addressed under retention while mentoring will be addressed separately.

Principal's Role

In the previous section on retention, the principal's leadership role and its significance in managing the school was explored (see p.107). In this section the principal's role will be presented concerning the management of induction in the school. The principal's role in induction programmes is reviewed in the literature under induction (p. 48). Bines and Boydell, (1995) auger that *"Headteachers have a pivotal role in induction, in terms of both organisation and liaison and individual support for the NQT"* (p. 58). The key school induction issues that emerged are: organisational support, release time, and professional development.

Organisational support

The principal assists all of her new teachers in their socialisation into their new environment which is a significant part of induction (Kadabadse, et.al., 1988). After they have been introduced to the staff in the teachers' room, she explains how they are welcomed into the school:

> *"What we do with each new teacher is that a veteran teacher becomes her mentor, to help her. The mentor shows the new teacher around with the paperwork to fill in, all the logistics of the school. I believe this kind of help makes it more comfortable and makes her aware, it lays the foundation for easier socialisation of the teacher."*

Moreover, the mentor who is chosen and approved by the principal is someone who: *"First of all, ...knows the school, that I trust will convey my messages to that teacher and won't cause misunderstandings."* According to Schein (1978), 'dealing with the boss and understanding what is valued and rewarded' is another element inherent in the process of socialisation. Prior to new teachers' arrangements for mentors through the college programme, P1 appoints mentors to ease every new teacher into her school.

P1 felt that the induction programme was shortsighted in relation to the significance of mentoring interactions : *"The meetings between the mentor and the mentee need to be formalised with scheduled times and explicit expectations set."* Moreover, if the principal had been informed of such an arrangement, she would have supported this through the timetables of the mentor and the NQET. As Quinn (1994) notes:

"...if principals are aware of when, how, and to what end mentoring interactions take place and how to manipulate the mentoring process to achieve specified goals, professionally useful and personally valuable mentoring interactions will occur" (p. 11)

Release time

Release time to observe other teachers is an expected dimension of many induction programmes however, often overlooked (Andrews, 1987, Earley and Kinder, 1994, Bolam, et. al.,1995, Bemis, 1999, Merry and Kitson, 2000) In this case study, the principal allowed release time for NQET1 to observe in other schools as well as in her own school. It was understood that new teachers in her school had this option, the NQT just had to initiate the request. Release time for NQT's is perceived as quite unusual behaviour for a principal according to the other interviewees as excerpted here: *"They don't really have that kind of time." (S1)* It is clear that this principal realises the importance of these visits and sees it as a significant investment in their professional development.

Professional development

Observations and feedback

The literature asserts that effective school leadership and induction programmes should provide regular feedback and support for teachers' work based on formal observations as previously reviewed under the section on professional development (p. 51). Moreover, where goals or competences are individually targeted the greater the chance of NQTs' professional development (Hunt, 1986, Smith, 1996, Dallat, et.al., 1999, Merry and Kitson, 2000, Spindler and Biott, 2000).

According to the Israeli induction programme, *"All people directly involved in the NQT's induction year and worked closely and consistently with them take part in his/her evaluation"* (Min. of Ed., 1999, p. 37). In addition, the evaluation is based on at least two written reports of observations of the new teacher per semester (1999, p. 42). Despite these guidelines, P1 evaluates her teachers on a regular basis: *"I evaluate the teacher twice a year and not according to the induction programme. I do it with all my teachers...."*. P1 evaluates everyone including new teachers. She does not follow the induction evaluation forms for new teachers because she often evaluates her teachers before the forms arrive mid-year in January. According to P1, there is no prior notice about the forms.

Her observations are carefully thought out in order to assist the new teacher in her reflection about the events in her lesson as she explains:

> "...we sat together after the lesson. I inform the teacher about the criteria
> in which I am interested ahead of time before I come in. Therefore the
> feedback is according to these criteria."

The feedback was not given in written form. However, two of the 'three or four times' NQET1 was officially observed were specifically related to the formative and summative evaluation forms from the Ministry. NQET1 remembers that her English counsellor, the principal and the mentor observed her but it is unclear whether they observed her together or individually (English counsellor role, see p.123 and Appendix 1). The induction guidelines state that the mid-year evaluation is decided upon by a committee made up of the people working closely with the NQT. In this case, it should be the mentor, the counsellor and the principal and may include another teacher from the staff who may be the grade level or discipline head. The principal and the mentor signed the formative observation form mid-year while the principal, the mentor and another colleague in the school signed the summative form at the end of the year. There was no written record of observations and feedback sessions to be included in the evaluations as outlined in the guidelines. EC1 said she was not approached about NQET1's evaluation although the principal asked her in general about her impressions of the new teacher.

Evaluation forms

The official evaluation forms were sent to the Ministry by NQET1, but she did not keep a copy. When the inspector was asked if she knew anything about them, she replied: *"I'm not involved with it."* Thus, NQET1 has no written record of her progress nor is there any discussion of setting targets.

Like role definitions, there was some confusion about the evaluation forms sent to the school from the TTC:

> "The criteria on the evaluation form from the Ministry must be clearer
> and more detailed. I, for example, recently wrote about a new teacher,
> I wrote about her before the forms came here a week ago.... according to
> my observations and not according to the Ministry and that's a shame." "(P1)

This induction programme took place two years ago, and yet when the principal was interviewed a whole year later, the same travesty is being perpetuated. Not only is there misinformation, but the forms, according to the principal, are too vague to be an accurate

evaluation of a new teacher. At the other extreme, NQET1 maintained that the evaluation forms were effective because: "*I knew all these things already.*" NQET1 did not keep a copy of the forms for herself, which is suggested in the literature as a means of evidence of one's progress (Tickle, 2000), she declares that she is "*Comfortable with it and learn*[ed] *from it and change*[d] *and improve*[d] *yourself.*" It is not clear exactly how this occurred. According to the guidelines, it is not clear whether the NQTs are expected to keep a copy for themselves (Min. of Ed., 1999).

Whereas this principal once more demonstrates her acuity in working with new teachers, fostering self-awareness, she did not remember NQET1's strengths or weaknesses probably due to the time lapse of the interview, no record-keeping of the observations and her other responsibilities. However, she is still a rare gem in Israeli schools as TT1, according to her experience relates to feedback given by other stakeholders to NQET's:

> "*I don't know of any supervisor, counsellor or principal that has seen*
> *a lesson that has given them any serious feedback. It's just: 'It's ok.*
> *You could do it better. ' But I don't think they have ever sat and talked....*"

External Induction Support

External induction support is perceived in the literature as in-service support through workshops for beginning teachers, supervision and counselling and professional support for mentors and induction managers (Andrews, 1987, Cole and Watson, 1993, Earley and Kinder, 1994, Bines and Boydell, 1995, Bolam et. al., 1995, Jones and Stammers, 1997, Dallat, et. al., 1999). The sub-themes that have emerged from the analysis of external induction include: the inspector's role, the English counsellor's role, and the in-service workshops.

Inspector's Role

The English inspector's role in the induction programme is mostly indirect support. S/he is responsible for recommending suitable candidates (English teachiners) to the principals who subsequently hire the new English teacher, firing teachers, works with teachers in counselling and supervision and provides in-service workshops for all of her new teachers and veteran teachers alike (see Appendix 1 and p. 4). S1 explains:

> "*I see my role as trying to be as supportive as possible making the*
> *first year so teaching for the young is as smooth as possible*
> *and giving them tools and counseling for what they need to survive.*"

In addition, the English inspector can appoint one or more English counsellors depending on approval from the Ministry of Education to visit the schools where new teachers have been hired. The English counsellor observes new English teachers in their first or second year, offers feedback and informs the English inspector about the new teachers' progress through periodic meetings. Sometimes, the counsellor will be asked to write a report but this is not the rule.

According to the induction programme, the English inspector is meant to be a part of the committee that evaluates the new teacher (principal, mentor, staff member, English counsellor). It specifically states: *"The inspector's assessment will be based on observations of the new teachers' work as a new teacher in the school"* (Min. of Ed. 1999, p. 42). The assessment is to be accompanied by documented feedback about the new teachers' work by any of the aforementioned who are directly involved with the new teacher. The English inspector, S1, evaluates her new English teachers yearly but not in connection with the induction programme. She explains that her evaluation is completely different, since the employer gives it. S1 places the written evaluation of her new teachers into their file at the Ministry of Education. Moreover, S1 said that she had no information about the evaluations from the colleges or the induction programme.

While the guidelines of the induction programme attempt to create an evaluation that is comprehensive by including the school, the mentor, the English counsellor or the English inspector, there is no coordination among the different parties. Is it effective to have evaluation from two sources such as the official evaluation form from the induction programme and the English inspector's evaluation that have no common ground? How does the inspector know that her evaluation is different if she is not familiar with the induction programme? If the English inspector has never seen the induction year evaluations, then what is their ultimate purpose? Here is another example of external support for the new teacher but having no direct connection with the formal induction programme. Should there be a connection between the inspector's evaluation and the induction year evaluation?

Role of the English Counsellor

The Israeli English counsellor's responsibilities are divided between individual counseling, running an in-service support group for new teachers in the district and in-service workshops for veteran English teachers. This is done in close cooperation with the English Inspector. This counsellor's role will be discussed in her capacity as in-service workshop leader and meeting the individual demands of NQETs through her personal guidance.

There is little in the literature about the induction tutor however, s/he is generally mentioned as the coordinator of the induction programme in the United Kingdom (Tickle, 2000, Dallat, et. al., 1999). The external induction support for NQET's in Israel originates with the English inspector and is implemented through his/her appointed English counsellor. The English counsellor's role is somewhat similar to the Northern Ireland 'induction officer' (Dallat, et. al., 1999). S/he is subject-specific, provides information about the available support resources, organises in-service courses for new teachers in addition to the individual support which is initiated by the NQET. Conversely, there are several differences: the Irish induction officer is the coordinator of the induction programme whereas the TTC is the coordinating body in Israel, the local district provides the in-service support for the NQTs and the mentors, while in Israel, peer and mentor support are provided by the colleges.

In-service workshops

NQTs find their in-service workshops to be valuable, yet, their perception of its usefulness greatly depends on the NQTs' previous experience, training and their precise need (Dallat et. al., 1999, Earley and Kinder 1994). The opportunities to interact with other NQTs, in a variety of settings, is significant to their mutual professional development. (Andrews, 1987, Bines and Boydell, 1995, Bolam, et. al., 1995, Tickle, 2000).

The district support group is considered an informal 'induction programme' for all new English teachers, which commences in the summer prior to the new school year and continues throughout the year on an individual basis and/or in peer meetings. Some are newly qualified teachers from colleges and universities, while others are English native speakers with a bachelor's degree but have no formal teacher training. Moreover, others may be retrained teachers or new immigrant English teachers from other countries such as the former Soviet Union, South America or Europe.

NQET1 recalled that she had attended the in-service workshop just once. Probing for more information about her non-participation in subsequent meetings, she continued: *"Because I studied [at college] and it was the same day that I had to be [at college]."* EC1 confirms: *"We are always having our in-service on the same day."* Several stakeholders raised this tension:

> *"..in general, what we are doing in in-service meetings is not the same. They are still learning there [college] and we are implementing things and in the college they are not implementing. Not enough coordination between the bodies."(EC1)*

> *"I say that the year they are in 'stag' [induction year] and the Ministry should*

leave them alone. It's like redundant this year ...."(TT1)

"NQET1 went but she also gets a supportive workshop at the seminar.
Maybe there is duplicity, maybe she needs to go.
During the induction year, ...two bodies are responsible towards the
new teacher. The Ministry of Education who absorbs the new teacher
and the college which does not absorb the teacher. It's a difficult year and
the new teacher is strangled. "(P1)

Three significant dilemmas are raised here: EC1 maintains that her in-service workshop provides the necessary professional development needed in the field, whereas the college support group is unaware of those needs and therefore cannot efficiently contribute to the NQET's field of knowledge. EC1 believes that the teacher trainers are not directly in touch with the field because they do not visit the NQETs in their classrooms. Each school district has its own specific population and challenges to which the EC1 is attuned. On the other hand, TT1 believes that her students have too much to contend with: beginning teaching, attending college courses, and their induction programme, which is a temporary state for one year. She asserts, therefore, that the students should not be required to attend any other workshops during their first year, and the principal, who has much experience with newly qualified teachers, views this 'tug-of-war' as detrimental to the welfare of her new teachers. NQET1's principal would have preferred NQET1's participation in the district workshop because she knows and trusts EC1's judgement and she could have particularly contributed to the curriculum planning for the teaching of English in the early grades in her school, an issue which has been hotly debated: *"Nothing is clear, sending pupils in second grade and the teachers will need to come up with their own ideas, it doesn't work that way."* There is a growing demand to teach English in the early grades such as grade two and yet there is no clear curriculum for English. P1 would have preferred EC1's input about English teaching through her district workshop for new teachers rather than no connection or input from the college teacher trainer. NQET1 did not seem fazed by the dilemma of which workshop to attend: *".... I need a workshop. I need to talk with somebody. And to hear the same things that I have in my class."* In fact, NQET1 believed her peer group was preferable.

There appears to be much confusion about the induction programme and the following questions have emerged: Must the new teacher attend Ministry workshops too? Are the college and ministry workshops indeed redundant or do they complement each other? Does the college workshop provide the NQET with all the necessary support for the classroom? Should there be a connection between the English counsellor and the teacher trainer and the mentor? The principal accurately sums up her perception of the induction programme:

"It's a very difficult year - a year of workshops, studying at the pedagogic
centre and to work in school. I helped them a lot but it prevents them from

becoming part of the school and its system." (my emphasis).

In the final analysis, if we want to gain the commitment of these first year teachers to their schools, there needs to be better coordination among the bodies responsible for their absorption, induction and commitment (Hunt, 1986, Kakabadse, et. al., 1988).

Individual support

Within the schools, EC1 works on an individual basis when the NQET initiates the contact or through the English Inspector who has been called about a 'problematic' teacher. According to the inspector (S1): "...*counsellors have 50 or 60 [1ˢᵗ and 2ⁿᵈ year] teachers and how can they really help them?"* The frustration in attempting to meet the individual needs of each new English teacher is captured in the EC1's words:

> *"I would like to see myself being there for the teachers on a regular basis but*
> *my duty calls for putting out fires in some cases. What do you want? I simply can't.*

> *.....the counsellor should be in the schools for the teacher to see her;*
> *and to call her, and to show her the way, to give her all the support*
> *she needs."*

The English counsellor perceives her role as a mentor yet this is not realistic considering her load. Moreover, rather than offering the ongoing professional support over time in which NQETs' professional growth can be regularly monitored, the help is 'hit and miss'. To understand how the English counsellor works, she describes one recent NQET case:

> *" ....I am sitting in her lesson really telling her, step by step, do this and do*
> *that. And it works. I wish I could do it for more than twice or three times.*
> *She needs more than that. She needs my help."*

This example demonstrates how complicated the whole picture is. One teacher needs intensive help just to survive, while another needs a supportive listener. 'Showing her the way' implies spoon-feeding which is partially confirmed by the inspector: *"They visit the lessons with the counsellor and give them ideas. To help them get the tools they need."* This type of support, may work temporarily, but tends to lead to heavy dependency on the English counsellor to survive, and not the professional growth so necessary in the first year.

There is no evidence of task setting or analysis and reflection on tasks as Daloz (1987) and Vonk (1993) recommend as a strategy to guide adults through transitions. If the induction programme is effective, then why does EC1 run from school to school when there should be an assigned mentor. Evidently there is a lack of English teacher mentors, however when this

occurs, the English counsellor "... *becomes very important, more important to the process than in most cases" (S1).*

NQET1 approached EC1 for the following:

> *"... heterogeneous planning- English speakers, large gaps among the pupils. "(P1)*

> *"..to build an English room and she wanted to know my opinion....*
> *....how to teach, methodology, etc. Textbooks, how to test the children, and what to do with the behavior problems..*
> *Working with parents...." (EC1).*

These examples demonstrate the varied needs and the importance of subject-specific feedback for the new teacher. The counsellor did not just provide ideas but also became a sounding board for NQET1 for her 'vision' and received appropriate encouragement along the way. Tickle (2000) supports this notion of the induction tutor: "*They also need support in negotiating opportunities to pursue their own innovations and projects*" (p. 142). Moreover NQET1 sought emotional support. It appears that this confident NQET, however well-prepared she was at the college and well-received at her school, reached out for even more reinforcement than the principal, mentor or peer group could provide. EC1 was unaware of any assistance given in the school that year. She thought NQET1 only turned to her for advice. M1 evidently could not provide this professional confirmation.

Professional development

Another dimension of the English counsellor's role is fostering professional development through observation and feedback of new teachers. In NQET1's case "*Actually she was so good....... I just opened a few options for her. There was no need."(EC1)* Based on one observation in NQET1's class, EC1 decided that future observations were fruitless. The principal and the counsellor discussed NQET1's progress for the evaluation yet, EC1 was not directly involved in the formal or summative assessments. Again target-setting was not considered. When she was asked about how NQETs set personal goals during their first year, EC1 declares: "*They don't know. Without help, they don't know. They simply teach because it is there. "* Perhaps the role of the English counsellor should be revised to meet the professional needs more effectively.

The external induction support is rather limited to the inspector's role in the placement of new teachers and their continued employment for the Ministry of Education, a peer support group for all new English teachers, and the English counsellor's informal connection with the NQET during the first two years. The necessity for two support groups is questionable and should

be further considered. The need for the professional expertise of the English counsellor is unquestionable, yet, how can his/her time be more efficiently spent in supporting so many teachers per year? Should there be coordination among the mentor, teacher trainer and English counsellor? Is the external support redundant?

Mentoring

Researchers have long asserted that the mentor has played the most 'crucial' role in NQTs' induction programme and positively impacts on their future retention in the professional community (Cole and Watson, 1993, Cross, 1995, Abell, et.al , 1995, Bines and Boydell, 1995, Feiman-Nemser, 1996, Bemis, 1999, Montgomery-Halford, 1998). Most studies reflect the perspectives of the mentors and their mentees in induction programmes which was extensively reviewed in the literature review under the mentoring section p. 54. The themes that did not arise were time and programme evaluation. An additional theme, the non-subject mentor will be addressed.

The document upon which this study is based, "The Induction Programme" is carefully examined and compared to the mentoring experience of NQET1 in order to ascertain if the mentoring programme has achieved its stated goals (Ministry of Education, 1999).

Gibb (1994) writes that "*the effects of mentoring on knowledge, skill or attitude cannot be tested*" because mentoring is a confidential relationship (p. 35). Moreover, mentoring is complex and cannot establish the direct relationship between its outcomes with learning or career development. Thus, this case study will attempt to analyse the relationship between M1 and NQET1 in order to identify the positive aspects of mentoring and any shortcomings that may have arisen.

Mentor selection

The literature often states that mentors should be carefully selected and must possess particular qualities in order to enhance the mentoring relationship as reviewed under mentoring (p. 61). It is widely agreed that selected mentors in the primary school are principals or classroom teachers with extensive teaching experience, are role models, work in close proximity to the mentee's classroom, are familiar with school policy and norms, teach at the same age level, preferably the same discipline where possible and are teachers of other adults (Acton, et. al., 1993, Smith, 1993, Earley and Kinder, 1994).

The Israeli NQT is entitled to choose his/her mentor "*...in order to ensure the best match for the mentee for both pedagogical beliefs and methodological styles and for personal characteristics*" (Min. of Ed., 1999, p. 20). NQET1 had begun work in the school ten months

prior to her induction year, due to the dire need for an English teacher. NQET1's teacher trainer highly recommended her in her third year of teacher preparation. As a result, she was able to consider possible candidates in advance of her induction year and chose her mentor accordingly: "*It was ok because I knew her already.*" The principal endorsed the selection and believes that the choice of mentor: "*... must be someone very familiar with the school. I can depend on them to get my messages across clearly to the new teacher and not cause a breakdown...* ". As in the literature, this mentor had the most desired traits: extensive teaching experience (over twenty years); has worked five years in this particular school, taught the same age level as NQET1, their classrooms were in close proximity and she has worked with student teachers in the past (Acton, et. al., 1993, Smith, 1993, Earley and Kinder, 1994).

The ideal mentor should: "*have good interpersonal skills, good communication skills, as well as sound professional knowledge, and sound professional practice*" as previously reviewed under mentor selection (p. 61). The themes of interpersonal and communication skills also emerged through the interviewees of this case study. The areas of professional knowledge and practice will be addressed under professional support.

NQET1's mentor unquestionably had interpersonal and communication skills:

> *"She was open, ... I felt comfortable to talk with her, to ask her questions.*
> *She knows things that I don't. She knows more than just the framework."(NQET1)*

> *"Why did they choose me? ..... Maybe because I had found things, to talk*
> *about with [NQET1], even things not connected to school. " (M1)*

My fieldnotes about M1 describe how "*...she radiated enthusiasm about her work and her relationship with NQET1. She was very encouraging about her and could not stop praising NQET1. She is a very positive, friendly and easy-going person" (footnote* - FN). NQET1 and M1 must have enjoyed each other's company very much because they both confirmed that every day during the breaks: "*We worked next door to each other and often sat outside the classrooms, very open, natural." (M1)* Furthermore, it is apparent, that despite their age differences, M1 knew how to communicate with other adults: "*I want to tell you I've worked for twenty-five years and [NQET1] is not the first teacher that I've had. I've always had students from the colleges.*" Similar to Earley and Kinder's (1994) study, this mentor embodies the qualities of mentoring that NQTs expect: "*giving time, showing genuine interest, being supportive, honest and approachable*" (p. 135).

The next section examines the mentor role.

Mentor's Role

"Mentor teachers are called on to perform a variety of functions, again depending on the emphasis and spirit of the induction programme" (Cole and Watson, 1993, p. 248). The mentor's role ranges from assisting in the NQT's socialisation into the school, emotional support , professional development to evaluation as reviewed in the literature under the mentor's role (pp. 57-61). The sub-themes that emerged in this study are: role definition, non-subject mentor, professional support and mentor training and support.

Role definition

The expectation of the mentor is "*.... an experienced teacher who provides professional advice and emotional support"* (Min. of Ed. 1999, p. 21). The guidelines also include the importance of the mentor's role at different stages during the induction year such as *"negotiating the expectations of their relationship before the beginning of the school year"*: *"the first half of the year"* and *"the second half of the year"* (pp. 24-26). It specifically states that the mentor is meant "*..to prevent the NQT from relying on survival strategies, which is unprofessional, and to develop a balance between theory and practice"* (Min. of Ed., 1999, p. 22). None of this information could be gleaned from the interviewees since they were unaware of this information.

When NQET1 asked TT1 about her mentor's role, the response was: *"To ask her everything. All the questions."* The relationship between M1 and NQET1 was based on NQET1's initiative. As established in the induction section of this study, no clear information other than what NQET1 conveyed to the mentor was evident. M1 often repeats during the course of the interview: *"I don't remember getting any information."* She also suggested:

> *" I understood that I need to see if the plan and materials were suitable and could be implemented in the classroom. I don't know! According to my years of teaching. "*

M1 was rather uncomfortable that she did not have a definitive answer. She did not want to appear ignorant. It was quite surprising to find a classroom teacher so confident to assume that she could possibly ascertain if an EFL lesson plan and materials were appropriate, let alone be implemented. EFL lesson planning is quite context specific and very different from other lesson plan designs, especially in light of the new curriculum. This will be addressed under the non-subject mentor.

M1 and NQET1 perceived the mentoring interactions as mainly emotionally supportive.

"I helped her emotionally more....", "I supported her, understood her..," (M1)

" It was like my friend. I didn't feel like she was my mentor and I was her student." (NQET1)

NQET1 clearly did not perceive their relationship as student teacher and mentor. She knew she could depend on M1's support at all times. As in Moyles' et. al. (1998) study, mentors of NQTs perceive their roles as supportive and not offering the constructive criticism which is typical in the relationship between mentors and student teachers.

As previously mentioned, the lack of information is prevalent throughout this case. However, the guidelines were intended for the NQT, the mentor and the TTC according to the table of contents. Considerable time and money, thought and preparation were dedicated to the induction guidelines. There is no feasible explanation for the booklet not to be given to the students or the mentor directly. It is written in Hebrew but all of the stakeholders are meant to have a good level of the language in order to teach in the schools. Mentoring is perceived to have an important function during the induction year so much so that the booklet devotes six whole pages to the mentor's role definition in the induction programme and yet little or none of this information was conveyed to the mentor formally or informally (Min. of Ed., 1999, pp. 19-27). The guidelines are written in Hebrew. The colleges prefer to condense the original information into a few pages in Hebrew and distribute them to the mentors through the NQTs (see p. 111 under provision of information).

Similar to other studies concerning written guidelines for induction programmes, they are not always read or 'followed to the letter', and mentors work flexibly frequently dealing with the needs of the NQT usually at the NQTs' initiative and following 'their own intuitions' (Quinn, 1994, Abell, et. al., 1995, Glover and Mardle, 1996, Moyles, et. al., 1998). On the whole, some form of mentor and school support is welcomed notwithstanding the lack of role definition and does not necessarily detract from the overall induction programme (Klug and Salzman, 1991, Quinn, 1994, Bines and Boydell, 1995, Bolam, et. al., 1995, Gratch, 1998, Moyles, et. al., 1998).

Non-subject mentor

Both in Israel and in the literature, mentors are expected to provide NQTs professional advice in these areas: classroom management, pupil discipline, heterogeneous classes, and communication skills with parents (Rosenholz, 1989, Wall and Smith, 1993, Jones and Stammers, 1997, Min. of Ed., 1999). M1 is an experienced primary classroom teacher who teaches most of the subjects in third grade such as math and language arts in Hebrew. Similar to the literature, M1 apparently did have some professional influence on NQET1 in the areas of classroom management, pupil discipline and parental communication: *"I turned to my mentor. If I had something to ask about the students, the parents, discipline problems,*

.... what should I do now?"(NQET1) (Rosenholz, 1989, Wall and Smith, 1993, Jones and Stammers, 1997, Min. of Ed., 1999,).

The arrangement of a non-subject mentor for newly qualified English teachers assumes that these problems are generic to all new teachers and that a skilled mentor can advise any subject teacher including English. However, the Induction Programme states that:

> *"For interns in disciplines such as music, physical education, art, etc.*
> *often the sole teacher in their discipline in the school - will be matched*
> *with teachers from the same discipline in other schools. " (Min. of Ed.,*
> *1999, p. 20).*

NQET1 was not offered the option of another English teacher outside the school. The English inspector explains the difficulty of placing new English teachers with mentors in the primary school in Israel:

> *".......I find it's problematic but we don't have much of a choice. The*
> *practical aspects of all of this have to be taken into consideration."*

There was another English teacher in the school but NQET1 supported by EC1 confirmed that she was not a suitable mentor. The English counsellor described how the second veteran English teacher was disinterested in NQET1's idea about designing an English Room or other special events. Her behaviour reinforced the English counsellor's opinion that not every English teacher would make a suitable mentor (Daloz, 1987)..

NQET1 was not convinced that an EFL mentor was preferable to a non-EFL mentor due to their traditional outlook on English teaching:

> *"Because of the curriculum, because everything. Because I knew a lot of*
> *teachers don't do the things I do now because of the new curriculum.*
> *They still with the old one, the old books, everything."*

According to her limited experience as a student teacher, NQET1 apparently felt that teachers in the field are not implementing the new English curriculum and therefore would not be effective English role models. Moreover, NQET1 believed that the importance of a supportive relationship far outweighed just any English mentor: *"It depends on the person. Not depends if she is an English teacher or not." (NQET1)*

Observation and feedback

Andrews (1987), Vonk (1993), West-Burnham and Smith, 1993 and Bush, et. al., (1996) regard the mentor's role not only as a counsellor but also as a regular provider of critical feedback. This is dependent on arranging set times in order to offer feedback based on observations by the mentor (Vonk, 1993, Wall and Smith, 1993, Bolam et. al. 1995, Bush et. al., 1996, Rowley, 1999). According to the Israeli induction booklet, it is recommended that the mentor meet the NQTs "...*once a week for at least one hour*" and "...*there should be mutual observations in the lessons that should be provided for in the timetable*" (Min. of Ed. 1999, p. 24).

NQET1 and M1 worked in close proximity to each other. All of their interactions were informal during breaks and took place frequently as they both declared: *"Everyday. If I worked for three days, I met her three days a week."(NQET1) "There was no specific time. We worked side by side, close by, so we sat outside..."*(M1). NQET1 adds that other encounters occurred in the teachers' room and the mentor's classroom, too. It appears that they met as two colleagues having friendly conversations. This case parallels Quinn's (1994) findings that most interactions were spontaneous, casual and lasted only briefly. The question arises, what pedagogical or methodological issues could actually be discussed in such brief encounters?

When they were asked about observations in each other's lessons they responded:

> *"Yes, she saw me a couple of times. She knew me because I teached [taught] her class." "We talked about everything." (NQET1)*

> *"I think I observed her once, nothing special, because it creates a little pressure. She watched my lessons a few times, not on a regular basis, but yes during that difficult year, very hard. "(M1)*

> *" I didn't need to observe her teaching, her door was always open so I could see. "(M1)*

The induction programme suggests that:

> *"During the first part of the induction year, the mentor should observe the new teacher's lessons in order to identify the needs of the NQT which he/she may not be aware of" (Min. of Ed., 1999, p. 25).*

In addition, it suggests that NQTs observe their mentor's lessons. NQET1 and M1 were not aware of mutual observations as a dimension of the induction year as their quotes illustrate.

There is no mention of providing either critical feedback to further professional deve-
lopment or documentation except for evidence towards evaluation purposes only. On the
other hand, it is assumed in the guidelines, that the meetings will play a significant role. A
list of suggested topics for these encounters between the mentor and the mentee is included
although they must be fixed flexibly and according to what the NQET initiates:

- *"Planning a unit of study*
- *Developing teaching materials*
- *Motivation for learning*
- *Organizing extra-curricular activities*
- *Parental cooperation*
- *Special-needs children in the classroom*
- *Means of assessment " (Min. of Ed., 1999, p. 25)*

NQET1 never criticised her mentor for not giving her feedback but she did recognise the fact
that she was not prepared for her role: *"No she didn't. She understand. I talk with her. She
didn't understand me in the beginning."* Thus it appears that NQET1 and M1 were totally
unfamiliar with the possibilities of their encounters.

Reflection

The literature endorses the use of building one's self-awareness as a means to enhance
professional development (Schon, 1987, Elliott, 1991, Wallace, 1991, Vonk, 1993, Tickle,
2000, Bartlett, 1995, Richards and Pennington, 1998). According to Vonk (ibid.) effective
mentoring includes recall and reflection, the analysis of teacher behaviour and problems and
searching for solutions. The induction guidelines state:

> *"More than teaching itself, is the importance of reflective thinking on*
> *the professional development of the NQT. 'Analysing classroom events' will be*
> *the thrust of the collaborative work between the mentor and the NQT. Feedback*
> *sessions is the means of this development: without the reflective process of*
> *the NQT's practical teaching, he/she cannot properly self-evaluate him/herself"*
> *(Min. of Ed., 1999, p. 26)*

Reflection is repeated throughout the induction guidelines yet it is often misunderstood. Here
is what the English counsellor says about NQET1 and reflection:

> *"[NQET1]... told me that they were required to reflect and [she] told me that*
> *everyone came to the college and like a mantra saying the word: reflection,*
> *reflection, reflection. But she didn't know what reflection was until I was working*

with her. She said they didn't get any guidance and I can believe her. Because
had she given the guidance, she would have known how to use it. I believe her."

Indeed, the concept of reflection is not realistically embedded in teacher education programmes as confirmed by S1 and exemplified by TT1. Here is her interpretation of how reflection is 'learned', through feedback sessions with her third year students:

> *"I write down everything they are doing and I write in a certain way, about what I am*
> *asking questions the whole time. Why was this acceptable? What else could*
> *you have done? How could you activate them? Why was this successful?*
> *They have to answer me right away and they get a mark on it. It's not just for fun.*
> *I don't want just blah-blah-blah. I want them to answer specifically. Why they did*
> *this and why they did that. So I hope that this guides them."(TT1)*

While this scenario may appear on the surface to be self-reflection, reflection is a process which is based on recall, the analysis of teacher behaviour and thinking *together* about possible solutions to the NQT's problems (Vonk, 1993). TT1 assigns a grade for each self-reflection given in real time which is under pressure. She did not seem to be encouraging the process of reflection through other means such as a reflective journal or meaningful discussion (Bartlett, 1990, Vonk, 1993).

M1 could not provide any answers about NQET1's reflective abilities. On the other hand, she may have misunderstood the terminology. Reflection appears to be misunderstood by NQET1 too as shown in this example: *"There are things that I can't see them and she (mentor) can so it help me. Sometimes if I didn't know some reason about one of my students. She was there to see it."* Her meaning is that M1 knew her own class and thus could provide specific information about pupils to NQET1.

There is a need to clarify the issues of reflection and observation and feedback to the college and the mentor, if our goal is to further professional development in the induction programme.

Pedagogical and methodological conflict

The choice of mentor is not only contingent on emotional support but 'the best match for the mentee for both pedagogical beliefs and methodological styles' as mentioned earlier under the section on selection of mentor (Moyles et. al. 1998, Min. of Ed., 1999). Richards and Pennington (1998) found that when new English teachers entered the classroom, they 'abandoned' some of the principles and practices of teaching EFL from their teacher education programme and oversimplified their teaching to meet classroom management

demands. These teachers were on their own without mentors and struggling to survive within their classrooms.

Recent graduates of EFL TTC programmes are expected to implement a range of classroom methods using tasks, participatory learning, using information and communication technology (Richards and Pennington, 1998, Tickle, 2000, Cameron, 2001). Today, EFL pupils are directed to interact among themselves in the classroom within the framework of learning English. This fosters the development of peer and group work, projects and peer evaluation, which is considered motivating for learning a foreign language. The principles of the English curriculum are based on one of self-discovery, critical thinking, peer interaction, alternative assessment, and task-based learning (Ministry of Education, 2001). This is a significant pedagogical issue. While NQET1 was able to turn to M1 for pupil discipline and parent communication there were basic differences in their pedagogical beliefs and methodological styles that arose during the interview. The principles of language learning that pedagogically influenced NQET1 were in direct contradiction to what M1 modeled methodologically or believed about pupil interaction. Her suggestions, therefore, for the foreign language classroom would not necessarily be in harmony with the principles of the new English curriculum as reinforced here:

> " I believe in the new curriculum and I believe in the interaction between
> students and teacher and she did not. She had been in the same [framework]
> for twenty years. What can she help me? She was rather traditional. "(NQET1)

Hence, if NQET1 had received conflicting advice about English teaching from M1 then professionally, her mentor was incompatible. Classroom management and pupil discipline are not inseparable to the EFL context. They are inherently entwined.

Another issue is working with a traditional teacher. Moreover, M1 confirms that she felt 'out of step' when she says: "I want to tell you that there is a big difference between the time I learned and today, the demands and criticism of teachers today is much more serious." She is aware of the differences but how does a mentor overcome them? The Ministry of Education attempts to provide for these deficiencies through the English counsellor and the peer support group at the college, which were addressed under induction. In order to foster professional development, the mentor should be a teacher who is abreast of the latest issues in pedagogy and methodology and attend mentor training sessions. This is not the case here. Do we want new teachers only struggling to survive or are we interested in mentors who can provide the professional support that promotes further professional development?

Evaluation

Earley and Kinder (1994) found secondary NQTs welcomed assessment as beneficial when used in conjunction with a profile while primary NQTs were disappointed where no assessment or official feedback had been given. A significant dimension of the mentor's role in the Israeli induction programme and the literature is assessment as reviewed in the review of the literature (p. 60). The themes that emerged here include non-subject mentor assessment and target-setting.

For over a decade the literature has debated the issue of assisting versus assessing the NQT. A number of studies have found that NQT mentors avoided this role since it would upset the delicate balance of the supportive relationship between the mentor and the mentee (Klug and Salzman, 1991, Abell et. al., 1995, Moyles, et. al., 1998, Merry and Kitson, 2000). In this study too, the mentor avoided putting NQET1 under stress. Moreover, the mentor was not aware of her role in evaluation: *"I don't know if someone shared the information with [NQET1] or even gave her feedback about things."* Only the principal raised the ethical issue:

> *"I also want to tell you that there is a problem with the mentor evaluating*
> *the mentee because they develop a personal relationship and then it's*
> *not pleasant to write things that are not complimentary and that's not nice."*

The induction programme explicitly outlines the means of assessment:

> *"Observation of the NQT's work by a teacher or one of his/her mentors.*
> *Written observation reports, at least twice a semester, will be sent to the*
> *evaluation committee.*
> *Documented feedback about the intern's work by different line managers*
> *A committee discussion with the intern*
> *Whenever necessary, the TT's professional opinion will be requested"*
> *(Min. of Ed., 1999, p. 42-3).*

The criteria, by which the new teachers are evaluated are organised into five areas: instruction in the classroom (which includes among other things, subject knowledge and curriculum planning), classroom management, extra-curricular roles, integration into the school and responsibility. The criteria on the forms was not known to the evaluators nor the NQET prior to its application. Moreover, there are no goals set for future development. All of this 'evidence' is to be placed in the new teacher's file. It is assumed that this file is in the Ministry of Education however, the English inspector has not seen them.

When the mentor was asked how often she evaluated NQET1:

*"I think twice. I think I filled in a form at the end of the year with the
principal. I don't remember. The form was very detailed, very serious.
I didn't receive any information about the form."*

Since the mentor did not observe NQET1 on a regular basis, the evaluation must have been incomplete. NQET1's assessment was based on conversations with M1 and the principal's own observations. Furthermore, it was clear to the principal that the evaluation forms should have been based on observations but M1 was unaware of this fact.

The ultimate purpose of the evaluation forms was yet again, unclear. If the goals and purposes had been stated or conveyed to the mentor from the beginning of the year, then there would have been a greater chance of filling it in more accurately. It was surprising to discover that the final resting place was of little consequence to the mentor or the NQET:

*"I don't know (its importance) because it is summative, I don't know if someone
shared the contents of what we wrote about her, gave her feedback or went over
the things. I don't remember, I think we put it in an envelope and I gave it to the
principal. I don't know if someone opened it and sat with her or did something with it."(M1)*

NQET1 validated having seen the evaluation form that was sent off to the Ministry of Education, however she does not possess a copy. She felt it was effective because it suited her own understanding about her teaching. On the other hand, S1 had no idea where the forms are in the Ministry.

This raises the question of the significance of these assessment practices and the evaluation forms. Are they there to demonstrate that there is something to show for the induction programme which is so costly or are the evaluations meant to reflect some form of professional development for the NQT? I suspect the former. The guidelines appear to be insufficient to encourage professional development of the NQTs and none of the stakeholders are aware of their purpose.

Consequently, the evaluation forms are not taken seriously as TT1 confirms:

*"Usually the evaluations from what I have read – I have never read a bad
evaluation – either they were very good or managing as English teachers.
There were no bad evaluations. Everybody passed 'stag' [inductionship year]."*

While NQET1 excelled in her induction year, it is not possible that every new English teacher receives a passing evaluation in his/her first year especially in light of retention problems.

NQET1 was very aware of her strengths and weaknesses:

> "Improve all the time, my education in English [proficiency] and with parents
> I sometimes feel I need to be more assertive. To feel comfortable to talk
> with them or to be more authoritarian and more assertive with parents ... I
> don't have discipline problems. Strengths are I don't have discipline problems."

On the other hand, M1 could not remember:

> "Maybe I told her about her strengths and weaknesses, maybe she saw
> things that succeeded in, was encouraged by teachers and pupils. When
> there is cooperation in this way, she knew."

It is very difficult to establish which source of support was most valuable to NQET1's professional development. There were many other dimensions that came into play such as school-wide support, English counsellor input and the peer group at the college. Yet, mentors must be informed about the induction programme, and especially about their role. Without proper training and support, it cannot be assumed that every mentor understands his/her significant role , the professional development of all teachers, veteran and new and their place in the educational system in Israel today.

Mentor training and support

Most studies have widely established that mentors require training and support in order to facilitate mentoring for NQTs as discussed previously in the section on mentoring p.62. There are many capable 'natural' mentors who have the qualities and abilities to transfer their inherent teaching skills to mentoring, however, these are not enough in education today if we want to further NQTs' professional development. *"While prospective mentors may be willing to share their expertise with less experienced partners, they need to develop a repertoire of skills that allow them to nurture their protegees"* (Bush and Chew, 1999, p. 48).

The Israeli induction guidelines specifically relate to the importance of mentor training and indirect support through an ongoing support group at the teacher training colleges. On the other hand, they recognise from the literature that *"most mentors do not avail themselves of these special in-service workshops that take place in the colleges even when there are no obligations* (Sampson and Yeomans, 1994c, Min. of Ed., 1999, p. 33)." The booklet recommends that the colleges find creative and challenging ways of involving the mentors in college workshops. One suggestion is joint action research projects between the colleges and the mentors. Sadly, this has not occurred. However, TT1 is realistic. If attendance is required and enforced, then we may not have any mentoring at all as she explains:

"Careful to give them gmul [pay increments]. What do we do? We can't
force them to come. They don't come and maybe a third come. Are we
to fire them? Leave ourselves without them? We would like them to come
to two workshops." (TT1)

"Right now there is no requirement. There should be but there aren't.' (S1)

NQET1's college provided two in-service days for mentoring but M1 did not attend:

"I was supposed to come to two meetings at the college and I couldn't
make it because of prior obligations to important projects in the school.
I couldn't get there. There was no training for mentoring but I think that's
my fault for not coming. I think training for mentors depends on the person. " (M1)

There are two aspects of M1's answer: acknowledgement of the need for mentoring and that not all mentors need training. The fact that M1 did not feel the need to attend the workshops to which she had been invited reflects her true feelings. Although she regrets not attending, this may have been an answer to appease me.

In the age of 'academization' of all teachers in Israel, coupled with government cutbacks in education each year, it is an embarrassment that all that is expected of the mentor is basically a 'shoulder to cry on'. More money is spent on mentors than on master teachers of student teachers. That is one indication that mentoring is considered to be quite significant to the school system. However, TT1 sarcastically says:

"[laughing] Most of them don't deserve the money they get. As master
teachers they work harder than the girls. Mentor teachers get paid
NIS 300 a month and master teachers get NIS 70. Do we really have
to bribe them that much? "(TT1)

The issue of payment and role definition must be addressed if quality mentoring for NQT's is our goal. The mentoring in this case study did not achieve most of the goals outlined in the programme due to lack of information. There was no monitoring of regular documentation towards evaluation. Actually, the only negative comments about mentoring emerged in the interviews with TT1, P1, EC1 and S1. Subsequently, when M1 was asked if she would like to be a mentor again it is quite understandable that she had no qualms or misgivings about her experience with NQET1:

"I wouldn't mind mentoring again. This way I see new things." Or
"I don't think that because I am not an English teacher has anything to
do with my being a mentor for an English teacher. "

Considering the minimum effort involved in NQET1's induction, she does not realise that she is lacking any skills. NQET1 confirms M1's feelings: *"Yes but again, it depends on her. The most important thing is the kind of person and afterwards is the professional."*

Whereas NQET1 expressed her preference for an English teacher mentor in another school as the guidelines suggest, she would have chosen the same mentor in any event especially because of the mentor's qualities. The final decision rests with meeting the needs of the NQET and the availability of subject-mentoring during the induction year.

Chapter Five

Case Study Two

Introduction

This section will discuss the case study of a newly qualified native-speaking English teacher who stopped teaching English as a foreign language after her induction year during the Academic Year 2001-2. She did not benefit from a formal induction programme due to administrative technical problems that will be discussed further during this analysis. The purpose of this study is to examine NQET2's perception of her induction year. It is also an attempt to gain an insight into her decision to leave English teaching and the perceptions of those people who were directly or indirectly involved in her first year of teaching and preparation. NQET2's school is located near Tel Aviv and has about seven hundred pupils from first grade through eighth. The school is situated in a low socio-economic neighbourhood and is a charter school for the arts. The school population is comprised of seventy percent from the local neighbhourhood and thirty percent from the more distant middle-class and upper-class neighbourhoods who are bused in. The school is very unique in its integration of the two populations at an early age as the principal suggests: *"In my opinion, this is the correct way to integrate from an early age and not from the junior high level when it is too late."* The school ascribes to the development of multiple intelligences and their slogan is *"every child needs and every child can."* From the first grade children receive eight hours per week of arts instruction through dance, theatre and music. The stakeholders who were directly or indirectly involved in NQET2's induction year were: the principal (P2), the informal mentor (M2) (head of English department), the English counsellor (EC2), the inspector (S2), and the teacher trainer (TT2). M2 is considered an informal mentor because she was not aware of her significant role in NQET2's induction year nor was she paid. In the other case studies, formal mentors were officially appointed and paid. Because there was no formal induction programme in place, NQET2 sought support from two people, M2, an English teacher who has worked in this school for eleven years and the English counsellor (also a teacher trainer) who recommended NQET2 for the job. The principal was a veteran junior high school teacher and like NQET2, it was her first year.

Retention

The issues influencing job satisfaction and ultimately the retention of newly qualified teachers include: lack of advancement, school leadership, status, school culture and pupil behaviour which has been previously reviewed under retention (p. 22). The emerging themes in this case study are: school leadership, school culture and managing pupil behaviour. Additional themes, which have emerged, are the demands of English teaching and cultural differences,

which are wholly contextual factors. Cultural differences will be reviewed under school culture.

School Leadership

Effective school leadership is perceived to positively influence the retention of new teachers through the following means: management of pupil behaviour, feedback and support for teachers' work, allowance for teacher autonomy, and opportunities for staff collaboration (Nias, 1989, Pisova, 1999, Weiss, 1999, Adams, 2000, Cockburn, 2000). The themes that emerged from the interviews reflect all of these issues.

Management of pupil behaviour

Managing pupil behaviour is perceived to be one of the major factors which increases stress and negatively impacts on job satisfaction (Rosenholz, 1989, Macdonald, 1999, Weiss, 1999, Adams, 2000).

> *"Classroom management is a threshold factor, in that absence of order and*
> *poor control of anti-social behaviour usually prevent teachers from deploying other*
> *skills, like communicating knowledge and establishing positive relationships"*
> *(Wragg, et. al. 2000, p. 218,).*

In two separate but recent studies of Israeli schools from primary through high school, violence was found to be 'quite high and worrisome" especially in the primary division (Benvenisti, 2002, Anon, 2003). The concern that NQET2 had for her pupils' welfare is quite profound as she relates:

> *".... I used to go into class, do what I could, come out and just be thankful no*
> *one died, you know. No one jumped out the window. That's how I dealt with it*
> *at the end which I was really sad about. That's not who I wanted to be as a teacher."*

It is a known fact that the population of the school is quite difficult. P2, EC2, M2 and S2 all concur. S2 describes:

> *"The area is low socio-economic. They are coming in with the haves and*
> *have-nots, with kids who have had private hugim [lessons] for years and*
> *have an au pair and at the same time, they have the children of the au pair*
> *as well. You have everything possible."*

Indeed, M2 adds: " *She realised that it's not for her. You first have to be a police officer.* "
It is clear that discipline is quite worrying in this school. NQET2 and M2 reflect what some of
Nias' (1989) primary teachers had said about their teaching, that it was changing who they
wanted to be as one teacher remarked: "*... forces teachers to be so unpleasant*" (p. 109).
However, P2 felt that she handles discipline problems effectively:

> *"Discipline problems, I immediately give support. They send me [the pupils]*
> *before it gets too complicated. Because what happens is that very quickly*
> *there is a lot of environmental pressure against a new teacher and later on*
> *it becomes too difficult to handle. So from the beginning, I always tell them*
> *to leave me the difficult cases"(P2).*

EC2 confirmed that P2 was involved in discipline problems however, she was an outsider
and not there on a daily basis. Riches (1996) and Sergiovanni (1996) perceive pedagogical
leadership as a means to offer strategies for school improvement working with people to
grow in effectiveness. The outcome impacts favourably on the organisation. This is
exemplified through leadership that is available and visible especially to novice teachers
(Pisova,1999, Goddard and Foster, 2001). NQET2 could not remember any intervention
tactics or strategies to help her overcome her difficulties. P2 was not visible and never
visited her classroom although she states: *"My door is always open for problems, no one has
to wait to come in. Discipline problems I immediately give my support."* In fact there was
virtually little contact between them. As NQET2 remarked: *"I never felt the need to ask her a
question about something. Children were sent out of the class..... and I had to go and
discuss with her what happened..."* How then did she give her support to this new teacher?

EC2 was aware that NQET2 had *"two students who were driving her crazy during the year. I
think that [was] one of the main problems with her..."* If it were known that two pupils in
particular were responsible for disruptive behaviour in her class, then it was not professional
of the principal to have ignored the situation for so long and had not effectively dealt with
removing these pupils from learning English. In effect, the entire class suffered when certain
pupils disrupted the lessons. On the other hand, EC2 also said that NQET2 was not
assertive enough which she gleaned through conversations and a few observations of her
teaching that year. NQET2 gave the impression that many teachers had to cope with
tremendous behaviour problems and yet there were no tools obvious to her that would
alleviate the situation.

When the principal was asked about new English teachers and handling classroom
management upon entering the field, she felt that:

*"First teaching candidates have to prove that they can stand in front of a class
and manage it. If s/he has the presence and the knowledge......then they
[pupils] will respect him/her."*
*"How one handles discipline problems? It's not enough from my point of view
unfortunately, those aren't the problems of becoming a teacher...."*

This last statement is quite revealing. Handling discipline is one of the most challenging if not daunting tasks of first-year teachers (Rosenholz, 1989, Macdonald, 1999, Adams, 2000). Yet, this principal does not acknowledge how crucial it can be. EC2 corroborates this principal's point of view when discussing the various principals' viewpoints with whom she is in contact:: *"All kinds of complaints the first year. You have to earn the trust of the pupils, earn the trust of the parents, earn the trust of the principal."* The expectation that new teachers must learn to cope with teaching is understood from the administrative side, however, supporting new teachers may involve more time and patience than some principals are willing to invest. It is obvious that the principals and this one in particular, expect their new teachers to be able to manage pupil behaviour even before he/she begins.

*"I had an English teacher who was simply outstanding, I loved her dearly,
but every lesson I had to be there" (P2).*

*"If it's a more experienced teacher not a new teacher, then I let him/her take
care of it so s/he doesn't lose the pupils' respect, it depends on the new teacher"(P2).*

Whereas the second quote sounds supportive, P2 is often inconsistent in her comments throughout the study. Clearly, the principal is at odds with the S2 and EC2 about management skills the first year. She expects her potential teachers to have these skills in place while it is known that these skills are acquired through experience and supportive leadership (Rosenholz, 1989, Tickle, 2000). While principals may say that they offer support and encouragement it does not ensure that it is conferred upon each and every new teacher (Talmor, et. al., 1996). In addition, they may not be aware of the specific needs of each new teacher or know how to assist them.

Therefore, the question must be asked: How are teachers expected to overcome their discipline problems in this school during their first year? How are new teachers informed about the discipline code of the school? How do principals work with new teachers in overcoming individual difficulties? Do they work with the teacher or without the teacher? How are the difficult cases handled in general in the school? P2 and EC2 mentioned the vice principal as the one responsible for disciplining and yet NQET2 did not mention the vice principal once. She did say, however, that she turned to P2 and the home-room teachers for discipline advice and that the latter were most helpful especially in the second grade.

NQET2 did not experience much positive interaction with her students which according to Bemis (1999) and Adams (2000) was a most significant factor favourably impacting on the new teachers' and modern language teachers' induction year and subsequent retention. Indeed, Coulthard and Kyriacou's study (2002) of English undergraduate students cited 'disruptive pupil behavior' as a major discouraging influence in their decision about choosing teaching as a career after OFSTED inspections and bureaucratic tasks. The principal may have helped on occasion when NQET2 would send disruptive pupils to her, but on the whole, NQET2 never said that she had felt that she was in complete control..

Feedback and support

The literature affirms that inadequate supervision, the lack of constructive feedback and recognition of teachers' qualities and their work can be directly associated to poor performance and job dissatisfaction (Hunt, 1986, Kakabadse, et. al., 1988, Nias, 1989, Rosenholz, 1989, Pisova, 1999, Cockburn, 2000, Milner, 2002, Winer, 2004).

> *"Day-today, it is the intrinsic feedback (recognition, praise, satisfaction etc.) that motivates people. ...[These] are the rewards that an effective manager uses consciously or unconsciously" (Hunt, 1986, p.227).*

There was little administrative support for NQET2: *"No one ever came to check my classroom when I was teaching or took a major interest in how things were going. Even the headmistress."* In addition, when she found it difficult to teach her large fourth grade class, her suggestion for splitting the class was ignored. Therefore, NQET2 felt quite frustrated and isolated, while P2 had underestimated NQET2's difficulties.

In fact, the principal remembered her as a very nice person but there was little connection with her, personally or professionally. This is not surprising considering the principal's previous statements concerning her expectations of new teachers to have the ability and presence to manage a class from the beginning. Her subliminal message is 'handle things' and 'I'll be there when necessary.' Moreover P2 states: *"I think beginning English teachers should be on such a high level , that the work is not to teach the children, but to teach the children how to learn."* It is incomprehensible that her expectations for new English teachers are singled out and not expected of other staff members. It is thus understandable that NQET2 may not have been forthcoming about sharing her difficulties with the principal, protecting her self-esteem and thus avoided drawing attention to her 'inadequacies' (Rosenholz, 1989, Pisova, 1999). On the other hand, there was no relationship with P2 nor any appreciation of her leadership ability. NQET2's only recourse was to consult with the homeroom teachers who were probably less threatening.

Weiss (1999) and Sullivan (1999) both find that tangible support and involvement with teachers are 'essential to responsive school leadership'. These characteristics contribute to teacher empowerment: *"Intensive support was lacking as teacher adjusted to the framework of the school "*(FN). This was the general impression I had throughout my interview with the principal. However, P2 waives off her involvement:

> *"In [NQET2's] case I wasn't involved because I was new, the head of English the English counsellor know more" (P2).*

While NQET2 blamed her two-day schedule, M2 exposes P2's style of support: *"She doesn't push. She lets them take their time, days of grace."*

Kakabadse, et. al. (1988) maintain that "new employees generally work below capacity whilst they are learning their jobs" (p. 38). Hunt (1986) asserts: *"A major mistake in induction is to wait for several days. By then the new recruit has linked into the informal structure and the 'other' view"* (p. 216). This principal not only waited several days but a much longer period. Allowing NQET2 to flounder as a new teacher and not supervise her more closely to avoid later pitfalls could have contributed to her lack of success. The principal could have used better discretion in giving feedback and support to NQET2 earlier. In fact, today she admits that subject teachers need more support and encouragement but does not explain how.

Scratching beneath the surface of what appears to be a school with a stable population of veteran teachers, it became clear that there is a difficulty in retaining particular teachers.

> *"I know that we need to upgrade the school but I find it hard to work with the arts. .... perhaps in the arts we have a larger turnover" (P2).*

This statement is rather astonishing, since this is a school of the arts and their reputation depends on this important aspect of accommodating multiple intelligences. The arts on the whole are given more hours per week in the classroom than English. Moreover, M2 confirms this phenomenon:

> *"I have had so many partners during the years. I almost had once or twice in two years. I had another English teacher. Lots of changes here. Population is difficult. Large classes. It's not easy 40 kids."*

The tension of supportive leadership was perceived by most of the interviewees:

> *"All kinds of complaints the first year. You have to earn the trust of the pupils, earn the trust of the parents, earn the trust of the principal.*

It really depends on the principal, ... If the teacher is good and the principal is pleased with her work, then I would imagine she would get a lot of support... "(EC2).

"... I try to keep the teacher in for two years if she needs help, but in some cases, the school, a problematic school or principal ....."
First of all they [principals] don't seem to realise that the new teachers have a serious problem in coming up with a lesson plan of action, a syllabus, and class control or presence in the classroom. "(S2).

It would appear that this expectation of proving oneself first and then earning the support of the principal is not quite the unequivocal support that new teachers should receive during their induction year according to the literature (Bines and Boydell, 1995, Macdonald, 1999, Weiss, 1999, Cockburn, 2000, Tickle, 2000). Two points emerge about principals in this school district: support for the new teacher is contingent upon the teacher's investment of effort and diligence and the lack of awareness of the difficulties facing new English teachers. P2 exemplified these two assumptions. On the one hand, most of the principals, according to TT2, are understanding and take a personal interest. On the other, a new teacher may receive tremendous support and yet cannot succeed in the profession due to personal reasons such as personality as some of the interviewees suggested.

Appreciation

"Most teachers derive their strongest rewards from positive and academically successful relations with individual students and from the external recognition they receive from colleagues, parents, principals. It is not unexpected, therefore, that the absence of psychic rewards figures largely into the teachers' dissatisfaction, absenteeism, and a desire to leave the workforce" (Rosenholz, 1989, p. 423).

Psychic rewards is the knowledge a person must have about the success of their efforts. This 'reward' influences their motivation towards their work. These rewards are often derived from positive interactions with pupils and from external recognition from colleagues, parents and principals. This is supported by Hunt (1986), Bemis, (1999) Macdonald (1999), Weiss, (1999). When asked what contribution NQET2 had made to the school, the principal vaguely remembered something to do with a film that NQET2 had produced. Upon further investigation, the film was for a course at the college during her studies in which she had earned first prize. There was no mention of her teaching second grade or appreciation of it.

NQET2 expresses her disappointment in not meeting her own expectations:

*"I don't feel that I contributed anything apart from teaching the kids in the class
and those who learned some English. I didn't feel that anyone would
remember [her name]". (NQET2)*

There were no obvious phsychic rewards through positive interactions with the children, their
parents nor the principal and it is very uncertain if anyone, even the English staff, had
acknowledged NQET2's contribution. The praise that her colleagues did have for NQET2
was probably insufficient to motivate NQET2 into feeling she had contributed something.
What P2 did manage to say in praise of native-speaker English teachers (but not specifically
about NQET2), was that:

*"It's very important that native-speakers teach English in spite of my
head of department, because to learn a language, you have to hear the
correct language, so if you have a successful teacher then it works but if
not ,it is terrible."*

P2 has a great appetite for the best teachers possible but does not explain once throughout
the interview, how she attempts to assist these teachers. Whilst interviewing P2 in her office,
in the late afternoon, I observed how it was important for her to impress me with the
achievements of the English department. Upon closer examination of the interactive English
break in English and a newspaper written by English speakers, it was the culmination of
collaborative work developed together with the head of department, the English counsellor
and her student teachers. In addition she wanted to show me another file but could not put
her hands on it: *"I must show it to you, all the assessments, how to assess pupils at the end
of the year, they give a report to each child it's wonderful."* This was something that NQET2
had developed with the English team.

Teacher autonomy

The literature upholds the view that teachers who experience discretionary autonomy
impacts on their commitment (Rosenholz,1989, Weiss,1999, Brauer, 2000). Combined with
supportive school leadership, these teachers usually feel less discouraged about their work
and garner a positive attitude towards teaching. While NQET2 was given complete
autonomy for the second grade English programme although she had no formal training. M2
enthused:

*"She taught the second grade and I believe it was her baby....She chose a plan,
a programme..... She really produced that and she was very creative.
She had wonderful ideas and drama in the classes and song and puppets. You
could feel that she loved what she did" (M2).*

In fact it was quite a positive experience. However, schools who desire to teach English in the early grades, must submit a programme to the English inspector for approval. That did not occur. Furthermore, S2 believes that unqualified teachers in the younger grades, may experience a more difficult adjustment to the school than properly trained teachers.

Writing an English curriculum for the second grade is quite difficult, even for the most talented teacher. How can a newly qualified English teacher, who did not receive training to teach the early grades, be expected to devise such a curriculum? Indeed, only recently have there been attempts to write curriculum for the early grades in English. Since 2001, there has not been any English taught in grade two.

Earley and Kinder (1994) suggest that NQT's responsibilities be limited such as not being subject co-ordinator in primary schools. In essence, NQET2 was given total responsibility for an experimental programme in the second grade. Unfortunately, P2 and EC2 were unaware of the possible consequences of teacher autonomy: no one supported her efforts and her self-confidence declined. For the last three years, there has not been any English taught in the second grade.

Evaluation

During NQET2's induction year, P2 admitted that "*I didn't go in.*" and she was unaware if NQET2 had been evaluated or not. NQET2 was not evaluated. Moreover, P2 believes that the most significant feedback for improvement should come from three sources, the counsellor, the pupils and the English team:

> "*I think the evaluation must come from the team, if something isn't right, instead*
> *of coming to the principal...., The professional development of the induction*
> *here in our school is very good with the English counsellor. This is the moment*
> *of truth when she must face the reality"(P2).*

If her words reflect her beliefs, then P2 does not perceive the importance of official evaluations. There is no intrinsic value to the NQT.

School culture

Most researchers affirm that the key issues of school culture include shared norms and values, collaboration among colleagues and continuous shared learning opportunities, which increases 'teachers' instructional repertoires' increase, thereby augmenting teachers' self-confidence as reviewed previously under school culture, pp. 25-28. Norms and values

are purposefully conveyed to the new recruit while the involvement in the organisation's decision-making promotes smoother adjustment and increases job satisfaction (Kakabadse, et. al., 1988). The themes that emerged in this study include: the lack of shared norms and values, lack of shared learning opportunities and limited collaboration among colleagues.

Lack of shared norms and values

When NQET2 was asked about becoming familiar with the school culture or norms she said: *"No. No one really came to me and said, 'This is what you can do and this is what you can't do.' Just picked it up and used common sense."* This response does not confirm the principal's expectation of teaming a veteran teacher with a new one for this purpose: *"I think a new teacher must know what, who, who is against whom, grades, the system and the norms of the school."* P2 admitted that NQET2 did not get this message.

Collaboration

The principal was enthusiastic of the collaborative learning opportunities for her teachers. That very afternoon the interview took place, there was a workshop that was about to take place at five o'clock that day. She explained that her workshops dealt with the school curriculum including topics such as democracy, the Holocaust and smoking prevention. These topics do not lend themselves easily to teaching English so it is understood that English teachers would not be expected to participate. On the other hand, the principal did not perceive whole school collaboration as an important element of the induction of new English teachers. The emerging theme is that English teachers are already burdened by the teaching itself thereby releasing them from any collaborative work in the school. Therefore English teachers: *"... should do their work, the pupils will be prepared and the parents will be happy" (P2)*. The concern for parental criticism overrides the school cultural needs of new English teachers.

However this is contrary to what researchers have found about the benefits new teachers derive from collaborative projects and decision-making (Hunt, 1986, Rosenholz, 1989, Earley and Kinder, 1994, Tickle, 2000, Garmston and Wellman, 1994). Collaborative projects could have been an effective avenue to inform new teachers of norms and values of the school as in case study one.

As a new teacher, NQET2 was very enthusiastic about working at the school of the arts:

> *"I knew from the start that the school, I was really optimistic, I thought it is an art school and they specialise in arts and that the different teams could*

> *work together, art and English, and you could see everyone's working on*
> *and try and do something similar. It did not happen. There was no colla-*
> *boration. I had thought it would be great."*

NQET2's disappointment in the lack of collaboration is evident. Contrarily, S2 and TT2 vehemently supported this opinion when questioned about the possibility of collaboration with colleagues on educational units or decision-making about school policy. They felt that new English teachers have so much to cope with that first year, that it would just add to their load. Their development should be subject-oriented only. S2 insisted that school reform should not include new English teachers because it could be detrimental to their performance as an English teacher:

> *"...they are pulled into working on something or alternative assessment when*
> *the whole school is going through a reform at the same time and they are*
> *not even into that stage of trying to reform so then they go and fall back on the*
> *teaching the way they were taught by their English teacher."*

The events described by P1 are collaborative efforts planned and implemented solely by the English teachers disconnected from other school events. Both M2 and NQET2 did not mention any of these particular events during that year. However, M2 stated that she attends school workshops and finds them interesting. On the other hand, M2 nostalgically recalled from the past how they had put on shows together with other teachers. M2 longed for the sense of collaboration once felt in the school. She indicated that the school atmosphere had changed considerably which could have been attributed to the change in population or the principal.

These comments are quite indicative of how uninformed people view the induction year. The first year should be devoted only to NQETs' development as English teachers and not part of the bigger organisation, the school. In the final assessment, the parents must be assuaged. This points to the reality of the significance of learning English and the influence parents exert externally on the schools.

English team collaboration

Cockburn (2000) finds that *"relationships with colleagues is very important to job satisfaction"* *(p. 233)*. The only collegial interaction NQET2 had in this school was with her English colleagues: the successful head of department who left early that year and another English teacher who was experiencing the same difficulties of coping as NQET2 did.

In the beginning, the English team seemed to have embraced NQET2:

*"They were really nice. They really made things easier.... They showed me
around, told me whose who, classes that I was teaching. They had taught the
year before, they helped out to know the kids and what to expect from
the kids, the kids that come to that school" (NQET2).*

Beyond that initial response the relationship was pleasant: *"They were like friends at work,
not to socialise, with sympathy, more like friends" (NQET2).*

M2 did give as much emotional and professional support as she could as the English
coordinator. However, this support was primarily emotional, professional and very limited
under the conditions of that year. Her role will be reviewed under induction.

Collegial appreciation

Intrinsic rewards in the workplace are considered to be very significant in building one's
self-confidence and attaining one's goals (Hunt, 1986, Rosenholz, 1989, Fresko, et. al.
1997). EC2, S2, TT2, M2 all agreed that collegial support in the school plays an important
role during the induction of new teachers. EC2 and M2 thought that NQET2 was greatly
appreciated due to the caring relationship However, as EC2 exclaims: *"I don't know if they
told her."* NQET2 repeatedly stated that no one cared or bothered to see what she was
doing. There was no outward appreciation of her contribution to the school.

TT2's affirms the importance of rewards on NQETs' job satisfaction:

*"If they are happy where they are or they are optimistic in what they are doing
have a sense of achievement and feel optimistic that they are in the right
profession.*

Commitment

The literature perceives commitment as a two-sided coin related directly to early career
aspirations and how the organisation wins over the recruit (Hunt, 1986, Nias, 1989,
Rosenholz,1989, Calderhead and Shorrock, 1997, Fresko et. al. 1997, Cockburn, 2000).
When asked why NQET2 decided to become a teacher she responded:

*"Because I am an 'olah hadasha' [new immigrant in Israel] and it was one of the
easiest things for me to go and study because the programme was all in English
and my Hebrew language background was nothing. .. But I love children anyway,
so maybe I would have been a 'gannenet' [pre-school teacher] but English teaching
was the easiest thing for me to study."*

NQET2 had no role models or earlier aspirations. She had become a teacher for convenience sake, in terms of language and because of her love of children. I interviewed NQET2 at her parents' home, where she gives private English lessons in the afternoons. She was saying good-bye to a pupil as I entered. Her enthusiasm and pleasant personality was infectious. Her private lessons took place in a room which was decorated in order to enhance private English teaching. It was evident how committed she was to children.

EC2, S2 and TT2 were in agreement that: "...*a good supportive staff, understanding limitations of a new teacher, and encouraging them" (S2)* are the elements that impact positively on the commitment of new English teachers which affirms Cockburn's (2000) study. However, Macdonald (1999) finds that "*..sources of frustration for beginning teachers include student management, lesson planning, alienation, isolation.... "(p.* 841). It appears that all of these factors, except for lesson planning impacted on NQET2's commitment to English teaching.

NQET2's enthusiasm waned as she perceived how the teachers viewed their chosen profession:

> "I went to the school and I was thinking we could do all these things. No one tried.
> That is another thing, everyone was in the classroom to get paid and go home.
> I didn't feel that there were people there because they loved their job and this is
> not the feeling. They come to do their job and go."
> "Everyone stuck to their own little things and did there own little thing."

NQET2 was not exposed to a school culture that in her eyes reflected the commitment of dedicated South African teachers she recalled from her childhood.

In the absence of appreciation and supportive leadership, it is no surprise that NQET2 was quite dissatisfied. According to EC2, she did 'everything very, very well' except for pupil behaviour. In fact, EC2 finds that all her teachers and even the unsuccessful English teachers are committed.

Considering the varied perceptions of NQET2's performance, it is not startling that the interviewees were not in agreement about NQET2's perceived job satisfaction. The principal thought NQET2 was okay and would continue as a teacher although she could not say why she left. Conversely, NQET2 and EC2 both agreed that she was unhappy, however, EC2 doubted that she would come back to teaching. She felt that teaching was not NQET2's first priority. In fact, NQET2 did pursue a teaching position in the private sector. She was working as a teachers' aide in an English-speaking school in Israel when interviewed and eventually hoped to teach young children in the future.

M2 sides with EC2 that English teaching was not for NQET2, although M2 strongly felt:

> "[NQET2] is a loss for the Ministry and for the English department. I was very
> sad to hear she wasn't a teacher anymore but I wasn't surprised at all ."

The next section reviews the cultural aspect of NQET2's socialisation.

Cultural differences

Research has shown that: *"Teachers tend to leave positions where: ....they do not feel comfortable with local ethnicity, customs or language"* (Macdonald, 1999, p. 840). Adams (2000) confirms that modern language teachers who are native speakers require 'induction, reorientation and ongoing support' in order to work effectively in the UK.

NQET2 was born in South Africa and immigrated to Israel in 1995 without prior knowledge of Hebrew. She chose to study English teaching purely for convenience: the training programme was in English. By the time she finished college, NQET2 had been in the country five years NQET2 was considered an outstanding student.

Some of the interviewees perceived NQET2's cultural background to be a probable cause of her leaving teaching.

> " Those girls [native speaking teachers] come from a different culture. Much
> more gentle. That was lacking in the preparation" (M2).

> " It could very well have been the culture. She was overwhelmed by the size
> of the classes. She couldn't really accept the behavior of some of the
> students. It wasn't acceptable to her, but you can't say that she wasn't prepared"(EC2).

> "Could be that fact that she is from a different mentality, finding it difficult...
> personal, cultural" (TT2).

The key people working with NQET2 that year, M2 and EC2 perceived her discipline problems connected to her lack of Hebrew. NQET2 confirmed this: *"First of all, because of the language. I did not have a really good command of Hebrew at that point for disciplining. That was quite hard."* EC2, who essentially suggested NQET2 as a good candidate for teaching English to the principal for that year did not mention her lack of Hebrew. However, TT2 also suggested that maybe it was *"....the conditions she was offered that particular [year] didn't suit her. Miss-match her expectations."* If NQET2 had been properly screened for the primary school by the prinicpal and the inspector, this problem could have been

prevented. She could have begun her teaching career in a junior high school or high school where good Hebrew is not so critical or she could have been told to improve her Hebrew before attempting to teach the primary school.

M2 viewed NQET2's dissatisfaction based on the whole picture, conditions, personality and culturally adapting herself, becoming what she did not want to be (Nias, 1989). Conversely, EC2 suggested that NQET2 just had other things on her mind and was probably not ready to be a teacher at this point in her life. Therefore, it is suggested that cultural differences could have easily been one of the factors affecting NQET2's retention.

A Demanding subject

The methodological challenges of teaching English, have been addressed at length in the literature (see p. 40). The sub-themes that have emerged in this study include: class size, heterogeneous classes, and timetable.

Class size

Class size in modern foreign language classrooms is not a significant retention factor in studies of MFL teachers in England and English teachers in the Czech Republic (Pisova, 1999, Adams, 2000). However, NQET2, EC2, M2 and S2 all agreed that class size can be quite significant in dealing effectively with teaching and managing discipline as described here by NQET2:

> "It was just really hard to cope with so many children in the class and the room, especially the dalet class [fourth grade], the room was very small, I couldn't walk
>
> from the front of the class to the back of the class. It was just very crowded, desks on top of each other.
> You couldn't go and sit with three or four kids and help them when you had 35 others that were going crazy. [Her voice got louder and more insistent when answering this question]. You just couldn't take that luxury and sit with those kids. "

The principal not only confirmed the class size but also recognised that in the first grade, first language acquisition is impeded in a class of thirty-nine. By contrast, for a NQET, the situation created in crowded classrooms leaves even less opportunity for EFL teachers to work effectively with heterogeneous classes. New English teachers are trained in group work techniques as a means of coping with large classes. In NQET2's classroom, this was not an option.

S2 suggests that learning centres, English rooms, libraries or access to computers can help alleviate the 'serious amount of kids in the classroom. Primary schools which take pride in their English programme consider the English room a 'prized' possession and make every effort to provide for one. M2 confirms that the English room would be well-received by the English teachers. Other means of overcoming the burden of teaching forty children in first or third grade where children are more teacher dependent, is to divide the class ".... *into two groups, half goes to math and half goes to English, and then they switch over. Then you have the support of the principal."*

Unlike some principals, P2 claims: *"If a teacher complains, there is not always support, [parents] are always looking for someone to blame for their children's [poor] level of English"* *(P2).* It is obvious that the principal demonstrated little sensitivity to the whole plight of primary English teaching and does not offer automatic support for her teachers. Principals who are aware and sensitive to these problems would take measures to improve their teachers' working conditions (Rosenholz, 1989, Pisova, 1999, Sergiovanni, 1996).

On the other hand, M2, as English coordinator, has experienced a high turnover of English teachers at this school. She suggests downsizing classes in order to attract and retain new teachers: *"We have all kinds of small groups teaching and not to give her full classes. The Ministry have* [has] *to put it into law: Don't give full classes to stag* [NQT's] *teachers. ...Don't just throw them into the deep water."* Smaller classes may be one of the answers, but without a responsive leadership, it is doubtful if all of her prayers will be answered.

Heterogeneous classes

Attempting to meet the wide range of learning needs in the classroom has increased the stress on teachers (Macdonald, 1999, p. 841 Rosenholz, 1989). In addition, pupil violence coupled with the inclusion of pupils with specific learning needs may hinder learning. All of the interviewees except for TT2, related to the difficulty of teaching English at multiple levels in each classroom. S2 describes the hardship:

> *" Studies show that more children are being funneled into the school system with mild autism and problems, etc., hearing impaired or vision impaired or learning impaired, concentration problems or what have you. Student teachers aren't really capable of dealing with them. Especially in English when they are the only one in the classroom ..." (S2)*

NQET2 explained her situation:

"In fourth grade especially, teaching reading, you can't have 40 kids, 10 of
whom have learning difficulties or on Ritalin or any kinds of problems to
teach them to read in a new language." (NQET2)

Coupled with the class size and learning difficulties, the range of levels is too cumbersome
for one teacher to handle: *"On the one hand pupils who read freely while on the other*
non-readers" (P2). The English teacher must cope with a wide range of abilities in English,
from non-readers in grade four where English officially begins to the highest level - English
speakers. The non-readers are usually children that have no prior learning experience with
foreign languages and whose parents are literate in one language such as Hebrew. At the
other end of the spectrum are children who have either had private lessons in English from
first or second grade or have lived abroad in an English-speaking country for a year or two.
This makes it difficult for any English teacher in the fourth grade to accommodate all their
learners let alone a new teacher. This is exacerbated by the fact that children are very
teacher-dependent due to few second language skills and can rarely work by themselves.

"Kids who had learning difficulties made me aware that in the first year when
you are teaching reading, I think it was really stressful for some of them
because they couldn't cope.
This is what happens. Kids go to Hey [5th grade] and Vuv [6th grade] and
cannot read. Then you get to Zion [7th grade] and get the kids reading
cat/mat/sat in Zion [7th grade] because you cannot get to them when you
should in Dalet [4th grade] and help them with their reading. " (NQET1)

Due to a difficult beginning in reading acquisition and poor self-esteem, foreign language
learners may be labeled 'non-readers' for many years. These are pupils who do not read or
have great difficulty in reading English. With continuous educational budget cuts, these
considerations are rarely taken seriously. P2 claims she attempts to find solutions within her
own domain and resources such as providing extra hours for weak learners and enrichment
hours for the strongest. On the other hand NQET2 often suggested that: *"All the English*
teachers could help and split classes...." "Like halve the class, not every single lesson but
one lesson a week to try and halve the class and work." She felt this would make life easier
for the English teacher because of the huge classes and the discipline problems but *"no one*
tried to see if it would work" (NQET2). At the time, there were two other English teachers in
the school but only one, a second year teacher, worked parallel to NQET2 just in grade four,
and she too faced the same discipline problems. They evidently did not support NQET2.
Extra hours given outside the classroom do not help the struggling teacher in the classroom
setting each day. These hours are often inconsistent due to their informality. Sometimes
they are given by soldiers or national service girls who are often called away for other
responsibilities according to the whim of the administration such as substitute teaching.

The principal, who demonstrated little understanding of the exigencies of EFL teaching, criticises the English teachers who do not use English books specifically designed for working in two levels. According to NQET2, the expectation of working with different levels in the EFL classroom was unrealistic because of crowded conditions and the lack of independence. Children cannot be expected to use a different textbook if the instructions are not easily understood or due to the fact that some children are so insecure in a second language, that they insist on the teacher's attention in order to get on with their work. For a new English teacher who has discipline problems, this can be an insurmountable task. The inspector added that once class size, salary and parental involvement are overcome, then the new teachers can adjust themselves to their pupils' [needs more successfully]. Rosenholz (1989) believes that ",,,,discretion over critical matters related to classroom instruction allows teachers to accommodate the varied learning needs of individual students within their classes (p. 424). She adds that the lack of cooperation for improving curricular content or instructional strategies and the pupils' needs contributes to academic frustration and failure. For NQET2, there was a clear relationship between class size and attending to pupils' diverse needs which contributed to her job dissatisfaction.

Timetable

Lessons taught entirely in the foreign language are recognised 'to be difficult and alientating' to pupils (Adams, 2000). An important factor only mentioned by NQET2 was that she taught the fourth grade class four hours a week. Since she taught only two days per week, that meant she met this class for two consecutive hours per day. According to the Ministry of Education's guidelines about teaching English in the primary school, double lessons in one day, even if there is a break in between (such as for ten to twenty minutes), are not recommended but difficult to enforce.   Double lessons are not as effective as having one hour per day. It is quite burdensome for a teacher to plan and implement these lessons especially for the younger pupils, due to the extreme effort exerted in following a whole lesson in English (Adams, 2000). In effect, these double lessons are as effective as having one lesson per day. Timetables are often arranged according to the convenience of various teachers, some of whom may teach part-time elsewhere, however, the best interests of the pupils are often compromised. It is surprising that EC2, who should be aware of this problem as a ministry representative, did not advise the school about this issue. This issue will be reviewed more fully in the induction section.

Summary

In the absence of effective responsive leadership, poor working conditions for teaching English and a warm, accepting school atmosphere, NQET2 decided to leave her job (Snowden and Gorton, 2002). While other factors such as cultural differences and a large school may have also contributed to higher levels of anxiety, it appears that she had too many obstacles to overcome similar to Pisova's (1999) study.

Although NQET2 blames herself for not really fitting in because she worked only two days, there is a need for all employees to be made aware of the school's goals and vision and take part in collaborative activities if commitment is considered a significant factor in their induction (Hunt, 1986, Rosenholz, 1989).

> "If we are to attempt to understand the careers of teachers, what motivates them
> to enter teaching, to gain satisfaction from their work and to commit themselves
> to improving the quality of their teaching, the role of intrinsic motivation should not
> be underestimated, and this may need to be more fully recognised by managers and
> policy-makers who control teachers' working conditions" (Calderhead and
> Shorrock, 1997, p. 205).

This table summarises the most significant factors perceived by the stakeholders in this study that influence the retention of NQET's in Israel: school leadership, a demanding subject, school culture and status. Although status and salary were not relevant factors in the context of this study, they were considered significant by many of the stakeholders and widely reviewed in the literature (Powell, 1990, Grace, 1991, Macdonald, 1999, Weiss, 1999, Cockburn, 2000, Katz, 2000).

Table 5

Perceived factors that influence English teacher retention

Themes	No. of Respondents
Demanding subject	4
School leadership	5
School culture	4
Salary	5
Cultural differences	3
Workload	2
Teacher personality	3

Induction

Structured, induction programmes are more beneficial than informal unstructured programmes to support and promote professional development in NQT's as discussed previously in the section on the management of induction p. 44. This case study is unique because NQET2 did not benefit from a formal induction programme as outlined by the Ministry of Education (1999) and the teacher did not remain an English teacher in the system after her induction year.

This study does not include the formal management of induction, professional development, time or evaluation. The key issues emerging from this study are: informal induction, head-teacher's role, school support, external support, and the mentor's role. An additional significant theme that emerged was recruitment.

Informal Induction

NQET2's induction experience is unlike the formal induction models in the literature (Hunt, 1986, Kakabadse, et. al. 1988, Klug and Salzman, 1991, Cole and Watson, 1993, Earley and Kinder, 1994, Bolam, et. al. 1995, Scherer, 1999). The only people directly involved with her induction was the Head of the English department (for only four months) and the English counsellor. She was basically on her own. There was no recognisable school induction policy nor school-wide professional development inclusive of new teachers.

From the outset, NQET2 and her stakeholders were unaware that she was entitled to a formal induction programme. She had completed her fourth year of studies at the college a full year before she began her job at this school. During that last year, she attended a peer support group although she did not have a job. TT2 explained, that during the early years of the induction programme, there were many technical errors made, among them, allowing unemployed teachers attend the peer support group although she believed that NQET2 had taught. This was not confirmed by NQET2. It was very confusing for all those involved at the college. Since some of the NQET's received jobs only in December or January, they were kept in the workshop. The requirement is that a new teacher must work for at least six months in order to be considered a formal inductee. TT2 says that the requirement has since changed lessening the minimum time to just three months.

The support dimensions lacking during NQET2's induction year were a peer support group either at the TTC or at the district level, an official English counsellor and an official mentor. It is apparent that NQET2 "fell between the cracks" at the college and in the school district.

The sub-themes that emerged in her informal induction included the lack of information and recruitment practices.

Lack of information

While the induction programme is meant to be managed somewhat by schools, NQTs and teacher trainers, the lack of information, prevalent even today, was significant (Min. of Ed., 1999). Like the literature, role definitions were lacking (Abell, et. al. 1995, Geva-May and Dori, 1996, Moyles, et. al., 1998, Dallat, et. al., 1999). When NQET2 was asked the quality of information she had received from her college about her future employment in her first year, *"No one said anything about that. I never even thought about that .* " She sat through the peer workshop passively for a whole year listening to her peers discuss their first experiences in school. Because the TTC workshop was not a factor in NQET2's induction it will not be reviewed.

After the students left the college, there was no follow-up. In fact, TT2 could not contribute much information about NQET2 except for some assumptions about what could have gone wrong. She was eager to know what had happened to her and why, since such a promising student left. When asked about the quality of information TT2 herself received about the induction year she says it was good:

> *"The goal of the induction year is to provide a support system, which is made up*
> *of a few important elements: support system for the first year teachers, which*
> *integrates ...emotional support, informational support, pedagogical support,*
> *and professional development support. "*

However, TT2 finds that the induction guidelines (Min. of Ed. 1999) are open to wide interpretation and send mixed messages to its reader. Her duties today, include contact with the NQETs' schools, a change since NQET2's year.

The principal's source of information about the induction year was quite brief yet she thought it was sufficient. When asked about the connection between the college and the school, P2 replied:

> *"I think the present programme puts trust in the induction, there is a message, you*
> *are independent and we trust you. You take on the responsibility and in the*
> *end say good or bad, what are we babysitters? If there is a problem I'll call the*
> *college and tell them that she isn't suitable?"*

Her comments voiced sarcastically towards the end, again reflects the principal's perception that new teachers must face the reality of the situation and that the school is a separate

entity from the college and should not have to report anything to the college. It's up to the NQT to establish him/herself in the system. This is quite a traditional view. Furthermore, P2 questions the validity of the support from the colleges at all. Perhaps she is suggesting that the college peer group does not match the needs of the field.

S2 is aware that her own information is rather limited and assumes that the stakeholders are equally uninformed about their role. The mentor and NQET2 did not have any information and EC2 believed she knew the significant information. It is clear that all of the stakeholders were unaware of NQET2's entitlement to a formal induction year but only EC2 and M2 worked separately and intuitively to assist her during that year.

Recruitment of NQET2

Inadvertently, I stumbled across the information that NQET2 had been hired by the municipality and not through the Ministry of Education. This fact would partially impact on her induction year and possibly on her ultimate choice to leave EFL teaching.

New teachers employed through the Ministry of Education usually follow a specific course of employment. The inspector explains: *"[We] go to our respective teachers' colleges and talk to the third going on fourth year students and explain the procedure, what they have to do."* The inspector refers to her colleagues who are also inspectors and happen to work in TTC's. It is the responsibility of the TTCs to ensure this information is conveyed to all NQETs. When the students have completed their fourth year S2 continues: *"Hopefully they come to us and we portion them out...Then we send them to three or four primary schools. Two at a time. To meet with the principal and see what's happening."*

When P2 was asked about the recruitment of new teachers in her school she concurred with S2: *"I get a recommendation from the inspector, interview the candidate with the English head and if she is suitable she is paired with the English head."* In theory, this is recruitment policy. However, in NQET2's case, the English counsellor, who also works at her college, knew of her talents and excellent standing as a student:

> *"She is such a creative person so I thought to myself that she would be the*
> *perfect teacher for the school. I was the one who brought her to the school.*
> *I was a little bit responsible. I wanted a good teacher in the school."*

NQET2 was hired two weeks before the onset of the school year and never met the inspector for her area. She was hired according to municipality hours. Both S2 and EC2 confirmed the significance of this practice. S2 asserts that in this particular school district, there is a tendency to hire teachers for native speakers or for enrichment. This is a cheap option to

recruit teachers as there are no obligations towards their tenure in the system. This practice is not allowed in other areas (S2). Most of her English teachers are hired through the Ministry. Where principals have more autonomy, as in this case, they make decisions according to their schools' needs and budget. Hiring teachers on such temporary contracts, may reduce the effectiveness of 'meaningful induction', lessens contact time, lessens professional development and lacks an authority to monitor the trend (Bines and Boydell, 1995, Bolam, et. al. 1995, Jones and Stammers, 1997).

When pressed for an explanation for the difference in the approach towards newly qualified English teachers that were hired under special conditions, the inspector quite prosaically said: *"Because she was from the Municipality, I didn't have to worry about whether she got kveut [tenure] or not so therefore I didn't feel that I had to see her."* This was verified by EC2 who remarked:

> *"..it's not unusual. Because she got municipality*
> *hours I am not sure that she even had to go to the Ministry."*

NQET2 on the other hand complained that she had never received information either before or while she was working about her 'rights' as a new teacher in the system. She did not know if being hired by the municipality affected her 'rights' about experience or tenure. She was not informed through her college nor her inspector since she had never met her, although S2 claims she tells potential NQETs about the differences when she hires them. While my colleagues who are inspectors have assured me that there is no difference in pay between the Ministry or municipality hours, there is one big difference:

> *"She's just earning work experience without any worry about being*
> *hired or fired or whatever. They do get the benefit of stag [induction programme]*
> *but in terms it goes towards one year's work experience but in the tenure*
> *track, it doesn't count" (S2).*

S2 finds this very beneficial because NQETs are getting the necessary exposure to teaching and if the teacher flounders, she may be moved to another school. As in NQET2's case: *I knew that the English counsellor is there almost every week anyway, so I knew that she was being taken care of."*

While this argument sounds almost logical, the fact is that EC2 was explicitly instructed not to deal with teachers without ministry hours by her inspector! Therefore, these NQETs are left to sink or swim. They gain experience for good or bad. Moreover, first year teachers are fired automatically, so there is no 'harm done' (S2). This attitude reflects the lack of understanding of the induction year and its significance for the NQT. M2, who has often

inducted new English teachers, pleads: *"Not to give her the bounce for the first year."* If a new teacher is aware that these hours are useless towards tenure, then why should they exert the effort needed to become part of a school organisation (Bolam, et. al., 1995)? How does this system contribute towards the commitment of the new teacher?

School induction support

Induction practices are enhanced when they are embedded in a whole school approach as previously reviewed under school induction support, pp. 45-49. The key issues of school induction support include: principal's role, mentoring, reduced workload, collegial support, evaluation, release time and professional development. Collegial support was reviewed under retention. Evaluation and release time did not emerge in this study. Due to informal nature of mentoring in this case study, the topic will be addressed in this section.

Principal's role

"Research leaves little doubt that the headteacher, or principal, of a school is a crucial factor in ensuring the effectiveness (or failure) of the induction process" (Tickle, 2000, p. 141, Cole and Watson, 1993, Quinn, 1994). This depends on his/her behaviour and attitude. While the principal has other major concerns, it is usually his/her responsibility to manage induction in the school. These responsibilities include selection of mentor, schedule arrangements for mentor meetings, release time, workload, release time and professional development (Quinn, 1994, Bines and Boydell, 1995, Tickle, 2000). Since this induction programme was informal, P2 only selected a mentor and provided NQET2 with a minimal workload.

P2 began her new career as principal of the school during NQET2's induction year. She had previously been the vice-principal in a junior high school for ten years. NQET2 was the only first year teacher that year. In the retention section about school leadership, it has been established that there was minimal contact between P2 and NQET2 that year. The principal never forged a personal relationship with NQET2. The principal could not remember very much about NQET2's induction year and was constantly mixing up student teaching with the new teacher support.

Moreover, she expects her homeroom teachers to sustain and take action on any complaints from new teachers. She recognises the importance of this when she states: *"In the beginning we* [the school] *have to give as much support as necessary because this is their breaking point. Teachers have to work with 300 pupils per week. Homeroom teachers support them and offer help."* NQET2 confirms that all the homeroom teachers in the second grade were very helpful with discipline problems. When asked how this manifest itself through everyday problems NQET2 explains: *"I would go to the classroom teacher of*

whichever class there was a problem with. I would share it with them, either call them, or leave it to the next time I saw them."

Once P2 appointed NQET2 a mentor, she ignored them for the rest of the year. This is similar to Quinn's (1994) study of induction. P2 depended on the English counsellor and the English team to provide any other professional support necessary. However, neither P2 nor EC2 had ever discussed NQET2's progress and how to accommodate her difficulties. On the one hand P2 provides mentor support but on the other, as NQET2 morosely says : *"No one came to check how you were doing."* No one took an interest in her new programme in second grade or encouraged her in general. M2 explains P2's induction of new teachers : *She lets them* [new teachers] *take their time, days of grace, get into the framework of this school. "* It appears that NQET2 was given an extended time to adjust. During her induction year, rather than receiving any personal reassurances or support, NQET2 said:

> *"The beginning was hard until I got my psyche right about things. The first month I used to come home I was very upset because I didn't feel that I was giving the kids what I wanted to give them. I wasn't getting through half the things I wanted to get through."*

This perception is quite disconcerting considering the importance of support for new teachers right from the very beginning (Hunt, 1986). P2 claimed she had an 'open door policy' for all of her teachers, although it was clear that NQET2 felt quite uncomfortable about approaching her, never feeling the need to ask the principal about anything. One thing that perturbed me throughout the interview, however, was how the principal did not regret losing NQET2 nor had any idea of why she left. She thought NQET2 was a committed teacher and that she was satisfied. The fact that this was her first year as principal may have been one of the explanations for her lack of sensitivity towards the only new teacher that year.

This lack of personal interest and direct communication with her teachers was felt in the interview with M2, though the ability to bridge this gap depends on the communication skills of the principal and the new entrant (Rosenholz, 1989, Earley and Kinder, 1994, Gratch, 1999, Tickle, 2000). Thus it is not surprising that of all the interviewees, P2 gave the least information about NQET2 due to a lack in their relationship.

When this interview took place a year later, it was surprising to discover that basic information such as arranging scheduled mentor meetings were still not common in this school. This could be due to the difficulties in arranging a schedule for such a large number of teachers in the school. P2 adds that they meet on a regular basis once a week, but who can actually account for this? Furthermore, P2 claims she has instigated changes for

induction purposes such as appointing a head for each arts division to be responsible for new teacher induction.

The English inspector, whose knowledge of the induction programme proved to be deficient, sided with the principal. She did not perceive any need for these designated meetings in the schedule. She said the meetings *"Must be on their free time."* This is in direct contrast to the arranged meetings promoted in the Israeli and other induction programmes (Earley and Kinder, 1994, Bush et. al. 1995, Moyles, et. al., 1998, Min. of Ed., 1999). Free time for two teachers is at a premium, therefore its place in the timetable is crucial to mentoring.

It is obvious that when principals lack the knowledge about induction programmes, and are unaware of his/her pivotal role, that NQTs are at a disadvantage, especially in light of the shortage of English teachers. How then can it be ensured that each NQET participates in a fair induction programme? There must be a system of monitoring.

Reduced workload

Effective induction is influenced by daily interactions with peers, relationships with senior colleagues such as a mentor and the boss (Kakabadse, et. al., 1988). A reduced workload is considered significant in induction programmes in the U.K and Israel (Andrews, 1987, Carre, 1993, Bolam et. al., 1995, Tickle, 2000, Min. of Ed., 1999). NQET2 happened to receive twelve hours which is in accordance with the minimum workload of new teachers in Israel. However, she worked only two days per week. Clearly, NQET2 could not develop relationships as fully as she would have liked and this worked to her disadvantage: *"I found it a little hard cause I was only there two days a week to really fit into the whole..."* Moreover, most of the teachers were veterans, which is an added hardship. Not all veteran teachers or leaders remember their initiation into the school system. Working less days definitely figured into the difficulty of entering an Israeli staff room and forming relationships. Moreover, perhaps the fact that principals in Israel work five days a week, although school runs for six days, could account for the principal's lack of involvement. The principal may have been there only one of NQET2's days. The tension of working part-time consequently meant having less meaningful contact time with colleagues as Bolam, et. al. (1995) found in their study.

Similar to case study one, this principal does not perceive the maximum number of hours for a new teacher to be a cause of concern. It is therefore imperative that the NQETs' workload match his/her abilities and the best interests of the pupils. With an effective induction support system in place, NQETs might have an increased opportunity to develop meaningful relationships, job satisfaction and subsequently remain in the school.

Mentor's role

Most researchers recognise that the mentor is the key dimension of successful induction however, the role is widely defined and developed in numerous contexts as addressed previously in the literature review (p. 55). The two key issues that emerged in this case study were: mentor selection and role definition. Professional development. time, training and support and evaluation were non-existent.

Mentor selection

Mentors should be carefully selected according the following criteria: a veteran classroom teacher or principal, familiarity with school norms and values, teach at the same grade level and discipline, work in close proximity and possess the ability to teach adults as addressed under mentor selection (p. 61). There were two unofficial mentors in this case study according to NQET2: M2 – the head of the English department and EC2 – the English counsellor. EC2 will be reviewed under external support.

P2's unwritten induction policy pairs every new teacher with someone (such as department head or grade level head) to help them get adjusted and *"... gets guidance and she receives all the guidelines that she needs about teaching."* All of the interviewees agreed that the mentor should be an English teacher. TT2 suggests that the teacher must be approachable, be trustworthy and whose professional opinion can be trusted. Therefore it appeared that P2's choice was most suitable. She was head of the English department, taught English and *"... is in contact with all of the teachers. She's really something."*. From this quote it is understood that M2 has a good working relationship with people in the school. Although this choice appeared to be ideal to P2 for the reasons addressed above, M2 fell short of fulfilling all of the desired criteria: she did not teach grades two or four like NQET2 nor did she work in close proximity and she was in school for only four months due to maternity leave. These issues would become crucial during her induction year.

M2 was a veteran English teacher of thirteen years. That induction year, in addition to her responsibilities as Head of department and assisting NQET2, she had a group of eight student teachers. As she commented: *"It took all the energy out of me."* One of the recognised difficulties of teaming a new teacher with a department head is the stressful situation of finding the time to meet on one's own time and *"to offer support unless it is asked for"* (Merry, 1996, p. 68). The Head of department usually works full time, which ranges from twenty-six to thirty frontal teaching hours. In fact, when I interviewed M2, she was quite hassled for time and preferred to be interviewed on her forty-five minute break at school. This

further confirms the tension that heads of departments incur with more responsibility, leaving little time for mentoring.

Role definition

M2 was unaware of any role that she played in NQET2's mentoring at the time of her induction. Though NQET2 suggested that M2 was one of her mentors, it is only through P2 and M2's responses that there is any reference to such a relationship. NQET2 regularly referred to EC2 as her mentor while very little is attributed to M2. P2 expected M2 (without prior consultation) to inform NQET2 about the norms and values of the school but NQET2 stated that only the basic information about classes and procedures were shared with her. The norms of the school were not clarified. P2 perceived M2's role in working closely with NQET's as planning and choosing textbooks and working towards common goals. However, NQET2 mentioned that team collaboration was: *"Maybe to help write some kind of way to do assessment. How to build a test."*

Role perception

Despite the fact that she was not working as an official mentor, M2 perceived her mentor role differently from that as a student-teacher mentor:

> *"It's different she was a teacher herself. Of course, a mentor can help.*
> *As a mentor and another teacher, I don't think it's ok to interfere and get*
> *into her classes."*

These comments support Moyles. et. al. (1998) study that the perceived relationship formed between NQTs and their mentors is different from the perceived relationship between student teachers and their mentors. M2, as in other studies, finds that observing her colleague's classes is an intrusion (Klug and Salzman, 1991, Abell, et. al., 1995, Moyles, et. al., 1998, Merry and Kitson, 2000).

M2 viewed her relationship with NQET2 as: *"Open, very open. She felt free to ask. I appreciated her personality..... Very warm. I loved her."* M2 saw herself as NQET2's colleague in a professional sense. *"I gave her a lot of feedback from things that I noticed; I saw things. I saw lesson plans."* and *"But I realised we had to sit together and go through the curriculum."* NQET2 did mention some support as mentioned earlier but it is difficult to judge how such feedback impacted on NQET2 (Gibb, 1994).

While M2 recalled meeting NQET2 approximately twice a month at the school, NQET2 does not mention this at all. NQET2 stated: *"Everyday they* [English team] *met informally over*

lunch or at breaks." Moreover, when a teacher has the responsibility of student teachers, the breaks are usually directed towards mentor-student interactions outside of the classroom. Indeed, M2 confused the meetings with the student teachers and their pedagogical advisor with team meetings. M2 could not remember if she had visited NQET2's classroom or if NQET2 had observed her although NQET2 established that no one had. The principal and M2 often confused the induction programme with the student teacher programme that year. On the whole, NQET2 could not state that she acquired ideas, gained confidence or learned better classroom management techniques through her meetings with M2.

As in Abell, et. al.'s study (1995), some mentors met with their mentees for informal conversational meetings in a risk-free environment. Unfortunately, oral feedback given over a cup of coffee in the teachers' room does not constitute the type of problem solving, management and control skills that is recommended for continuous professional development (Daloz, 1987, Vonk, 1993).

Strengths and weaknesses

Although there was no evaluation of NQET2 by M2, M2 identified NQET2's strengths as being very creative and professional, especially in the second grade, while her weaknesses lay in discipline, relating to parents and lack of Hebrew. She felt that NQET2 was a big loss to the school: *"It's very sad. It's a great loss for the Ministry and for the English department, obviously."*

Mentors are expected to be there for the mentee in times of need which for NQET2 meant discipline problems in grade two and four, two grade levels that M2 did not teach. In addition, they did not physically teach close to each other. The major difficulty of discipline was left to NQET2 to sort out on her own although this was a particular area of M2's strength. M2, while explaining the difficult population at the school, (see p.141) related how she had been a prison guard while she served in the army. That experience had served her well in this school as a teacher. For NQET2, communication with the other teachers became a constant hurdle, since she was in school only twice a week. Had the stakeholders been aware of new teachers' induction needs, perhaps NQET2's departure could have been overcome with the correct support and this promising, creative English teacher would have become an asset to the school.

External induction support

External induction support is characterised by peer support groups, professional development workshops, district orientation programmes, supervision and counselling (Cole

and Watson, 1993, Earley and Kinder, 1994, Bines and Boydell, 1995, Jones and Stammers, 1997, Dallat et. al., 1999). The key issues emerging from the analysis are: the English counsellor's role, the in-service workshop and the inspector's role.

Role of the English counsellor

The Israeli English counsellor, like the induction tutor in the literature, is proactive in contacting new teachers, offering assistance and guidance and running in-service workshops for the English teachers in her district (Earley and Kinder, 1994, Dallat, et. al., 1999, Tickle, 2000). Unlike the literature, the Israeli English counsellor is not responsible for any aspect of the induction programme. In this case study, EC2 expanded her duties when she placed NQET2 in her school which is an uncommon practice in Israel and was reviewed under recruitment practices of this section.

EC2 defines her role as multi-dimensional which includes : support, guidance, and counseling for English teachers at all levels, inexperienced and experienced, and initiation of various projects. EC2 perceived her support not only as emotional but also professional. This support is based on the in-service workshops and also through the individual meetings with the NQET's. When asked about her role in the induction programme, EC2 stated that she was not involved and was not even aware that NQET2 did not have a mentor. *"I am not involved with Stag [induction programme] except when I help TT2 find jobs for the student teachers."* On the other hand S2 stated that *"My counsellor is* [involved] *all the time. .... on two levels to make sure that students get fair shots ...."* S2 believes that since her counsellor works in the college and in the field, she is better equipped to match the needs of the graduating students. However, EC2 was given instructions by her inspector *"not to deal with teachers who have municipality hours."* Throughout the interview, I was convinced that S2 was unclear and/or insensitive to the needs of new English teachers and about the demands of the induction programme. Eventually she admitted that she had not read the guidelines which she acknowledged receiving. She based her knowledge on a colleague's oral interpretation of the document as she relates: *But any kind of reading about the stag* [induction programme], *the only person who worked it out was* [inspector's name].*"*

Individual support

EC2 felt that since she had been responsible for NQET2's employment, she had a special mission to assist her in the school. This was made possible by the fact that EC2, in her capacity as a pedagogic advisor, had brought approximately ten English student teachers to the school.

She visited the school on a regular basis, once a week, in order to monitor her student teachers' progress and casually meet with their mentor teachers which surprisingly included NQET2. EC2 explained that NQET2 was given one student teacher for added support as she describes:

> *"In a way, I sort of tried to empower her because she had the student teacher and there was a lot of on-going discussion. It was her decision. So that was also some sort of support in a way. And then I saw her once or twice with Jody and we would plan lessons together, but we would focus more on her classroom management.."*

EC2 sincerely felt that she was aiding NQET2 with her difficulties while at the same time achieving her goal with her student teacher. However, when a beginning or veteran teacher with discipline problems hands over a class to a student teacher, the problems tend to deteriorate and may cause complete mayhem. Furthermore, mentor teachers are chosen for their effectiveness in the classroom which was clearly not the case here (Frecknall, 1994).

Under normal circumstances, according to S2, *"EC2 sees new teachers every 5 weeks, in the beginning every two weeks intensively."* Ordinarily, because NQET2 was hired on a municipality contract, she would not have benefited from any 'sanctioned' input from EC2. In this particular case, [EC2] *"Was available to help. .She happened to be there. Saw her once a week with students and pick her brain informally"* (NQET2). S2 reveals that [NQET2] *".. was lucky because [EC2] was in the school with student teachers."* The principal believed that NQET2 *"..received counseling and all the support necessary for teaching."* However, she was unfamiliar with S2's differentiated support for municipality teachers and assumed that EC2's presence would be beneficial to all.

Mentor relationship

NQET2 considered EC2 as one of her unofficial mentors because she knew her from the college and she gave good advice about who to turn to for support in the school. She was treated as a colleague and shared problems and ideas with her. This is similar to Quinn's (1994) study of new teachers. EC2 confirms that she provided lots of emotional and professional support although informally because she knew that NQET2 was on her own. Speaking to EC2 one is impressed by her sympathy and empathy towards the struggling new English teacher. She is very caring and attempted to clarify with me why NQET2 did not stay in teaching. She felt rather guilty about the consequences. Whereas EC2 believes that mentors are significant to new teachers, the role is not a professional one:

" Any new teacher needs a mentor inside the school and also outside
the school. To turn to somebody else at the school to learn how to teach
in that particular school and every school is different. Getting to know the
school and finding the way around in the school is very important but
this has nothing to do with English."

Having a mentor within the school is perceived by EC2 to be very significant and expected, yet she did not clarify if NQET2 had one, possibly due to her lack of knowledge. Someone who is in contact with NQETs on a regular basis, and comprehends the importance of the induction programme should be aware of the technicalities of the induction year and ensure that the new teacher is getting all the necessary support, external and internal. As much as EC2 appears to be well-respected and highly regarded at this school and by people in the field, this appears to be an unexpected oversight.

The extent of the meetings between EC2 and NQET2 was unclear. While in the beginning, EC2 gave NQET2 'some time to get organised', they would eventually meet about once a week just to exchange pleasantries. The picture emerging is that NQET2 was left on her own for quite some time. Pedagogic advisors do not bring their students into the schools until well after the start of the school year. Usually the first visit is by the end of October or early November which is two months well into the school year. Those two months are the most critical for new teachers to establish themselves (Hunt, 1986). As far as meeting NQET2 once a month from November until her decision to leave which was March, which included semester break from college, essentially meant that EC2 met with her perhaps five times. It is quite negligible if EC2 could meet NQET2's daily pressing needs. In the final analysis, EC2 recognised the limitations of her external support.

According to EC2, they would meet once a month for lengthy talks about problems and ideas and ceased once NQET2 decided to leave the school. The lengthy talks were not corroborated by NQET2. NQET2 claimed that her meetings with EC2 became fewer since she felt she was managing better and EC2 believed her (Moyles, et. al. 1998). NQET2 recognised EC2's abilities as a mentor and someone to depend on. In fact she would choose her again as a mentor.

Professional development

Key issues in professional development are: observation and feedback, reflection and evaluation (Stammers, 1992, Vonk, 1993, Bolam, et. al., 1995, Wood, 1999). The issues that emerged were observation and feedback and self-reflection. There was no evidence of evaluation.

Observation and feedback

Effective mentoring and counselling, aside from establishing a good rapport, requires the collection of data to aid in recollection and reflection, searching for solutions to problems and target-setting as previously reviewed under the section on professional development, pp. 49-51. When asked about observations and feedback, EC2 replied that she observed NQET2 a few times and gave ongoing informal feedback. Moreover, she felt that "...you know it's enough to sit and listen to the teacher and analyse what she says to you rather than to go in to observe her teach." *She believed the positive feedback was helpful when she says: "...but in general she did very well, when you think about it."* This is in contradiction to the literature. She thought she was doing her best under the circumstances. How could an experienced counsellor have been so misled? It was clear to M2 and NQET2 that there were serious discipline problems. Surely through her student teachers she would have picked up on the necessity for intervention, but she did not. Moreover, she was unaware that there should have been a mentor. This may confirm her lack of attention to NQET2 altogether and no professional development plan to foster improvement. Again, NQET2 was let down by the system.

Considering the amount of time that EC2 could reasonably devote to NQET2, EC2 was also asked about goal-setting with her new teachers. Her reply was that just 'establishing themselves in the school is number one'. Goal-setting was not considered a reasonable expectation of the first year teacher which was confirmed by TT2 and S2.

NQET2 did not share her reflections with anyone. *"No, I never really shared that with anybody else."* She continues: *"Yea, because if something didn't work, I didn't do it again. And if something did work, I'd see if I could use the same kind of thing in other lessons."* NQET2's negative feelings without skilled reflection results in learning by trial and error and consequently part of the 'survival' repertoire (Vonk, 1993). NQET2 could not advance to the problem-solving stage and further her professional knowledge for lack of a skilled mentor. Similar to Gratch's study (1998), NQET2 did not receive any *'thoughtful feedback and discussions'* about her work.

Strengths and weaknesses

EC2 is doubtful that awareness of prior strengths and weaknesses as a student teacher are a good indicator of those same traits in a new context. Only NQET2 thought that having a form describing one's strengths and weaknesses from student teaching would be beneficial. Not one of the respondents clearly supported developing the awareness of strengths and

weaknesses as a fundamental process to NQET's professional development during the induction year.

NQET2 could rattle off her strengths: confident in planning lessons, being organised, having spare activities and always ready to change activities when necessary. Her weaknesses as mentioned earlier were her lack of discipline and Hebrew. EC2 confirmed these abilities and difficulties since she was the only stakeholder to have given informal feedback to NQET2. In addition, she described NQET2 as being creative, highly intelligent, having a great personality, good rapport with kids, and lesson plan implementation. However, when the principal was asked about NQET2, she couldn't remember anything about her strengths and weaknesses. What stood out in P2's mind was the fact that NQET2 was an English speaker and she was fine.

In the final analysis, NQET2 encapsulated her professional development ('survival') from that year as follows:

> "Stronger on my own as far as like handling a large number of kids; all the
> speaking going on around you and all the noise, in the end, I focused on
> what I wanted to do and those kids who wanted to listen were listening, and the
> other kids try to bring them into focus, bit if they didn't, I didn't cry over it anymore."

In-service workshops

In-service workshops exist in each school district provided by the English inspector and usually given by the English counsellor which is similar to the literature (Cole and Watson, 1993, Earley and Kinder, 1994, Dallat, et. al, 1999) . During NQET2's induction year, there was a general workshop for all English teachers since there were not enough teachers to form a special group. EC2 viewed the workshop for NQET2 as a place where *"I treated her like an equal in terms of experience. She was like all other teachers, on the other hand, she got this special attention because she was new."* Thus, meeting with a community of other English teachers in the district, NQET2 had another opportunity to meet with her counsellor.

EC2 perceived NQET2's attendance to be irregular and then ceased due to her decision not to stay in teaching. According to NQET2, she attended regularly in the beginning but stopped when she felt the workshop was irrelevant to her needs because "*.. I had all of that in my four years in the college so all the things were just repetition of what I'd done before.*" The perceived value of such workshops is similarly depicted in the literature (Earley and Kinder, 1994, Dallat, et. al. 1999). Although the principal declares that the inspector forces teachers to attend these workshops, this did not occur in this study for the simple fact that NQET2 was unknown to the inspector.

Inspector's role

Unlike the typical work of the English inspector, S2 did not fulfill her role in this case study. She did not:

- recommend NQET2 as a candidate for hire,
- indirectly supervise her initial year,
- expect her to attend the in-service workshop
- evaluate her

However, S2 lamely claims that: *"I knew she was being taken care of by EC2 so I didn't need to see her."* While English counsellors fulfill this role, EC2 could not under the circumstances reviewed in the last section.

Considering the dwindling number of NQETs she gets per year now, five or six, it is remarkable that S2 does not feel the urgency in supporting them right from the beginning. Indeed, *"Going in to see NQETs in their first year is a very scary thing for the stagerit* [NQET] *and may have a side effect and she is already being judged by a supervisor as opposed to just being helped by a madricha* [EC]*"* says S2. She trusts that evaluation is taking place and the support is there. Of course, all of this depends on the principal or the EC who may or may not complain. When there are no complaints in the first year, she does not visit, only in the second year.

S2's attitude can possibly be explained through her perception of the induction programme. She holds the TTs responsible for the programme. In her opinion, TTs should have more direct contact with the field rather than just run a peer support group at the colleges:

> *"....they come in .....and have a gripe session of all the things that are going right or wrong. And I think that's wrong. I think that the pedagogical advisor at the same time should say: 'OK. Let me go and see what's going on, at least once or twice during the year.'*

There are several tensions raised by S2: usefulness of the peer workshop and the lack of monitoring in the field by the college. S2 believes that there needs to be more coordination among all the stakeholders to promote better induction. Furthermore, NQETs will not always be willing to discuss their problems with their peers, therefore, the stakeholders need to recognise new teachers' problems earlier rather than later and be aware that there is an address to refer to. She does not perceive her role as a pro-active one during the induction year especially since the English counsellor role has been tremendously reduced due to

budgetary cuts. On the other hand, she monitors new teachers' progress through her counsellors.

S2 perceives the benefits of new teachers working for other employers such as the municipality, however it underscores her lack of understanding of the induction year. *"If she is from the municipality, I always say she didn't work there. But for me, she is not on the Ministry list of teachers so she is just earning work experience without any worry about being hired or fired or whatever."* Earning work experience both without the concern for the commitment towards the English teacher or the school, and without external support is perceived as beneficial to the system. The work counts as experience only but not towards tenure. In addition, if the NQETs survive or partially survive that first year, then the inspector has no reservation about moving the teacher to another school the following year and commencing with a new slate as a ministry employee. Is this the necessary support for NQETs envisioned by the Ministry? This is a sure recipe for failure.

Chapter Six
CASE STUDY THREE

Introduction

This section reviews the case study of a successfully absorbed third year veteran English teacher, who participated in a formal induction programme during the year 2000-1, the first year of the official induction programme in Israel. The Israeli induction programme was introduced after a pilot run for four consecutive years prior to that. That data was collected two years later, in the fall of 2002. Human memory was previously discussed in the Method's chapter p. 95. The goal of this qualitative case study was to probe the induction process in-depth, the relationships between the mentor and the NQET, between the NQET and the principal as well as school induction policy, thus the recall of these issues was not deemed problematic. They were corroborated among most of the stakeholders. Some of the issues such as the induction programme, school management of induction and evaluation procedures are still relevant today. Moreover the problem of teacher retention is a recognised problem and gleaning information from these stakeholders was invaluable. The major reason this case was included was to examine the latent effect of mentoring, if any, as one of Moyles', et. al. (1998) suggested research topics emerging from their study about primary teacher mentoring. NQET3's school is a regional school serving three 'settlements' located in a rural area of the Tel Aviv area. Due to its proximity to the central area, it falls under the jurisdiction of the same inspector for a portion of the greater Tel Aviv districts. The area is considered to be problematic in attracting and retaining new English teachers. The school is quite small with a population of one hundred and twenty pupils from first grade through sixth grade. The population is mixed: middle-income and lower income families. The stakeholders involved in NQET3's induction year included: the mentor (M3) (a veteran teacher of twenty years, the principal (P3), the English counsellor (EC3), the inspector (S3), the teacher trainer (TT3) and the head of the English department (HED). The mentor and the teacher trainer were not English teachers therefore the head of the English department from the college was included to offer insight into their English teaching graduates from their programme. The principal came from the field of counseling teachers for the Ministry of Education. The interviews of P3, TT3 and M3 took place by phone due to the difficulty in meeting with the interviewees.

Retention

The factors influencing retention as previously addressed under the section on retention, p. 22, include: school leadership, school culture, commitment, lack of advancement, status and pupil behaviour. All of these themes emerged in this study however the key issues that the interviewees emphasized were: school leadership and school culture (commitment).

Additional themes that arose were: the demands of English teaching and part-time employment.

School Leadership

Principals are the key to shaping the organizational conditions which convey the work ethic and values that are acquired by their teachers (Rosenholz, 1989, Nias, 1989, Pisova, 1999, Weiss, 1999, Adams, 2000, Cockburn, 2000). The major themes about school leadership include: management of pupil behaviour, feedback and support, teacher autonomy and staff collaboration. The key issues that emerged are: feedback and support, teacher autonomy, and staff collaboration. Staff collaboration will be reviewed under school culture.

Feedback and support

On the whole EC3 and S3 find principals to be supportive as listeners, taking time to talk to new teachers and to help them. On the other hand there are principals who lack patience and are not aware that new teachers need time to adjust in order to become successful as S3 so vividly describes:

> *"And there are schools I try to avoid sending new teachers to. I just don't think that they have much of a chance to succeed there. There is a lot of pressure on principals that things should go smoothly. As soon as teachers have discipline problems and often there are with a new teacher,... I have some schools with a bad history where big changes in teachers" (S3).*

EC3 adds: *"I do see principals very impatient when they come with problems and tell them it's the teachers' problem..... sometimes they have to be told to be patient and give them helpful feedback in order to help them..."*

S3 is referring to the parental pressure on principals that English studies go smoothly being such an important subject. Increased parental involvement in schools may negatively influence some principals to be less supportive of their new teachers consequently ingratiating themselves to the parents at the expense of their new teachers. Unfortunately, acceptance, encouragement and support, which is often taken for granted in new job situations, is disregarded.

NQET3 worked for only one year in P3's school which occurred two years previous to the interview. Most of the details were etched well in the memory of not only NQET3 but also P3. This is quite unusual for interviews (Foddy, 1996, Denscombe, 2001), but expected by the researcher due to the impact of the first year on NQET's. P3 is admired by NQET3 and those that knew her, professionally and as a caring person. This was evident through her

consideration for others, recognition of contributions, fostering autonomy and professional development. These factors have often been directly related to effective leadership (Hunt, 1986, Kakabadse, et. al., 1988, Rosenholz, 1989, Sergiovanni, 1993, Weiss, 1999, Pisova, 1999).

P3 is very aware of the difficulties of new teachers:

> "Everyone in their first year has a rough adjustment. NQET3 knew that she
> could come to me for anything, if she wanted help, no problem and this makes
> things easier because generally teachers ask for help if they have discipline
> problems."

She tries to accommodate all of her teachers and reduce stress (Pisova, 1999):

> "This year I have a new teacher and her mentor who do not work on the same day
> as the school workshop which is problematic. I have no choice and I don't force
> them to come. This year too, the workshop is not relevant for the English teacher
> so I don't force her to stay."

Attending school workshops is considered to be of the utmost importance, yet P3 recognises the difficulties imposed on teachers who must come especially for that day. On the other hand, she trusts her teachers will attend other workshops closer to their environs. Furthermore, due to the school's distance from pedagogic centres, P3 organised a pedagogic centre within her school in order to give the teachers access to as many resources as possible to enhance their lessons. Regional pedagogic centres in Israel which are funded through the Ministry of Education, provide services such as large and small-scale photocopying, a lending library of films, computer programmes, books or materials to create and preserve educational games or teaching aids and a venue to meet with counsellors for advice. In attempting to establish a time to conduct the interview with the principal via phone, I was unprepared for her willingness to find alternative dates or times to be interviewed rather than turn me away for lack of time. Whilst one of the pre-arranged times was inconvenient when I called, she immediately offered another one. Our interaction was quite pleasant and the information I sought was readily volunteered. As in case study one's principal, P3 respects people and is considerate of them.

Appreciation

P3 showed appreciation for deserving teachers: "...she flatters her teachers a lot"(M3). "She is really supportive. Tells you: 'You've done a great job' "(NQET3). "....she was very happy with her [NQET3] and did want to keep her as a member of the staff in the future"

(EC3). In fact, P3 had been so impressed with NQET3 that she did not cease to praise her throughout the interview:

> "I flattered her a lot whenever she deserved it and I think she knew that ."
>
> [NQET3] was very responsible, devoted and so it was very easy to work with her."
>
> "On her own initiative, she would stay and prepare materials, adapt them where necessary...."
>
> "I have been following her progress, even this year, and she is doing very well. "

This appreciation most certainly influenced NQET3 to take on more responsibilities and become more independent (Fresko, et. al. 1997).

Teacher autonomy

Teacher autonomy is characterised by appropriate challenges accompanied by support and setting achievable tasks (Rosenholz, 1989, Weiss, 1999, Brauer, 2000). NQET3's impressive initiatives and contributions to the school culminated in an English Day, an environmental project, and an interdisciplinary project on Jewish customs.

NQET3 describes how her principal challenged her: "She would meet with me and we would come up with ideas." Here is another good example of how P3 regularly nudges her new teachers to take an active part in school life such as her request of a new computer teacher to prepare a presentation of pupils' work on the screen for parents' night. P3 provides her new teachers with discretionary autonomy, assisting them to "become aware of themselves as causal agents in their own performance" by assigning achievable tasks to her new teachers (Rosenholz, 1989, p. 423, Brauer, 2000). TT3 confirmed: "...she felt she was developing and growing with the children and contributed something to the children."

Therefore it is understandable that P3 regrets losing NQET3 to another school after investing so much in her. P3 hopes to one day replace the thirty-year veteran English teacher with whom she is displeased.

S3 summarises NQET3's progress over her first three years:

> "She has been a satsifactory member of staff wherever she has taught and she
> has been in at least three schools, including her current one. Principals want
> her and are prepared to pressure to get her. She obviously is doing something
> very right ."

While the inspector feels that NQET3 is doing something right, her first year with such an appreciative principal must have made considerable impact on her. As for her record as a student at the college, it is interesting to note what HED remembered:

> "... she wasn't the most confident student in the class. I know she was very
> well -prepared to encourage her students to work independently, to read more,
> to do creative things. I think it depends on what she was placed in and if she is
> placed in a very difficult school and that has taken all the spirit out of her, I don't know."

Upon first reading, these words were quite insignificant but now appear to demonstrate how instrumental the placement of new teachers with supportive leadership, can be to their future success and professional development.

School culture

The key issues in supporting collaborative organisational cultures which were addressed under retention (pp. 27-30) include: sharing norms and values, collegial support, decision-making, professional development and commitment. Macdonald (1999) and Weiss (1999) like Sergiovanni (1993) found that teachers who collaborate under effective school leadership, have a stronger commitment and stay longer in the field. The following themes emerged in this study: collegial support, decision-making, professional development and commitment.

Collegial support

Most of the interviewees perceive the school culture to have a significant influence on the new teachers' adjustment. P3 and EC3 similar to Pisova (1999) find the first weeks in the staffroom to be periods of confusion and are anxiety-ridden. P3 says that the dynamics are not so simple while EC3 finds "the school community is very closed and very hard to get in." This fact is especially salient in the Israeli culture. It is acceptable not to say hello to someone you have never met, even in a staffroom. Israelis are not known for being conversation starters in unfamiliar situations or to introduce one another to strangers in their midsts. Therefore, new teachers may find themselves very isolated even in the staffroom. The collaboration and appreciation for each other's work was well established in this school as the following quotes confirmed by NQET3 prove:

> "... whoever joins our staff knows that we are very accepting and it's nice
> to work with him/her." And "...all of the teachers gave her compliments.
> The staff works together on projects lovingly." (M3).
> "Teachers share materials in the teachers' room and work together on
> planning and preparation." (P3)

This shared work ethic was embraced enthusiastically by NQET3 when she enlisted the music and art teachers for the English Day. They assisted her by teaching a song she wrote in English and preparing original book covers in English. Hunt (1986) and Kakabadse, et. al. (1988) agree that team-building promotes better adjustment to the organisation, increases job satisfaction and lowers anxiety.

Professional development

Recognising the need for professional development, P3 has an on-going workshop every year in her school, meeting once a week but she also perceives it as a contribution *"to the cohesion of the staff"* (P3). Not only do these workshops contribute to their knowledge about the psychology of the learner but in addition fosters relationships among the teachers. She perceives this investment to be worthwhile (Cole and Watson, 1993, Macdonald, 1999, Weiss, 1999).

Decision-making

P3 insists that whoever is present at school meetings is expected to take part in decision-making for the school no matter what his/her seniority on staff. She values the contribution of all of her teachers, veteran and new of the school *"...everyone contributes to each other, their expertise" (NQET3)*. This confirms Spindler and Biott's (2000)study, that teachers benefit more when they are considered an asset rather than a deficit.

Commitment

Supportive work cultures *"shape the teachers attitudes towards teaching,"* enhances job satisfaction which ultimately leads to greater teacher efficacy and higher commitment (Fresko et. al., 1997, Weiss, 1999, p. 865).

All of the interviewees were convinced that NQET3 would remain in teaching and become a very good teacher. As the inspector noted:

> *"Job satisfaction ....that is influenced by the place of work, physical as well as the human aspect. Obviously they have to enjoy their work and I think their ability and knowledge is less influential... and if somebody is doing the best that she can and thinks that she is doing a reasonable job even if she is not, that is not going to send them out of the system."*

As for NQET3's thoughts about her commitment to teaching English:

> "Yes....I think education is my character, my field, but perhaps I hope I will move on, not only teaching in class, guiding, but I am not sure in English. I want to be professional in the computers so I hope... I haven't decided yet."

Her commitment to teaching English is not absolute primarily due to the lack of advancement in the profession. TT3 notes: "*School was a good match for her*" although it depends "*..on personal talents and the adjustment to the school.*" Her first school definitely contributed to her self-esteem and became part of a vibrant staff: "*She* [NQET3] *was always willing to help with any project, full cooperation*" (TT3).

Despite the fact that NQET3 has worked in three different schools in three years has not deterred her commitment to teaching. However, her first year sprouted roots and left an indelible imprint on M3 and P3: "*She had to leave me and go away. There's a feeling of loss since I invested so much in her and I cannot reap the benefits*" (P3).

Demands of English teaching

It has been recognised that languages are methodologically demanding as previously discussed in the section on retention under the demands of English teaching (pp. 40-42). The sub-themes that have emerged in this study were: heterogeneous classes and teaching reading.

Heterogeneous classes

The English Curriculum states: "*Language teaching is more effective when teachers are aware of and sensitive to pupils' diversity and cater to it*" (Min. of Ed., 2001, p. 16). One of the major difficulties of new and veteran teachers is implementing lessons that are planned on several levels. S3, EC3 and HED concur. Many English teachers, are still teaching frontally and have not changed their methodologies to meet their weaker and stronger pupils' needs. This is considered one of the most difficult hurdles for foreign language teachers to effectively overcome. This is addressed at length in case study two.

The colleges and the Ministry are concerned about implementing change in teachers' beliefs (S3, HED). TTs cannot be obliged to place their students with teachers who indeed follow the new curriculum because it is becoming increasingly more difficult to place student teachers with veteran teachers altogether. The teachers feel pressured by the new curriculum and increased school demands. On the other hand, HED like Andrews (1987) suggested that the colleges and the students should be involved in collaborative projects

between schools and colleges. It is assumed that in such a setting research, theory and practice may connect in real time in the schools and foster the kind of professional development that the college, the Ministry and schools believe in.

EC3 and NQET3 both agreed that her main problem was "*adapting materials for the different levels in the class*" (EC3). NQET3 astutely realised that "*You can't force all the class to work on the same level. There are too many level[s] and only one teacher ....there are so many differences.*" EC3 lauded NQET3's efforts to plan for pupil diversity, on the other hand "*...whenever she had group work or different level task in class, I felt she was losing control....*"

P3, as most Israelis, believe that English is a difficult subject to teach and is quite weak in Israel. Accordingly, P3 responds to one of the problems by having the weaker learners study with another teacher on a regular basis. Her rationale: "*Working with the weak and also with the strong in order not to lose them.*" This again demonstrates the principal's attitude and behaviour towards finding solutions to problems (Sergiovanni, 1996).

Teaching reading

Learning to read and write in English has been hotly debated in England and the United States over the past decade (Cameron, 2001, Krashen,1993). Teaching L2 literacy is the cornerstone to future success in any language and especially in the computer age where accessing information is done mainly in English in any subject area pupils will encounter. When NQET3 studied at the college she remarked:

> "*No one taught us how to teach reading in English. And when you go to an ele-*
> *mentary school, that's what you do......after two years of teaching, I know how*
> *to teach reading. I think I missed. I think I didn't do it well.*"

When asked about the teaching of reading, HED believed that their teaching training courses did provide the necessary training. In fact, the only reading training offered at the college is a one-semester reading course which is probably insufficient in preparing new teachers for the acquisition of reading in a foreign language! NQET3's college generally trains teachers for the junior high school level. Nevertheless, many of their graduates do become primary English teachers. Although the curriculum specifies the teaching of higher level reading skills for the junior high level, not all of these pupils have successfully acquired English reading skills in the primary school, therefore it should be mandatory for all English teachers to be equipped for any future possibilities. They will eventually become responsible for reading at all levels of English. Colleges too must face the reality and constantly review their courses to meet the changing needs in the field (Patterson, 2004).

Considering the burdens of teaching reading and heterogeneous classes for the primary English teacher, coupled with increasing parental interference and demands of the environment (S3), it is no wonder that: *"English speakers in the college don't come to study English teaching because they have this image of English being very, very difficult to learn and to teach" (HED).*

This case study is quite interesting due to the hurdles that NQET3 had to overcome: working an enlarged workload in two schools, attending college, dealing with heterogeneous classes and teaching literacy, yet through effective school leadership and a warm school culture, she became a confident committed teacher.

The following chart represents the most significant factors that the stakeholders perceived to have the most impact on the retention of primary English teachers.

Table 6

Perceived factors that influence English teacher retention

Themes	No. of Respondents
Demanding subject	6
School culture	5
School leadership	5
Status	4
Teacher personality	3
Workload	2

Induction

Hunt (1986) and Kakabadse, et. al. (1988) perceive the induction process as a significant stage in the socialisation of the new employee. Teachers who are involved in induction programmes foster improved attitudes towards teaching and remain longer than those who have not participated (Abell, et. al., 1995). The key issues previously discussed under induction, pp. 43-49 are: school induction support, management of induction, mentor's role, headteacher's role, professional development, time and evaluation. All of the above themes emerged except for time. The issue of a non-subject mentor emerged as in case study one. The mentor's role will be reviewed separately.

Management of induction

This broad code was further divided into the following sub-codes: TTC support, school support and external support. As in case study one, this a multiple support system of induction (Earley and Kinder, 1994).

TTC induction support

The unique style of the Israeli induction programme has been reviewed in case study one. In brief, the TTC is the coordinating body of the induction programme whose aim is to ultimately lead to teacher licensing. It includes registration, peer support group and the provision of the pertinent information to the principal and mentor including evaluation forms. The issues that will be addressed here are provision of information and the peer support group.

Provision of information

Effective administration of induction programmes requires clear role definition (Abell et. al. 1995, Geva-May and Dori, 1996, Moyles, et. al., 1998, Dallat et. al., 1999). Without this information, it is doubtful that the stakeholders will be effective in aiding NQTs.

Most of the interviewees except for TT3 and NQET3, had very little or no knowledge of what was expected of them. In fact, S3, M3 and EC3, the people responsible for the hiring and induction of first year teachers expressed disappointment. They had expected a closer connection between the college, the ministry and the school in order to effectively assist new teachers. P3, who continues to absorb new teachers two years later, says: *"...but this year too, I have a new teacher and no one turned to me about anything."* NQET3 acknowledged that she had received papers about what to relate to her mentor although the information was not completely clear or constantly relevant to her.

S3 asserts: *"I am not asked to go and see them [NQETs] although I am not sure I am supposed to. ...... there have been occasions where they have been doing stag [the induction programme] .....I have never been formally informed as to what my role is. .. It could be others have [been] expected to read that booklet and I have not."*

EC3 affirms: *"Had I know[n] them [NQETs] at that time, maybe I would know what to focus more as I was guiding her and I think it is important to have contact between the counsellor and the mentor to really get the right picture of the person a need for a connection between the field and college."*

The lack of role definition is prevalent in this case study as in the previous cases which is compatible with the literature (Cole and Watson, 1993, Bines and Boydell, 1995,.Geva-May and Dori, 1996, Dallat et. al., 1999).

This lack of contact/coordination between the college and the Ministry and the school may lie in the college's interpretation of the induction programme. TT3 and HED affirm the induction programme's philosophy:

> "I was involved [in NQET3's induction] only through her, I didn't have any direct connection with people at the school. I think it's fine. The person responsible for the new teachers' induction is the teacher herself. We relate to them as autonomous people"(TT3).

TT3 no longer works in teacher education, but her expectations of the new teachers' accountability for their own induction is based on her interpretation of the following guidelines:

> "The intern is considered a full teacher with the rights, privileges and obligations to the school, earning a salary for his/her work and accruing social benefits as every teacher in the system. This stage of professional development is charac- terised first and foremost in his/her liberation and independence. The induction is partially freed from student status, from the dependence on the pedagogic advisor and the master teacher. At this stage the intern acquires confidence in their professional repertoire, implementing them and developing a commitment to the profession" (Min. of Ed., 1999, p. 8).

The Ministry induction spokesman further confirms this (see Case study one, page 23). The NQTs' responsibility for their own induction appears to be an Israeli invention for it is not an issue in the literature. HED meanwhile feels this is a contradiction and recognises the need for the connection between the colleges and the schools:

> "The question is how much the Ministry and its philosophy want the college to interfere at that stage. I think the whole idea...the students are sometimes con- fused. I am not sure even if the students realise that the final word is not going to be the word of the college"(HED).

S3 confirms this confusion: " You don't need a lot of bosses. You need one body that is responsible for you..." The induction year is fraught with so much stress, it seems unreasonable that NQTs should be held responsible for providing the information and assuring that the programme works. This surely is a tension that requires further investigation.

Peer workshop

Another dimension unique to Israel's induction programme is the college peer workshop which is detached from the field (Bolam et. al., 1995, Jones and Stammers, 1997, Dallat et. al., 1999). The workshop's goals are professional and emotional support.

NQET3 viewed her mixed-discipline peer support group as 'boring' and not contributing to her professional development at all (Dallat, et. al., 1999). The problem with the mixed support group in the smaller colleges is definitely seen as a deficit to the novice teachers. Most programme organisers recognise that all first year teachers must deal with the same generic problems of discipline and it is part of the new teacher's professional development but surely this is not all (Min. of Ed., 1999). Conversely, many of the discipline problems in teaching English occur due to the methodology and planning of lessons if not for other reasons unknown to other subject TT's. It would be quite difficult for a TT from another discipline to comprehend and offer advice on a subject with which they are not familiar. NQET3 and her peers wrote a letter to HED complaining about their ineffective peer workshop and demanded more professional input during their induction year. HED explained that small number of students could not justify another workshop. Instead, she offered *"...half an hour every three or four weeks to deal with classical problems that emerge in their induction programme.* This solution would appear to be insufficient compared to a weekly peer group. Furthermore, HED has never worked in a classroom lower than college level and yet she presumes to have the answers for her students at the primary level.

Despite the peer workshop, NQET3's peers, through continuous phone contact, had a significant impact on her professional development: *"Most of us taught the same books so we organised activities. And had someone to work with."* Or *"We met everybody at the research and we exchanged information."* Her interchanges with her peers did not take place at the support workshop, rather outside it in her research class on the same day at the college. NQET3 even to this day is in contact with these colleagues because there is no other English teacher in her school with whom she can work: *"...but I feel that I could succeed if I had some other teachers to talk to. I mean I have from* [college] *so I call them and we talk and we built over the phone."* These comments strengthen the frustration of working in isolation from other English teachers in the primary school even today.

Strengths and weaknesses

There is a growing body of research that reflects the trend of using competences in evaluating the strengths and weaknesses both for student teachers and newly qualified teachers (Earley and Kinder, 1994, Eraut, 1994, Bolam et. al., 1995, Earley, 1996, Moyles, et. al., 1998, Gill, 1998, Lawson and Harrison, 1999, Merry and Kitson, 2000). When asked about NQETs' awareness of their strengths and weaknesses at the college, HED and TT3 said it is hoped that they do although there is no official form that *"summarises everything they have accomplished during the four years of preparation..." (HED)*. Moreover, she believes that the students are taught to reflect through their practical courses for teaching. On the other hand, TT3 believes that they learn through her workshop. This aspect of teacher preparation requires further examination.

School induction support

A school-wide approach significantly impacts on effective induction (Andrews, 1987, Carre, 1993, Earley and Kinder, 1994, Bines and Boydell, 1995, Jones and Stammers, 1997, Heidkamp and Shapiro, 1999). The issues common to school induction are: principal's role, mentoring, reduced workload, collegial support, release time and professional development. (Rosenholz, 1989, Carre, 1993, Earley and Kinder, 1994, Bines and Boydell, 1995, Bolam et. al., 1995, Merry and Kitson, 2000, Tickle, 2000). All of these issues emerged. Release time will not be addressed while mentoring will be reviewed separately.

Similar to studies of induction practices and case study one, TT3 and S3 find that there are variations in induction practices among the schools (Early and Kinder, 1994, Bolam et. al., 1995, Moyles, et. al., 1998, Merry and Kitson, 2000). Some relate to induction seriously and provide full support mechanisms while others barely provide the minimum. S3, who is aware that induction is *"supposed to be a whole system"* tries to avoid sending her new teachers to schools where she perceives there is a lack of support by the principal and the colleagues. She maintains that this happens more often in the elementary school. Moreover, she believes that induction is most effective when the principal and/or mentor is involved. *"New teachers need to know there are people they can speak to."* These comments are endorsed by EC3.

Principal's role

The principal is most influential in the success of induction (Quinn, 1994, Bines and Boydell, 1995, Talmor et. al., 1996, Pisova, 1999, Tickle, 2000). The issues that emerged in this study include: reduced workload, organisational support, and professional development which

parallel the literature. School leadership was reviewed in depth under retention.
Therefore promoting just new teacher professional development will be addressed in this section.

Personal support

On a personal level, P3 says: *"She* [NQET3] *knew she could turn to me for anything.."*
Although NQET3 did not mention her principal very often, perhaps due to the time that has elapsed since that year, she had some favourable comments about her principal's involvement in her induction:

- She felt comfortable in the school from the beginning
- She was introduced to the staff during orientation week before the school year
- P3 challenged her with English Day and other projects
- P3 was very supportive and praised her in front of others

M3 and EC3 confirmed this. P3 actually worked together with EC3 and NQET3 to plan and execute new projects in English. She recognised NQET3's abilities and motivated her to reach her full potential (Hunt, 1986, Kakabadse et. al. 1988, Brauer, 2000, Tickle, 2000).
This is reviewed in depth under school leadership.

Organisational support

When P3 was interviewed, two years after NQET3's induction year, it was obvious that the information dilemma had not improved. She decided intuitively to fix a set time in the timetable every week for her mentors and mentees. She recognised the importance of giving *"weekly guidance during their mutual free lesson"* although it is not easy to arrange. A fixed time would have more influence on mentoring interactions than not (Klug and Salzman, 1991).

Acknowledging the fact that the English teacher will be on her own, the principal arranged for an English counsellor to come to the school but not through the local English inspector.
Furthermore, she teamed a veteran teacher with NQET3 as her mentor for the induction year.

Reduced workload

The induction programme advocates that a new teacher should not work less than one third of a job, (ten hours) in the primary school (Min. of Ed., 1999). NQET3 worked two jobs

totaling nineteen hours per week in four days. Eleven hours she taught English while in another school she taught another subject. In addition, she studied at the college eight hours in one day. When asked how many hours a new teacher should teach, P3 suggested that even fourteen hours is okay, depending on the teacher. Indeed, NQET3 took up the challenge and taught almost two-thirds of a job and she succeeded. TT3 did view this as unusual for most NQT's but not for English teachers. She concurs with the principal: "*It depends on the personality of the girl but they manage anyway*" *(TT3)*. However, she thinks they teach too many hours while completing their coursework at the college. While for some new English teachers, working only two days in one school may be detrimental, for others, as in NQET3's case, it was necessary to meet her financial needs. Induction programmes must be flexible to meet the NQTs needs (Earley and Kinder, 1994).

Professional development

Effective induction as previously reviewed under professional development, pp. 49-51, includes systematic observation and feedback. Furthermore, new teachers who engage in individual target- setting and the means of attainment have an increased sense of professional development (Daloz, 1987, Dallat, et. al., 1999, Merry and Kitson, 2000, Spindler and Biott, 2000).

Evaluation

The Israeli induction programme includes two evaluation forms, one formative and one summative which are supported by written feedback at least twice per semester. The principal is responsible for the completion of both forms by the appropriate stakeholders: principal, inspector, mentor, another teacher from the staff and to convene the committee to decide on the NQT's progress (Ministry of Ed., 1999).

Observation and feedback

P3 perceives evaluations as a significant means of supervision during the induction year, not just to gain a year's experience and move on. However, clear and frequent feedback was not given to NQET3 by the principal nor her colleagues as prescribed in the induction guidelines (Rosenholz, 1989, Abell, et. al., 1995, Min. of Ed. 1999). The principal observed NQET3 once with EC3 because she depended on EC3's professional judgement. Another teacher from the staff (not an English teacher) was called to give another 'objective' opinion on NQET3's final evaluation "*in order to judge her presence and relationship* [with pupils] *in the classroom*" *(P3)*. I question the appropriateness of the number of unqualified observers

in an English classroom. If a principal is uncomfortable observing a new English teacher then how much more so for another teacher on staff with no understanding about English teaching. These one-time visits did not contribute to any continuous professional development. EC3 does not remember contributing any written feedback for the purposes of NQET3's final evaluation while NQET3 disagrees. P3 asked her once orally for her opinion. EC3 adds that if she had she would have a copy and would have remembered it.

Evaluation forms

All of the stakeholders were aware of the evaluation forms but *"we didn't receive any exact advice about the forms" (P3).* No one contacted the parties directly involved, the principal and the mentor. However there was an addendum to the form explaining the procedure. NQET3 was well-informed about the procedure but was very disgruntled which will become clear as the process unfolds. Most of the interviewees found the forms to be 'beneficial' and even 'excellent.' Interestingly, the stakeholders most to gain from the evaluation, NQET3 and S3, were quite perturbed by its effectiveness as this anecdote demonstrates

> *"I know there is a very extensive form that is filled in with every aspect of school life I thought it was fine. I'm not sure how valid the actual document is in terms of evaluation, especially the one I saw where a student I thought should have failed passed mainly because she was fine with everything except teaching. She did well on one section and passed well but I found that to be a very serious problem. Something has to be changed so that couldn't happen. Or there have to be certain sections that you have to pass in order to pass your 'stag'* [induction]. *It never seems to stop them from passing the stag* [induction programme]*" (S3).*

For NQET3, the significance of the evaluation forms missed its 'mark.'

> *"It wasn't helpful. ... Because the only thing they talked about was the discipline and I didn't have many discipline problems and most of my problems I think was in English. It didn't take into account my strengths and weaknesses."*

NQET3 did not suffer generic discipline problems as other NQETs. Her English problem could have meant three options: she was using too much Hebrew in the lesson, her proficiency or problems with her methodology. NQET3 also mentioned the difficulties in teaching reading and teaching heterogeneous classes which rely on appropriate and well-planned lessons. According to the evaluation forms, these significant issues were not addressed. From my own impressions, NQET3's English proficiency needed improvement and this was confirmed by her HED. It appears that the forms were insuffficient to reflect her strengths and weaknesses as an English teacher both P3 and M3 would not be able to give professional feedback on English language planning and teaching nor judge the outcomes of this teaching because they were not English teachers.

Strengths and weaknesses

Neither P3 nor M3 could remember NQET3's strengths or weaknesses which is understandable two years later (see previous discussion about recall in this study on p. 177). NQET3 perceived her strengths to be:

> "... I have many ideas. I do a lot of activities. I try my best to speak English. Not too much so they are not overwhelmed. Enough that they can learn English.... Rules in class. Lesson planning and environment. And I also have good connection with the students' relations."

While her weaknesses are:

> In my first year ....reading. Second of all, I wasn't strict or careful about checking homework. I wasn't consistent. Since then, it's amazing that in the middle of the year, something woke me up and that made the whole change in me. "

In theory, NQET3 understood that her professional development should have been matched to future goals or targets (Daloz, 1987, Spindler and Biott, 2000). No other stakeholder was aware of this process not even TT3. NQET3 mentioned that only one evaluation meeting was held the entire year instead of two (Min. of Ed., 1999, p. 42). How does this contribute to a summative evaluation based on observation and feedback? As in the literature, systematic effective feedback was deficient (Dallat et. al. 1999, Merry and Kitson, 2000, Spindler and Biott, 2000). Moreover, while NQET3 received a copy of her evaluation, she felt there was no purpose to it. S3 believes that personality has much to do with NQT's awareness of strengths and weaknesses. This must account for NQET3's dismissal of the evaluation form. S3 adds: *"If you accept that teaching is a lifelong learning process then I think people are able to say OK, but some of them though, just can't cope with any sort of criticism..."* This process must begin at the college level and become an integral part of continuing professional development throughout a teacher's career.

External induction support

The key issues in external induction support are: peer support groups, in-service workshops, district orientation programmes, supervision, counselling, and mentor training and support (Andrews, 1987, Cole and Watson, 1993, Earley and Kinder, 1994, Bines and Boydell, 1995, Bolam et. al., 1995, Jones and Stammers, 1997, Dallat, et. al., 1999). The sub-themes that have emerged from the interviews include: the inspector's role and the

English counsellor's role. Mentor training and support will be reviewed under the mentoring section.

Inspector's role

The Israeli inspector's role in induction depends on their interpretation of their role definition and the dwindling resources available. In this case study, S3, unlike her colleagues in the other case studies, states that her role is *"Not really well-defined."* I think her dilemma is compounded by the number of schools for which she is responsible (one hundred and ninety) and the lack of direction from the Ministry of Education in terms of striking the correct balance among her duties. She finds her job is becoming increasingly administrative: hiring and firing teachers, providing in-service training courses and providing for and supervising counsellors. Of the one hundred and ten primary schools in her three areas, approximately ten new teachers were appointed last year. Of those, approximately six were in their induction year while the others were not trained English teachers. They may be English-speakers or Israeli non-native speakers who have a degree in another discipline, whose spoken and written English is acceptable and promise to pursue certification within three years of taking up the appointment. She maintains that her areas did not suffer from a shortage of English teachers last year, contrary to previous years.

Recruitment

S3 is a competent teacher trainer with over thirty years teaching experience in the field. She is especially sensitive to the trauma faced by NQETs and in her area, consciously attempts to lessen the impact. Apart from the formalities of recruiting NQETs, S3 finds that she has few opportunities to meet every new teacher. If they come to her orientation workshop or in-service workshop, *"Then I meet them, discuss things with them. Only if I'm aware. I am not actively involved. There is a framework, they can go to the counsellor in the area."* These workshops are voluntary and through these informal meetings she can offer personal support if they are in touch with her. NQET3 mentioned lack of time prevented her participation in any external workshops although she would have attended if she could. The counsellor, who runs the workshop, approaches the new teacher to arrange a time to meet individually according to their readiness to receive help (S3).

Most often, S3 has full cooperation with the principals.. Conversely, there are principals, especially in the religious schools, who employ teachers outside the ministry hours as a cheaper option (as in case study two)(Bines and Boydell, 1995, Bolam, et. al. 1995). These principals are uninformed of the necessary support for new teachers and do not inform S1 when new teachers are hired for fewer hours (ten or less). This can have a negative impact on the new teacher. First of all, NQETs will not be advised of their rights through the

orientation session S3 provides, nor are they aware of the additional support available from an English counsellor or peer support workshop. The colleges are often amiss in providing this information. If it is the NQET's induction year, they *"don't get the consistent help they need because of the set-up of 'stag'* [induction]." They may be the only English teacher for a particular level with a non-subject mentor and will not benefit from counseling because there is no communication with S3. As a consequence *"I can't be responsible who is not taking part in what I have to offer because of their needs from the* college requirements." Moreover, this situation causes confusion as mentioned earlier.

Finally, in addition to her other complaints, S3 adds that the colleges *"...find solutions for their stag [induction] in ways that are not acceptable in my opinion" (S3).* These are typically programmes for young learners for a very few hours or teaching for enrichment in after-school programmes. These experiences are a far cry from the daily classroom and cannnot foster the NQET's professional development necessary for future success.

Although S3 is responsible for the placement of new teachers in her area, P3 chose to advertise in the newspaper. This is probably due to the difficulty in finding teachers for this rural and dangerous area. At the time of the interview with S3, it was NQET3's third year of teaching. They have never met at any in-service workshops nor has she visited her in the classroom nor received any viable evaluation of her. S3 says she is aware of her progress and knows where she is teaching today. However, for other students who are not so confident, S3 believes the connection between the college and the induction programme should be tighter because of the loose connection with the Ministry.

The policymakers must be decisive about who bears the responsibility for the induction programme. Ultimately, the answer to this question should guide the future of the programme. The Ministry of Education representative clearly stated that the Ministry of Education is responsible for the new teachers' evaluation (Mofet, 2002). If so, then how is it that the inspector was not involved nor had been informed of her expected contribution to the evaluation? According to S3, the induction programme has no significant impact on the retention of English teachers due to the lack of coordination. Is this occurring in the best interest of the new teacher? Is each new English teacher getting a fair deal like their peers?

English counsellor

The role of the English counsellor is unique to the Israeli context and was throughly reviewed in case study one (Dallat, et. al. 1999, Tickle, 2000). Their work is usually divided between individual counseling and running an in-service support group for new teachers in the district. Due to technicalities beyond the English inspector's control, EC3 was given work in S3's area without her agreement. S3 does not find EC3 qualified to promote professional

development among her new teachers. This accounts for the lack of communication between them and any supervision of her work with NQET3. She was not given the responsibility for any workshop. It is worth noting that when I interviewed EC3, I had a very difficult time setting up an appointment (eight times) with her and found her to be quite anxious about the meeting. Her English proficiency was noticeably less than appropriate for an English counsellor.

Professional development

NQET3 and EC3 agree that their work together significantly contributed to her professional growth.

> "She taught me new things, especially in reading and every time she came
> ....I changed my teaching and I could see that I am improving....."

Furthermore, she continues, only EC3 and P3 challenged her that year through the joint projects that were planned together. There were times she was observed but all of the feedback was given orally, never in writing.

Everything sounds almost idyllic and comparable to the literature (Vonk, 1993, Allen and Poteet, 1999). There is feedback, (although not in writing), instruction of new methodology, and planning especially for heterogeneous classes. When NQET3 was asked how EC3 influenced her development she said:

> "....she told me exactly how to work.
> She saw that I did everything that she told me to do to improve the point.
> If I had problems with difficult kids, she really sit [s] with them and worked with them
> while I taught other groups. She would help just as a second teacher.
> Of course everything I did with EC3 changed my 'English teaching."

EC3 affirms this: "Help them see what needs correction and try to give good feedback."

Notwithstanding, the 'telling' words in NQET3's transcript are: 'she told me how to work' and 'helping as a second teacher.' NQET3 was spoon-fed. While NQET3 was challenged through projects, the critical self was not engaged although EC3 states that she did "Not to do the thinking for them, let them understand and be critical for themselves." P3 summed up EC3's early departure: "NQET3 used up all of [EC3]'s resources." Effective mentoring should not diminish the mentor's role, rather it should involve sharpening of the NQETs' problem-solving skills, negotiate observations of lessons or record and interpret data and set further targets (Daloz, 1987, Vonk, 1993, Wall and Smith, 1993, Hagger et. al. 1995, Spindler and Biott, 2000). It cannot be gauged how much NQET3 truly grew professionally that year

(Gibb, 1994). While NQET3 transformed her teaching into EC3's style, interestingly, EC3 did not have such an easy time with her professionally.

Relationship

Following the analysis of case studies one and two, the role of English counsellor could be likened to that of a mentor due to the professional and sometimes emotional support that is offered to NQETs (Carre, 1993, Vonk, 1993, Earley and Kinder, 1994, Gratch, 1998). The relationship between NQET3 and EC3 is perceived differently by both: NQET3 viewed EC3 as a "*challenger, friend and sympathizer*" while EC3 described herself, as "*supportive, not a colleague and did not provide emotional support.*" The latter is quite unusual for an English counsellor based on the other case studies. She added that their relationship was open however sometimes rocky:

> *One time I did feel that she was a bit too confident and there would be a*
> *conflict between this and on the other side she asked. Not every new teacher*
> *does ask. When I did comment, she reacted as if it wasn't in the right place.*
> *Too confident. She knew that she is capable but sometimes a little bit overconfident..*"

It is clear from these comments, that NQET3 was on the defensive and not working together with EC3 to jointly promote her professional development. NQET3, on the other hand mentioned in passing, that the following year she experienced working with a different counsellor and that she preferred her style to EC3's because " *she did not come to class, ...every morning. I did not feel that I had to prepare something special. With [EC3] I felt that I had to....*" These comments strengthen my position that the counseling atmosphere was not the most appropriate. Moreover, NQET3 is very bright, demanding, a hard worker and took criticism well. Thus it was important for EC3 to recognise this and flexibly accommodate her 'fledgling' (Earley and Kinder, 1994).

In summation, the external induction support was limited and not in conjunction with the English inspector. There was no systematic observation and feedback, no in-service workshops, no evaluation by the inspector however, limited professional development. Since there was no English peer workshop, EC3's role appeared to be significant, yet for such a bright new teacher, perhaps a peer group with a trained English counsellor meeting on a regular basis could have furthered NQET3's and other new teachers' professional development.

Mentoring

Central to induction programmes is the teaming of an experienced colleague as discussed previously under mentoring in the literature review (pp. 56-74). Except for time and programme evaluation, all of the same key issues emerged in this case.. An additional significant theme that emerged as in case study one, is the non-subject mentor. This study will carefully examine the guidelines with respect to the role of the mentor as a means of assessing some of the stated goals of the programme (Ministry of Education, 1999).

Mentor Selection

Mentors must be carefully selected in order to provide the support necessary for NQTs. This was addressed earlier under mentor selection (p. 61).

In this study, P3 chose NQET3's mentor based on her vast experience and work as a Ministry counsellor as she explains: *I knew that she had something to offer in the area of instruction and not for a particular discipline" (P3)*. Similar to the literature, M3 matched most of the criteria outlined in the literature and according to the induction guidelines:" a veteran teacher, familiar with school norms, taught at the same grade level and in close proximity to the mentee (Acton, et. al., 1993, Smith, 1993, Earley and Kinder, 1994, Bines and Boydell, 1995, Min. of Ed., 1999). She was not an English teacher. This will be addressed under a separate section. S3 and TT3 both find that the choice of mentors are often assigned 'hit and miss' although P3 had given serious thought to her choice. According to M3, she was NQET3's friend and gave her emotional support. NQET3 perceived M3 as a sympathizer and a colleague. These qualities correspond with the literature although fall short of the desired professional knowledge and practice. These issues will be addressed in the following sections.

Role definition

The mentor's role is commonly defined by the context and the expectations placed on the mentor by the stakeholders (Sampson and Yeomans, 1994b). These role expectations range from 'structural', 'supportive' to 'professional.' This is widely upheld in the literature yet, mentor training and support is often lacking as reviewed previously under mentoring (p. 65). Andrews (1987) states that the "... *mentor must make special efforts to keep the new teacher professionally active and growing" (p. 149)*.

As in the previous two case studies, the lack of information regarding the mentoring and induction of new teachers was prevalent. M3 could not define her role as she says: *"No one*

came to tell me how to do it." Yet the guidelines do clearly dilineate the mentor's role (see p. 60 under the section on mentoring).

Prior to M3's selection as mentor, P3 called her in to ascertain her readiness to become a mentor. Furthermore, P3 outlined the parameters of the role to M3 as she understood it:

> *".. it was the first time that I had this mentor, so I invited her for a chat, I asked her if she could cope with it and find the time in general, I didn't just throw it at her...The demands include observing her in lessons from time to time, to guide her, to meet with her in their free lessons, in the breaks...."*

Furthermore, NQET3 conveyed to M3 what they were supposed to talk about:

> *"I gave her a paper* [information] *about it but it wasn't official. I even talked to other friends of mine and nobody really sit* [sat] *with them and explain and I don't know. It's not like what's written in the papers that's for sure."*

It is evident that M3 did receive some kind of guidance, however, no one official from the programme bothered to inquire if the information was clear and the mentor role was understood. This was significant for professional development and the evaluation forms. M3 was very incensed by the lack of personal contact from the college. It appears that M3 views the induction programme much like student teaching with more college involvement such as a pedagogic advisor. Like other new teachers and their mentors, mentoring was reactive rather than proactive, initiated by NQET3, unplanned, little mutual learning and open to wide interpretation (Cole and Watson, 1993, Quinn, 1994, Abell, et al., 1995).

Professional development

M3 assisted NQET3 in two ways: technical routines in the school such as files for tests and pupil profiles and discipline problems. Meetings between NQET3 and M3 were random, taking place in the teachers' room or in the shared English/Math subject room (NQET3, M3). They only met once a month and mostly informally (NQET3). This is in spite of the set time in the schedule. Although M3 could not remember if there was an appointed time to meet, she maintained that they were in touch all year. NQET3 viewed these encounters as daily greetings every morning. Observations and feedback were not a regular feature of this relationship although M3 claims they would observe each other teach. This was not confirmed by NQET3.

NQET3 could not volunteer much information about her relationship with M3 while M3 appeared to remember more details however little it contributed to NQET3's professional

growth. For example: NQET3 taught M3's class and therefore they often discussed her class, *but generally, about my 'stag'* [induction programme], *no" (NQET3).* M3 demonstrates how she works with teachers such as NQET3: *"I never tell the teacher to take care of it yourself, I try together with the teacher to solve the problem."* M3 praised NQET3's work with children and how well she solved her own problems. On the other hand, she did not challenge NQET3. It appears M3's sole contribution to NQET3's professional development was managing discipline although she had this under control.

M3, having little knowledge about English teaching, aspired to be a good mentor by listening in on the interactions between EC3 and NQET3. She wanted to learn more about guiding an English teacher. With all good intentions and with the 'appropriate information' provided, it is unacceptable for a paid mentor to completely ignore her role. This can partially be explained through the deficit of working with a non-subject mentor. Her observations of EC3 with NQET3 reflect her insecurity in working with an English teacher and her need to learn about English teaching. This situation continues even to this day, as M3 told me she was a mentor last year too, albeit to a computer teacher. Her own words sum up her interaction with NQET3: *"She helped me more, I would ask her to download things from the internet in English.* NQET3 was very disappointed by M3's lack of preparation. She sensed it: *"I know because she did not know that she had to sit with me."* NQET3 knew there should have been targets set through effective frequent evaluation but *"I didn't feel that there was no goal..."* She felt she was robbed of her formative evaluation.

Most of the stakeholders perceived mentoring to be a central dimension of the induction programme. However S3 astutely remarks: *"The question is: 'How much do these people do?' I have a feeling they all don't do as much as they are supposed to, don't spend as much time as they are supposed to."* This impression was confirmed by the TTs Ss throughout this study. HED adds: *"I am not sure that all the mentors are really experts in human relations and adult learning."* These are some of the key issues that have been addressed in the literature and must be addressed in Israel (Daloz, 1987, Acton, et. al., 1993, Martin, 1996, Toktali, 2000).

NQET3 describes her professional growth that first year:

> *"I did not feel that I am improving myself. Only at the end of the year.....if it was how it was written in the book you could put a goal that you want to reach to at the end of the year, you would go step by step. And the meeting was like these steps to get to your goal and I didn't feel that there no goal and I had a goal, but it was not satisfactory in their eyes. And it was never organised. And there was no follow up."*

Follow up is the key word to professional growth. Reflecting and striving to improve oneself. This did not occur in this case. TT3 raises the tension that not all mentors can handle the burden of supporter and assessor at the same time which is consistent with the literature (Klug and Salzman, 1991, Tickle, 1993, Abell et. al. 1995, Moyles et. al., 1998, Merry and Kitson, 2000).

Non-English mentor

It has been established many times that foreign languages have a demanding methodology therefore appointing a non-subject mentor to an English teacher is not the best possible scenario (see p. 40 in the literature review).

Whilst most novice teachers experience much difficulty in classroom management, managing pupil behaviour, working in heterogeneous classes, and developing communication skills with parents this was not the case with NQET3 (Rosenholz, 1989, Wall and Smith, 1993, Jones and Stammers, 1997, Richards and Pennington, 1998, Min. of Ed., 1999, p. 22).

The difficulties in appointing an English mentor In Israel, has been addressed in case study one. In this particular study, S3 could not suggest an English teacher in another school to be an external mentor because P3 had not notified her of NQET3's recruitment, nor if she were a newly qualified teacher. Furthermore, the schools in the rural area are quite distant from each other, therefore making it technically difficult for a new teacher to meet an English mentor teacher in another school (S3). The inspector perceives the disadvantage of a non-English mentor during the first year: "*You can't expect subject development...*" and "*Obviously there is nothing you can do about it*"

Most of the stakeholders disagreed with S3 and NQET3 : "*It didn't interfere, maybe added to my knowledge,..*" (M3). "*Teaching is not summed up just by disciplinary knowledge in my opinion but much more than that*" (P3). While it is believed that a non-subject mentor is not problematic, in case study one, it was established that there could be conflicting pedagogical advice. Perhaps the discipline issue which was so significant and disturbed NQET3 in her evaluation could have been grounded in the methodologically diverse perceptions between M3 and NQET3? According to the guidelines, the mentor should foster professional growth and reflection through effective mentoring. Nevertheless, NQET3 perceived her non-subject mentor as limited in fulfilling the role as proven in the previous section::

> "*But the problem was that I did not have a mentor in English .....with M3 I talked mostly about discipline. Because the only thing they [evaluation committee] talked about was the discipline and didn't have many discipline problems and most of my problems I think was in English [methodology].*"

S3 strengthens this argument:

> *"Somebody else who is good can help tremendously but in terms of teaching English as a foreign language, they may not be aware of what we want."*

Mentor support and training

NQT's are entitled to fair induction and mentoring programmes. In order to ensure quality mentoring, it is incumbent upon policy-makers to provide mentor training and support as addressed previously under the section on mentoring (p. 65). The Ministry of Education recognises this necessity and expects the TTC's to entice potential mentors to in-service workshops through creative and challenging ways. The task can be daunting due to the poor attendance of such workshops (Min. of Ed. 1999).

All of the stakeholders perceived the need for a training course. This was especially true when S3 was called into an emergency situation at a school. The mentor had no idea whom she was meant to contact (the TT or the inspector) when she discovered difficulties working with the new English teacher. S3 found herself embroiled in an unpleasant situation between the NQET and her mentor at the school. Furthermore, the mentor was confused about the responsibility of the programme as mentioned earlier under the section on the provision of information. This scenario emphasises the necessity for clear guidelines, an understanding of how to effectively implement the role and closer coordination among the stakeholders. This can only be accomplished through proper mentor training and support.

Chapter Seven
CROSS-CASE ANALYSIS

Introduction

This chapter is a comparative analysis of the three case studies reviewed in chapters five, six and seven. These studies are both 'evaluative' and 'picture drawing' case studies investigating the issues concerning the research questions: the factors attributed to the retention of three newly qualified English teachers; the stakeholders' perception of the Israeli induction programme and their respective roles; and the factors that newly qualified teachers perceive to have the most influence on their induction and future career development (Bassey, 1999). Furthermore, the chapter surveys and draws conclusions from the collected data (Cryer, 1996).

Each of the case study data were similarly reduced to allow for the refinement of the following categories: retention, induction and mentoring (Strauss and Corbin, 1990, Carspecken, 1996). These were further sub-divided into emerging themes which is charactised by the iterative process of 'moving backwards and forwards' within the data, looping of information spirally, establishing patterns and seeking correspondence among the categories (Creswell, 1998, Morrison, 2002). The data is subsequently visually displayed in charts and matrices.

A close examination of these case studies allows the researcher to seek a deeper understanding of the issues of retention and induction in Israel. Thus, the studies were compared for similarities and differences to each other and to the literature in search of means to improve the retention and induction of Israeli primary English teachers. These studies cannot be generalised to the whole induction programme in Israel or otherwise due to each specific context but illuminate the major factors that some of the stakeholders (who deal with many NQETs) perceive to affect the retention and induction of newly qualified English teachers. The cases studies in this chapter will be referred to as CS1, CS2 and CS3.

1. What factors do the stakeholders attribute to the retention of newly qualified English teachers in the primary school?

The most frequently mentioned factors that emerged from all three case studies in order of importance were: demanding subject, status, school leadership and school culture. These factors were expected although not in that particular rank order. This is unlike Adams' (2000) study of MFL teachers who identified pupil behaviour first followed by school management and lack of opportunity for advancement as the primary reasons for leaving

teaching. Pisova's (1999) study found that one of the major issues affecting the induction of new English teachers was their attitude towards leadership and school culture. In this study factors less frequently recalled were: teacher personality, pupil behaviour, workload and class size. These issues were reviewed in case studies two and three. For purposes of this study, the four key issues are reviewed here. The following chart is a quantitative-informed scheme representing the combined perceptions of the stakeholders from the three case studies (Chenail, 1995).

Table 7

Perceived factors that affect English teacher retention - all case studies

Factors	No. of respondents (19)
Demanding subject	16
School Leadership	16
Status	15
School culture	14
Teacher personality	8
Workload	4

A Demanding Subject

Most of the stakeholders recognised the importance and difficulty in teaching EFL. The daily challenges faced by all three NQETs teaching English included accommodating hetero-geneous classes and learning needs which raises stress levels (Rosenholz, 1989, Macdonald, 1999). NQET2, NQET3, P1, EC1, TT2 and EC3 perceived a lack of teacher preparation in teaching reading acquisition or the difficulty of implementing the new curriculum under crowded conditions. *"... English is a difficult subject where pupils of many different levels sit forty in one classroom"* (P1). In addition, parents make demands on new English teachers to cater to individual needs (NQET1). This is usually compounded by the tremendous knowledge gaps in English due to some pupils' extended residence in an English-speaking country, come from English-speaking homes, massive exposure to English on television and private English lessons from the age of five. All of the principals in these case studies were aware of these pedagogical difficulties and therefore requested an English counsellor to work with their new teachers. One of the means of assisting teachers in their own context is through the guidance of English counsellors but this job is becoming scarce due to budget cuts. Counseling will be addressed under induction.

While new teachers welcome teacher autonomy with discretion, NQET2 took on teaching second grade without the necessary TTC preparation at the behest of the principal. In addition, she wrote a curriculum that was not supervised nor approved by anyone. All

curriculum for the lower grades must have the inspector's approval (S3). Had S2 known of NQET2's programme, she theoretically could have offered her assistance, invited her to attend in-service workshops, meet other colleagues attempting the same innovation and offer regular counseling. Moreover, P2 had no understanding of the perplexities of EFL teaching in the younger grades. S3 remarked that timetable arrangements are often unsuited to the young learner.

More often than not, the interviewees suggested that there must be more connection between theory and practice, and the TTCs and the field (Carre, 1993, Richards and Pennington, 1998, Cochran-Smith and Lytle, 1999). Learning to teach English has a negative connotation among English-speakers at NQET3's college due to all the difficulties raised above (HED). Therefore, if colleges wish to attract quality candidates and avoid negative criticism, they should be open to feedback from the field and not ignore the issues (Patterson, 2004).

Additionally, In light of these findings, TTCs must provide for the needs of future English teachers. They must seek feedback from their graduates in the field. This is especially needed in heterogeneous learning contexts, the acquisition of literacy skills in English, teaching the young learner and finally preparing their students for the possibility of teaching English in primary as well as junior high schools.

School leadership

School leadership and school culture are factors that are considered to be among the more important if not inseparable factors influencing the retention of new English teachers in this study. Thus, they will be reviewed together. Moreover, pupil behaviour, which was singled out by participants, suits this category. There are several dimensions of leadership in the three studies that are comparable to each other as displayed in Table 8: teacher autonomy and staff collaboration. However, in the following table, case study two clearly differs from the other two studies with regard to these factors: feedback and support and management of pupil behaviour.

Table 8

Features of school leadership in three cases

Features	Case Study One	Case Study Two	Case Study Three
Feedback and support	√	x	√
Teacher autonomy	√	√ -	√
Staff collaboration	√	√ -	√
Shared norms and values	√	x	√
Management of student behaviour	√	x	√

√ = good   √ - = unsatisfactory   x none

Effective school leadership is directly linked to teacher autonomy, opportunity for staff collaboration, feedback and support, management of student behaviour

Teacher autonomy

In case study one and three, the new English teachers experienced discretionary autonomy, through planning and implementation of English Days or special activities in school (Rosenholz, 1987, Brauer, 2000). P1 and P3 demonstrated effective leadership when they suggested these projects as a challenge, fully aware of the difficulties that new teachers may encounter and therefore offered support and encouragement for their outcomes. Thus, it became clear that P1 and P3 had assigned NQET1 and NQET3 achievable tasks. Their efforts were always appreciated openly. This contributed immensely to their job satisfaction, self-esteem and motivation to become more committed to teaching English in their respective schools (Hunt, 1986, Macdonald, 1999, Weiss, 1999). Contrarily, in case study two, NQET2 was given the responsibility of teaching English in the second grade which was a new innovation. There was no support or encouragement from the P2 nor the Ministry. Although NQET2 was challenged and according to M2, "*was doing incredibly creative things with these classes*", "*No one ever came to check my classroom when I was teaching or took a major interest in how things were going. Even the headmistress*" *(NQET2)*. Lacking support and appreciation for her immense efforts probably led to NQET2's poor self-esteem and subsequent lack of motivation by the middle of the year. There were no intrinsic nor extrinsic rewards (Nias, 1989, Rosenholz, 1989).

Effective school leadership promotes a collegial school culture. This includes the following: shared professional development, norms, values and decision-making, that together promote better adjustment to the organisation, increases job satisfaction and lowers anxiety. This was previously reviewed under school leadership (pp. 23-32).

Teachers who regularly collaborate and share as part of school policy directly impact on school climate and openly receive new teachers. This was evident in CS1 and CS3. All three principals recognised the importance of providing in-service workshops in their respective schools. The differences lay in the quality of participation and their contribution. In CS1 and CS3, all teachers including new ones were expected to participate. In CS2, the principal waived the need for NQET2 to participate in their in-service workshop due to the difficult task of teaching English and its extensive preparation. Rather than include her, she was excluded from the mainstream of the school and had no clue about the running or norms of the school. NQET1 and NQET3 both attended their in-service workshops and gained considerably from them: participated in decision-making, became aware of the norms and values of the school, wove closer ties with their colleagues and were considered as equals. Moreover, their principals viewed their contributions to school policy decisions no less valid than veteran teachers. NQET1 learned to better manage her pupils through these collegial meetings while, NQET3 offered assistance and cooperation on many projects in the school (Rosenholz, 1989, Weiss, 1999). Contrarily, NQET2 was perceived to be a deficit by her principal: there were no collegial ties formed with other staff members, no cooperative projects, no awareness of norms and values nor participation in decisions that affected the school (Cockburn, 2000, Spindler and Binott, 2000, Tickle, 2000). In fact, S2 and TT2 supported this deficit approach. On the one hand, the principal enthusiastically shared her vision about incorporating the multiple intelligences and critical thinking into the school's curriculum but on the other, did not encourage collaborative, interdisciplinary projects of any kind in the school. Sergiovanni (1996) views this as a contradiction of desired outcomes for our schools:

> *"A commitment to problem solving is difficult to instill in students who are taught by teachers for whom problem solving is not allowed. Where there is little discourse among teachers, discourse among students will be harder to promote and maintain." (p. 139).*

Furthermore, P2 expected the English "team", who did not share the same classes, to work collaboratively. This demand was ludicrous and technically impossible to maintain considering that M2 left early on in the school year for maternity leave. Moreover, the other

English teacher was in her second year also experiencing many of the same difficulties as NQET2.

Feedback and Support

Lack of supervision, regular feedback and recognition of teachers' qualities and their work are often directly associated with poor performance and job dissatisfaction (Hunt, 1986, Kakabadse, et. al. 1988, Nias, 1989, Rosenholz, 1989, Pisova, 1999, Cockburn, 2000, Snowden and Gorton, 2002). NQET1 and NQET2 both began their induction year with new principals. Each was inexperienced as a principal, were veteran teachers, yet, the differences in their approach to new teachers had significant ramifications for their NQET's.

P1 is very charismatic, had been a teacher counsellor in the system, and possessed a clear understanding of the new teacher's predicament. Indeed, she was proactive in assisting NQET1 to become an effective member of the staff. In addition, she listened to her teachers and was resourceful in finding solutions to their problems. Among these were establishing a learning culture within the school because teachers were not attending in-service workshops elsewhere; personally guiding and challenging new teachers; assigning them to different school committees or alleviating the pressures of conflicting workshops for NQTs in the district. She also understood that new teachers need time to adjust, and openly praised NQET1 for her efforts. Moreover, she had devised her own evaluation form to use with new teachers, giving them feedback based on her observations in their lessons. P1, although a novice principal that year, believed in investing in her teachers to 'win their commitment,' which definitely impacted on NQET1 (Hunt, 1986). She is still in the school.

P2, on the other hand, appeared to have alienated her teachers (NQET2, M2). She came from the junior high school where she had worked as an assistant principal among other teaching duties and often demonstrated little understanding of new teachers during the interview. P2 had not established any relationship with NQET2 except for a place to deposit behavioural problems. While NQET2 was the only new teacher in the school that year, there was no personal contact, no evaluation and no observation. According to M2, NQET2 was left to adjust on her own (Pisova, 1999). In addition, she had unrealistic expectations of her new English teachers: *"I think beginning English teachers should be on such a high level, that the work is not to teach the children, but to teach the children how to learn."* She also confided that she preferred English- speaking teachers. However, with all of NQET2's difficulties: cultural differences, Hebrew language deficit and behaviour problems, *P2* was not receptive to NQET2's problems, did not seek to solve her discipline problems, class size or large classes. She was not equipped to 'practice leadership as pedagogy,' nor to offer strategies to improve her teachers' situation (Sergiovanni, 1996). Problems continued to fester and not only with NQET2. Although P2 was aware of the difficulties in teaching first

language to a class of forty, she could not appreciate the same phenomenon in L2 teaching. It cannot be ascertained that if these tensions had been accommodated, then NQET2 would have remained in teaching. However, this mode of leadership certainly placed NQET2 at a disadvantage in comparison to NQET1 and NQET3. Feedback and support were natural dimensions of P1 and P3's work while P2 was unaware during NQET2's induction year.

Management of student behaviour

A major difference between NQET2 and the other NQETs was her lack of classroom control due to a few troublemakers and Hebrew language deficit (EC2). According to P2, she had appointed a vice-principal to take care of discipline problems, however, NQET2 was not aware of this arrangement, so she turned to the homeroom teachers for this kind of help. It has been pointed out in the last section, that P2 was not visible nor took a personal interest in NQET2 "*because I was new.*" Moreover, she believes that discipline problems "*aren't the problems of becoming a teacher.*" It was indeed unfortunate that NQET2 fell into a big school with an inexperienced primary school principal, but it does not excuse the lack of direction in maintaining discipline. NQET2 was not the only teacher suffering in her school. If she had been aware of the research about new teachers' difficulties, perhaps her attitude and approach would have been more pro-active (Rosenholz, 1989, Bemis, 1999, Macdonald, 1999, Adams, 2000).

P1 was also a new principal, but she involved her teachers in seeking answers to discipline problems.

> "*Practicing leadership as pedagogy asks a great deal of leaders and followers
> alike. It calls both to higher levels of commitment. It calls both to higher levels
> of goodness. It calls both to higher levels of effort. And it calls both to higher
> levels of accountability* " (Sergiovanni, 1996, p. 95)

P2 had the experience of working in a junior high school which in Israel usually means a population numbering no less than seven hundred students similar to this primary school. Aware of the difficult population of the school and inheriting a staff of 'stable' teachers except for the arts and English, does not excuse the lack of teacher involvement in solving problems together. Most primary schools in Israel report high levels of violence (Benvenisti, 2002, Anon, 2003). If NQET2 had been sending pupils to her, then P2 should have followed up with a visit to the class, setting up a programme with NQET2 alone or with others to respond and work towards a tenable solution. In addition, had P2 been aware that managing student behaviour is a major factor in new teachers' retention, and thus had taken effective measures to deal with it, then another English teacher, who had been there the same year as NQET2, and also had discipline problems, subsequently left the following year according to M2

(Rosenholz, 1989, Bemis, 1999, Macdonald, 1999, Adams, 2000). Of course this is only one aspect of school leadership, however, very significant for new teachers

The other NQETs in this study did not have major discipline problems, however, NQET1 felt that she had learned much from her colleagues when she was appointed to a committee dealing with the behaviour code in the school. This is supported by Weiss (1999), who asserts that school leadership and culture are more likely to be perceived positively and manifests itself in a stronger commitment to the teaching profession and improved job satisfaction when teachers experience collegial interaction. Participation in such a committee may lower anxiety and new teachers will feel less threatened to share their burden and seek answers.

Summary of leadership

This study has found the following factors to be most influential in the retention of newly qualified English teachers: a demanding subject, status, school leadership and school culture. Similar to other studies about teaching English or modern languages, school leadership was identified as the most important factor (Pisova, 1999, Adams, 2000). This embodies a leader who is visible, available, a pedagogical leader who takes a personal interest in their new teachers (Hunt, 1986, Sergiovanni, 1996, Brauer, 2000, Snowden and Gorton, 2002). Moreover, an effective principal ensures feedback and viable support systems right from the beginning, encourages teacher autonomy with discretion, efficient management of pupil behaviour and provides opportunity for collaboration and problem-solving contexts within the school culture. Awareness of the demands of English teaching alone is insufficient. Effectively listening to their English teachers' voices and together seeking feasible solutions to dilemmas can only build better, open relationships that benefit the pupils and the staff alike. P1 and P3 demonstrated this ability. They share many qualities as leading pedagogic professionals: they are available and visible to all of their teachers, take a personal interest, seek solutions to teachers' difficulties, demonstrate appreciation and support and cull commitment from their new teachers (Hunt, 1986, Riches, 1997, Sergiovanni, 1996, Pisova, 1999).

Whereas ideal leadership should be the goal of every principal, it is unrealistic to assume these expectations when the leaders themselves are not aware nor have they been trained for this role. While their impact on NQETs is quite significant, it is a small percentage of their role as principal. However it is in their best interest to keep capable English teachers and assist them in their socialisation into the school (Hunt, 1986, Kakabadse et. al., 1988, Rosenholz, 1989, Tickle, 2000). This is especially true in the age of autonomous schools where the eventual responsibility of the principal will be to recruit and gain the commitment of

quality English teachers. If not, the English teacher shortage will continue to be a concern for the Israeli school system.

Status

Most of the interviewees firmly believe that the status of English teachers needs desperate reform. The situation has been reviewed extensively in the Israeli press and as of late, yet another government committee has been appointed to make recommendations (Katz, 2000, Fisher-Ilan, 2001, Anon, 2002, Anon, 2004, Pfeffer, 2004, Winer, 2004). NQET1 and NQET3 both perceived that teachers' salaries are not commensurate with the preparation involved as mentioned in the preceding section. All of the participants in case study one identified status and salary as the most significant factor in the retention of English teachers in Israel, however, it was not the only significant one among all of the interviewees in this study. While Fresko's, et. al. (1997) earlier Israeli study found intrinsic and extrinsic rewards have equal stature other studies abroad find that teaching shortages are derived from low remuneration (Powell. 1990, Grace, 1991 Macdonald, 1999, Weiss, 1999, Adams, 2000). This reflects the lack of recognition for the profession of teaching.

For NQET1, NQET3, S3, TT1 and EC1, primary teachers resent the lower pay for primary teaching in comparison to junior high school teachers. M1 noted through her close contact with NQET1, that English teachers such as NQET1 work 'voluntarily'. Moreover, both NQET1 and NQET3 had decided that they would not remain English teachers due to the lack of advancement and the demands of teaching English (Adams, 2000). Both had begun a master's degree programme and clearly expected to influence education in the future as a principal or a computer teacher. English teaching was not their ultimate goal.

2. How do NQET's perceive their induction programme?

Three different NQETs provide three different perceptions of induction. NQET1 praised her induction programme, NQET3 was somewhat satisfied while NQET2 was mostly negative. The following table attempts to organise the induction factors that influenced these perceptions.

Table 9

Perceived factors in NQETs' Induction

Factors	NQET1	NQET2	NQET3
type of induction	formal	informal	formal
informal school induction	✓ +	☐	✓ +
information	✓ -	☐	✓ -
regular observation and feedback	✓	0	✓ -
awareness of strengths and weaknesses	✓	☐	✓
formal evaluation	✓	0	✓ -
release time	✓	0	0
relationship with principal	✓ +	☐	✓ +
professional culture	✓ +	☐	✓ +
relationship with mentor	✓ + non-subject	✓ - subject	☐ non-subject
mentor interactions (informal)	✓ +	☐	☐
mentor prepared	☐	☐	☐
peer workshop	✓ +	☐	☐
district workshop	☐	☐	0
English counsellor	✓	✓	✓ -

very satisfactory √ + satisfactory √ somewhat satisfied √ - unsatisfactory ☐ not applicable 0

From Table 3, it would appear that NQET2 and NQET3 were quite critical of their induction programmes whereas NQET1 was not, however the factors influencing their programmes require interpretation to comprehend these perceptions. NQET1 and NQET3 both participated in formal induction programmes while NQET2 did not. Despite this difference, there were factors that all three cases had in common: awareness of strengths and

weaknesses, relationship with their mentor, (mentor interactions, preparedness of mentor), peer workshop and the English counsellor.

Strengths and weaknesses

None of the NQETs had any type of exit profile from their colleges. Moreover, EC2 felt that the strengths and weaknesses identified at the college level would not necessarily have any connection with the first year of teaching. Most of the interviewees from the TTC's, the EC's and the S's agreed that reflective skills, which are a significant part of one's professional awareness and development are sorely lacking in the field (Schon, 1987, Wallace, 1991, Vonk, 1993, Richards and Pennington, 1998). Both NQET1 and NQET3 were aware of their strengths and weaknesses during their induction year due to the observations and feedback reflected in their formal evaluations. While M1 observed and had given some feedback to NQET1 twice that year, both her principal and English inspector also observed her and gave her oral feedback. NQET3 on the other hand, was very dissatisfied that no goals were set with her mentor, no regular meetings and the final evaluation was not credible in reflecting her strengths and weaknesses. Moreover, this was based on two observations the whole year. She was very disappointed that her mentoring experience (and that of her peers that year) fell short of her expectations and there was no follow-up to the evaluations (Gratch, 1998). Consequently, NQET3 perceived the forms to be insufficient for evaluating new English teachers. NQET2, on the other hand, was not observed at all nor given any feedback or evaluation, relied on herself to reflect and therefore her professional development was based on positive and mostly negative experiences (Vonk, 1993). If reflection and evaluation are to be effective during the induction year, then the regular habit of reflection and a clear exit profile must be encouraged during the TTC training.

Mentoring relationship

Only NQET1 experienced a mentoring relationship that was very satisfying. Her mentor, like NQET3's, taught the same age level and they taught in close proximity. They met informally each day, at each break and enjoyed each other's company. Although there was little problem-solving or reflection on lessons, M1 supported NQET1 emotionally throughout that year. Indeed, because M1 was a non-subject mentor, she would give conflicting advice concerning English teaching. M3 did not fulfill any recognizable role according to NQET3. She too, was a non-subject mentor. They greeted each other each morning and worked in the same room in preparing materials, but NQET3 assisted M3 on the computer. Mentoring was not understood other than for the formal evaluation purpose. NQET2, on the other hand, identified her unofficial mentor as M2, who was the head of the English department. M2 was quite surprised by the idea that she was considered NQET2's mentor. Their

encounters were usually during the breaks in the staff room, with student teachers and the other English teacher. Neither of them taught the same grade level or had anything in common in teaching. In addition, M2 left school in the middle of the year on maternity leave. There was very little support, emotionally or professionally. All three NQETs agreed that their mentors had no preparation for their role and both NQET1 and NQET3 indicated they would have preferred an English mentor over a non-subject mentor that year. The school mentor in the school was appreciated just for the sake of emotional support. In each case study, it was evident that a familiar face, having someone with whom to converse or ideas to share was comforting and necessary for the NQETs. The need for consistency in the relationship, a clear role definition and preparation according to the guidelines was not present (Ministry of Education, 1999). The question remains, what is the ultimate goal of mentoring: surviving the first year or professional development? If professional development is the answer, then non-subject mentors for English teachers need to be reconsidered or alternative assistance added.

Peer workshop

The peer support workshops were not perceived as effective in two cases. NQET2 attended one when she was not employed, a year earlier to her induction. NQET3 participated in a multi-disciplinary one at her college which did not meet her nor her peers' expectations. She found them boring. NQET1, on the other hand, had the benefit of a peer workshop for English teachers and highly valued her meetings with her peers. She found them stimulating, challenging and impacted on her professional development. In spite of the peer workshop, NQET3 has kept in touch with her college English peers, even today, in order to support each other emotionally and professionally. These two cases clearly validate the necessity for peers to meet (Andrews, 1987, Earley and Kinder, 1994, Eraut, 1994, Bolam et. al., 1995, Dallat et. al., 1999). Smaller colleges must therefore provide a viable alternative for English-teaching guidance to ensure subject development during that first year.

English counsellor

While the untrained mentor may play an emotional, supporting role, professionally, the external support of the English counsellor, became quite significant for subject development during this year hence his/her contribution cannot be ignored. (Dallat et. al., 1999). All three English counsellors were requested to work with the new teachers first at the behest of the principals and eventually by the new teachers themselves. All three were appreciated for their assistance and professional development. None of the counsellors were aware that these NQETs were part of a formal induction programme. They believed they were the only source of support. In CS1 and CS3, the counsellor had even sat with the new teachers prior

to the start of the school year. During the year, these counsellors either made regular visits as deemed necessary by the teacher/principal (NQET3) or spoke on the phone frequently (NQET1). EC1 did not make frequent visits to NQET1's school while EC3 did. Since NQET3 did not have an effective peer workshop, she was more dependent on EC3. However, half way through the year, NQET3 and P3 had felt that EC3 was limited in her skills and could no longer provide further professional development. Counsellors should be screened for the particular skills necessary in promoting professional development in every new English teacher.

NQET2 had a counsellor but not in the same sense as in the other two studies. Her counsellor was not at the school in an official capacity. She and her inspector have an understanding that new teachers, who are hired through the municipality, are not entitled to English counseling during their first year. Since the inspector had not hired NQET2, she did not 'exist'. This explains the EC2's hesitation to work on a regular basis with NQET2. This is fully explained in CS2 (recruitment p.157). While EC3 suggested that P2 hire NQET2, EC2's contact with NQET2 could only have begun well into the school year in her other capacity as a pedagogic advisor from the TTC and not on a regular basis as the other English counsellors in case studies one and three. NQET2, who was EC2's student at the college, perceived EC2 as a life raft during her first year.

Two of the English counsellors were also responsible for district in-service workshops. These were initially attended by NQET1 and NQET2, but very early on they ceased to attend. They both found them to be insignificant to their needs since they were recent college graduates and were quite repetitious. This parallels the literature (Earley and Kinder, 1994, Dallat, et. al., 1999). NQET3 regretted that she did not have time to attend district in-service workshops due to her five-day schedule. Her need for an effective peer workshop was not met. There is a definite need for English subject development during the induction year with peers, but there needs to be a coordinating body to ensure that each new teacher has the opportunity to attend. It is apparent that NQET2 and NQET3 clearly expected more professional development from their counsellor in absence of an English mentor and an effective peer workshop..

Summary of NQETs' perception of Induction

The English counsellor, who played a role in all three case studies, differed in each context according to the type of induction and the perceived needs of each one. However, there were other significant elements that existed in CS1 and CS3. but were missing in CS2: the relationship with the principal and the inclusive school culture (see pp. 27-30, 50-51 in the literature review). Both NQET1 and NQET3 were fortunate to have begun working in schools

with principals who took a personal interest in them and promoted a collaborative school environment including all new teachers. School culture emanates from the leadership (Cockburn, 2000). For NQET2, these two dimensions did not exist. She did not have a principal who took a personal interest in her, nor was she included in in-service workshops at the school. Not one teacher took a personal interest in her, nor visited her classroom. She felt like an outsider right from the beginning. No external support, not from a college or from a counsellor can overcome the feeling of isolation within this type of school context. While all of the schools say they have an informal induction programme, do they really understand its parameters? A commitment to teaching was clearly perceived through school collaboration in CS1 and CS3. NQET2 perceived a school culture where no one remained after school, no interaction among different subject teachers, in short, little commitment to the profession. There were no interdisciplinary projects, which were sorely missed by M2 and not even an English Room. By contrast, the school leadership in the other case studies was attuned to the difficulties of teaching English, listened to their teachers, found solutions to tensions, interacted, promoted collaborative projects and mutual appreciation. Despite all of the misinformation about induction, these two factors made a significant impact on NQET1 and NQET3's induction but severely hampered NQET2's induction.

3. How do the stakeholders perceive induction and their respective roles?

This table is a composite representation of the factors that emerged in three Israeli induction programmes and how they are perceived by all of the stakeholders excluding the NQETs. They are represented separately in Table 3 (p. 204). This data is *"arranged with an eye for storytelling"* of the Israeli induction programme (Chenail, 1995, p.6).

Table 10

Factors influencing stakeholders' perceptions of induction

Stakeholders / Factors	Inspectors (3)	Mentors (3)	Teacher trainers(3)	Principals (3)	English counsellors (3)
Provision of information	Lacking (3)	Lacking (3)	Good (3)	Lacking (2) Appropriate (1)	Lacking (2) None (1)
School induction policy (informal)	Lacking (2) Didn't relate (1)	lacking (1) Yes (1) Didn't relate (1)	Doubt it (1) Improves every year (1) Not always taken seriously (1)	Yes(3)	Doesn't know (3)
Mentoring	Hit and miss (1) Helpful (1)) No comment (1)	Lacking role definition (3)	Central role (1) Ms unaware of role (1) Most don't deserve the money they get (1)	Very important (2) Necessary (1)	Doesn't know (2) Necessary (1)
Evaluation forms	Dissatisfied (1) Doesn't know (2)	Very serious(1) Helpful (1) Not applicable (1)	Very thorough (1) There are no bad evaluations (1) Excellent but depends on the mentor(1)	Unnecessary (1) Okay (1) Dissatisfied (1)	Doesn't know (3)
Coordination of programme	Lacking (3)	Lacking (2) No comment (1)	Lacking (2) No comment (1)	Lacking (1) No comment (2)	Lacking (3)
Responsi-bility for induction	Confusing (3)	Confusing (1) No comment (2)	Confusing (1) On new teacher (1) No comment (1)	On new teacher (1) No comment (1) Confusing (1)	No comment (3)
Need for English counsellor	Yes (3)	Not applicable	No (3)	Yes (3)	Yes (3)
Perception of induction	Negligible (1) Poor (2)	A great thing (1) No comment (2)	Must develop mentoring (1) Hopefully will help (1) Good but problematic (1)	Very important (1) Necessary (2)	Doesn't know (3)

Provision of information

It is obvious from the table that most of the interviewees perceived their information about induction to be lacking. This is widely supported in the literature as reveiwed under management of induction (pp. 47-8). Most of the stakeholders, excluding the teacher trainers, said that the information about induction was insufficient in order to carry out their role effectively. This was especially true for the principals, the mentors, the inspectors, and the English counsellors. Indeed, the English counsellor is not considered as a stakeholder yet, in each case study, she played a significant role during induction . The teacher trainers, who support new English teachers' induction externally at the colleges, perceived the information to be fine.

Through analysis of the interviews, it became clear that the NQETs were the official channel for distributing the relevant information to the mentor and the principal. According to the TTs, the information is passed on orally and in written form to the NQETs which she in turn interprets for the mentor and the principal. P1 and P3 both agreed that they had never received any direct information about induction from the colleges. P2 said that she had received some brief information and that it was sufficient. Moreover, she did not believe that the college needed to be involved at all because induction depended on the new teacher. P1 and P3 voiced regret that they had not fully comprehended their role in induction in the following areas: scheduling mutual times for mentor interactions (P1) and more input about the evaluation forms (P1, P3). P1 and P3 convened the committees for completing the final evaluation form according to the guidelines, however, they and M1 and M3 lacked sufficient guidance to complete the forms.

According to the guidelines, it is taken for granted that the inspector is expected to visit new teachers in the course of the first year. Only S1 visits her new teachers, while S2 and S3 rely on their English counsellors to provide information on the progress of their new teachers with whom they are in contact. S3 visits new teachers only when there are problems that need her professional intervention. While S2 does not feel the need to evaluate her first year teachers, especially those hired through the municipality, S3 complains that new teachers are hired 'behind her back,' such as NQET3. Subsequently, they are not aware of district support from neither the Ministry nor their rights as new teachers (NQET2, NQET3) (Pisova, 1999). As with S2, S3 too relies on her counsellor for information about new teachers through district in-service workshops but this arrangement is limiting.

Although TTs perceived their information to be good, they were unaware of the full expectations of the mentor: regular observations and feedback by the mentor in addition to the requirements for evaluation. Actually, mentors were not perceived for their professional

support, rather just for their emotional support of the new teachers, contrary to the induction guidelines. On the other hand, NQET3 was aware of the programme expectations, goal-setting, but felt that a non-subject mentor could not contribute towards her professional development.

The poor dissemination of information to all of the stakeholders requires reconsideration. Should the NQTs be responsible for their own 'induction'? Due to the lack of quality of the information in each context, dependent on each TTC, induction should be school-based and all of the information should come from the Ministry to the administration. In this way, schools who absorb new teachers would know what to expect and how to best deal with all of the parameters within the school. Why should the school be dependent on TTCs for the absorption of their teachers? While most of the stakeholders perceived a closer link with the colleges as a solution, this does not ensure that all of the information reaches all of the stakeholders. The final responsibility for the induction programme whether it be college-based or school-based must be clarified and the information must be distributed directly to the stakeholders if equal, effective induction is the main goal. Moreover, each induction programme must be followed up to ensure that all of the stakeholders are aware of their role.

Another tension which was oft-repeated by the participants was the lack of the principal's understanding of inducting new English teachers, lack of patience or how to reduce stress for them. It is taken for granted that principals and schools are aware of the importance of socialisation of new teachers into the workplace and that the NQTs are responsible for channeling the induction information to the stakeholders. However, the programme requires monitoring in the best interests of the NQETs.

School induction policy

All of the principals in these studies acknowledged that there is an informal induction policy in the school. Similar to other studies of induction practices, these case studies vary among the schools (Earley and Kinder, 1994, Bines and Boydell, 1995, Bolam, et. al., 1995, Moyles et. al. 1998, Merry and Kitson, 2000). In particular, P1 and P3 described how new teachers: are welcomed into the school, collaborate together on projects, are challenged to reach their potential, have personal contact with them, professionally grow together with the staff and given time to adjust. They both sincerely believed in this approach, especially with new teachers since they know that new teachers are worth the investment for the future commitment to their schools (Hunt, 1986, Rosenholz, 1989, Brauer, 2000, Tickle, 2000). Their NQETs confirmed this.

P2, on the other hand, claimed how she recognises the need for a mentor, but that is where her commitment to NQET2 ends. She delegated a vice-principal to deal with discipline problems but she expected new English teachers to be responsible for their own induction, rely on feedback from their peers and pupils, and to stand on their own two feet. P2 had no patience for new teachers who needed help. She did not include new teachers in school professional development programmes nor saw the need. Indeed, NQET2 was the only newcomer that year and yet no one gave her the slightest bit of attention except for the head of the English department. Most of the other respondents except for NQET1 and NQET3 felt that induction policies in school were lacking or had no idea what induction policy meant. One teacher trainer actually said the situation in schools is improving from year to year. It is becoming clear through these case studies that effective induction requires a school-wide approach (Earley and Kinder, 1994). Everyone on staff should be aware of newcomers and offer a climate of mutual support and development. This can only be accomplished through the training of principals or vice-principals about induction in each school.

Mentoring

Most of the respondents agreed that the mentor's role was significant to NQETs' induction and that mentors required training and support. Having someone on the NQETs side right from the beginning, sharing the norms of the school (P1), giving technical guidance about the school (P1, P2, P3) and helping the newcomer forge ties with other colleagues (P1, P3), were highly valued components of the mentors' role. Two inspectors considered the mentor role to be mostly emotional support and not subject-developmental support (S1, S3) as in the case of the two non-subject mentors. This was perceived negatively by all three inspectors. S3 remarked: "*I have a feeling that they all don't do as much as they are supposed to, don't spend as much time as they are supposed to.*" No one was fully aware of the mentoring role and the need for formal interactions (Quinn, 1994, Abell et. al., 1995, Glover and Mardle, 1999). They were defined by the context (Cole and Watson, 1993, Sampson and Yeomans, 1994b). The guidelines for mentors are very explicit however, the two official mentors were not aware of them (Min. of Ed. 1999, pp. 19-27). The dimensions of the mentoring role have been fully reviewed in Case Studies one and three.

Evaluation forms

The evaluation forms received mixed reviews. One third of the participants agree that they are good or excellent. One third were not familiar with them: two inspectors and the English counsellors. S3 was dissatisfied with the very extensive forms because an NQET "*I thought should have failed, passed mainly because she was fine with everything except teaching.*"

TT1 supports this comment when she says, "there are no bad evaluations." TT3 on the other hand, said they are excellent but it "depends on the mentor who fills it in." These impressions raise two questions: Are the forms a true evaluation of NQETs' first year? and How effective are they?

NQET1 and NQET3 said they did not utilise the forms with their mentors during the year as suggested in the guidelines for guiding mentoring interactions. Only NQET3 found fault with the evaluation process. She disagreed with the contents of the form: her discipline needed improvement, while her strengths were ignored. S1 and S2 had never seen the completed evaluation forms at the Ministry, while the TTs received them at the college and forwarded them to the Ministry. The ultimate purpose of these evaluations escapes this writer. Formative evaluation (as in the guidelines) is meant to be used as constructive criticism through which new teachers attempt to improve themselves with their mentor.

Another tension is the lack of professional input about teaching English. This is the result of non-subject mentoring and no official input from the English counsellor. While inspectors were officially released from this role which is explained in the guidelines and unbeknownst to the English inspectors (Mofet, 2002), evaluations could be enhanced through the English counsellors' involvement. P2 explicitly negated the need for these forms, which is consistent with her overall shortsighted perception of the necessary support for new teachers. She says that the pupils and the English team of teachers give the best feedback.
It can only be assumed that these evaluations end up in the personal file of the new teacher at the Ministry. S3 suggested that maybe the general inspector of the school receive them. There is a definite need to establish the value of these forms and their ultimate destination.

Coordination and responsibility of induction

All of the knowledgeable participants about induction overwhelmingly perceived a lack of coordination and much confusion about the responsibility among the vested bodies in newly qualified English teacher: TTCs, the Ministry of Education and the school. The TTCs are not in direct contact with the schools, the English inspectors are in the dark about which new teachers are entitled to the induction programme and the school absorbs the new teacher according to their interpretation of their poor quality information. The management of the programme is fragmented (Jones and Stammers, 1997). How then can it be ensured that the NQET is receiving an induction plan tailored to his/her individual needs? Dallat, et. al., (1999) found that the induction officer in their study "fulfilled both a proactive and reactive role in meeting the needs of newly qualified teachers on in-service courses and in schools" (p. 51). The induction tutor was the liaison between the district and the school in a school-based induction programme. In this context, the teacher tutors (mentors) received

training according to their perceived needs to fulfill their role in NQTs' induction. Another category that requires addressing is the school-wide approach to induction (Earley and Kinder, 1994). Professional development at the TTCs cannot be divorced from the context in the schools. External support should be followed up with in-school support, if professional development is to be more effective (Dallat, et. al., 1999). Relating to issues in the peer workshop perceived by NQETs, without observation in the field, the whole context cannot be truly understood. If a teacher is struggling with discipline problems or timetable absurdities and no one visits the school to ascertain where the difficulties lie, such as in poor leadership, then how will the induction programme be of any assistance to the new teacher? If there were coordination among the TTCs and the inspector or English counsellors, then these issues could be pinpointed and perhaps be more effectively overcome. Finally, the concept of induction requires a clear understanding by all of the stakeholders. Each one perceived induction based on the quality of information that was provided, which on the whole was little. If all of these areas were more tightly linked, the likelihood of new English teachers becoming more committed to their profession and their schools would be increased. There is a definite need for monitoring the whole programme, the mentoring process and following up on the NQET's personal progress in order to ensure effective induction.

Need for English counsellor

The English counsellor has officially been totally ignored in the induction programme while their work had significant impact on all three NQETs. All stakeholders, except for the TTs, agreed that the ECs' support for new English teachers is indispensable. They were perceived to be instrumental in the professional development of NQET2 and NQET3. This is a major concern for the first year of teaching (Earley and Kinder, 1994, Vonk, 1993) NQET1 turned to her EC for confirmation of ideas she implemented in addition to a supportive peer workshop and a non-subject mentor. NQET2 depended on EC2 for some professional support throughout the year since she had no other recourse: unofficial English mentor, no peer workshop and irrelevant in-service workshop.. NQET3 had intensive support from her EC right from the beginning although limited to approximately five months in addition to an irrelevant peer workshop, non-subject mentor and no in-service workshop. While NQET1 had the most available support for subject development, she still felt the need for EC1. ECs have easy access to schools and are usually directly in touch with new teachers contrary to Dallat, et. al., 1999). She is already somewhat attuned to the difficulties of new English teachers and is better equipped to advise them rather than a non-subject mentor. Moreover, she could advise the non-subject mentor with EFL input where necessary and contribute to the final evaluation. In each case, the EC had no idea that there was a school-based mentor. In light of these findings it would appear that ECs do have a significant role to play in NQETs' induction and should be officially included.

Perception of induction

Similar to the literature, as varied as each induction is, so too, the perception. The perceptions depended on the stakeholders' personal knowledge of induction practices within the schools. Of the fifteen possible responses to this question, all three principals plus two others said induction has a positive influence on new teachers: "*a good idea*" (M2), "*important*" (P1, P3) or "*necessary*" (M1). On the other hand, all three inspectors said the induction programme was negligible or poor while three ECs had no opinion due to their ignorance of the programme. Two mentors did not offer an opinion perhaps because the question was not asked directly. The teacher trainers were divided: "*must develop mentoring*", "*hopefully will help*" and "*good but problematic.*" The interesting point here is that all of the principals (in-school support) agreed to the importance of the programme while the external support providers were not convinced of its effectiveness. Inspectors and English counsellors are not directly informed about the programme or who is an NQET, therefore they cannot make an informed judgement. However, the inspectors did not believe that the induction programme had made a difference on the retention of new teachers. Again, this is just their feeling and not something that has been proven statistically. The NQETs also perceived their induction differently from each other. One was very pleased, one was somewhat satisfied and one was completely dissatisfied. This underscores the need for a deeper understanding of the programme by all of the stakeholders to ensure that all NQETs receive full quality support.

Mentor Role Perception

Table 11 represents the factors that mentors perceived as part of their role.

Table 11

Mentor role perception

Feature	M1	M2	M3
type of support	emotional and limited professional	emotional and limited professional	collegial
interactions	informal	informal	informal
observation and feedback	once	none	twice
evaluation	twice	none	once
training and support	no	not applicable	needed

The mentors all said that they had provided some kind of support for their NQETs. M1 and M2 said they mainly offered emotional support that is parallel to the literature (Carre, 1993, Abell, et. al., 1995, Moyles, et. al., 1998, Tickle, 2000). M3, on the other hand stated that her

relationship was purely collegial which is supported by NQET3. I feel that the relationship between NQET3 and M3 was not as warm as the first two case studies, although it did not impact negatively on her successful induction due to other positive factors within the school. None of the mentors voiced any reservations about assessing their mentee which is dissimilar to the literature. All of the interactions were informal since the mentors were unaware of any other expectations of them. Observations and feedback were held in two cases for purposes of the formal written evaluation. M2 and NQET2 did participate in an official induction programme. These forms were not utilised for further professional development (Merry and Kitson, 2000). M1 and M3 said they had challenged their mentees somewhat but this was not obvious to their proteges.

Although mentor training and support is widely supported in the literature (see p. 65 under mentoring), only one mentor felt insecure about her role, M3. M1, on the other hand said "*it depended on the person.*" Effective mentoring requires more than patience and emotional support as clearly outlined in the guidelines of the induction programme (Min. of Ed., 1999). These requirements include: weekly interactions for an hour once a week; observation and feedback of teachers to identify needs; assist in the NQTs' socialisation into the school; and evaluation. Moreover, the mentoring relationship is meant to promote reflection and professional development (Vonk, 1993). While the two mentors performed half of their outlined duties, assisting in the socialisation process and evaluation, professional development through weekly hour long interactions were not routine. This could have been rectified if a coordinator for induction in the schools had monitored the induction process for each NQET. The mentor could then be advised of their mentee's needs and independently decide how to proceed (Dallat, et. al, 1999). The programme requires flexibility for the mentor as well as the mentee.

Principal role perception

All three principals agreed that NQETs should have a reduced workload and perceived the importance of routine mentoring interactions. Whereas P1 and P3 were ready to evaluate and give all the necessary support to their NQETs, significant information was lacking. If they had been better informed about induction, they would have arranged for release time to observe other teachers or provide effective evaluation. However, P2 did not believe the mentoring interactions should be part of the school timetable. It should be a time set by the mentor and the mentee outside of school hours. P1 and P3 both perceived their role as pro-active by taking a personal interest in their new teachers, meeting with them, working out problems with weak pupils as in NQET3's case or showing appreciation in any of their endeavours as in CS1 And CS3. P1 and P3 had 'open-door policies' for their teachers and it was evident to M1 and NQET1 and M3 and NQET3. These principals offered the resources and professional support to establish an English Room or have an English Day. P2, on the

other hand, perceived her role in terms of the technical aspects of induction as mentioned above. She provided discipline support only and believed that the English team in the school or the English inspector or English counsellor must give professional support. Moreover, the children were the best means of evaluation for her new teachers. She agreed evaluation should be based on observation but she did not observe NQET2 once. She also thought that there should not be any connection with the teacher training colleges because the new teachers are adults and should be capable of taking care of themselves.

4. What factors do NQETs perceive to have the most influence on their induction and future career development?

Table 12

Factors perceived to most influence NQETs' induction

Factors	NQET1	NQET2	NQET3
school culture	√	√	√
leadership	√	√	√
contribution to school	√		√
supportive mentor	√		
peer support group	√		
pupil behaviour		√	
part-time job		√	√
demanding subject		√	√
cultural differences		√	

This table reflects a cross-section of the perceived factors that most influenced NQETs' induction both positively and negatively. While NQET1 and NQET3 both experienced very warm, collaborative school cultures and leadership, NQET2 did not feel part of the school culture. She was not expected to contribute to other aspects of school life, only towards the English staff. P2 did not provide much support in managing pupil behaviour nor solving other pedagogical problems such as class size and physically small classrooms. For NQET1 and NQET3, each contribution to the school was duly noted and a show of appreciation was evident. When NQET2 took on the sole responsibility of teaching second grade and created her own curriculum or prepared very creative lessons for the fourth grade, no one noticed or seemed to care or told her. NQET1 was the only teacher to fully appreciate her mentor. NQET2's informal mentor left school early on maternity leave while NQET3 felt she had nothing in common with her mentor. NQET1 attended a valuable peer workshop at the TTC, while NQET2 did not have one to attend and NQET3 attended a peer workshop at the TTC that was inter-disciplinary and therefore not meeting her needs. Pupil behaviour was a grave

issue for NQET2 and negatively impacted on her induction. Whereas NQET3 worked at two part-time jobs, NQET2 worked for a few hours, spent less time at school - only two days per week and therefore felt little contact with the other staff members. NQET2 and NQET3 both felt that teaching English was very demanding and the salary did not reflect the effort made. Unlike the other two teachers, NQET2 was a new immigrant from an English-speaking country and had a difficult time adjusting to the Israeli school mentality although she had lived in the country at least five years prior her first teaching job. This table clearly reflects that school leadership and culture impacted on all three induction programmes.

Table 13

Factors influencing NQETs' professional development

variables	NQET1	NQET2	NQET3
principal	√		√
peers	√		√
collaborative workplace	√		√
English counsellor		√	√
English dept.		√	

NQET1 and NQET3 both felt that their principals and the collaborative workplace influenced their professional development significantly. Each principal challenged the teachers with achievable tasks and continually supported them. They were also expected to take part in school decisions that first year which indirectly impacted on their professional development. NQET1 learned how to better manage her classes when she participated on the behaviour code committee while NQET3 became integrated with the staff, working on projects together. For NQET1 and NQET3, their peers at the college were very influential. NQET1 learned new techniques through her peer workshop and stretched her teaching repertoire while NQET3 sought out her peers at the college and at home as sounding boards for ideas and mutual support. NQET2 and NQET3 perceived the English counsellor's role as significant to their professional development. They gave advice, demonstrated techniques or were supportive listeners in difficult times. NQET2 was the only teacher that worked with other English teachers. It is clear from this chart that professional development can emerge from several channels and that all options should be considered, especially when others, such as a peer group, are not available.

Chapter Eight
Discussion

This final chapter draws conclusions from the factors affecting the retention of newly qualified teachers and the stakeholders' perceptions of the induction programme based on the data presented in chapters three, four, five and six. The chapter addresses their implications for the retention and induction of primary English teachers in Israel, how they compare with current studies and offers recommendations for future policy and research. Finally, a summary of the research experience and its impact on my professional growth.

The ensuing findings from this study are based on the extrapolation of data from semi-structured interviews conducted during the academic year of 2002-3 with newly qualified English teachers, mentors, principals, teacher trainers, inspectors and English counsellors, minutes from a meeting, the Israeli induction guidelines and field notes. The most significant findings have indicated that the following underlying tensions may impact on the retention and induction of primary English teachers: the lack of coordination and the monitoring of each induction programme; the importance of peer interactions; the importance of interpersonal relationships within the school culture; the need for a closer connection between the colleges and the schools; and the significant role of the English counsellor in induction. Moreover, appreciating the difficulties of teaching English and accommodating these needs may positively influence the retention of English primary teachers.

This study is significant to the body of research:

- for its in-depth qualitative approach to induction and mentoring using semi-structured interviews and on-site visits to schools
- perceptions of all induction stakeholders were explored – principals, mentors, NQETs, English inspectors, teacher trainers and English counsellor
- it includes an atypical induction case study (teacher did not remain in teaching)
- examines the whole school environment in induction – school induction policy and the stakeholders directly and indirectly involved with induction
- examines the latent effect of mentoring on a newly qualified English teacher – how effective the mentoring relationship was and if it left any lasting impression on the NQET.

Significant findings

Lack of coordination and monitoring of each induction programme

The Israeli induction programme is college and school-based. This manifests itself in the peer support group and mentor support for new teachers entering the educational system for the first time. Moreover, it should be flexible, meeting the NQETs' needs emotionally and professionally. It became apparent through the data, that most of the stakeholders were not privy to the most basic information about the induction programme and that the onus to inform the stakeholders about induction fell to the newly qualified English teacher, directed by the college. While the teacher trainers were quite confident that this information had been disseminated, the key participants regarded it as insufficient. There was no one responsible to check that the Ministry guidelines had been fully implemented (Min. of Ed. 1999). This impacted on the stakeholders in the following ways: the principals, mentors and NQETs were unaware of the provision for a formal weekly meeting in the timetable for the NQET and the mentor or the allowance for release time to observe the mentor or other teachers; mentors, principals and NQETs were unsure about the formal evaluation forms and their ultimate purpose; mentors viewed their roles mainly as emotional support and less as professional support; mentors lacked role definition; informal school induction policy varied from school to school; and there was no direct connection between the peer support group at the colleges and the schools. Moreover, there was no formal input in the formative and summative evaluations from an English counsellor or English inspector. According to the guidelines, observations and critical feedback together with formative evaluation were meant to promote individual professional growth for the newly qualified teachers. Ultimately, the mentor interactions would assist in target-setting or learning objectives to be achieved.
However, other than filling in the evaluation forms by a specific date, the mentors and the principals were oblivious to their purpose and they did not serve any noticeable function.

There was no coordinating body monitoring the provision for the NQETs' needs during the programme which mandates: a peer support group, an induction programme for each new teacher, an external subject mentor where necessary, regular observations and feedback from the mentor promoting professional development and regular mentor- NQET interactions. This is especially acute in the event that an NQET begins his/her induction programme upon post graduation from the college, one or two years later. Who monitors what is happening to these new teachers? Is the onus still on the NQET? While all of the mentors possessed good interpersonal skills, none of them had received support and training to facilitate NQETs' professional development through self- reflection as set out in the induction programme guidelines. These findings parallel the literature in several dimensions:

- There is no uniformity in the implementation of the induction guidelines (Quinn, 1994)
- Most stakeholders found the programme to be confusing, uncoordinated, based on the informality of its structure (Klug and Salzman, 1991, Earley and Kinder, 1994, Bush, et. al.,1996)
- Informal school induction policy varied from school to school (Bines and Boydell, 1995, Merry and Kitson, 2000)
- No consistency in the mentors' role, mostly reactive rather than proactive (challenging) (Cole and Watson, 1993, Bolam, et. al., 1995, Carney and Hagger, 1996, Jones and Stammers, 1997, Moyles et. al. 1998, Merry and Kitson, 2000).
- Very limited or no formal or informal observations and feedback (Moyles et.al. 1998, Merry and Kitson, 2000)

Without the careful monitoring of these set parameters, the quality of induction for each new teacher is diminished. Indeed, in the cases of non-subject mentoring, it is doubtful that any subject development occurs. This causes frustration for those new teachers who yearn for this support and do not receive it.

Based on these findings, it is recommended that each induction be monitored and assessed in each school (Bolam, et. al, 1995). This could be achieved through appointing a trained staff member to be responsible for new teachers' induction or through an induction officer, appointed by the school district, who oversees the induction of all new teachers externally (Dallat, et. al. 1999). However, schools are becoming more autonomous in Israel therefore the quality of induction virtually depends on the school. Principals, mentors and NQETs must become aware of the full entitlements of induction for all new teachers in schools regardless of the employment conditions. Mentors and newly qualified teachers should evaluate the effectiveness of their induction programme through a formal evaluation form (Malderez and Bodoczky, 1999). Through careful monitoring, schools and mentors will become aware of weaknesses and seek the means to improve the quality of induction.

Effective mentoring which enhances mutual professional development requires training in interpersonal and communication skills for both mentors and NQETs in addition to observational methods and constructive feedback (Quinn, 1994, Bines and Boydell, 1995, Abell, et. al. 1995, Bolam, et. al. 1995, Moyles et. al. 1998). NQETs should receive this training through their college, while mentors (who often shoulder many responsibilities) should be offered one of two possibilities: either training and support through the district or college or the option of seeking assistance when necessary from an expert such as an induction officer or trained staff member in the school. In the absence of an English mentor, there should be provision for a formally appointed English mentor who is directly involved in

NQETs induction and professional development. Since the English counsellor played a significant role in all three case studies, there is an inherent need to officially include him/her in the induction process. Most English counsellors are considered 'good', experienced, veteran teachers by their English inspector and are therefore appointed to the post. They usually have a good rapport with adults and know how to support them professionally with advice. Some of them have taken accredited supervision courses at the university, but these courses are only recommended and not a pre-requisite for the position. Furthermore, the use of formal observations, written constructive feedback and target setting were not used by any of the English counsellors in all three case studies. Therefore, in the case of non-subject mentoring, it is clear that the English counsellors be trained in these skills.

Importance of peer interactions

In two case studies, college peers were significant to the newly qualified English teachers' emotional support and professional development. This finding supports the literature that newly qualified teachers seek peer support especially from their college peers who share professional knowledge and work in similar contexts (Earley and Kinder, 1994, Bolam et. al., 1995, Dallat, et. al., 1999). The differences between two new teachers highlighted the need for subject specific peer support. One of the new teachers had an ongoing peer support group for primary English teachers at her college while another new teacher had a mixed discipline peer support group because there were not enough students to require a separate course. The third new teacher had no peer support group. While the same subject peer group was perceived to be extremely beneficial, the mixed discipline peer group was perceived to be useless. The other subject teachers in the mixed discipline peer workshop did not share the same difficulties as English teachers. Consequently, these teachers found consolation outside the workshop through telephone calls or quick conversations between classes at the college. Unfortunately, there was no continuous, professional in-service guidance for these English teachers. As in Carre's study (1993), two of the newly qualified teachers, who attended the district in-service courses for new teachers, initially, did not deem them effective or meet their expectations and subsequently avoided further participation. It is recommended that in-service courses be tailored to the needs of the participants and the schools' requirements as closely as possible (Dallat, et. al., 1999). Subsequently, small colleges like larger ones, must provide quality in-service counseling for the precise needs of newly qualified English teachers to facilitate their development.

Importance of interpersonal relationships within the school culture

School leadership and culture influenced each newly qualified English teacher without exception. Relationships within the school community impacted positively or negatively on

the new teacher. The majority of induction studies have examined the mentor-induction relationships, external support and continued professional development, while there are considerably fewer studies that also address the school-wide dimension of induction (as previously reviewed under induction (pp.43-74). Those studies recognise the importance of supportive school leadership and a collaborative school culture, which manifests itself in a supportive climate, in mutual professional development and each member's potential contribution to the school. Moreover, these same factors influence the retention of new teachers (Macdonald, 1999, Pisova, 1999, Weiss, 1999, Adams, 2000, Cockburn, 2000) .

Two of the new teachers were socialised into schools that were very supportive and characterized by: a personal relationship with the principal which includes feedback and support for their contributions, teacher autonomy, staff collaboration and appreciation, shared norms and values and effective management of student behaviour. In essence, effective relationships were maintained with the principals, the mentors and the other members of staff. Conversely, the new teacher that left English teaching, did not receive any feedback and support, was not initiated into the norms and values of the school, experienced poor management of student behaviour in addition to a very informal induction programme. She felt like an outcast and not an accepted, contributing member of staff. Considering her promising academic record, some of the stakeholders were puzzled that she left teaching and identified cultural differences as the probable main reason. However, examining the differences in the cases, it is clear that the school climate had a definite impact.

The two successfully inducted teachers were warmly received into their respective schools, they eagerly sought assistance, readily offered their assistance and were highly regarded. The principals who valued their English teachers, facilitated discretionary autonomy, by personally challenging their English teachers through support, encouragement and displaying appreciation for their achievements. They were highly visible and accessible, listened to their teachers and searched for solutions to problems that arose.

Staff collaboration on school policy, projects and in-service workshops quickened the adjustment and promoted professional development of the two successfully inducted teachers. For one teacher, she learned to better manage her pupils through participation on a behaviour code committee. For the other teacher, her expertise in computer technology and participation in school decisions, forged closer ties with many teachers. The third teacher was not considered an equal by the leadership, was not included in school workshops or any collaborative projects, in fact she felt like an outsider. She was attracted to this school because it is a charter school for the arts. Moreover, she anticipated joint projects and collaborative ventures but they never materialized. Her mentor confirmed this. The principal delegated homeroom teachers to handle discipline problems for English while

student behaviour was not recognised as a problem for new teachers. Therefore, little attention was given to solving problems that were current to many teachers. This principal had higher expectations of novice English teachers and did not form any relationship with them.

Recommendations

It is recommended on the basis of these findings that one of the priorities of the policy-makers is to raise the awareness of the principals and key staff people about the significance of the pivotal role of their leadership and encouraging a caring and supportive school culture. The professional growth of all teachers, new and veteran, should include sharing problems, seeking solutions as well as collaborative interdisciplinary projects. This can be advanced in principal training programmes. Moreover, the induction guidelines should devote a section to the importance of the principal's role in induction that goes beyond the formal observation and feedback and includes personal support, or provision for alternative support, and community support in addition to the mentor. Furthermore, suggestions on ways to facilitate discretionary autonomy and promote collaboration should be included. It cannot be presumed that principals value their new teachers and automatically implement these strategies, therefore, administrators must be trained to 'practice leadership as pedagogy' by offering solutions and continuous support if they want to successfully retain newly qualified English teachers (Sergionvanni, 1996).

As noted earlier, newly qualified English teachers also need to be trained in interpersonal and communicative skills and be aware of their rights. This is especially significant in cooperating with adults and children in the workplace and for seeking and demanding basic assistance in real time. Moreover, this will enhance collaborative work within schools and hopefully aid new teachers in overcoming their isolation.

A need for a closer connection between the colleges and the schools

The interplay between the colleges and the schools was often raised during the study through these issues: teacher preparation, peer workshop and reflective skills. All three newly qualified English teachers and their English counsellors supported the need for a tighter link between theory and practice, the college and the field. The perceived knowledge and skills lacking in newly qualified English teachers' repertoire were the ability: to teach heterogeneous classes, to teach reading acquisition, to implement the curriculum, to teach young learners and to effectively manage pupil behaviour. While most teachers agree that reaching one's potential in any of these areas requires ongoing professional development, the newly qualified English teachers believed that the basic preparation for these skills was

amiss. One teacher was prepared to teach junior high school and yet took a job in the primary school. Another teacher was prepared for primary school from grades four through six, yet she took on grade two as an innovative project. Moreover, student teachers are generally placed with one master teacher in schools for an entire year. Thus the opportunity to observe and learn from a variety of primary teachers is almost nil.

The peer workshop, which supports the fledgling English teacher through interactions with other new English teachers, was perceived cynically by both English inspectors and English counsellors. One teacher had the benefit of such a workshop for English primary teachers during her induction year, another attended a peer workshop for English teachers when she did not have a job while the third experienced a multi-disciplinary peer workshop. The peer workshop takes place at the college with an experienced teacher trainer. All of the new teachers work in several school districts in the colleges' radius. There is no contact whatsoever between the teacher trainer and the new English teachers' schools. The teacher trainer never visits their classroom, therefore the discussion of issues at the college is solely based on the new teachers' perception of difficulties. The newly qualified English teacher, who attended her peer workshop during her induction year, thought it had contributed to her professional growth. However, she felt the need to seek additional support from her English counsellor. Since first year difficulties are strongly related to contextual issues, without on-site visits to schools or having contact with the inspectors or English counsellors, how can the teacher trainer be familiar with the tensions that exist in each context and subsequently, how effective is the peer workshop in problem-solving? Is it just another course where new teachers 'gripe' as one inspector suggested, or do they promote realistic solutions to daily tensions in schools?

The final tension that is inherently connected to induction and the college is the informal awareness of strengths and weaknesses found among all three newly qualified English teachers. Each new teacher intuitively had some notion of their teaching competences based on their two years of student teaching practice and their first year of teaching. There were no formal written documents from the colleges summarizing their progress or professional growth. Professional growth is recognised as a process that is developed through self-reflection based on continuous observation and critical feedback (Sampson and Yeomans, 1994, Smith, 1996, Matthews and Jessel, 1998, Merry and Kitson, 2000, Spindler and Biott, 2000, Yost, et. al., 2000). The English counsellors noted that most of their first year teachers lack reflective skills. Indeed, one of the teacher trainers tested her students in reflective thinking after teaching a lesson. She clearly did not consider self-reflection as an ongoing process but something to be tested during student teaching. The induction programme explicitly expects mentors to regularly observe and give written feedback,

especially in the beginning of the year and yet not one of the mentors engaged in this kind of professional growth.

Recommendations

Based on these findings, it is recommended that colleges constantly review their English teaching preparation courses through the analysis of their graduates' evaluation. Only by assessing their programmes and improving them according to the perceived needs will colleges lessen negative criticism (Patterson, 2004). In addition, all EFL teachers should take a course on the acquisition of reading at any age level in the school system, since all advanced foreign language learning is based on reading skills. Without the acquisition of reading, the foundation of the English curriculum and the standards of English will not be achieved. Primary, junior high and high schools have non-readers and their needs must be addressed. Primary teachers must have training in teaching young learners since more schools in Israel are providing English learning from the first grade. As more parents take an interest and are actively involved in planning the curriculum for their children, this demand cannot be ignored.

The experiences of student teachers are quite limited and therefore changes must take place in its organisation. Student teachers need access to a variety of model teachers during their preparation. This warrants increased visits to a large variety of successful EFL teachers' classrooms and expert teachers' input in college courses. Student teachers also require intensive personal experiences in controlling a variety of classroom situations independently, implementing the curriculum, facing the realities of teaching English to diverse learners and handling large classes.

The latest trend in Israel today is towards professional development schools (PDS) whereby student teachers work more closely with teachers and the total school. Both the student teachers and their teachers mutually benefit from each other professionally and increase the benefits for the pupils and the school (Miller and Silvernail, 1994, Valli, et. al. 1997, Ariav and Clinard, 2000). This poses a problem for primary school experiences since there is rarely more than one English teacher in the school. Sometimes there are groups of ten student teachers. The ratio of ten student teachers to one English teacher is unmanageable. In addition, student teaching practice is one day per week during the second year of training, while it is twice a week in the third year. If student teachers were present in schools twice a week, given more responsibilities in real time such as teaching and being held responsible for a class on a regular basis, experience a joint methodology course in the school with the master teacher, perhaps the experience could be more closely aligned with the actual teaching experience. This could definitely enhance their classroom management skills.

Moreover, there would be more time for the mentor teacher to engage in meaningful interaction with the students promoting mutual professional growth such as planning units of study together with the teacher trainer, encouraging the mentor teacher and the student teachers to make the implicit explicit and forming relationships with adults and pupils alike (Malderez and Bodoczky, 1999, Ethell and McMeniman, 2000). Developing interpersonal and communicative skills with the administration and pupils alike would be an important asset for new teachers.

Since this study began, the peer workshop has become more flexible for the newly qualified teachers. Those teachers who begin their first year of teaching post graduation from college are entitled to register with any college within their vicinity in order to have a peer group. While this is admirable, who will remind the new teacher of this possibility when they begin work one or two years later? More coordination among the stakeholders for the induction and professional growth of the newly qualified English teacher is recommended. Teacher trainers, inspectors, English counsellors, mentors and principals should collaborate and decide how to effectively handle the external support and induction support/ evaluation for all newly qualified teachers. None of the parties should work in isolation of one another.

The final recommendations refer to the ongoing process of professional development. One of the characteristics of establishing a profession is the identification of professional knowledge. The development of "shared assumptions about what to expect from a newly qualified professional " based on trainees, examiners and employers has been suggested and contested in the literature (Eraut, 1994, Calderhead and Shorrock, 1997, Lawson and Harrison, 1999). In Israel, since the present English curriculum was created in 2001, the teacher trainers and other experts in EFL have created a new document, The Core Requirements for English Teachers, (Appendix 4) which attempts to outline the professional knowledge necessary for English teachers to demonstrate competency to implement this curriculum. These core requirements will be the cornerstone of the English teacher-training curriculum. I suggest that in addition to becoming familiar with this document, there be a written profile of each newly qualified English teacher based on two years of observations, written self-reflection and critical feedback from peers and mentor teachers during student teaching practice. At the end of each year of student teaching, strengths and goals for the following year could be clarified in advance. Through individual conferences with the pedagogic advisor and written summation, newly qualified teachers' self-awareness would grow and guidance to seek methods to overcome difficulties would be addressed. Mentor teachers in initial teacher training and in induction programmes, need training and support in this practice to further the mentee's and newly qualified teachers' professional development. For newly qualified English teachers, the induction year would become a continuation of this

'familiar' process. The formative summation would become more utilitarian and a basis for more effective mentor interactions.

The significance of the English counsellor

The English counsellor, although not included in the official induction programme, played a significant role in each case study. The principals contacted the counsellors. She was especially appreciated when there was a non-subject mentor in the school and in the absence of a viable peer support group. However, the role varied according to the needs of the newly qualified English teacher in two cases, while in the negative case study the English counsellor did not officially work in her capacity because the new teacher was not hired through the Ministry of Education. All of the English counsellors were uninformed of the induction programme, had little knowledge of it and were unaware of any other mentoring. The following questions arise, how many people are needed to support one English teacher? Is the advice conflicting? How can a non-subject mentor promote professional subject development? Is discipline the only difficulty for new English teachers and is there a connection between methodology and discipline? For one teacher, the English counsellor was her sounding board for new ideas and encouraging her self-confidence without any observations or written feedback. She had no discipline problems. For another teacher, the English counsellor was limited in her ability to influence professional growth. The interactions were for a relatively short time but were appreciated although there were constant observations without written feedback. The teacher felt constantly on her guard and would implement the counsellor's ideas as she was told. The newly qualified teacher did not perceive her style of mentoring favourably. She felt betrayed by the English counsellor in her lack of subject development that year. In the negative case study, the English counsellor met with the new teacher rather late in the year on the basis of once a month although the counsellor was in the school in her capacity as teacher trainer with student teachers. The counsellor did not visit her classroom and attempted to advise the new teacher while she had a student teacher with her. While all three worked in some capacity with the newly qualified teacher, they were never asked for their professional opinion in writing about the teachers for the final evaluation. Their support or contribution to their professional growth was not considered an integral part of the official induction programme.

Recommendations

The English counsellor can play an even more significant role in induction if the programme was better coordinated. Firstly, they have easy access to the primary schools through the inspectorate. Most of them have the professional knowledge necessary to

inform the principals of new English teachers' difficulties such as teaching demands and being of assistance to principals in advocating for the best working conditions for teachers. Furthermore, they should observe and give written feedback on a regular basis to the English teacher in the absence of a qualified English mentor. They should be trained in observation and critical reflection and promoting professional growth rather than only modeling their teaching behaviours or giving advice outside of the classroom. All new teachers should have the option of an English counsellor no matter how she was recruited. This would ensure that all college graduates receive the unconditional support in their first year. Moreover, all of the stakeholders should be cognizant of each other and how to best coordinate the induction programme for each new English teacher. Finally, new English teachers should never be given student teachers.

Recognition of English as a demanding subject

Status and school leadership were identified as significant factors which impact on English primary teachers in Israel. However, the recognition of English as a demanding subject clearly resonated among all of the interviewees except for the newly qualified teachers. The working conditions and sometimes unrealistic expectations of English teachers combined contribute to the overwhelming odds facing these teachers. Attempting to function in overcrowded classrooms of forty pupils caused frustration for the negative newly qualified teacher case study. She could not implement ideas she had learned at the college such as group work since there was no physical space in the room to move. The need to teach reading to large classes that have readers and non-readers at the same time caused resentment when the principal ignored the new teacher's request to split the classes. Large classes with such vast differences in knowledge become breeding grounds for discontent for teachers as well as pupils. The teachers cannot reach all of the pupils in the few hours that English is taught in one week. The pupils who are easily frustrated and demand constant attention often contribute to mounting behaviour problems for the teacher. Furthermore, pupils who do not succeed in L2 reading acquisition and literacy skills in the lower grades, become older, frustrated pupils in the higher grades. The cycle of frustration and failure has begun. Finally, autonomy without discretion given to a newly qualified English teacher caused failure for the teacher and the experimental programme. In the other two studies, both the newly qualified teachers and their principals shared a common understanding and appreciation for the English teachers' difficulties. Together, they sought solutions to problems and the principals offered resources whenever necessary. Innovations in English involved joint planning and execution.

Recommendations

According to these findings, it is recommended that principals become familiar with the needs of the English curriculum and the difficulties of language acquisition in order to help the new teacher find the best possible solutions to his/her dilemmas within the context of each school. These include: establishing an English Room, smaller classes, logical timetables especially for younger learners, approval of innovative programmes and allowance for supervision. Having this knowledge, unrealistic expectations of new English teachers should diminish. This can only occur when principals advise inspectors of the recruitment of all new English teachers for all age levels right from the beginning. There must be closer inspection of working conditions for new English teachers and new English programmes in schools. Inspectors could advise principals of similar innovations elsewhere and assist the new English teacher within the new context. In the case of more than one English teacher, there should be parallel teaching to encourage English teacher collaboration. Finally, a change in language policy for each school should be fixed with the inspector and not at the whim of the principal and parents. If acquiring L2 is of the utmost importance at a younger age, it should be carefully planned to foster pupil success. Working with experts such as inspectors and knowledgeable English counsellors will decrease the chances of programme failure.

Limitations of study

Design of study

The original design of the study was meant to include a survey of newly qualified English teachers in Israel which would have strengthened the outcome of this study. However, two colleges refused access to their list of graduates in order to conduct a survey. The head of the English department at a college where I had worked in the past, and I knew quite well could not recommend how to gain this access. This could be due to the fact that few research projects have been conducted about colleges in Israel, in particular English departments and therefore there was a general lack of knowledge in gaining access. As Dimmock (2002) notes that in countries such as Israel, it is important to enlist allies in the system. While I was unsuccessful in the colleges, my allies in the inspectorate assisted me in tracking down possible case studies.

Recall

The interviews of two of the three case studies occurred within the first six months after the induction year. According to Foddy (1996), long-term memory can be problematic; as time

passes, memory and recall fade. *"...the ability to recall an event appears to be related to its salience"* and can be satisfactory for up to one year (p. 93). NQET3 was interviewed two years later to ascertain the long- term affect of her mentoring experience (Moyles et. al., 1998). While she may not have remembered events accurately, for the scope of this study, her answers could be corroborated with her principal and counsellor. The information I was seeking was still viable in terms of how induction was and still is conducted in the respective schools. Perceptions of relationships, culture and difficulties remained etched in the NQETs memories. As for the principal in case study two, her recall was rather poor but it was clear that NQET2 was not significant to her. The studies do not allow us to fully understand the events experienced in real-time by the NQETs but rather rely on a retrospective perception of the effectiveness of the induction and mentoring programmes.

Phone interviews

Three of the interviews were conducted by phone due to the difficulty of meeting with them personally. This is due to the security situation in Israel. The interviews were pre-arranged to accommodate the interviewees and were much more convenient time wise. These interviewees were from case study three which occurred two years after induction. They included the principal, the mentor and the teacher trainer. However, my social interaction with the interviewees was diminished by not being able to observe them first hand and therefore their answers to the questions may have been incomplete in comparison to the other face-to-face interviews (Bassey, 2002, Wellington, 2000). Maintaining the interviewee's attention was more difficult (Anderson and Arsenault, 1999). In addition, due to the use of the telephone, it was burdensome juggling the note taking while listening (although it was being tape recorded through a message machine) and attempting to be focused fully on the answers of the interviewee (Wellington, 2000). Ultimately I may have lost some significant information. This was less obvious in the face-to-face interviews.

Researcher bias

Researchers agree that interviewers are value-laden and cannot be completely detached from their interviewees (Yin, 1984, Miles and Huberman, 1994, Robson, 1994, Stake, 1995, Cohen and Manion, 1998, Wellington, 2000, Silverman, 2001). What they hear and observe in unnoticed ways generally affects them. I was over-sympathetic or emotional (Silverman, 2001.) to the NQETs' predicament due to my past work as an English counsellor with first year teachers and may have been negatively influenced by NQET2 towards the stakeholders in making judgements for case study two while becoming overly enthusiastic towards others where the NQETs were influenced positively. Moreover, Stake (1995) questions the possibility of other researchers finding the same conclusions as myself. My findings would

probably differ from that of an English inspector or principal. Indeed this became apparent when my colleagues perceived my assumptions about issues of retention and induction quite differently. While I expected the problem of retention to be directly related to school leadership and the demands of English teaching, many of my colleagues immediately responded with the issue of the low status of teachers. Only a handful of my colleagues realise that a supportive school atmosphere in the induction experience is just as important as the mentoring experience and peer support group. Very few of them are aware of what effective induction is and usually perceive induction as the emotional support mentoring provides.

Amibiguity of questions

Wellington (2000) raises the issue of ambiguity when questions are not easily understood. When questions were phrased generally and not specific enough prepared prompts were used. This may have led the interviewees towards the expected answers and not truly their beliefs. On the other hand, the interview questions often raised issues that interviewees prior to our encounter had not considered in connection to the topic such as induction.

Non-representativeness

The literature often views case studies as non-representative (Stake, 1995, Denscombe, 2001, Silverman 2001). This study cannot be generalized to all NQETs in Israel for several reasons: the sampling was purposive, the size of the schools differed, the populations in each context were diverse, and each induction experience is highly context specific. However, there were issues that could be generalized about all three case studies such as the significant role of the English counsellor and the influence of leadership and school culture on NQETs. The similarities and differences were striking yet the outcomes of this study could be expressed as 'fuzzy predictions' (Bassey, 2002, p. 114). The suggestions state 'what may work' and not necessarily what does work.

Future design

This study is suitable for small-scale research however it cannot be generalized to all newly qualified English teachers in the primary school. Therefore, to increase rigor and generalisability to this study, methods would have to be reconsidered. One of the means is the combination of quantitative and qualitative methodologies, which is gaining recognition in the field of research (Creswell, 1997, Denscombe, 2001, Rudestam and Newton, 2001). By implementing a questionnaire with some open-ended questions, random sampling of the population for in-depth interviews would broaden the scope of this study and increase its

generalisability. The combined data would show *"some consistency across the methods"* (Denscombe, 2001, p. 85). Moreover, including more newly qualified English teachers in a large number of school districts will add more data to improve the quality of the research (Denscombe, 2001). More in-depth negative case studies are required to understand what other factors may influence the retention of newly qualified English teachers. The use of ongoing observation of the social phenomena such as school cultures would offer more direct insight rather than rely on the subjective statements of participants.

A Personal Journey

The origins of this study are rooted in my experience as an immigrant English teacher to Israel over thirty years ago. I had one year of successful teaching experience in America as a homeroom teacher in the primary school and then I began my career as an English teacher in a poor primary school in the centre of Israel. I clearly remember the difficulties of classroom management, adjusting to a school in a depressed area of a city, and the feelings of desperation because this was my chosen profession and yet I was not having successful encounters with my pupils. Moreover, I never seemed to know what was happening in the school. No one bothered to inform me of changes, nor took a personal interest in me except for two people. I will always treasure the principal and the other English teacher in that school. The principal was elated to have a native speaking English teacher and understood the difficulties facing me. He always had time to listen to me, commiserated about his own experiences and offered support whenever I needed it. Although not every problem had been solved, he tried to assist me. The other English teacher, herself a new immigrant from Russia, was a very open, warm woman. We exchanged ideas in the teachers' room but our teaching styles were completely different. However, she befriended me that year which helped me survive. Other teachers basically ignored me in the teachers' room and did not have the ability to speak to 'strangers' working in the same school. These first impressions have remained with me and have always influenced my work as a mentor teacher for students, as an English counsellor and as a teacher trainer. I could not comprehend why students, who had devoted three years preparation to English teaching in the primary school, had relative success in their studies, only to give up teaching during their first year in the classroom. In addition, the looming shortage of English primary teachers has been the topic of conversation in the press as well as in the Ministry for many years. Technically, this shortage continues until today however on a smaller scale due to the recession and the high percentage of unemployment. Most of my colleagues believed that when teacher salaries would increase, there would no longer be any English teaching shortage. However, I was convinced that there were other underpinning tensions through my dealings with principals as an English teacher and counsellor. I have often perceived negative attitudes towards new English teachers, a lack of patience and a lack of sensitivity towards their fate. On the other

hand, maybe teaching languages in the primary school should be reviewed due to the sometime insurmountable difficulties encountered by new English teachers and lack of support. This motivated me to carefully examine the new induction programme holistically with the ultimate goal of discovering what factors impact positively or negatively on new English teachers. Moreover, what can be done to ensure quality and equitable induction for each new English teacher in light of the various contexts. Each induction required an in-depth analysis that could illuminate common issues and differences. Through interaction with the participants in the study, I was afforded a glimpse into their lives as beginning teachers, their perceptions of induction and thus I became better informed about induction experiences.

Through the literature review and this study, I learned that leadership and school culture plays a significant role in the socialisation of new teachers and a teacher's future commitment to teaching. I was increasingly perturbed by the lack of a school-wide approach to induction in Israel. The programme model that exists today continues to be confusing and lacks direction. These tensions were verified through the data. The burden of induction was basically left to the new teacher.

Professional growth

This study has had an enormous impact on me as a teacher trainer over the last year in developing professional growth in second and third year student teachers. It is quite common for teacher trainers in Israel to require their student teachers to compile a portfolio of their student teaching experience during the year. One of the components most poorly addressed by these students is an essay reflecting on their professional development. Although questions were designed to elicit this information, the students often found the task to be least understood. It was too abstract. As mentioned earlier, the English Forum, which is a committee which meets to further teacher training of English teachers in Israel, created the Core Requirements for English Language teachers in Israel (Appendix 4). The document attempts to represent the comprehensive knowledge required of all English teachers (specifically experienced teachers) and includes performance benchmarks for possible evaluation purposes. The document has been circulated among teacher trainers to be used in various ways such as improving their colleges' teacher preparation programme.

When I realised that the NQETs of my study were not explicitly aware of their strengths and weaknesses, I decided to use Core Requirements document as a basis to create a rubric for evaluating my student teachers at the end of the school year (Appendix 5). I carefully delineated the areas of competence for student teachers. This required simplification of the Core Requirements and additions in areas that were not covered such as self-reflection and

the ability to accept feedback. The core requirements and subsequently the rubric were shared with the class to facilitate interpretation. By the beginning of second semester of the academic year, 2004, I invited each student teacher to a personal conference with me and together, utilising the rubric, we bargained his/her strengths and areas in need of improvement. The student teacher was required to write a summary of our discussion relating to the rubric in which he/she identified the strengths and weaknesses. Moreover, I urged the student teachers to target achievable goals for the second semester. Through our work in student teaching, self and peer reflection, and addressing critical incidents, these goals could be addressed. It is my intention to have a written summary prepared by the student and myself at the end of the year which will clearly address the goals achieved and the outstanding ones that remain for the next year as a newly qualified English teacher. Furthermore, means of attaining these goals will be addressed through discussion and accessing the relevant literature. I believe that if a student is coached into identifying problems sooner, is directed to possible sources in search of solutions, then they will become more comfortable in aspiring to solve these problems through sharing this knowledge with peers, colleagues and mentors as future teachers. It is hoped that this rubric will lay the groundwork for a lifetime of continuous professional development in a learning community.

What I propose to do

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There are several avenues I will pursue advancing the understanding of the tensions involved in the retention and induction of English primary teachers in Israel. There is a need for quality induction experience for all new teachers, right from the beginning. Therefore I will submit a summary of the findings to the Chief inspector for English and the induction policy-makers. A policy that facilitates interactions must be supported by all of the stakeholders. It is hoped that policy-makers who are better informed will be able to address the unexpected more pragmatically. Moreover, a school-wide approach to induction must be encouraged and supported by the school system.

My colleagues who are involved in teacher training must be made aware of the need for wider support for newly qualified English teachers and more efficient cooperation among the stakeholders: the English counsellors, the inspectors and the mentors and the teacher trainers. I will present at the annual conference for English teacher trainers in Israel and write an article for the professional journal Trends.

Recommendations for further research

• There is a need for more studies in the area of subject mentoring in the primary school.

As new English teachers are required to have higher standards of competence based on the Core Requirements for English Teachers and the demands of the New Curriculum (Appendix 4, Min. of Ed. 2001) than ever before in the primary school and the fact that most of them work in isolation from other English teachers within the primary school, there is a need for more subject support in the first years.

- Examining the mentor-NQET interactions would provide useful insight into monitoring what happens between the two.
- Since each induction experience is context specific, more in-depth studies of primary English teachers and their workplaces which influence their daily work are required. The relationships, attitudes and conditions must be addressed if new English teachers are to get a good start and develop their commitment.
- Tracking the success of college graduates in the primary school in the long term.
- Studies of English teacher preparation programmes which reflect on the effectiveness of existing programmes and suggest improvements.

Conclusion

The focus of this small-scale qualitative study was to explore the factors affecting the retention of newly qualified English teachers in the primary school in Israel due to the shortages of English teachers and in light of the new Israeli induction programme. The literature reviewed the relevant concepts that were integral to this study: retention, induction and mentoring. Some of the major issues that emerged within retention and induction such as school leadership, school culture and professional development over-lapped, while others, such as the demands of teaching English and non-subject mentoring were found to be specific to the Israeli context. The literature review provided the themes in retention, induction and mentoring that were then compared to the themes in Israel.

The aim of this qualitative study was to attain an in-depth understanding of the induction process of newly qualified English primary teachers through focused, semi-structured interviews. The interview questions were based on the topics of retention, induction and mentoring. All nineteen of the stakeholders, who were directly or indirectly involved, were interviewed to gain an holistic 'picture' and explanation of the induction process in the three different case studies: two successful induction experiences and one negative induction experience.. The stakeholders included: the NQETs, the principals, the mentors, the English inspectors, the teacher trainers and the English counsellors. The analysis of the transcripts from the recorded data and subsequent data reduction revealed the perceptions and factors affecting the retention and induction of NQETs in Israel. The case studies were analysed 'within' and cross-referenced to seek similarities and differences.

This study was based on four research questions and their findings. Firstly, what factors do the stakeholders attribute to the retention of English teachers in the primary school? The factors most perceived to affect English teacher retention in Israel were a demanding subject, school leadership, status and school culture (see Table 7, p.204). Secondly, how do newly qualified and veteran primary English teachers perceive their induction programme? Based on Table 9 (p.212), the most positive aspects of the formal induction programme perceived by the NQETs were the personal relationships with the principals, the professional culture of the school, informal school induction policy and the influence of the English counsellor. The negative aspects of induction were the lack of ongoing observation and feedback, formal evaluation, mentor interactions, mentor preparedness, district workshop and lack of information about the programme. Thirdly, how do the stakeholders perceive induction and their respective roles? Again, the lack of information and coordination about the responsibility of the induction programme was prevalent. Apart from the principals, most of the remaining stakeholders perceived a great need for improvement in school induction policy and mentoring. Most of the mentors had no idea what was expected of them. Some stakeholders perceived the evaluation forms to be unsatisfactory in setting targeted goals while others perceived them to be quite superficial and did not foster professional growth as intended. Almost all of the stakeholders believed that the English counsellor played a significant role during the induction year. On the whole, most perceived the induction programme as a viable means of ensuring the successful socialisation of their new teachers. The mentors perceived their role as one of emotional and limited professional support through informal interactions. They were not aware of the necessity of observation and feedback as a means for professional development (see Table 11, p.223). Most of the principals perceived their role as technical support for a reduced workload and arrangements for mentoring interactions within the timetable. Most of the principals realised the importance of establishing a supportive and challenging relationship with their new teachers. Finally, the last research question addressed what factors do NQETs perceive to have the most influence on their induction and future career development? School culture and leadership were the most significant factors while contribution to the school was important in two of the three cases (see Table 12, p.225). Working part-time or very few hours inhibited the kind of relationship a new teacher could forge with the staff at a school. On the other hand, a new teacher working full time, had fewer opportunities to attend external workshops so important to her subject professional development the first year especially when she had a non-subject mentor. Most of the new teachers perceived the demands of teaching English to have a negative effect on their competency the first year. The principal, their peers, the collaborative workplace and the English counsellor influenced most of the professional development of the two successfully inducted new teachers. Only one teacher had the benefit of professional input from her English department (see Table 13, p.226).

In summary, the significant findings are:

* ❖ *Lack of coordination and monitoring of each induction programme*
* ❖ *Importance of peer interactions*
* ❖ *Importance of interpersonal relationships within the school culture*
* ❖ *A need for a closer connection between the colleges and the schools*
* ❖ *The significance of the English counsellor*
* ❖ *Recognition of English as a demanding subject*

While these findings cannot be generalised to other contexts (Bassey, 2002), they were common to each case study which suggests that the same issues may be prevalent in other induction programmes in Israel today. There is no simiple solution. However, through greater awareness on the part of stakeholders involved, it is clear that a greater record of successful induction could be achieved. The lessons learned in this study must now be brought to the attention of the policy-makers. If applied correctly, they should contribute in a large part to the future of English teaching in Israel.

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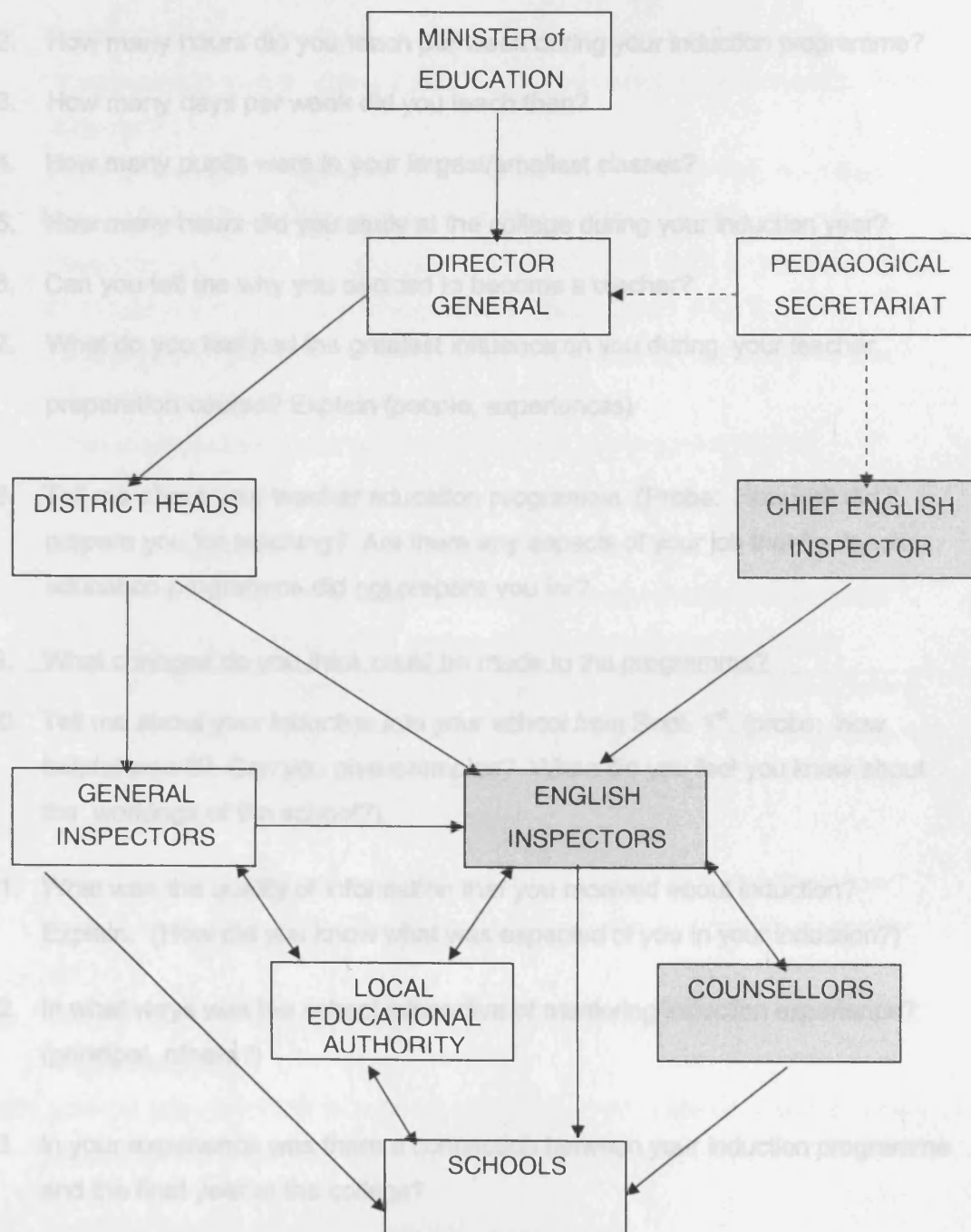
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Appendices

Appendix 1

ADMINISTRATIVE STRUCTURE OF THE MINISTRY OF EDUCATION IN ISRAEL

MINISTER of
EDUCATION

DIRECTOR
GENERAL

PEDAGOGICAL
SECRETARIAT

DISTRICT HEADS

CHIEF ENGLISH
INSPECTOR

GENERAL
INSPECTORS

ENGLISH
INSPECTORS

LOCAL
EDUCATIONAL
AUTHORITY

COUNSELLORS

SCHOOLS

Interview Schedule for Newly Qualified English Teacher

Name: Address:

Phone no.:

1. Where did you study teaching?

2. How many hours did you teach per week during your induction programme?

3. How many days per week did you teach then?

4. How many pupils were in your largest/smallest classes?

5. How many hours did you study at the college during your induction year?

6. Can you tell me why you decided to become a teacher?

7. What do you feel had the greatest influence on you during your teacher

    preparation course? Explain (people, experiences)

8. Tell me about your teacher education programme. (Probe: How well did it

    prepare you for teaching? Are there any aspects of your job that the teacher

    education programme did not prepare you for?

9. What changes do you think could be made to the programme?

10. Tell me about your induction into your school from Sept. 1st. (probe: how

    helpful was it? Can you give examples? When did you feel you knew about

    the workings of the school?)

11. What was the quality of information that you received about induction?

    Explain. (How did you know what was expected of you in your induction?)

12. In what ways was the school supportive of mentoring/induction experience?

    (principal, others?)

13. In your experience was there a connection between your induction programme

    and the final year at the college?

14. How did you feel about the demands of your college study on your induction

    year?

15. Describe how your relationship developed over the year with your mentor. Did your relationship changed over the year? (Probe: How often did you meet your mentor, formally/informally? Where? How close in proximity were your classrooms? Role played by mentor: parent figure, colleague, sympathiser, friend, facilitator, challenger)

16. To what extent do you feel our mentor was prepared for his/her role? If you were to start teaching again, would you want the same mentor? Why or why not?

17. Did you have a competency exit profile from the college? Yes, no, I don't know. (Probe: if yes, how did you and your mentor utilise it? How has it influenced you? Can you give any examples? If no, what do you think about it? Could you tell me your strengths and weaknesses? NQT?

18. How were you evaluated? Who evaluated you during your induction year? How often were you evaluated?

19. What changes would you recommend for the evaluation of NQTs?

20. How do you reflect on your teaching? (Probe: When, how does it help? Can you give examples? What do you think about it?)

21. The induction programme is designed to help ease new teachers into the school system. They are also perceived as a time for the mentors to professionally challenge the new teacher in a positive way. To what extent were you challenged during your induction year by your mentor? Colleagues? Or others? Can you give examples?

22. What aspects of induction were not helpful?

23. Describe the support you received outside of school. How did it help you? (Probe: visits to other English teachers, peer workshop, English counsellor, etc.)

24. Tell me about the atmosphere in your school? How did it influence your English teaching?

25. How did you contribute to your school? (probe: committees, planning, policy decisions, etc.) Do you feel your contribution was appreciated?

26. Are you happy in your job? Explain.

27. Do you think you will remain a teacher in the long term? Explain. Are there any other jobs that might tempt you to leave teaching?

28. Why do you think the retention rates of primary English teachers are low? What could, the TTCs, the schools, the Ministry of Education do about the problem of retention?

29. What advice would you give to future English teachers?

30. Is there anything you would like to add?

Mentor's Interview Schedule   Date:

Name: Address:

Phone No.:   School:

1. How many years of experience do you have teaching?

2. How long have you been teaching in this school?

3. What subject(s) do you teach?

4. How many hours a week did you teach during _____'s induction year?

5. What do you think about the quality of the information you received about the induction

    programme?

6. How did you know what was expected of you in your induction year? (role

    expectations, evaluation, etc.)

7. How are new teachers inducted into your school in general? (Probe: Is there a school

    induction policy? professionally, socially etc.) What is your opinion?

8. How did you meet _____?

9. Why were you chosen to be _____'s mentor? (qualities, knowledge,

    experience) (if not an English teacher, how did you feel that impacted on your role as a

    mentor?)

10. How did your relationship with _____ develop over the year? (did it

    change?)(Probe: sympathizer, supporter, challenger, friend, facilitator, parent figure,

    colleague, etc.) Give some examples: emotional, social, professional etc.

11. How often and where did you meet your mentee? (formally, informally, observations,

    feedback) Describe your interactions. What was the proximity of your classrooms?

12. To what extent did you professionally challenge _____

13. in her teaching? (reflection, collaboration, etc.) give examples.

14. To what extent did you receive any preparation or support for your role as a mentor?

    (What do you think about it?)

15. In what ways did you experience difficulties as a mentor? (evaluation, relationship,

    workload, role expectations) How did you deal with it?

16. How does your principal support mentoring/induction?(release time, observations?)

2

17. What were _____'s strengths and weaknesses? How do you know? How

    was _____ made aware of them?

18. Did _____ have a career competency profile? **Yes, no, I don't know.** (Probe:

    If yes, how did you use the competency profile? (how often)

19. How often was _____ evaluated? Who evaluated her each time? To what

    extent were you prepared to evaluate _____?

20. How did it contribute to her professional development?

21. How did _____ contribute/ take on extra responsibilites to the school?

    (committees, planning, policy? How was she aware that she was appreciated?

22. Could you describe the professional culture in your school? (What is your opinion of

    this?)

23. How well-prepared do you think _____ was for teaching?

24. What aspects of teaching was she not prepared for? Where was this evident? What

    changes do you think could be made to the TTC programme?

25. In your experience was there any connection, between the induction programme and

    the TTC? (Probe: If yes, tell me more. If no, how do you feel about it?)

26. What do you think about the demands of the TTC on the induction year of a new

    teacher?

27. Was she satisfied in her job? Do you think _____ will remain in teaching?

    (job satisfaction? (Why or why not?)

28. Why do you think the retention rates of primary English teachers are so poor? In your

    opinion, which factors have a direct influence on teacher retention? (status,

    commitment, workplace conditions, job satisfaction, parents)

29. What do you think the TTC's, the schools, the ministry of education can do about the

    problem of retention?

30. Would you want to be a mentor for a new teacher again? Why or why not?

31. What recommendations for induction and mentoring do you have?

32. Is there anything you would like to add?

Appendix 2c

1

Principal's Interview Schedule   Date:

Name: Address:

Phone No.:   School:

1. Please tell me about your school. (special? size, population, learner

    approach, school philosophy, important subjects, etc.)

2. How many years have you been principal of this school?

3. Approx. how many newly qualified teachers do you get each year? What

    subjects are most affected by this? Why in your opinion?

4. To what extent do you think newly qualified English teachers from the

    teacher training colleges are prepared? Are there any aspects of teacher

    preparation that are lacking? What is your opinion of this?

5. How was _____ hired?

6. Can you tell me how you support new teachers in your school? (Probes: in

    general/personal, info. about school, school beliefs, expectations of

    teachers, socialization, induction policy, etc.)

7. What do you think about the quality of the information you received about

    the induction program for newly qualified teachers? In what ways did you

    support the mentoring/induction experience? (probe: evaluation, role,

    release time for observations, choice of mentor)

8. How many hours should an NQT work during the induction year? What is

    your opinion of working more hours? (How does it influence induction?)

9. What are the class sizes in English?

10. In your experience, was there any connection, between the induction

    programme and the college? (If yes, tell me more. If not, how do you feel

    about it?)

11. To what extent do you feel that the demands of the college studies on newly

    qualified teachers impact on their induction year?

12. Who was _____'s mentor? How was the mentor chosen? (experience, work with student teachers, attributes, etc.)

13. What preparation does a mentor require in your opinion?

14. What conditions do you think are necessary to facilitate good mentoring practice?(observations of mentor and vice versa, formal meeting time)

15. Are you aware of career competency profiles? Were they used in your school? Yes, no, I don't know. (Probe: If yes, how extensively are they used and for what purpose? If no, how does a new teacher become aware of his/her strengths or weaknesses?

16. How often was _____ evaluated during the year? Who was involved in the final evaluation of the newly qualified teacher? What was the evaluation based on? (probe: career competency profiles, observations and feedback)

17. What were _____ strengths and weaknesses? How was she made aware of them?

18. What is your opinion of these profiles/ evaluation process? What changes would you recommend?

19. Can you tell me what external support exists for newly qualified English teachers? Did _____ avail herself of them? Why or why not? (Probe: workshops, English counsellor, observation of other English teachers, college)

20. To what extent do you believe newly qualified English teachers require such outside support? What do you think of this support?

21. Could you describe the professional culture in your school?

22. To what extent are your new teachers professionally challenged? (Give an example

23. How did _____ make a contribution to the school during her induction year? (probe: decision-making, collaboration, policy planning, extra roles) How was she made aware of this contribution?

24. Describe your relationship with _____.

25. What is your opinion of the formal induction program? Explain (difficulties in implementation, necessity, influence? Fosters commitment, advantages, disadvantages)

26. Is _____ happy in his/her job? (If yes, give examples, if no, why not?)

27. Do you think _____ will remain a teacher in the long term? Why or why not?

28. Why do you think the retention rates of newly qualified primary English teachers are so poor? Which factors directly or indirectly impact favourably on English teacher retention? (status, commitment, workplace conditions, job satisfaction, extra roles)

29. What could the teacher colleges, the ministry of education, or school do about the problem of retention?

30. What advice would you give to future English teachers?

31. Is there anything you would like to add?

Appendix 2d

English Counsellor's Interview Schedule   Date:

Name: Address:

Phone No.:   District:

1.   How many years have you been a counselor?

2.   How did you become a counselor?

3.   What other jobs do you hold besides counseling?

4.   Describe your role as English counselor.

5.   What do you think of the quality of information you received about the formal

     induction programme?

6.   In your experience as a counselor, how are newly qualified teachers inducted into

     their respective schools?   In what ways do principals support mentoring and

     induction their schools?

7.   How are mentors chosen for NQT's? What is your opinion of this?

8.   Under what circumstances did you meet _____?   How was

     she hired?

9.   How often did you meet, where, for what purpose? How did you feel about this?

10. How would you describe your relationship with _____ over the year?

     (sympathizer, supporter, challenger, friend, facilitator, parent figure, colleague,

     etc.) What kind of support die you offer her? (emotional, social, professional)

11. To what extent did you professionally challenge _____ in her teaching? Give

     examples.

12. To what extent did _____ attend of district workshops or special days for

     NQT's organized by you or the inspector? What is your opinion about NQT's in their

     induction year attending these workshops?

13. What were _____ strengths and weaknesses? How do you know? How

     and when was _____ made aware of them?

14. In your experience, how do NQT's know what personal goals to work towards

     during their first year?

2

15. How often and by whom was _____ evaluated during her induction year? What is your opinion about this?

16. To what extent did the evaluations contribute to _____ professional development? What is your opinion of the evaluation process?

17. How did _____ contribute/take on extra responsibilities to the school? (committees, planning, policy?) To what extent did was she aware that she was appreciated?

18. Could you describe the professional culture in _____ school? (What is your opinion of this?

19. How well-prepared do you think _____ was for teaching? What aspects of teaching was she not prepared for?

20. What changes do you think could be made to the TTC programme?

21. In _____ experience was there any connection between the induction programme and the TTC? (Probe: if yes, tell me more. If no, how do you feel about it?)

22. What do you think about the demands of the TTC on the NQT during induction?

23. Was she happy in her job?

24. Do you think _____ will remain in teaching? Why or why not?

Appendix 2e

1

Teacher-trainer interview schedule

Date:

Name: Address:

Phone No: College:

1. How many years have you been a teacher trainer?

2. How many years have you worked with newly qualified English primary teachers?

3. Why do you think young people want to become English teachers today?

4. What factors do you feel have the greatest influences on student teachers in
    preparation for teaching English? (people, experience, role model, etc.)

5. To what extent does the college program prepare primary English teachers?
    In what ways are the needs of the primary schools matched in teacher preparation
    programmes?

6. What changes, if any, do you think could be made to the programme?

7. What do you think about the quality of the information you received about the induction
    programme? (What do you know about the induction year: purpose and follow through,
    choice of mentor, reflection, research, portfolio, evaluation? your role in the workshop,
    in the field, etc. (information) student expectations during year)

8. Are student teachers aware of their competences when they leave the college? **Yes,
    no, I don't know.** (Probe: If yes, to what extent are they made aware of their
    strengths and weaknesses? If no, what do you think about this?)

9. What are the demands of the TTC on a new teacher during the induction year? To
    what extent is there a connection between the college and the induction year? What is
    your opinion of this?

10. To what extent was _____ prepared for the primary school?
    (Probe: professional knowledge, skills, personal, reflection etc.)

11. Can you tell me about _____'s induction into school? To what extent were
    you or the college involved? What are your views about it? (probe: contacts with
    mentor, principal, school newly qualified teacher, support – emotional, professional,
    school visits, etc.)

12. In what ways are schools/principals supportive of the mentoring/induction experience? Give examples. (observations, personal interest, school visits, induction policy, etc.)

13. To what extent did _____ receive external support? (Probe: college, counsellor, inspector, workshops, meetings, other)

14. Can you tell me about the relationship between _____ and her mentor? (frequency of meetings, short-term, long- term etc., kind of relationship)

15. What role does the mentor play in the induction of newly qualified teachers? Do you believe mentors require training and support? **Explain.** (Probe: If yes, who should provide it, how often, to what purpose, etc. If no, can you tell me why not?)

16. In what ways do you feel newly qualified teachers are professionally challenged during their induction year (by whom)? Explain or give an example. To what extent was _____ professionally challenged?

17. To what extent were _____ 's needs matched through her induction programme? mentor and school? What are your views about this?

18. To what extent are career competency profiles/ evaluations used during the induction year? (Who is involved in them? In what ways do they impact on newly qualified teachers? Who gets a copy of them?) What is your opinion of this form of evaluation?

19. To what extent do the induction portfolios reflect the professional development of the newly qualified English teachers? Give an example.

20. Is (was) _____ satisfied with her job? (Explain)

21. Do you think _____ will remain in teaching? Why or why not? Why do you think Karen didn't remain in teaching English?

22. What factors directly or indirectly affect the retention of new primary English teachers? (workplace conditions (class size, level), job satisfaction, status, school climate, collaboration, professional culture, contribution, extra roles, etc.)

23. What do you think the TTC's, the schools, the ministry of education can do about the problem of retention?

24. On the whole, what do you think of the formal induction year? What recommendations would you make concerning the induction program for primary English teachers?

25. What advice would you give to future primary English teachers?

26. Is there anything else you would like to add?

Appendix 2f

English Inspector's Interview Schedule   Date:

Name: Address:

Phone No: District:

1. How many years have you been in the inspectorate?

2. Describe your position in the inspectorate.

3. How many primary schools are you responsible for?

4. How many new teachers do you place in the primary schools each year? Of those, on average, how many are newly qualified English teachers from the TTC's?

5. In your estimation, how many primary schools have a high turnover of NQETs after one or two years? Do these schools have anything in common? If yes, give examples.

6. Describe how new English teachers are hired and inducted into their re-spective schools. (ministry or municipality hours? Is there a difference?)

7. To what extent are you involved in teacher training or teachers' professional development?

8. How well-prepared do you think newly qualified English teachers are?   What aspects of the job do you believe NQT's have not been well-prepared for?

9. What changes do you recommend for the TTC programmes?

10. What do you think about the quality of information that you received about the induction programme?

11. To what extent are all the stakeholders informed about their role in Induction?

12. In what ways are mentoring and induction supported in the schools?

13. Describe your role in the induction of NQT. (support, workshops, counsellor, etc.

14. To what extent are you or your counselor(s) involved in the induction of NQETs within the schools? (examples)

15. In your opinion, who should be involved in the NQT's induction in school?

16. How was _____ hired?

17. What can you tell me about _____?(first year, needs, counsellor involvement)

18. To what extent should there be a connection if any, between the TTC's and the induction programme?

19. How are mentors chosen for NQT's? (When there's no English teacher? What is your opinion of this? Advantages/ disadvantages?)

20. In your opinion, what preparation and support if any, is required of mentors for NQT's? How should it be organized?

21. In what ways are newly qualified English teachers professionally challenged in their induction year? (mentor, workshops, collaboration? give examples)

22. Tell me how NQET's are evaluated during their induction year. Who receives the evaluation? What is your opinion about this?

23. In your opinion, are NQET's aware of their strengths and weaknesses? (why or why not?)

24. What do you think of the formal induction program? (in terms of retention?) How has it impacted on the inspectors'/ministry's role if at all?

25. In your opinion, which factors have a direct influence on teacher retention? (status, commitment, workplace conditions, job satisfaction)

26. In what ways do schools successfully gain NQET's commitment?

27. What can the ministry, TTC and principals (schools) do to retain more qualified teachers?

28. What advice would you give to future English teachers?

29. Is there anything you would like to add?

Appendix 4

Introduction

The purpose of this study is to examine the primary English
teachers' induction experience and to elicit the perspectives of all
those involved directly or indirectly with that experience. This
study has been initiated by me personally, under the auspices of
Leicester University in England, and not for any official body.

The data collected from this study will be completely confidential,
anonymous and will be used solely for the purposes of this study.
The results of this study may contribute to a better understanding
of the primary English teachers' induction and its' implementation.

The interviews will be recorded and transcribed. The transcription
will be sent to you for further verification.

Thank you for your cooperation.

Shoshana Plavin

Core requirements for teachers of English: knowledge and performance

Dov Spolsky, Nava Horovitz, Debbie Lifschitz, Elana Milstein, Judy Steiner, Penny Ur

A. Rationale

The *English Curriculum: Principles and standards for learning English as a foreign language for all grades* (Jerusalem: 2001) provides the conceptual framework for this document and underlies both its content and organization. *Core Requirements for Teachers of English* also takes into account current theories and approaches to English as a foreign language. *Core Requirements* is organized into different categories; however, because of the organic nature of the learning to teach process, there is some overlap between the content areas of the different topics.

Although this document sets out the core requirements for teachers of English in terms of knowledge and performance, it does not suggest how many hours should be allotted to specific content areas, nor does it prescribe the content or order of specific courses to be offered. Rather, it outlines the core knowledge and performance that graduates and/or practicing teachers should have mastered. Although some domains contain more standards and benchmarks than others, all domains are equally important. Teacher training colleges should, therefore, re-examine their programs to ensure that the core requirements are accounted for during the course of their teacher training program.

B. Professional profile

The image of teachers that emerges from the core requirements is that of teachers who:

- see the goal of their professional actions as effective learning by pupils in the classroom.
- see their function not only as that of an English teacher, but also as an educator, promoting and fostering the development of positive values, critical thinking and world knowledge.
- are able to articulate the reasons for their classroom practices.
- continually reflect on and improve their teaching.
- can be autonomous thinkers.
- seek opportunities for on-going professional development through reading professional literature, attending in-service training sessions and conferences, continuing with their formal education, and collaborating with their colleagues.

C. Suggested uses

This document can be used:

- as a tool for approval of teacher training programs.
- for teacher colleges to set and re-examine their syllabi and goals.
- as a checklist to ensure that teacher training programs include all the benchmarks.
- to facilitate staff collaboration.
- by student teachers to map out their professional progress.
- as a basis for teacher observation and evaluation by other professionals, such as inspectors, mentors, and colleagues.
- as a diagnostic tool for planning in-service teacher training sessions.
- to help teachers understand and internalize the principles and benchmarks of the *English Curriculum* since both documents are similar in their conceptual format.

D. Organization

The core requirements are divided into five *domains*. For each *domain, standards* have been set. Both *knowledge* and *performance benchmarks* have been defined for each *standard*. Following is an outline of the document.

Domain	Standards
Content	• Language Proficiency and Awareness • Literature and Culture
Learning and the Learner	• Theories and Practice of Learning and Language Learning • Individual Diversity
Teaching and the Teacher	• Classroom Interaction • Planning • Teaching Materials • The Teacher as a Professional
Assessment	• The Role of Assessment • The Methods of Assessment • The Learners' Role in Assessment • The Role of Testing in Assessment
Classroom Environment	• Management • The Physical Learning Environment

I. DOMAIN: CONTENT

A. STANDARD: LANGUAGE PROFICIENCY AND AWARENESS

Teachers are proficient in English, are aware of the structure of the language, and are able to explain it to learners.

Knowledge benchmarks
Teachers will meet this standard when they know:
• how the language is structured: orthography, phonetics, phonology, lexicon, semantics, pragmatics, and grammar
• how language functions in social contexts
• how languages differ

Performance benchmarks
Teachers will meet this standard when they:
• demonstrate proficiency in oral and written, social and academic English and serve as good language models for their learners
• are able to explain their knowledge of the language

in a way that is accessible and relevant to the language learner
• develop learners' awareness of how the English language is structured and how it compares to their first language

B. STANDARD: LANGUAGE AND CULTURE

Teachers are familiar with a range of literary texts and cultural aspects of the English-speaking world, and use their knowledge to promote learners' literacy and cultural appreciation.

Knowledge benchmarks
Teachers will meet this standard when they:
• have read and continue to read with appreciation a range of literary work in English, including children's literature
• are aware of cultural, historical, and social backgrounds of literature
• are aware of the various approaches to the interpretation and analysis of literature
• are aware of different cultural practices and traditions in the English-speaking world and how they differ from each other

Performance benchmarks
Teachers will meet this standard when they:
• encourage learners to read, enjoy, and appreciate literature
• facilitate interpretation and analysis of literature appropriate for their learners
• create opportunities that foster knowledge of and respect for other cultures :
• raise learners' awareness of the interrelationship between language, literature and culture

II. DOMAIN: LEARNING AND THE LEARNER

A. STANDARD: THEORIES AND PRACTICE OF LEARNING AND LANGUAGE LEARNING

Teachers know about learning processes in general (both cognitive and affective factors) and language learning in particular, and apply this knowledge in their teaching.

SPECIAL NOTE

This item is tightly bound
and while every effort has
been made to reproduce the
centres force would result
in damage.

Knowledge benchmarks
Teachers will meet this standard when they know about:
- the theoretical bases for current and past methods and approaches to learning and teaching, such as behaviorism, constructivism
- approaches and methods of language teaching, such as audio-lingualism, communicative approaches
- different approaches of teaching language skills and components necessary for achieving the standards in the four domains of the English Curriculum
- affective factors in learning and language learning, such as attitude, self-esteem, motivation

Performance benchmarks
Teachers will meet this standard when their teaching displays awareness of learning processes and sensitivity to affective factors. Some examples are when teachers:
- provide a variety of learning opportunities
- encourage learners to make links between prior and new knowledge
- encourage the meaningful use of language being learned
- provide learning opportunities for the four domains of the English Curriculum
- encourage learners to become aware of their learning processes and adopt appropriate learning strategies
- provide stimulating and success-oriented activities.
- foster a classroom climate of trust, warmth, and support
- respond to learners' behavior and performance in order to optimize learning

STANDARD: INDIVIDUAL DIVERSITY
Teachers are aware of the way in which learners differ and cater to these differences in their teaching.

Knowledge benchmarks
Teachers will meet this standard when they know about:
- theories of learning diversity and learning styles
- areas of environmental diversity such as socio-economic and cultural background, mother tongue
- learners' special needs including learning disabilities and physical handicaps, and the appropriate teaching practices for such learners

Performance benchmarks
Teachers will meet this standard when they:
- show respect for all learners
- adjust their demands to the needs of individual learners
- vary instructional activities to cater to individual differences
- use cultural diversity to enrich their teaching, such as encouraging learners to relate to their own cultural backgrounds and that of others
- make provisions for learners with special needs, disabilities, and handicaps

III. DOMAIN: TEACHING AND THE TEACHER

A. STANDARD: CLASSROOM INTERACTION
Teachers are aware of, use, and manage a wide range of patterns of classroom interaction appropriate for teaching English as a foreign language.

Knowledge benchmarks
Teachers will meet this standard when they know about:
- a wide range of patterns of classroom interaction
- the appropriateness of various patterns of interaction to specific learning objectives and tasks

Performance benchmarks
Teachers will meet this standard when they:
- use and manage different teacher-learner and learner-teacher interactions such as questioning, giving feedback, negotiating
- use and manage learner-learner interaction such as pair and group work
- provide opportunities for individualized work such as extensive reading and project work

B. STANDARD: PLANNING
Teachers know about the principles of effective planning and engage in long and short term planning of their teaching, including assessment, in accordance with the English Curriculum.

Knowledge benchmarks
Teachers will meet this standard when they:
- know principles of effective lesson design such as

timing, variety of activities, lesson openings and closings

- are aware of criteria for sequencing of grading, task difficulty, and thematic development
- are aware of the benchmarks in the English Curriculum
- know how to formulate goals and objectives using the benchmarks in the English Curriculum
- are aware of the importance of reflecting on their teaching practices and the relevance of reflection for planning

Performance benchmarks
Teachers will meet this standard when:
- they plan and design teaching units based on the principles and benchmarks of the English Curriculum
- they prepare and use written lesson plans that include general goals and specific objectives in accordance with the English Curriculum
- their lessons are well-paced, well-organized and varied
- they engage in short and long term planning in collaboration with other English teachers at their school
- they engage in planning for transition (to junior and to senior high school) with teachers from the relevant schools
- they reflect on their lessons, activities, and results of assessment procedures in order to inform their future planning

C. STANDARD: TEACHING MATERIALS
Teachers know about the range of English-teaching materials available and critically evaluate, select, adapt, and design materials appropriate to their learners.

Knowledge benchmarks
Teachers will meet this standard when they:
- know the principles and standards of the English Curriculum
- are familiar with approved coursebooks and enrichment materials
- know the criteria for the evaluation of coursebooks, courseware, and other materials
- know how to access and obtain enrichment materials

from the Internet and elsewhere
- are aware of the importance of using varied teaching materials and resources, such as visual and audio aids, overhead projector, games
- are familiar with technology-based resources such as Educational Television, video, multimedia

Performance benchmarks
Teachers will meet this standard when they:
- use a wide variety of teaching materials and resources
- select appropriate materials
- create or adapt materials to suit their learners
- integrate technology-based materials in their lessons

D. STANDARD: THE TEACHER AS A PROFESSIONAL
Teachers are aware of the importance of developing professionally and use a variety of means to do so.

Knowledge benchmarks
Teachers will meet this standard when they know about:
- appropriate forums for professional development
- different resources for accessing information for professional development

Performance benchmarks
Teachers will meet this standard when they:
- reflect on their teaching and re-assess their teaching practices
- engage in on-going self and peer assessment of teaching practices
- initiate practice-oriented research, such as action research, case studies, teacher narratives
- read professional literature
- attend conferences and in-service courses

IV. DOMAIN: ASSESSMENT

A. STANDARD: THE ROLE OF ASSESSMENT
Teachers are aware of the role of assessment as an integral part of the teaching-learning process and assess the performance of their learners as part of their teaching routine.

wledge benchmarks

hers will meet this standard when they know about:
he interdependency of teaching, learning, and
ssessment
he importance of providing feedback and
monitoring as essential for effective learning
methods of assessment that take into account
different levels, learning styles, and abilities in
heterogeneous classes
he value of alternatives in assessment

ormance benchmarks

hers will meet this standard when they:
ntegrate teaching, learning, and assessment in the
lanning of their units, lessons and tasks
nsure that learners are regularly aware of their
anguage learning progress
esign varied tasks and tools that allow learners to
erform and succeed at different levels according
o different learning styles and abilities
se alternatives in assessment including projects,
ortfolios, presentations

TANDARD: METHODS OF ASSESSMENT

hers know about theories and methods of
ssment and match them with the appropriate
and tools.

vledge benchmarks

ers will meet this standard when they know about:
e distinction between formative and summative
ssessment
arious types of assessment methods such as
erformance-based tasks, projects, portfolios, tests,
d the goals they are designed to achieve
wide range of assessment tools such as rubrics,
sessment lists, rating criteria, verbal and written
edback to evaluate learners' achievement of the
fferent goals

rmance benchmarks

ers will meet this standard when they:
fine for themselves and make clear to learners
goals and criteria of the assessment task, prior
assigning it
ovide a varied range of assessment tasks
llect and record information about learners'

progress over a period of time from a variety of
sources including homework, assessment tasks,
individual, pair and group activities

C. STANDARD: THE LEARNERS' ROLE IN ASSESSMENT

Teachers are aware of the importance of involving
learners and actively engaging them in the different
stages of the assessment process.

Knowledge benchmarks

Teachers will meet this standard when they know:
- that learning is enhanced when learners feel
  ownership of the assessment procedures
- about different assessment tools that learners can
  generate and use to assess their learning such as
  peer and self assessment
- about assessment tools that allow learners to
  evaluate both process and product of their
  performance

Performance benchmarks

Teachers will meet this standard when they:
- encourage learners to contribute to the design of
  the assessment procedures, such as determining
  criteria and writing test items
- provide opportunities for learners to assess each
  other and themselves
- encourage the use of assessment tools for learners
  to evaluate process and product, such as checklists
  and rubrics

D. STANDARD: THE ROLE OF TESTING IN ASSESSMENT

Teachers know about theories of language testing
and design, and use tests appropriately.

Knowledge benchmarks

Teachers will meet this standard when they:
- know about criteria for the design of tests (and other
  assessment methods) such as validity and reliability
- know about the practical constraints in designing
  and administering tests
- know about the appropriate ways of testing and
  assessing the skills and domains as presented in
  the English Curriculum
- know about a wide range of types of test items,

such as multiple-choice, open-ended, T/F, their advantages and disadvantages, and when it is appropriate to use them
- are aware of test anxiety and its implications
- know about basic test calculations such as weighting, percentages, averages, distribution of grades
- know about national tests such as the Bagrut exams, and their implications for teaching

Performance benchmarks
Teachers will meet this standard when they:
- design tests that are valid and reliable, and practical to administer and grade
- include test items that are appropriate to the goals of the test
- design tests that have a balanced coverage of skills and domains as presented in the English Curriculum throughout the year
- take steps to lower test anxiety by appropriate preparation, and by creating a supportive classroom climate
- analyze test results using appropriate test calculations
- take into account national tests in their teaching

V. DOMAIN: CLASSROOM ENVIRON-MENT

A. STANDARD: MANAGEMENT
Teachers are aware of and apply principles of effective classroom management in order to create a framework for optimal learning.

Knowledge benchmarks
Teachers will meet this standard when they know about:
- principles of classroom management
- group dynamics in the classroom
- different teacher roles and responsibilities such as instructor, facilitator, negotiator
- different learner roles and responsibilities such as initiator, responder, cooperator, researcher
- organizational structure of schools and the teacher's role in the school culture

Performance benchmarks
Teachers will meet this standard when they:
- set up and maintain a framework for orderly classroom procedures
- use appropriate patterns of interaction to maximize learners' time-on-task (teacher led and individual, pair, and group work)
- demonstrate their ability to deal effectively with discipline problems
- adopt teacher roles and enable different learner roles appropriate to a specific learning-teaching context
- provide opportunities for self-access learning
- respond sensitively to learners' verbal and non-verbal behaviors
- work in cooperation with school personnel and parents

B. STANDARD: PHYSICAL LEARNING ENVIRONMENT
Teachers are aware of the importance of, and do their best to create, a physical learning environment that is actively conducive to learning English.

Knowledge benchmarks
Teachers will meet this standard when they know about:
- the importance of providing a learning environment rich in materials that are attractive, stimulating, and instructive
- the design, maintenance, and management of self-access materials, such as work cards, and facilities, such as learning centers
- the importance of having an easily accessible English library and Internet-linked computers

Performance benchmarks
Teachers will meet this standard when:
- a variety of stimulating teacher/learner-generated materials are displayed on the walls of their classrooms, including interactive walls and bulletin boards
- self-access materials are available and used by learners
- they actively promote the setting up and use of English libraries and computer facilities

Rubric for Practical Work   Talpiot   2003-4

Criteria	Very professional		Moderately Successful		Try, try again
1. PRESENCE 5	• Always appropriately dressed • Has very good presence: projects voice clearly, pupils follow her easily		• Sometimes appropriately dressed • Has good presence: • Voice can be heard most of the time • Pupils usually can follow her	•	• Disheveled appearance • Poor presence: • Difficult to understand • Pupils have difficulty in following her
2. PERSONAL QUALITIES 10	• Reliable • Has a pleasant manner • Arrives on time • Ability to accept feedback • Volunteers to help willingly		• Responsible most of the time • Generally arrives on time • Can sometimes accept feedback • Shows some willingness to help	•	• Unreliable • Rarely arrives on time • Cannot accept feedback • Rarely offers help • Unpleasant to work with
3. TEACHING a. Use of English 5	• the whole lesson is conducted in English • is appropriate to learner • is mostly accurate and fluent • good ability to explain language that is accessible and relevant to the learner		• Most of the lesson is conducted in English • Is somewhat appropriate to learner • Accuracy and fluency is adequate • Demonstrates some ability to explain language to the learner	•	• Uses mostly Hebrew in the lesson • Language inappropriate to the learner • Accuracy and fluency needs improvement • Cannot explain language confidently to the learner
b. Planning 10	• Always prepares and uses written lesson plans • Takes initiative and independently prepares lesson plans • Each plan includes: at least two domains with		• Sometimes prepares and uses written lesson plans • Lesson plans include most of the demands, (see first column) • Somewhat logical sequencing • sometimes promotes learner involvement	•	• Rarely prepares and uses written lesson plans • Lesson plans missing most of the demands • No logical sequencing • Does not promote learner involvement

	appropriate benchmarks stated • Clear objectives • Opening and closure • Principles of learning • Assessment of pupils • Suitable timing • Aids are aesthetic and enhance the lesson • Principles of learning • Logical sequencing • Promotes learner involvement • Attempts to cater to learner diversity • Uses a variety of activities • Uses a variety of lesson organization • Anticipates difficulties		• rarely attempts to cater to learner diversity • some variety in lesson organization		• Does not cater to learner diversity • Lesson plan organization never changes
c. Classroom Interaction 5	• Effective questioning • Very good reinforcement of learners • Responds well to learners • Excellent management of learner-learner interaction (group, pair, individual, whole) • Facilitates pupils' work		• Adequate questioning • Some reinforcement of learners • Adequate management of learner-learner interaction (group, pair, individual, whole) • sometimes facilitates pupils' work	•	• Poor questioning • Little reinforcement of learners • Poor management of learner-learner interaction (group, pair, individual, whole) • Has to be reminded to facilitate pupils' work
d. Implementation	• *Subject knowledge:* Conveys excellent understanding of content		• *Subject knowledge:* Conveys adequate understanding of content	•	• *Subject knowledge:* Poor knowledge of content • Poor pacing

5	• Excellent pacing • Effective transitions • Very appropriate decision-making (based on reflection)		• Good pacing • Adequate transitions • Somewhat appropriate decision-making		• Poor transitions • Inappropriate decision-making	
e. Assessment 2.5	• Objectives are clear, obtainable and measurable. Multiple and alternative assessment strategies are used with the teacher assessing students' learning		• Objectives are sometimes mentioned, partially obtainable and measurable. A few assessment strategies are used.	•	• There is no connection between objectives and assessment strategies.	
f. Teaching materials 2.5	• Accesses relevant information • Create or adapt materials to suit learners • Uses a wide variety of materials, aids and resources • Organized use of blackboard • Excellent spelling	•	• Adequate access of relevant information • Some adaptation of materials to suit learners • Uses a variety of materials, aids and resources • Somewhat organized use of blackboard • spelling errors	•	• Doesn't access relevant information • Poor adaptation of materials to suit learners • No variety of materials, aids, and resources used. • Disorganized use of blackboard • Spelling!!!!!!	
4. CLASSROOM MANAGEMENT 10	• Orderly • Respect for all learners • Effectively manages discipline on their own • Effective use of time	•	• Somewhat orderly • Respect for some of the learners • Good attempts at managing discipline • Adequate use of time	•	• Little orderliness • Little respect for the learners • No attempt to manage discipline • Poor use of time	
5. REFLECTIONS (Professional Development)	• Excellent ability to reflect on lesson plan activities in order to inform future planning	•	• Some ability to reflect on lesson plan activities in order to inform future planning • Adequate awareness of strengths	•	• Little ability to reflect on lesson plan activities • Unaware of strengths and weaknesses	

	• Very aware of strengths and weaknesses • Very clear revisions in different colour on original lesson plan • Peer feedback (min. 10)		and weaknesses • Somewhat clear revisions in different colour on original lesson plan • Some peer reflection		• Cannot revise lesson plans • Little or no peer reflection evident
15					
Total 70%		•		•	

Talpiot 2004

Appendix 6

Abbreviations

CS1	case study one
CS2	case study two
CS3	case study three
EC	English counsellor
EFL	English as a foreign language
HED	head of college English department
LEA	local education authority
M	mentor
MFL	modern foreign languages
NQET	newly qualified English teacher
NQT	newly qualified teacher
NS	new sheqels
P	principal
PDS	professional development schools
S	English inspector
TT	teacher trainer
TTC	teacher trainer college