Teacher Induction: Learning in Community

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May, 2012.
Abstract

Teacher induction methods and their effects on teacher practices on Vancouver Island, BC were investigated using a mixed methods exploratory approach. An online survey instrument was used to collect the data from the recruited teachers who were within the first three years of their teaching career. Literature reviews suggested that teacher induction programmes were designed to manage the issues of: teacher retention and job satisfaction; to provide a structured environment of support; teacher professional development; and for teacher certification or assessment purposes. Descriptions of existing teacher induction programmes in New Zealand, Scotland, the USA, and Ontario were included in the literature review. Comparisons were also made to the Province of Saskatchewan where there is currently no teacher induction mandate. All of these studies helped to inform the current study. Mentorship models including professional learning communities were predominant in the literature reviewed. The contentious contract negotiations between the BC Teachers’ Federation and the Ministry of Education affected the school environment during the time that the research was conducted. Limited generalizability resulted with only 2.8% of the estimated population of beginning teachers in School District #68 participating in the study. Three themes emerged from the data analysis. These themes and were: (1) the lack of time; (2) being welcomed into the community; and, (3) the role of leadership for support and advice.

Keywords: teacher induction, beginning teacher, professional learning communities
Acknowledgments

Learning is never done as a solo effort and this has been especially true over the last two years as I ventured through this journey of leadership learning and teacher induction. Many leaders have mentored me in the process. I would like to thank Dr. Rachel Moll, my faculty supervisor who helped me to refine and edit my research plans and thesis. Her attention to detail is impeccable! I have also been privileged to be inspired by the work of several Vancouver Island University faculty who role-modeled exemplary leadership and teaching practices for us - in particular, Dr. Neil Smith, Dr. Harry Janzen, Dr. Linda Kaiser, and Dr. Judy Halbert.

On a personal note, I would like to thank my colleagues in the MEDL Cohort 3 programme for the past two years of support, sharing and a true model of what learning in community looks like. I will miss our professional learning community and hope to stay connected.

To Andrea Berkey, my friend and Cohort 3 colleague, I am grateful that you were with me on this journey. I can’t believe how fast two years has gone by. What’s our next adventure going to be?

To my mother, I couldn’t have completed this journey without the love and support that you provided in so many ways. I think that you know as much as I do about teacher induction now. Thank you for always believing in me. When did you say that I should be starting my PhD.?

Finally, I want to thank Superintendent Hutchinson of S.D. #68 for granting me permission to conduct my research and the teachers who took the time to answer the survey and provided the insights that helped me complete this study. It was truly a collaborative community effort.
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Chapter One: Problem to be Investigated

Purpose of the Study

The purpose of this study was to establish what range of induction practices were currently being implemented and the impact they had on beginning teachers’ experiences on Vancouver Island, British Columbia. In particular, an exploration of the forms of mentorship being used to help induct beginning teachers into the profession was conducted. The current study was done to extend the level of knowledge on beginning teachers’ experiences and the induction practices being used to support their transition into the profession, particularly in school districts where mandated policies are not in effect.

Beginning teachers are graduating from university level education programmes with a vast knowledge of the variety of new methods from education research but lack the practical experience of how to put these concepts into practice (Reinhartz, 1989; Wanzare, 2006). In order to ease this transition for these teachers, induction programmes have been used to initiate and welcome them into the profession (Ingersoll & Smith, 2004; Reinhartz, 1989). Induction programmes have been implemented in other provinces (e.g., Ontario and New Brunswick), several states in the U.S.A. and other countries (e.g., Scotland, England, Switzerland, Japan, France, and New Zealand) under governmental policy mandates (Carver & Feiman-Nemser, 2009; Cherubini, 2007; Hellsten, Prytula, Ebanks & Lai, 2009; Ingersoll & Smith, 2004; McNally et al., 2009; Wong, Britton & Ganser, 2005; Wood & Stanulis, 2009). There are currently no government mandated programmes for teacher induction in British Columbia, although the Ministry of Education is exploring the use of mentorship in BC’s Education Plan (2012). Current practices includes teachers being inducted or initiated into their schools based on programmes created by the individual school administration teams or by teachers within the
same departments/teaching teams who are familiar with the difficulties beginning teachers often experience and want to help them. There are also some beginning teacher workshops, online resource links and information packages provided by the British Columbia Teachers’ Federation (BCTF), the provincial teachers’ union (BCTF, 2011). The knowledge gained from the results of the current study may be used by education stakeholders in British Columbia in order to better assess the state of teacher induction on Vancouver Island to decide if any further action needs to be taken to improve the transition process. Also, the results of the current study can be added to the existing knowledge on induction practices in Canadian provinces where induction is not currently a mandated programme. The current study examined the induction experiences of beginning teachers on Vancouver Island, British Columbia who started their teaching careers within the last three years (2009 -2011) through the use of an online survey instrument in order to look for emergent themes about their induction experiences.

**Justification of the Study**

**Why the need for induction?** Teaching has been characterized by critics as an “occupation that ‘cannibalizes its young’ and in which the initiation of new teachers is akin to a sink or swim, trial by fire, or boot camp experience” (Ingersoll & Smith, 2004, p. 28). While other professions, such as law and medicine, have well-developed forms of internship or apprenticeship programmes for their new colleagues (Ingersoll & Smith, 2004; Scherer, 1999), beginning teachers are often expected to be fully-trained and ready to perform like veterans in the profession from the moment they are given their first teaching assignment (Hellsten et al., 2009; McNally et al., 2009; Reinhartz, 1989; Scherer, 1999; Wanzare, 2006). This has also been described as ‘hazing’ (Wood & Stanulis, 2009, p. 12), or ‘paying dues’ (Riggs & Sandlin, 2006, p. 321).
Many beginning teachers are given teaching situations that would challenge even the most experienced teachers (Riggs & Sandlin, 2006). They end up with the heavy teaching loads, difficult timetables, challenging students, and lack the resources to support their success as beginning professionals (Wood & Stanulis, 2009). They are left to struggle on their own in isolation and lack mentoring support to help them to deal with the challenges of their first few years of teaching (ATA, 2009; Hellsten et al., 2009; Wanzare, 2006).

The knowledge gained within teacher training programmes does not always prepare new teachers adequately for the reality of the community context in which they establish themselves professionally (Bates & Townsend, 2006; Frankel, 2008; Kiggins & Cambourne, 2006; McNally et al., 2009; Wanzare, 2006; Zeichner, 2008). Unless beginning teachers are able to contextualize their knowledge and skills within the community in which they are working, they are likely to face difficulties in understanding the particular learning needs of their students (Bates & Townsend, 2006; Frankel, 2008; Hellsten et al., 2009; McLaughlin & Burnaford, 2006). This is especially relevant in a country like Canada where large numbers of immigrants create diversity and changing demographics in the school system (Barrett, Solomon, Singer, Portelli, & Mujuwamariya, 2009; Frankel, 2008; Hellsten et al., 2009; Zeichner, 2008).

“To address the unique challenges beginning teachers experience at the workplace, to improve their practice, to facilitate a sense of collective responsibility for student success, and to reduce the loss of promising teachers, we need to rethink beginning teachers’ success during the transition from pre-service education to practice” (Wanzare, p. 344). Induction programmes have been one response to the question of how to ease the transition for beginning teachers from pre-service training to their first teaching assignments in order to help them be more effective teachers (Ingersoll & Smith, 2004; McLaughlin & Burnaford, 2006; Reinhartz, 1989; Wood &
teaching programme varies widely as to what is offered and the length of time that beginning teachers participate. The types of induction programmes used range from a tour of the facility to five years of collaborative support based on the past experiences of beginning teachers (Kennedy & McKay, 2011; McNally et al., 2009; Reinhartz, 1989; Wood & Stanulis, 2009).

Justification for teacher induction programmes typically falls into four categories (Reinhartz, 1989): retention and job satisfaction; structured environment of support; professional development; and, certification or assessment purposes.

**Retention and job satisfaction.**

Statistics such as the fact that three out of 10 beginning teachers leave the profession at the end of their first year of teaching (ATA, 2009; Ingersoll & Smith, 2004) are used to support the need for induction. The aim of research efforts in this area is to find ways to keep beginning teachers in the classroom in order to create and sustain a stable community environment, which is important given the changing demographics of society (Carver & Feiman-Nemser, 2009; Glassford & Salinitri, 2007; Ingersoll & Smith, 2004; Riggs & Sandlin, 2006; Scales et al., 2011). The literature in this category seeks to examine the reasons that beginning teachers are leaving the profession and the costs associated with their early departure.

**Structured environment of support.**

The second category is to create a structured environment to support the unique developmental needs of beginning teachers (Ingersoll & Smith, 2004; McNally & Blake, 2009; Scales et al., 2011; Piggot-Irvine, Aitken, Ritchie, Ferguson, & McGrath, 2009). These unique needs range from forming their own ‘teacher identity’, to dealing with the stresses of putting
their educational course materials into practice. A structured environment or community of support helps them to learn about whom to ask when they have questions.

**Professional development.**

The third category addresses how teacher induction programmes help beginning teachers to professionally develop into effective educators in order to support student performance in the classroom (Barrett, Solomon, & Singer, 2009; Kennedy & McKay, 2011; Patrick, Elliot, Hulme, & McPhee, 2010; Scales et al., 2011). Within this category the focus is on student performance accountability, especially within an environment of political and economic pressures on the education system to reform and improve its outcomes (Reinhartz, 1989; Riggs & Sandlin, 2006; Wood & Stanulis, 2009). In order for students to perform well, it follows that they need effective teachers to provide the foundation for that knowledge (Reinhartz, 1989; Riggs & Sandlin, 2006; Scherer, 1999). Induction is seen as one way to support beginning teachers as they begin their professional development to become effective teachers (Glassford & Salinitri, 2007; Kennedy & McKay, 2011).

**Certification or assessment purposes.**

The final category is the use of induction for certification or assessment purposes. Standardized induction programmes are being used to help professional governing bodies to determine if the beginning teacher should be given their final certification or, what support systems they need in place to help them to continue their professional development (Ingersoll & Smith, 2004; McNally et al., 2009; Patrick et al., 2010; Scherer, 1999).

Given the various motivations for providing teacher induction programmes, the design and specific components of the induction programme used within a particular school setting is
determined by the how the school district and administration team justify any type of induction period for the beginning teachers (Carver & Feiman-Nemser, 2009).

**Induction design.** Induction programme design varies as much as the justifications for its existence. One aspect of the design is the difference in the needs of beginning teachers in each of the first three years of their career (Wood, 2009).

**Mentoring.**

The most common component of induction programmes is mentoring (Hellsten et al., 2009; Ingersoll & Smith, 2004; Patrick et al., 2010) by one or more experienced teachers. Mentoring is usually defined as a beginning teacher being matched, using some process, with another more experienced colleague (Ingersoll & Smith, 2004). Many schools expect that this mentoring relationship will provide the beginning teachers with a school resource that they can turn to for assistance (Ingersoll & Smith, 2004; Reinhartz, 1989). A supportive mentoring relationship in the induction literature has been found to be most valuable to the beginning teachers when the mentor is trained, engaged in the process, has a similar personality, and teaches the same subject (Hellsten et al., 2009; Ingersoll & Smith, 2004). Mentoring relationships are starting to be explored in the induction literature to include more collaborative structures, like professional learning communities, where more than one mentor is utilized to support beginning teachers (Kennedy & McKay, 2011).

**Professional learning communities.**

A professional learning community (PLC) is defined as, “an inclusive group of people, motivated by a shared learning vision, who support and work with each other, finding ways, inside and outside their immediate community, to enquire on their practice, and together learn new and better approaches that will enhance all pupils’ learning” (Bolam, Stoll, & Greenwood,
Within these PLC models, “a beginning teacher is inducted as a member, parallel to all other teachers, and learns along with them through conversations and reflections, focused on student learning goals” (Hellsten et al., 2009, p. 722). PLCs have become popular in recent educational literature on school reform because of this focus on student learning (DuFour, 2005; DuFour, Eaker, & DuFour, 2005; Lambert, 2007; MacBeath, Swaffield, & Frost, 2009; Senge, 2000).

Regular collaborative dialogue around practice is the main focus of the PLCs (DuFour, 2005; DuFour, Eaker, & DuFour, 2005; Lambert, 2007; MacBeath, Swaffield, & Frost, 2009; Senge, 2000). The basis of this dialogue is the use of regular results or accountability concerning organizational practice (DuFour, 2005; DuFour, Eaker, & DuFour, 2005; MacBeath et al., 2009).

Beginning teachers need to be given the opportunity to professionally develop within an environment that helps them to build on their strengths and skills and to identify areas for further development (Cherubini, 2007). This is a process that requires continual reflection and action (Patrick et al., 2010; Scales et al., 2011) and the collaborative support of other education professionals.

Part of this process of shifting to a professional learning stance is the process of identifying what the needs of the student population are and what we as professionals need to learn more about through collaboration with other professionals in the community. One way to do this is to engage in the “teacher inquiry and knowledge-building cycle” (Timperley, 2011, p. 11). This cyclical process helps to keep all teachers focused on developing their professional skills to meet the needs of their students, regardless of their levels of teaching experience. It starts by teachers reflecting on what their students need and the skills that they, as teachers, need to develop or refine in order to meet those needs. After employing new methods, teachers can
use valid assessment instruments in order to assess the impact of the changes on the performance levels of the students to see what further changes need to be made. This stage involves the teacher reflecting on their own teaching practices as well as collaborating with other professionals in order to determine what the focus of the next inquiry cycle will be (Timperley, 2011). “Improved student engagement, learning and well-being must form the reason for teachers to engage, the reason for them to keep going, and the basis for judging if they are successful” (Timperley, 2011, p. xviii). In order to continue building upon the knowledge that the professionals have about the needs of the students and how to create the best learning environment for the students, it is essential that actions be taken and reflected upon.

A similar form of professional inquiry is suggested by Fullan (2008) as the critical learning instructional path (CLIP). “The model incorporates monitoring where each student is at any point along the way and contains loops and detours so that instruction can be adjusted and focused on the learning needs of each and every child” (Fullan, 2008, p. 81). Everyone in the school has a role to play in helping to meet the needs of the students within their community. The students are also active participants in the process not only through their test data but by also giving their evaluation on the different strategies that have been attempted. This helps the school team to help the student better (Fullan, 2008). This type of process involves everyone communicating and collaborating about the challenges they are facing in the process of trying to meet the needs of the students in the community. As Fullan (2008) states, “learning is the work” in order to improve the environment for everyone.

In this era of school reform focus, finding ways to maximize teacher effectiveness and student performance in the most cost-effective ways should be a priority for all the stakeholders
Beginning teacher induction within a collaborative structure, like professional learning communities, may be one of these ways.

**Research Question and Hypothesis**

Given the variety of recent research that has been conducted on the topic of teacher induction throughout the world, the researcher of the current study wanted to investigate the induction practices on Vancouver Island, British Columbia. The research question for the current study was:

What are the ranges of induction practices being implemented and what impact have they had on beginning teachers’ experiences on Vancouver Island, British Columbia?

It was believed that the experiences of beginning teachers on Vancouver Island would be similar to those recorded in Saskatchewan as studied by Hellsten, Prytula, Ebanks, and Lai (2009) because both studies were conducted in Canadian provinces which do not currently have mandated induction programmes. It was also expected that there would be similar results found as those of the researchers who conducted a Pan-Canadian research study of teachers (Kamanzi, Riopel, & Lessard, 2007) from 2002 to 2006. Many of the challenges identified as issues in these studies and that of Ingersoll and Smith’s (2004) study which examined the experiences of beginning teachers in the U.S.A., were expected to be evidenced in varying degrees depending on the support systems that were already established within different schools where beginning teachers were hired. Given the anticipated variety of possible support systems, it was expected that beginning teachers would feel that they were able to professionally develop the most within a collaborative model, like a professional learning community.
Definition of Terms

The operational definitions of the terms above are:

**Beginning Teacher:** a person who has graduated from a university teacher preparation programme and has been or is employed in their first teaching contract for three years or less. This contract may be full-time, or part-time (full-time equivalent) but all of their teaching experience must have been on Vancouver Island, British Columbia.

**Induction:** “The term, imported from the military world, refers to the process by which teachers and administrators acclimate and support new hires” (McLaughlin & Burnaford, 2006, p. 332). Currently, what the induction process looks like in a particular school will vary widely and can be “a variety of different activities such as classes, workshops, orientations, seminars, and especially, mentoring” (Ingersoll & Smith, 2004, p. 29). For the purposes of this exploratory study, a wide variety of practices that school districts use to orient and support beginning teachers will be considered induction practices.

**Vancouver Island:** an island located in the Pacific Ocean off of the south-western part of British Columbia. It is separated from the mainland of British Columbia by the Strait of Georgia. It is comprised of eleven public school districts which are numbered: 61-63; 68-72; 79; and 84-85.

Brief Overview of Study

This study used a mixed-methods exploratory design to examine the induction experiences of beginning teachers on Vancouver Island, British Columbia who had started their teaching careers within the last three years (2009 -2011). Superintendents of all the school districts on Vancouver Island were contacted in order to obtain both their permission and assistance in
contacting beginning teachers from their region. Permission was granted from one of the districts, School District #68 – Nanaimo/Ladysmith (S.D. #68).

This census study involved the participants completing a fourteen question online survey instrument which asked questions about their overall experiences as a beginning teacher. Within this survey was a combination of closed-ended questions as well as open-ended questions, combining both the qualitative and quantitative questions in one instrument.

The survey results were tabulated and analyzed using descriptive statistics. The content of qualitative answers was coded for emergent themes. Possible connections were explored between the qualitative and quantitative results. Once the themes were established, the interviews were coded for comments corresponding to those themes and were used to inform interpretations of the survey data. Demographics of the teachers were collected to see if there were any differences between age groups; elementary in comparison to secondary school settings; and, men vs. women.
Chapter 2: Review of Related Literature

A review of literature related to the topic of teacher induction reveals that this is a widespread issue around the world. Governing bodies in education are interested in ensuring that the beginning teachers entering schools today are ready to start their careers as effective teachers. In the U.S.A., the Department of Education supports the work of the National Center of Education Statistics which surveys teachers regularly regarding different areas of their work in order to better facilitate government policies and directives. The results of these surveys are available to the public and researchers Ingersoll and Smith (2004) used these results to form the basis of their study on the state of induction policies nationwide. Another study from the U.S.A. examined the similarities and differences of three model state-run induction programmes and how the need for induction was defined in each of these programmes (Carver & Feiman-Nemser, 2009).

The first Canadian study example in this review was conducted by Hellsten, Prytula, and Ebanks (2009) in which they studied the induction experiences of twelve beginning teachers in Saskatchewan to see what effect those experiences had on their transition into the teaching profession. The second Canadian example in this review was taken from Ontario where the explicit and implicit curriculum of a mandated induction programme was studied (Barrett, Solomon, & Singer, 2009).

Overseas, the study commissioned by Learning and Teaching Scotland looked at the continuing professional development needs of beginning teachers who had completed their first year of teaching within the induction environment (Kennedy & McKay, 2011). Finally, the study conducted by Piggot-Irvine et al. (2009), which was commissioned by the New Zealand Teachers Council, focused on the cases of successful induction practices within New Zealand, a country that also has a mandated induction programme. These six directly related studies all
helped to form the basis of understanding guiding the current study in terms of what impact different induction programmes can have on beginning teachers in different contexts.

National Induction Survey (U.S.A.)

Ingersoll and Smith (2004) focused their study on the prevalence of teacher induction throughout the United States, what an induction programme looked like in different areas, and, what effect participating in any of those programmes had on retaining new teachers in the profession. They undertook this study in order to address what they felt were limitations in previous research around induction over the last twenty years. Given the amount of government funding, policy initiatives, and support that these research reports were given in the past, Ingersoll and Smith (2004) felt that it was important to recognize the extent of these limitations before developing any further policy initiatives. The limitations were: a lack of a control group, school culture effects, a focus on teacher attitudes instead of teacher retention or effectiveness rates, and the inability to generalize because of specific contexts.

The theoretical framework on which Ingersoll and Smith (2004) developed their study was based on “a set of related premises drawn from the sociology of organizations, occupations, and work, and the literature on employee turnover...a central finding in this literature is that high levels of employee turnover are both cause and effect of ineffectiveness and low performance in organizations” (2004, p. 31). Therefore, Ingersoll and Smith (2004) believed that if schools were unable to retain their new teachers, there may be some organizational issues that needed to be addressed.

Ingersoll and Smith’s (2004) quantitative research study utilized nationally randomized data available from the U.S.A. National Center for Education Statistics’ (NCES) and created a sample size of 3,235 teachers in their first year of teaching. The researchers then applied a
multinomial logistic regression analyses on the data, focusing on the types of induction supports available and the “association between receiving these supports and the likelihood of beginning teachers’ moving or leaving at the end of their first year on the job” (Ingersoll & Smith, 2004, p. 34). They looked at the impact of individual induction supports and also created “packages or bundles of supports” (Ingersoll & Smith, 2004, p. 35) in order to see what statistical correlation they would have with teacher retention.

Overall, the results of this study found that the probability of beginning teachers leaving the profession on the end of their first year of teaching without receiving any induction supports was 40%, but could be decreased to 18% if these same teachers received a package of eight of the possible ten studied induction supports. Ingersoll and Smith provided statistical strengths for each of the ten induction supports that were included in the study and grouped them into strong and weak factors in teacher retention. One of the strongest factors that the researchers cited for reducing the likelihood of leaving the profession was having a mentor from the same field (48%); and, one of the weakest was a reduced teaching schedule (11%).

This study provided a broad look at nationally recognized survey data in order to make some generalizations about teacher induction supports and retention rates in the United States; however, even Ingersoll and Smith noted that there were some limitations to their study in terms of “limited depth and specificity” (p.38). While general statistical information can be useful, more specific information is required in order to determine the elements of the induction supports that made them so effective, which likely differed at each location. In order to use this information to form educational policies, more cost-analysis details would be needed to determine the cost of the induction supports (Ingersoll & Smith, 2004).
A further limitation to this study was that while collaboration with others (56%) and supportive communication (81%) were statistically relevant, the researchers discounted these on the basis that not all schools were able to create such a collaborative environment. By discounting these results, Ingersoll and Smith narrowed the definition of collaborative induction possibilities to mentoring and common planning time with other teachers instead of including other variations like professional learning communities.

For the purposes of this current research study, Ingersoll and Smith’s study was important to use as a starting point to see if the experiences of beginning teachers in the U.S.A. were similar to beginning teachers on Vancouver Island, British Columbia and given that some types of supports have been shown to be effective in improving teacher retention, they were incorporated into the current study in the form of survey questions.

**Induction Policy in Practice (U.S.A.)**

Carver and Feiman-Nemser (2009) researched how the problem of new teacher induction was being defined within different education policies and how those policies were being implemented in the classroom. They used two research questions centred on “the ways induction policy shapes and guides the work of mentors” (Carver & Feiman-Nemser, 2009, p. 301) to guide their work. In order to study this problem in detail, the researchers focused on three case studies of well-established and highly respected induction programmes in the United States. The belief underlying this research was that in order to create good induction programmes, it was necessary to “better understand the ways induction policy fosters or inhibits quality induction practice” (Carver & Feiman-Nemser, 2009, p. 299).

The three programmes that were investigated for this study were: Connecticut’s *Beginning Educator Support and Training Program* (BEST); California’s *Beginning Teacher Support and*
Assessment Program (BSTA); and, Cincinnati’s Peer Assistant and Evaluation Program (PAEP) (p. 300-301). Carver and Feiman-Nemser (2009) analyzed the three programmes by examining the policy documents which formed the foundation for the existence of the induction programmes. Then, they conducted qualitative research through numerous interviews with beginning teachers, mentors, principals, and programme directors involved in the programmes over the course of two years.

Through comparison and contrast of the information that they gathered on the three programmes, Carver and Feiman-Nemser (2009) found that there were differences in both the length of induction period and the mentor’s role during the process. However, all three were similar in that they “recognized beginning teaching as a time of learning through their sustained use of teaching and learning standards to help the novice build content knowledge and develop pedagogical skills in the context of their own classroom” (Carver & Feiman-Nemser, 2009, p. 310). The authors of this study found that an induction programme that was framed around the issue of professional development provided support for beginning teachers into their second and third year of teaching. Whereas, a programme that was established with the goal of helping to recruit and retain beginning teachers only supported beginning teachers in their first year of teaching. Carver and Feiman-Nemser (2009) also argued that more extensive training for mentor teachers was needed.

This study helped to advance the knowledge of induction by analyzing the effects of education policy on the induction programmes which were being enacted within schools. Carver and Feiman-Nemser (2009) also provided some historical context about the development of the three programmes which was helpful for understanding the progression from policy into action within the schools. The authors also made some good arguments for the use of professional
accreditation through an induction programme, which are becoming more widespread around the world. England and Scotland are two examples of this type of programme (McNally et al., 2009). For this to be effective, however, there must be some clear teaching standards developed as to what the beginning teacher should be able to accomplish in order to gain accreditation, like Scotland has established (Kennedy & McKay, 2011). Caution must also be taken before considering the use of student results as a measure of teacher quality and effectiveness as there are many variables which are out of the control of the beginning teacher.

One limitation to this study was that it only looked at programmes which had mentoring as the main form of induction and narrowed the research to this focus. It would have been interesting to see a comparison and contrast done with programmes that were more varied, even within the field of mentoring, and more contextual to the school environment, but which still fulfilled the government policy requirements.

Another limitation to this study was that Carver and Feiman-Nemser (2009) purposefully did not use any teacher retention statistics, student achievement results, nor did they rank the programmes studied in any way to support the arguments presented in their findings. If the problem defined by the education policy was retention and recruitment, then these statistics would have provided evidence of whether the induction programme was effective or not. Likewise, if the problem was defined as teacher effectiveness then some measure of student achievement results should be used to help to evaluate the programme.

Although British Columbia’s education system does not currently have any government induction policies, it is a good point of reference for us to begin to consider some areas that do, in order to help us to examine the current experiences of teachers and what is being done to better support them in their professional development. As Carver and Feiman-Nemser (2009)
pointed out, how we first define the problem of induction influences how we make decisions on the policies to develop and implement.

**Induction Experiences in Saskatchewan**

Building upon previous induction research done on the questions of improving teacher quality for student success and policy implementation results, Hellsten et al., (2009) focused their research upon the experiences of twelve beginning teachers in different jurisdictions in the province of Saskatchewan. The purpose of this study was “to develop a theoretical model of mentorship and to explain the process of induction for Saskatchewan beginning teachers” (Hellsten, Prytula, & Ebanks, 2009, p. 704). The researchers hypothesized, based on prior induction research, that as it is “designed to induce communication and development of skills among BTs [beginning teachers], mentorship provides appropriate support and resources” (Hellsten et al., 2009, p. 704).

The study involved selecting a cross-section of recent education graduates (2005 – 2006) from either the University of Saskatchewan or the University of Regina who were employed in some way in the Province of Saskatchewan for the next teaching year. The cross-section of the twelve graduates selected to be interviewed for this research were chosen to match the demographics of education programmes, aboriginal heritage, and rural/urban teaching assignments. The data was collected using thematic analysis of scripted interviews conducted with the beginning teachers in the spring of their first year of teaching and recorded for transcription purposes.

The analysis of the survey results demonstrated that the beginning teachers were “content with their teaching experiences in their first year, yet faced challenges surrounding workload and feelings of isolation. The overarching theme [that] emerge[d] from the data was the diversity of
the BT experience in Saskatchewan with respect to mentorship” (Hellsten et al., 2009, p. 712). The major themes around mentorship that emerged were: how the mentors were selected for the beginning teacher; how many mentors a beginning teacher had; how involved in the process the mentors were; and, how compatible that working relationship was.

The results from this study made an important contribution to the field of teacher induction because they provided information about a variety of mentoring relationships that the beginning teachers experienced. One of the most intriguing recommendations to come out of this study was the concept of social induction by involving the beginning teacher in a professional learning community. The researchers argued that by creating opportunities to involve beginning teachers in professional conversations around student learning with colleagues who represented a variety of experiences and views, everyone would be able to learn different teaching styles and methods.

A possible limitation of this research would be the arguments given by other researchers (Carver & Feiman-Nemser, 2009; Ingersoll & Smith, 2004) that beginning teachers have a unique set of needs due to their lack of experience in the profession that need to be supported. In a professional learning community mentorship (PLC) model, is it possible to meet those needs effectively? Beginning teachers may be able to find someone within their PLC to be their unassigned mentor. However, this assumes that there are colleagues within the PLC that they feel comfortable asking questions of.

This study provided a good model from which to develop the current research study in terms of question style and demographics correlations for generalization possibilities. As it is also a Canadian study in another province which does not currently have a mandated induction
programme, it provided the researcher of this current study with some interesting and relevant points of reference to compare research results to.

**Hidden Induction Curriculum in Ontario**

Barrett, Solomon, and Singer (2009) conducted their qualitative study of the New Teacher Induction Program (NTIP) in Ontario, by interviewing forty-seven professors in eight different university education faculties within the Province of Ontario. Their purpose was to “extend current research in the area of mentorship and teacher induction by critically examining the hidden curriculum of Ontario’s New Teacher Induction Program (NTIP)” (Barrett et al., 2009, p. 678). The questions used to guide Barrett et al. (2009) in their research were: “(a) In the opinion of teacher educators, what does the structure of the NTIP imply about the hidden curriculum of the program? and, (b) “In the opinion of teacher educators, to what extent does this hidden curriculum promote a critical democratic stance among new teachers?” (p. 680-681).

Barrett et al. (2009) used semi-structured interviews either in person or by phone with the forty-seven participants. The interviews were transcribed and thematically coded. The codes were triangulated between the researchers and were further validated by an independent researcher who assisted in the final thematic analysis. The themes that emerged were focused on mentorship. Within this study Barrett et al. (2009) chose to focus on three themes “because of their conceptual significance. That is, these themes raised important questions about the unintended effects of the structure of NTIP” (p. 687).

These themes were: “(a) conceptions of essential skills, (b) the risk of critique, and (c) characteristics of transformative mentors” (Barrett et al., 2009, p. 687). In terms of the essential skills that were considered important, Barrett et al. (2009) found that the overwhelming response was that classroom management and the “everyday organizational tasks of teachers needed to be
a part of NTIP” (p. 688). However, these should not obscure the need for new teachers to regularly critically examine their lesson planning process (Barrett et al., 2009).

The need for a collaborative and supportive environment for beginning teachers to develop and practice different skills, without having to worry about being assessed by their mentors emerged as the second theme. While it was acknowledged that the NTIP programme does not currently combine the mentorship and assessment roles, the analysis led the researchers to believe that it might be difficult for a beginning teacher to contradict a mentor who was assessing them in a credentialing process (Barrett et al., 2009).

The subject of mentorship within the NTIP was the final conceptual theme emphasized by Barrett et al. (2009). The focus of this theme was on the establishment of clear criteria for the selection and work of the mentor within the NTIP (Barrett et al., 2009). “Other concerns focused on (a) who chooses a mentor, (b) the criteria to determine the most appropriate mentor, and (c) the preparation of mentors” (Barrett et al., 2009, p. 690). Structurally, Barrett et al. (2009) concluded that although the NTIP was a good replacement for the qualifying test, the mentorship component still needed further improvement.

Overall, Barrett et al. (2009) found that although the NTIP had an explicit curriculum, the implicit, “hidden curriculum of NTIP is conformity and assimilation, which are not conducive to new teachers taking a critical, democratic stance. To the contrary, it would warn them against it” (p. 693). The recommendations put forward by Barrett et al. (2009) emphasized ways to “prepare teachers to be thoughtful, courageous, and committed to a socially just society” (p. 695) as role-models and leaders for the students that they teach.

This study provided some important contributions to the knowledge of teacher induction. Since the NTIP programme separates the mentorship and assessment roles, which many
countries combine, it was interesting to consider the perceptions and experiences of teacher educators to this type of programme, especially in contrast to the recent use of the teacher qualifying test. Also, Barrett et al. (2009) focused their study on the “hidden curriculum” of the induction program in Ontario. It would be interesting to see what results of studies with a similar focus in other mandated induction areas would be.

At first glance, the population selected to participate in this study could be considered a limitation because beginning teachers who are directly affected by the NTIP were not interviewed. Barrett et al. (2009) provided a valid reason for their selection process when they stated that, “although [teacher educators] are outsiders to NTIP, they occupy a unique position from which to understand the often problematic transition of new teachers from teacher candidate to classroom teacher...[and] teacher educators have a stake in the process” (p. 679). In addition, teacher educators can also supply a different perspective in that they assist new teachers through the transition process and see the changes and assumptions of the NTIP in action regularly.

In terms of the current research study, the research conducted by Barrett et al. (2009) is important for provinces like British Columbia, which are seeking suggestions on how to make education more effective to consider what has already been attempted and evaluated within another Canadian context.

**Beyond Induction in Scotland**

Learning and Teaching Scotland (the curriculum development body) recognized that improvements were needed within the framework of requirements for the continuing professional development (CPD) for teachers within year two to six of their careers (Kennedy & McKay, 2011). They commissioned a study to help them evaluate what issues needed to be
resolved and suggestions for possible changes (Kennedy & McKay, 2011). Two members of a
team of researchers commissioned by Learning and Teaching Scotland (LTS), Kennedy and
McKay (2011), focused their analysis in this study on three of the six original project objectives.
The three objectives were: “To seek teachers’ views on their CPD needs; To seek teachers’
views on the relative priorities of their CPD needs; and, To seek teachers’ views on barriers to
their participation in CPD and make recommendations on how these barriers might be
overcome.” (Kennedy & McKay, 2011, p. 552). To accomplish these objectives, the study was
divided into three phases.

   The first phase employed by Kennedy and McKay (2011) involved ten different
interviews, which utilized the Nominal Group Technique, with a total of fifty-nine participants.
The interview transcriptions were thematically coded to inform the national survey questions in
the second phase. As researchers commissioned by TLS, Kennedy & McKay (2011) were given
access to the current database of email addresses for registered teachers in Scotland to conduct a
national online survey. Although the survey results did not point to any one particular issue as
being the strongest barrier to CPD, Kennedy and McKay (2011) found that several were
identified as being problematic. In the third phase a briefing paper of preliminary results and
recommendations was produced by the team of researchers, and representatives of the various
stakeholder groups were invited to participate by providing their feedback on the briefing either
in person or by email (Kennedy & McKay, 2011). This study by Kennedy and McKay (2011)
onoutlined the six recommendations and highlighted the stakeholder reactions from this briefing
paper.

   The recommendations outlined by Kennedy and McKay (2011) emphasized the need: for
differentiated CPD for the different teaching years; for individual schools to support beginning
teachers who are not in full-time teaching positions; and, to train people as appropriate mentors who support collaborative learning. The final recommendation represented a significant change to the current TLS documents defining CPD within formal courses and stated “that informal learning and the associated emotional and social elements should be recognised and be made more explicit, acknowledging that CPD for early career teachers should involve engagement with colleagues, not just courses” (Kennedy & McKay, 2011, p. 565). The methods used by Kennedy and McKay (2011) supported the overall validity of these findings.

Kennedy and McKay (2011) have made some important contributions to advancing the knowledge of induction research in several ways. Firstly, as the induction model used in Scotland is well-respected around the world, the information gained from large-scale evaluations of this programme is valuable to other countries which have adopted similar models. Secondly, as LTS utilizes their induction model to help support, assess and certify teachers in different career levels, the focus of this study on the CPD of beginning teachers (years two to six) demonstrated the importance of teacher effectiveness within the classroom. Finally, the recommendations made by Kennedy and McKay (2011) with respect to the appropriate training of mentors and the need to redefine the concept of CPD to include more informal and collaborative professional development opportunities supports the findings of other research studies (e.g., Hellsten et al., 2009; Ingersoll & Smith, 2004). Although Kennedy and McKay (2011) provided some excellent contributions to the field of induction research, there are some limitations to this study that were considered as well.

One possible limitation to these results was found in the participant selection in the first phase of the study, which was instrumental in the survey creation. Kennedy and McKay (2011) admitted that the majority of the participants in the first phase were second and third year
TEACHER INDUCTION: LEARNING IN COMMUNITY

As the survey questions were designed based on this input, questions arise as to whether the CPD needs of the teachers in years four to six were represented appropriately within the survey. A further limitation in the study was that an entire group of teachers, those registered but not teaching, were eliminated from the target group without any explanation being given. This group was not addressed by the CPD framework, but was sufficiently large to warrant examination of their CPD needs. Finally, as the survey response rate was only 5.9%, the overall results and recommendations may not be representative of the population of teachers within their first six years of teaching in Scotland. The reasons for the low response rate needed further analysis. The number of questions and length of the survey instrument, which were not specified within the study, may have been factors in the response rate.

Kennedy and McKay’s (2011) methodology was influential in helping to inform the researcher of the current study. The use of an online survey instrument and asking for the assistance of school leaders to identify and invite teachers who fit the study criteria were also employed in the original methodology used within the current research study.

Induction Success in New Zealand

Piggot-Irvine et al. (2009) were researchers commissioned by the New Zealand Teachers Council (NZTC) to help them better understand the current state of induction within the country for provisionally registered teachers (PRT). Background information was provided by Piggot-Irvine et al. (2009) that concerns were being expressed by PRTs which related to both NZTC policies and the quality of the practices being used at various induction sites. Also, Piggot-Irvine et al. (2009) explained that as PRTs go through a period of induction for 2-5 years before being assessed and applying for fully registered teacher (FRT) status, the NZTC wanted to understand
the extent of the issues being expressed by PRTs in order to determine what changes were needed.

This qualitative research project by Piggot-Irvine et al. (2009) was composed of three stages. The first two stages of this project involved a literature review, national survey and focus groups with recent PRTs to identify the current induction issues within New Zealand. Using a success case study approach, the first two phases of this study helped Piggot-Irvine et al. (2009) to purposively select five sites within each of the early childhood, primary, secondary and indigenous Maori settings for phase three. Within these settings, Piggot-Irvine et al. (2009) collected data through focus groups with the key stakeholders and conducted semi-structured interviews with individuals. The stakeholders were interviewed to further explore the questions: “What contextual supports are needed when supporting PRTs through effective advice and guidance programmes?” and, “What are the effective practices and systems for the assessment and moderation of assessments of PRTs as they move towards full registration?” (Piggot-Irvine et al., 2009, p. 176).

The interviews were all transcribed and thematically coded by Piggot-Irvine et al. (2009) into categories that were triangulated at the five success case study locations with the participants. Analysis of the results was validated by their literature review research from the first stage of the overall project (Piggot-Irvine et al., 2009). They stated that:

The findings linked to the exemplary practices that affected PRTs’ experiences confirmed a number of features already described across the induction literature...One of the most significant and universal features of the success case studies was the overall culture of support (derived from both systems and personnel) within the organisation. (Piggot-Irvine et al., 2009, p. 182).
In addition, it was found that the culture of support was not limited to just one person but was a collaboration amongst many members of the school and extended community, especially within the Maori community settings (Piggot-Irvine et al., 2009).

In terms of PRT assessment, a common theme amongst all the success settings was that, “the PRTs and mentors noted almost universally that discussions about effectiveness associated with [teaching and learning] occurred continuously at their site” (Piggot-Irvine et al., 2009, p. 190). Assessments on PRT effectiveness were tied directly to the NZTC policies and teacher standards in a majority of the success sites which helped to guide the conversations and assessment procedures (Piggot-Irvine et al., 2009).

Overall, this study made an important contribution to advancing the knowledge around induction for several reasons. Firstly, it was commissioned by the NZTC which demonstrated that the education leaders were committed to resolving the issues that PRTs had brought to their attention. Secondly, the study illustrated that using the teacher standards as a focus of PRT assessment was effective. Thirdly, the findings confirmed those of others (e.g., Kennedy & McKay, 2011) that mentors need professional development to support them in their role and time to spend with their PRTs, especially where this role requires them to both support and assess the PRT. Finally, using the success case study methodology, Piggot-Irvine et al. (2009) provided examples of environments where PRTs were nurtured for success and not put into positions of survival which was in contrast to other research information (e.g., McNally et al., 2009).

Additionally, Table 1 of their study also provided a good matrix of information correlating a variety of induction factors to contextual factors as well as induction practices for others to consider within their own particular education environments.
The main limitation to this study was that although Piggot-Irvine et al. (2009) had wanted to schedule observations of the meetings between the PRTs and their mentors for the final part of the project they were unable to due to scheduling issues within the time constraints (eight months) for this study. Furthermore, it appeared that the only evidence utilized by Piggot-Irvine et al. (2009) of what was occurring during these meetings was based on the comments made during the focus groups and individual interviews as well as the findings made by other researchers within the New Zealand context. As the third stage of this research project was to concentrate on the assessment and monitoring practices within the induction sites, this lack of direct observation and evidence gathering was problematic for the final analysis of the project. It requires further work, especially to better inform the policies and procedures of the NZTC.

Although the BC Ministry of Education does not currently have a graduated style of teacher accreditation, the study by Piggot-Irvine et al. (2009) helped to inform the current study. Firstly, this study examined the induction practices at various levels of education, which the researcher of the current study was also attempting, excluding the Early Childhood level. Secondly, the matrix of induction information provided by Piggot-Irvine et al. (2009) in their success case study research helped the researcher of the current study to consider what a successful induction site might look like within the BC context.

A review of recent literature directly related to teacher induction explored the needs that beginning teachers have when they are transitioning into the profession, and the justification used by different education authorities in supporting induction programmes. One study focused on the policy rationale for induction programmes and found that the way that the induction needs were defined by the governing bodies in education determined what programmes were established and supported financially (Carver & Feiman-Nemser, 2009). Another study
emphasized the importance of exploring the differences between the explicit and implicit curriculum in an induction programme in order to ensure that a democratic induction environment was created (Barrett et al., 2009). Studies on the variety of induction programmes in the U.S.A. established to improve teacher retention and job satisfaction have found that a collaborative environment was the most effective; however, it was believed that it was difficult to create this environment in many of the schools in the U.S.A. (Ingersoll & Smith, 2004; Carver & Feiman-Nemser, 2009).

Where the policy focus was on creating effective teachers, mentorship and collaboration in a community environment was a pervasive theme as one of the most effective ways to achieve this goal (Hellsten et al., 2009; Kennedy & McKay, 2011; Piggot-Irvine et al., 2009). In areas without a mandated induction programme, the experiences of beginning teachers were more favourable in situations where professional learning communities were established and where they were welcomed as new members to the community (Hellsten et al., 2009). This community of support was also found to be a crucial aspect in the most successful examples of mandated induction programmes in New Zealand (Piggot-Irvine et al., 2009). The community acted like a family for beginning teachers and was effective even when it combined the roles of mentorship and assessment (Piggot-Irvine et al., 2009). One study in Scotland found that where induction involved an assessment process for credentialing purposes, the way that the expectations of continuing professional development were defined had significant implications on the success of the beginning teachers (Kennedy & McKay, 2011). All of these directly related studies helped to inform the researcher of the current study concerning the complexities of a successful induction programme operating in different contextual situations.
Chapter Three: Procedures and Methods

Research Design

This study used a mixed-methods exploratory design to examine the range of induction practices that were being implemented and the impact they have had on beginning teachers’ experiences on Vancouver Island, British Columbia. An online survey (Appendix A) which combined both closed-ended and open-ended questions was created and a poster inviting beginning teachers to participate was created in order to census the target population and the data was then analyzed. Emergent themes were found through content-analysis of the open-ended questions. These themes were used to inform interpretations of the quantitative results of the closed-ended questions on the variety of forms of induction used and beginning teachers’ feelings about the impact of those programmes on their teaching.

The superintendents of the eleven school districts located on Vancouver Island, British Columbia were contacted and permission to conduct the research was obtained in one of the districts (School District #68 – Nanaimo/Ladysmith). At the time that the original request for research permission was being forwarded to the school districts (August, 2011), the BCTF and the BC Ministry of Education were at an impasse with their contract negotiations and a period of teacher job action had begun. As a result, district administration, including principals were not permitted to speak directly with teachers unless it was a matter of safety of the students. Due to this lack of communication, many superintendents either did not respond to the original email request or permission was denied based on the state of job action within the province.

Permission was granted by School District #68 (S.D. #68) in January, 2012, after necessary changes were made in the methodology and the original survey instrument to account for the job action. Information packages were then created for each of the thirty-seven school...
principals within S.D. #68 asking for their permission to conduct the research within their school and forwarded through the district’s internal mail courier system. Principals were asked to post the invitation poster on a staff bulletin board if they consented to the research being conducted within their school. The poster included the online survey URL which linked the beginning teachers to the electronic consent letter. If participants consented to participating in the research study then they were linked to the survey instrument.

**Population**

The researcher of the current study had originally aimed to census the target population of beginning public school teachers on Vancouver Island, B.C. in order to improve the external validity of the results and to provide population generalizability. Ecological generalizability is limited as many variables such as individual teacher characteristics and personalities as well as different school environments were not controlled for in this study.

In order to ascertain what the size of the target population of beginning public school teachers on Vancouver Island would be, the researcher used the statistics available online from the British Columbia Ministry of Education (2011b, 2011c). These statistics provided a demographics report for both the province and each of the school districts within the scope of the current study. The totals of the categories “Total FTE” and “Number by Years of Experience” were tabulated from these reports using an Excel spreadsheet to project the estimated numbers of beginning public school teachers on Vancouver Island, British Columbia for the 2011/2012 school year based on the assumption that the difference between 2010/2011 and 2011/2012 would be the same as the difference between 2009/2010 and 2010/2011 (see Tables 1 to 7).
Table 1

*Full-Time Equivalent (FTE) Public School Teachers in BC*

<table>
<thead>
<tr>
<th>School Year</th>
<th>Total FTE Teachers</th>
<th>Men (FTE)</th>
<th>Women (FTE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>* 2011/2012</td>
<td>29827.2</td>
<td>8748.8</td>
<td>21078.6</td>
</tr>
<tr>
<td>2010/2011</td>
<td>30110.1</td>
<td>8963.3</td>
<td>21146.9</td>
</tr>
<tr>
<td>2009/2010</td>
<td>30393.0</td>
<td>9177.8</td>
<td>21215.2</td>
</tr>
</tbody>
</table>


* Estimates were based on the differences between the 2009/2010 and 2010/2011 school years remaining consistent for the 2011/2012 school year.
Table 2

*Selected Years of Teaching Experience for BC FTE Public School Teachers*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 1 Year</td>
<td>632.0</td>
<td>649.0</td>
<td>666.0</td>
</tr>
<tr>
<td>1 – 4 Years</td>
<td>6839.0</td>
<td>6343.0</td>
<td>5847.0</td>
</tr>
</tbody>
</table>


*a* Estimates were based on the differences between the 2009/2010 and 2010/2011 school years remaining consistent for the 2011/2012 school year.
Table 3

*Full-Time Equivalent (FTE) Public School Teachers on Vancouver Island, BC*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>61 - Greater Victoria</td>
<td>1024.0</td>
<td>1040.0</td>
<td>16.0</td>
<td>1056</td>
<td></td>
</tr>
<tr>
<td>62 - Sooke</td>
<td>442.8</td>
<td>461.5</td>
<td>18.7</td>
<td>480.2</td>
<td></td>
</tr>
<tr>
<td>63 - Saanich</td>
<td>416.4</td>
<td>410.8</td>
<td>-5.6</td>
<td>405.2</td>
<td></td>
</tr>
<tr>
<td>68 - Nanaimo/Ladysmith</td>
<td>815.8</td>
<td>804.4</td>
<td>-11.4</td>
<td>793</td>
<td></td>
</tr>
<tr>
<td>69 - Qualicum</td>
<td>235.4</td>
<td>228.2</td>
<td>-7.2</td>
<td>221</td>
<td></td>
</tr>
<tr>
<td>70 - Alberni</td>
<td>249.9</td>
<td>247.1</td>
<td>-2.8</td>
<td>244.3</td>
<td></td>
</tr>
<tr>
<td>71 - Comox Valley</td>
<td>446.5</td>
<td>444.9</td>
<td>-1.6</td>
<td>443.3</td>
<td></td>
</tr>
<tr>
<td>72 - Campbell River</td>
<td>301.5</td>
<td>286.2</td>
<td>-15.3</td>
<td>270.9</td>
<td></td>
</tr>
<tr>
<td>79 - Cowichan Valley</td>
<td>438.2</td>
<td>435.9</td>
<td>-2.3</td>
<td>433.6</td>
<td></td>
</tr>
<tr>
<td>84 - Vancouver Island West</td>
<td>36.5</td>
<td>34.0</td>
<td>-2.5</td>
<td>31.5</td>
<td></td>
</tr>
<tr>
<td>85 - Vancouver Island North</td>
<td>95.4</td>
<td>93.9</td>
<td>-1.5</td>
<td>92.4</td>
<td></td>
</tr>
<tr>
<td>Total:</td>
<td>4502.4</td>
<td>4486.9</td>
<td>-15.5</td>
<td>4471.4</td>
<td></td>
</tr>
</tbody>
</table>


² Estimates were based on the differences between the 2009/2010 and 2010/2011 school years remaining consistent for the 2011/2012 school year.
Table 4

**FTE Female Public School Teachers on Vancouver Island, BC**

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>61 - Greater Victoria</td>
<td>694.2</td>
<td>698</td>
<td>3.8</td>
<td>701.8</td>
<td></td>
</tr>
<tr>
<td>62 - Sooke</td>
<td>326.2</td>
<td>342.6</td>
<td>16.4</td>
<td>359.0</td>
<td></td>
</tr>
<tr>
<td>63 - Saanich</td>
<td>288.1</td>
<td>291.1</td>
<td>3.0</td>
<td>294.1</td>
<td></td>
</tr>
<tr>
<td>68 - Nanaimo/Ladysmith</td>
<td>542.5</td>
<td>536.6</td>
<td>-5.9</td>
<td>530.7</td>
<td></td>
</tr>
<tr>
<td>69 - Qualicum</td>
<td>146.9</td>
<td>142.5</td>
<td>-4.4</td>
<td>138.1</td>
<td></td>
</tr>
<tr>
<td>70 - Alberni</td>
<td>160.8</td>
<td>163.2</td>
<td>2.4</td>
<td>165.6</td>
<td></td>
</tr>
<tr>
<td>71 - Comox Valley</td>
<td>305.6</td>
<td>306.7</td>
<td>1.1</td>
<td>307.8</td>
<td></td>
</tr>
<tr>
<td>72 - Campbell River</td>
<td>200.4</td>
<td>194.4</td>
<td>-6.0</td>
<td>188.4</td>
<td></td>
</tr>
<tr>
<td>79 - Cowichan Valley</td>
<td>314.0</td>
<td>310.6</td>
<td>-3.4</td>
<td>307.2</td>
<td></td>
</tr>
<tr>
<td>84 - Vancouver Island West</td>
<td>21.5</td>
<td>20.6</td>
<td>-0.9</td>
<td>19.7</td>
<td></td>
</tr>
<tr>
<td>85 - Vancouver Island North</td>
<td>62.8</td>
<td>59.9</td>
<td>-2.9</td>
<td>57.0</td>
<td></td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>3063.0</strong></td>
<td><strong>3066.2</strong></td>
<td><strong>3.2</strong></td>
<td><strong>3069.4</strong></td>
<td></td>
</tr>
</tbody>
</table>


a Estimates were based on the differences between the 2009/2010 and 2010/2011 school years remaining consistent for the 2011/2012 school year.
Table 5

**FTE Male Public School Teachers on Vancouver Island, BC**

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>61 - Greater Victoria</td>
<td>329.8</td>
<td>342</td>
<td>12.2</td>
<td>354.2</td>
<td></td>
</tr>
<tr>
<td>62 - Sooke</td>
<td>116.6</td>
<td>118.9</td>
<td>2.3</td>
<td>121.2</td>
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<td>63 - Saanich</td>
<td>128.3</td>
<td>119.6</td>
<td>-8.7</td>
<td>110.9</td>
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</tr>
<tr>
<td>68 - Nanaimo/Ladysmith</td>
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<td>267.8</td>
<td>-5.6</td>
<td>262.2</td>
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</tr>
<tr>
<td>69 - Qualicum</td>
<td>88.5</td>
<td>85.7</td>
<td>-2.8</td>
<td>82.9</td>
<td></td>
</tr>
<tr>
<td>70 - Alberni</td>
<td>89.1</td>
<td>84.0</td>
<td>-5.1</td>
<td>78.9</td>
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</tr>
<tr>
<td>71 - Comox Valley</td>
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<td>138.2</td>
<td>-2.7</td>
<td>135.5</td>
<td></td>
</tr>
<tr>
<td>72 - Campbell River</td>
<td>101.1</td>
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<td>-9.2</td>
<td>82.7</td>
<td></td>
</tr>
<tr>
<td>79 - Cowichan Valley</td>
<td>124.2</td>
<td>125.3</td>
<td>1.1</td>
<td>126.4</td>
<td></td>
</tr>
<tr>
<td>84 - Vancouver Island West</td>
<td>15.0</td>
<td>13.4</td>
<td>-1.6</td>
<td>11.8</td>
<td></td>
</tr>
<tr>
<td>85 - Vancouver Island North</td>
<td>32.6</td>
<td>34.0</td>
<td>1.4</td>
<td>35.4</td>
<td></td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>1439.5</td>
<td>1420.8</td>
<td>-18.7</td>
<td>1402.1</td>
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</tr>
</tbody>
</table>


² Estimates were based on the differences between the 2009/2010 and 2010/2011 school years remaining consistent for the 2011/2012 school year.
Table 6

Public School Teachers on Vancouver Island, BC with <1 Year of Teaching Experience

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>#61 - Greater Victoria</td>
<td>12</td>
<td>16</td>
<td>4</td>
<td>20</td>
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<td>#62 - Sooke</td>
<td>12</td>
<td>26</td>
<td>14</td>
<td>40</td>
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<tr>
<td>#62 - Saanich</td>
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<td>(1...9)</td>
<td>(-8...8)</td>
<td>(0...17)</td>
</tr>
<tr>
<td>#68 - Nanaimo/Ladysmith</td>
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<td>15</td>
<td>(6...14)</td>
<td>(21...29)</td>
</tr>
<tr>
<td>#69 - Qualicum</td>
<td>(1...9)</td>
<td>(1...9)</td>
<td>(-8...8)</td>
<td>(0...17)</td>
</tr>
<tr>
<td>#70 - Alberni</td>
<td>(1...9)</td>
<td>(1...9)</td>
<td>(-8...8)</td>
<td>(0...17)</td>
</tr>
<tr>
<td>#71 - Comox Valley</td>
<td>15</td>
<td>(1...9)</td>
<td>(-14...-6)</td>
<td>(0...3)</td>
</tr>
<tr>
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<td>10</td>
<td>(1...9)</td>
<td>(11...19)</td>
</tr>
<tr>
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<td>13</td>
<td>(1...9)</td>
<td>(-4...-12)</td>
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</tr>
<tr>
<td>#84 - Vancouver Island West</td>
<td>0</td>
<td>(1...9)</td>
<td>(1...9)</td>
<td>(2...18)</td>
</tr>
<tr>
<td>#85 - Vancouver Island North</td>
<td>(1...9)</td>
<td>(1...9)</td>
<td>(-8...8)</td>
<td>(0...17)</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>(57...97)</td>
<td>(73...121)</td>
<td>(-24...64)</td>
<td>(94...197)</td>
</tr>
</tbody>
</table>

*Note. BC Ministry of Education Public Education teacher statistics by district (2011b, 2011c). Many of these statistics were originally given the abbreviation “Msk” by the BC Ministry of Education, which indicated that the measurements were between one to nine and means that the number was “masked” to protect the confidentiality of the individuals involved, in accordance with the statistical procedures of the B.C. Ministry of Education (2011a). Therefore, the researcher of the current study converted the “Msk” numbers to reflect the range of possible numbers for statistical estimates to be calculated.

² Estimates were based on the differences between the 2009/2010 and 2010/2011 school years remaining consistent for the 2011/2012 school year.*
Table 7

*FTE Public School Teachers on Vancouver Island, BC with 1 – 4 Years of Teaching Experience*

<table>
<thead>
<tr>
<th></th>
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<td>#61 - Greater Victoria</td>
<td>258</td>
<td>279</td>
<td>21</td>
<td>300</td>
</tr>
<tr>
<td>#62 - Sooke</td>
<td>101</td>
<td>114</td>
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<td>127</td>
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<td>#63 - Saanich</td>
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<td>55</td>
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<td>43</td>
</tr>
<tr>
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<td>123</td>
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<td>29</td>
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<td>#71 - Comox Valley</td>
<td>83</td>
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<td>-14</td>
<td>55</td>
</tr>
<tr>
<td>#72 - Campbell River</td>
<td>54</td>
<td>44</td>
<td>-10</td>
<td>34</td>
</tr>
<tr>
<td>#79 - Cowichan Valley</td>
<td>61</td>
<td>67</td>
<td>6</td>
<td>73</td>
</tr>
<tr>
<td>#84 - Vancouver Island West</td>
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<td>9</td>
</tr>
<tr>
<td>#85 - Vancouver Island North</td>
<td>23</td>
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<td>0</td>
<td>23</td>
</tr>
<tr>
<td>Total:</td>
<td>889</td>
<td>874</td>
<td>-15</td>
<td>859</td>
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</table>


a Estimates were based on the differences between the 2009/2010 and 2010/2011 school years remaining consistent for the 2011/2012 school year.
Tables 1 to 7 outline the population calculations of both the male and female full-time equivalent (FTE) public school teachers, individually and together, as well as the sub-set population as defined by years of teaching experience. The ratio of women to men was 2.2:1 using the FTE totals of all of the school districts on Vancouver Island, British Columbia.

Based on these figures, the estimated population of teachers with less than one year of teaching experience in the 2011/2012 school year was in the range of 94 to 197 people. This estimation was calculated using two steps. The first step involved calculating the range of possible numbers masked within the statistics (see Table 6 for a complete explanation) provided by the BC Ministry of Education (2011a, 2011b, 2012c). The second step involved calculating the differences between the 2009/2010 and 2010/2011 school years and assuming that these results would be consistent for the 2011/2012 school year. In addition, the estimated population of teachers with one to four years of teaching experience was 859 people (see Table 7).

Using the statistics available, it was difficult for the researcher to separate the portion of the population of teachers with only one to three years of teaching experience from the entire category of one to four years of experience, according to the definition of beginning teacher within the context of this study. Therefore, the estimated sample size of 859 people was expected to be a maximum. As a result, the total target population of beginning teachers on Vancouver Island, British Columbia was estimated to be 1056, based on the maximum sample size of 859 plus the maximum “masked” range of 197. Extracting S.D. #68 information from this census population, the actual population size for the current study was estimated to be 142 as a maximum. However, the actual sample size was four, and the response rate for the current study was 2.8%.
Instrumentation

The research question for the current study asked what range of induction practices were being implemented and what impact they have had on beginning teachers’ experiences on Vancouver Island, British Columbia. The instrument used to measure this question was an online survey which was composed of fourteen questions (Appendix A). There were four categories of questions: demographics, employment situation, induction experiences and, preparation and support. The questions were a combination of check boxes, five-scale Likert-style, and, open-ended textbox style where the participants were asked to respond in their own words about their experiences.

The online survey instrument was chosen in order to census the target population in the most expeditious manner possible to capture the range of induction experiences amongst the beginning teachers. The open-ended questions were adapted from the scripted interview questions used by Hellsten, Pytula, Ebanks, and Lai (2009) in their research on beginning teacher experiences in Saskatchewan. These questions gave the beginning teachers of the current study the opportunity to elaborate on their answers to the closed-ended questions in the survey. The open-ended questions focused on: how beginning teachers would design an induction programme; and, what impact they felt that the induction programmes had on their teaching practices. Scoring of these text-box answers was completed using content-analysis of the emergent themes found in the answers of all of the participants. Connections were made between these themes and the quantitative results of the variety of forms of induction used and the impact of those induction practices on beginning teachers’ feelings of preparedness and support from the quantitative questions in the survey. This qualitative analysis was used to further elaborate and inform interpretations of the quantitative data analysis.
The balance of the questions, which were comprised of check boxes and five-scale Likert style questions, were adapted from three sources: the *Teacher Questionnaire: Schools and Staffing Survey* (SASS) administered by the U.S. National Center for Education Statistics (NCES) (U.S. Department of Education, 2007); the *Teacher Follow-up Survey* (TFS) administered by the U.S. National Center for Education Statistics (U.S. Department of Education, 2009); and, the *Survey of Canadian Teachers* (Kamanzi, Riopel, & Lessard, 2007). These four sources were chosen as models for the survey instrument for the current study because of the high reliability that they provided due to the fact that the questions had already been tested successfully on similar types of populations and were found to provide information on the variables that the researcher of the current study was focusing on. Due to effect of the job action on regular school induction environment, the questions were phrased so that participants reflected on another school year if they were in their second or third year of teaching and omitted the question if they were in their first year of teaching.

The first two sections of the survey collected demographics of the teacher and the teaching context in order to allow for comparisons to be made in terms of possible differences in gender, years of teaching experiences, and the most widely used induction practices which research has shown to make a difference. Impact on teaching practices was measured by looking at feelings of preparedness and support in different areas of job performance, such as classroom management techniques, assessment, and lesson planning within the final two sections of the survey. The variables that were measured in these questions were the variety of induction practices being implemented on Vancouver Island, British Columbia and the impact that those practices have had on beginning teachers’ experiences. Scoring of these questions was done by assigning a derived score to each of the responses and transferring the information onto an Excel
TEACHER INDUCTION: LEARNING IN COMMUNITY

Spreadsheet for further quantitative analysis. Each completed survey was assigned a three-digit code in order to allow for connections between the qualitative and quantitative data to be analyzed.

**Procedures**

The researcher of the current study contacted the superintendents of the eleven school districts on Vancouver Island by electronic mail and asked them for their permission and assistance in forwarding information about this research project and the online URL link to the survey instrument to all of the teachers within their jurisdiction. The teacher recruitment letter that was forwarded by the superintendents included a list of criteria that was necessary to satisfy in order to participate in the study. The electronic link to the study was:

http://app.fluids surveys.com/surveys/nicole-M/beginning-teacher-experiences/

The online link provided the participants direct access to the survey instrument from January 15, 2012 to March 15, 2012. Originally the research was to be conducted from September 15, 2011 to November 15, 2011. These dates were chosen in order to allow time for induction programmes to have been started for the new school year, as well as give some flexibility to teachers to allow them to participate at their convenience. The survey instrument created by this researcher was done through Fluid Surveys, a Canadian online survey tool company, which stores all of the information collected in Canada. This programme was chosen due to its versatility and ability to analyze the data in a variety of ways, including exporting the data into Excel. It also allowed for participants to complete the surveys and submit the information online where it was collected in one accessible location for the researcher of the current study. This survey tool also complies with Canadian ethics regulations since data is
stored in Canada and is not subject to the *Patriot Act* (2001) that data stored in the United States is subject to and allows for privacy of the collected survey information to be maintained.

The survey instrument was created by the researcher of the current study by adapting questions used in four existing instruments (Hellsten et al., 2009; Kamanzi et al., 2007; U.S. Department of Education, 2007 & 2009). The survey was a combination of check-boxes, five-scale Likert style, and open-ended questions divided into four sections. The four sections categorized the questions into: demographics, employment situation, induction experiences and, preparation and support.

The beginning teachers who voluntarily participated in the survey did so with free and informed consent. The consent letter was provided in the online link to the survey instrument. The consent letter also outlined the privacy measures being adhered to. Finally, it provided participants with the opportunity to give their consent to participate in the study and allowed the researcher to use the information provided from the completed surveys for the study. Their consent was done through a check box method provided on the online consent letter. When the teachers clicked on the consent button indicating that their agreement to participate in the study, they were linked to the online survey instrument.

Confidentiality of the information was assured because the demographic information collected was general in nature and no identifying data was collected. The option of not recording the IP addresses was utilized during the survey creation in order to further protect the privacy of the participants. In situations where the data provided may have allowed for identification, the information of the participants or other school district personnel was masked in order to protect their identities.
The answers to the surveys were stored online in a password protected account by the researcher of the current study. Any data that were downloaded into an Excel spreadsheet were also password protected on the researcher’s own computer. The answers to the open-ended questions that were printed off in order to facilitate the content-analysis were stored in a locked filing cabinet only accessible by the researcher of the current study.

Both the quantitative and qualitative results were tabulated and the possible connections between the types of induction practices being used and the resulting experiences of preparation and support by the beginning teachers were analyzed. Qualitative results from the open-ended questions were used to further inform the results of the quantitative questions.

Upon completion of the current study, the data were downloaded onto an electronic storage device and the online account with Fluid Surveys was deleted. The storage device and the paper printed off for data analysis were stored in a secure filing cabinet together for a period of two years in the office of this researcher’s supervisor. After the period of two years, they were destroyed. The final results of the study were made available to the superintendents of S.D. #68, any interested principals and, to any interested teachers who participated in the study. The data analysis was used solely for the completion of this current research study.

Validity

In order to improve the external validity of the results collected in this current research study, this researcher decided to census the target population of beginning public school teachers on Vancouver Island, British Columbia. Population generalizability was possible using this method. However, ecological generalizability was limited as many variables like individual teacher characteristics and personalities as well as school environments were not taken into consideration for the purposes of this study.
The validity of the survey instrument used for this research study was tested by administering the survey online, along with a copy of the research questions and relevant definitions of the variables being studied, to three members of this researcher’s university graduate cohort class. All of them tested the instrument and provided feedback to this researcher on possible ambiguous questions, the format of the survey and any process issues for completing the survey online. These “test” surveys also provided this researcher with the opportunity to examine the content-related evidence of validity of the survey instrument. Changes to the instrument and process were made accordingly. Further changes were made after the administration of S.D. #68 had the opportunity to view the survey instrument. The changes suggested helped to improve the validity of the instrument by recognizing the school climate was not the norm due to the job action and state of contract negotiations between the BCTF and the Ministry of Education.

As the questions used on the survey instrument were adapted from existing instruments which had previously been used to study the experiences of beginning teachers, reliability was expected to be good. Three of these existing instruments were used in large scale national surveys (Kamanzi et al., 2007; U.S. Department of Education, 2007 & 2009) and the fourth instrument was used to interview beginning teachers in Saskatchewan of their induction experiences (Hellsten et al., 2009). Consistency in administration for this current research study was ensured as the survey instrument was delivered in the same manner and was available at the same time to all participants.

Two main threats to the internal validity of this current research study were anticipated and attempts were made to minimize them. These validity threats were subject characteristics and loss of subjects. Subject characteristics were considered a threat to internal validity because
there were a number of characteristics that could affect the overall feelings of preparedness and support in the classroom by a beginning teacher. One of these factors was where they completed their university-level education programme. As the curriculum differs in each Canadian province as well as other countries, it is logical that a beginning teacher in British Columbia would feel more prepared if they had been trained in the use of the British Columbia curriculum resources. In order to minimize this characteristic, the demographic question of where they completed their education programme was asked. However, it was not possible to ask demographic questions to account for all the possible variables that could impact the study such as: the personality characteristics of school colleagues; the teaching experience of school colleagues; the diversity of student needs within the classes being taught; level of content knowledge of classes being taught; and, previous experience working with youth. Also, similar to Ingersoll and Smith (2004), “little information was obtained on the intensity, duration, and cost of the various induction and mentoring supports and activities” (p. 38).

Loss of subjects or mortality was considered to be a strong threat to internal validity due to this researcher not having direct contact or association with the target population. Also, as this study depended largely on the assistance of the school principals to post the invitation to participate poster on a staff bulletin board, many beginning teachers may not have seen the invitation or, may have chosen to ignore it. Kamanzi et al. (2009) only achieved a 9.0% response rate on their survey which was mailed out to all teachers in British Columbia in 2002 during their Pan-Canadian study. The length of the survey instrument was carefully considered in order to ensure that the participants would be more likely to complete the entire instrument.
Data Analysis

Utilizing a mixed-methods exploratory design permitted the researcher of the current study to examine the range of induction practices that were currently being implemented and the impact they have had on beginning teachers’ experiences on Vancouver Island, British Columbia. The qualitative and quantitative portions of the study were collected in the same instrument through an online link and password to the survey instrument, which was created through the Canadian-based online survey company, FluidSurveys.com.

The survey instrument contained fourteen questions which were a combination of check-box, five-scale Likert-style, and open-ended text-box style. These question styles were interspersed through the four different sections of the survey instrument. The closed-ended questions provided quantitative and categorical data which were analyzed using descriptive statistics and compared to the coded thematic content-analysis of the open-ended questions.

All of the data information were downloaded onto an Excel programme for analysis purposes. Both the quantitative and qualitative results were tabulated and the resulting impact on classroom teaching by the beginning teachers were measured using descriptive statistics. Descriptive statistics were used to analyze the quantitative data to examine standard deviations and means. The data results were displayed using bar charts.

Thematic coding was completed through content-analysis of the open-ended questions. These themes were connected to the quantitative results of the variety of forms of induction used and beginning teachers’ feelings of preparedness and support. Tally sheets used to collect the totals from the emergent themes. These code frequencies were used to inform interpretations of the quantitative results of the variety of forms of induction used and impact of these programmes on beginning teachers’ experiences.
Frequency tables were created from the data in order to display and interpret the categorical data and bar charts were produced from these tables. One of these tables focused on the percentage of beginning teachers who received one or more of the various induction supports from the population. This was compared to the frequency table that indicated the length of time that the beginning teachers felt that they would remain in the teaching profession.

The data were analyzed and the findings were interpreted and provided to the school district involved in the study to help them better understand the current state of teacher induction within their district.
Chapter 4: Results

Recruitment

After receiving amended ethics approval from both Vancouver Island University as well as School District #68 (S.D. #68) in January, 2012, information packages were forwarded to the principals of all the K-12 schools within the district through the district internal mail system. The total number of K-12 schools within S.D. #68 at the time of the study was thirty-seven.

The information packages forwarded to the school principals included a recruitment poster that the principal, if they approved of the research being conducted within their school, was asked to post in a staff area where beginning teachers would see it. The recruitment poster listed the purpose of the study, criteria for participation, researcher contact information, and the link to the online survey instrument on FluidSurveys.com, which included the consent form. The online survey instrument link was made active from January 15, 2012 until March 15, 2012.

Due to job action within BC during the time that the study was being conducted, most schools were not having regular staff meetings where the poster could be introduced by the principals to the target population of teachers. Accordingly, the researcher of the current study also asked colleagues within the master’s class cohort who worked in S.D. #68 to look for the poster within their school and to invite school colleagues who fulfilled the study criteria to participate.

Based on the statistics provided by the Ministry of Education (2011), it was estimated that the target population of teachers in S.D. #68 who were within the first three years of their teaching career was 143 (see Tables 6 & 7). Four participants completed the survey instrument. Therefore, the response rate for the survey instrument was 2.8%. All raw data is included as Appendix C.
Statistics and Data Analysis

Demographics. In terms of teaching experience, the participants represented less than one year (25%), teaching for one year (50%), and teaching for three years (25%). There was no participation for the category of “teaching for two years”. Other demographic results from the participants were as follows: 75% were female and 25% were male; 50% were between the ages of 25 and 30 and 50% were over the age of 30; 75% had completed their education degree in BC and 25% had completed their education degree in another Canadian province. When asked how long they expected to remain in the teaching profession, 100% of the participants stated that they planned on staying “until retirement”.

Employment situation. Further demographics questions which focused on the current employment situation of the participants revealed that 75% worked in a high school and 25% worked in an elementary school; and, that the range of the student populations within these schools was from 101 to over 1000. Asking about their level of contextual understanding about the community before they started to work within it, 100% of the participants felt that they had enough information about the context of S.D. #68 before they started teaching there.

Preparation for teaching. Examining the responses to the question about the extent the participants felt prepared with specific aspects of their job (Appendix A, Q12) revealed several areas that they felt either prepared or well-prepared to do. As this question was to be omitted if the participant was a first year teacher, only three of the four participants responded. The job features which all the participants felt either prepared or well-prepared for were: “maintaining student discipline”; “communication with students”; and, “using technology in the classroom.” Although none of the job features received a definitive “poorly prepared” response from any of the participants, several response ranges had at least 33% response rate on the poorly
prepared end of the scale. These job features were: “working with the curriculum”; “communication with parents/guardians”; “working with teaching teams”; “paperwork associated with job”; “planning for courses”; and, “school routines”. “Time management of work and life responsibilities” produced the lowest feelings of preparation overall.

Two of the job features produced a 33% “undecided” response rate in their feelings of preparation. These were: “assessment for learning” (33%); and, “school routines” (33%) (Appendix A, Q12).

It was interesting to note that the job feature of “report cards” produced two “N/A” responses. Although the province of British Columbia does stipulate that report cards will be written and distributed by teachers as a part of their professional role, the question stem indicated that participants were to choose this option if that particular feature was not a part of their job or, had been affected by the recent job action. As a part of the job action within the 2011-2012 school year, teachers were not writing or issuing report cards, unless they were teaching Grade 12 students, at the time that the survey instrument was distributed to the schools.

**Induction experiences.** The participants were asked to identify the welcoming and support activities that they had received to help initially orient them to the school community in which they were working (Appendix A, Q9) and their feelings of satisfaction with those supports (Appendix A, Q10). The induction activities that the participants reported receiving were: “orientation activity by the school and/or district” (50%); “assignment of a mentor” (25%); “package of information and keys at the school’s front office” (100%); “reduced workload within contract assignment” (25%); and, “other” (25%). The written response for what “other” represented was:
Was not assigned a mentor, but received welcome and help from a number of experienced educators in my department. [68-1]

It was notable that all of the participants had participated in at least one induction activity. However, none of the participants indicated that they had been assigned to a professional learning community or were provided with an opportunity to join a support group of beginning teachers as part of their initial induction experiences.

The levels of satisfaction with the initial induction activities (Appendix A, Q10) varied. The “orientation activity by the school and/or district” received a 100% response rate of “very satisfied.” Participants responded that they were both very satisfied (75%) and dissatisfied (25%) with receiving the “package of information and keys at the school’s front office” as an induction activity. The participant who had received a “reduced workload” as part of their induction activities responded that they were very satisfied with this opportunity.

There were some notable results to the question of the level of job satisfaction that the participants felt towards the induction supports that they had received (Appendix A, Q10). Interestingly, although only 25% of the participants had indicated that they had been assigned a mentor, 25% of the participants indicated that they were “very satisfied” and another 25% of the participants indicated that they were “undecided.” As the participant who had provided a response in the “other” category did not indicate their level of satisfaction with this experience, this may have been where they added their response. Another notable response was the fact that one participant indicated that they were undecided about their level of satisfaction with the “assignment to a professional learning community” even though no one initially selected that activity as part of their induction activity experiences.
Question 13 of the survey instrument (Appendix A) asked the participants to consider their level of satisfaction with a variety of supports that may have been provided to them as a beginning teacher, using a five point Likert scale. These supports focused on other areas of induction that prepared them for the job of teaching rather than orienting them to the community in which they were teaching. The supports that received the highest levels of satisfaction from the participants were: “a manageable teaching schedule that was based on my needs and skills”; and, “teaching partners to assist me with planning and assessment.” In comparison, the supports that received the lowest levels of satisfaction from the participants were: “professional teaching materials (i.e., teacher’s guides) to assist me in lesson preparation”; and, “time within my teaching schedule to meet with a mentor.” The support that received the widest range of participant responses within the list was, “Opportunities to visit other classrooms to observe teaching techniques.” The responses ranged from dissatisfied (33%), undecided (33%) to, non-applicable (33%).

The supports that received responses in the range of satisfied to very satisfied but also included 33% in the undecided range were: “the necessary materials to teach my classes with”; “opportunities to speak with colleagues about learning and assessment”; and, “school-based and district-based resources and support.”

The final two supports received interesting responses from the participants. “Classroom space in which to teach” received a 67% very satisfied response as well as 33% in the dissatisfied range. Interestingly, “professional development opportunities” received 67% in the satisfied range as well as 33% selected non-applicable.

**Induction design.** When given the opportunity, 75% of the participants provided a written response to the question, “If you were asked to create a support or induction program for
beginning teachers to welcome and support them in your school/district, what would you include in it?” Several themes emerged from a qualitative analysis of the responses to this question. These themes were: (1) being welcomed as a member of the school community; (2) the role of leadership for support and advice; and, (3) time.

The first theme, being welcomed as a member of the school community, was primarily expressed as being introduced to the staff and made to feel welcome. This was expressed as being especially important at times when they were feeling overwhelmed at the beginning of the school year and needed advice to support them in their goal to be effective teachers in the classroom. As one participant noted:

I found that the counselors were extremely helpful and welcoming. Their advice and support really helped me in both feeling welcome and also to help understand my students. I found that all of the teachers were wonderful and the majority of them made a point to come and introduce themselves and provide support when I was overwhelmed. [68-2]

One participant also expressed the need for a tour of the school facilities as a component of this welcoming activity.

The role of leadership for support and advice pertained to both the formal and informal leadership in the school. One induction design included a specific role for the school’s formal leadership in the process of building professional relationships with new teachers when they stated,

Have admin visit classroom while teaching to watch and critique a lesson (a sort of check in). [68-1]
Another participant noted that the experience of the informal leadership of the school could be better utilized to support the entire school community and personalize the induction experience.

We really should have a senior teacher/junior teacher partnership within schools. Not necessarily a mentor, but just someone show us where to find everything in the school so we don't overburden the secretary. Each school runs differently so this is really important.

We can sit and read the school's handbook, but that is seriously tedious. [68-4]

The participants expressed the need for more time to meet with their mentor teachers and for the opportunity to be able to ask others for support and advice. They expressed a reluctance to do this because they valued the other person’s time as well.

I wish there was a bit more time to really touch base with the mentor teachers since the beginning of the year is such a busy time it was hard to talk to them about issues in the class and for advice. [68-2]

It seems that everyone is stretched thin in everything we do. [68-4]

**Impact on teaching.** The final qualitative question on the survey instrument asked, “Which impact, if any, do you feel that the preparation and support that you have received in your school/district has had on your teaching? Please omit this question if you are a First Year teacher” (Appendix A, Q14). As none of the participants provided a response to this question, further understandings into the impact that the beginning teachers felt that the induction supports had on their teaching were not possible.
Adverse Events

The context of the public education system in BC during the course of the current study was unusually contentious. This affected both the mortality and overall generalizability of these results to the population of beginning teachers on Vancouver Island, BC.

In the fall of 2011, the BCTF announced that teachers would be engaged in job action within the public school system as a result of the lack of progress with contract renegotiations with the BC Ministry of Education. Consequently, teachers were not reading any emails from district and school administration that did not apply to the safety of the students. This affected the ability of districts and individual schools to conduct their regular induction programmes for beginning teachers.

The researcher of the current study made several amendments to the original recruitment methods, population, and survey instrument accordingly. Recruitment of the participants was amended from the original electronic invitation forwarded to school superintendents with a request to forward the electronic invitation to their district employees to a paper recruitment poster that was forwarded with a package of information to individual school principals. The population was amended from a census of all of the beginning teachers within the eleven school districts on Vancouver Island to a census of all of the beginning teachers with one school district (School District #68 -Nanaimo/Ladysmith) on Vancouver Island. The survey instrument was amended to include question stems on several of the questions that asked beginning teachers to consider their induction experiences in years other than the 2011-2012 school year or, to omit the question or choose “n/a” if they just started teaching this year.

Several other notable events have also occurred within the BC education context during the 2011 – 2012 school year. In November, 2011, the BC College of Teachers was replaced with
the BC Teachers’ Council which is now regulated by the Ministry of Education through Bill 12, *The Teacher’s Act*. Also, in March, 2012, the BC Ministry of Education passed back to work legislation with the controversial Bill 22, *The Education Improvement Act*. The BC Ministry of Education (2012) has also undertaken to elicit stakeholder feedback on a new Ministry initiative to improve education through an online website entitled, *BC’s Education Plan*. 
Chapter 5: Summary, Discussion and Conclusions

Summary of Research Question: Procedures Employed and Significance

The question which guided the current research study was, What are the ranges of induction practices being implemented and what impact have they had on beginning teachers’ experiences on Vancouver Island, British Columbia? The hypothesis formed was that the results from this study would be similar to those of other Canadian studies conducted where teacher induction programmes were not mandated (i.e., Hellsten et al., 2009; Kamanzi et al., 2007). It was expected that the general themes expressed by the beginning teachers who participated in the study would reflect that the most collaborative forms of induction had the most beneficial impact on their teaching experiences.

A mixed methods exploratory approach was employed by the researcher of the current study originally to census the population of beginning public school teachers on Vancouver Island, BC, estimated to be 859 (Table 7); with the purpose of establishing what the experiences of beginning teachers were where teacher induction programmes were not mandated. After being granted ethics approval by Vancouver Island University, eleven school district superintendents (S.D. #61, 62, 63, 68, 69, 70, 71, 72, 79, 84, 85) were contacted by email on Vancouver Island, BC in order to gain their approval and assistance in forwarding the link to the online survey instrument and electronic assent to the population of teachers. Due to the job action occurring within the public school system in BC during the 2011-2012 school year, most of the superintendents were unable to provide their approval to the research being conducted within their district.

The superintendent of S.D. #68 – Nanaimo/Ladysmith granted approval to the current research study being conducted within the district if several amendments were made to the
recruitment method and the online survey instrument. These amendments were requested to reflect the fact that the BCTF job action had affected the induction environment for beginning teachers. The recruitment method was changed from an email being forwarded from the district office to posters forwarded to each school principal within S.D. #68. Each principal was asked for their approval to conduct the research within their school. If permission was granted the principals were asked to place the posters in a visible place where beginning teachers would see the information. Posters were used instead of email invitations because the job action had restricted the permissible forms of communication between the school administration and the teaching staff. The online survey instrument was made available to interested participants from January 15, 2012 until March 15, 2012.

The population of beginning teachers within S.D. #68 was estimated to be 142 (See Tables 6 & 7). From that population, the final response rate to the survey instrument was 2.8% or 4 participants. The participants represented each of the ranges of teaching experience from: less than one year (25%); one year (50%); and three years experience (25%). There were no participants who represented the range of two years of teaching experience within this study.

**Discussion**

The participants in the current research study all reported that they were satisfied with the variety of induction supports that they received. The number of supports ranged from one to three. According to Ingersoll and Smith (2004), teachers who received three induction supports had turnover rate of 28% by the end of their first year of teaching in comparison to 40% turnover rate of teachers who received no induction supports. Also, they found that the lowest turnover rates (18%) occurred if the teachers received an induction package of eight supports (Ingersoll & Smith, 2004). All of the current study’s participants expressed their intent to stay in the
profession until retirement; however, it is not possible from this data set to determine how many actually stayed. Since Ingersoll and Smith (2004) conducted their study within the USA context using national survey information which had more generalizability, more data is required to determine if similar trends would occur in the BC context.

The induction supports that were provided in S.D. #68 to help guide the beginning teachers in their professional development within their contexts had varying response rates. Three themes that were prominent in the data were: lack of time, being welcomed into the community, and the role of leadership.

**Lack of time.** The supports that received the lowest satisfaction rates related to time to meet with mentors and professional teaching resources to prepare lessons with. The issue of a lack of time to meet with others supporting their professional learning was also a theme found within the open-ended question which asked the participants to design an effective induction programme. The lack of time was also a common theme throughout the literature reviewed for the current research study (i.e., Piggot-Irvine et al., 2009). Constructive ways that were employed to use time more efficiently and to create more successful induction environments were: “collaborative planning of teaching units, team teaching with the [beginning teacher], sharing resources within syndicates/teams, as well as coordinating release time.” (Piggot-Irvine et al., 2009, p. 184). These results were echoed by Ingersoll and Smith (2004) in the variety of induction supports that were provided to beginning teachers in the USA. Their results found that collaboration with others (56% of beginning teachers received); supportive communication (81% of beginning teachers received); and common planning time (45% of beginning teachers received) as some of the most predominant sources of support that were provided (Ingersoll &
Some careful scheduling of collaborative planning time should enable these effective supports to be enacted with minimal cost to the school.

Another issue related to the theme of time within the current study was the question of how prepared the participants felt in relation to the time management of work and life responsibilities as a beginning teacher. This feature received the lowest feelings of preparedness out of all the twelve features provided. Although none of the participants provided any further information to elaborate on the reasons behind their feelings of a lack of preparedness, the induction literature have categorized these experiences as “sink or swim” (Ingersoll & Smith, 2004) or “paying your dues” to the profession (Riggs & Sandlin, 2006). Within the literature reviewed for this current study it was found that these feelings of isolation and lack of preparedness were reduced when beginning teachers were placed in school environments which welcomed them into the community and included mentorship models or communities of support (Hellsten et al., 2009; Piggot-Irvine et al., 2009).

Beginning teachers were better able to navigate through the various challenges that they experienced within the first few years of their career when they had more than one person who was part of their support network (Hellsten et al., 2009; Piggot-Irvine et al., 2009). This transition process was also aided when this network of support or professional learning community involved the beginning teachers in their regular conversations around effective teaching (Piggot-Irvine et al., 2009). In New Zealand, effective induction sites intentionally included this form of professional learning community for beginning teachers for the first two to five years of their career (Piggot-Irvine et al., 2009). This relates to what Carver and Feiman-Nemser (2009) found in their study of induction sites in the USA. When the rationale behind the introduction of an induction programme was framed around the issue of professional
development, support for beginning teachers was provided into their second and third year of teaching. Whereas, a programme that was established with the goal of helping to recruit and retain beginning teachers only supported beginning teachers in their first year of teaching (Carver & Feiman-Nemser, 2009). However, it was found in the USA that it was difficult to create a collaborative community of support if schools were unable to retain the teaching staff due to job turnover or unsatisfactory working conditions (Carver & Feiman-Nemser, 2009; Ingersoll & Smith, 2004).

Only one of the participants in the current study responded that their teaching schedule was reduced to support their induction. When new teachers are often provided with the most difficult students, widest range of classes to teach, and least resources to design their lesson plans with (Wood & Stanulis, 2009), it is not surprising that beginning teachers are having to spend a great deal of their personal time preparing for their teaching day. Retention of good teachers in the profession becomes difficult if people do not feel satisfied during their first five years of teaching (Ingersoll & Smith, 2004) or feel that they belong to the school community.

**Being welcomed into the community.** Being welcomed into the school community as a beginning teacher involves both the practical orientation to the physical layout of the school building (McNally et al., 2009) as well as specific information related to the job (Scales et al., 2011). All of the participants responded that they had received the “package of information and keys to classroom” as an induction support to orient them to the school. Only 25% were dissatisfied with this induction support. However, 75% of the participants noted in their own induction design the need to be introduced to the physical layout of the school as well as being introduced to their colleagues within the school as essential elements to include in effective induction programmes.
One participant in the current study noted that they preferred the opportunity to learn through conversation rather than reading the staff handbook [68-4]. A successful induction programme should include an opportunity to personally learn about the community by interacting with the people within the community (Piggot-Irvine et al., 2009). The school/district welcoming activities that many districts offer involve having formal and informal leadership within the school welcome beginning teachers into the community before the school year starts to acclimatize and familiarize them to the environment.

Once beginning teachers are oriented to the physical layout of the school and have been introduced to the community members, it is important that they be welcomed and introduced to the professional learning community. Although 75% of the participants indicated in their own induction design that they would ensure that a social aspect was included, none of the participants responded to the question of the impact of these inductions programmes on their own teaching practices. The literature reviewed for the current study highlighted that programmes that include regular collaborative conversations around effective teaching and learning created more successful induction environments for beginning teachers (Hellsten et al., 2009; Piggot-Irvine et al., 2009).

A few studies also discussed the beneficial results found when there was a community of support for the beginning teacher which included more than just one mentor teacher (Hellsten et al., 2009; Piggot-Irvine et al., 2009).

“Similar to the centre of a learning community, the centre of this model is student learning goals. This focus keeps conversations on teaching and learning, and allows for multiple perspectives to be shared, discussed, and learned. Sharing a common goal also
induces teacher engagement, and provides a benchmark to measure success” (Hellsten et al., 2009, p. 723).

When the needs of the students are kept at the centre of teacher professional learning experiences, all teachers will benefit from conversations which help to engage them in a continual inquiry into their teaching practices (Timperley, 2011). It is important that these conversations be guided by professional protocols and allow time for professional relationships between participants to develop (Lencioni, 2002).

**Role of leadership for support and advice.** Scheduled time to meet with formal/informal leaders in the school if not a formal mentor or PLC allows for questions to be asked and answered where the beginning teacher does not feel that they are imposing on another’s time. According to Wood and Stanulis (2009), “Novice teachers positively recall principals who visit their classrooms regularly, talk to them about their lessons, express interest in their progress, and give them advice to prevent teacher burnout” (p. 12). Timperley (2011) states that leaders within the school, including the distributed leadership, all have a role to play in ensuring that the activities of the school focus on the needs of the students and, “not to create better teaching and learning in a generic sense” (p. 101). Furthermore, that leaders will role-model for their teaching staff and develop their own professional learning alongside the teaching staff (Timperley, 2011). These intentional practices help to build a professional learning community focused on the students.

**Discussion of the Implications of Findings**

Creating a successful and collaborative school community should start by considering the points provided within the induction checklist that was created by Scales et al. (2011) and the matrix of contextual factors and supportive and systemic induction practices compiled by Piggot-
Irvine (2009). Both of these resources list some of the issues that beginning teachers face when they enter the profession that should be anticipated by the school leadership and assigned mentors. There are also some suggestions of ways to ameliorate these challenges provided. This will aid in the foundational development of trust and respect within the community as new professional relationships are formed (Lencioni, 2002). Literature has shown that only when beginning teachers feel that they have built this relational trust with the other professionals that they work with that they will feel able to participate fully in the inquiry community (Timperley, 2011).

The results from the current study indicated that the participants varied in their feelings of preparedness in working with teaching teams (See Appendix C, Q12) but were satisfied with their support to work with their teaching partners (See Appendix C, Q13). However, they felt that they needed more time within their teaching schedules to meet with their teaching mentors to discuss teaching techniques and to observe other teaching practices (See Appendix C, Q13). The participants in the study also acknowledged the importance of community building with their induction design answers which included the introduction to the members of the community as essential to an effective induction programme (See Appendix C, Q11).

Within the current BC context, the contested contract renegotiations between the BCTF and the BC Ministry of Education sound familiar to what Scotland faced in the 1990s before it instituted the mandated induction programme and continuing professional development requirements of its teachers (Kennedy & McKay, 2011). If BC were to follow this example then it would be necessary for the BC Ministry of Education and BCTF to consider the challenges that Scotland, New Zealand, and Ontario have all faced with the implementation of their own programmes. To create a successful implementation of an induction programme, the BC
Ministry of Education and BCTF should also look to the research analysis of these models in order to anticipate and alleviate the potential issues that might arise. Assessment of these programmes and their applicability to the BC context will be vital if the BC Ministry of Education is considering a multi-year induction programme that leads to the assessment and certification of teachers in the future.

Currently, the BC Ministry of Education have stated in their recent online education plan (2012) under the heading \textit{Quality Teaching}, “We believe mentoring is key to supporting teachers’ professional learning, both in their formative years and throughout their careers. Teachers will have increased access to learning opportunities by working with teacher mentors and each other” (para. 1).

From the literature reviewed for the current study the theme of mentorship was pervasive. Many factors need to be taken into account when developing a mentorship programme. Some of these factors are: “mentor selection, mentor incentives, matching mentors and novices, preparation of mentors and mentor release time or service delivery models” (Wood & Stanulis, 2009, p. 5). It is important to recognize that mentoring is a “professional practice that must be learned, not something which comes automatically or easily to classroom teachers” (Carver & Feiman-Nemser, 2008, p.321). In addition, the role of the mentor within the programme must be clearly outlined. Whether the mentor will solely be a support person to the beginning teacher or have the added job of assessing the beginning teacher needs to be seriously deliberated as these roles have connotations on the type of induction programme delivery and expectations.

While a mentorship system may be one way to help ensure that beginning teachers are given a proper orientation to the teaching profession, the literature indicates that professional learning must continue through an inquiry community. That way, teachers are able to learn to
keep student learning at the center of their planning no matter what stage of their career they are at. This should be true in all education contexts. As Timperley (2011) states:

Teachers cannot solve entrenched problems within our education system alone, so everyone who has a place in the chain of influence from policy to practice needs to engage in inquiry and knowledge-building cycles to ensure their efforts are effective in developing the kind of professional and student learning that makes a difference. (p. 9)

As this form of learning and teacher inquiry did not come up in this study, it is important for school leadership to recognize the importance of creating the conditions conducive to this form of teacher inquiry within their school community. In addition, it is essential that the school leadership properly role-model for the staff what an inquiry knowledge-building cycle looks like in practice and to use it in their own dialogues with the staff.

Limitations of Study

The researcher of the current study had originally attempted to improve the external validity of the study by planning to conduct a census of the target population of beginning public school teachers on Vancouver Island, BC so that population generalizability would be achieved. This was also attempted within S.D. #68 by forwarding the information to all the school principals within the district. However, with a response rate of 2.8%, external validity of the current study was extremely limited.

Some areas for future consideration that S.D. #68 might want to explore from the results of the current study are: timetable scheduling for new teachers; community welcoming and support activities, including mentorship models; and school leadership who role-model inquiry knowledge-building cycles around teaching and learning as a community. In addition, the issue of TOC support in S.D. #68 is another area for consideration as one participant noted:
I felt, when I became a TTOC in the district, that we were given a handbook and sent off. I didn't know the ins and outs of the district until I started inquiring with other TTOCs.

Although the researcher of the current study anticipated issues with the participant characteristics and a possible loss of participants, the inability to communicate with the population via email or to gain the approval from the various school districts was not anticipated.

In the midst of all of the controversies and contentiousness, there has been a lack of trust and respect within public education. As the researcher of the current study did not have an established relationship with S.D. #68, this also made it extremely difficult to recruit participants.

The use of the online survey instrument was convenient for both the researcher and the participants in that it permitted the participants to complete the survey within their own schedule quickly and involved no scheduling of interviews or transcription work for the researcher. One major drawback of this method of research method was that much of the qualitative information was potentially lost by having the participants write about their experiences, especially since the final question was not answered by any of the participants. A conversation between the researcher and the individual participants may have yielded more information and allowed for elaboration. Another drawback was the time factor in just completing the survey; especially as some didn’t complete the entire survey instrument. Also, there was the fact that the researcher was not present at the time of the completion of the survey in case the participants needed clarification of some of the terminology.

The combination of an environment of mistrust that existed within the present BC education context and the fact that there was no personal connection between the researcher and
any of the school districts, likely led to several people assenting to participating in the survey but who did not complete it.

**Suggestions for Further Research**

The issue of teacher induction and mentorship is a vital issue that needs further exploration. One way to do this effectively may be to have researchers get the permission and support of the BCTF to attend and survey teachers at the Beginning Teachers Conference which is usually held in January or February. This would give some insight into what the experiences of first year teachers are from various locations within the province.

An area for future research within the current BC context is to conduct a comparison between mandated vs. non-mandated induction programmes on creating effective learning and teaching environments for beginning teachers and their students. Examining the rationale behind the implementation of mandated programmes and their success in fulfilling that mandate may be one component of this future research. While Scotland (Kennedy & McKay, 2011), New Zealand (Piggot-Irvine, 2009), the USA (Carver & Feiman-Nemser, 2009), and the Province of Ontario (Barrett et al., 2009) all have mandated induction programmes, the rationale behind the implementation of these programmes differs according to their current education contexts. Also, the Province of Saskatchewan has some effective induction programmes in practice within a non-mandated environment (Hellsten et al., 2009) which has some similarities to the Province of BC. This would be interesting to study at a leadership level with the Ministries of Education responsible for the policy and programme implementation.

As the induction programmes that are implemented within the schools in BC are currently under the direction of the district superintendents and individual school principals, another area for future research would be to see how any new BC Ministry of Education (2012) mentorship
policies are interpreted, implemented, funded and supported within the range of individual school districts and contexts. Will these new programmes be successful in creating the effective learning and teaching environments that the BC Ministry of Education is working towards?

**Conclusion**

The BC Ministry of Education has an opportunity to continue to develop a world class education system if they are able to rebuild the relationship with the BCTF and work as a partnership to transition and support new teachers in the profession. The current study found that beginning teachers in S.D. #68 who participated in this study felt that they were welcomed into their new school communities. Also, that they planned on staying in the teaching profession until retirement. Overall, the beginning teachers in S.D. #68 felt that they needed the school leadership to help better facilitate their access to professional resources and the time to collaborate with teaching partners. These beginning teachers stated that effective induction programmes included an essential role for school leadership as instructional role-models. All of these elements helped the beginning teachers to be better prepared and supported in their professional development as effective teachers for their students. This could lead to a collaborative professional learning community built on trust and respect, with a low rate of teacher turn-over, focused on inquiring into the needs of the students it serves.
References


Appendix A: Final Survey Instrument

Survey:

“Beginning Teacher Induction on Vancouver Island, British Columbia”

Section 1: Demographic Information

Question 1: How long have you been teaching?
- Less than one year
- One year
- Two years
- Three years
- Four or more years

Question 2: What is your gender?
- Male
- Female

Question 3: Select your age category.
- Under 25 years of age
- 25 - 30 years of age
- 31 - 35 years of age
- 36 - 40 years of age
- Over 40 years of age
Question 4: Where did you complete your education degree?
☐ In British Columbia
☐ In another Canadian province
☐ In the United States of America
☐ Other, please specify:

Question 5: How long do you expect to remain in the teaching profession?
☐ Until Retirement
☐ Until there is a major life change in my life (i.e. marriage or children)
☐ Until I find another job that I am skilled in
☐ Until I find a better paying job
☐ Until the end of this school year
☐ Other, please specify: ______________________
Section 2: Employment Situation

Question 6: What grade level(s) are you teaching this year?
Check all that apply to your teaching situation.

☐ Kindergarten
☐ Grade 1
☐ Grade 2
☐ Grade 3
☐ Grade 4
☐ Grade 5
☐ Grade 6
☐ Grade 7
☐ Grade 8
☐ Grade 9
☐ Grade 10
☐ Grade 11
☐ Grade 12

Question 7: How many students are there in your school?

☐ Under 50
☐ 50 - 100
☐ 101 - 300
☐ 301 - 500
☐ 501 - 1000
☐ Over 1000

Question 8: Did you feel that you had enough information about the community where you are now working before you came to work there?

○ Yes
○ No
Section 3: Induction Experiences

Question 9: Which of the following welcoming and support activities were offered to you in your school/district when you started teaching, other than this year? 
Check all that are applicable.

☐ Orientation activity by the school and/or district
☐ Assignment of a mentor
☐ Assignment to a professional learning community
☐ Package of information and keys at the school's front office
☐ Reduced workload within contract assignment
☐ Support group of beginning teachers
☐ Other? ________________________
☐ I was not aware of any activity being offered

Question 10: How satisfied are you with the welcoming and support activities that were offered to you to help with your transition into the classroom?
If you did not participate in any activities, please go on to the next question.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Unsatisfied</th>
<th>Undecided</th>
<th>Very Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation activity by the school/district</td>
<td>☐</td>
<td>☐</td>
<td>☐ ☐</td>
</tr>
<tr>
<td>Assignment of a mentor</td>
<td>☐</td>
<td>☐</td>
<td>☐ ☐</td>
</tr>
<tr>
<td>Assignment to a professional learning community</td>
<td>☐</td>
<td>☐</td>
<td>☐ ☐</td>
</tr>
<tr>
<td>Package of information and keys at the school's front office</td>
<td>☐</td>
<td>☐</td>
<td>☐ ☐</td>
</tr>
<tr>
<td>Reduced workload within contract assignment</td>
<td>☐</td>
<td>☐</td>
<td>☐ ☐</td>
</tr>
<tr>
<td>Support group of beginning teachers</td>
<td>☐</td>
<td>☐</td>
<td>☐ ☐</td>
</tr>
<tr>
<td>Other?</td>
<td>☐</td>
<td>☐</td>
<td>☐ ☐</td>
</tr>
</tbody>
</table>
Question 11: If you were asked to create a support or induction program for beginning teachers to welcome and support them in your school/district, what would you include in it?

Please note that there is no space limitation for the amount of information that you type out here for your response.
Section 4: Preparation and Support

**Question 12: To what extent do you feel prepared for the following features of your job?**

Please choose "N/A" if this particular feature has not been a part of your job description or, has been affected by the recent job action.

<table>
<thead>
<tr>
<th>Feature</th>
<th>Poorly prepared</th>
<th>Undecided</th>
<th>Well prepared</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working with the curriculum</td>
<td>○</td>
<td>○ ○</td>
<td>○ ○</td>
<td>○</td>
</tr>
<tr>
<td>Maintaining student discipline</td>
<td>○</td>
<td>○ ○</td>
<td>○ ○</td>
<td>○</td>
</tr>
<tr>
<td>Assessment for learning</td>
<td>○</td>
<td>○ ○</td>
<td>○ ○</td>
<td>○</td>
</tr>
<tr>
<td>Communication with students</td>
<td>○</td>
<td>○ ○</td>
<td>○ ○</td>
<td>○</td>
</tr>
<tr>
<td>Communication with parents/guardians</td>
<td>○</td>
<td>○ ○</td>
<td>○ ○</td>
<td>○</td>
</tr>
<tr>
<td>Using technology in the classroom</td>
<td>○</td>
<td>○ ○</td>
<td>○ ○</td>
<td>○</td>
</tr>
<tr>
<td>Working with teaching teams</td>
<td>○</td>
<td>○ ○</td>
<td>○ ○</td>
<td>○</td>
</tr>
<tr>
<td>Paperwork associated with job</td>
<td>○</td>
<td>○ ○</td>
<td>○ ○</td>
<td>○</td>
</tr>
<tr>
<td>Planning for courses</td>
<td>○</td>
<td>○ ○</td>
<td>○ ○</td>
<td>○</td>
</tr>
<tr>
<td>Time management of work and life responsibilities</td>
<td>○</td>
<td>○ ○</td>
<td>○ ○</td>
<td>○</td>
</tr>
<tr>
<td>School routines</td>
<td>○</td>
<td>○ ○</td>
<td>○ ○</td>
<td>○</td>
</tr>
<tr>
<td>Report cards</td>
<td>○</td>
<td>○ ○</td>
<td>○ ○</td>
<td>○</td>
</tr>
</tbody>
</table>
**Question 13: How satisfied do you feel with the following variety of supports that may have been provided to you as a beginning teacher?**

Please choose "N/A" if these supports were not applicable to your position or, you just started teaching this year.

<table>
<thead>
<tr>
<th>Support</th>
<th>Unsatisfied</th>
<th>Undecided</th>
<th>Very satisfied</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>The necessary materials to teach my classes with.</td>
<td>☐</td>
<td>☐ ☐</td>
<td>☐ ☐ ☐</td>
<td>☐</td>
</tr>
<tr>
<td>Classroom space in which to teach.</td>
<td>☐</td>
<td>☐ ☐</td>
<td>☐ ☐ ☐</td>
<td>☐</td>
</tr>
<tr>
<td>A manageable teaching schedule that was based on my needs and skills.</td>
<td>☐</td>
<td>☐ ☐</td>
<td>☐ ☐ ☐</td>
<td>☐</td>
</tr>
<tr>
<td>Teaching partners to assist me with planning and assessment.</td>
<td>☐</td>
<td>☐ ☐</td>
<td>☐ ☐ ☐</td>
<td>☐</td>
</tr>
<tr>
<td>Time within my teaching schedule to meet with a mentor.</td>
<td>☐</td>
<td>☐ ☐</td>
<td>☐ ☐ ☐</td>
<td>☐</td>
</tr>
<tr>
<td>Professional development opportunities.</td>
<td>☐</td>
<td>☐ ☐</td>
<td>☐ ☐ ☐</td>
<td>☐</td>
</tr>
<tr>
<td>Opportunities to speak with colleagues about learning and assessment.</td>
<td>☐</td>
<td>☐ ☐</td>
<td>☐ ☐ ☐</td>
<td>☐</td>
</tr>
<tr>
<td>Opportunities to visit other classrooms to observe teaching techniques.</td>
<td>☐</td>
<td>☐ ☐</td>
<td>☐ ☐ ☐</td>
<td>☐</td>
</tr>
<tr>
<td>School-based and district-based resources and support.</td>
<td>☐</td>
<td>☐ ☐</td>
<td>☐ ☐ ☐</td>
<td>☐</td>
</tr>
<tr>
<td>Professional teaching materials, (i.e. teacher’s guides) to assist me in lesson preparation.</td>
<td>☐</td>
<td>☐ ☐</td>
<td>☐ ☐ ☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
Question 14: What impact, if any, do you feel that the preparation and support that you have received in your school/district has had on your teaching? Please omit this question if you are a First Year teacher.

Please note that there is no space limitation for the amount of information that you type out here for your response.

Thank you for taking the time to take this survey. Your participation is appreciated.

If you are interested in receiving a copy of the results of this study, please contact the researcher at the following email address: (email address removed for public dissemination of thesis).
RESEARCH CONSENT FORM

"Beginning Teacher Induction on Vancouver Island, British Columbia"

Nicole McDaid, Researcher &
Masters of Educational Leadership
Student, Vancouver Island University

Rachel Moll, Ph.D., Supervisor
Department of Education
Vancouver Island University
(250) 753-3245, local 2161

Purpose: I am a student in the Masters of Educational Leadership program at Vancouver Island University. This program requires us to gain applied experience in designing and conducting educational research. As such, I have designed a research project to explore how beginning teachers on Vancouver Island, British Columbia are being inducted or initiated into the teaching profession and what impact that they have felt that induction has had on their teaching.

Participants: In order to participate in this study, you must satisfy all of the following criteria:

a) You have been teaching for less than three years.
b) You have been teaching with a full-time equivalent contract.
c) You are a public school teacher working in a school district on Vancouver Island, B.C.
d) All of your teaching contracts have been in public school districts on Vancouver Island, B.C.
e) You have completed a university level teacher preparation programme.
Study Procedures: During this study, you are being asked to complete the attached survey composed of 12 check-box questions concerning your experiences of being inducted or initiated into the teaching profession within the first three years of teaching and 2 questions that ask you to elaborate on your experiences. Your participation will require approximately 30 minutes of your time.

For confidentiality reasons, you are being asked not to provide any identifying information about yourself or others at your school when providing answers for the questions which ask you to elaborate on your experiences. Upon completion of the study, the investigator will analyze the results.

Potential Risks: You may feel that you were not adequately prepared and supported as a beginning teacher and participating in this study may remind you of this experience. For your information, the B.C. Teacher's Federation has some excellent online resources to help connect and support beginning teachers. These can be accessed through: http://www.bctf.ca/NewTeachers.aspx

Potential Benefits: You will be introduced to the concept of induction and become informed about the variety of ways that beginning teachers are being inducted or initiated into the profession. You may feel encouraged to seek out other methods of induction to help you feel more prepared and supported in the classroom.

Results from this study will be provided to Vancouver Island school superintendents and any interested school principals to inform them how beginning teachers are feeling about their induction experiences. Also, if you wish to receive a copy of this study, you may email me, the researcher, directly at the email address provided above.

Confidentiality: As the investigator of this study, I have not been provided with any email addresses. This information was provided to you directly by school district superintendents. No IP addresses are being recorded by this survey instrument and the data collected by the Canadian online survey will be stored in Canada. No names are being asked for and any identifying information will be deleted in any reports or data analysis of this study. Electronic data and results will only be accessed by the investigator on a password-protected account during the course of this study. The privacy policy of Fluid Surveys, the company administering the survey, may be viewed at: http://fluidsurveys.com/about/privacy/

Upon completion of this study, the electronic data will be downloaded onto a storage device and stored with any printed documents in a locked filing cabinet of the office of this study's supervisor for the period of two years. At that time, the electronic data will be deleted and the documents shredded.
Contact information for this study: If you have any questions, or desire any further information about this study, please contact me, Nicole McDaid at the email address provided above.

Concerns about your treatment in the research: If you have any concerns about your treatment as a participant in this research, please contact the VIU Research Ethics Officer at reb@viu.ca or by telephone at (250) 753-3245 (ext. 2665).

Sincerely,

Nicole McDaid
Masters in Educational Leadership Student
Vancouver Island University

Consent: Your participation in this study is entirely voluntary and you may refuse to participate or withdraw from the study at any time and for any reason. If you withdraw after submitting your responses, however, your data will remain in the study, as it will not be possible to distinguish your responses from those of other respondents. You may choose not to answer any question for any reason. Clicking on the "Yes, I consent to participate in this study" box below indicates that you have read and understood the information, understand that you can ask questions in the future, and indicates free and informed consent to research participation. Also, by clicking on the box, you will be taken directly to the survey.

   Yes, I consent to participate in this study.

   No, I do not consent to participate in the study.
## Summary Report

*(Completion rate: 44.44%)*

<table>
<thead>
<tr>
<th>Response</th>
<th>Chart</th>
<th>Percentage</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, I consent to participate in the study.</td>
<td></td>
<td>100%</td>
<td>8</td>
</tr>
<tr>
<td>No, I do not consent to participate in the study.</td>
<td></td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Total Responses</td>
<td></td>
<td></td>
<td>8</td>
</tr>
</tbody>
</table>

### Question 1: How long have you been teaching?

<table>
<thead>
<tr>
<th>Response</th>
<th>Chart</th>
<th>Percentage</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than one year</td>
<td></td>
<td>25%</td>
<td>1</td>
</tr>
<tr>
<td>One year</td>
<td></td>
<td>50%</td>
<td>2</td>
</tr>
<tr>
<td>Two years</td>
<td></td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Three years</td>
<td></td>
<td>25%</td>
<td>1</td>
</tr>
<tr>
<td>Four or more years</td>
<td></td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Total Responses</td>
<td></td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

### Question 2: What is your gender?

<table>
<thead>
<tr>
<th>Response</th>
<th>Chart</th>
<th>Percentage</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td></td>
<td>25%</td>
<td>1</td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td>75%</td>
<td>3</td>
</tr>
<tr>
<td>Total Responses</td>
<td></td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>
### Question 3: Select your age category.

<table>
<thead>
<tr>
<th>Response</th>
<th>Chart</th>
<th>Percentage</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 25 years of age</td>
<td></td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>25 - 30 years of age</td>
<td></td>
<td>50%</td>
<td>2</td>
</tr>
<tr>
<td>31 - 35 years of age</td>
<td></td>
<td>25%</td>
<td>1</td>
</tr>
<tr>
<td>36 - 40 years of age</td>
<td></td>
<td>25%</td>
<td>1</td>
</tr>
<tr>
<td>Over 40 years of age</td>
<td></td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Responses</strong></td>
<td></td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

### Question 4: Where did you complete your education degree?

<table>
<thead>
<tr>
<th>Response</th>
<th>Chart</th>
<th>Percentage</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>In British Columbia</td>
<td></td>
<td>75%</td>
<td>3</td>
</tr>
<tr>
<td>In another Canadian province</td>
<td></td>
<td>25%</td>
<td>1</td>
</tr>
<tr>
<td>In the United States of America</td>
<td></td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Other, please specify:</td>
<td></td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Responses</strong></td>
<td></td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

**Question 4: Where did you complete your education degree? (Other, please specify:)**

<table>
<thead>
<tr>
<th>#</th>
<th>Response</th>
</tr>
</thead>
</table>
Question 5: How long do you expect to remain in the teaching profession?

<table>
<thead>
<tr>
<th>Response</th>
<th>Chart</th>
<th>Percentage</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Until Retirement</td>
<td></td>
<td>100%</td>
<td>4</td>
</tr>
<tr>
<td>Until there is a major life change in my life (ie. marriage or children)</td>
<td></td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Until I find another job that I am skilled in</td>
<td></td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Until I find a better paying job</td>
<td></td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Until the end of this school year</td>
<td></td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Other, please specify:</td>
<td></td>
<td>0%</td>
<td>0</td>
</tr>
</tbody>
</table>

Total Responses 4

Question 6: What grade level(s) are you teaching this year?

<table>
<thead>
<tr>
<th>Response</th>
<th>Chart</th>
<th>Percentage</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td></td>
<td>25%</td>
<td>1</td>
</tr>
<tr>
<td>Grade 1</td>
<td></td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Grade 2</td>
<td></td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Grade 3</td>
<td></td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Grade 4</td>
<td></td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Grade 5</td>
<td></td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Grade 6</td>
<td></td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Grade 7</td>
<td></td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Grade 8</td>
<td></td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Grade 9</td>
<td></td>
<td>25%</td>
<td>1</td>
</tr>
<tr>
<td>Grade 10</td>
<td></td>
<td>75%</td>
<td>3</td>
</tr>
<tr>
<td>Grade 11</td>
<td></td>
<td>50%</td>
<td>2</td>
</tr>
<tr>
<td>Grade 12</td>
<td></td>
<td>25%</td>
<td>1</td>
</tr>
</tbody>
</table>
### Question 7: How many students are there in your school?

<table>
<thead>
<tr>
<th>Response</th>
<th>Chart</th>
<th>Percentage</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 50</td>
<td></td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>50 - 100</td>
<td></td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>101 - 300</td>
<td></td>
<td>25%</td>
<td>1</td>
</tr>
<tr>
<td>301 - 500</td>
<td></td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>501 - 1000</td>
<td></td>
<td>25%</td>
<td>1</td>
</tr>
<tr>
<td>Over 1000</td>
<td></td>
<td>50%</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Responses</strong></td>
<td></td>
<td><strong>4</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Question 8: Did you feel that you had enough information about the community where you are now working before you came to work there?

<table>
<thead>
<tr>
<th>Response</th>
<th>Chart</th>
<th>Percentage</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td></td>
<td>100%</td>
<td>4</td>
</tr>
<tr>
<td>No</td>
<td></td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Responses</strong></td>
<td></td>
<td><strong>4</strong></td>
<td></td>
</tr>
</tbody>
</table>
Question 9: Which of the following welcoming and support activities were offered to you in your school/district when you started teaching, other than this year?

<table>
<thead>
<tr>
<th>Response</th>
<th>Chart</th>
<th>Percentage</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation activity by the school and/or district</td>
<td></td>
<td>50%</td>
<td>2</td>
</tr>
<tr>
<td>Assignment of a mentor</td>
<td></td>
<td>25%</td>
<td>1</td>
</tr>
<tr>
<td>Assignment to a professional learning community</td>
<td></td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Package of information and keys at the school’s front office</td>
<td></td>
<td>100%</td>
<td>4</td>
</tr>
<tr>
<td>Reduced workload within contract assignment</td>
<td></td>
<td>25%</td>
<td>1</td>
</tr>
<tr>
<td>Support group of beginning teachers</td>
<td></td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Other?</td>
<td></td>
<td>25%</td>
<td>1</td>
</tr>
<tr>
<td>I was not aware of any activity being offered</td>
<td></td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Responses</strong></td>
<td></td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

Question 9: Which of the following welcoming and support activities were offered to you in your school/district when you started teaching, other than this year? (Other?)

<table>
<thead>
<tr>
<th>#</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Was not assigned a mentor, but received welcome and help from a number of experienced educators in my department</td>
</tr>
</tbody>
</table>
Question 10: How satisfied are you with the welcoming and support activities that were offered to you to help with your transition into the classroom?

<table>
<thead>
<tr>
<th>Orientation activity by the school/district</th>
<th>Unsatisfied (0%)</th>
<th>Undecided (0%)</th>
<th>Very Satisfied (0%)</th>
<th>Total (100%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment of a mentor</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>1 (50%)</td>
<td>2 (100%)</td>
</tr>
<tr>
<td>Assignment to a professional learning community</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>1 (100%)</td>
<td>1 (50%)</td>
</tr>
<tr>
<td>Package of information and keys at the school’s front office</td>
<td>0 (0%)</td>
<td>1 (25%)</td>
<td>0 (0%)</td>
<td>4 (75%)</td>
</tr>
<tr>
<td>Reduced workload</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>1 (100%)</td>
</tr>
<tr>
<td>Support group of beginning teachers</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Other?</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
</tbody>
</table>

Question 11: If you were asked to create a support or induction program for beginning teachers to welcome and support them in your school/district, what would you include in it?

The 3 response(s) to this question can be found in the appendix.
Question 12: To what extent do you feel prepared for the following features of your job?

<table>
<thead>
<tr>
<th>Feature</th>
<th>Poorly Prepared</th>
<th>Undecided</th>
<th>Well prepared</th>
<th>N/A</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working with the curriculum</td>
<td>0 (0%)</td>
<td>1 (33%)</td>
<td>1 (33%)</td>
<td>0 (0%)</td>
<td>3</td>
</tr>
<tr>
<td>Maintaining student discipline</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>3 (100%)</td>
<td>0 (0%)</td>
<td>3</td>
</tr>
<tr>
<td>Assessment for learning</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>1 (33%)</td>
<td>1 (33%)</td>
<td>3</td>
</tr>
<tr>
<td>Communication with students</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>2 (67%)</td>
<td>1 (33%)</td>
<td>3</td>
</tr>
<tr>
<td>Communication with parents/guardians</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>2 (67%)</td>
<td>0 (0%)</td>
<td>3</td>
</tr>
<tr>
<td>Using technology in the classroom</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>1 (33%)</td>
<td>2 (67%)</td>
<td>3</td>
</tr>
<tr>
<td>Working with teaching teams</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>1 (33%)</td>
<td>3</td>
</tr>
<tr>
<td>Paperwork associated with job</td>
<td>0 (0%)</td>
<td>1 (33%)</td>
<td>2 (67%)</td>
<td>0 (0%)</td>
<td>3</td>
</tr>
<tr>
<td>Planning for courses</td>
<td>0 (0%)</td>
<td>1 (33%)</td>
<td>2 (67%)</td>
<td>0 (0%)</td>
<td>3</td>
</tr>
<tr>
<td>Time management of work and life responsibilities</td>
<td>0 (0%)</td>
<td>2 (67%)</td>
<td>1 (33%)</td>
<td>0 (0%)</td>
<td>3</td>
</tr>
<tr>
<td>School routines</td>
<td>0 (0%)</td>
<td>1 (33%)</td>
<td>1 (33%)</td>
<td>0 (0%)</td>
<td>3</td>
</tr>
<tr>
<td>Report cards</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>1 (33%)</td>
<td>2 (67%)</td>
<td>3</td>
</tr>
</tbody>
</table>
Question 13: How satisfied do you feel with the following variety of supports that may have been provided to you as a beginning teacher?

<table>
<thead>
<tr>
<th>The necessary materials to teach my classes with.</th>
<th>Unsatisfied</th>
<th>Undecided</th>
<th>Very satisfied</th>
<th>N/A</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0 (0%)</td>
<td>1 (33%)</td>
<td>1 (33%)</td>
<td>0 (0%)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom space in which to teach.</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>2 (67%)</td>
<td>3</td>
</tr>
<tr>
<td>A manageable teaching schedule that was based on my needs and skills.</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>2 (67%)</td>
<td>1 (33%)</td>
<td>3</td>
</tr>
<tr>
<td>Teaching partners to assist me with planning and assessment.</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>2 (67%)</td>
<td>3</td>
</tr>
<tr>
<td>Time within my teaching schedule to meet with a mentor.</td>
<td>0 (0%)</td>
<td>1 (33%)</td>
<td>0 (0%)</td>
<td>1 (33%)</td>
<td>3</td>
</tr>
<tr>
<td>Professional development opportunities.</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>2 (67%)</td>
<td>0 (0%)</td>
<td>3</td>
</tr>
<tr>
<td>Opportunities to speak with colleagues about learning and assessment.</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>1 (33%)</td>
<td>2 (67%)</td>
<td>3</td>
</tr>
<tr>
<td>Opportunities to visit other classrooms to observe teaching techniques.</td>
<td>0 (0%)</td>
<td>1 (33%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>3</td>
</tr>
<tr>
<td>School-based and district-based resources and support.</td>
<td>0 (0%)</td>
<td>1 (33%)</td>
<td>1 (33%)</td>
<td>0 (0%)</td>
<td>3</td>
</tr>
<tr>
<td>Professional teaching materials (i.e. teacher's guides) to assist me in lesson</td>
<td>1 (33%)</td>
<td>1 (33%)</td>
<td>0 (0%)</td>
<td>1 (33%)</td>
<td>3</td>
</tr>
</tbody>
</table>
Question 14: What impact, if any, do you feel that the preparation and support that you have received in your school/district has had on your teaching? Please omit this question if you are a First Year teacher.

There are no responses to this question.

Appendix

Question 11: If you were asked to create a support or induction program for beginning teachers to welcome and support them in your school/district, what would you include in it?

<table>
<thead>
<tr>
<th>#</th>
<th>Response</th>
</tr>
</thead>
</table>
| 1. | - A tour of the school  
    - An introduction to the rest of the staff, especially if it is a larger school  
    - Have admin visit classroom while teaching to watch and critique a lesson (a sort of check in) |
| 2. | I found that the counsellors were extremely helpful and welcoming. Their advice and support really helped me in both feeling welcome and also to help understand my students. I found that all of the teachers were wonderful and the majority of them made a point to come and introduce themselves and provide support when I was overwhelmed, I wish there was a bit more time to really touch base with the mentor teachers since the beginning of the year is such a busy time it was hard to talk to them about issues in the class and for advice. |
| 3. | It seems that everyone is stretched thin in everything we do. I have worked in my present school before and so therefore know the school quite well. I make sure that I introduce myself to new staff members and tell them to come and see me if they have any questions. We really should have a senior teacher/junior teacher partnership within schools. Not necessarily a mentor, but just someone show us where to find everything in the school so we don’t overburden the secretary. Each school runs differently so this is really important. We can sit and read the school’s handbook, but that is seriously tedious. I felt, when I became a TTOC in the district, that we were given a handbook and sent off. I didn’t know the ins and outs of the district until I started inquiring with other TTOCs. |