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The influence of induction programs on beginning teachers'well-being and professional development

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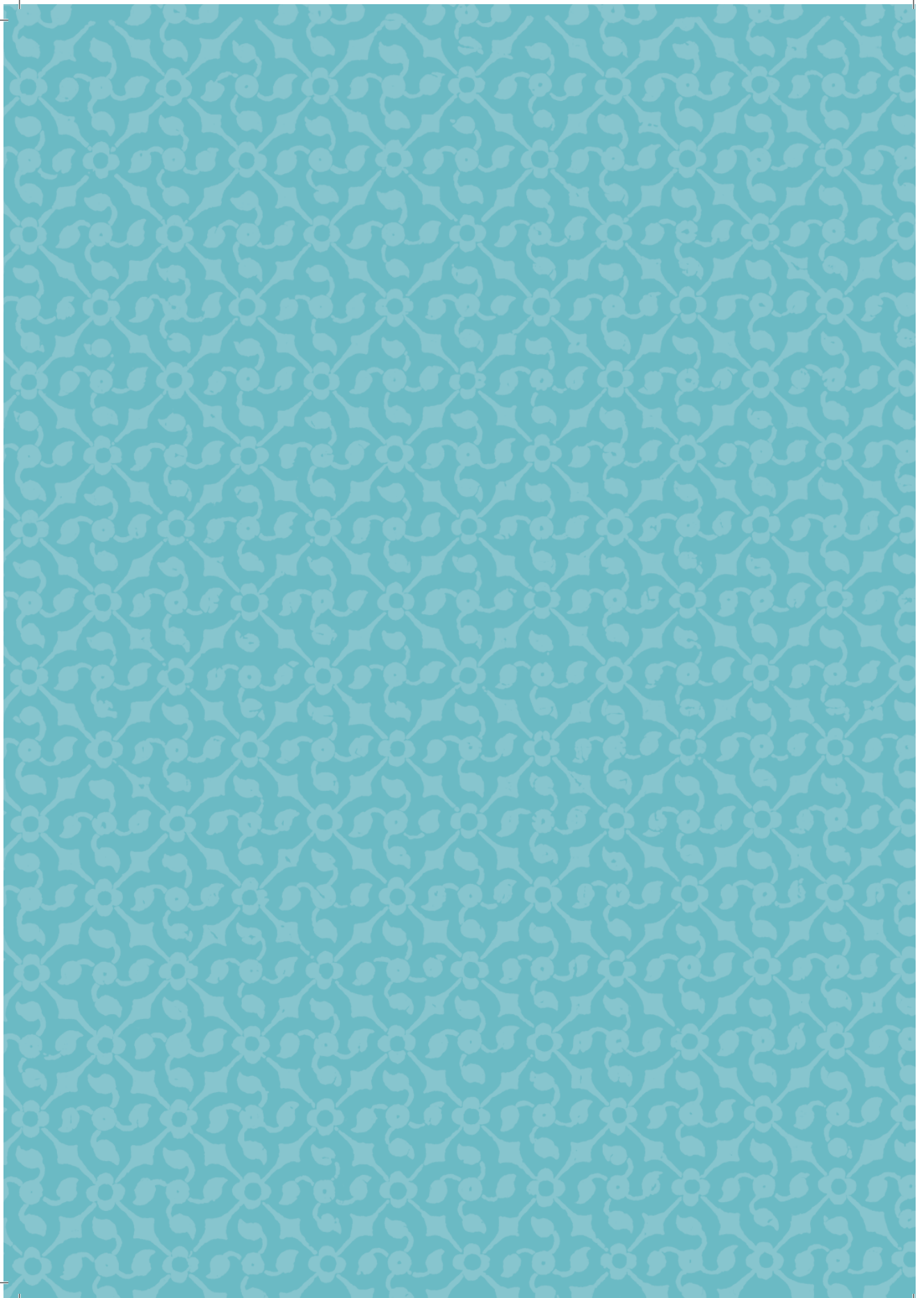
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Appendix 1

Interview questions mentors

Induction program

- 1 What kind of support is offered to beginning teachers?
 - a What activities are included in the induction program for beginning teachers?
 - b In these activities, which topics are central?
 - c How much time do beginning teachers spend on activities related to the induction program? Do beginning teachers' time schedule include time allocated for activities related to the induction program?
 - d For how long do beginning teachers receive support by an induction program? Does this support change during this period?
 - e How does the induction program relate to the preservice teacher education program?
 - f Are the beginning teachers motivated to participate in the induction program?
 - g What facilities are offered in relation to the induction program?

- 2 Who are involved in the support of beginning teachers?
 - a What is the role of the school management in the induction program?
 - b What is your role in the induction program?
 - c How were you prepared for your role as mentor of beginning teachers?

- 3 What goals do you pursue in the support of beginning teachers?
 - a What do you consider a mentor's most important task?
 - b What do you consider the most important task of the school management in an induction program?
 - c What are important conditions for a successful induction program for beginning teachers?

- 4 What do you perceive as the influence of the induction program on:
 - a The attrition of beginning teachers?
 - b Beginning teachers' sense of well-being?
 - c Beginning teachers' professional development?

Appendix 2

Interview questions teachers

General questions

Since when have you been working as a teacher?

Since when do you work at this school?

When did you start your preservice teacher education?

When did you receive your teaching certification?

Which subject do you teach?

The induction program

- 1 What kind of support did you receive when you started working at this school?
 - a What activities were included in the support of beginning teachers?
 - b What topics received attention in these activities?
 - c How much time did you spend on activities related to the induction program?
Did your time schedule include time allocated for activities related to the induction program?
 - d For how long did you receive support by an induction program? Did this support change during this period?
 - e How did the induction program relate to your preservice teacher education program?
 - f How would you describe the school climate? Do you consider this school having a pleasant learning and working environment for beginning teachers?

Priorities in induction

- 2 What do you think is important in the support of beginning teachers?
 - a Did you miss anything related to the induction program?
 - b Do you consider any of the elements in the induction program as irrelevant?
 - c How do you learn to teach?

Influence of the induction program

- 3 Did the support and mentoring you received influence your professional development?
- 4 Did the support and mentoring you received influence your choice to keep working at this school?
- 5a Did the support and mentoring you received influence your job motivation?
- 5b Did the support and mentoring you received influence the way you handle stress?
- 5c Did the support and mentoring you received influence your professional self confidence?
- 6a Did the support and mentoring you received influence your professional development with regard to your competence related to the psychological and moral development of students?
- 6b Did the support and mentoring you received influence your professional development with regard to your competence related to interpersonal relations with students
- 6c Did the support and mentoring you received influence your professional development with regard to your competence related to subject pedagogy?
- 6d Did the support and mentoring you received influence your professional development with regard to your competence related to reflection?
- 6e Did the support and mentoring you received influence your professional development with regard to your competence related to collaboration?

Appendix 3

Survey 'Support for beginning teachers'

Part A. Facilities and organization of the induction program

How was the induction program at your school organized and facilitated?

For this part of the questionnaire, it is possible to choose one of the following answers:

- 1 = Applies to me not at all
- 2 = Applies to me to a certain extent
- 3 = Applies to me
- 4 = Applies to me totally

	1	2	3	4
1 It was arranged for me that I had a mentor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 As a beginning teacher I had dispensation from certain tasks such as supervising students during breaks, or substituting for a colleague	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 My schedule was matched with activities related to the induction program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 At school, a physical space was allocated for support of beginning teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 Beginning teachers received extra time for induction activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6 At our school, support for beginning teachers was well-organized	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7 If I wanted to, I could receive support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part B. Formats of support

In this part of the questionnaire is asked whether you participated in various formal induction activities in the first year that you were teaching. You may choose the answer that best suits your experience.

- | | | |
|---|---|--|
| 1 | Introduction meeting for beginning teachers | <input type="radio"/> no
<input type="radio"/> yes, this lasted 0-2 hours
<input type="radio"/> yes, this lasted 2-4 hours
<input type="radio"/> yes, this lasted more than 4 hours |
| 2 | Class visit of a mentor, including evaluation | <input type="radio"/> none
<input type="radio"/> 1-2 times
<input type="radio"/> 3-5 times
<input type="radio"/> more than 5 times |
| 3 | Observing lessons of colleagues | <input type="radio"/> none
<input type="radio"/> 1-2 times
<input type="radio"/> 3-5 times
<input type="radio"/> more than 5 times |
| 4 | Class visit including videotaping of the lesson and evaluation | <input type="radio"/> none
<input type="radio"/> 1-2 times
<input type="radio"/> 3-5 times
<input type="radio"/> more than 5 times |
| 5 | Conversations with a mentor from the same subject department without class visit | <input type="radio"/> none
<input type="radio"/> 1-3 hours
<input type="radio"/> 4-20 hours
<input type="radio"/> more than 20 hours |
| 6 | Conversations with a mentor from a different subject department without class visit | <input type="radio"/> 1-3 hours
<input type="radio"/> 4-20 hours
<input type="radio"/> more than 20 hours |
| 7 | Meetings for beginning teachers | <input type="radio"/> none
<input type="radio"/> 1-2 times
<input type="radio"/> 3-6 times
<input type="radio"/> more than 6 times |
| 8 | Other formats of support, namely,..... | <input type="radio"/> none
<input type="radio"/> 1-5 hours
<input type="radio"/> 6-10 hours
<input type="radio"/> more than 10 hours |

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Part C. Topics

How much attention did the following topics receive in the induction program? You may choose the answer that best suits your experience. If a certain topic received no attention, only because you already mastered this, you may choose the answer 'o', which refers to 'Irrelevant because I already mastered this'.

- o = Irrelevant because I already mastered this
- 1 = Not
- 2 = Sometimes
- 3 = Quite regularly
- 4 = Often
- 5 = Very often

	o	1	2	3	4	5
1 Different ways of applying various teaching methods	o	o	o	o	o	o
2 Creating a good atmosphere among students	o	o	o	o	o	o
3 Dealing with a bold student	o	o	o	o	o	o
4 Signaling a personal problem of a student	o	o	o	o	o	o
5 Assessing what students understand during a lesson	o	o	o	o	o	o
6 Designing a good lesson	o	o	o	o	o	o
7 Paying attention to all students in the classroom	o	o	o	o	o	o
8 Dealing with students' insecurities	o	o	o	o	o	o
9 Teaching difficult subject matter in a clear way	o	o	o	o	o	o
10 Offering students a clear structure of what is allowed	o	o	o	o	o	o
11 Possible responses and measures to adjust students	o	o	o	o	o	o
12 The role of the teacher as tutor	o	o	o	o	o	o

Part D. Practical matters and personal care

How much attention did the following topics receive in the induction program?

- 1 = Not at all
 2 = A little
 3 = Sufficient
 4 = Very much

	1	2	3	4
1 My mentor reminded me of important data such as days to hand in grades or meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 Explanation was provided about school rules	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 In the induction program, there was attention for personal issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 In the induction program, there was attention for practical matters such as how does the copy machine work and where can I find certain materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 In the support there was attention for typical problems of new teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6 My mentor explained, who I could turn to for various questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7 In the induction program there was attention for the well-being of new teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8 In the induction program was attention for handling the workload	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Part E. The mentor

How did you experience the support of your mentor? Please indicate how strongly you agree with the following statements.

- 1 = Disagree totally
- 2 = Disagree
- 3 = Not disagree/ not agree
- 4 = Agree
- 5 = Agree totally

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	1	2	3	4	5
1 It was difficult to admit to my mentor that I was not good at something	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 My mentor challenged me to improve myself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 My mentor was able to activate me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 My mentor often told me that I did well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 I felt at ease with my mentor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6 I was able to discuss difficulties without having fear of being evaluated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7 My mentor could very well pinpoint out the relevant problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8 My mentor was critical	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9 My mentor was personally involved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10 I could always ask my mentor anything	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11 Often I could not understand my mentor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12 My mentor never praised me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Part F. School culture

How did you experience the climate among colleagues, apart from the support of beginning teachers? Please indicate how strongly you agree with the following statements.

- 1 = Disagree totally
 2 = Disagree
 3 = Not disagree/ not agree
 4 = Agree
 5 = Agree totally

	1	2	3	4	5
1 In the first year I was teaching, I was supported by the school's management	○	○	○	○	○
2 Colleagues helped me quickly to find my way at school	○	○	○	○	○
3 If I experienced difficulties, I was supported by an experienced colleague	○	○	○	○	○
4 Among beginning teachers there was a strong feeling of solidarity	○	○	○	○	○
5 I could always ask my colleagues about anything	○	○	○	○	○
6 If I had a problem I could not easily ask for help	○	○	○	○	○
7 If it were necessary, I had always someone to turn to	○	○	○	○	○

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Part G. Your experience of the induction program

How did you experience the induction program? You may answer how strongly you agree with the following general statements about support for beginning teachers and the statements about the support you received.

- 1 = Disagree totally
- 2 = Disagree
- 3 = Not disagree/ not agree
- 4 = Agree
- 5 = Agree totally

General statements	1	2	3	4	5
1 As a teacher you have to find out for yourself what works well, a mentor cannot really help you with this	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 An induction program helps you to become a better teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 With support you learn faster how to teach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 Without the support of an induction program one learns just as much as with the support of an induction program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 An induction program makes the first year more pleasant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6 An induction program in the first year of teaching is important for one's self confidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7 An induction program makes you feel at home in the school more easily	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Your perception of the received support

In my first year of teaching	1	2	3	4	5
1 I missed the support of an induction program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 I received too much support of an induction program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 I received good support of an induction program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Your perception of your work:

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1 I like my work very much	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 The next few years, I like to keep working as a teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 I regret I once made the choice of becoming a teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Part H. Your experience in your first year of teaching

Please indicate how you experienced your first year of teaching.

In my first year of teaching **1 2 3 4 5**

- | | | | | | | |
|----|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1 | I felt welcome | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2 | I felt at ease | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3 | I felt stressed | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4 | I felt insecure | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5 | I felt lost | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6 | I felt supported | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7 | I felt appreciated | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8 | I felt at home. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9 | I was satisfied with my teaching practice | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10 | I felt alone | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11 | I felt equal to more experienced colleagues | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12 | I felt taken seriously by my colleagues | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Because of the induction program **1 2 3 4 5**

- | | | | | | | |
|---|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1 | I learned to keep better order in the classroom | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2 | I was better able to reflect critically | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3 | I improved to organize my lessons | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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- | | | | | | | |
|----|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 4 | I learned to deal with sensitivities of students better | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5 | I improved my interpersonal relationships with students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6 | I was better able to help students understand the subject matter | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7 | I was more able to motivate students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8 | I started paying more attention to students' understanding of the subject matter | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9 | I became a better teacher | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10 | I learned more efficiently how to teach | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
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Part I. General questions

The last part of the questionnaire consists of a number of general questions.

Please answer these questions by choosing the answer(s) that best suits your experience.

- 1 Did you have a teaching certificate when you actually started teaching?
(You may choose more than one answer)
 - No, I had not yet started a preservice teaching education program
 - No, I was still a student-teacher at a second degree preservice teaching education program
 - No, I was still a student-teacher at a first degree preservice teaching education program
 - Yes, I had a second degree teaching certificate
 - Yes, I had a first degree teaching certificate
 - Otherwise, namely

- 2 Did you have teaching experience as an intern before teaching independently?
 - No
 - Yes, at which I did not receive mentoring from the school
 - Yes, at which I received some mentoring from the school
 - Yes, at which I received considerable mentoring from the school
 - Yes, at which I received extended mentoring from the school

- 3 Did you feel prepared when you started teaching independently?
 - I felt prepared not at all
 - I felt prepared a little
 - I felt prepared fairly well
 - I felt prepared very well

- 4 How many colleagues did you have in your subject department when you started teaching?
 - I had no colleagues in my subject department
 - I had less than three colleagues in my subject department
 - I had (more than) three colleagues in my subject department

- 5 What level of education did you teach in your first year of teaching?
(You may choose more than one answer)
 - Pre-vocational secondary education
 - Lower level pre-university secondary education
 - Higher level pre-university secondary education

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