AN INVESTIGATION INTO WHICH FORMS OF EARLY TEACHER LEARNING ARE MOST EFFECTIVE WITH RESPECT TO RETENTION, MOTIVATION, COMMITMENT AND JOB SATISFACTION FOR NEW ENTRANTS TO THE SCHOOL TEACHING PROFESSION.

By

SOPHIE MCDOWALL

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ABSTRACT

This research project explores which forms of early teacher learning (ETL) are most effective to secure the retention, motivation, commitment and job satisfaction of new entrants to the teaching profession in the United Kingdom (UK). It was inspired by concern over the high drop-out rate of teachers new to the profession expressed by Michael Gove (UK Secretary of State for Education) in The White Paper "The Importance of Teaching" (2010).

A survey methodology was used and the method was that of semi-structured interviews with twenty teachers from three secondary schools in the West Midlands of England. It was found that ETL was effective when interactive, shared, school based, well mentored and related to teaching in the classroom. It was also found that effective ETL took place when teachers were learning through their engagement in projects, responsibility roles and extra-curricular activities. It was further found that this was so because such activities developed professional identity; self-efficacy; a psychological contract with the school and mastery of the craft of teaching. Links to the processes of acculturation, assimilation and actualisation were indicated. Further research is needed to follow up these links and explore their implications. The significance of this research project is that it points to strategies which can help retain new entrants in the profession. The work will enable Continuing Professional Development (CPD) leaders in schools to reflect upon their practice as they seek to retain motivated and committed new entrants to the profession.

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CHAPTER 1 INTRODUCTION

1.1 Problem and Issues

The problem which this research responds to is that of a declining commitment trajectory to the teaching profession amongst new entrants which was referred to by Michael Gove, United Kingdom (UK) Education Secretary, who made statements about the loss of teachers from the teaching profession in the latter part of 2010 in The White Paper (2010), "The Importance of Teaching" which was reported by the press. "The Independent" (2010) pointed out that more than 400,000 qualified teachers are no longer working in the classroom; it goes on to report Michael Gove referring to this as a tragic waste of talent which costs the tax payer millions of pounds each year. Blogger, Michael Merrick, (2011) sums up the fluctuations in the figures and generalises that more than 50% of those who start on teacher training courses are no longer teaching within five years and interprets Michael Gove's concern as being about the fact that there are almost as many qualified teachers no longer teaching as there are qualified teachers continuing to teach. "The Times Educational Supplement" (2009) reported the problem by saying that there was one qualified, but non-working teacher, for every two who currently do the job in England. "The Telegraph" (2011) summed up the loss of teachers from the profession by saying that a third of trainee teachers drop out after less than a year and only 67% of new staff remained in the classroom twelve months after training. Most recently, Sir Michael Wilshaw, Chief Inspector of Schools in England, stated that 40% quit the profession within five years (Wilshaw, 2014). "The Economist" (2011)   explored international research from McKinsey and Company (Barber and Mourshed, 2007) which found that countries whose children perform well in standardised tests tend to recruit the cleverest graduates as teachers, train them rigorously and keep them learning throughout their careers. The article adds that the lesson of Teach First (a UK scheme which takes on high

quality graduates and trains them as they work in challenging schools to which they are tied to for two years), is that high calibre recruits, who have been through rigorous selection processes, are less likely to leave the profession.

The White Paper, "The Importance of Teaching" (2010) outlines how the UK government planned to transform the quality of initial training and continuing professional development. It acknowledges that the best education systems in the world draw their teachers from among the top graduates, train them rigorously and effectively, focussing on classroom practice. They then make sure that teachers receive effective professional development throughout their careers, with opportunities to observe and work with other teachers and appropriate trainers for leadership positions. The paper then says that this will be done by methods based on the premise that teachers learn best from other professionals, for example when they are observing teaching and being observed or when they have the opportunity to plan, prepare, reflect and teach with other teachers. The challenge of doing this was summed up by Field (2011) who points out that teaching is a complex activity and learning to teach is even more complex. The White Paper also states that the government's way of addressing the high drop-out rate is to build on the success of Teach First which was found, by the Office for Standards in Education (OFSTED) (2008), to have half of their trainees as "outstanding" and some who were amongst the most exceptional trainees produced by any teacher training route.

The problem was also identified by the General Teaching Council of England (Sturman et al, 2005) which stated that commitment to the profession declines during the first four years. Other researchers who have looked at the situation in the past also make a similar point. Chapman (1983) said the retention of teachers was of increasing concern and one solution was to attend more to the professional development and retention of those already teaching. He claimed very little research, other than anecdotal, has addressed this subject, but what

does exist identifies four main areas: personal characteristics; teacher training and early teaching experience; professional and social integration into teaching and career satisfaction. The BBC News (2000) reported that the National Union of Teachers claimed that large numbers of new teachers were dropping out in their first year. Indeed, that 1,400 newly qualified staff left teaching before the end of their induction year. Smithers and Robinson (2003) found that 18% left during the first three years of teaching and there was an annual resignation rate of 15.8% which largely dissipated any increase in applications. They say that the numbers leaving rose to a peak of 46,500 in 2001 and that one of the government's policies was to offer teachers more support. Woolcock (2007) says that between the years 2000 and 2005 there were 95,500 teachers who left the profession.

The above review shows that the problem of new entrants leaving the profession is ongoing and that there have been attempts to redress this seemingly intractable problem. Attempts continue with the ideas expressed in The White Paper (Gove, 2010) about teacher recruitment, teacher training and the creation of training schools. It is hoped that my own research will begin to build up a more detailed understanding of how ETL for new entrants to the profession can help to retain them in the profession. Indeed, commitment to the profession is important because it has implications with regard to establishing a stable workforce which can offer pupils the benefits of better teaching and so help raise attainment which brings us back to Gove's (2010) claim that no education system can be better than the quality of its teachers.

The issues which will be explored here are which types of ETL experiences have helped to enhance the commitment to the profession of new entrants who are either undergoing initial teacher training within a school setting or have recently completed such training and are now in either their Newly Qualified Teacher (NQT) year, which is a probationary period in which

new teachers receive extra support, or who are teachers in their second or third year of teaching. Adding to this knowledge base will go some way towards the possibility of promoting greater retention of high quality staff which is important for pupils and the schools which these staff will ultimately lead.

To clarify the key terminology used throughout this work, the term "early teacher learning" (ETL) is used to denote any form of training, learning or development which teachers undergo either during their initial teacher training, including induction processes and the use of career entry profiles, or in their early years of teaching. However, when referring to other literature, especially in the Literature Review, which uses the term Continuous Professional Development (CPD), in the traditional sense and refers to the ongoing training teachers experience after their initial teacher training, the term has been retained.

1.2 The Broad Aim

This research aims to contribute to and extend the body of knowledge concerned with effective ETL for teachers in secondary schools in England and to explore ETL as a part of a strategy to encourage new entrants to remain in the profession.

It is important to research this issue in order to inform and perhaps help reverse commitment trajectories. It is also both important and timely to embark upon this research because in recent years there have been many changes in approach to teacher CPD, which includes ETL, in secondary schools in the UK (DCSF, 2007a). These include the change from individuals within schools typically going out on one day courses related to either their own needs or to a specific aspect of their role; this has now changed to schools trying to ensure that all CPD or ETL fits in with the School Improvement Plan which sometimes leads to a tension between school and individual needs. Moreover, there have been recent developments to promote

collaborative and experienced based teacher learning. The Department for Children, Schools and Families (DCSF), in its publication "2020 Vision" (DCSF, 2007a) promoted Continuous Professional Development (CPD) which is based upon small group work, is in house and very closely related to the daily needs of teachers. Furthermore, in recent years the DCSF has also promoted action research projects which involve collaboration between schools such as in the Leading Edge projects which involved schools researching an aspect together and then sharing their findings as a form of staff development. Likewise, the Teachers' Learning Academy (TLA) promoted the concept of teachers being reflective practitioners through its scheme of graduated TLA accreditations (TLA, 2009). In line with the research (Hustler et al., 2003) referred to in The White Paper (2010) which acknowledged that teachers learn best from other professionals; through observation and being observed and through having the opportunity to plan, prepare, reflect and teach with other teachers, this research will consider the content, form and support needed to enhance early ETL with a view to increasing commitment, motivation, job satisfaction and so retention.

The focus of this study is to identify the successful factors and approaches which feature in different forms of initial teacher training and the early professional development for trainees, newly qualified teachers and teachers still in their early years of the profession.

Therefore, the purpose of this research will be to find out which forms of ETL new entrants feel secures their retention. The research questions used to gather the information needed have been designed to include whether ETL has encouraged new entrants to remain in the profession because it has enhanced their commitment, motivation and facilitated greater job satisfaction.

The scope of the research is therefore confined to the first four years of a teacher's involvement in the profession. These years will include the initial training year; the NQT year and the second and third years of teaching.

Thus, the focus, purpose and scope of this work, as defined above, point to its originality because usually studies within this area relate to either initial teacher training or CPD of teachers already trained. This study aims to bridge the two areas and such an aim is appropriate as more initial teacher training takes place within schools and amongst practising teachers.

1.3 Research Questions

The research questions were:

1. Which induction experiences and subsequent ETL experiences influenced your retention within the profession?

Here the word "retention" is to be interpreted as remaining in the profession and not being prompted to resign through dissatisfaction (Evans, 1998). The term "induction experiences" covers short programmes at the start of the academic year and ongoing programmes which last for the duration of the year.

It was decided to address the retention question in two sections: the effects of ETL received in the induction process and the effects of subsequent ETL. However, when analysing the data this distinction proved pointless and the findings from both aspects of the ETL experienced were, from then on, considered together.

2. **Which ETL experiences at the start of your career have influenced your motivation?**

The definition of the word "motivation" for this research follows that of Evans (1998) as being a condition which encompasses all the factors that determine the degree of one's inclination to engage in an activity. The distinction between morale and motivation was maintained and interviewees were focussed upon motivation as defined above.

3. Which ETL experiences at the start of your career have influenced your commitment?

Lortie (1975) defines commitment as the degree to which someone is engaged with their work which is usually determined by the amount of their own time they devote to it.

4. Which ETL experiences at the start of your career have influenced your job satisfaction?

Again, the definition of "satisfaction" is taken from Evans (1998) and includes both the extent to which the individual is satisfied with the job and whether they experience job fulfilment in the sense of personal achievement in their own performance.

1.4 Justification for the Research

This research is important because the findings may influence future ETL for teachers so that training is effective and best value, but most importantly they may help reverse the declining commitment trajectories to the profession in the early years. The research has implications for a wider audience as it will enable trainers, schools, training schools, chains of academies and Local Authorities (LA) to reflect on their work and be more aware of barriers to retention. It is with regard to these aspects that there is an identifiable gap in the literature on this subject as will be shown in the next chapter.

My own involvement with this topic includes leading CPD in a large secondary school in the East Midlands of England and experiencing the above outlined changes, including the changing of teachers' perceptions about CPD being mainly a "one day at a hotel" type of course which has proved not to be a successful model and which does not lead to much useful dissemination, to a wider view of CPD which involves orchestrating developmental experiences which will form part of the support programmes for teachers' performance management. I have been involved with "in school" collaboration and cross school collaboration projects which places me in a good position to research the benefits and shortcomings of this wide range of CPD experiences. Moreover, my work involved looking at changes to a school CPD policy and practice and exploring the effects of carrying out the

recommendations of "2020 Vision" (DCSF, 2007a). The above experience provided me with an appropriate background from which to conduct this study.

The justification for this research will be that the findings will enable stakeholders in other schools to reflect upon their own practices, priorities and processes. Schools will have more evidence upon which to draw when planning their ETL programmes for new entrants, especially with regard to the methods they use to develop staff. Thus, through the findings of this research, resources may be more accurately and effectively deployed to provide appropriate early ETL experiences; individuals may be offered ETL experiences which they value and from which they benefit, therefore improving retention, increasing job satisfaction and so developing commitment to the profession. By meeting the needs of teachers in a way which best suits them, pupils may benefit from greater stability of staff who are better trained. The findings should open up further avenues for research into aspects of ETL which are found to be particularly effective.

1.5 Context of the Research

There is already a large body of research knowledge upon the topic of CPD for teachers which has been drawn upon and the findings from this research are intended to add to the existing knowledge and so help address the gap in the literature with regard to the specific ETL needs of new entrants to the profession, which will consequently have the potential to contribute to increasing commitment, motivation, job satisfaction and so retention within the profession.

As mentioned at the outset, the starting point was the press reports of The White Paper (2010) which revealed that the high dropout rate of new entrants could be traced back to the findings of the General Teaching Council for England (GTCE) (Sturman et al, 2005) which documented a decline of commitment during the first four years of teaching. Effective ETL might have an impact upon improving the situation. Research by Day and Gu (2007)

indicated that commitment is fundamental to teachers' effectiveness and that variations in personal, professional and workplace conditions in different phases of teachers' professional lives have a significant effect upon both commitment and so on effectiveness. Systematic reviews of CPD which the GTCE, National Union of Teachers (NUT), National College of School Leadership (NCSL) and the Evidence for Policy and Practice Information and Co-ordinating Centre(EPPI-Centre) have sponsored, indicate the impact of sustained and collaborative CPD on teachers' practice and have found that CPD needs to be both collaborative and sustained. Such reviews are: "What does teacher impact data tell us about collaborative CPD? (Cordingley et al, 2004). Another such project which has contributed to this debate is: "Creating and Sustaining Effective Professional Learning Communities" which was conducted by the Universities of Bristol and Bath and the Institute of Education, London (Bolam et al, 2005). A further document which proved to be of use from the GTCE is: "A Personalised approach to CPD – Advice to the Secretary of State for Education on effective, relevant and sustained CPD for teachers" (GTCE, 2007).

Related books which have added to current understanding include: Sugrue and Day (2002) which includes 15 research papers focusing on teacher learning and development and "Teachers' Professional Lives" edited by Ivor Goodson and Andy Hargreaves (1994). Finally, the work of Rhodes (2012), Rhodes and Brundrett (2012) and Rhodes and Fletcher (2013) which looks at how aspiring school leaders are developed to address a lack of potential leaders nationally, formed a valuable resource for the findings of this research project with regard to new entrants.

1.6 How the Research was Conducted

Having clarified the research questions and the connected issues, a method of investigation was decided which would facilitate the collection of data in order to answer the research questions. Several options were considered and the advantages and disadvantages of these are

considered in the Research Design chapter. After careful consideration, a survey methodology was to be used to gain a variety of perceptions and the method was that of semi structured interviews.

The research involved interviews with twenty teachers in three different secondary schools, further details of whom will given in the Research Design Chapter. One of the schools was in challenging circumstances, having just come out of Special Measures; the second was a highly successful school in an affluent area and the third a middle achieving school. The schools were chosen because they gave a range of types of secondary schools, catchment areas and employment settings for new entrants in which they would have gained different perceptions of the ETL experiences they had undergone.

With regard to the research method, twenty, one hour semi structured interviews - six in one school and seven in two schools - covering the two groups of staff mentioned: those in training and those who had recently completed training who are in their first three years of teaching, were conducted.

With regard to ethical issues, BERA (2004) guidelines were followed. The permission of the Heads and the CPD leaders in the schools was secured in order to obtain access. Likewise, the willing consent of the interviewees was gained and this was done initially by letter which explained the research. The research project was explained to the interviewees and they were assured that their names and the names of their schools would not be disclosed. Permission to quote them directly was sought, and they were reassured that no quotations would be attributed to them in order to protect their identity. The interviews were taped and the transcripts analysed in accordance with the criteria outlined within the research questions which will be further explored in Chapter 3 - Research Design.

I was aware of how my personal and professional values could influence my findings, but as a teacher who had worked with a range of teachers through the changing modes of delivery, I

was in a good position to research and evaluate the effect and impact upon staff of ETL and it was this which first started my interest in researching effective ETL and how it could potentially be used to enhance retention.

Thus, whilst my experience as CPD leader in one of the schools, ensured that I was very well placed with regard to access and knowledge about practical issues, I acknowledge that there is the possibility of my values and experiences influencing the way I shaped questions and analysed my findings, but as can be seen later on, in the Research Design Chapter, I have employed strategies to avoid researcher bias and ensure objectivity. Such strategies were influenced by the work of Bassey (1999) concerning trustworthiness in research.

1.7 Summary of the Research

This is a small scale research project which was designed to add new knowledge to what already exists about the most effective forms of ETL, with regard to retention, commitment, motivation and job satisfaction for teachers in their early years of the profession. A survey methodology was employed as this would facilitate the collection of quality data which, upon analysis, would enable the research questions to be answered.

The following chapter gives a review of the current knowledge and understanding of this chosen topic in the literature available. The literature relating to research design and methods is reviewed in the chapter on Research Design which also gives the justification for using the methodology and methods eventually selected. The fourth chapter presents the findings; the fifth gives a discussion of the findings and the sixth chapter offers conclusions. The conclusion extends, refines and sharpens the knowledge base of what constitutes effective ETL for new entrants to the teaching profession and relates it to the issue of teacher retention.

CHAPTER 2   LITERATURE REVIEW

2.1 The Range of Literature Reviewed

Academic research publications are included in this review and they are based on both empirical data and scholarship. Practitioner publications based on accounts of personal and professional experiences or research are also referred to. The "Journal of In-Service Education", now known as "Professional Development in Education" was particularly useful. Government publications have been reviewed; the GTCE website was helpful, as was the work of the EPPI-Centre.

 All material was reviewed with the awareness of possible bias. During the review it became clear that when researchers are evaluating CPD they tend to consider: the features that make up good CPD; the outcomes of effective CPD and the needs of teachers which effective CPD meets. This research also considers these aspects but with a focus on outcomes for new entrants to the profession; their retention, commitment, motivation and job satisfaction.

2.2 How the Literature Search was Conducted

The search was conducted mainly electronically and involved entering key words concerning teacher retention, commitment, motivation, job satisfaction and effective CPD with respect to these issues, into journal and internet databases such as the e-journals directory at Birmingham University and the British Education Index which indicated the extent of literature available in this area. Having completed this process it was then possible to identify key authors and key subject areas. The identified material was examined and any references and bibliographies which gave additional information about other possibly useful publications such as "CPD Update" were followed up. A ZETOC alert was put in place which gave notice of the contents of the journals which had previously been identified as

being potentially useful. Internet search engines such as Google Scholar were used to find any relevant articles and much time was spent reviewing relevant websites such as those for the Department of Education (DFE); NCSL; GTCE; TDA and teachernet. The information obtained from this search helped to further inform and formulate the research questions.

2.3 How the Literature Review is Organised.

The search was organised around the four research questions concerned with: retention, motivation, commitment and job satisfaction. Within each of these sections certain themes recur and are explored within the context of the focus of each research question.

2.4 Research Question 1- Retention

This first part of the literature review considers the first research question about retention which was:

Which induction experiences and subsequent ETL experiences influenced your retention within the profession?

The emergent themes this section of the review will cover are: effective ETL for retention; effective ETL for new entrants to the profession, interactive ETL; lesson observation feedback; developing reflective practitioners; mentoring and coaching and learning for leadership. All of the above have, as will be shown, a significant role in helping to retain new entrants in the profession.

2.5 Effective ETL for Retention

The most recently available statistical evidence related to retention rates for teachers can be seen in figures from the DFE (2011) presented in Appendix 3 which is a copy of a table they have produced which shows the number of teachers who were teaching in a publicly funded

school the year after they qualified and what proportion of them were still in service for each year after. It can be seen that the proportion who were still in service five years after entering the profession is between 73 and 75 percent for different entry cohorts.

Statistical evidence from Teach First submitted to Parliament (2012) gives the figure of 67% of teachers remaining in the classroom beyond the initial two years . However, Griffiths (2014) writing in The Sunday Times about Teach First quotes a figure of 54% of teachers remaining in teaching. Worcester University (2014) 's promotional literature states that 87% of their PGCE graduates are working as teachers two years after graduation which they compare to the national figure of 80%.

Statistical evidence is varied owing to the complex variety of statistical presentations depending on the source, but it was clarified, as mentioned earlier, by Wilshaw's (2014) claim that 40% of teachers leave the profession within five years, owing partly to unruly pupils. Thus, the drop-out rate remains significant and merits a consideration of whether effective ETL can improve retention.

 Bolam and Weindling, (2007) have looked at how CPD can be improved and brings together research about the characteristics of effective CPD, which will surely apply to new entrants as well as the rest of the profession, and these are identified as maintaining a clear focus on pupil learning and being grounded in what is known about effective adult learning which includes:

1. Sustained access to coaching and mentoring in order to get support with knowledge or skills.

2. Opportunities to see good practice in action both in classrooms and in adult learning environments.

3. A range of opportunities for observation and feedback as part of collaborative working practices

4. Sustained, structured and cumulative opportunities for practising and evaluating learning.

This research concludes that effective professional development should make full use of input from external sources of expertise such as teacher educators in higher education institutions and professional staff in subject and specialist associations.

This article sets the scene for the following exploration of literature in this area. This review will examine many of the mentioned aspects and how research over the years has shaped our current knowledge. Moreover, it should also be borne in mind that the European Council (Clark, 2010) signalled the need for teachers to take greater responsibility for their life-long learning and has called for more needs based CPD opportunities to be available.

2.6 Effective ETL for New Entrants to the Profession

An aspect of interest to emerge from this literature review is that there are multiple routes into teaching and so a wide range of organisational culture related factors and individual differences may well impact upon the four dimensions of retention, motivation, commitment and job satisfaction. When trying to establish a range of commonalities and differences from these multiple routes and consider their significance, it can be seen that all of them have the following features: periods of time when trainees are working in schools; mentors and tutors; training sessions which can include lecture style presentations and differing degrees of interactive learning; mechanisms to promote reflective practice and requirements for participants to produce written assignments. Differences are evident in the amount of time spent teaching in schools because some routes involve blocks of teaching practice such a

PGCE courses, whereas other routes such as Teach First involve full time work within a school, albeit with a reduced timetable and time off for study days. The latter is also supplemented by intensive sessions at university during school holidays. There are also considerable differences with regard to lesson observation requirements: Schools Direct expect their trainees to be observed each week and to observe at least one lesson a week. Other providers require such experiences less frequently. The requirements for written assignments also vary considerably, as some routes set short information finding tasks, whereas others set lengthier tasks which require research and detailed analysis. However, all routes, to some extent, require trainees to link theory to practice and keep records of their own reflective self evaluations. Moreover, all have their own systems of helping the trainee meet all of the standards required of a qualified teacher and to collect the evidence to prove that they have met them. The significance of these commonalities is that all training providers recognise the importance of reflection, coaching and mentoring. The significance of the differences can be focussed upon the extent of time the trainee spends working in a school. Such differences in the available training routes may well influence the attitudes of the trainees towards the different types of ETL they are offered. This can be related to the differences between competence based training, which requires trainees to evidence a series of skills or experiences and training which is perhaps more individual led and aims to develop a reflective, professional approach. Trainees who have experienced either or both of these approaches might well be found to prefer or be predisposed to one method of ETL as opposed to another and this could be found to impinge upon their retention, motivation, commitment and job satisfaction.

Moving on to consider the situation when the new entrant actually joins the school there is the blunt statement: "It's not rocket science – making staff feel valued is the key to recruiting

and retaining" (ASCL, 2009 p 24). This summary refers to the study by the National Centre for Excellence in the Teaching of Mathematics (NCETM) and says that the same findings apply to any subject area. The study found that mentoring was vital, as was treating all trainees as full members of staff who were valued. When looking at what researchers have found constitutes good induction programmes for new entrants, Ainsworth (2008) says that most teachers will agree that it can be difficult to achieve any productive learning during a twilight session after a full day's teaching which is when the three schools in this research project deliver their induction programmes. However, there are some benefits such as: they can give the benefit of a shorter, more focused training session at times in the school year when they are most needed and they can be used flexibly to provide a more personalised CPD. Ainsworth (2008) also points out that longer twilight sessions are more suited to carousel workshops; IT training; demonstrations and then hands on learning and visits from outside speakers who will be fresher than school staff . He goes on to argue in favour of twilight sessions suiting whole staff sessions followed by department time to complete tasks or consult over policy or strategy, or work on action planning. He points out the importance of basic hospitality such as providing refreshments, setting tables in groups to be more convivial and making it clear to staff that the session is part of directed time. Following such steps, he argues, should avoid large scale feelings of negativity as can thinking carefully about how staff should be grouped to prevent the same staff dominating discussions. The importance of follow up is stressed and Ainsworth (2008) feels that the most productive sessions are often followed by a deadline or a task.

 Goodall (2008) points out that the second and third years of a teacher's professional life can be even more of a challenge than the first, especially as the support received as an NQT will no longer be available. She points to the current emphasis on personalisation of learning

opportunities in each teacher's own context as was structured into the original plans for the Masters in Teaching and Learning (MTL). More recently, MTL has become directed at teachers who have had a few years' experience as opposed to new entrants. OFSTED (2008) confirms many of the points already mentioned with regard to effective CPD for new entrants and indicates that professional development should be school based and focused on the school's priorities. Another analysis of what constitutes effective CPD which can be related to induction and early ETL for new entrants is the TDA's "Effective Practices in CPD" (TDA, 2008) which awarded grants for CPD projects and one area was early professional development. Many of the projects explored developing coaching skills as a way of engaging in effective CPD practice. Others looked at classroom activities such as lesson observation and collaborative projects between teachers. The projects indentified several factors which underpinned the most effective CPD practices and these were as follows: clarity of purpose, focus and goal and a clear time scale; a focus on pupil outcomes; participant ownership; a variety of CPD opportunities; time for reflection and feedback; a collaborative approach; the strategic leadership of CPD and an understanding of how to evaluate the impact of CPD.

However, an American study by Reynolds (2002) found that there was no difference in retention rates for teachers who trained at a Professional Development School (PDS) compared to those who did not, despite being offered the following as part of their training: earlier, longer and more structured clinical experiences; training which was more school based; more frequent and sustained supervision and feedback; more varied assessment strategies and more diverse learning experiences. On the other hand, Abdal-Haqq (1998) had earlier identified the impact of enhanced access to such experiences and these included the following traits: teachers utilized more varied pedagogical methods and practices; were more reflective; entered teaching with more knowledge of school routines and activities beyond the

classroom and felt more confident in their knowledge and skills as professionals. Perhaps it is all the more disturbing, therefore, that Reynolds' (2002) results showed no difference in retention when compared to a group who had not received such attention. Indeed, Reynolds (2002) comments that the dearth of studies in this area leaves open the question of whether or not such enhanced training will result in a larger retention rate of beginning teachers.

Moving on to look at research findings with regard to the more specific aspects of induction and subsequent ETL for new entrants, the work of Postlethwaite and Haggarty (2010) indicates that although many new entrants are requesting help with behaviour management as part of their induction training, greater focus upon teaching strategies would actually improve their classroom management. They also found that mentors of new entrants to the profession saw the induction year as being very stressful for the new entrants and so acted as gatekeepers, restricting the new entrant's access to learning opportunities to reduce the demands on the new entrants. They also emphasised the importance of emotional, rather than pedagogical support and suggest that once the NQT was seen to be coping and fitting into the school, meetings became less frequent and less formal and the NQT was simply left to seek support when he or she identified a problem. These researchers pointed out that while the withdrawal of any scaffolding for learning has a clear theoretical justification, the disadvantages can include losing the chance to use this period of the NQT's increasing confidence and competence to develop more advanced aspects of pedagogy in critical and creative ways. Another disadvantage can be what Postlethwaite and Haggarty (2010) describe as the "pathologising" of professional development which leads to seeing it as a mechanism for resolving problems rather than extending possibilities.

A further aspect of the above research's findings was that NQT's and mentors believed that induction was about welcoming new member of staff into the school, explaining how things

work and ensuring that they felt comfortable. This idea of induction being about ensuring new teachers fit in can be viewed as an example of the socialisation of new teachers as explored by Lacey (1977). That this approach has been used for so long suggests that it serves a valuable purpose in that the new entrant feels part of a community and it helps the school maintain a consistent ethos which has advantages but, like the focus on behaviour management, it can be limiting other opportunities the induction process affords. Postlethwaite and Haggarty (2010) go on to suggest that mentors should use the "fitting in" process as a starting point for the new entrant to explore and develop their own professional identity as a teacher and so bring their own insights to the school. They go on to suggest that if the whole school staff are explicitly engaged in learning to teach better, there would be greater opportunity for beginning teachers to contribute to this learning.

2.7 Interactive ETL

In this research project the term "interactive" ETL is used to describe ETL in which the new entrant is actively engaged in the learning process which involves having the opportunity to plan, prepare, reflect and indeed teach with other teachers as described in The White Paper (2010) as opposed to passive learning which The White Paper (2010) describes as sitting and listening to a presenter.

The Institution of Education in London has discovered some interesting insights into the kinds of CPD which work best for teachers. Pickering (2009) summarises the findings and describes the mismatch between the model of CPD offered by the TDA and that really valued by teachers. The former is described as a box ticking exercise with regard to lists of skills and qualities which have failed to engage teachers or differentiate their learning needs. He feels that MTL might have offered an alternative view with the emphasis on coaching and tutoring and the focus on professional learning in the workplace. In that research one of the main

themes which emerged was the need for active engagement and to offer learning challenges
to teachers. Pickering (2009) suggests that the key ingredient to successful CPD is the
amount of learning that the teachers themselves do, both in its nature and the time they spend
reflecting on their learning. One of the most effective experiences found in the research was
when teachers moved around a series of lessons taught to them by their colleagues which
shows how important it is that CPD or ETL is interactive and in this case the interaction was
created by the teachers having to participate in a lesson as a pupil. Another theme that
became apparent was that teachers should be actively responsible for their own CPD, not just
in terms of what they needed personally but also with regard to what they could actively
contribute to the professional learning of others.

Fielding et al (2005) concur with this view by noting that teachers benefit most from
professional activities which engage them in learning about their practice in an atmosphere of
trust and mutuality. The point is made that teachers must actively try out new training ideas.
It was found that teachers did not want to be lectured at by either internal or external experts,
whereas the interactive sessions stayed in the minds of the teachers. Indeed, it seems that
teachers need to use a form of Kolb's (1984) learning cycle which involves: do, review, learn,
apply, or follow Watkins (2005) belief that teaching-learning processes work best when there
is activity, with reflection and sense-making; collaboration for learning; learner responsibility
for learning and learning about learning. Such an approach resonates with Bruner's (1996)
idea in which learning develops through: being shown; being told; constructing meaning and
joining a knowledge-generating community.

2.8 Lesson Observation Feedback

The GTCE (Bolam and Weindling, 2006) has brought together a collection of the views of
trainers and trainees about the benefits of lesson observation feedback and says that

observation works best when it is peer/peer which is not usual for new entrants. The GTCE (2006) survey shows that teachers want more observation opportunities and see it as crucial to their development. They found that being observed and receiving feedback can help teachers unpack the complexities of what they are doing and encourage close examination of an aspect of teaching; it can promote experimentation with new teaching strategies; focus on a particular group of learners; facilitate the discussion of teaching style and connect knowledge and practice. Bolam and Weindling (2006) give a list of the features of a good observation programme and those which have most relevance to this study are: clear feedback procedures; appropriate time and context for both observation and feedback; a resolution of the issue of development versus judgemental feedback; the promotion of self evaluation; ongoing dialogue; examples of excellence; a link to coaching systems and finally a focus on what, how and why questions such as how could you have done that better or why did that happen?

2.9 Developing Reflective Practitioners

This section considers the importance of developing reflective practitioners which now features heavily in Teach First and GTP (Graduate Training Programmes) both of which are initial teacher training schemes which are based in the schools but supported by the either Teach First or a university. Clayton (2009) remarks it is crucial that teachers are provided with an opportunity to reflect on the impact that any new strategy has on student learning and attainment. Teachers need to reflect and discuss whether the new techniques being tried out work well and how they could be modified or adapted, which can lead to an extremely high level of professional reflection. Clayton (2009) comments that teachers report that having time to evaluate why a strategy has not worked has led to the best CPD they have ever had which indicates that impact evaluation is crucial to help unlock the creativity and skills of

teachers. Pollard (2008) stresses this urgency when he says that every teacher needs to be reflective because education is ever changing and teachers need to be able to react and engage effectively and immediately.

Merrill (2007) considers how partnerships with higher education can help develop reflective practice amongst teachers at an early stage of their careers. The work explored how trainee teachers use reflective practice as they begin their careers and found that trainees needed learning structures which would allow opportunities for reflection. The research evolved out of much earlier considerations by people like Dewey (1933) who suggested that the primary purpose of teacher training should be to help teachers become reflective practitioners. Earley and Kinder (1994) observed that effective CPD encourages reflection on practice. Jones (2001) stressed how observing classroom activity encourages the teacher to compare practices and reflect upon their own. Carnell (2001) takes this further in research which indicated that teachers learn more effectively when learning is relevant and practical with opportunities for reflection. Child and Merrill (2003) felt that the development of the reflective practitioner is the focus of all CPD activity.

In Merrill's (2007) study teachers came up with different definitions about what reflection means but they all considered it necessary to progress. He also evaluates the role of collaborative reflection when two or more professionals work together to improve practice. Indeed, years earlier, Richert (1991) had suggested that new teachers must be given many and varied opportunities to listen to each other reflecting. More recently, a report upon the Postgraduate Professional Development Programme (PPD) (CUREE, 2006) claimed that participants showed an increase in confidence and became more reflective. The report also pointed out that the participants valued collaboration and the flexibility of the programme enabled teachers to address issues which were of immediate relevance to them.

Developing reflective practitioners is probably one of the commonalities of existing statutory induction procedures as can be seen from trainees' career development profiles which encourage new entrants to identify their own strengths and areas for improvement. One such example is that of the Teach First QTS Portfolio-Transition Point which is based on the TDA's Career Entry and Development Profile (2011). Here candidates reflect on their achievements as they move from their initial training year to their NQT year. New entrants are instructed to reflect upon strengths in their practice so they can build upon them. Likewise, candidates are told to identify their key achievements; consider their aspirations for the future and define where they need to enhance their expertise. Similarly, Schools Direct (Warwick University, 2013) requires new entrants to attend a Reflective Practice Programme and complete a Professional Development Profile with evidence from the trainee's reflective assignments and reflective statements.

Other aspects of existing statutory induction procedures for new entrants to the profession promote reflective learning, whether it be in discussions with mentors; weekly training sessions; collecting evidence that standards have been met; lesson evaluation; post observation feedback sessions and more formal, usually termly, reflective discussions within an assessment programme. All of these are a form of ETL and can be delivered in a variety of ways with varying impact.

All of this research shows that reflective practices have long been recognised as valuable (Hirsch, 1998) and indeed the key to the professional growth of teachers (Henderson, 2001).

2.10 Mentoring and Coaching

Much research has been undertaken on the topic of mentoring as a mechanism for CPD. Hughes (2010) claims that coaching has been pivotal in developing skills in schools recently as it is practically useful and provides a range of strategies to deal with a variety of situations.

Likewise, OFSTED (2006) recommended more effective use of coaching and mentoring along with a focus upon identifying teachers' individual needs. Indeed, OFSTED (2008), in its first report on Teach First, said that it was failing to recognise the importance of the subject mentor role despite the rest of the report being extremely positive. The subject mentors did not set targets which were challenging enough for the trainees to reach the higher levels expected of them and mentors were not provided with the training and time they needed to fulfil their responsibilities.

Rhodes (2012) takes up this topic of mentoring from a different angle and considers how mentoring can promote school improvement through the contribution of all individuals within the school. The point is made that leadership development using coaches or mentors is established in many countries and is based upon a trusting, collaborative relationship. However, the further point is made that such professional learning can occur at a variety of career stages. In the UK it features in initial teacher training and continues into the newly qualified induction year. Rhodes (2012) states that the use of school based mentors is thought to be vital in these phases in order to induct, socialise and support the new entrants and then help them with the transition into their early years of the profession. He describes this time as a period when they adapt to working practices; hopefully commit themselves to the profession and develop a positive attitude towards CPD. He defines coaching as a learning relationship between individuals that is linked to improving an individual's performance. Whereas mentoring is seen as a learning relationship which includes coaching along with broader support; counselling; career development and access to wider learning opportunities. Rhodes and Fletcher (2013), when looking at developing established teachers into leaders, found that developing a professional identity and a sense of efficacy, which relates to a person's belief in their ability, included acculturation (becoming part of the school),

assimilation (becoming assimilated as a member of the school team) and actualisation (enacting the envisioned characteristics of the school). This research will investigate the applicability of this to new entrants.

The National Framework for Mentoring and Coaching (TDA, 2005) offers ten principles of effective mentoring and learning and includes the following: the centrality of learner reflection; mutual trust; encouraging learner self-direction; appropriate goal setting and the opportunity for learners to experiment, all of which are applicable to new entrants to the profession as well as the profession as a whole.

2.11 Learning for leadership

This is an increasingly important issue with regard to attracting and retaining high quality new entrants who come into the profession with a view to gaining a leadership post. Research by Rhodes and Brundrett (2009) states that there is a complex range of personal factors which can influence whether a teacher remains in the profession or not, and that schools can minimise leakage of leadership talent. In some schools, retention efforts centre around enhancing elements of job satisfaction and continued motivation. The need to retain teachers, especially those who show early leadership potential, has become a matter of importance owing to the current concern about a leadership crisis in education. Rhodes and Brundrett's (2009) research shows that classroom teachers saw CPD as an effective approach to improving retention. The researchers point out that young staff need to know that there is a future for them at the school. The study found that CPD opportunities, support, feeling valued and being rewarded encouraged retention. The research also suggests that the early engagement of leadership talent requires further investigation and this is something that the current research will address, particularly with regard to Teach First candidates who have

already been identified as high fliers and encouraged to think ahead to leadership roles even as they start in the profession.

2.12 Summary

This section has focused upon research which relates to the retention of new entrants and the key facts to emerge include the knowledge that effective CPD can stimulate and maintain the interest of teachers in their profession; effective CPD specifically for new entrants to the profession usually involves interaction, mentoring, coaching and lesson observation feedback. Other key aspects include the new entrant developing the ability to be an effective reflective practitioner and, even at this early stage, experiencing learning for leadership. All of the above have, as will be shown, a significant role in helping to retain new entrants in the profession. The next section of the literature review will focus upon the second research question which is related to motivation.

2.13 Research Question 2 - Motivation

This second part of the literature review considers the second research question about motivation which was:

Which ETL experiences at the start of your career have influenced your motivation?
The emergent themes this section of the review will cover are: the complex topic of motivation and the unavoidable overlaps with teacher morale, commitment and job satisfaction; working with pupils; the influence of colleagues including management and the personalisation of the ETL process, all of which, as will be shown, have a significant role in influencing the motivation of new entrants to the profession.

2.14 Motivation

This section looks at how ETL can influence the motivation of new entrants. Generally speaking, the studies that exist concerning teacher motivation are based on Herzberg's (1968) Two-Factor Theory. Herzberg's theory is generally thought to be a key theory of motivation despite the fact that it is quite contentious and illustrates the overlap into the concept of job satisfaction. This theory describes five factors which are: achievement, recognition, responsibility, advancement and the work itself, all of which were found to influence job satisfaction and so were classed as motivators. Herzberg (1968) felt that to gain satisfaction people need a sense of growth and for that they need to experience achievement in tasks that have meaning to them and so the motivators are the tasks. The distinction between what is satisfactory and what is satisfying is apparent in this theory. The above five factors can provide job satisfaction, but other factors which Herzberg calls hygiene factors such as salary, supervision and interpersonal relations can create dissatisfaction but not produce real satisfaction.

Another theory with similar ideas is McCelland's learned needs theory (McCelland, 1971) which outlines four specific needs which are for: achievement, power, affiliation and autonomy. Achievement can involve completing a task or finding a solution. The need for power involves the ability to control, influence, direct and lead others. The need for affiliation involves a desire to maintain good interpersonal relationships, approval, reassurance and an interest in how others feel. The need for autonomy includes a desire for independence and a preference for working alone.

 To summarize some of the other research which is based on Herzberg's (1968) theory it can be seen that Engelking (1985) used a critical incident questionnaire which had been adapted from Herzberg's Motivation-Hygiene theory to help identify the causes of job satisfaction

and dissatisfaction. In another study in the same year Perko (1985) explored factors which contribute to job satisfaction and dissatisfaction so that he could test the validity of Herzberg's theory. Other research links Herzberg's theory to Maslow's (Maslow, 1954) Hierarchy of Needs Theory which is probably the best known and most influential theory. It is based on the understanding that goals or needs underlie motivation as the fundamental source of desire:

> The study of motivation must be in part the study of the ultimate human goals or desire or needs (Maslow, 1954 p5).

Maslow's theory recognises a hierarchy of needs, from physiological such as safety, belonging and love, up to esteem needs and self actualising needs. The theory is based on the idea that if one need is satisfied, another need takes its place and it is these continuing needs which motivates activity which is aimed at seeking satisfaction or, as Maslow says: "man is a perpetually wanting animal" (Maslow, 1954 p 40).

 Alderfer (1972) developed a theory, based on Maslow's needs hierarchy which identifies three more categories of needs such as existence needs, relatedness needs and growth needs. The latter involve personal and professional development. Yet other studies are based on the Hackman and Oldham (1981) job enrichment theory. Chaters (1984) revised the Job Diagnostic Survey for use with teachers and several studies try to measure teacher motivation. Some studies research higher order needs (autonomy and variety) or lower order needs (pay and job satisfaction). For instance Pastor and Erlandson (1982) arrive at the conclusion that teacher job satisfaction is closely related to higher order needs.

Evans (1998) adds to the discussion by saying that although a great deal has been written about what motivates or de-motivates, there are very few conceptual analyses available. She feels that there are descriptions or interpretations of motivation but far fewer definitions.

Steers et al (1996 p 8) suggest that a description of motivation is needed which covers the different components and processes involved with how human behaviour is activated and they give a selection of definitions of motivation including Atkinson (1964) who describes it as the influence on the direction, vigour and persistence of action. Jones (1955) describes it as how behaviour begins, is energised, sustained, directed and then stopped. Whereas Campbell and Pritchard (1976) describe motivation as a set of variable relationships which explain the direction and persistence of a person's behaviour.

Evans (1998) sees motivation as causal in that it influences whether or not and to what extent a person is inclined to do something:

> motivation is a condition, or the creation of a condition, that encompasses all those factors that determine the degree of inclination towards engagement in any activity" (Evans, 1998 p 34).

Spear et al (2000) concluded that there is an uneven base of research about the factors which motivate and de-motivate teachers. They point out that there is a lack of cross-sectional or longitudinal studies which would enable conclusions to be drawn about the aspects of teaching which motivate teachers at various stages of their careers and so it is difficult to target improvement in order to give teachers a career characterised by high levels of motivation, morale and job satisfaction. Spear et al (2000) go on to say that in spite of widespread concern about the morale and motivation of teachers, there is a shortage of up to date research into teachers' morale which impacts on their motivation, especially in Britain. Spear et al (2000) divided their research into three areas, one of which was school characteristics upon teacher morale which links with the conclusions of Evans' (1998) research which stresses the importance of context. Such a view was further endorsed by the School Teachers' Review Body (1992):

> Our view of motivation and morale is necessarily impressionistic.....But we are sure that the quality of life in schools also has a significant effect on motivation and that depends on many factors (School Teachers Review Body – First Report, 1992 p11).

With regard to factors affecting teachers' own morale Varlaam et al (1992) found that overall satisfaction with their job, good relationships with the pupils, along with helping them to achieve, came very high in their list of what were important factors. Varlaam et al (1992) go on to record that the School Teachers' (1992) Review Body noticed in its first report that there was actually no detailed information about teachers' morale and motivation and this, in itself, led to further work, including looking at teachers' own views on how their morale and motivation could be improved. They found that 28% were not satisfied with their present post and a further 5% were not at all satisfied. Indeed, in five years' time 8% of the teachers involved expected to have changed career and left teaching. It is particularly interesting for this research that they found that 31% of the 3,000 plus teachers surveyed wanted more or new opportunities for promotion within classroom teaching; 19% wanted opportunities for promotion to posts of additional responsibility; 18% wanted better in-service training for the delivery of the curriculum and 6% stated that they wanted better career opportunities.

Varlaam et al (1992) further found that their survey confirmed the findings of the First Report of the School Teachers' Review Body (1992) because it agrees with many factors which influence morale such as leadership, management and relationships with pupils and colleagues.

To conclude this consideration of motivation, it is worth noting that Vroom (1964) contends that people's choices of behaviour result from a consideration of their preferences for a particular activity and its expected outcome. It can, therefore, been seen that the need to achieve ideal oriented goals is important, but as Evans (1998) says it is vital to know exactly

why this motivates. Rhodes (2012) has worked upon the effectiveness and efficacy of leadership development and retention and looked at the concept of self-efficacy which he thinks can lead to individuals engaging in activities they feel confident about which could be linked to their motivation; he further points out that self-efficacy is a motivational construct based on self-perception of competence rather than their actual level of competence and this might be relevant to new entrants.

2.15 Working with Pupils

This aspect of what motivates teachers has been researched by Kasten (1984) who found that American elementary teachers reported that they would always choose teaching again as a career because of the delight and satisfaction of working with children. Bredeson et al (1983) also identified intrinsic rewards as being very important motivators of American secondary school teachers in their qualitative study. These intrinsic rewards included seeing students learn and achieve and being convinced that what they are doing is valuable, along with being able to develop both personally and professionally.

Other researchers such as McLaughlin et al (1986) who looked into teachers' incentives, rewards and their working environments found similar motivators such as the promotion of students' growth and development and the worthwhile experience of seeing them learn and discover.

Spear et al (2000) found that working with children was the most important factor relating to job satisfaction and a very important factor contributing to morale. Teachers choose teaching because they like working with children and helping them achieve as well as the intellectual challenge that this provided. It was found that the most important factors in teachers' eyes for job satisfaction were, in order of importance: actually working with children; good

relationships with colleagues; the development of good personal relationships with pupils; opportunities to be creative or innovative; school organisation and management; pupil progress and finally additional roles and responsibilities. In agreement with this are the findings of Addison and Brundrett (2008) that the principal motivators for teachers include positive responses from children, including seeing them make progress. They also looked at how school based factors such as leadership and management influenced teachers' motivation. Likewise, Varlaam et al (1992) showed that good relations with pupils, along with helping them to achieve, were considered as very important by most teachers.

2.16 The influence of Colleagues including Management

The influence of colleagues is an important aspect of teacher motivation. In the research by Spear et al (2000) teachers stressed the importance of working at a well managed and smooth running school. Other factors included good relationships with colleagues and being valued by management. Compared to these aspects, aspects such as pay and status were relatively low in the list of priorities.

Other studies have also noted the links between styles of leadership and management in schools and the morale of staff. Evans (1997) contends that management and relationships with colleagues have a greater influence on teachers' morale than reforms from central government. Spear et al (2000) refers to a survey carried out by the Primary Schools Research and Development Group (1987) which discovered that sound leadership from a supportive head teacher and appreciation and encouragement from the management team all helped improve job satisfaction and motivation.

Varlaam et al (1992) found that younger teachers were more likely to appreciate being valued by the management. Otherwise, the different sectors of teachers researched displayed few

differences when ranking factors important to their morale which seems to argue against the stress placed upon the importance of recognising that individual needs promote motivation. Even so Varlaam et al (1992) also points out that teachers felt that their morale would be enhanced by more opportunities for promotion within classroom teaching such as promotion to posts of additional responsibility, feeling valued and supported and having generally better career opportunities.

These views dovetail with those of Evans (1998) when she speaks of the importance of contextual features in determining job satisfaction, morale and motivation. Nias (1989) also stressed the need of teachers to feel valued. Indeed, Nias (1989) and others (ILEA, 1986; Johnson 1989) emphasise the importance of leadership and collegial support as motivators. Part of this aspect of leadership is the praise and recognition which leaders and managers can give to teachers to motivate them. Nias (1989) found that 25% of teachers said that they needed their motivation to be sustained by their leaders. This research was corroborated by Evans (1998) who showed that teachers were indeed motivated by having their efforts or talents recognised and could be de-motivated if they were not recognised or insufficiently recognised which adds to the notion that just as teachers have personalised CPD needs and motivational spurs, they also have a need for individual recognition and praise.

Evans (1998) also stresses personalisation in another way and suggests that roles should be created for the different types of teachers in schools and if this was done it would enable their motivational needs to be met more easily. These views are similar to those expressed in the recent White Paper (2010) which says that teachers should have appropriate training for leadership. Likewise, the research of Barber and Mourshed (2007) found that in the highest performing schools teachers received focused training and development at each stage of their career.

2.17 Personalisation of the ETL Process

Consequently, Evans (1998) says that it is the individuality of job satisfaction, morale and motivation which makes them difficult to understand and we have to accept that because teachers form a workforce which is made up of very different individuals, what satisfies or motivates one teacher does not meet the needs of all teachers. Indeed, evidence of the individuality of job satisfaction, morale and motivation dominate her research findings. Evans (1998) goes on to say that these individual job related needs determine the job related goals to which the teachers are motivated. She concludes that it is through goal achievement and therefore through needs fulfilment that job satisfaction can happen. Teachers are likely to be unaware of this connection and again it illustrates, for researchers, the complex connection between morale, job satisfaction and motivation.

2.18 Summary

To sum up, when looking at the major tenets revealed in this part of the review, it can be said that the topic of motivation is complex and the varied nature of members of the teaching profession makes it difficult to generalise about what motivates teachers or even groups of them such as new entrants. However, a sense of achievement, being valued by colleagues and management and working with youngsters, who are themselves achieving, are important factors which can be either facilitated or enhanced by ETL. Moreover, the complexity and variety of motivational factors mean that the ETL programme for new entrants needs to be personalised in order to be effective.

2.19 Research Question 3 - Commitment

This third part of the literature review considers the third research question about commitment which was:

Which ETL experiences at the start of your career have influenced your commitment?

The emergent themes this section of the review will cover are: creating commitment; effective ETL with regard to creating commitment and personalising the ETL process to enhance commitment amongst teachers and develop a psychological contract (Rousseau, 2004) between new entrant and their schools.

2.20 Creating Commitment

Continuing to use the definition of commitment given by Lortie (1975), it is, as mentioned in the introduction, appropriate that one of the bases for this study is the GTCE Survey of Teachers (Sturman et al, 2005) which stated that approximately a quarter of teachers with less than ten years' experience were undecided about whether to remain in the profession in the next five years. This leads to the question of whether the recent changes in forms of CPD, including what has been learnt from the Teach First programme, as referred to in The White Paper (2010), have actually changed this and if so which forms of CPD in particular.

Day and Gu (2007) consider this issue and their research discovered that commitment and indeed resilience are fundamental to the effectiveness of teachers. Their paper argues that it is because teachers work in a human service organisation that their learning and development is influenced by this, as they are by the fact that they are involved in work which has fundamental moral and ethical, as well as instrumental purposes. They found that there was a strong suggestion that in order to be effective, professional learning opportunities should be designed to take account of such things as the personal issues, the particular workplace and the external scenarios which might present a challenge to their commitment to their main purposes. The article looks at the contemporary contexts for teaching and finds that teaching has recently been dominated by government reforms which have stressed accountability and

increased workload pressure, which has naturally had an impact on motivation, commitment and morale.

Day and Gu (2007) go on to point out that teachers' professional learning will enhance their knowledge, improve their practices and develop a commitment to the quality of the service they offer as well as improve their self esteem as both people and professionals (Hargreaves and Goodson, 1996) which brings together agreement upon this point. Teachers' learning can also be seen as moving through a series of linear stages and this idea finds support in the work of several researchers such as: Benner (1984); Dreyfus and Dreyfus (1986) and Day (1999). The stages start with being a "novice" and then go on to being an "advanced beginner" and these are the learning stages that this research focuses upon, particularly if the learning in these stages improves commitment. Day and Gu (2007) say, with an accuracy which will be proved later, that it is within schools that most CPD takes place and it is the school that will therefore influence a teacher's sense of identity, effectiveness, motivation and commitment.

These researchers rightly make the point that on entry teachers have a strong sense of vocation, intrinsic motivation and emotional commitment to the progress and care of their students. Day and Gu (2007) argue that in order to sustain teachers' commitment to learning throughout their careers, they must engage in life-long learning. They feel that the success of professional development (planned intervention) depends upon the chances for professional learning (unplanned) which occur in their day to day working life. This research concluded that teachers' professional learning was influenced by their commitment which in turn is influenced by their sense of professional identity which is affected by the personal, professional and situated factors in their work and lives as well as by their professional life phases. In the first three years of teaching it was found that professional learning activities

concerned with the classroom had a positive impact on their morale and increased their confidence in the classroom. Nevertheless, it was also found that it was the influence of colleagues, headteachers and school cultures which were really crucial to their learning how to act as a professionals. Thus, Day and Gu (2007) conclude that in the early years of teaching, with regard to learning and development activities, it is those which concentrate on building a professional identity and classroom competence which are likely to be most effective and effectiveness is the second theme emerging from this part of the review.

2.21 Effective ETL with regard to Creating Commitment

Reviewing research about most effective ETL requires an examination of the threads of agreement and disagreement in this area. For this research purpose "effective" is understood to mean that which fulfils its intended purpose. Joyce and Showers (1988) considered what might be effective components of CPD and they showed them to be the exploration of theory; modelling; practice and feedback. They also felt that coaching was necessary.   Harland and Kinder (1997) developed Joyce and Showers' framework to produce a typology of outcomes which identified nine categories of change which included: material, informational, new awareness, value congruence, affective outcomes, motivational and attitudinal, knowledge and skills and impact on practice. They thought such changes were necessary to bring about a change in practice but felt that there still could be a change even if not all of the outcomes are met. This admission is in striking contrast with the linear and cumulative process described by Joyce and Showers (1988) and which is implied in Adey's (2004) work which is reviewed later on in this chapter.

 A key early piece of research is that by Higgins and Leat (1997) who wanted to move forward the debate about what constitutes effective development for teachers and they did this by examining the current models of teacher development. They used three perspectives:

personal, governmental and school. The personal perspective acknowledges that trainee teachers are individuals with different responses to their one year training. The governmental perspective is that teacher training is seen as competence based. The third perspective is that of schools where there are a range of factors in play and these factors engender a tension between meeting the demands of accountability such as inspection and league tables, whilst maintaining professional commitment towards developing good practice. The result of getting this balance wrong would be low morale and possibly feelings of deprofessionalisation on the one hand and on the other a lack of public or political confidence in the teaching profession. Higgins and Leat (1997) also consider the role of the individual as an important feature in teacher development and indicate a need for a more informed choice of strategies for professional development. The authors both worked with teachers who were training and teachers who were in their first and second years of teaching. They examine what was an innovative support scheme run by Newcastle University in 1996 which supported new teachers for two years. During this time they discovered that most of the needs revolved around classroom management, but other needs were more intellectual or about the wider issues of education which indicates the need for a more personalised approach to professional development and highlighted the need for continuity from initial teacher training through induction and then on to CPD. They simplified their task by looking at: what develops; how it develops; why it develops and where the development occurs, which is a similar pattern to that followed in this research. They recognise that they must consider how expertise is really developed and how development is affected by context. This agrees with the findings of Day and Gu (2007) ten years later. Higgins and Leat (1997) stress that because individuals; their teaching styles; their views upon teaching and learning and their relationships with their pupils all differ, it makes sense that there should be a differentiated

approach to CPD which is now a common thread of agreement amongst modern researchers and will be shown to be significant for this research.

Higgins and Leat (1997) go on to list the different types of CPD: instruction ie lectures and seminars; modelling ie copying the practices of others; induction ie a communication of routines, norms and values; coaching ie support in the classroom, feedback and advice; peer collaboration ie working on a joint project; action research where teachers investigate their own practice and critical enquiry ie a reflective process on one's own practice. They say that no one model will meet the needs of all individuals which again has found more recent agreement in the work of the GTCE in their series of Teachers' Professional Learning Framework leaflets (Bolam and Weindling, 2006). Furthermore, Higgins and Leat (1997) make the point that control of the CPD is a vital question as it can be the individual, managerial or situational i.e the school. Without the support of the teachers, imposed development is unlikely to be successful and they conclude that the human complexity of professional development must be taken into account and in doing so it is essential that CPD be more flexible which in today's vocabulary would involve more personalised learning. The work of Rhodes (2012) concerning leadership talent management in schools and developing a sense of self-efficacy may have relevance to all stages in teaching careers, including new entrants, because he found that the higher the sense of a teachers' self–efficacy, the more likely the teacher is to persist with a task or commit themselves to it. He believes that increased performance can improve self esteem, commitment and a willingness to take on challenging goals.

Day (1999) had already developed this idea of a differentiated approach and identified seven ingredients which he felt would provide effective CPD from a study by Steadman et al (1995) and these were: inspiring people through sharing visions; the exposition of new ideas and

knowledge; discussion and other interactive activities; exchanging information about teachers' situations and standards; gaining new skills; the chance to experiment and coaching. Guskey (2000) endorsed this approach and defined four main principles that were common to effective CPD activities and these were: a definite focus on learners and learning; an emphasis on the changes of both individual and organisation; having a grand vision which guided small changes in the process and fourthly sustained professional development which is deliberately embedded in practice.

Likewise, Adey (2004), who took this idea even further, gave factors which were in his view necessary for effective CPD and these were: the actual innovation which needed a good theory base and evidence of effectiveness, supported by high quality material; the CPD programme which should be of appropriate length and use appropriate methods, including coaching ; the senior management of the school which should be supportive of the innovation and ready to make the necessary structural changes and be willing to share their vision with the subject leaders who would be implementing it and finally, that the teachers who should work in groups, communicate effectively, have ownership of the project, feel supported and have the chance to both practise and reflect. Adey (2004) also sums up the consensus of research on the effect of CPD episodes of limited duration. He says:

> There is universal condemnation in the research literature on professional development for the one-shot "INSET day" as a method of bringing about any real change in teaching practice (Adey, 2004 p 161).

Wilson and Berne (1999) support this view and also reveal a gap in the research:

> Teachers are loathe to participate in anything that smacks of the 1 day workshops offered by outside "experts" who know (and care) little about the particular and specific contexts of a given school. Similarly, researchers appear hesitant to study traditional professional and staff development: Why study something that so many teachers dismiss as less than helpful? (Wilson and Berne, 1999 p 197)

Conflicting findings emerged in the work of Lydon and King (2009) which is examined in the next theme, but their work indicated that there is value in short professional development workshops. This research will attempt to explore further such claims and so add to the literature on the topic.

Researchers have found it useful to look at the barriers which prevent effective CPD. Robinson and Sebba (2004) conclude that time is the most significant barrier especially to implement changes.

Taking up this idea of most effective CPD, the landmark document which reported on the teaching and learning in 2020 (DCSF 2007a) needs to be considered. Here the review group were asked to establish a clear vision of what personalised teaching and learning would look like in 2020. The report recognises that personalised learning engages pupils, teachers and support staff in a process of continuous improvement. It praises schools for making space for professional reflection and development and acknowledged that the education system had gained a better knowledge of what constituted good CPD and this involved CPD which increases teachers' capacity for self development. The points they make about what ensures good CPD were as follows: firstly, they said that CPD should be school based with a strong emphasis on teaching and learning. This did not deny all external courses, but said that they did little to disseminate good practice. It was felt that CPD should be very closely linked to the day to day work of teachers as it is here that it is most difficult to effect change and here where change is most needed. Most of the CPD activity should involve teachers working together in small groups so that they can learn from each other and be accountable to each other which would help ensure implementation. It was recognised that it takes a long time to transfer skills and that making small, incremental changes will be more likely to result in sustainable change. The Review Group made the point that teachers need to be coached and

supported as they take on new knowledge and skills. They point out that having a clear focus upon teaching and learning does have an impact on teachers' motivation and their commitment to a school. However, it should be remembered that the research was commissioned by the government and we should be alert to the implications of too great a harmonising of findings with existing government policy. The plans for the now defunct MTL as outlined by TDA (2009) sum up conditions for effective professional learning for teachers and these include support and professional challenge from a coach, expert input and opportunities to improve teaching through learning from and with others.

2.22 Personalising the ETL process

Taking up these ideas of the need for effective CPD to be personalised, the importance of the individual was noted by Harland and Kinder (1997) who pointed out that teacher reaction to a CPD episode is highly individualised and will have very different outcomes for different participants.

Kelchtermans (2004) considered effective CPD to be dependent on the mediation between the teachers and the providers. Indeed, the idea of CPD as a series of proactively organised experiences orchestrated for the individual's needs, which should be in harmony with the school development plan, is becoming more evident in the guidance offered by local authorities for the support offered to staff in order to achieve their performance management objectives.

In the document "A Personalised Approach to Continuing Professional Development (CPD) – Advice to the Secretary of State for Education on effective, relevant and sustained CPD for teachers" (GTCE, 2007), the first paragraph of the Executive Summary states that there is now compelling evidence that investing in teacher learning and professional development has

a positive impact on teachers as well as upon pupils. The document says that teachers do need a differentiated approach in order to maximise the impact of CPD which is very significant for this research. The evidence referred to is found in an EPPI-Centre Review (Cordingley et al, 2004). As mentioned earlier, this particular research is focused upon teachers rather than pupils so it will be more concerned with the impact upon teaching. When examining the article for bias it is found that at the outset of the article the writers acknowledge that the work could not have taken place without the support of the National Union of Teachers (NUT). The Group try to reassure their readers that the NUT's own pre-existing interest in collaborative CPD did not influence either their approach or their findings. The aim of the research was to review the literature on CPD to discover evidence about sustained, collaborative CPD and its effects on teaching and learning. As with my particular research, they acknowledge that although the core purpose of CPD is enhancing student learning, they are focused upon teacher learning, beliefs, knowledge and attitudes. When looking at their findings it is clear that sustained and collaborative CPD was linked to teachers' self-esteem, confidence and their commitment to continuing learning and development. They extend this argument to say that these findings directly relate to issues of teacher retention and recruitment and therefore should be noted at national, regional, local and school level. The review says that policy makers at all levels must take account of the needs and concerns of teachers and try to develop a sense of teacher ownership. The Group felt it important that schools consider the needs of teachers at different stages of their development, for which we have already seen a body of agreement; that schools encourage in-school coaching and allow new approaches and also ensure that time for CPD is properly embedded.

In 2005 Sturman et al (2005) found that school CPD co-ordinators should try to involve regular and structured opportunities for collaboration; that peer support was vital for effective

collaborative CPD and that time should be set aside for teachers to plan and talk about shared experiences. They emphasised the point that CPD, which is based in teachers' classrooms, is definitely linked to positive teacher outcomes which indicates that there is clear agreement with "2020 Vision" (DCSF 2007a).

Sturman et al (2005) emphasised that collaborative CPD has positive outcomes regarding teachers' attitudes to working and reflecting collaboratively with colleagues on a sustained basis. They found that such collaboration could develop enthusiasm in teachers who had not previously been committed. It was again found that work which took place in the classroom such as joint planning and team teaching was particularly effective. CPD, they found, was more effective in smaller groups or pairs which again agrees with the findings of the DCSF (2007a). They found that positive pupil outcomes motivated teachers and that collaborative and sustained CPD, which is differentiated or personalised according to the needs and interests of the teachers, and which is securely based in the classroom, are most successful. However, we should remember that these findings do not take into consideration any CPD which is of less than twelve weeks' duration.

From the above mentioned research came the following three points: 1) a personalised approach be taken to the identification of all teachers' learning and development needs; 2) access to personalised learning and development that is effective, relevant and sustained, be supported and 3) participation in personalised learning and development be assured.

So far all of the evidence seems to be in harmony. However, some research exists which suggests that short CPD episodes can be effective (Lydon and King, 2009). Their research showed the use of short duration workshops by teachers changed their practice. The results of their evaluation suggested that short duration, well structured CPD episodes which are based on practical and interactive teaching ideas which were presented to the whole of a department

by an experienced presenter can have a long term impact on the teachers involved. The participants worked in pairs or threes and actually tried out activities designed for use by pupils in the classroom in an interactive way. The teachers were then encouraged to discuss the potential of the activity for use with their own pupils. The pairs or groups then demonstrated the activity to the whole group and explained how the activity could be used in their own teaching which then led into a whole group discussion. It can be seen that these workshops did meet the criteria of effective CPD, albeit within the possibilities of a short workshop format eg giving new knowledge, ideas and skills, delivered by a specialist in a way appropriate to the topic and providing the chance for an exchange of ideas with colleagues.

When the work was evaluated Guskey's (2000) five-level evaluation model was used along with the assessment of conditions prior to CPD, as advocated by Muijs et al (2004). Organisational support and change was indirectly measured through looking at the participants' use of their new knowledge and skills which were evaluated by a postal survey asking about changes in classroom practice which took place a year after the workshops had taken place. The evaluation showed that provided short CPD episodes adhered to most of the criteria for effective CPD, they can be of value.

Finally, when looking at the reports on the now defunct MTL, Buckler et al (2009) point out that important issues relating to professional learning in the context of coaching for the MTL, include understanding the needs of professional learners in the context of their day to day concerns and the importance of focussing upon the identity of professional learners as they progress.

2.23 Summary

To sum up, when looking at the main points revealed by this section of the literature review, it is clear that there is a great deal of agreement about what is effective CPD in order to engender commitment and there is also general consensus about what is not good CPD. However, there is a lack of research about the impact of shorter CPD episodes which contain many of the other features of effective CPD. Moreover, some attention has been given to how CPD can affect teachers' commitment and there is agreement that CPD can positively affect commitment. This particular research will develop the knowledge of what is effective ETL, long or short term, and how it can influence teachers to be more committed to the profession in their early years of teaching and so help to develop a psychological contract (Rousseau, 2004) between new entrants and their schools. The need for personalising CPD in order to enhance commitment has been clearly shown to be a key point and will be scrutinised accordingly.

2.24 Research Question 4 – Job satisfaction

This last section of the literature review covers the fourth research question concerning job satisfaction:

 Which ETL experiences at the start of your career have influenced your job satisfaction?

This part of the review will cover aspects which, as will be shown, have a significant role in facilitating job satisfaction for new entrants to the profession. The review will include an exploration of the complex topic of job satisfaction and how there are unavoidable overlaps with teacher morale, commitment and motivation. As explained in the Literature Review on motivation there is a clear lack of conceptual rigour which makes a distinction between morale, motivation and job satisfaction. The other aspects covered in this section of the

review are: taking early responsibility; working with children; working with committed or more experienced staff; management and leadership; involvement with activities or projects and new entrants delivering CPD to more established staff.

2.25 Job Satisfaction

The study of employees' attitudes to their work and whether it gives them job satisfaction started in the 1930's and a small proportion of this research has focused on teaching. When looking for a theoretical framework from which to explore job satisfaction it can be seen that Thompson (1997) identified three types of theoretical framework relating to job satisfaction. The first of these consists of content theories of job satisfaction which try to explain job satisfaction in terms of needs which must be satisfied or values which must be attained. Such needs or values can be either intrinsically related to the nature of the work itself, or extrinsic factors which are to do with the characteristics of the organisation or context within which the work takes place. Schaffer (1953) had earlier explored this point and claimed that the interpretation of job satisfaction was one of an individual's needs fulfilment. In fact, job satisfaction was seen as something that would vary depending upon the extent to which the needs of an individual could be met. Moreover, the stronger the need, the more closely will any job satisfaction depend on its fulfilment. Sergiovanni (1968) also subscribes to this personal needs fulfilment interpretation and makes the connection between Herzberg's (1968) motivation-hygiene theory and Maslow's (1954) theory of human motivation which is based on a hierarchy of human needs and is reviewed in the section of this research review which focuses on motivation.

Lawler (1973) gave a new slant to the above ideas by focusing on expectations rather than needs and believed that overall job satisfaction was determined by the difference between what a person felt he should receive from his job and what he actually did receive from his

job. Locke (1969) wanted to move on from both needs and expectations and look instead at values. He defines job satisfaction as the pleasurable emotional state which results from achieving one's job values. Nias (1989) agreed with Lortie's (1975) view of job satisfaction as a summary of the total rewards experienced in teaching. Nevertheless, continuing to focus on values, Kalleberg (1977) felt that both job rewards and job values determined job satisfaction. Katzell (1964) widened the exploration to include desires, goals and interests as well as needs and values. Rosen and Rosen (1950) also added to the discussion by using the more generic term of "desires".

The second framework identified by Thompson (1997) involves situational theories which try to explain how categories of variables such as task characteristics, organisational characteristics and individual characteristics combine to relate to job satisfaction. The third framework identified by Thompson (1997) consists of process theories which try to explain job satisfaction in terms of how categories of variables such as expectancies, values and needs relate to or combine to create job satisfaction. Herzberg's (1968) two factor theory of job satisfaction is often related to educational contexts. Herzberg thought that it was more productive to see job satisfaction and dissatisfaction, not as opposite ends of a continuum but as two totally separate factors to which different aspects of a specific job contribute. He identifies the presence of factors which are intrinsic to the work itself and calls them "satisfiers" which create the job satisfaction.

From an overview of the research, it is clear that the concept of job satisfaction, including that for teachers, is elusive in terms of understanding what exactly is meant by it. The other point to emerge is that the whole topic is extremely complex and all of the research in this area has ensured a large body of knowledge around the topic of teachers' job satisfaction.

Studies which focus on new entrants to the profession which can be related to job satisfaction can be classified into those which explore the student teaching experience (Mahan, 1981) and look at student teachers' attitude to role perception, school bureaucracy and teaching skills. Whereas other research in this area analyses data gathered from studying educational graduates (de Voss, 1980). Some such surveys include both graduates who are practising teachers as well as those who have left the profession. Indeed, there are several studies which describe teacher training, in-service training programmes, available technical assistance and various programmes of improvement and make connections with teachers' job satisfaction. A much smaller group of studies identify and describe specific conditions, policies and practices which create difficulties for new entrants. Cain (1984), for example, investigates the link between in-service practices, rapport with the principal, interaction with peers, the quality of resources and job satisfaction. There are several studies on teacher induction and their socialisation. Driscoll (1983) sees teacher education as a continuum from training to a beginning level of learning, to an experienced level. Tabachnck (1983) produced case studies of teachers which started at the point of student teachers and then moved through the first year of teaching. Indeed, the first year of a new entrant has been the regular focus of descriptive studies such as that by Ellis (1982).

Moore (1986) looks at the differences between job satisfaction and career satisfaction by researching how teachers view their work both on a daily basis and as a life-long commitment. He considers why, after completing training, some qualified teachers never actually enter the profession. Whereas other research tries to identify and describe factors which influence teachers to leave the profession, McGrath (1986) looked at personal, environmental and organizational factors to try and analyse their relationship to and influence upon teachers' decisions to change career. Cobb (1986) looked at teachers' relationships with

the head teacher, their degree of satisfaction with teaching itself as well as relationships between teachers, their workload, salaries and curriculum issues. Conroy (1979) developed the Teacher Job Description Index and Rayder and Body (1975) describe the influence of factors on both teacher morale and their classroom effectiveness. This work was taken up and developed by Lester (1984) who created the Teacher Job Satisfaction Questionnaire which assessed the following areas of teacher job satisfaction: colleagues, conditions, pay, responsibility, the actual work, supervision, security, recognition and career advancement.

The work of Spear et al (2000) in this area is particularly relevant because she looked at the factors which motivate and de-motivate prospective and practising teachers and explored the influence of these factors on both the recruitment and retention of teachers. The main aim of her work was to identify factors that: encourage teachers to continue in teaching; contribute to their job satisfaction and help to maintain their morale. Her work reveals a complex range of factors which contribute to the morale and job satisfaction problems which combined to cause the shortage of qualified teachers in England in 2000. She makes the point that the reasons for teachers leaving teaching are not well researched, which is in contrast to the much more thoroughly researched topic of why students chose teaching for a career. Spear et al's (2000) findings were published after the Education Reform Act in 1988 which is often blamed for having a negative effect upon the morale and job satisfaction of teachers. Such research is vital if we wish to know how to attract teachers and how to retain, motivate them and give them a sense of job satisfaction.

Evans (1997) commented that dissatisfaction, stress, teacher shortages and recruitment problems were prevalent at that time and one of the reasons put forward for this was lack of career development which would affect job satisfaction. Undergraduates in particular regard job satisfaction as an important attraction of a teaching career. Herzberg, as mentioned

earlier, (1968) believed that job dissatisfaction was the result of aspects of the context in which the work is being done. He claimed that the absence of dissatisfying factors reduces dissatisfaction but does not create satisfaction. For satisfaction to increase there needs to be an increase in satisfying factors. Nias (1989) has contended that job satisfaction in the teaching profession is complicated and this is because the work in a school involves looking at the school as a social system. Her thoughts on the matter are summed up when she says:

As a topic for enquiry, teachers' job satisfaction has been largely ignored. Partly in consequence, it lacks clarity of definition (Nias, 1989. p 83).

This research will focus upon the factors which influence teachers to stay in teaching, one factor possibly being that they are given effective ETL which will enhance job satisfaction, motivation, commitment and retention.

 In order to explore teachers' sense of job satisfaction, albeit within the parameters of this research project's focus upon what constitutes the most effective forms of ETL for new entrants, it is necessary to spend some time considering why a career in teaching is selected. This will enable us to see how far teachers' initial desires are satisfied. Some of the most common reasons Spear et al (2000) discovered for graduates choosing teaching as a career were the belief that they would gain job satisfaction and they would be working with children. Spear et al (2000) looks back to the 1990's where there was a decline in the recruitment of trainee teachers and indeed, a problem retaining them in the profession which led to shortages. The Green Paper "Teachers Meeting the Challenge of Change" (DfEE, 1998) tried to deal with the problem of teacher shortages. One of its aims was to recruit, retain and motivate high quality classroom teachers and proposed better rewards, better leadership, better training and better support. This research explores whether effective training can enhance job satisfaction to the extent of encouraging teachers to commit themselves to the profession. However, Chaplain (1995) found high levels of satisfaction

amongst younger teachers and this corroborated the findings of Poppleton and Riseborough (1991) which included the information that teachers in England with less than five years' teaching experience showed the greatest levels of job satisfaction and Fraser et al (1998) backed this up by claiming that less experienced teachers were more satisfied. Nevertheless, the point is made that 30% of new teachers leave the profession after just three years and more than 45% leave after five years and her conclusion is that teachers leave because of lack of support in the early years, especially the younger teachers at the more challenging schools.

To attempt to address all of the complexities about job satisfaction in the teaching profession Evans (1998) suggests the use of the terms job comfort and job fulfilment. She sees job comfort as the extent to which somebody feels comfortable in their job and includes how far they are satisfied with, but not by, the circumstances and conditions of their job. Feeling comfortable can also include feeling wanted, needed and relaxed. On the other hand, job fulfilment involves the employee assessing how well they perform in their job. Job fulfilment, in this sense, depends upon people feeling that they have achieved something which is worthwhile enough to enhance job related achievement and achievement related self-esteem. Evans (1998) believes that job fulfilment is really about teachers' self perception of their own achievement. Evans (1998) contends that both job comfort and job fulfilment are components of job satisfaction which she interprets as:

> a state of mind encompassing all those feelings determined by the extent to which the individual perceives her/his job related needs to be being met (Evans,1998 p12).

Indeed, Evans shares Sergiovanni's (1968) view that there seems to be a link between Maslow's (1954) theory of human motivation which distinguishes between higher and lower order needs and Herzberg's (1968) theory. Evans linked her term of job comfort to lower

order job related needs and job fulfilment to how far higher order job related needs have been met.

2.6 Taking Early Responsibilities

Spear et al (2000) found that the factors which were important to teachers who planned to stay in the profession included recognition of their work and the approval of line managers, family and friends. It was further found that wanting to take on early responsibilities was based on a desire to broaden their experiences, gain greater freedom in their work, set themselves new challenges and increase their ability to influence the improvement of pupils' education. Spear et al (2000) went on to explore in greater depth the motives behind teachers' career moves at different stages of their careers including whilst still trainee teachers. The findings from a range of small English and Welsh studies were corroborated by those of a large Australian research project led by Maclean (1992) who found that the reasons for seeking promotion included to gain greater job satisfaction because teachers wanted to enhance their power and influence in order to improve the education of children; they wanted more freedom in their work or felt the need for a new challenge. Spear et al (2000) found that the intellectual challenge of teaching was a major contributing factor to teachers' job satisfaction but although having responsibilities for areas such as management or training were seen as something very positive they did not rank very highly in teachers' views about job satisfaction.

Steers et al (1996) claimed that the need for achievement is a strong, learned need that becomes clear when one is studying organisational behaviour and Evans (1989) confirms this when she makes the point that positive attitudes amongst teachers are sustained when they are supported to meet challenges and this support and encouragement can be supplied by school management. Fraser et al (1998) looked at promotion as a factor in teachers' job satisfaction

and found that teachers who had been promoted in Scotland were satisfied with their influence and input into school policies and procedures. He found that the views of these promoted staff were similar in some ways to those of new entrants to the profession and concluded that promotion acted as a rejuvenating effect which prevented dissatisfaction. Evans (1998) found that teachers who had been promoted could enjoy new challenges which gave them great satisfaction. Gaining responsibilities, in her view, did not give satisfaction but it afforded an opportunity to gain satisfaction through a sense of achievement.

Creasy et al (2004) suggest that if a school gains a reputation for enhancing staff careers it helps the school both attract and retain staff. Other studies (NCSL, 2006) show that schools which offer teachers opportunities to develop leadership skills find that turnover decreases and they have a readymade pool of potential leaders to fill any arising leadership vacancies.

Rhodes and Brundrett (2012) point out that high quality professional development early in a teacher's career can help retain potential leaders and it may be the case for new entrants as well.

Mobley et al (1997) emphasise the importance of job satisfaction in retention but point out that perceptions of job satisfaction may change over time as will the teachers' sense of professional identity which therefore presents schools with the challenge of sustaining the satisfaction and motivation of these teachers over a long time.

2.27 Working with Children

Just as working with children is a very important factor when looking at motivation, nearly all studies conducted in England between 1988 and 1998 showed that teachers derived more job satisfaction from working with children than from any other aspect of their work. (Spear et al, 2000), Chaplain (1995) and Lyons (1981) found that teachers felt that intrinsically work related experiences contributed greatly to job satisfaction. These teachers said that they derived satisfaction from the actual teaching process. In other studies, teachers referred to

their pupils' achievements and progress. In Varlaam et al's (1992) study it was reported that giving pupils a sense of achievement was ranked fourth in order of importance. Evans (1997) also reported that watching children's progress contributed to teachers' job satisfaction.

To sum up, it can be concluded that one of the main factor contributing to teachers' job satisfaction is working with children. Additional factors include developing warm, personal relationships with pupils, the intellectual challenge of teaching and autonomy. This research attempts to go some way towards finding out if ETL can facilitate the nurture of such factors.

2.28 Working with Committed or More Experienced Staff

Good relationships with colleagues have also been found to be an important factor in job satisfaction (Spear, 2009) and, in the case of Scottish teachers (Fraser et al, 1998) this was seen as the most important facet of their satisfaction with teaching.

Looking at the topic from another angle, Smithers (1990) conducted a large scale study and found that one of the reasons for dissatisfaction was grumbling colleagues.

Spear et al (2000) point out that looking at groups of teachers, rather than individuals would explore the contribution of work place factors and identify those which have greatest influence upon job satisfaction.

Such elements as working with children or developing good relationships with colleagues can be seen as intrinsic satisfiers within the framework of Herzberg's (1968) two factor theory because they are fundamental to the nature of teaching and have been found to contribute positively to the job satisfaction of those carrying out the work.

2.29 Management and Leadership

Another area which contributes significantly to teachers' sense of job satisfaction according to Spear et al (2000) is related to the school organisation and management. This area of satisfaction was considered in the research findings of Poppleton (1988), Varlaam et al (1992) and Chaplain (1955). Poppleton (1989) found that if teachers perceived the school

management to be supportive, competent and sensitive it enhanced their sense of job satisfaction. Whereas Varlaam et al (1992) and Fraser et al (1998) found that feeling valued and having your efforts acknowledged contributed to job satisfaction and Evans (1998) confirms this when she points out the importance of the need for approval from those in senior positions and says that having somebody to listen and value your views and support your initiatives would add considerably to a teacher's sense of job satisfaction.

Rhodes et al (2006) sum up their findings, which this research applies to new entrants, as follows:

> The project suggests that to emphasise the "growing your own leaders" in schools, the head teachers should ensure that those charged with human resource development and human resource management are adequately prepared, be aware of the school's long-term leadership requirements, operate a reasoned and systematic approach to succession planning and its management, ensure consistent understanding of the characteristics of leadership talent and leadership potential amongst staff, offer guidance and advice to staff concerning their longer-term career planning, know the strengths and areas for further development of their staff, engage effective leadership, develop mechanisms such as shadowing, networking, peer- coaching, and learning walks in other schools, encourage teamwork, trust and make time for leadership development (Rhodes et al, 2006 p.6 and 7).

2.30 Involvement with activities or projects

When looking at teacher morale which is related to job satisfaction Spear et al (2000) found that it was largely dependent upon the quality of life the teacher experienced at the school which would involve such things as good relationships with pupils and helping them to achieve. However, additional features included the intellectual challenge of teaching and having a degree of autonomy in their work.

Several studies have indicated how important a sense of autonomy and independence is to teachers' job satisfaction. Newson (1993) found that teachers rated individual initiative as very important. Fraser et al (1998) found that teachers valued autonomy. Indeed, having opportunities to be creative were shown to be very significant for teachers by Varlaam et al

(1992). Their findings confirmed a previous study by Lyons (1981) which focused upon personal responsibility and a degree of independence as being important factors in job satisfaction.

Herzberg (1968) identified five factors that lead to job satisfaction: achievement, recognition, responsibility, advancement and the work itself. Evans (1998) reduces these to one key job fulfilment factor and that is achievement. She goes on to express the belief that it is not the recognition itself that gives job satisfaction but the fact that it confirms a teacher's sense of worth which gives a sense of achievement. In other words, it is not the recognition but the actual achievement that is satisfying. Such achievement can be gained from involvement in activities or projects.

Evans (1998) concludes that an understanding of teacher job satisfaction must recognise the importance of feeling a sense of achievement simply because gaining a sense of satisfaction from an achievement is a basic human characteristic.

2.31 Delivery of ETL

Whilst my research will show the importance of new entrants actually delivering ETL themselves as being a very important factor with regard to job satisfaction, Spear et al (2000) found that practising teachers are motivated to attend professional development courses for a varied range of reasons. She feels that it would be very useful to explore the reasons and see if they depend on the age and stage of the teacher or the type of course. Knowing this would influence both the content and structure of professional development courses although dissatisfaction with professional development did not feature highly in her research. Nevertheless, two studies indicated that job dissatisfaction can arise from what teachers perceive as the irrelevance of some staff development (Fraser et al, 1998) or the lack of

opportunities for professional development (Lyons, 1981) both of which will be addressed in this research project.

2.32 Summary

To sum up this section on job satisfaction it can be seen that CPD is thought to promote job satisfaction, especially that which encourages or facilitates new entrants taking early responsibilities, or developing their work with pupils, or working with committed or more experienced staff. Other key factors to emerge from this literature research upon CPD facilitating job satisfaction, were being involved with activities and projects, together with being valued by management and leadership, as well as even delivering CPD themselves. This research will further explore these aspects and examine how they provide the learning experiences which engender a sense of job satisfaction for new entrants to the teaching profession.

2.33 Overall Summary of Literature Review

Emerging from this review, which is potentially very important for effective ETL, is the significance of trainees working in the classroom with children and their working alongside experienced teachers.

 Moreover, according to what has been revealed in this literature review a further likely important facet of ETL is the progression new entrants make from a stage of acculturation where they are learning about their schools and their chosen profession through the ETL delivered in induction and weekly training sessions, towards developing a professional identity which begins to secure retention. There is also the likelihood that when the new entrants undergo assimilation and are taking on the culture of the school through their work with pupils and more experienced staff, they progress towards a sense of self-efficacy and
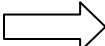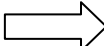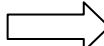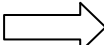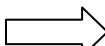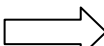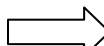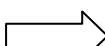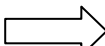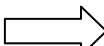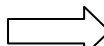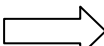
start to develop a psychological contract with the school which could potentially engender motivation and commitment. Likewise, it seems likely that when the new entrants undergo actualisation and help perpetuate the school culture, possibly through their leadership of activities and helping to deliver training themselves, it leads to a sense of mastery, which could potentially encourage job satisfaction.

 Indeed, all of the above seem to be important avenues to pursue in this study and are expressed in the following flowchart (Figure 1) and table (Table1) which establish a conceptual/theoretical/analytical framework for this study. This framework focuses attention on the four dimensions of: retention, motivation, commitment and job satisfaction, which arose from this literature review, and the significance of the processes of acculturation, assimilation and actualisation for these dimensions. Table 1 also encompasses the themes which emerge and are listed under each of the four dimensions in Table 5 in Chapter 4. Chapter 5 explores the relationship between dimensions, processes and themes.

2.34 Figure 1: Flowchart to show possible effects of ETL

ETL

Develops: confidence and self efficacy.

Which facilitates: development of self-concept and professional identity.

Which leads to: improved retention, motivation, commitment and job satisfaction.

Which facilitates: talent management and leadership succession.

Which leads to school improvement
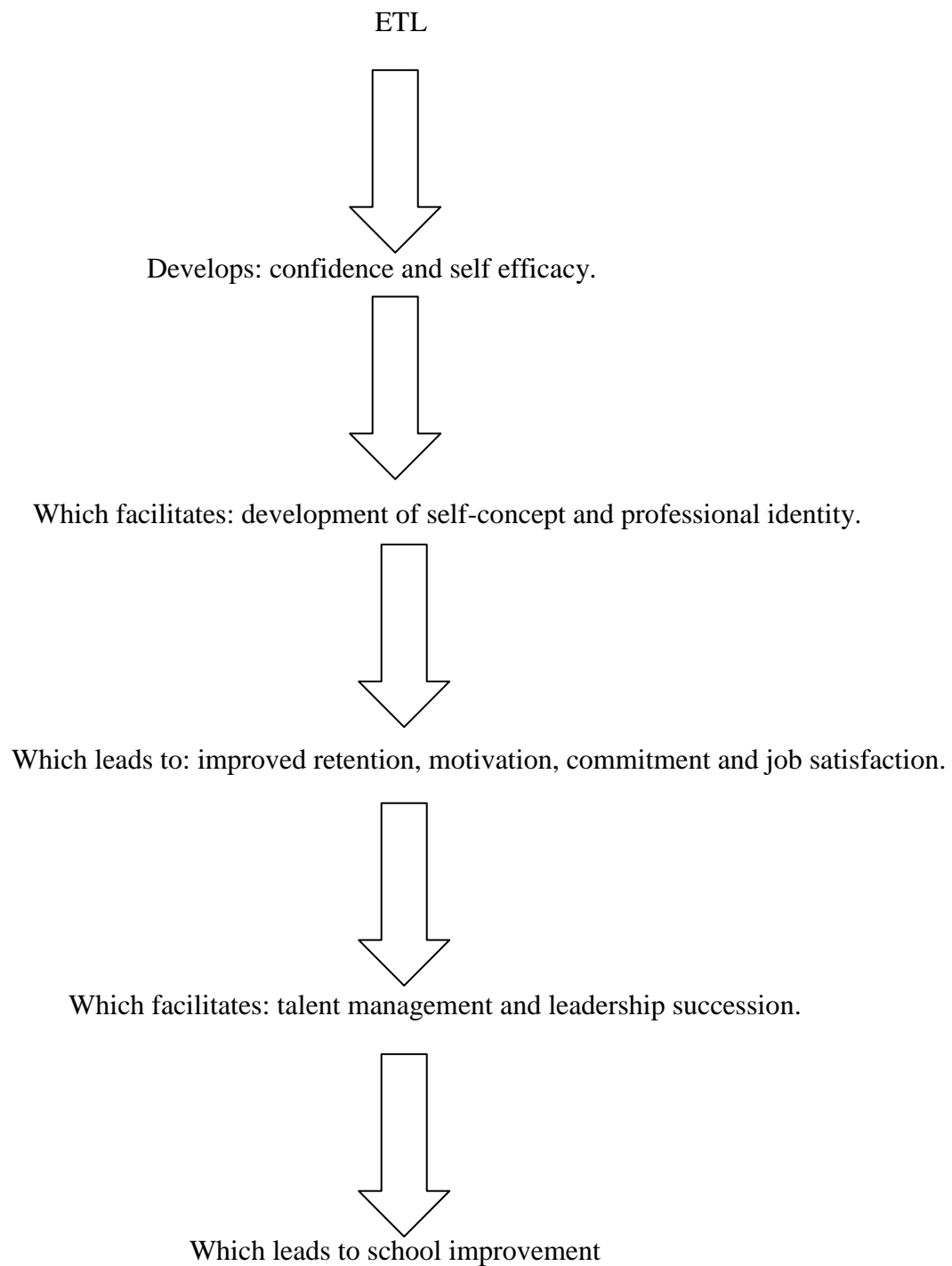
2: 35 Table 1 Acculturation, Assimilation and Actualisation linking to Retention, Motivation, Commitment and Job Satisfaction

Stage	Process/ Activity	ETL	Effect of ETL	Outcome
Acculturation	Settling in/Learning about school culture. Working with children	Induction sessions Weekly training sessions	Professional identity	Retention Commitment
Assimilation	Taking on school culture, methods and procedures. Working with children.	Mentoring Coaching Learning from more experienced staff.	Self-efficacy Psychological contract	Retention Motivation Commitment
Actualisation	Demonstrating, practicing and perpetuating school culture, methods and procedures. Working with children.	Leading activities including extra-curricular activities Responsibility posts Delivering CPD.	Mastery	Retention Motivation Commitment Job satisfaction

Having reviewed the literature for this research, the next chapter will consider the research

design of the project.

CHAPTER 3   RESEARCH DESIGN

3.1 Introduction

In this chapter there follows a critical explanation, evaluation and justification of the research methodology which underpins the research undertaken. Firstly, this research will be located and justified within a wider framework. This will then be followed by a clarification of my philosophical approach to knowledge with regard to an ontological and epistemological context. This procedure should facilitate a clear justification of the research strategy decided upon for this particular research project. Clarification of my research methodology, research methods and project management will also be given, especially with regard to such matters as access, ethics, validity and reliability.

3.2 Wider Frameworks

This research, according to Habermas (1972) is of a practical interest as it focuses upon people and relationships. The type of knowledge sought is about understanding why we do what we do and how we relate to each other. The mode of enquiry, based on my philosophical stance, is therefore, interpretivism. The research questions are practical and so require qualitative data.

According to Wallace and Poulson (2003), who identified five different sorts of "intellectual project" this research could be considered to be "knowledge for understanding "as it attempts to develop theoretical and research knowledge, from a disinterested standpoint, of an aspect of the social world. However, perhaps a more accurate category would be "knowledge for action" which involves purposive sampling. Indeed, this research tries to build up theoretical and research knowledge, which most certainly has a practical application, from a positive

position towards both practice and policy. The purpose of this is to help shape improvement within the prevailing ideology.

The work of Ribbins and Gunter (2002) and Ribbins (2003) also helps to place my work within a further framework. Their early work identified five different "knowledge domains". According to Ribbins and Gunter (2002) this particular research adopts a humanistic approach as it involves collecting and applying human experiences to develop practice. The research is humanistic because it involves theorising from the experiences of others and seeking the details of their experiences and perceptions. Overall, the research should provide a greater understanding of which aspects of ETL increases retention within the profession through a consideration of which aspects of ETL enhance motivation, commitment and a sense of job satisfaction.

3.3 Philosophical Approach

This research will involve a subjective, interpretive, relativist approach, but in order to clarify the philosophical approach taken during the course of the research it is necessary to outline the ontological and epistemological positions taken.

My ontological point of view is that reality and truth are the products of individual perception and so there will be multiple truths. Ontology is an aspect of philosophy which is to do with the nature of being, reality and truth. Ontology can include the study of what constitutes objective and subjective existence and what it means to exist. Two opposing positions can be identified. Firstly, one can argue that truth and reality are set and unrelated to the individual; on the other hand, it can be argued that truth and reality are the result of the individual's own perception. The two views of knowledge can be seen as nominalist as opposed to reality. The realist view is that knowledge is something outside the individual and is fixed whilst the

nominalist would view knowledge as being something of the individual's own construction (Cohen et al, 2007). However, we must acknowledge that the reality or knowledge which the individual perceives is usually a result of that individual's educational, cultural and social experiences. Mason (1996) argues that a researcher must be aware of their ontological position so that they can identify different perspectives of realities. Clearly, this research project falls into the latter category and ascribes to the subjectivist approach with an ontology which is nominalist in essence.

My epistemological position, which is dependent upon my ontological position, is important because as Mason (1996) points out epistemological issues are vital because they help the researcher to develop knowledge and explanations about the ontological aspects of the social world. Scott and Usher (1996) also believe that epistemological and ontological questions are related because: "claims about what exists in the world imply claims about how what exists may be known" (Scott and Usher, 1996 p11). My epistemological position is borne out of my understanding that epistemology is the philosophical study of the nature and limits of knowledge; its production and construction. Epistemology includes the study of what distinguishes different types of knowledge claims, (Scott and Usher, 1996) for example the criteria which enables us to make distinctions and how what exists can really be known. Scott and Usher (1996) say that historically epistemology arose from the Enlightenment's rejection of tradition as the source of knowledge which provoked questions about how can knowledge be considered valid and moreover, how is it possible to "know" anything. All research makes knowledge claims and therefore it provokes epistemological questions. There is also the question of exactly which kind of knowledge counts and by what evidence. My understanding of the term "epistemology", as the study of knowledge construction or the theory of knowledge, involves considering the identity of the researcher and how the research

is actually conducted. Indeed, any claim to knowledge has to be justified on the basis of how the claim was arrived at and this, along with a judging of the status of the knowledge, is the business of epistemology.

Again there are two very different positions which need to be considered. Firstly, positivists would argue that there is an independent world which we can study, know and understand. Such knowledge is considered objective and is capable of being invented or discovered and then analysed and communicated to others. Such knowledge is seen as measurable, generalisable, replicable and value free. There is a set of logical rules and explanations for the phenomena researched within this paradigm. Obviously, physical scientists would ascribe to this point of view. Trochim (2002) argues that such knowledge is concrete and can be transmitted in a tangible form. However, some (Scott and Usher, 1999) argue that using positivism in educational research prevents us from understanding the true complexities of life and individuals.

 The other, directly opposite point of view would be that of the interpretivists who believe that the world is constructed through our individual perceptions and understandings. Naturally, this takes into account that everybody experiences the world differently and the differences count. Knowledge is therefore seen as subjective, and the result of experience and insight (Denscombe, 2003). Scott and Usher (1999) claim that research within the interpretivism paradigm gives an interpretation of human actions and social practices. Therefore, my philosophical approach for this research project leans clearly towards the interpretivist and post-positivist in the sense that knowledge is subjective and based on experiences and insights in the belief that we construct the world through our own perceptions and understandings and this involves inductive thinking. Indeed, I will be interpreting things and ultimately making suggestions for improvement. The research

conducted clearly falls into this second category as it involves analysing the experiences and perceptions of new entrants to the teaching profession and how they have been affected by the CPD they have undergone. From this the strategy used is phenomenology.

3.4 Methodological Approach

The aim of methodology according to Cohen et al (2007) is to describe approaches to kinds and paradigms of research. Kaplan (1973) suggests that the aim of methodology is to help us understand not just the products of scientific inquiry but the process itself.

For this research project a small scale interview survey approach will be used to gather the data which Merriam (1998 p70) says is "bits and pieces of information found in the environment" that are collected in systematic ways to provide an evidential base from which to make interpretations and statements intended to further understanding and knowledge about a particular research question or problem. The research method will be a semi-structured interview (method) based survey (methodology) focusing on the early ETL experiences of teachers. The research will be subjective/ interpretive because I will be interpreting the information gleaned from the interviews. As mentioned earlier a qualitative approach is to be adopted for this study as it will enable greater understanding of the kind of ETL experiences which really affect new entrants to the profession. The approach should be able to provide insight and possible answers to the Which? How? Why? and To what extent? questions. The intention of this research project is to survey the new entrants and then analyse their experience of ETL. The use of survey is often categorised as a quantitative methodological approach but research based on qualitative interviews has been widely used in the work of Kelchermans (2004); Parker (2002) and Johnson (2002). The survey approach and using interviews is useful in small scale qualitative research as it is well suited to researching experienced –based learning and for this reason it was felt to be the best

methodology for this project. Research which has used this methodology successfully in the field of education includes that by Gronn (1999), Johnson (2002) and Ribbins (2003). It is Parker (2002) who argues that findings revealed by such methodology are based on clear evidence from the interviews which again was another reason for using this approach. Denscombe (2003) goes on to define a survey as something which views a topic comprehensively and in detail but also obtains data for mapping. Therefore a survey methodology was highly appropriate because I was searching for detailed information upon the four dimensions and a range of different perspectives. The survey method would also hopefully be an effective way of exploring whether ETL could contribute to the progression of new entrants through the stages of acculturation, to assimilation, to actualisation and whether these stages correlated to any of the four dimensions of retention, motivation, commitment and job satisfaction as identified in the Literature Review. Moreover, the details a survey of this kind could gather might be able to suggest which forms of ETL are particularly effective for each aspect of the four dimensions.

3.5 Research Strategy

As mentioned the research strategy is phenomenology. This research strategy includes methodology, which has just been considered, methods and management which are explored in following sections. My research strategy is the underpinning conceptualisation of my approach and how it links to my ontological and epistemological positions in order to answer the specific research questions. Denscombe (2003) states clearly that the survey approach is a research strategy, not a method and that researchers who adopt the strategy are able to use a whole range of methods within the strategy, one of which is interviews. Thus, surveys can map out the social as well as the physical world and have, in recent times, proved to be the most popular approach to social research.

It can be seen that my philosophical approach has determined my preferred research strategy. Indeed, I focussed on the accounts of individuals which are the realities of these individuals who are set in a particular context and from which I want to glean the richness of their details. Denscombe (2003) describes the phenomenological strategy which focuses on people's interpretations of events which give rise to multiple realities which can be shared by groups of people. My research certainly explored and contrasted the perspectives of different groups of new entrants in a few schools. In opposition is Trochim's post-positivist strategy which denies the claims of positivism and instead puts forward the idea that the goal of social science is to remain focused on the goal of getting it right about reality even though we can never actually achieve that goal; in other words aiming for a shared reality to which most will subscribe and certainly this research involved looking for the emergence of themes to which the majority could agree. Nevertheless, those who did not agree with the shared reality would also have their views considered.

My particular research strategy involved devising a pilot interview schedule and testing it out in one school. The schedule was then to be revised according to the findings of the pilot. The pilot interviews were conducted with four teachers to see if the questions were suitably structured and phrased. The pilot also enabled me to practise the role of interviewer. The pilot proved to be successful and so no changes were made to the original schedule.

 I conducted twenty interviews across the three schools and for each school these were with new entrants to the profession who included those who were trained, such as NQT's and those who were undergoing training at their respective schools such as those on Graduate Teacher Training Programmes (GTTP), Teach First and Post Graduate Certificate of Education (PGCE) student teachers.

The three schools, all in the Midlands of England, can be described as follows. The first was a secondary school which had recently come out of Special Measures and changed to academy status. The second school was an extremely high performing school in a wealthy, middle class area where pupils are supported by their parents who are ambitious for their achievement. The third school was in a middle class area but one which was not as affluent as the second school. The justification for using these three schools, which were of very similar size, was to examine a breadth of ETL experiences because with their own programmes of ETL and methods of training new entrants, the schools would certainly have influenced the decisions of the new teachers as to whether or not they remained in the teaching profession. The details of my research method will be outlined in the next section.

3.6 Research Methods

My research method was semi-structured interviews which were open ended. The head-teachers had been written to seek their written permission; the CPD leaders were also written to in order to explain the project and to ask them to act as intermediaries for recruiting the respondents. All concerned were assured of anonymity, confidentiality and freedom of choice with regard to involvement. The schedules were posted to the interviewees before the interviews so that teachers could give considered answers. The schedules were the same for both groups of teachers: those who were recently trained eg NQT's, second and third year teachers and those currently undergoing teacher training. The schedules had the questions written on them and on another document, which was not be shown to the interviewees, were some previously thought out prompts and probes which were used if necessary. The questions were adhered to, but interviewees were encouraged to elaborate, give examples and digress within reason. (See Appendix 1: Research Schedule).

The method of using semi-structured interviews was felt to be most appropriate for my research which is humanistic, interpretive phenomenology, mainly because of the way they could facilitate the collection of detailed responses and enable the interviewer to revisit questions and gain further clarity. These advantages could not be gained through other methods like questionnaires.

Denscombe (2003) effectively summarises the advantages and disadvantages of interviews. He says that very valuable insights can be gained from information of such detail and depth. He goes on to point out that the interviewees have the chance to develop their ideas and views and that they can decide which are the vital factors which may not necessarily be those identified by the researcher. The fact that this method is flexible enough to accommodate any adjustments to the order of the questions and allows for further lines of enquiry to be developed, with or without the prompts and the probes, is particularly useful. Moreover, he concludes that an interview can be a positive experience for the interviewee because they are reflecting upon their experiences with a supportive listener and may well hope that the research might improve provision for themselves or future new entrants. However, it is important to acknowledge the disadvantages of this method so that we are aware of its limitations. Firstly, for the researcher the method can be time consuming because of the slow process of transcribing and coding the data. Non-standard answers may make comparisons difficult. The interviewer can influence responses by what he or she says. Interviews can be intrusive and this was certainly so with this project as it looks at training and its impact upon individuals' early careers. Finally, consistency and objectivity are hard to maintain in such a personal interview.

Silverman (1985) says that interviews involve a set of assumptions and understandings which are not usually associated with ordinary conversations. For example when people agree to be

interviewed they give their consent and understand that their words will be treated as truthful and used as data later on; they also understand that the agenda for discussion will be set by the researcher.

Lankshear and Knobel (2006) point out that what teachers say in interviews is said at a particular point in time within a contrived interaction. Naturally, interviews will not capture everything the interviewee thinks and feels and some interviewees may not be capable of clearly articulating what they think or feel. Therefore, data collected in interviews is always partial and incomplete. However, despite their limitations interviews are still the best way of gathering interviewees' opinions and situated accounts of their experiences at certain points

As mentioned earlier the interviews were semi-structured as this allowed for a check that all topics had been covered but the sequence and the prompts/probes were decided in the actual course of the interview. Owing to the purpose of the research being to describe the personal effect and impact of ETL upon new entrants, questions were open in order to elicit very personal accounts and self analysis and, as Denscombe (2003 p167) says, encourage the interviewees to "speak more widely on issues raised by the interviewer". The flexibility of the method was both an asset and a liability because although it can result in a range of responses and a variety of emphasis this, in itself, made analysis and comparisons more difficult.

The interview questions were founded upon issues identified from the literature review; from my own observations during years of working with new entrants and confirmed as valid by the pilot study. A copy of the full interview schedule can be found in Appendix 1. Being aware of Mertens' (1998) comments that the sequencing of research questions can prompt interviewees to try to deduce what they think the researcher wants to hear, the questions and prompts were given much detailed thought and reflection and were then arranged in a

sequence which it was felt would be most helpful. The intention was to use questions which were structured as Carpecken (1996) suggests eg : Tell me about.... or, Can you think of a time when.......

The interviews were planned to be carried out on a one to one basis in the interviewee's place of work and in a private room negotiated with the interviewees so that they would feel comfortable and able to speak freely about their training needs, experiences and the impact of the experiences. My visiting teachers within their "territory" enabled me to build a picture of the interviewee's working environment and atmosphere which helped me to see these new entrants actually in the context of their current roles. Interviews lasted typically one hour each. As mentioned, the interviewees would have undergone a variety of training courses. This selection of teachers was decided upon because it would provide subjects who had undergone different forms of initial teacher training and different forms of ETL, including induction programmes. This range would give rich data and enough variety to eventually determine which forms of ETL were most effective in encouraging retention within the profession.

The interviews were taped and to avoid what Denscombe (2003) calls the bias, error and partiality of memory. It was planned that each interview should last an hour as this time would give the opportunity for a thoughtful exploration of ideas in the schedule and this proved to be the case. As mentioned, interviewees had been prepared by having the questions on the research schedule in advance so that they could think about them and about one third of the interviewees had made notes on their laptops which they referred to during the interview. I knew that it would be up to me to create a supportive yet challenging environment where people would be ready to share personal reflections and risk speculations which would be interesting and informative for my research. I was aware of how my own

behaviour in the interviews could affect the success of my research. I followed Denscombe's advice and was attentive to my subject, despite having to multitask; was sensitive and polite; allowed wait time, used prompts and probes; used a warm up question; checked I was getting what I wanted as I went along and did not let topical issues influence the interview unduly. I was also aware that, as outlined by Lankshear and Knobel (2006), during the interview both myself and my subject would be constructing data and that my subject was actually a participant in the research project.

3.7 Research Management

With regard to the question of access, I asked permission of the headteachers of the three schools in question about visiting the schools and interviewing their staff within them. I also contacted the senior member of staff who managed the training of new entrants and gained their interest in and support for the project as they would be the people who mediated between myself and the new entrants. Copies of the Research Interview Consent Form and a covering letter were sent to the headteachers; the senior manager for new entrants, who was usually the school CPD leader and the new entrants themselves. If the new entrants were happy to go ahead with the interviews I then negotiated a convenient date and time at their place of work. The interview questions were sent to the person concerned so that they would have about a week to consider their responses. I wanted to give people a chance to prepare in the hope that this would yield richer and more reflective data.

3.8 Ethics

The ethical approach to the project was in line with BERA (2004) Revised Ethical Guidelines for Educational Research. Aware of Pring's (2004) comment that the general principles which underpin such guidelines can often be unclear when attempting to apply them to

practice, my research attempted, with all sincerity, to apply basic intellectual virtues such as a commitment to search for the truth, being open to criticism and being concerned for evidence. These basics meant that the voluntary, informed consent of the participants was obtained; deception and subterfuge were avoided; participants were told that they could withdraw at any time and were given my contact details should they decide to exercise this right; confidentiality and anonymity were maintained. The participants needed to feel confident that any criticism or complaint about their schools would not be directly attributed to them and great care was taken over this, especially in the school I was connected with. Finally, it was made clear that my intellectual property rights would be maintained.

3.9 Sample

My research sample was both random in the sense that I wanted to interview any new entrants to the profession at the three schools, but purposive as only teachers from my target groups of those in the process of being trained or recently having completed their training were invited to participate. The sample in each school consisted of GTP teachers, PGCE student teachers, Teach First candidates, NQT's and teachers who were in their first, second and third year of teaching. Table 3, page 95, gives the types of teachers who were actually interviewed. However, the sample was purposive in that my study focused upon the two groups of new entrants: those who were undergoing training and those who had recently been trained but were still undergoing regular ETL. The three schools were chosen to give a range of contexts for a study of the impact of ETL upon new entrants to the profession and represented a range of catchment areas from extremely privileged to less so and to very much less so; these being respectively the high achieving school, the middle achieving school and the school recently out of Special Measures.

3.10 Trustworthiness

Respondent triangulation within this study was achieved by looking at the data from three different schools and so three different groups of new entrants to the profession. Within all three groups of new entrants there were two groups: that of teachers being trained and that of teachers in their second or third year of teaching. Although only one method of data collection, semi structured interviews, was used, the two groups of new entrants from the three different schools allowed for triangulation.

Validity, reliability and authenticity were carefully considered: the piloting, as described above, along with the triangulation helped to ensure them. When examining the question of validity it is noted that Habermas (1972) writes about systematically distorted communication and how this can be overcome if the following claims are met: what is said is intelligible or meaningful; the content of what is said is true; the speaker is justified in saying what they say; the speaker is speaking sincerely. It was hoped that just such conditions were created. Habermas (1972) also uses the term of an ideal speech situation which is that truth is a rational agreement reached through critical discussion. An extension of this was to see if a situation could be achieved where, as researcher, I could bring my pre-understandings, through dialogue, into contact with the pre-understandings of the researched and this gave an ideal speech situation. As mentioned earlier, any personal influence was minimised by following the advice of Denscombe (2003) and Bassey (1999).

External validity is concerned with the degree to which the research can be generalised to the wider population. Here the sample size was relatively small and so it is difficult to apply to a wider area. The three schools are all in the Midlands of England and indeed in the same LA which may have meant that local political, social and cultural factors influenced the ETL which was offered and the mode through which it was offered and therefore the impact that

it had upon new entrants. However, careful piloting of the interview questions went some way towards ensuring validity as it provided a check that nothing needed to be altered on the schedule.

Maxwell (1992), in Cohen et al, (2007) says that authenticity replaces validity in qualitative research and adds that it is the meaning that the subjects give to the data and the inferences which are drawn from the data which are important. Obviously, responses can only represent an individual's reality rather than an exact reproduction of reality. Indeed, as Cohen et al (2007) point out, understanding is a better term than validity in qualitative research and therefore even if the research is not generalisable, issues and trends which come through will help answer the research questions and add to the existing research. Thus, the relatability of the research is important, as the findings could be related to new entrants in other schools.

With regard to reliability, Marshall and Rossman (1989) claim we have to acknowledge that qualitative research accepts that social reality is constantly changing. Indeed, the data collected in this research has to be seen as specific to the context and the individuals concerned, which naturally will have an effect upon reliability. (Denscombe, 2003).

Nevertheless, the question of reliability was addressed by the construction of the transcripts. Audio recordings were used to give an accurate record of the data and this data could be used in other investigations and reviewed within the context of any new findings. The validity and reliability was enhanced by my following the approaches to the interviews as already outlined and by the piloting of the interview schedule which enabled me to assess the following: the time needed for each interview; the views of the interviewees upon being asked such questions; the appropriateness of the questions and how they were interpreted and indeed to reassess my own manner of conducting the interviews. Thus, the very process of piloting the

questions to test people's understanding of them and to see if any changes were necessary, helped to increase the validity.

3.11 Analysing the Interview Data

As soon after each interview as possible I created a transcription, an example of which is Appendix 2.

As the interviews progressed it became clear that there was no distinction between the responses of teachers who were in the process of being trained and those who were already trained and so the planned use of two groups was abandoned and all findings were coalesced into one group. When all of the research was complete I collated the information on each of the questions and then analysed it by annotations to identify recurring themes or patterns. This ensured that all of the responses were considered in a fair and equal manner. My analysis of the data required giving meaning to both the words and their implications which meant that I had to be aware of my own situatedness which might influence me.

A matrix method was to identify consensus whilst remaining open minded to any of the evidence which did not conform and all data was included. The matrix had the interviews identified across the top and then themes listed down the side which facilitated a thorough immersion in the data (Bassey, 1999). There was space on the matrix to record quotations to illustrate the themes which emerged and these themes are identified, explained and explored in the next chapter. The matrix method allowed any consensus to be seen whilst still allowing for recognition of differences. A condensed model of the matrix is shown below in Table 2 which is followed by an explanation which indicates both how it was planned to analyse the outcomes of the semi-structured interviews and how the semi-structured interviews were analysed against the four dimensions identified through the literature.

3.12 Table 2 Matrix to show how Data was Analysed against Themes

Themes   Interviews>

	A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	C7
R1	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
R2	X		X	X			X	X	X		X	X		X	X			X		X
R3	X	X	X	X	X	X		X			X	X	X		X	X	X	X	X	
R4		X	X	X	X			X		X	X	X		X	X	X	X	X	X	X
R5	X	X	X	X		X	X	X	X	X	X		X	X		X		X		X
R6	X	X			X	X	X	X	X	X	X		X		X		X	X	X	X
R7	X	X		X	X		X	X		X		X		X		X				X
R8	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X
M1	X	X	X		X	X		X		X	X	X		X		X	X		X	X
M2		X	X	X		X		X	X	X	X	X	X		X	X	X	X	X	X
M3	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
M4	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X
C1		X	X			X			X	X			X		X	X			X	X
C2	X	X	X	X	X	X	X		X			X		X	X		X	X		
C3	X	X		X		X	X	X	X	X			X	X		X		X		X
J1	X			X	X			X		X	X			X			X		X	X
J2	X		X		X	X		X	X				X						X	X
J3	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
J4	X	X	X			X	X		X	X	X	X	X	X		X	X	X	X	X
J5		X		X								X	X			X				X
J6		X	X	X		X		X	X		X	X		X	X			X	X	X
J7	X		X		X	X		X	X	X			X	X		X	X			X

This matrix shows how the data from the interviews was analysed against the emerging

themes. Along the top of the matrix the three schools: A, B and C are identified and the

teachers from each of these schools are numbered. Thus A1 indicates teacher 1 from school

A. Down the left hand side the emerging themes are listed which are denoted firstly by the

initial letter of the particular dimension: R = Retention; M = Motivation; C = Commitment

and J = Job Satisfaction. The appended numbers denote the emerging themes as indicated on

Table 5 page 137. The crosses indicate which particular themes featured in each teacher's interview. If there is no cross, it indicates that no significant comments were made about this particular theme.

My task as researcher was to portray the recorded experiences "in a way that is as faithful to the original as possible" (Denscombe, 2003 p101). Consequently, I avoided editing or reordering the interviewees' thoughts but focused on the emerging themes. When writing up my work I defined my use of words such as "most", "some" and "majority". These terms are defined later in Chapter 4 Table 4 - Number of Respondents P 96. I attempted to depict relevant experiences; use reflection to identify the themes; pick out the links and then shape them together into findings. As Denscombe (2003) says it is hard to ensure total validity and nobody can predict or prevent subjects from having their own agendas which is, perhaps, a weakness in the design as, possibly, is the small size of the sample, but, as has been stated, all possible measures to ensure accurate findings were collated and these are presented in the following chapter.

CHAPTER 4   THE FINDINGS

4.1 Introduction

This chapter contains the presentation of the findings from the interviews with the twenty new entrants to the profession.

The findings are presented according to the research questions and supported by representative and illustrative quotations. Table 3 shows the range of new entrants and either how they were being trained or their year of teaching experience with the NQT year being understood as counting as Year 1 of teaching.

School A	School B	School C
Teacher 1: Year 2 Teacher	Teacher 1: Year 3 Teacher	Teacher 1: NQT
Teacher 2: Teach First	Teacher 2: Year 2 Teacher	Teacher 2: PGCE
Teacher 3: Year 2 Teacher	Teacher 3: Year 2 Teacher	Teacher 3: PGCE
Teacher 4: Teach First	Teacher 4: NQT	Teacher 4: NQT
Teacher 5: Year 3 Teacher	Teacher 5: NQT	Teacher 5: PGCE
Teacher 6: Year 3 Teacher	Teacher 6: Year 2	Teacher 6: NQT
Teacher 7: Year 3 Teacher		Teacher 7: Year 3 Teacher

In the following sections the findings for each of the research questions are presented and then summarised. The chapter concludes with a summary of the findings and an identification of the emerging issues which will be taken up in the next chapter entitled "Discussion of Findings".

4.3 Interpreting the Findings

Table 4, which follows, should be used to understand the reported findings. It should also be noted that unless opposing or alternative views are reported it should be taken that no other interviewees mentioned this aspect or considered it to be of any significance.

4.4 Table 4 - Numbers of Respondents

Number of Respondents	Collective Term Used
19 -20	Nearly all
16 - 18	Most
13 -15	Many
10-12	Several
7 -9	Some
4 -6	Limited
1-3	A few

4.5 Presentation of Findings

Each of the four research questions will be addressed in turn and for each research question

the findings will be organised under the question headings of the research schedule

(Appendix 1). These question headings followed the pattern:

Which ETL experiences positively influenced you?

How did the ETL experiences influence you?

Why did the ETL experiences influence you?

To what extent did the ETL experiences influence you?

The themes, recorded on the matrix mentioned in Chapter 3, which emerge from the answers of the respondents to the research questions will be identified and discussed in Chapter 5.

As has been seen the first research question concerning retention is divided into considerations about induction and then subsequent ETL experiences and this division is reflected in this first section of the presentation of the findings.

4.6 Research Question 1 Concerning Retention :

Which induction experiences and subsequent ETL experiences influenced your retention within the profession?

Research Question 1 Concerning Retention and Induction ETL

4.7 Which induction ETL experiences positively influenced you?

When the new entrants were asked about which ETL experiences had influenced them to continue in the profession they had just chosen, many showed a strong appreciation of any well organised induction periods which, in School A, had taken place at the end of the summer term before they started teaching in September. These new entrants were impressed that time and effort had been taken on their behalf and reported that this made them feel valued by the school. Several pointed out that to know that help was available and to whom they should go was very reassuring.

Even in these very early weeks nearly all of the interviewees were already highlighting the importance of good mentoring, not just at a weekly session but as and when it was needed throughout the week:

> It was literally not just the weekly meeting but what else she did to keep me on track. She was like a line manager and a friend as well. (School A. Teacher 3: Year 2).

One Teach First respondent said that it was the sessions with her school mentor which were the most influential:

> Well any problems I've got – anything I'm not sure of and then getting the advice. He's already been through it all and can suggest new ways of handling it all. (School A. Teacher 2: Teach First).

Teachers in School B had not experienced such a condensed induction programme but had had an induction day which looked at the school's systems and use of the computer system so that the new entrants could actually function in the school.

Without exception the interviewees said how useful it was to observe how established teachers taught as this gave them a feel for what the school was like:

> It gives you a better experience of what the school is like – how others in your department teach, which is important to know. (School B. Teacher 1: Year 3).

Again where staff had arrived two weeks before the end of the summer term, it was much appreciated by many, especially with regard to meeting the department and the groups they would be teaching. Here the induction programme had, after the initial induction day, consisted of weekly training sessions which one teacher described as excellent. Many responses suggest that a variety of "experts" delivering the sessions, from either within the school or brought in from outside, was very effective. Once more the importance of the department and mentor was stressed as being a vital factor in retention, especially as so much generic information about the school and its procedures was imparted in those early days. The general consensus was that the early induction period and training in general was extremely useful and certainly influenced them to remain in the profession:

> The most positive thing was our training in general. The induction was very useful. Coming in as an NQT was a very scary experience so the training programme was vital. (School B. Teacher 6: Year 3).

In School C new entrants to the profession spent at least a week in the school's training centre and staff experienced in certain areas would come and deliver different sessions. One new entrant said that staff supplied them with a great deal of support and information about how they could get help:

> Basically, they provided us with as much help as possible. (School C. Teacher 1: NQT).

Again, it was the support from both university and school mentors which encouraged teachers to keep going:

> If you've got a problem or are having a bit of a bad time, you can go to them (university tutors) and they've been trained to say the right things. To try and encourage you to stay. (School C. Teacher 2: PGCE).

Indeed, many of the new entrants who were still in the process of being trained, spoke warmly about how their university tutors had influenced, inspired and supported them through periods of doubt.

4.8 How did the induction ETL experiences influence you?

Many of the interviewees agreed that they were influenced by the early weeks of training because they made them feel confident, welcomed and well equipped to function in their particular schools. Nearly all were influenced by seeing that their schools offered support, guidance and were very positive places. One Teach First trainee who pointed out the value of sessions which promoted sharing and reflecting upon experiences said:

> They had a good psychological effect and made you think – yes, I can do this. It will be OK (School A. Teacher 2: Teach First).

In School A sessions on teaching influenced a teacher in her third year not to be nervous about doing something unusual in a lesson. She continued to say that it was a chance to see how the pupils could lead things themselves and the session had made her think more about taking risks in class.

In School B a teacher in his second year felt that he had been influenced by watching others teach as this had enabled him to learn about different methods and approaches which in turn helped to shape him as a teacher. A year 2 teacher felt that the opportunity to interact with other new teachers was extremely influential. When probed he claimed that these early induction sessions influenced him not to just think about working in his school, but about how he wanted to be a teacher within the profession generally.

When interviewees were brought back to the question of retention a few said that the training in the early days did not make them feel reassured that they had chosen the right profession, but that it was more about how to settle in and how to follow the school's protocol and procedures:

> There was nothing there which really made me go Wow! I've chosen the right profession based on that training – it was much more about how to settle into the school and how to get along and make sure you follow the protocols and procedures in the right way (School B. Teacher 4: NQT).

In School C one PGCE student felt that his early training had influenced him to stay in his chosen profession through being with likeminded people which confirmed that he had made the right career decision:

> One of the biggest things was the likeminded people with you...That was probably the biggest influence because you go there not knowing whether you want to do it or not (School C. Teacher 2: PGCE).

One NQT could not emphasise enough how her university tutor had indeed had a direct influence upon her retention as she had inspired her through the sessions she had delivered and supported her through the difficult times when her retention had indeed been in question:

> My wonderful professional tutor ...who always kept me going in dark times (School C. Teacher 6: NQT).

4.9 Why did the induction ETL experiences influence you?

When interviewees were asked about why the above mentioned experiences or sessions had influenced them, they were prompted to think about the way in which the session had been delivered or to describe the format of the training experience.

There was clear agreement amongst many that in these induction sessions an interactive approach was most effective and this was usually linked to small group work. That the sessions should deal with day to day matters such as behaviour management issues was also very clear.

When mentoring sessions were referred to, obviously most sessions were one to one and of a very informal nature. One year 2 teacher said that they were very much a collaboration and that some weeks they did not have a focus but just went through the week:

> We just worked together to work out how we were going to get through the standards. It was very much a collaboration in that respect (School A. Teacher 3: Year 2).

A Teach First candidate felt that the informality of the mentoring sessions meant that she did not feel judged:

> You don't have to worry about whether this will reflect badly upon you because it's not that kind of format. It's just for help really (School A. Teacher 4: Teach First).

Another aspect which was common to nearly all was that the new entrants valued the idea of continuous sessions in the sense that they were weekly, but felt that they should have a range of presenters. In contrast to this was the view expressed by two new entrants and that was their enormous praise for the weekly sessions offered by their university tutor whom they clearly valued tremendously. Active sessions in which the trainees were asked to take on the role of pupils were reported as favoured by some, especially those who recognised themselves as kinaesthetic learners.

Nearly all interviewees accepted that there should be an element of formality when information was being imparted, but really valued the informal aspects which might include just being with their departments as they worked together. All schools had sessions when new entrants were trained together and nearly all voiced the need for delivery to be appropriate and accepted that in some cases this would be lecture style and in other cases it would be an interactive group task.

One Year 2 teacher stated that even in the first few weeks she was given the responsibility for part of a programme which involved actively learning as she progressed which she felt was an extremely effective way of being trained and this point will be explored in detail later on.

4.10 To what extent did the induction ETL experiences influence you?

When the interviewees were asked about the extent of the influence of these induction experiences there was general agreement amongst most that the experiences had made the new entrants feel positive about continuing in their chosen profession and positive about their school's or university's ability to train them. Nearly all said that they had been influenced to either a great extent or to some extent by their experiences to remain within the profession. Group training sessions were more likely to have some influence, but it was where teachers

had identified mentoring sessions as being a positive experience that they stated quite clearly that these had a great influence upon them and although it was usually the school mentor they referred to, in several cases the university mentor was cited as having influenced them to a great extent. The small group, interactive sessions were thought to influence to a greater extent than those with a more formal, lecture style, although most saw that such a format was appropriate in some cases.

4.11 Summary

To summarise the positive experiences of ETL which influenced retention during the early induction period for new entrants, it can be said that the importance of a good induction programme in the early days and weeks is vital to ensure retention as is the need to make new entrants feel supported and confident. That teachers could identify that much of the induction time was devoted to explaining procedures did not stop them from recognising the importance of this for them to be able to function within the school.

It seems that many new entrants found that a condensed course during the early weeks was extremely useful compared to weekly sessions which addressed specific issues throughout the year. Indeed, as some teachers had said by the time some sessions came round they had already realized what needed to be done. Where teachers had started in the last few weeks of the summer term and had an intensive induction it had been an excellent preparation for a smooth start in September. Very basic practical, every day issues were identified as being an important part of the early induction programme to encourage retention. An interactive approach to training sessions was important but the most influential aspect was the mentoring received from either the school based mentor or the university based mentor. Teachers clearly needed time to reflect upon their experience and develop the skill of becoming reflective practitioners who could, in time, become self supporting. The importance of the school

subject mentor was appreciated with regard to helping new entrants deal with the day to day issues.

In these early weeks the importance of observing and so learning from other, experienced teachers was seen to be vital to help teachers see how established teachers dealt with students and so deduce what would be expected of them. In ETL sessions interactive approaches, even those which involved teachers taking on the role of pupils, along with small group work were appreciated. Continuous sessions were valued but not necessarily because they were continuous, but because they regularly had the benefit of different experts leading sessions on a variety of different teaching topics. ETL sessions which facilitated the above outlined features were those that the respondents thought encouraged retention.

4.12 **Research Question 1 Concerning Retention and Subsequent ETL**

(See earlier note in Chapter 1 Page 19 about the respondents being asked separately about the two aspects of this question and the later coalescing of the answers.)

4.13 **Which subsequent ETL experiences positively influenced you?**

When teachers were asked about which subsequent CPD experiences had had a positive effect upon their retention the responses were varied but again some commonality could be found. Many of the interviewees mentioned weekly training sessions, although these had not always proved to be a positive experience. One teacher stated that in the weekly training sessions it was having the chance to talk to other NQT's and share ideas. Two of the Teach First candidates were very clear that what had been a very positive experience for them and which had influenced them to stay on in the profession was a session where Teach First students from the previous year had come in and told them of their experiences and how they had dealt with them.

Some of the new entrants started to develop the themes that being involved with projects and even the training of other teachers was something which greatly influenced their retention. Linked to this was the experience of another new entrant who received a responsibility point and so was expected to set up various structures for Year 9 and their SAT's preparation:

> This was a wonderful learning experience. I also had training from my Head of Department about how to use a responsibility point (School A.Teacher 6: Year 3).

Another interviewee, who was an English teacher, had been given a Media class and having no knowledge of the subject, went on a Media Studies course run by the examination board. The teacher whose responsibility for Gifted and Talented (G & T) students involved going on a course which had had a very positive effect upon her desire to stay in the profession as now she had the role of G&T co-ordinator.

A few teachers referred to the end of NQT year residential conference as it was the opportunity to talk to other NQT's about what had gone on during the year which they found most beneficial.

4.14 How did the subsequent ETL experiences influence you?

With regard to weekly training sessions, it is clear that how they affected the teachers varied immensely, as at least several had described some of these session as being only "useful". However, only one interviewee said that she had had a lot of ineffectual ETL. Several of the interviewees identified the influence of the weekly sessions as being to make sure that the NQT's were fitting in with the school rather than the sessions addressing the needs of the individuals. With regard to the weekly sessions a few NQT's expressed the concern that they did not give specific subject advice which was more likely to come from the staff members with whom they worked most closely.

The chance to share experiences with other new entrants in whatever format was highly valued:

> It made you think that everybody has problems so it doesn't just reflect so much upon me it's just a normal thing – that's how the session influenced me (School A. Teacher 2: Teach First).

Where teachers had been involved in projects which might have included responsibility for delivering training to other staff they claimed that it influenced them because they felt valued and it gave them greater confidence:

> It influenced me a great deal because as you gain more experience you gain more confidence (School A. Teacher 5: Year 3).

Likewise, another teacher who had been involved in planning and delivering part of a Year 9 course felt that she had been influenced by the experience because she knew that she was helping the pupils to make progress.

Where a teacher had attended an examination board training day the influence was that it had been instrumental in the teacher making links between his first subject and Media Studies:

> It (the course) made me realise that I could develop that side of my work which has now led to me running the course – that's how it influenced me (School B. Teacher 3: Year 2).

The teacher who had attended Local Authority courses on G&T had been greatly influenced in a positive way because it had enhanced her status in the school and widened her perspective on teaching from just being focussed on her own classes. It had further influenced her by giving her an understanding of the role of such a whole school co-ordinator.

The one to one mentoring influenced many teachers very directly on a daily basis as it was often related to set targets which had to be achieved in the next few weeks and looking back some teachers expressed real gratitude to their mentors for the time they gave to them.

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One teacher who had experienced the positive influence of Teachers' TV explained how he had been influenced in a very personal way. He said that watching the clips could really inspire him:

> Sometimes, after I've had a bad day I go and watch one (a clip from Teachers' TV) and pick myself up and remind myself of how good I could be if I really tried... It most definitely does influence me to make me want to stay in the profession. It gives me the encouragement that I could be as good as that so I take little snippets and try to put it into practice myself (School B. Teacher 4: NQT).

Here, it seems that the teacher was gaining from observing others, albeit from a distance, as well as having the benefits of an expert commentator.

4.15 Why did the subsequent ETL experiences influence you?

When the interviewees were asked to analyse why the particular post induction experiences influenced them with regard to retention they tended to comment upon the delivery, structure and format of the ETL experience.

Again, small group sessions were favoured and many of the teachers claimed to value the opportunity of mixed subject groups so that teachers got the benefit of knowing what other subjects were doing. The Teach First session, already mentioned, where previous candidates came back to share their experiences had a significant influence upon the teacher concerned:

> It influenced me because it was an opportunity to ask questions …..They just explained what they did when things went wrong which was useful to know about (School A. Teacher 4: Teach First).

Actually showing the teachers teaching strategies and encouraging them to use them was said to be really helpful by many respondents. In nearly all cases teachers said that the format of ETL sessions varied. Those that were interactive were felt by many to hold the teachers' attention more effectively. However, one interviewee made the point that when teachers are

tired at the end of the day the formal lecture style might be more suitable. A common and well thought of format was when teachers were given some input from an "expert" at their school and then they were expected to work in groups upon what they would do in certain scenarios related to the session's focus. This format was accepted as valuable for conferences where there was a clear need for a move from formal input to informal interaction to try out strategies or consolidate learning. Where training sessions were delivered on a one to one basis, say from a Head of Department, most teachers felt that this "conversation" format was most suitable because it allowed for greater personalisation. A workshop structure was also seen to be of value, especially when it formed part of the activities at a weekend conference.

The question of whether CPD is more effective when it is continuous arose as all NQT's and Teach First candidates had regular weekly sessions as part of their training, but this was not the case with teachers in their second or third years for whom ETL sessions might not be so regular. The NQT's in School A all valued a four week course which dealt with behaviour management and some saw the value of coming back to points, but others valued the course because the content was good, not because it was continuous. However, the few teachers who had been on continuous external courses over a few weeks did appreciate them as was the case with the teacher who went on the Assessing Pupil Progress (APP) course.

Indeed, one off sessions with a different focus from different "experts" who had been through the experiences themselves were thought to be most helpful. The attendance of one teacher at an examination board training day prompted the comment:

> The delivery of the course was very traditional – very lecture based but that was the nature of the course and it was for new teachers, many of whom had not even started teaching Media yet. However, although it was a long day, it was worth it and we did get a large resource pack at the end (School B. Teacher 3: 2 Years).

This teacher reported that the course had a huge impact upon both his approach to teaching and his career path which shows that one off courses, delivered in a traditional lecture style can still be of great value.

Even the apparently passive format of watching Teachers' TV could offer some form of interaction because as the teacher described, you, the viewer, can decide what you want to explore. The "Teaching with Bailey" clips show a consultant trying to develop NQT's. The teacher concerned commented:

> I find it useful because there are a lot of things I can relate to.. It's very much based on a positive re-inforcement method and I find that really useful (School B. Teacher 3: Year 2).

Where teachers had daily input or "conversations" with their mentors they saw this as being highly valuable continuous ETL, although one teacher complained of overload when the daily sessions would stretch to forty minutes.

In schools where the induction sessions took place over the year some teachers felt that by the time the session came round it was found to be redundant:

> By the time the session comes round the majority of us will have figured out what we need to know for ourselves (School A. Teacher 2: Teach First).

4.16 To what extent did the subsequent ETL experiences influence you?

With regard to weekly training sessions for teachers still undergoing training such as NQT's and Teach First candidates, most said that they were of some use but two interviewees said that they only influenced them to a small extent. One teacher stated clearly that she did not think that any form of ETL would influence her retention but then she went on to say:

> It's more the colleagues around who help me. If it was not for them the workload and everything else would probably get on top of you (School C. Teacher 1: NQT).

Here, she does, in fact, define the type of ETL which did influence her retention and this ties

in with earlier findings about the impact of the support of experienced colleagues such as

Heads of Department and mentors.

The involvement of teachers in whole school projects was an influential experience for them.

Likewise, teachers who attended out of school courses which were related to their in-school

project said that the challenges the project offered and the support and interest of the course

encouraged them to stay on in the profession:

> These experiences encouraged me to stay on because if I was teaching all the time I'd
> get quite bored and complacent. I need challenges all the time (School A. Teacher 6:
> Year 3).

Another new entrant whose career path had been changed by his attendance at a Media

Studies Examination training day was able to articulate his thoughts as follows:

> I think ETL can be influential to the retention of teachers in the profession. If it
> wasn't there I don't think people would want to leave but they do help to re-focus you
> and to see other people's practice outside your own school and we are all on a quest to
> better ourselves (School B. Teacher 2: Year 2).

Here, the value of out of school and one day courses is clearly indicated.

Most new entrants showed themselves to be well aware of the importance of good ETL and

that the school provided it was reason enough for one teacher to remark:

> I've had lots of subsequent ETL and that's why I have stayed at my school and in the
> profession because I know that it is a good school and a good training school and that
> the training I would get here would be better than elsewhere and I was very keen to be
> trained well...I do think ETL is an important factor in my retention here (School B.
> Teacher 1: Year 3).

However, another teacher pointed out that the extent of the influence of ETL upon retention

was limited, because however well delivered the sessions were, it was felt that they were

more to make sure that the teacher was fitting in with the school rather than addressing individual's needs.

4.17 Summary

Here, the sharing of ideas is again seen to be important and the becoming involved in whole school projects or taking responsibility is clearly gaining in importance to the new entrants as a reason for remaining in the profession mainly because the experience made them feel valued. The delivery of ETL by the new entrants was particularly effective in making them feel valued and so wish to remain within the profession.

Some of the NQT sessions delivered at an NQT conference were thought to be helpful but an important aspect was the chance for teachers to meet and exchange ideas. This sharing of past experiences by previous Teach First candidates to current candidates was particularly valued.

 In these subsequent ETL sessions the new entrants were clearly becoming more aware of how the delivery of ETL is influenced by the purpose of the course and that the delivery of information might well have to be through lecture format. Small group ETL, across mixed subjects was thought to be useful and teachers clearly valued the chance to have strategies demonstrated and then try them out for themselves.

ETL which took place in some form of mentoring situation which involved a conversational format was also seen as successful with regard to retention.

One off sessions are shown to have great impact in cases where they were directly related to the work the teacher was involved at their school. In fact, as shown from this research, the extent of the influence of some of the external and one day courses was great - indeed career changing.

The conflict between ETL having to address both the needs of the school and the needs of the individual are beginning to emerge and will be explored later.

4.18 Research Question 2 Concerning Motivation:

Which ETL experiences at the start of your career have influenced your motivation?

 4.19 Which ETL experiences positively influenced you?

Here responses included references to a personalised learning session which had been part of a range of workshops on offer. The NQT residential conference was also felt to increase motivation for those who went on it. For Teach First candidates a session, which had involved using real pupils, was reported as being incredibly motivating, as was a session where past candidates came back to speak to current candidates. Other motivating ETL experiences included one off university sessions such as a subject specific session on the use of starters in music. Nearly all of the interviewees said that they felt that feedback from lesson observations was very motivating, as was seeing other members of the department teach. Again, there was a clear consensus amongst many that working alongside and learning from their mentors was particularly motivating as were discussions in cross curricular groups about what a really good lesson consisted of. Another very motivating experience was when departments shared their notions of a good lesson with the whole staff over a few weeks. Some of the interviewees who had experienced externally provided sessions which lasted over a few weeks had found them motivating:

> As a PE teacher I am involved in a lot of extra-curricular activities. My cricket was weak and the school is a strong cricket school. I've been put on an umpiring course which I found very useful. It certainly made me more interested in the sport. (School B. Teacher 2: Year 2).

Likewise, one day courses were definitely valued and most teachers who had been on them felt that they had returned motivated as in the case of the teacher who attended a mask making course

The opportunity to exchange ideas in department meetings seemed to influence the motivation of many of the teachers. Indeed, several teachers said that they had been influenced with regard to their motivation by the ETL which came out of department meetings, especially the sessions which involved looking at different teaching and learning styles.

There was an increased emphasis upon the motivating influence of learning by assisting an experienced teacher and then running something on their own such as the Maths Challenge. One teacher spoke warmly about how her work with her mentor had increased her motivation:

> Most of the work that I've done here with my mentor...has made me want to get involved in school life and extra –curricular activities. She has given me such support such as going on trips where I have been learning from her about how it was done. I feel much more confident (School C. Teacher 4: NQT).

Indeed, the teachers all seemed to agree that participating in extra-curricular activities really did affect motivation:

> I've had a free range to do what I wanted. I ran a drama club for Year 8 students which was fantastic as there was no other drama club for Key Stage 3. I also got together with two other teachers and we ran two other clubs (School B. Teacher 3: Year 2).

One of NQT's said that one of the sessions on her PGCE course was about setting up extra-curricular activities and organising trips and this had really inspired her. A PGCE student

referred to a couple of lectures at university which taught about cross curricular activities and

the benefits they could have:

> That really motivated us to get involved. We had a couple of amazing subject specific sessions which our tutor organised – how to teach the holocaust (School C. Teacher 5: PGCE).

4.20 How did the ETL experiences influence you?

When asked how these ETL experiences had influenced the motivation of the new entrants

the responses obviously included teachers being motivated to go back and try things out in

their lessons, especially any new strategies. Sometimes the motivation was a general feeling

of motivation towards improving the performance of their pupils.

The sharing of ideas across departments was also significant:

> Sometimes when you are teaching in a department you get stuck on one track. If you talk to people in other departments you get really good ideas (School A. Teacher 6: Year 3).

Being motivated by ETL sessions with the department could happen in a variety of ways

related to being inspired by others:

> Many people in the department are good and when you see what they are doing you think that would be good to try which is better than getting it from a text book (School B. Teacher Teacher 1: Year 3).

The teacher who had been influenced to set up an electronics club commented:

> I think department meetings are a form of training and useful as they prevent you from becoming isolated and make you feel part of a wider team, sharing similar problems and making sure everyone is moving in the same way (School B .Teacher 6: Year 2).

Many teachers had mentioned how motivating feedback from lesson observation could be,

especially if it was constructive criticism:

It's nice to know where you are...If it was positive it would definitely influence my motivation (School A. Teacher 3: Year 2).

It influenced me because it made me realise that there were things I needed to think about...and it motivated me to know that I was working towards something (School A. Teacher 2: Teach First).

Even when the feedback was not particularly positive, it could still have a positive effect upon motivation:

because the feedback was quite negative so it drove me on and motivated me to make sure that that did not happen again (School B. Teacher 4: NQT).

Going on external courses which lasted over several sessions influenced motivation to a great extent in some cases. The teacher who went on the mask making course stated:

That really fired me up to write a new scheme of work. I came back to school and repeatedly requested the resources to do the work. With a new Head of Department, I eventually got the resources and we got a scheme of work written – it was co-written and could be adapted to Year 9, 10 or 11. (School A. Teacher 7: Year 3).

The teacher who attended the cricket umpiring sessions said that they had influenced him by giving him information, knowledge and understanding and enabled him to take over an extra-curricular activity:

I have gradually taken over running parts of this activity (School B. Teacher 2: Year 2).

Indeed, learning by being involved in some extra-curricular activity frequently led to becoming the teacher in charge:

ETL influenced me to get involved with extra-curricular activities as in my first year I watched them do Maths Challenge and this year it's my responsibility to organise it which is something I've had the training to do (School B. Teacher 1.Year 3).

This was also the case with a music teacher who had learnt from her Head of Department how to organise and prepare students for concerts which she now felt very confident about doing.

4.21 Why did the ETL experiences influence you?

After probing, it became clear that again practical, hands on training was best, especially when it came to developing a skill. Workshop sessions at universities were valued and new entrants all seem to favour the format of having information imparted at the start to a large group; then breaking off into smaller groups until finally returning to the large group to share findings or experiences. Training by others giving first-hand accounts of their experiences was very popular with the Teach First teachers as was the bringing in of pupils.

Feedback after a lesson observation was most effective according to many of the interviewees when it took the form of an informal discussion where experienced staff would give their comments and the new entrant had the opportunity to respond and reflect. One teacher commented:

> The delivery was very structured and I was given lots of things to think about. It was a very positive point to keep my motivation up. The delivery was good because it was somebody that I got on well with who is kind, but at the same time will not avoid telling me the truth which is important (School A. Teacher 2: Teach First).

This observation was done by the teacher's mentor which again stresses the importance of this role. Several new entrants were very positive about working alongside their mentors and learning from them in that way. One felt it had improved her motivation to learn:

> That's how I learn best. I do something and people take me through it step by step. You experience it rather than just being thrown in. With this type of learning it is very informal (School C. Teacher 4: NQT).

Another described the mentor's "drop in "approach where she would attend rehearsals and then give advice to ensure that things went even better next time. Again this type of "learning on the job" was highly valued.

A PGCE student spoke very positively about a "learning by doing" series of sessions at university where the trainee teachers had to plan, organise and take their fellow students on a trip to the Imperial War Museum.

ETL which came from within the department usually involved members working together to come up with ideas which teachers could implement in lessons. "Pair and share" had been a common strategy. Other teachers said that the format of the department meetings was that there was usually an agenda, but Heads of Departments would tend to allow plenty of time for discussions and to share ideas. Another teacher added that often other members of the department would lead items on the agenda:

> It's about teaching development – not just admin –it's about what we are going to be teaching. It's about how we are changing the way we are doing things such as preparing for "A" level; starting new Year 11 courses and changing the way we do Key Stage work (School B. Teacher 6: Year 2).

Where the training had involved departments reporting back to the whole school the lecture style format did not bother the teachers as there was a fast changeover of staff presenting different ideas. That the sessions followed from week to week gave the ETL a continuous element which some respondents remarked upon as useful.

4.22 To what extent did the ETL experiences influence you?

Most of the interviewees concurred that the positive experiences they had had influenced their motivation to "some" extent. The ones that had a lasting influence such as Teach First candidates being able to talk to previous candidates and pupils had a great influence upon the candidates' motivation. Learning through being involved in extra-curricular activities was also said to have a great influence on motivation as by the teacher involved in the Maths Challenge:

> Things like this make it more interesting. You also feel more like part of a team if you have other roles (School B. Teacher 1: Year 3).

The teacher who had been on a one day media course was so influenced with regard to his motivation that he set up a Media Club to support pupils with their practical productions. He felt that ETL was very important for motivation because learning through extra-curricular activities was more effective than courses. A music teacher felt that her final concert gave her great motivation and so the extent of the influence of the training she had received during preparations was vast:

> It does give you motivation especially when you see kids up on stage and they produce fantastic work – that motivates you (School B. Teacher 5: NQT).

She felt that this "learning on the job" with regard to preparing for concerts had influenced her motivation greatly, especially as the thought of putting on a concert as an NQT was daunting. She recognised that this form of training had helped her achieve a great deal of learning.

The feedback sessions after observation were often said to have influenced motivation to a great extent and this was agreed by all of the teachers who mentioned this form of training, which was most of the teachers.

Working together as a department was often classified as influencing motivation to "some" extent although one teacher expressed the view:

> These sessions with the department really helped me to change my ways. (School B. Teacher 5: NQT).

The extent of the influence of the mask course upon the teacher participant was, as we have seen, great, partly because it tied in with the teacher's personal motivation:

The experience influenced me so much because I was really interested in the masks. Obviously, I was there to learn for the kids, but there was a part of me that was there for myself (School A. Teacher 7: Year 3).

The extent to which teachers felt that ETL influenced their motivation can be summed up in the words of this new entrant:

I think ETL is important to the motivation of teachers, especially as you are moving up the scale. I take it quite seriously because without the constant questioning about how am I going to develop there's no where really to go so I think it plays a big part (School B. Teacher 2: Year 2).

4.23 Summary

There was overall agreement amongst nearly all that ETL can and does influence the motivation of new entrants. The interviewees referred to a wide range of types of ETL but those which were personalised or individualised were clearly the most effective such as lesson observation feedback; working with a more experienced teacher on a project and attending courses related to some responsibility or a project in which the new entrant had a large and personal stake. Assisting with and then actually running an activity was seen as most effective ETL, as was just being involved in school and department activities which were also viewed as learning on the job. Indeed, learning from colleagues, including middle management, featured very frequently in the responses. The importance of mentors features again and there is an increase in comments about the importance of sharing ideas, lesson plans and strategies within the department. Training sessions with "live" pupils were greatly motivating as was any ETL which was directly related to teachers' work with children. Both continuous ETL and one off sessions were thought to be of importance in creating motivation as were workshops and collaborative projects along with informal discussions and step by step training with a mentor.

A surprising finding, which will be discussed in the next chapter, was how much ETL was gained through the new entrants' participating in extra-curricular activities which many saw as a major influence upon their motivation.

4.24 Research Question 3 Concerning Commitment:

Which ETL experiences at the start of your career have influenced your commitment?

4.25 Which ETL experiences positively influenced you?

Most new entrants seemed to agree that subject training had more of an effect upon their commitment rather than general training because it was more targeted than general sessions. This was the case for a teacher who had attended a drama GCSE examination board course which trained staff about the new specification. Another externally provided course upon English APP writing frames had resulted in an increase of commitment from the teacher who attended it.

Again training given within the department was said to influence commitment:

> The science department sessions influenced me because it was to raise the quality of achievement within science (School A. Teacher 5: Year 3).

Sessions about how to mark coursework were mentioned and these had taken the format of moderation meetings. Other influential departmental sessions were those which addressed pupil attainment and how to improve it. Planning together as a department also had very positive effects. One teacher described such a session which was devoted to writing schemes of work as follows:

> We had a very positive day when we wrote schemes of work which was so much fun as a department (School C. Teacher 6: NQT).

Again, if the training involved actively doing something for the department, it usually enhanced commitment:

My commitment has come from the work I've done in the department .. (School B. Teacher 2: Year 2).

Two Teach First candidates referred to a session provided by their university when pupils came in and the trainee teachers could ask them questions about what they thought was good about the way they were taught and what they felt a teacher should be. Some new entrants said that it was working with the pupils every day which increased their commitment. Yet again ETL experiences arising from extra-curricular activities influenced commitment as shown by the teacher who assisted with Duke of Edinburgh scheme and then became ready to become an expedition leader. The teacher said that this particular extra-curricular activity was particularly demanding in terms of commitment. Music teachers pointed out that much of their commitment was shown through extra-curricular activities: that the school valued the teacher's ability to contribute in this way, in turn enhanced commitment.

4.26 How did the ETL experiences influence you?

When asked how the experiences had influenced the new entrants, one said that having a whole school session about the lesson plan cycle and then going back to work in a department had excited her competitive streak. The teacher who had been influenced by the SEN sessions said that they had a direct effect upon the way she differentiated in her lessons and how she prepared worksheets and power points. The drama teacher's attendance at the examination board course had a clear impact upon her commitment as she started teaching the subject in an after school session for two hours a week. The teacher who attended the course on APP had his commitment influenced to a great extent because the course:

> totally reworked the way I thought about teaching so I did spend a lot of time outside school reworking what I was doing. ..It was only half a day but it influenced me directly when I marked: it influenced my lesson plans; it influenced the objectives that I was setting (School B. Teacher 3: Year 2).

The Teach First session which had enabled trainees to talk to pupils had a complex influence which was summed up by one of the participants:

> It was useful and influenced me because you realised that a lot of them (the pupils) were very intelligent and knew what they wanted, whereas in a school environment you do not have time to ask. It influenced me so much because it made me think a lot more about whether what I was doing was right for the pupils and what they expected (School A. Teacher 2: Teach First).

Other university sessions on stress, time and voice management affected commitment because some teachers said that they showed you that you have to be realistic about what you can achieve and accept that it is not always possible to do what you want to do.

ETL received from the department also affected teachers in different ways. A session with the science department had influenced one new entrant to set up a science club as well as to improve the planning of her lessons which she spent longer doing and saw this as a mark of her increased commitment. The teacher who had received departmental training for the Duke of Edinburgh course felt that it had greatly increased his commitment because he was now able to offer the extra-curricular activity himself as he was now qualified. However, another teacher felt negatively after a departmental moderating session as it had required a huge time commitment and he felt frustrated because he had not been trained how to do the marking. Meetings which addressed pupils' achievement were said to influence commitment because staff then reflected on their own teaching and this led to them implementing different strategies.

Department discussions about meeting the needs of pupils increased several teachers' commitment to them. When staff were visited by outside specialists such as the specialist who came to advise about the Down's syndrome girl, the teacher found it a very motivating type of ETL with regard to her commitment to differentiate. The teacher who had been so

influenced by the department session on writing schemes of work stated that it had influenced her so much because she felt it was a real pleasure to work with others and feel that you are not alone. She felt that working together made things so easy and instead of agonising over things at home, ideas would suddenly fall into place.

Where some teachers felt that extra-curricular experiences had influenced their commitment they said that the way in which they had been influenced was by the success of the activity itself and the number of pupils attending.

4.27 Why did the ETL experiences influence you?

Asking the new entrants to analyse why these ETL experiences had influenced their commitment caused them to refer to the way the experiences had been delivered. As before the whole school sessions had often involved a lecture style start and then departments going off to practice strategies or skills. With regard to ETL from within the department one teacher commented:

> I think your department is always the best resource that you have for both knowledge and experience (School A. Teacher 2: Teach First).

The teacher whose commitment had been so enhanced by the session devoted to writing schemes of work explained that the session started as a whole department session but then teachers worked in pairs on the schemes. One teacher remarked that:

> it was not necessarily departmental sessions which affected commitment but the influence of the more senior members of staff in the department: working alongside them and learning from them (School C. Teacher 4: NQT).

The Media teacher who had been so influenced by the external course said that the sessions were about an hour and a half long and some were interactive. The examination course which had inspired a drama teacher to run an extra GCSE after school was run by the board and

delivered in a lecture style. However, the teacher claimed that the best thing about the course was speaking to other teachers and hearing of their experiences. Ongoing support followed when they exchanged contact details and schemes of work. Another externally provided course which had great impact upon commitment was the APP course which was a half day course following the format of:

> This is how it's done - now let's do some marking…. It was very practical and it was a mixture of working in pairs and then working together to streamline the marking (School B. Teacher 6: Year 2).

This format was much more successful than the standardising session that one teacher had had within his department which had weakened his commitment. In this case the teacher was given four projects to mark independently and then had to come back for feedback. The teacher was told what he should have done and because he had not assessed the projects accurately he was simply given another five to do The teacher felt that more one to one support would have been more productive. The Teach First session with the pupils was a one off session but part of an ongoing programme. The format was informal and the pupils were able to say what they wanted to say and the teachers could ask questions. However, other university sessions were in lecture style such as the time and stress management sessions and had still been influential.

4.28 To what extent did the ETL experiences influence you?

Most of the school sessions which were delivered to groups of new entrants were generally judged by most to be of some influence. The lesson plan cycle session which was delivered to the whole staff was said to have influenced the new entrant to a great extent and this was the lecture style first part. The teacher who attended the external media course in London said:

> It influenced me to a great extent. It was an enjoyable experience.... It enhanced my professionalism and my enthusiasm for the subject (School A. Teacher 3: Year 2).

The teacher who had been to the examination board course which had inspired her to run an after school GCSE course said that it influenced her "greatly":

> I came back and I was bubbling. My enthusiasm came from being able to speak to other teachers (School A. Teacher 7: Year 3).

The teacher who had been influenced by the external APP course explained that as time went on, in the light of the training, he developed his own ways of working around this new concept introduced in the initial half day training. He further commented that ETL helped him, but was not necessarily important to his commitment. He said that he would be looking for avenues through which to improve any way, but that ETL channelled it for him.

With regard to sessions provided by universities, the Teach First session with the pupils influenced the two trainee teachers to a great extent. The sessions on work/life balance had clearly influenced a small amount of new entrants who remembered being told to be sure to have at least a few days off each holiday. Some teachers said the theory of some sessions influenced them to a great extent but in practice it was only to some extent which shows how hard it is to implement such training.

Many teachers agreed that the department training sessions influenced them to a great extent. The ETL which focused upon helping pupils to improve was said to influence several teachers greatly and one teacher explained how:

> This type of ETL has influenced me to a great extent because I do implement it straight away into the actual lessons. ETL can influence commitment because you want to do your best for the children, so definitely it influenced me (School C. Teacher 1: NQT).

However, four teachers stated that ETL did not influence their commitment because they were already fully committed:

> I always spend a ridiculous amount of time working so I don't think that I could spend any more (School B. Teacher 1: Year 3).

Teachers of PE and music felt that their huge contribution to extra-curricular activities was itself a mark of their commitment as well as an important part of their learning experience.

One teacher wanted to make a link between commitment and efficiency. She said that she was working almost twenty out of twenty –four hours a day in the early stages because she was so overwhelmed. She felt that although she was now more committed, she was spending less time on her work because she was becoming more efficient. She made the point that commitment cannot always be defined as devoting more of your own time to your job. Another teacher had said that colleagues had encouraged him to set up extra-curricular activities and that had influenced him to commit his time:

> There wasn't a day when I wasn't behind at school doing some extra-curricular activity. ETL is therefore important to my commitment (School C. Teacher 3: PGCE).

Most teachers generally acknowledged that ETL could influence teachers' commitment to the job.

4.29 Summary

The role of departmental ETL with regard to promoting commitment was clear, as was the experience of working with the department and actively taking on a project. Indeed, it seems that working with and learning from committed staff was almost certain to induce commitment in the new entrant because this created a personalised programme for each new entrant. The ways in which the increased commitment was manifested were varied, but all involved more time, more effort or a rethink and restructuring of approaches. Working with and empathising with pupils also seemed a certain way of increasing commitment. The main influence upon commitment seems here to come from the work of the department; its influence and activities, including extra-curricular activities. Mostly, it seems that sharing

strategies and developing approaches within the department contributed greatly to enhancing the commitment of the new entrants. Perhaps this should be rephrased to emphasise the ability of department activities to channel or direct commitment as nearly all of the respondents felt that they were fully committed and that the extent of their commitment could not be increased any further. However, the great impact of some short, lecture style courses provided by outside agencies must be acknowledged as the most significant aspect of this section; qualified by the fact that having the chance to meet with other teachers was a major feature of such experiences and again indicates that ETL can encourage and indeed create commitment.

4.30 Research Question 4 Concerning Job Satisfaction:

<u>Which ETL experiences at the start of your career have influenced your job satisfaction?</u>

4.31 Which ETL experiences positively influenced you?

A wide range of experiences had a positive influence upon the new entrants' sense of job satisfaction. For one teacher it was learning how to put information into "pupil speak" for levelling purposes. This involved looking at what another department had done.

Lesson observation feedbacks were also mentioned by many as giving a sense of job satisfaction as was the receiving of a final NQT report and the actual feedback as it was given. Several interviewees said that feedback from lesson observation gave them a real sense of personal achievement. Another new entrant referred to a one to one session with her mentor which had involved a discussion on marking:

> We went through everything I had to do and this really helped as I was struggling
>
> with one thing (School A. Teacher 4: Teach First).

Another interviewee said that:

> My job satisfaction came after the mentoring sessions when I felt that I could do my job properly (School B. Teacher 1: Year 3).

Indeed, as would be expected, the receiving of positive praise gave great job satisfaction. Teachers said that being told that you are progressing as expected gave you both satisfaction and made you feel more confident.

Job satisfaction also came from one teacher's taking part in whole school activities with the work of the Teaching and Learning group which had involved delivering different sessions and workshops to people at the school and getting feedback. Another example of this kind of job satisfaction came from a teacher being asked to lead short sessions on an INSET day which had given her a real sense of achievement. Linked to this are the comments of another teacher who explained that he was in the middle of a series of courses which were training him to be a mentor which was something he wanted to do as before entering teaching he had been involved with training people and he wanted to get back into this area within teaching.

Another teacher who had devised schemes of work felt great satisfaction when he was teaching other staff how to use the scheme.

Taking on a role of responsibility, even at this early stage of their career, and in one teachers' case, as Lead Teacher for Achievement, again gave great job satisfaction. None of the respondents mentioned ETL as acting to decrease job satisfaction.

Naturally, many new entrants said that getting new ideas for lessons and then trying them out was very satisfying, especially if the ideas worked. One teacher linked two aspects of her experiences and said that both gave satisfaction and a sense of learning:

> Being aware of the progress of my classes affects my job satisfaction. Also the way the lesson goes affects your sense of satisfaction. It can be very fulfilling and that in itself is a learning experience (School C. Teacher 5: PGCE).

One teacher was able to explain how collaboration had greatly enhanced her sense of job satisfaction. She told of how she had taught a Performing Arts GCSE course for the first time on her own and had not enjoyed it. However, the second time around a colleague was attending a course and had fed back what was needed. The colleague had shared this in a practical and positive way.

As with motivation, the setting up of extra-curricular activities brought a sense of job satisfaction, especially when high numbers of pupils turned up.

4.32 How did the ETL experiences influence you?

Gaining new ideas was said to give job satisfaction because if teachers could easily put them into practice it would have an immediate impact upon the pupils. Two teachers said that this was the case after having attended the NQT conference where they had gained ideas which they had then used with their pupils; they both felt that when the ideas were successful it gave them a great sense of job fulfilment.

The teacher involved in the Performing Arts GCSE said that her satisfaction had come when she saw groups of fifteen and sixteen year olds producing mature and well thought through pieces about domestic violence which had made her think that it was all worthwhile.

Several interviewees described how they were positively influenced with regard to job satisfaction, through lesson observation feedback. One mentioned the impact of instant feedback when the observer had sent her an email to say that he would be happy for her to teach his daughter. This was something which gave great satisfaction. Constructive criticism had the impact of making some of the teachers challenge themselves to see what more they

could do with a class. The setting and achieving of targets was another source of satisfaction. The teacher who identified the feedback in the final NQT report as giving great job satisfaction said it was because it cemented and consolidated everything that she had done over the year:

> It made me feel proud of what I'd achieved……and I was happy with the comments I'd received (School A. Teacher 3: Year 2).

The teacher who had gained satisfaction from the session on marking with her mentor said that it had influenced her because it gave her a lot of confidence with regard to what she needed to do and how she needed to do it:

> It was really a boost to my confidence and made me feel like I was doing the best job that I could (School A. Teacher 4: Teach First).

Another agreed that ETL can give job satisfaction because it could improve aspects teachers felt less competent about. One said that this had meant that in her second year she had felt able to take on things and move things forward in the department which had given her great job satisfaction.

Teachers involved in delivering training themselves said that they liked receiving training and then delivering it to the whole staff. One said that she found the process of piloting something, then getting feedback and then unrolling the strategy to the whole staff, most satisfying.

She was able to articulate very clearly how this experience had influenced her:

> This influenced me because it made me feel like I was progressing in my career and developing with everyone else rather than you being behind because you are a new member of staff. What influenced me was not so much being trained, as I'd had lots of that and a good induction, but actually getting involved in delivering the training itself (School A. Teacher 5: Year 3 Teacher).

A trainee music teacher had been very influenced with regard to job satisfaction when asked twice by the Headteacher to demonstrate the use of different software. He also pointed out that:

> It was satisfying to help my work colleagues out, whether it was their hobby or for an aspect of their work (School C. Teacher 3: PGCE).

The teacher on the mentoring course felt that although it had been a steep learning curve, it would help him to mentor future PGCE students. The teacher who had led short sessions on training days to the whole staff confirmed this view:

> It was a real sense of personal achievement that I'd been asked to do these things ... and offer staff the kind of help and experience from me, a teacher who can see things in a different way...It gave me a real sense of achievement (School B. Teacher 6: Year 2).

New entrants taking on a responsibility to lead or organise something in the department defined the satisfaction as follows:

> It gave me great job satisfaction to take a leading role in the department. Organising things makes you feel like a team member and that people trust you, rely on you and look at you a little differently as well (School B. Teacher 1: Year 3).

4.33 Why did the ETL experiences influence you?

The preference for small group or one to one sessions was again clear as was the ability of single sessions, albeit mainly within an ongoing framework, to have a significant impact. Many teachers agreed that the most influential formats were the interactive ones but as one teacher pointed out, it does depend upon whether you like working in small groups and she said that sometimes this was not always the case. However, when some teachers spoke of the NQT conference it was the lecture style sessions which were least favoured. Teachers found it hard to take much from Power Point presentations but thoroughly enjoyed the icebreakers which they then went on to use with their classes.

The interactive nature of observation feedbacks was very much appreciated by most. Teachers were all clear that the feedback was part of an ongoing process and that observers would use their observation notes as the basis around which the discussion would be conducted.

The teacher who had gained so much from the marking session with her mentor stated clearly how helpful the format was:

> The format was helpful – one to one – going through it all step by step – every point in detail. I asked as many questions as I could and got them answered. It was collaborative (School A. Teacher 4: Teach First).

The teacher who had been involved in delivering training as part of the school's Teaching and Learning Group explained the format of her training to do this included preparation sessions which lasted over a range of meetings where teachers decided which areas they were interested in and would feel comfortable to deliver on.

The idea of ETL being gained through working on a project was shown by the teacher whose experience of teaching a performing Arts GCSE was totally transformed by her gaining, albeit at second hand, from the feedback of another teacher who was actually attending the external course. What is interesting here is that the other teacher, who actually attended the course, was also an NQT at the time. The teacher interviewed said that the format of the training was one to one and that the other teacher would "chat" her through it. The teacher said that she would ask questions and her fellow NQT would tell her the answers.

The teacher who had been influenced by the experience of helping with the Maths Challenge had found that it had had a real impact upon her sense of job satisfaction as well as her motivation. She reported that the training had taken place while she was videoing the proceedings but also when helping out in an interactive way as and when needed.

Another teacher, learning through engagement in projects or taking on responsibilities within the department described it as an:

> interactive, day to day learning (School B. Teacher 2: Year 2).

The value of in-house or in-school courses was clearly identified by the teacher engaged on the mentoring course. He described the format of the training sessions as very varied. He said that the format was mainly small group and extremely interactive:

> We talk about the theoretical concepts behind mentoring and then we go on to think about some case studies or videos. We look at how to get these people up to the next level, sort out problems and help people to develop themselves (School B. Teacher 3: Year 2).

On the technology training day, which so greatly enhanced one teacher's sense of job satisfaction, the format was similar to that already identified as most effective: a lecture/demonstration start delivered by an outside speaker followed by staff working in departments to implement the training.

4.34 To what extent did the ETL experiences influence you?

ETL or work within the department was said by many to have had a great influence upon job satisfaction, as did observation feedbacks. Likewise, the influence of mentor sessions on specific topics such as the marking session were said to have had a great influence because the teacher was now so much more confident about what she was doing. For another teacher the positive feelings had come about after her mentoring sessions when she felt that she could do her job correctly.

The new entrant who had been involved in delivering sessions as part of the Teaching and Learning Group also said that the experience influenced her by giving her more confidence and it was to a great extent because she felt:

You are doing it yourself; it's not something somebody is doing for you (School A. Teacher 3: Year 3).

The teacher who was attending the mentoring course felt that he was on a very steep learning curve but the training was very important to his sense of job satisfaction. The teacher who had been influenced by the Technology training day at his school had been influenced to such an extent that he felt the day would greatly enhance his future job satisfaction as it had given the go-ahead to his introducing new methods.

The teacher who was trained by a fellow Performing Arts NQT on how to teach a GCSE course felt that the training she received influenced her enormously and she was able to compare the year that she was being trained with the year before where she had not experienced any job satisfaction at all.

Being involved in projects such as the Maths Challenge (a national competition for pupils) had positively influenced the teacher's job satisfaction to such an extent that it made her consider her future opportunities for job satisfaction:

> This training for the Maths Challenge influenced me a great deal because even if I don't want to go for head of department to know that there are other opportunities and that you have the chance to be doing something else is good. ETL is important to my sense of job satisfaction (School B. Teacher 1: Year 3).

Taking responsibilities and contributing to the work of the department meant that one teacher was able to say:

> I feel that I have made big strides forward, learning within the department and this has given me great job satisfaction...Indeed, when I think back, the knowledge I have gained over a short period of time is great (School B. Teacher 2: Year 2).

The teacher who had been given the responsibility of Lead Teacher for Achievement and expected to deliver short training sessions to the whole staff felt that her sense of job satisfaction had been influenced to a great extent as it was a very personal thing to be asked

to deliver training and whilst it may not have influenced her day to day work, it had certainly given her a real sense of fulfilment.

4.35 Summary

Again the findings seem to indicate that ETL can promote job satisfaction because once more lesson observation feedback, mentoring and taking part in school activities featured in the teachers' responses. Emerging very clearly again is the evidence that the ETL experiences which gave most of the new entrants real job satisfaction were those that involved learning through doing and this often involved taking responsibility for some project either within the department or even across the school related to the work they were doing with students. Sometimes this was related to an official leadership opportunity.

Other experiences which had great impact were those that involved guiding or implementing new ideas or training other staff in some way. Indeed, training to be a mentor was already happening for one of the respondents. Again, it is clear that a personalised ETL programme involving responsibility and either leading or training others was seen as most effective by most interviewees. Collaboration, small group work and interactive training sessions were also favoured by most. Icebreaker activities which could be used with classes were also much favoured by most over power points and lectures. Working with more experienced staff including management and leadership were also shown to create a sense of job satisfaction

 The words in the title "The word for Teaching is Learning: Essays for James Britton" (Lightfoot and Martin, 1988) are proved true, but more importantly this aspect of the study shows that the reverse is also true: the word for learning is teaching as is shown by the teachers who gained the best ETL from teaching their colleagues.

4.36 Overall Summary of Findings

As can be seen from the above, there is considerable consistency with regard to how the ETL experiences of new entrants to the teaching profession affect their retention, motivation, job satisfaction and commitment; the latter three contributing to the former: retention. The findings can be related to the four research areas as shown below in Table 5 which identifies the main aspects or themes which recurred in the respondents' replies to the research schedule questions concerned with each of the points considered: retention, motivation, commitment and job satisfaction. The themes identified in each of the boxes are those which featured sufficiently to merit discussion in the following chapter. Rare or peripheral comments were omitted. Where boxes are left blank it is because the theme was not sufficiently referred to in the findings related to that particular research question or was explored in greater depth in another research question.

4.37 Table 5 Overall findings presented as emergent themes against the four dimensions of retention, motivation, commitment and job satisfaction.

Retention	Motivation	Commitment	Job Satisfaction
1. Induction courses	1. ETL to promote motivation	1. ETL to promote commitment.	1. ETL to promote job satisfaction.
2. Subsequent CPD	2. Extra- curricular activities.	2. Personalisation.	2. Taking early responsibility.
3.Sharing and reflection	3. Learning from colleagues including management.	3. Creating the commitment	3. Working with children.
4. Mentoring	4. Working with children.		4. Working with more experienced staff.
5. One off training sessions.			5. Management and Leadership.
6. Projects, activities or responsibilities.			6. Involvement with activities and projects.
7. Learning for leadership			7. Receiving and delivering CPD
8. Learning from experienced staff			

To give greater clarity about to which new entrants, various emerging themes can be attributed, Table 6, along with an explanatory note, has been presented below to show individual differences.

4.38 Table 6: Showing which significant themes arose from which teachers at each school

School A	School B	School C
Teacher 1: Year 2 Teacher R: 1 2 3 5 6 7 8 M:1 3 4 C: 2 3 J: 1 2 3 4 7	Teacher 1: Year 3 Teacher R: 1 3 4 5 6 7 8 M; 1 2 3 4 C; 3 J: 1 2 3 6 7	Teacher 1: NQT R: 1 2 4 5 8 M; 1 3 4 C: 2 3 J: 1 3 4 5 6 7
Teacher 2: Teach First R: 1 3 4 5 6 7 M; 1 2 3 4 C: 1 2 3 J: 3 4 5 6	Teacher 2 : Year 2 Teacher R: 1 2 5 6 8 M: 3 4 C: 1 2 3 J: 2 3 4 6 7	Teacher 2 PGCE R 1 2 3 4 6 7 8 M: 2 3 4 C; 1 2 J: 3 6
Teacher 3: Year 2 Teacher R: 1 2 3 4 5 8 M: 1 2 3 4 C: 1 2 J: 2 3 4 6 7	Teacher 3: Year 2 Teacher R: 1 4 5 6 7 8 M: 3 4 C; 3 J: 1 3 4 7	Teacher 3: PGCE R: 1 3 4 5 M: 1 3 C: 2 J: 3 4 7
Teacher 4: Teach First R: 1 2 3 4 5 7 8 M; 2 3 4 C: 2 3 4 J: 1 3 5 6	Teacher 4: NQT R: 1 23 4 5 6 M: 1 2 3 4 C:- J: 1 3 4 6	Teacher 4: NQT R: 1 3 4 6 7 8 M:1 2 3 4 C: 2 J: 1 3 4 5 7
Teacher 5: Year 3 Teacher R: 1 3 4 6 7 8 M: 3 4 C:2 J: 1 2 3 7	Teacher 5: NQT R: 1 2 3 4 7 8 M: 1 2 3 4 C: 2 J: 3 4 6	Teacher 5: PGCE R: 1 2 3 4 5 6 7 8 M: 1 2 3 4 C: 2 3 J: 3 4 6
Teacher 6: Year 3 Teacher R: 1 3 5 8 M; 1 2 3 4 C; 1 2 3 J: 2 3 4 6 7	Teacher 6: Year 2 R; 1 3 5 6 8 M: 2 3 4 C: 1 3 J: 2 3 4 5 7	Teacher 6: NQT R: 1 3 4 6 8 M: 1 2 3 C: 3 J: 1 2 3 4 5 6 7
Teacher 7: Year 3 Teacher R: 1 2 5 6 7 8 M:3 C: 2 3 J: 3 4		Teacher &: Year 3 Teacher R: 1 2 4 5 6 7 8 M: 1 2 C: 3 J: 1 2 3 4 5 6 7

The above table presents the three different schools across the top and under each school the teachers from that school are listed along with a very brief description of whether they are trained or training. The four dimensions are represented in each teacher's box by their initial letter: R= Retention; M=Motivation; C=Commitment; J= Job Satisfaction and against each of these dimensions are listed the themes, as denoted by their number in Table 5 on page 137. This table also links teachers to emerging themes and facilitates an examination of which themes featured with which training route or how long the teacher had been teaching.

Finally, to show how the data was categorised/analysed against the four dimensions, Table 7 is presented below with an explanatory note.

4.39 Table 7 Showing which teachers made significant comments upon which themes.

Retention	Motivation	Commitment	Job Satisfaction
1. Induction courses A: 1 2 3 4 5 6 7 B:1 2 3 4 5 6 C: 1 2 3 4 5 6 7	1. ETL to promote motivation A: 1 2 3 5 6 B: 1 3 4 5 C: 1 3 4 6 7	1. ETL to promote commitment. A: 2 3 6 B: 2 3 6 C: 2 3 6 7	1. ETL to promote job satisfaction. A: 1 4 5 B: 1 3 4 C:1 4 6 7
2. Subsequent ETL A:1 3 4 7 B: 2 3 4 5 C: 1 2 5 7	2. Extra- curricular activities. A: 2 3 4 6 B: 1 2 3 4 56 C: 2 3 4 5 6 7	2. Personalisation. A: 1 2 3 4 5 6 7 B: 2 5 C: 1 2 4 5	2. Taking early responsibility. A: 1 3 5 6 B: 1 2 6 C: 6 7
3.Sharing and reflection A: 1 2 3 4 5 6 B:1 4 5 6 C: 2 3 4 5 6	3. Learning from colleagues including management. A: 1 2 3 4 5 6 7 B:1 2 3 4 5 6 C: 1 2 3 4 5 6	3. Creating the commitment. A: 1 2 4 6 7 B: 1 2 3 6 C: 1 3 5 7	3. Working with children. A: 1 2 3 4 5 6 7 B: 1 2 3 4 5 6 C: 1 2 3 4 5 6 7
4. Mentoring A: 2 3 4 5 B: 1 2 4 C: 1 2 3 4 5 6 7	4. Working with children. A: 1 2 3 4 5 6 B:1 2 3 4 5 6 C: 1 2 3 4 5 6 7		4. Working with more experienced staff. A: 1 2 3 6 7 B: 2 3 4 5 6 C: 1 3 4 5 6 7
5. One off training sessions. A: 1 3 4 6 7 B:1 2 3 4 6 C: 1 3 5 7			5. Management and Leadership. A: 2 4 B:6 C: 4 7
6. Projects, activities or responsibilities. A: 1 2 5 6 7 B:1 2 3 4 6 C: 2 4 5 6 7			6. Involvement with activities and projects. A: 2 3 4 6 B: 1 2 4 5 C: 1 2 5 6 7
7. Learning for leadership A: 1 2 4 5 7 B: 1 3 5 C: 2 4 7			7. Receiving and delivering ETL A: 1 3 5 6 B: 1 2 3 6 C: 1 3 4 7
8. Learning from experienced staff A: 1 2 3 4 5 6 7 B:1 2 3 4 5 6 C:1 2 4 5 6 7			

The above table shows the four dimensions of the study along the top: retention, motivation, commitment and job satisfaction and underneath each dimension, in the boxes, are the numbered themes which featured most significantly. Moreover, in each numbered theme box the three schools are denoted by their letters of A, B or C and adjacent to each letter are numbers which denote the individual teachers as described in Table 3 on page 95. This table therefore, not only links teachers to emerging themes, but gives an insight into the frequency of the occurrence of the themes throughout the interviews. Tables 6 and 7, therefore, present the individual differences as well as commonalities in the findings. However, in this first study there is no clear difference between schools with regard to emerging themes; a larger sample might reveal avenues for further research.

 In the subsequent chapter these findings, in the form of themes for each research question, will be taken forward for detailed discussion and examined in the light of the current literature on each aspect.

CHAPTER 5   DISCUSSION OF THE FINDINGS

5.1 Introduction

This section provides an analysis and discussion of the findings presented in the preceding section. Each research question is addressed in turn with the intention of responding to the substantive, theoretical and methodological issues identified in the Literature Review and Research Design chapters. By doing so, it is hoped to reflect the new knowledge gained for each of the research questions.

In the following section each of the research questions will be addressed and the findings discussed in the context of how they add to existing knowledge, particularly with regard to how findings about leadership development for more established teachers can also apply to new entrants and so indicate the most effective forms of ETL for this section of the profession.

The findings pertaining to the talent management of new entrants relates to each of the four research questions. These findings can be summarised under each of the research questions as follows. The sub-headings, within the findings for each of the research questions, refer back to the findings which are listed in each of the columns as in Table 3 at the end of the previous chapter. For each subsection existing knowledge is considered; then how the findings link to or exemplify the knowledge is discussed and this is followed by a consideration of the significance of this new knowledge. At the end of the discussion of the findings for each research question there is a summary of the main points and the chapter is concluded by an overview of the significance of the findings.

5.2 Research Question 1

Which induction experiences and subsequent ETL experiences influenced your retention within the profession?

As explained in Chapter 1, the findings about ETL experiences during the induction period and the subsequent training period have been brought together in this section on retention.

5.3 Induction Programmes

The findings of this study indicate that a major factor in the socialisation of new entrants and the development of a professional identity was the induction programme as it influenced the new entrants right at the start of their work in that particular school. The Literature Review considered existing, statutory induction procedures, along with the differences and commonalities of the various ITT routes and these findings indicate how the mentioned aspects of them could deliver more effective ETL. It was found that some of the new entrants experienced well organised induction courses which took place in the summer term before they started teaching. The ASCL (2009) research had found that making staff feel valued was the key to recruiting and retaining staff. Likewise, this research found that sessions which welcomed and inducted were much appreciated as they made the staff feel valued and gave them the knowledge they needed to cope in the early days, so helping in the very early socialisation process.

These findings link to those of Rhodes and Brundrett (2012) who found that job related factors such as CPD opportunities, support, feeling valued and being rewarded were linked to the possibilities of improved retention. This study found that similar points applied to new entrants. Many of the induction sessions consisted of an initial induction day and then weekly sessions where a range of "experts" from the staff or outside came and delivered one off sessions. This research found that new entrants reported that early induction sessions were useful and did encourage staff to stay on in their chosen profession because they gave them confidence and a

sense of security which exemplifies the finding that induction courses may well provide early socialisation and begin the development of a professional identity.

5.4 Subsequent ETL

This research further found that subsequent ETL, which might also encourage the socialisation and the development of a professional identity, was as important for new entrants as Rhodes and Fletcher (2013) found it was for potential leaders at a much later stage of their careers. It found that the response to weekly training sessions from the new entrants was varied. Some felt that the sessions were more concerned with ensuring that the teachers fitted in with the school rather than addressing the needs of the individual. This conflict is an ongoing one and links to the findings of the European Council (Clark, 2010) which stressed the need for teachers to take greater responsibility for their ongoing learning and for more needs based CPD. Indeed, the concern about this area of induction ensuring that new teachers fit in can be seen as an example of the socialisation of new teachers as explored by Lacey (1977) who found it had the advantage of making the new entrants feel part of a community. This research also endorses the findings of Postlethwaite and Haggarty (2010) which suggests the "fitting in" process should be seen as a starting point for the new entrant to explore and develop their own identity as a teacher and bring their own insights to the school. They suggest that if all staff are engaged in learning to teach better there would be greater opportunity for new entrants to contribute to this learning. They argue, therefore, that letting the NQT be involved in whole staff projects will be a positive experience for the new entrants and so enhance their professional identity. This was found to be the case and is explored in the section concerning job satisfaction below, but the point here is that the findings of this study show that ETL programmes for new entrants must be structured with a view to fostering their socialisation and sense of identity.

The clear preference for interactive courses is endorsed by Pickering (2009) who describes the mismatch between the model of CPD offered by the TDA and that really valued by teachers. The

former being described as box ticking exercises which fail to engage or differentiate. This research agrees with the findings of Pickering (2009) that the key ingredient to successful CPD is the amount of learning that the teachers themselves do, both in its nature and the time given to reflecting on their learning and suggests that teachers need to use a form of Kolb's (1984) learning cycle: do, review, learn and apply. Likewise, the findings of this research confirm those of Bruner (1996) who found that learning develops through: being shown; being told; constructing meaning and joining a knowledge-generating community. In this current research it was found that interactive, small group sessions which dealt with day to day matters such as behaviour management were much valued by many. Here, it can be seen how the concepts of socialisation and professional identity are interlinked because the teachers are developing the latter whilst undergoing the former.

The research of Fielding et al (2005) who noted that teachers benefit most from professional activities which engage them in learning about their practice in an atmosphere of trust and mutuality is exemplified in this research because it was found that active sessions were valued, especially when the new entrants were asked to take on the role of pupils which requires a high degree of trust and mutuality. Again this enables parallels to be made between the socialisation and development of a professional identity in new entrants, who may already have leadership potential, and potential leaders who are much further along in their careers because CPD for leadership can also involve role play as in study day sessions and the final assessment sessions of the National Professional Qualification of Headship (NPQH) course provided by NCSL.

This research confirms these views because it was shown that new entrants preferred active learning which involved the application of what had been demonstrated or described and this active learning was preferably in small groups; all of which shows that the process of ETL can be a socialising one and the product can contribute to the development of a professional identity as teachers adapt and apply what they have learnt. However, formality was accepted as necessary in

some instances and nearly all voiced the need for delivery to be appropriate which in some cases might well be lecture style.

The findings of Goodall (2008), who promoted the idea of having an MTL in-school coach tutor to fill the gap of mentor in the second or third year of a new entrants' career are further confirmed in this research because it found that continuous ETL was particularly valued by most teachers who were no longer NQT's, possibly because teachers in their second and third years did not get regular support and so they valued what was available. This finding is further evidence of how CPD which meets the needs of teachers further on in their career heading for leadership can be adapted to the needs of new entrants, who may well also have leadership potential, because usually it is not until teachers are heading for leadership posts that mentoring features again in their CPD.

5.5 Sharing and Reflection

Clayton (2009) found that it was crucial that teachers were provided with an opportunity to reflect on new strategies. He felt that time spent reflecting on why things had not gone well was well spent and could bring out teachers' creativity. Pollard (2008) also expressed views that teachers need the skills to reflect effectively in such a quickly changing environment. Henderson (2001) and Hirsch (1998) concluded that reflective practices are the key to the professional growth of teachers which is endorsed by the OFSTED (2008) claim that schools must allow time for teachers to reflect. Indeed Rhodes and Fletcher (2013) found that some lack of self-belief can encourage reflection and therefore learning.

All of the above findings are linked to the findings of this research because sharing and reflection as part of ongoing ETL are further examples of how teacher socialisation and the development of a professional identity may encourage retention. Most Teach First teachers reported that sessions which allowed them to share experiences were extremely beneficial as they gave them time to

reflect in an otherwise very busy programme. Many new entrants said that the sharing sessions had a good psychological effect, making them think that they could do what others had done. The importance of reflection in the context of professional identity was developed in this research when the teachers reflected upon how such people had helped them. This research found that, within the context of new entrants' experiences, reflection was certainly an important part of identity formation as they said it gave them the opportunity to rethink their approaches and teacher personas which they presented to their pupils. They felt that the actual process of sharing enabled them to establish or refine their own professional identity: "I then knew how I wanted to be thought of by the kids" (School b Teacher 1: Year 3). The significance of these findings indicates the value of ETL which facilitates both socialisation and development of professional identity.

5.6 Mentoring

Rhodes (2012) found that school based mentors induct, support and help new entrants with their transition into the early years of their profession and encourage them to commit to the profession and develop a positive attitude to CPD. He makes the point, that there is a need to bring people on in their professional learning not only with information but to make them believe that they can perform better which is discussed further in the section below on commitment. Postlethwaite and Haggarty (2010) emphasised the importance of emotional, rather than pedagogical support and this was a clear finding in my research and is explored in the section which follows on motivation. Wenger (1998) claimed that the type and quality of the discussions and experiences that new teachers meet on a daily basis with other colleagues and leadership helps teachers to develop and establish their own identity and so improve their own professional learning.

When considering how this research project has advanced our understanding of how ETL delivered through mentoring impacts upon new entrants it can be seen that mentoring is a facet of ETL which is found at both the beginning of a teacher's career and when moving on to leadership

roles much later on in their careers. Even in the very early weeks of teaching, many of the

interviewees in this research were highlighting the importance of good mentoring. Many of the

new entrants said that it was the support of both school and university mentors which encouraged

retention. Most new entrants greatly valued one to one sessions and their informal nature. The

findings of this research show that PGCE teachers spoke highly of their mentors at university

who always responded to them by phone or email and the teachers felt that although the mentor

would have an agenda for their meetings, they could influence it in order to get what they needed.

It was also found in this research that mentoring was the most influential aspect of ETL for the

new entrants and usually comprised of school mentors for every day issues and university

mentors to promote reflection.

The significance of these findings is that mentoring appears to aid socialisation and that a sense

of belonging can raise confidence and self belief and so there is an increased likelihood of new

entrants developing an identity appropriate to this stage of their career and the specific context

they are experiencing which may encourage retention. Here again this research points to links

between the concepts of socialisation and the development of professional identity. It also

indicates that acculturation, assimilation and actualisation (Rhodes and Fletcher, 2013) are just as

valid for new entrants as for new leaders in developing self efficacy which engender retention.

5.7 One off Training Sessions

Ainsworth (2008) points out that shorter CPD sessions can enable a greater focus on matters at

the time of year when they are most needed and they can be personalised if used flexibly. The

findings of this research have confirmed this thinking because one off training sessions were

found to have, in some cases, a profound effect upon the development of a professional identity

as in the case of the English teacher developing into lead Media teacher, as well as upon the

socialisation of new entrants. It was found that most new entrants valued one off sessions on

topics such as SEN and behaviour management. Indeed, teachers who attended out of school

courses which were related to their in-school projects said that the challenge the project offered and the interest and support of the course encouraged them to stay on in the profession. Indeed, the career paths of some teachers were changed by external courses. The value of the one day course was found to be that it offered the chance to re-focus staff and let them see other people's practice, even if they did not always feedback to colleagues at their school if, indeed, it was appropriate to do so. The significance of this finding is that although schools have generally moved away from one day courses, their value for encouraging retention amongst new entrants through offering interest, challenge and possibly a re-focusing of their professional identity should not be underestimated.

5.8 Projects, Activities or Responsibilities

The findings in this area again link to the work of Rhodes (2012) concerning professional identity, albeit for new entrants as opposed to those aspiring to leadership later on in their careers, because it was found that some of the new entrants said that effective ETL was gained from being involved in projects and even the training of other teachers which they said contributed to the socialisation and the development of professional identity. It was found that where some teachers were given early responsibility this had enhanced their desire to stay in the profession because it gave them a sense of mastery. Such involvement appears to make teachers feel valued and confident which in turn contributed to their socialisation and developed their professional identity.

 In fact, the involvement of several teachers in whole school projects, including the training of other teachers was certainly the most influential experience for them, mainly because it made them feel valued as is shown by the fact that such projects often had a direct impact upon the progress of pupils or enhanced teachers' status or widened their perspective beyond that of the department which the interviewees felt to be very important with regard to retention.

5.9 Learning for Leadership

The findings of this research in the area of learning for leadership confirm those of Rhodes and Brundrett (2012) which point out that there is a range of factors which influence whether a teacher remains in the profession or not and that schools can take measures to reduce the loss of leadership talent. They found that classroom teachers saw CPD as an effective approach to improving retention and this is also of relevance to new entrants because they need to know that there is a future for them at the school. Therefore, what can be termed learning for leadership for new entrants, is a significant finding of this research which arose from the information the new entrants gave about how taking on some aspect of leadership responsibility encouraged retention, because it links to current ideas in this area, especially those about retaining experienced staff for more senior positions of leadership. In fact learning for leadership is an important issue with regard to attracting and retaining high quality new entrants to the profession. Indeed, this current research found the value of very early engagement of leadership talent most significant, especially as high quality Teach First candidates and other new entrants are encouraged from the start to think ahead to leadership roles within the profession, which is another clear link between the importance of CPD or ETL for the socialisation and development of professional identity to promote retention in both new entrants and more experienced leaders. Indeed, my findings show that in the same way that leadership responsibilities for more senior staff are indicated in fostering their retention, likewise the opportunity for new entrants to experience leadership opportunities may also help with their retention.

5.10 Learning from Experienced Staff

The Bolam and Weindling (2006) brought together the views of trainers and trainees about the benefits of lesson observation. They found that teachers wanted more observation opportunities and saw it as crucial to the development of their own practice as it enabled them to analyse their own and others' teaching and so develop their understanding of teaching

strategies which enabled them to facilitate the connection between knowledge and practice. Browne-Ferrigno's (2003) work on socialisation and identity transformation can be linked to the findings of this research because it showed that learning from more experienced staff did indeed help new entrants socialise into the profession as well as help them to shape and refine their professional identities. Indeed, as with the journey to leadership (Rhodes, 2012) many new entrants reported that working with experienced staff raised their sense of belonging which in turn encouraged retention.

This research likewise finds that observation feedback was highly valued by many teachers. Indeed, learning from experienced staff is a common feature of professional development for both new entrants and more experienced potential leaders and this research indicates that it is therefore likely to be a significant contributing factor to retention for new entrants because, without exception, the interviewees said how useful it was to observe established teachers as it taught them about new approaches which helped to shape them as teachers which is yet another way in which socialisation and the development of professional identity could take place through ETL.

5.11 Summary

When summarising this section of the research findings with regard to Research Question 1:

Which induction experiences and subsequent ETL experiences influenced your retention within the profession?

 this study indicates that the retention of new entrants could be influenced if ETL can facilitate their socialisation and acculturation along with the development of their professional identity. Evidence for the areas of ETL which appear to engender retention for

new entrants and should therefore be considered when school CPD leaders plan programmes for new entrants, includes the following points:

Firstly, induction courses which make new entrants feel valued, confident, positive and secure are essential. Secondly, new entrants benefit from taking greater responsibility for their ongoing learning, especially if it is needs based. Fitting into a school needs to be balanced against encouraging new entrants to explore their own professional identity and to contribute to the delivery of whole school CPD. Delivery methods for ETL are effective when they are appropriate to the subject, but interactive sessions which involve collaboration and learner responsibility are best. Sharing and reflection are vital as they have a potentially good psychological effect upon the new entrants, making them think that they can do what others have done. Reflective practices can be seen as important to the professional identity growth of teachers.

Moreover, mentors can help retain teachers in the profession, inspiring them and influencing them. Indeed, as Rhodes (2012) suggests, it can make them have a stronger belief in their personal competence. It is likely to be the interaction between mentor and new entrant, along with the influencing factors of context and personal values, which facilitates the construction of a professional identity.

Furthermore, one off training courses related to school projects offer challenge, interest and support which can facilitate socialisation and the development of professional identity which in turn may encourage new entrants to stay on in the profession.

The findings also indicate that being involved in projects or having early responsibilities make teachers feel valued and confident. The involvement of teachers in such projects, which could include the training of other teachers, is the experience that makes them feel most

valued and confident so enhancing their self-belief and possibly contributing to their retention.

 Likewise, learning for leadership appears to be a significant aspect of ETL for some new entrants and seems to encourage teachers to stay in the profession as they are thinking ahead to leadership roles within the profession and so developing their professional identity.

Finally, learning from experienced staff through observing them or having them give feedback after observing the new entrants' teaching is likely to be vital to developing, through analysis, their own professional style.

Overall, it was found that the induction and ETL experiences which most influenced the retention of new entrants were those that helped facilitate their socialisation into the profession and the development of their professional identity such as: induction courses, sharing and reflection, mentoring, projects and activities and learning from more experienced staff.

When considering the findings with regard to retention it appears that they link to the existing knowledge we have about the management of talent and the importance of socialisation and the development of professional identity within this for leaders, because in this study of new entrants, some aspects were found to apply also to new entrants. Rhodes (2012) points out that socialisation and belonging appear to be important considerations with regard to building self-belief in the journey to leadership. Similarly, socialisation, acculturation and developing an appropriate, confident professional identity were found to be as important for new entrants as for more experienced teachers aspiring to leadership.

5.12 Research Question 2

Which ETL experiences at the start of your career have influenced your motivation?

When considering the findings with regard to motivation, this study makes connections with the existing knowledge we have about confidence, self-belief and self-efficacy as discussed by Rhodes (2012) in connection with experienced teachers aspiring to be leaders because in this research it was also found to apply to new entrants and therefore should be factored into schools' ETL programmes for them.

5.13 CPD to Motivate New Entrants.

When considering this topic in general we see that Evans (1998) makes the point that the workforce is made up of very different individuals who are motivated by very different things. It can be argued that ETL helps create the condition which Evans (1998) says encompass all the factors that determine the degree of one's inclination to engage in an activity. Links can be made to Herzberg's (1968) theory of motivation which describes five factors which are classed as motivators and they are: achievement, recognition, responsibility, advancement and the work itself, all of which feature in this discussion of the findings about how ETL motivates new entrants. McCelland's (1971) learned needs theory outlines four specific needs: for achievement, power, affiliation and autonomy which, McCelland says are factors which focus people towards certain goals. Maslow's (1954) understanding that goals or needs underlie motivation as the fundamental source of desire can be applied to many of the findings here. Rhodes (2012) found that job satisfaction, and the associated increased motivation may help to secure retention. All of the above ideas have been identified in this research because the findings suggested that ETL could increase the motivation of new entrants through the development of self-confidence and self-efficacy. The findings of this

project identified a desire for authority amongst the new entrants which involves the ability to control and influence, direct and lead others which they claimed had motivated them and given them great self confidence. There was overall agreement amongst the respondents that ETL can and does influence the motivation of new entrants and again personalisation is vital, especially if it is linked to something teachers had a large and personal stake in such as their own teaching or an extra-curricular activity. The significance of this is that those providing ETL experiences must consider giving new entrants experiences and training activities which can build self-confidence and self-belief through developing a sense of belonging and mastery.

5.14 Extra-Curricular Activities

The definition of motivation, given earlier in Chapter 1, included getting more involved in teaching and extra-curricular activities (Evans, 1989) and it is the latter which is explored in this aspect of the findings. Moreover, teachers' needs for responsibility, risk taking, problem solving, task completion and meeting moderately difficult achievement goals, which are features of McCelland's (1971) theory, have been shown here to be met by running extra-curricular activities which, if successful, enable a growth of confidence, self-efficacy and a sense of mastery for the new entrant as demonstrated by the music teacher's comments about her first concert. Indeed, if new entrants are motivated by their learning through leading extra-curricular activities, or indeed other activities, this finding links to Rhodes' (2012) ideas about self-efficacy being a motivational construct based upon self-perception of confidence, rather than from the teacher's actual level of competence because this research found that learning from involvement in extra-curricular activities transferred to motivation in other aspects of teaching because it offered a degree of autonomy from school leaders. There was an increased emphasis upon the motivating influence of learning through assisting an

experienced teacher and then going on to run an activity. Indeed, most teachers agreed that participating in extra-curricular activities really did affect motivation partly because of the benefits to the children which confirms Rhodes' (2012) suggestion that new entrants' self-efficacy is based on success with pupils. Teachers could often pin-point sessions which had directly inspired them to set up long term extra-curricular activities. Indeed, many saw training accrued through extra-curricular activities as a major influence upon their motivation and indeed such training might also be influential in identity development and retention.

In the management of the talent of new entrants, the use of extra-curricular activity as a form of ETL was shown to be influential in new entrant motivation. This may have been through the development of confidence and self-belief and eventually a sense of mastery of their craft. The new entrants would not be in the position of having power in a school, but by running their own extra-curricular activity the new entrants would gain a degree of autonomy and control from which they would learn skills which could be transferred to other areas of their work. Thus, careful management of ETL opportunities offered through extra-curricular activities could be an important aspect of talent management for new entrants.

5.15 Learning from Colleagues including Management

 Evans' (1998) research which stresses the importance of context, with regard to motivation, can here be seen to include both school and department. Indeed, teachers need to feel compatible with the specific school context in which they find themselves and the emphasis upon context was further endorsed by the School Teachers' Review Body (1992) which stated that they were sure that the quality of life in schools has a significant effect on motivation. Varlaam's et al (1992) found that teachers were concerned about feeling valued by management but less concerned about being involved in shaping the school's aims. The Primary Schools Research and Development Group (1987)   found that good relationships

with colleagues and sound leadership from a supportive head, along with appreciation and encouragement from the management team, all improve motivation. Nias (1989) emphasises the importance of leadership and support as motivators, especially the use of praise and the recognition of efforts or talents to sustain motivation. Rhodes (2012) who, after considering self-efficacy as a motivational concept related to a self-perception of competence rather than actual level of competence, discusses the importance of verbal feedback from colleagues, saying that the sense of self-efficacy of teachers is influenced by such contextual features as verbal persuasion, which was clearly found to be the case in this project and is therefore probably an important part of the management of these new entrants.

This research links to all of the above ideas about how ETL can increase motivation amongst new entrants through building confidence, self-belief and self-efficacy (Rhodes, 2012) because it adds to our understanding of how important it is that teachers, including new entrants, feel valued. The findings of this research show the importance of new entrants learning from colleagues and management as well as the benefits the teachers gained from working collaboratively or with their departments because there was clear consensus amongst many of the new entrants that working alongside and learning from their mentors or colleagues was particularly motivating as were discussions in cross curricular groups. Indeed, the opportunity to exchange ideas in department meetings certainly, from these findings, seemed to influence the motivation, the confidence and the self-belief of many of the teachers. Teachers said that they had been influenced with regard to their motivation by the ETL which came out of department meetings, especially from sessions on teaching and learning styles. Teachers made the point that ETL from their department prevented them from feeling isolated and gave them a sense of belonging, confidence and self-efficacy as they then felt part of a wider team, hopefully all moving forward in the same direction. Feedback from

lesson observations by colleagues or mentors was said to be particularly motivating, especially if it was constructive criticism which again developed self-confidence. Some new entrants said that even negative feedback could motivate teachers to reflect in order to do better and avoid such feedback again. The significance of these findings is such that the importance of ETL experiences which involve learning from colleagues, including management and mentors, are essential for creating motivation because they can help create confidence and a sense of self-efficacy.

5.16 Working with Children

The work of Varlaam et al (1992) discovered that good relationships with pupils, along with helping them to achieve, comes very high on the list of what is important to new teachers. Likewise, the findings of Kasten (1984) which showed that teachers gained great satisfaction from working with children and those of Bredeson et al (1983) which identified intrinsic rewards such as seeing students learn and achieve as being important motivators because they enabled teachers to feel that what they are doing is valuable and that they are developing personally and professionally. Other researchers such as McLaughlin (1986) and Spear et al (2000) both found that working with children was a very important factor contributing to morale. This research again links to the work of Rhodes (2012) with regard to self-efficacy which he interpreted as a belief in one's ability to do the job.

How the above knowledge is developed in this research can be seen because it was found that many teachers felt that ETL motivated them to try out different strategies in their lessons, especially those which were new and innovative. The motivation created involved a general feeling of wanting to improve the performance of their pupils and when this happened, the satisfaction created more motivation. Thus, the findings here indicate that new entrants' sense

of their own efficacy is heightened when they perceive their teaching to be a success and so believe that their future teaching will also be successful.

5.17 Summary

When summarising this section of the research findings with regard to Research Question 2:

Which ETL experiences at the start of your career have influenced your motivation?

this study indicates that the motivation of new entrants could be increased if ETL encourages the building of confidence, self-belief and self-efficacy which again have also been found to be important in the development of leaders much later on in their careers. Evidence for the areas of ETL which appear to engender motivation for new entrants and should therefore be considered when school CPD leaders plan programmes for new entrants, include the following points:

Firstly, ETL which is personalised and linked to something the new entrants have a large and personal stake in, such as their teaching or extra-curricular activities seems to influence motivation as it appears to enhance professional development and self-confidence. Secondly, ETL can lead to a sense of achievement, recognition, responsibility and advancement, especially if the learning experience involves the new entrant feeling a sense of autonomy to control, influence, direct and lead others which enhances confidence. Likewise, ETL arising from departmental discussions; receiving feedback on their teaching and working collaboratively with colleagues can enhance motivation by developing a sense of self-efficacy. Moreover, ETL related to improved pupil progress appears to be essential for motivation again because it is related to the new entrant's sense of self-efficacy.

Overall, it was found that the ETL experiences which most influenced the motivation of new entrants were those that were likely to help develop confidence and a sense of self-efficacy

such as extra-curricular activities, learning from colleagues including management and actually working with children all of which promotes a degree of assimilation.

5.18 Research Question 3

Which ETL experiences at the start of your career have influenced your commitment?
When considering the findings with regard to the commitment of new entrants, this study shows that fostering commitment is an important part of their talent management and links to previous work referring to the importance of developing psychological contracts (Rhodes 2012). Indeed, several new entrants made the point that they both knew and valued the training they would get from their schools which enhanced their commitment. If this is the case, then those who manage the talent of new entrants need to take steps to develop commitment and be aware of the potential advantage of seeking to form a secure psychological contract.

5.19 ETL to Promote Commitment

Day and Gu (2007) found that commitment and resilience were fundamental to the effectiveness of teachers. They further say that in order to sustain teachers' commitment to learning they, themselves, must engage in lifelong learning and the success of CPD depends on the chances for professional learning in teachers' everyday work. Day and Gu's (2007) research also indicated that variations in personal, professional and workplace conditions in different professional life phases affected commitment. They point out that on entry teachers have a strong sense of emotional commitment to the progress and care of their students; they say that commitment is influenced by teachers' sense of professional identity which is in turn influenced by the personal, professional and situated factors in their lives. Indeed, they conclude that in the early years it is activities which are concerned with the classroom which

have most impact and it is the influence of colleagues which is most effective in building professional identity and these are persistent themes of this research. Hargreaves and Goodson (1996) agree that CPD will develop a teacher's commitment to improving the quality of the service they offer as well as improving their self esteem. Bolam and Weindling (2007) stressed the need for collaborative and sustained CPD, both of which have been found here to enhance commitment. Indeed, their findings show that sustained and collaborative CPD was linked to teachers' self esteem, confidence and commitment. Sturman et al (2005) found that combining external expertise with peer support aided collaboration and that time should be set aside for teachers to plan and talk about shared experiences. The findings of "2020 Vision: Report of the Teaching and Learning in 2020 Review Group" (DCSF 2007a) also identified aspects which have links with this research and that is that CPD should be school based, emphasise teaching and learning in the classroom and involve small group work. Rhodes (2012) points out that fledgling leaders need to see themselves in a positive light in relation to their peers in order to raise self-confidence, enhance self-esteem and so diminish dropout rates. Rhodes (2012) goes on to say that such talent management must include the careful development of the professional identities of individuals and strengthen their sense of self-efficacy. He points out that organisations can shape the identities of employees and when individuals are selected for leadership development this too shapes their identity and increases their sense of efficacy. All of these points were also found to be the case in this study of new entrants, several of whom were very aware of this shaping process.

This research links to these findings because as most ETL takes place in the school, it is the school which will influence the teacher's commitment and again this has been found to be very much the case. This study indicates that differentiated ETL is essential to maintain commitment amongst talented staff who are in their early years of teaching. This need to

develop a psychological contract can be considered to be an important aspect for those who are responsible for talent management within schools to consider when planning ETL programmes. The stages of a teacher's ETL can be seen in this study as the new entrants move quickly from the role of helper/observer, to learning by being actively engaged, to them running the project or activity. In this study it was not found that the immediate work place context had any great influence upon the findings. However, most new entrants agreed that subject training or training very directly related to a teacher's specific responsibilities had more of an effect upon their commitment than general training and training related to classroom practice or improving pupil progress was found to have great effect upon the new entrants' commitment which could lead to the development of a psychological contract involving, on the one hand the expectations of the new entrants such as their induction and ETL and on the other hand the expectations of the school such as commitment, as described by Rhodes (2012).

When looking again at the literature concerned with the commitment of new entrants and seeing how the findings of this research either confirm, refute or extend the existing knowledge, it is clear that some interesting points emerge. The findings show clear opinions about what constitutes ETL which encourages commitment. Indeed, most teachers said that ETL could and did enhance their commitment and sense of belonging, particularly when it was delivered through department meetings. The most influential sessions were found to be those delivered by the department and especially those which looked directly at pupil progress. Planning together as a department was very highly valued and felt to create a sense of belonging leading to greater commitment. The influence of more experienced and fully committed colleagues was very clear when seeing how the commitment of the new entrants was developed. The value of collaborating in small groups was acknowledged by many

teachers but most passionately by the teacher who was inspired by the joint writing of schemes of work.

ETL experiences arising from extra-curricular activities certainly "greatly" influenced commitment, particularly with PE or music teachers and especially when the activity was successful and related to their specific interests. None of the literature explored seems to acknowledge the vast extent to which ETL gained from learning about and then organising extra-curricular activities enhanced teachers' commitment which is surprising as schools have an understanding of how extra-curricular activities can enhance both the learning and the commitment of pupils. CPD leaders in schools might, therefore, do well to factor this finding into the ETL diet of their new entrants. This study found that teachers learnt how to organise concerts and become expedition leaders which is a clear demonstration of the way that ETL from this area affected their commitment because they actually went on to organise concerts or lead expeditions. This finding suggests that commitment to extra-curricular activities produces teacher learning which in turn increases teacher commitment. This research also shows that success at leading extra-curricular activities is a potentially effective way for the newly qualified to enhance their sense of self-efficacy; increase their willingness to take on challenging goals and so develop their confidence. Therefore, in the early years, leading extra-curricular activities can be seen as a form of talent management because if such ETL as outlined above increases a commitment to the school a psychological contract can developed between the teacher and the school which further enhances the commitment to the school.

5.20 Personalising the Process

Joyce and Showers (1988) found that effective aspects of CPD were the exploration of theory, modelling, practice and feedback, along with coaching. Higgins and Leat (1997) stressed that trainee teachers are individuals with different responses in their first year.

Earley (2004) contended that professional development is an aspect of personal development and wherever possible the two should interact and complement each other. This research found that if teachers felt that the school was supporting their ETL, they viewed it favourably and were more committed or willing to engage in a psychological contract.

Harland and Kinder (1997) stressed the importance of the individual as they found that teacher reaction to a CPD episode is highly individualised and will have very different outcomes for different participants. These researchers spoke forcefully of the need to differentiate CPD and list all of the different types of CPD, most of which this research has considered. Day (1999) also devised a list of types of CPD to meet differing needs and many of the teachers in this research have benefitted from most of them including: sharing visions; the exposition of new ideas, discussions and other interactive activities; exchanging information; gaining new skills; experimenting with new strategies and coaching. Guskey (2000) stressed that CPD should be sustained and embedded in practice. Adey (2004) added the elements of having ownership and working in groups. Adey (2004) and Wilson and Berne (1999) condemned one day external courses as not having any real impact but this was not confirmed by this research.

When considering how this research exemplifies the understanding outlined above, the new entrants indicated that the range of approaches to ETL was helpful to them. Many of the teachers in this research have perceived that they benefitted from most of the types of ETL outlined above including. It was also found from the interviewees that ETL should be sustained and embedded. Adey (2004) added the elements of having ownership and working in groups and the findings of this research project do convey a strong sense of teachers needing to own their own learning.

Going out of school to external courses was also found to influence teachers' commitment by giving them a chance to discuss and debate issues, or in some cases implement new courses. This finding showed the value of short external courses as did the great impact of the external one-off interactive Teach First sessions. Indeed, this research endorses the work of Lydon and King (2009) which found that short workshops had an impact, especially if sessions were well structured, based on interactive teaching ideas and presented to the whole department. The findings of this research confirm this knowledge because teachers in the study who had attended subject based external courses had been greatly influenced by them. Examples are the Media teacher who attended the course in London and the Drama teacher who was so influenced by the one day examination board course that she taught the course after school. The Assessing Pupils Progress (APP) course also had a tremendous effect upon the teacher who attended it. However, these findings do agree with the previous findings that staff did not necessarily disseminate knowledge gained from external courses. Of course, it could be argued that these new entrants were not in a position to go back and influence other staff, but even so the courses all had impact on the teachers' day to day classroom practice. Schools now provide most of their teacher development in-house owing to the findings of earlier research and so going out on a course is highly valued by teachers because of its rarity. Denying teachers the opportunity to attend such courses was shown in this study to have a detrimental effect upon commitment owing to possible damage to any psychological contract formed with the school.

Some teachers felt that their level of commitment was positively influenced by ETL from their departments, but again much depended on how sessions were delivered. The most effective were those directly concerning the pupils they were teaching. The training which came from working as a department upon topics such as planning schemes of work also

rejuvenated teachers' sense of commitment and here the psychological contract was with the department as well as the school in general.

The significance of the above findings was that different types of ETL suited different teachers and when it engaged the teachers it enhanced their commitment to the profession or potentially helped create a psychological contract with the school as provider and so contributed to talent management by encouraging staff to remain at the school. Awareness of this sequence should influence the way schools differentiate or personalise their ETL for new entrants.

5.21 Creating the Commitment

It was found that when teachers were asked why certain ETL experiences had influenced them with regard to their commitment they referred to the way the experiences had been delivered and this research indicates that the manner of delivering ETL could well be significant with regard to creating commitment amongst new entrants and so managing their talent in schools. Existing knowledge on this point includes the work of Cordingley et al (2004) which emphasised the positive outcomes of collaborative CPD with regard to teachers' attitudes to working and reflecting with colleagues on a sustained basis. However, Lydon and King (2009) proved that short, well structured CPD episodes, based on practical, interactive teaching ideas which are presented to a small group such as a department, can have a long term impact on the teachers concerned.

The findings of this research exemplify existing knowledge because the interviewees reported that whole school lecture style sessions followed by departments going off to practise strategies or skills were accepted as necessary. Many new entrants had experienced a mixture of continuous and one off ETL sessions as the usual NQT training involved weekly sessions

but they were often about very different subjects delivered by different members of staff. Methods of delivery in departmental sessions usually involved a presentation, then discussion and then practice or activity, possibly in pairs. It was found that the new entrants accepted the lecture style of external courses and it did not prevent them being sufficiently invigorated by such sessions to go back and implement what they had learnt. However, this research showed clearly that commitment was further enhanced by teachers having the chance to meet and talk and this should therefore be facilitated by CPD leaders. Indeed, ongoing commitment was encouraged by the exchange of contact details.

Likewise, any sessions which were practical and showed teachers how to do something and then let them have an attempt were thought to be most engaging because it helped to encourage implementation after the actual learning. Indeed this research endorses the findings of the Cordingley et al (2004) that collaboration can develop enthusiasm in teachers who have not shown much commitment. Furthermore as shown, this research confirms their findings that work which took place in the classroom such as joint planning and team teaching was particularly effective. Indeed, as the interviewees show, these findings exemplify the themes that collaborative and sustained CPD, which is differentiated according to the needs and interests of the teachers and which is based firmly in the classroom is most successful. Moreover, bearing in mind that these reviews do not take into consideration any CPD which was less than twelve weeks duration, the findings of this project about the effectiveness of one off sessions can be given credence and add strength to the work of Lydon and King (2009) because it was found that even traditional lecture type one day courses could have great impact upon teachers' commitment.

5.22 Summary

When summarising this section of the research findings with regard to Research Question 3:

Which ETL experiences at the start of your career have influenced your commitment?

this study indicates that the commitment of new entrants could potentially be increased if CPD leaders acknowledge the importance of talent management and the creation of a psychological contract between new entrants and their school. Evidence for the areas of ETL which appear to engender commitment for new entrants and which should therefore be considered when school CPD leaders plan programmes for them, include the following points:

Firstly, ETL can enhance commitment especially if it is focused upon daily classroom practice or related to new entrants' specific responsibilities which might be extra-curricular. The ETL should be differentiated and include the development of potential future leaders, so building self-esteem and confidence. Such differentiated ETL, which acknowledges the need for early talent management, in turn helps build a psychological contract between the new entrant and their school which seems to promote retention, motivation and commitment.

Secondly, ETL can be effective when gained from departmental meetings related to classroom work and directly concerning the pupils being taught.

Likewise, ETL can be effective if delivered in an appropriate manner and an interactive delivery is generally preferred. Short, even one day, courses can have great impact. Effective delivery of sustained or short course ETL can contribute to talent management and the creation of a psychological contract.

Overall, it was found that the ETL experiences which influenced the commitment of new entrants were those that may be implicated in the development of a psychological contract between new entrants and their schools such as structuring ETL to create and promote commitment which is likely to involve the personalisation of the ETL and facilitate the processes of assimilation and actualisation.

5.23 Research Question 4

Which ETL experiences at the start of your career have influenced your job satisfaction?

When considering the findings of this research with regard to job satisfaction, this study exemplifies the existing knowledge we have about mastery as discussed by Rhodes (2012) in connection with school leaders. In this research it was also found that mastery experiences are likely to be important in developing a sense of job satisfaction in new entrants and again this should be borne in mind by schools planning ETL programmes for new entrants.

5.24 ETL to Promote Job Satisfaction

Evans' (1998) definition of the term "job satisfaction" as including both the extent to which the individual is satisfied with the job and whether they experience job fulfilment in the sense of personal achievement in their own performance can, as shown later, be linked to the concept of mastery. Indeed, the findings seem to indicate that some forms of ETL can develop a sense of mastery in new entrants which can, in turn, increase self-belief and so enhance commitment and their sense of belonging which may consequently increase their sense of job satisfaction. The variation of the experiences which give job satisfaction is partly explained by the theories which try to explain job satisfaction in terms of needs which must be satisfied or values which must be attained. Thompson (1997) who says that that such needs or values can be either intrinsically related to the nature of the work itself, or extrinsic

factors which are to do with the characteristics of the organisation or context within which the work takes place, namely, the type and individual characteristics of the school. This framework, identified by Thompson (1997) involved situational theories which try to explain how variables such as task characteristics, organisational characteristics and individual characteristics combine to relate to job satisfaction. The variety of sources of job satisfaction for teachers can be summed up by the agreement of both Nias (1989) and Lortie (1975) who view job satisfaction as a summary of the total rewards experienced in teaching. Spear et al (2000) completed work which revealed a complex range of factors which contribute to the morale and job satisfaction problems which led to the shortage of qualified teachers at that time. This research links to Rhodes' and Brundrett (2012) observation that perceptions of job satisfaction can change over time which presents a challenge to schools.

This research project shows, from the findings, as exemplified by the music teacher introducing new ideas, that to allow new entrants to experience a sense of mastery in their daily work can give them a sense of job satisfaction as outlined in the previous paragraph. Throughout this section of the research it can be seen that a wide range of experiences had a positive influence upon the new entrants' sense of job satisfaction ranging from seeing their pupils progress; receiving feedback upon their own teaching; working with colleagues; contributing to the professional development of colleagues; being involved with or leading projects; having freedom to develop and progress and being given support to meet challenges which included intellectual challenges. All of these can help foster a sense of mastery along with a sense of achievement and therefore create job satisfaction for the new entrant and so should form an important element in any ETL programme which aims to manage teacher talent by facilitating job satisfaction, commitment, motivation and retention.

5.25 Taking Early Responsibilities

Earlier researchers such as Newson (1993) and Locke (1991) found that lack of career opportunities led to teachers not having job satisfaction and so leaving the profession. The work of Spear et al (2000) found that for teachers who planned to stay in the profession, the recognition of their work and the approval of line managers was very important. Spear et al (2000) confirmed the research of Grant (1989) who discovered that teachers wanted new challenges to widen their experience or allow them to develop their interests or strengths. Fraser et al (1998) found that promotion has a rejuvenating effect which maintains teachers' sense of job satisfaction. Evans (1998) concluded that gaining responsibilities afforded an opportunity for teachers to gain satisfaction through a sense of achievement. This links to the work of Rhodes (2012) who makes the point, when writing about the leadership potential of more experienced teachers, that schools cannot expect those with leadership talent to continue to perform without the school giving attention to their development, reward and job satisfaction. This research project shows that taking on a role of responsibility, even at this early stage of their careers, as with the teacher who became Lead Teacher for Achievement, certainly gives new entrants a great sense of satisfaction. The chance of very early career development enhanced teachers' job satisfaction which made them want to stay in the profession. This research also finds that wanting to take on early responsibilities is based on teachers' desires to broaden their experiences, gain greater freedom in their work, set themselves new challenges and enhance their ability to improve pupils' education which is what Spear et al's work (2000) found. In the same way that development, reward and job satisfaction have been associated with the continued performance and retention of those with leadership talent further on in their careers (Rhodes, 2012), likewise, they can be associated with the continued performance, job satisfaction and retention of new entrants. Should this be

the case then CPD programmes for new entrants must take this into account if they are to be truly effective.

5.26 Working with Children

Spear et al (2000) considered why teachers join the profession and found that the overwhelming reason was to work with children and this is the factor which gives most job satisfaction, especially when teachers can see progress academically or personally. In fact, nearly all studies in England between 1988 and 1998 show that teachers' greatest source of job satisfaction is working with children and creating warm, personal relationships with pupils for example: Chaplain (1995), Lyons (1981), Varlaam et al (1992) and Evans (1997) which can be linked to Herzberg's (1968) idea of identifying the presence of factors which are intrinsic to the work itself, such as the implementation of new teaching strategies, which he calls "satisfiers" which create job satisfaction.

The findings of this research link to those outlined above because the interviewees all felt that the most satisfying aspect of their work was working with children and seeing their progress and developing good relationships with their pupils. Gaining new ideas for teaching was also found to give job satisfaction because the teachers felt that if they could put them into practice they would have an immediate impact upon the pupils. These two factors link to Rhodes' (2012) work on the importance of developing mastery in the nurturing of leaders aiming for headship. In this research mastery can also be seen to be of great importance to the degree of job satisfaction experienced by new entrants and again should be considered by CPD leaders wanting to deliver an effective programme to new entrants.

5.27 Working with More Experienced Staff

The findings of this research with regard to the new entrants gaining ETL from more experienced colleagues confirms the earlier findings in this area of Spear et al (2000), and Fraser et al (1998) because the interviews revealed that teachers gained great satisfaction from being mentored by experienced members of their departments and by contributing to departmental projects or activities. Furthermore, seeing other, more experienced staff use schemes of work or resources which the new entrants had developed was also a great source of satisfaction as shown by the music teacher. This aspect of the findings includes taking on responsibilities either informally or formally and learning through doing. Part of the satisfaction came from staff feeling better equipped for promotional opportunities, but the satisfaction of working with talented, experienced colleagues was clear. This shows that actively learning their craft as teachers and gaining mastery through working with or learning from other staff can increase job satisfaction amongst new entrants and it should therefore be structured into their ETL programmes.

5.28 Management and Leadership

The Green Paper "Teachers Meeting the Challenge of Change" (DfEE, 1998) recognised that better leadership was needed to enhance teacher job satisfaction. Poppleton (1989) found that if teachers perceived the school management to be supportive, competent and sensitive it increased their sense of job satisfaction. Evans' (1998) findings about the importance for job satisfaction of approval from those in senior positions and having somebody to listen and value your views and support your initiatives add to knowledge on this topic. Lawler (1973) believes that overall job satisfaction is determined by the difference between what teachers feel they should receive from their jobs and what they actually do receive. Evans (1998) says that positive attitudes amongst teachers are sustained when they are supported to meet

challenges by school management which, from the findings of this research, as will be shown below, can be linked to the work of Rhodes (2012) concerning confidence, self-esteem, self-efficacy and mastery.

The findings of this study demonstrate the importance of management and leadership to teachers' job satisfaction because the new entrants often expressed the view that feeling valued and having their efforts acknowledged contributed greatly to their sense of job satisfaction. When looking at job satisfaction, the expectations of the new entrants in their different schools needs to be considered and this is something that the ETL received by new entrants to the profession should address, along with teachers' attitudes to their role perception, school bureaucracy and their own teaching skills. In this research the new entrants had formed opinions about their schools or the contexts in which they did their work but could not, by virtue of the fact that they were new entrants, make comparisons. Some naturally expressed dissatisfaction about some of the aspects considered in their schools, but overall this research found much respect for school leaders and trainers who could demonstrate mastery of their craft. It was found that where new entrants felt that leadership and management were encouraging or facilitating the opportunities to develop mastery through ETL, their job satisfaction was significant and again this is something which CPD leaders should build into their programmes for new entrants.

5.29 Involvement with Activities or Projects

Spear et al (2000) found that teachers chose teaching as a career because it gave the opportunity to have a creative input. Likewise, Evans (1998) believes that job satisfaction depends on teachers feeling that they have achieved something worthwhile which in turn enhances their self esteem.

The significance of the findings of this research indicate that involvement with activities or projects within the department or school gave many teachers great job satisfaction as the involvement meant that teachers were taking a leading role or experiencing feeling part of a team which enhanced their sense of belonging and developed a sense of mastery. Furthermore, job satisfaction was found through setting up and running extra-curricular activities, especially as it often led to teachers feeling valued.

5.30 Receiving and Delivering CPD

Spear et al (2000) found that teachers are motivated to attend professional development courses for a variety of reasons and that poor CPD can increase job dissatisfaction. Schaffer (1953) claims that the interpretation of job satisfaction was one of an individual's needs' fulfilment. Sergiovanni's (1968) work on personal needs fulfilment and his connection of Herzberg's (1968) motivation-hygiene theory and Maslow's (1954) theory of human motivation based on a hierarchy of human needs has proved relevant here. Locke (1969) defined job satisfaction as the pleasurable emotional state which results from achieving one's job values, while Katzell (1964) widened the exploration of job satisfaction to include desires, goals and interests as well as needs and values. The findings of this research link again to the work of Rhodes (2012) about confidence, self-esteem and self-efficacy which link to professional identity because this study shows that the responsibility of delivering ETL can enhance these attributes of the new entrants and increase their sense of mastery and job satisfaction.

When looking at how this research helps confirm the above existing knowledge, these findings show that obtaining and implementing new ideas for teaching was very satisfying for teachers, especially if the ideas worked. Moreover, this research found that teacher learning created satisfaction as interviewees gave specific and personalised experiences of how

collaborative learning had helped them progress and achieve, which in turn gave them a sense of mastery and satisfaction.

Again, a very wide range of ETL activities had a positive influence upon the new entrants' sense of job satisfaction and these ranged from sessions on personalised learning, to learning from how another department had approached a particular aspect.

Giving teachers positive and constructive feedback about lessons delivered or on their progress in other projects was seen by these new entrants as something which gave great satisfaction and led to teachers feeling valued and appreciated. This was experienced through formative reports upon their progress and the summative NQT report which qualifying teachers receive at the end of a successful induction period. Other teachers further endorsed the work of Locke (1991) by commenting that being told that you are progressing as expected gave both satisfaction and made you feel confident to take on projects within the department and so add to the development of the department. The element of challenge was also found to be a source of job satisfaction. Constructive criticism made teachers challenge themselves to see what more they could do with a class. Indeed, the setting and achieving of targets was a great source of satisfaction.

Looking more closely at specific aspects of ETL, it is clear that being influenced by training days to feel empowered to try out new ideas gave great job satisfaction. Similarly, training on specific aspects such as marking or assessment gave job satisfaction in the sense of developing teachers' confidence. ETL was felt to give job satisfaction because it made teachers feel more confident about aspects of their work and so could move both themselves and their colleagues forward in a particular area.

One of this research's most significant findings was that delivering training to their colleagues was a source of great satisfaction and really made teachers feel as if they were progressing in their careers, even to the point of wanting to move into a mentoring position through training, despite their limited experience. Teachers gained great satisfaction from piloting strategies and then feeding back to the department or whole staff or from demonstrating a new method to the department or whole staff. Such experiences built up a sense of team membership or belonging and facilitated the development of mastery. These findings show that in some cases new entrants were using ideas from their university training to disseminate good practice to staff at their new schools. Again group work and interactive ETL were valued and used but appropriateness was the key finding and teachers could gain great job satisfaction from lecture style inputs as long as they were directly relevant. Teachers also valued a cascade model if it was related directly to what they were doing. It was also found that teachers gained satisfaction from some in-house ETL and rarely showed any dissatisfaction that they did not attend many external courses.

The above findings about new entrants receiving and delivering CPD again link to the concept of developing mastery amongst experienced teachers who are aspiring to leadership positions (Rhodes, 2012) because this experience as outlined above for new entrants, along with the experience of passing it on to other teachers, gave a sense of job satisfaction and a feeling of mastery.

Indeed, all of the above points about new entrants receiving and delivering CPD indicate that CPD leaders in schools might ensure more effective ETL for them if these findings are borne in mind when planning their programmes.

5.31 Summary

When summarising this section of the research findings with regard to Research Question 4:

Which ETL experiences at the start of your career have influenced your sense of job satisfaction?

This study indicates that the job satisfaction of new entrants is increased if ETL builds mastery of the craft of teaching or pedagogical knowledge. Evidence for the areas of ETL which appear to engender job satisfaction for new entrants and should therefore be considered when school CPD leaders plan programmes for new entrants, include the following points.

Firstly, ETL can, in its varied forms, give new entrants to the profession a sense of job satisfaction by allowing them to develop a degree of mastery in some aspect of their craft. Secondly, ETL gained through taking up early responsibilities and facilitating career development can enhance job satisfaction because it helps develop professional identity, professional mastery, and builds teachers' sense of self-esteem and self-efficacy. Similarly, ETL which enhances teachers' direct work with pupils can be most effective because working with children is what gives teachers most satisfaction and so to develop a sense of mastery of this area can help secure job satisfaction.

Moreover, ETL which arises from departmental work with more experienced members of staff was often found to give great job satisfaction because sharing and collaboration are important steps towards mastery. ETL, which involved the demonstration that leaders and managers valued new entrants, contributed greatly to their job satisfaction in terms of confidence, self-esteem and self-efficacy, especially when the leader acknowledged some form of mastery demonstrated by the new entrant. Additionally, ETL gained through new

entrants' involvement with school activities or projects generally gave great job satisfaction because it allowed for creative input and created the chance to develop and display mastery of one aspect of teaching which could then be applied to another. Finally, learning through delivering CPD to colleagues can give great job satisfaction because again it helped to both develop and display mastery.

Overall, it was found that the ETL experiences which most influenced the job satisfaction of new entrants were those that were likely to help develop within them a sense of mastery of their craft of teaching such as their work with children, taking early responsibilities, working with more experienced staff including management and leadership, being involved with activities and projects and receiving and delivering CPD. Such experiences contributed to the process of actualisation.

5.32 An Overview of the Findings

The findings of my research show that there are many ways in which ETL is influential in the lives of new entrants to the teaching profession in schools. These findings are summarised in Table 3, presented at the end of the previous chapter, and show potentially important facets in the management of the talent of these new entrants so that they may be better retained and committed to the profession at this early stage of their career. As mentioned in the Literature Review Rhodes (2013) considers the talent management of teachers in later stages of their careers with particular reference to the management of leadership talent. He suggests that talent management, to enable improved retention, commitment and performance is linked to identity transformation, socialisation, belonging, self-confidence and self-efficacy. In this study I am dealing with the role of ETL in the talent management of new entrants and my findings indicate that there are similarities in how these two very different groups of teachers can be retained and developed. Moreover, the findings in Table 5, presented at the end of the

previous chapter, may be influential with regard to the socialisation, belonging, self-confidence, self-efficacy and mastery of new entrants to the profession, many of whom mentioned that feeling valued increased their confidence. The following chapter shows how these findings can be connected to acculturation, assimilation and actualisation.

CHAPTER 6 CONCLUSION

6.1 Introduction

In this section there will be a summary of the main outcomes of this research which are organised under the subheading Contributions to Knowledge. Each of the four research questions will be considered in turn. Each section will, for ease of reference, bring together the findings under each of the research questions.

This will be followed by a consideration of the conclusions and implications for answering the central question which is encompassed in the four research questions, is expressed in the main title, and essentially is: what are the most effective forms of ETL for new entrants to the teaching profession?

The chapter will then move on to consider the concluding links to the issues of talent management which include the findings about professional identity, self-efficacy, psychological contracts and mastery which arose from the research. These links are explored in a Venn diagram. The implications of the links concerning acculturation, assimilation and actualisation which take place in the ETL process of new entrants are considered and this is followed by a consideration of the question of the ecological place (Orr, 2008) of such ETL.

The subsequent section will give recommendations for practice. Possible further research will be considered which will lead into a final concluding statement which sums up the contribution of this research towards existing knowledge by answering the central question: What are the most effective forms of ETL for new entrants to the professions? The answer being explored through the four research questions concerning: retention, motivation, commitment and job satisfaction.

6.2 Contribution to Knowledge

6.3 Research Question 1

Which induction experiences and subsequent ETL experiences influenced your retention within the profession?

With regard to which types of ETL can influence the retention of new entrants, it was found that training which was part of the initial teacher training course and training which took place after qualification during the early years of teaching can be considered in the same light as the new entrants did not make any distinction because different types of ETL had been used in both training and post qualification. However, as detailed in Chapter 5 the following points emerged as conclusions to the findings which confirm or extend the knowledge base with regard to this aspect of the topic.

1. Good induction courses seem to make new entrants feel valued, confident, positive and secure and so they were more likely to be retained within the profession.

2. With regard to ETL, new entrants benefit from taking greater responsibility for their ongoing learning, especially if it is needs based. Fitting into a school needs to be balanced against encouraging new entrants to explore their own identity. Encouraging new entrants to contribute to the delivery of whole school CPD is a positive experience. A range of delivery methods is effective when they are appropriate to the subject, but interactive sessions which involve collaboration and learner responsibility were considered most likely to improve retention.

3. Sharing and reflection were found to be vital as they have a good psychological effect upon the new entrants, making them think that they can do what others have done. Reflective

practices can be seen as the key to the growth of professional identities of teachers, again encouraging retention.

4. Mentors help teachers commit to the profession, inspiring them and influencing them. Indeed, as Rhodes (2012) says it can make them have a stronger belief in their personal competence. It is interaction between mentor and new entrant which can facilitate the construction of a professional identity which also appears to encourage retention.

5. One off training courses related to school projects offered challenge, interest and support which encouraged new entrants to stay on in the profession.

6. Being involved in projects or having early responsibilities made teachers feel valued and confident. The involvement of teachers in such projects, which could include the training of other teachers, was the experience that made them feel most valued and confident and so more likely to remain within the profession.

7. Learning for leadership is a significant aspect of ETL for new entrants and encourages teachers to stay in the profession because part of their professional identity involves them thinking ahead to leadership roles within the profession.

8. Learning from experienced staff through observing them or having them give feedback after observing the new entrants' teaching is vital to developing, through analysis, the professional style and identity of the new entrants and so enhancing the possibility of retention.

6.4 Research Question 2

Which ETL experiences at the start of your career influenced your motivation?

The following is a summary of the findings which confirm or extend the knowledge base with regard to this aspect of the topic:

1. ETL which is personalised and linked to something the new entrants have a large and personal stake in, such as their teaching or extra-curricular activities appears to influence motivation because it develops their sense of self-efficacy.

2. ETL can lead to a sense of achievement, recognition, responsibility and advancement, especially if the learning experience involves the new entrant feeling a sense of autonomy to control, influence, direct and lead others, which encourages self-efficacy which again has a positive influence upon motivation.

3. ETL arising from departmental discussions, receiving feedback on their teaching and working collaboratively with colleagues seems to enhance motivation by also developing a sense of self-efficacy.

4. ETL related to improved pupil progress is essential for motivation because it is related to the new entrant's sense of self-efficacy.

6.5 Research Question 3

Which ETL experiences at the start of your career have influenced your commitment?

The following is a summary of the findings which confirm or extend the knowledge base with regard to this aspect of the topic:

1. ETL does seem to enhance commitment, especially if it is focused upon daily classroom practice or related to new entrants' specific responsibilities which might be extra-curricular,

differentiated and include the development of potential leaders, so building self-esteem and confidence. Good ETL provision by the school can start to build a psychological contract with the new entrant.

2. ETL was found to be effective for encouraging commitment when gained from departmental meetings which are related to classroom work and directly concerned the pupils new entrants are teaching.

3. ETL was found to be effective if delivered in an appropriate manner and although interactive is generally preferred, short, even one day, courses can also have great impact on commitment and again help build this psychological contract.

6.6 Research Question 4

Which ETL experiences at the start of your career have influenced your job satisfaction?

The following is a summary of the findings which confirm or extend the knowledge base with regard to this aspect of the topic:

1. In its varied forms, ETL can give new entrants to the profession a sense of job satisfaction as it can build a sense of mastery.

2. ETL gained through taking up early responsibilities and facilitating career development enhances job satisfaction because it helps develop professional identity, builds teachers' sense of self-esteem and facilitates mastery.

3. ETL which enhances teachers' direct work with pupils is effective because working with children is what gives teachers most satisfaction.

4. Departmental work with more experienced members of staff which delivers ETL was found to give great job satisfaction, again because it developed a sense of mastery.

5. Any ETL, which demonstrates that leaders and managers valued new entrants, contributed greatly to job satisfaction in terms of confidence and self-efficacy.

6. The involvement of new entrants with school activities or projects appeared to give great job satisfaction because it allowed for creative input and the development of mastery.

7. Learning through delivering CPD to colleagues seems to give great job satisfaction, again because again it built confidence and a sense of mastery

6.7 Conclusions and Implications

The findings show that certain types of ETL are indeed effective for new entrants to the profession, mainly because they have an impact upon retention, motivation, commitment and job satisfaction.

As demonstrated above, many of the existing findings of previous research projects were endorsed, such as those about effective CPD being school based, concerned with day to day teaching matters, delivered in small group and being interactive. However, other significant findings were those concerning: the centrality of learning by doing; learning from good mentoring; attending one off courses and especially from new entrants delivering CPD themselves and running extra-curricular activities.

Learning through extra-curricular activities was found to be so effective because it satisfies the five factors which Herzberg (1968) classed as motivators: achievement, recognition, responsibility, advancement and the work itself. Likewise, extra-curricular activities can be said to be effective because they confirm McCelland's (1961) theory of four specific needs: for achievement, power, affiliation and autonomy which focus people towards certain goals. The extra-curricular activities create motivation because through them the new entrant gains power, a degree of autonomy and some control. Moreover, through these gains the new

entrant learns skills which will equip them to lead other whole school or curriculum based projects which in turn gives them school leadership skills.

These findings show how ETL for new entrants can develop confidence and self-efficacy which in turn facilitates the development of self-concept and professional identity which leads to better retention, motivation, commitment and job-satisfaction. This, in turn, means that schools will find it easier to manage the talent that they have and ensure effective succession planning.

To explore the implications of this research in more detail, the findings, are presented in the following Venn diagram which show how the findings overlap the four areas of retention, motivation, commitment and job satisfaction. This, along with Tables 5, 6 and 7 can be used to personalise ETL and make informal correlations about the impact different types of ETL have on the new entrant.

6.9 Figure 2: Venn diagram to show overlap of findings
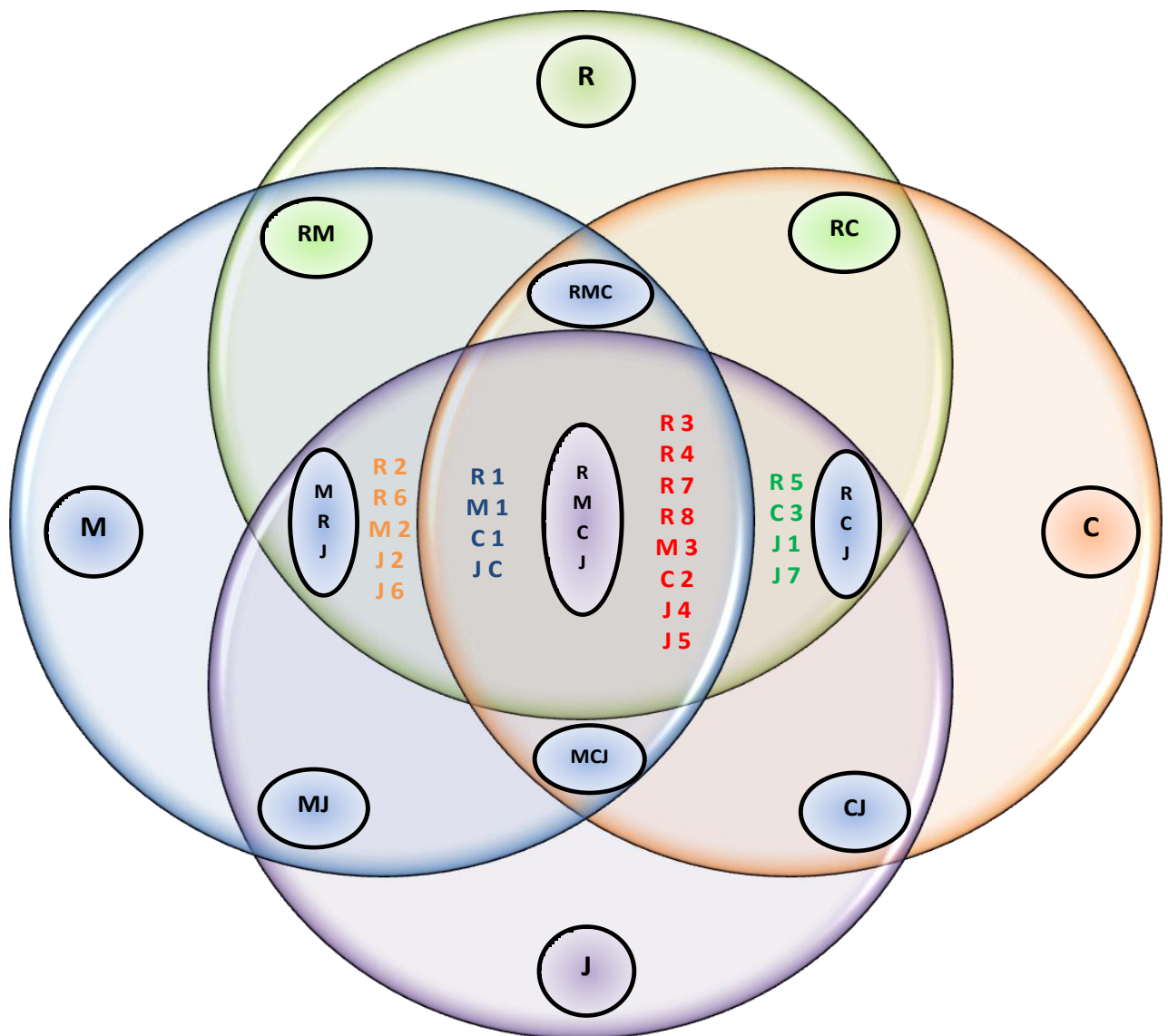
Each area of investigation is indicated by its initial letter as shown in the following key; the numbers correspond to those at the start of this chapter which list the contributions to knowledge under each research question.

6.10 Key to Venn Diagram

The Venn diagram shows each area of investigation as a coloured circle labelled with the initial letter of the area of investigation as followed:

Retention = Green R

Motivation = Blue M

Commitment = Orange C

Job satisfaction = Purple J

Overlapping areas are denoted by combinations of these letters whether it be two, three or four areas of investigation.

The concluding findings are denoted by using the same letters to represent the areas of investigation as above but numbers are added and these relate to the summary of findings above (6.3 – 6.6) and they are un-circled. These concluding findings are placed in the areas which demonstrate the way they overlap across the areas of retention, motivation, commitment and job satisfaction.

These concluding findings are then coloured to indicate the particular aspect of these findings as follows:

1. Areas concerned with teaching and pupils are denoted in blue and cross all four areas of investigation: R1 M1 C1 J3.

2. Areas concerned with working with other adults are denoted in red and again cross all four areas of investigation: R3 R4 R7 R8 M3 C2 J4 J5.

3. Areas concerned with responsibilities, autonomy, extra-curricular activities and being involved with projects are denoted in orange and cross three areas of investigation (retention, commitment and job satisfaction): R2 R6 M2 J2 J6

4. Areas concerned with the delivery of CPD are denoted in green and cross three areas of investigation (retention, commitment and job satisfaction): R5 C3 J1 J7.

6.11 Points arising from the Venn Diagram

The Venn diagram shows the importance of aspects which occur in more than one area of investigation. The following points can be concluded from the Venn diagram:

1. The findings concerned with teaching or working with pupils are found in all four areas and these findings can be regarded as the WHICH part of the answer to each of the research questions.

2. The findings concerned with working with other adults are also found in all four areas and these findings can be regarded as the HOW part of the answer.

3. Findings about the actual delivery of ETL spread across three of the four areas and can be regarded as the WHY part of the answer to each of the research questions in those areas.

4. Finally, findings about teachers being concerned with responsibility, autonomy, school projects and extra-curricular activities also spread across three of the four areas and can be regarded as the TO WHAT EXTENT part of the answer to each of the research questions in those areas.

6.12 Concluding Links from Venn Diagram to Talent Management and Professional Identity

The Venn diagram (Figure 2) show that when considering why some ETL is particularly effective for new entrants to the profession, it is ETL which is directly concerned with teaching and pupils and that which is gained from working with more experienced, committed colleagues. It is also the ETL which involves the new entrant taking responsibility and having some degree of autonomy or leadership in either a school project or activity which could be delivering CPD or leading an extra-curricular activity. This research would indicate that the reasons for this are connected to Rhodes' (2012) findings about confidence, self-esteem, self-efficacy and professional identity because learning by having autonomy, responsibility or a taste of some form of leadership usually builds such professional qualities.

Moreover, being able to develop such professional qualities through acculturation, assimilation and actualisation (Rhodes and Fletcher, 2013) seems to encourage retention, motivation, commitment and job satisfaction which in turn leads to schools being able to manage talent, retain talent and plan for succession. The importance of this finding is clear: firstly, for the development of teachers who will ultimately form a well motivated, committed teaching staff who experience job satisfaction and want to remain in the profession, and secondly, for school improvement achieved through staff development**.**

The above consideration of acculturation, assimilation and actualisation can be linked to the work of Orr (2008) which found that compulsory CPD for staff in further education, could still meet individual needs if staff were able to plan and discuss their own development so allowing for "ecologies of practice" to form which links to the finding that teachers value the sharing and solving of difficulties to improve their self-efficacy. This research found that the tension between ETL given to the new entrants to fit in with their schools (acculturation) and

ETL given to develop their individual needs can also be ameliorated by the personalisation of ETL programmes (assimilation and actualisation).

6.14 Recommendations for Practice

- As more training takes place in schools the importance of good mentoring must be acknowledged and supported.

- There needs to be a greater understanding of how new entrants learn effectively through "doing" in the sense of participating in and then leading either activities, school projects or taking on responsibilities.

- The personalisation of ETL must be considered as vital and Tables 5, 6 and 7 may be of use for this purpose.

- The importance of focusing on day to day teaching activities; using small groups and a collaborative approach must continue, but be tempered by these findings about the need for the delivery of ETL to be appropriate to purpose and situation. The importance of one off external courses must be accepted for both their possible career changing impact and the opportunity they afford for a cross-fertilisation of ideas and experiences for these new entrants.

- Trainers and CPD leaders must be aware of the value of new entrants running extra-curricular activities and being involved in projects which develop confidence, self-esteem and self-efficacy and serve as a rehearsal for future responsibility and leadership positions and which, in those early years, secures retention, creates motivation, builds commitment and engenders job satisfaction, which in turn facilitates talent management and leadership succession within schools.

6.15 Further Research

- Based on these findings further research needs to be conducted on the work of mentoring in the Teach First and other initial teacher training programmes to help elicit current good practice and so influence future improved practice.

- Research must be conducted into new management structures which allow for relatively inexperienced staff to have areas of responsibility which will enable them to learn, be motivated, have greater commitment and experience greater job satisfaction as this will enhance retention.

- The implications of the above upon more experienced, long standing staff will need to be explored as to whether it will be motivating or de-motivating and how, if it is de-motivating, it can be changed to secure the retention, motivation, commitment and job satisfaction of experienced staff.

- The value of running extra-curricular activities and giving new entrants the opportunity to deliver training to colleagues as part of their early learning for leadership needs to be explored further so that better use can be made of the rich learning it delivers to new entrants.

- Further research needs to be conducted upon the links discovered here between how established teachers develop leadership skills and how new entrants can be provided with ETL which will encourage them to remain within the profession. Such research would be mutually beneficial for teachers at both stages of their careers and have a positive impact on their schools.

- Moreover, the concept of talent management for new entrants which is aimed at effecting better retention, commitment, motivation and job satisfaction through ETL activities needs to be reconceptualised as having a specific focus on the distinct but interrelated phases of acculturation, assimilation and actualisation.

6.16 Concluding Statement

To conclude this research project, it can be said that ETL has, and can have, a significant effect upon the retention, motivation, commitment and job satisfaction of new entrants to the teaching profession. The most effective form of ETL has been found to be learning through "doing" either in the form of interactive ETL or implementing what has been learnt at an external one off course or through engagement in projects and activities, or through experience of early responsibilities, delivering training or through running extra-curricular activities. The latter giving the satisfaction of achievement and autonomy which both encourages teachers to remain within the profession and develops the skills of leadership which they can apply to departmental and whole school responsibilities, which in turn leads to school improvement. The findings also show the similarity between the development needs of very experienced teachers moving towards leadership and those of new entrants moving towards attaining professional identity and a mastery of their craft through the stages of acculturation, assimilation and actualisation.

APPENDIX 1   RESEARCH SCHEDULE

1. Retention (Stopped you from leaving the profession)

a) You will be asked about an ETL experience/s which had a positive effect on your retention when you were **inducted** into the school.

Which experience was it?

How did it influence you?

Why did it influence you? Format/ delivery

To what extent did it influence you? Great, some, small amount?

b) You will then be asked about subsequent ETL experience/s in the **early stages** of your teaching career which made you want to stay in teaching.

Which experience was it?

How did it influence you?

Why did it influence you? Format/Delivery

To what extent did it influence you? Great, some, small amount?

2. Motivation (Getting more involved in teaching and extra-curricular activities)

You will then be asked which ETL experience/s had a positive effect on your motivation within the profession.

Which experience was it?

How did it influence you?

Why did it influence you? Format/Delivery

To what extent did it influence me? Great, some, small amount?

3. Commitment (Devoting more of your own time to your job)

You will then be asked which ETL experience/s had a positive effect on your commitment to the profession.

Which experience was it?

How did it influence you?

Why did it influence you? Format / Delivery?

To what extent did it influence you? Great, some, small amount?

4. Job Satisfaction (Fulfilment and personal achievement in your job)

You will then be asked which ETL experience/s had a positive effect on your sense of job satisfaction within the profession.

What was it?

How did it influence you?

Why did it influence you? Format   / Delivery?

To what extent did it influence you? Great, some, small amount?

Is there anything else you would like to say about the ETL you have received?

Key:

I = Interviewer

S= New Entrant

I   This is interview four and we've got S today who is going to introduce herself.

S   My name is S and I'm on the Teach first programme and this is my first year at School A.

I   Thank you, S. I'm looking at what is the most effective ETL for new entrants to the profession. I want to start thinking first of all about retention...what has stopped you from leaving the profession so far. I want you to think back to when you were inducted into School A – the first few weeks- and tell me about the positive ETL experiences which had a positive effect upon you, making you want to stay within the profession. Can you tell me about them, please?

S   Err...I would say my mentoring sessions were very useful. Just getting that one to one time with my mentor.

I   How did it influence you?

S   Well any problems I've got – anything I'm not sure of... and then getting the advice that I need. He's (the school mentor) already been through it all and can suggest new and alternative ways of handling any situations at all which come up in the course of teaching.

I   Why did these sessions influence you? Was it anything to do with the format or the delivery or was it the content?

S   It's very personal. It's not so much that you are being judged in the mentoring sessions. You don't have to worry about whether this will reflect badly upon you because it's not that kind of format. Yes... it's just for help really.

I   Right, and looking back at the sessions, to what extent did they influence you? A great extent, some extent or a small extent?

S   Err.. I'd probably say to some extent.

I   Right, now I'd like to ask you to keep hold of the idea of retention in your mind and think about any subsequent ETL experience which, in your case, may have been later in the Teach First summer school. Experiences which have taken place in the early

stages of your career but not in the official induction period to School A. What has made you want to stay in teaching? Can you think of any positive experiences?

S   Err..... In Teach First training we had a day where students from the previous year came back and told us of the experiences they had had and errr... how they had dealt with it. This was very positive- it made you think- yes- everyone has had them (problems) as well and so it was not just reflecting so much upon me – but that – whatever it was that they were telling us about – was a normal thing that everyone experienced and had to deal with at some point. They told us how they had coped with the situation which was comforting because it showed that you were not the only one who had such problems and also showed you that there were ways of dealing with it that you had not yet thought of or that you could try out when you went back into school.

I   So that was how it influenced you?

S   Yeah...it did...that's right.

I   Why do you think it influenced you? Presumably it was just a one off session?

S   It was...it was useful because it was from people who had been through the exact same experiences earlier on and then sharing their experiences. It was really very helpful because they showed us what they had experienced and how they got through it.

I   Did they talk to you in small groups, or was it lecture style?

S   It was small groups. Not individual but quite a lot- about five or six people sat round talking together and exchanging experiences.

I   And how many of the five or six had been previous Teach First students?

S   Oh I'm....... there would have been one or two previous students and the rest in the small group would be us current Teach First students and we sat together with them sharing their experiences.

I   Why did it influence you?

S   It was the opportunity to ask questions and get things off your mind and share with others who were going through it and others who had been through it.

I   Was it about general things to do with the course or specific things about teaching?

S   It was specific to teaching. I'm sure with all the trainees lots of things go through their minds when they start teaching such as: What shall I do if........ and all kinds of questions like that. And they just explained what they did when things went wrong which was also quite useful to find out about.

I Thanks, that sounds a really useful ETL experience. Can we move on to think about motivation now which is defined as you getting more involved in your teaching and extra-curricular activities at the school. Can you think of any ETL experiences which have had a positive effect upon your motivation in the profession?

S Well, one of my first lesson observations was very useful because I found out what I was actually doing wrong but also what I was doing right. It really helped me to know that I hadn't done anything seriously wrong. In fact it was really useful to know this from a lesson observation which I had really early on in my training as it gave me real help at the start of my career.

I It gave you good feedback?

S Yes, yes it did; really it did.

I How did it influence you?

S It made me think; made me realize that there were things I needed to think about in my teaching- really think about in a way to progress.

I Mmmm.....

S But although the things I had been worried about in my teaching were not really a huge problem. It motivated me to know that I was working towards something, some sort of an improvement.

I Why did it influence you? Was it the format or the delivery? I presume it was one to one?

S Err..as I say it was very structured. Lots of things to think about. It was a very positive point which kept my motivation up in my teaching.

I Mmmm...

S Also the delivery was very good, it was somebody that I got on well – that observed me. It was somebody who talks very kindly but at the same time will not avoid telling me the truth which is, I think, really important.

I So to what extent did this ETL experience influence you – a great extent, some extent or a small extent?

S I would say to a great extent.

I Thank you. Moving on to consider job satisfaction, which is defined as fulfilment and a sense of personal achievement in your job, can you think of any ETL experience which has really enhanced your job satisfaction?

S Err......

I Thinking perhaps of your time at Teach First or at School A? Any of the sessions for new staff possibly?

S Err... Thinking about it really carefully, I'd say... I'd have to say one of the sessions with my mentor which was to discuss marking and how to do it. We went through it all – everything I had to do and this really helped. On the one hand I was struggling a bit with one thing. So it was a one on one session looking at everything I had to do with regard to marking.

I Yes, this was with your school mentor again? So how did it influence you? This session about marking?

S Errrr....it gave me a lot more confidence in what I needed to do and how I needed to do it. It meant that I didn't need to worry about what I was teaching the students and shaping that through my marking – whether what I was telling them right or wrong about how to improve their work. Really it was my confidence and knowing that I was doing the best job that I could do.

I And why do you think it influenced you? Was it ongoing ETL in the sense that it was part of your mentoring? Can you think of why that particular session stayed in your mind?

S Err...

I Again, can you think about the format and the delivery?

S I suppose the format – we went through it step by step. Every single point that I could possibly need in great detail.

I Mmmm....

S I was able to ask as many questions as I wanted and could take as long as I wanted over it with time to think about everything.

I Yes..?

S I really got my questions answered during the session and everything cleared up. So it was really useful.

I Mmmm...

S Thinking about it. I'd say it was a lot to do with the format of the delivery which made it really effective.

I Yes, tell me about it and how it affected you.

S Yes, it was collaborative – we were certainly working together throughout the whole session.

I   And to what extent did the experience influence you? To some extent, to a great extent or to a small extent?

S   Definitely a great extent as it means that now I am much more confident in what I am doing. It means that now I am much more confident in what I am doing. It was very useful.

I   Thank you very much. Moving on to the subject of commitment which means making you want to devote more of your own time to your job. Can you think of any ETL experiences so far in your career which has made you want to show greater commitment to the profession.

S   I suppose a session where we had students come in and we were allowed to ask them questions.

I   Were these ex Teach First students?

S   No, they were actually school pupils.

I   Pupils?

S   Yes, pupils. They just came in.

I   Mmmm...

S   And we were able to ask them questions directly. They were obviously very well behaved students. We could ask them what they wanted. What they thought was good about school and education.

I   About ways of teaching?

S   Yes, they could tell us what a teacher should be like.

I   Do you think the students were well prepared?

S   Reasonably well prepared – yes.

I   And how did it influence you? That experience of actually being able to speak to school pupils.

S   It was useful because you realised that a lot of them were very intelligent and thoughtful and knew what they really wanted. Whereas in a school environment you do not have time to ask the students – what do you want in and from school and your education? It is quite useful to know not only what is expected of you from the school but what is expected of you from the actual students.

I   Mmmm.. Mmmm.. and why do you think it influenced you so much?

S   It makes you think a lot more about whether what you are doing is what is right for the students and what they expect.

I   Yes and what about the format of that? Was it part of the Teach First training programme or was it a one off session with the students. What about the format of it? Was it formal? Was it in groups?

S   It wasn't formal. It was informal. The children were not told you have to say this. They were able to say what they wanted and at the same time we could ask any questions. It was very interactive. They hadn't got anything they were told that they had to say.

I   Mmm.....

S   They could just tell us what we wanted to know really.

I   Right, and to what extent did that session influence you? To a small extent, to some extent, to a great extent?

S   I'd say a great deal. But, overall, I find individual ETL works best. Like individual training.

I   One to one?

S   Yeah, one to one. Because obviously group training is also important but everyone has different issues I think and errr.. I personally am a lot more happy to discuss my issues on a one to one basis than with other people present and things like that.

I   Is it best for ETL to be one off or continuous?

S   I think that definitely they both have their place because interviewing students and things like that are important but you can't do it every week obviously. At the same time you can do things like mentoring times regularly – that's continuous because it's every week and you can deal with different things you want to deal with.

I   Is there anything else you would like to say about the ETL you have received?

S   No I don't think so. I think I've covered everything of importance.

I   Thank you very much indeed.

Appendix 3: Teacher Retention Statistics

Percentage of full and part-time[1] teachers that qualified in a particular year, were in service the following year and were still in service in the maintained sector in England a number of years later

Year qualified[2]	Newly qualified entrants entering service	Year entered service[3]	Percentage of teachers in regular service in the maintained schools sector in England after:												
			1 year	2 years	3 years	4 years	5 years	6 years	7 years	8 years	9 years	10 years	11 years	12 years	13 years
1997	18,800	1997-98	91%	84%	79%	76%	73%	70%	68%	66%	65%	63%	62%	60%	59%
1998	17,700	1998-99	91%	84%	79%	76%	74%	71%	68%	67%	66%	64%	62%	61%	
1999	18,400	1999-00	91%	84%	79%	76%	73%	71%	70%	68%	66%	64%	63%		
2000	17,400	2000-01	91%	85%	80%	76%	73%	71%	70%	68%	66%	64%			
2001	18,900	2001-02	91%	84%	80%	76%	74%	72%	70%	68%	66%				
2002	21,600	2002-03	91%	84%	80%	77%	75%	73%	70%	68%					
2003	23,400	2003-04	91%	84%	81%	77%	75%	72%	70%						
2004	23,400	2004-05	91%	85%	80%	77%	75%	72%							
2005	26,000	2005-06	90%	85%	81%	77%	74%								
2006	24,700	2006-07	90%	84%	80%	77%									
2007	24,900	2007-08	90%	85%	81%										
2008	24,300	2008-09	90%	84%											
2009	22,000	2009-10	89%												
2010	22,000	2010-11(p)													

Source: Database of Teacher Records (DTR)

Figures relating to 2010-11 are provisional; entrant numbers rounded to nearest 100.

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