Newly Qualified Teachers (NQT’s)
Conditions for a successful career start

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TERG – Teacher Education Research Group

• University of Innsbruck
• Pedagogical University of Tyrol

TERG topics
• Pedagogical Knowledge in Teacher Education (TE)
• Teaching Practice and Mentoring in TE
• Structures in European TE
• first years of NQT’s in their profession
Research questions

• What are the influencing factors
  • for a good career start?
  • from the point of view of newly qualified teachers (NQTs’), colleagues, heads of the schools?

• What are the requirements for
  • the curriculum of TE?
  • mentors and NQT’s?

• What are the influencing factors for the NQTs’ future career as teachers?
Research design

(Schneider, 2019)

Interviews
- Heads of schools (15)
- NQTs’ (25)

Aim: to identify areas of improvement in teacher education

Computer aided evaluation
- transcription
- data analysis

Triangulation method
Grounded Theory
- different categories
- category tree
Cluster analysis
Content analysis
- theory
- interpretation

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Main questions put to the heads of schools:

What do you expect as a head teacher of the newly qualified teachers?

What do you think the young professionals expect of you, as the head of school?

What would you change in the current teacher training system based on your experiences with the NQT’s?
Main questions put to the NQTs:

Which aspects of your university courses and training were particularly helpful during your first time as a teacher?

What did you especially miss when starting your career as teacher?

Is there something that you particularly like / dislike about your university courses and training?
State of research - facts

• career start is of fundamental importance for future career as teachers  
   *Terhart (2014)*

• how teachers act and react is very complex

• personality of NQTs’ affects successful or unsuccessful career start  
   *Helsper et. al (2008)*

• NQTs’ personality influences teacher-pupil-interactions (.72)  
   *Hattie (2014)*

• NQTs’ training cannot prepare them for all situations in the classroom  
   *Keller-Schneider & Hericks (2014)*
State of research - facts
State of research - facts

• useful knowledge; rhythm of education – freedom and pressure
  *Whitehead (2011)*

• spiral-curriculum for TE
  • stages of theory, practice, reflection
  *Curriculum-handbook (2016) – “New” Teacher Education*

• NQTs’ with university degree: not “finished” qualified teachers
  *Terhart (2013)*

• “Stages of learning to teach”: survival stage, mastery stage, routine stage
  *Herzog (2014)*
Research results

(Schneider, 2019)

Professionalization through development of competences

- school administration
- knowledge of the education system
- reflection & feedback
- cooperation (with pupils, colleagues)
- authority in the classroom

Professional habitus
Competence fields in detail

- support from
  - heads of schools
  - experienced colleagues
Competence fields in detail

- not possible to deal with all aspects in TE
  - too many different systems
- tips from experienced colleagues
- interaction with experienced colleagues
- lack of knowledge causes stress for NQTs’
Competence fields in detail

- Individual responsibility of NQT’s is a condition for reflection & feedback
- Essential bases for continued professional development (CPD)
Competence fields in detail

- main topic
  - classroom management
  - discipline
- practice, experience
- stress for NQTs’

authority in the classroom
Competence fields in detail

- depends on interpersonal relationships
- secure environments enable NQTs’ to cope with failure
- trust (especially in colleagues) is a condition for cooperation
Questions for the group

• How can we train the professional habitus in TE?
  • Can we train the professional habitus?

• How can we support the development of the professional habitus at the beginning of teaching? → positive career life
References


Curriculum für das Bachelorstudium Lehramt Sekundarstufe (Allgemeinbildung), Leopold-Franzens-Universität Innsbruck 2016.


Thank you for listening!