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The Work of Elementary Principals in Supporting New Teachers in Ontario, Publicly-Funded, English Speaking Schools

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ABSTRACT

Teachers benefit from instructional, emotional, institutional and physical supports in their early years of practice (Lipton & Wellman, 2003). Yet, with a teacher surplus in Ontario, many early career teachers (ECTs) spend years in transient, short-term work prior to qualifying for the New Teacher Induction Program (NTIP). As school leaders, Ontario elementary principals develop and facilitate supports for the ECTs in their school. However, principals have identified their workloads to be demanding and intensifying (Pollock, 2014b). ECT support development is one of many responsibilities that principals undertake in their work.

This qualitative study employed semi-structured interviews with twelve elementary principals from five school districts in Southern Ontario, Canada to explore these issues and investigate the work of principals in supporting the ECTs in schools. Specifically, this study examined how elementary principals understand ECT supports. It recorded the strategies principals employed to develop and facilitate the supports for ECTs. The influence of ECT support policy on principal work was considered along with the challenges that principals identify in their development and facilitation of supports.

The findings indicate that principals found their work in developing and facilitating ECT supports to be meaningful. Supports were considered an investment in ECTs and principals recognized priority in their support development for the ECTs that invest in their school and teaching practice. Principals indicated challenge in scheduling the development and facilitation of new teacher supports within their intensifying workload. Lastly, a potential policy gap between ECTs being hired and qualifying for NTIP meant principals were not always able to develop and facilitate supports for some of the ECTs that are

engaged in short-term teaching assignments, leaving informal supports and self-directed

learning as interim solutions until those ECTs gained consistent teaching work.

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Finally, most sincere and great thanks to my best friend and husband, Martin Brown. His endless support, encouragement, reassurance and patience throughout my graduate school journey and all of our adventures together has inspired me to embrace new challenges and chase my dreams.

DEDICATION

I dedicate this thesis in loving memory of my grandma, Rena Gonyou. Along with raising a busy farming family with five children, my grandma was proud to be an elementary school teacher. Teaching at a major transition time in Ontario with one-room rural schoolhouses moving into a new model of teachers working in community schools in the 1960s, my grandma volunteered to mentor and support pre-service and new teachers. She recognized the challenges and bumps of beginning teaching and wanted to play a pivotal role in helping early career teachers experience a positive start in the teaching profession. While education in Ontario has experienced great change from my grandma's time as a teacher, I know that she would be proud of this research that focuses on supporting the early career teachers in our schools.

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CHAPTER ONE

Early career teachers (ECTs) encounter unique learning needs as they merge from being a student into teaching practice. Often their learning needs are not realized until they are in a working role and teaching in a classroom. However, while it is not possible for ECTs to have the same proficiency of practice as experienced teachers, they are often expected by various stakeholders to take on the same responsibilities, with the same level of competency as their experienced teacher colleagues (Anhorn, 2008; Lipton & Wellman, 2003). If left on their own to succeed or fail within their classrooms, the transition from learning to teach into teaching can become a "sink or swim" experience (Ingersoll & Strong, 2011; Johnson, 1990; Johnson & Birkeland, 2003). ECTs encounter multiple new experiences upon entering teaching as besides beginning their instructional practices in the classroom, ECTs find themselves entering an established professional culture, are accountable to multiple education stakeholders and come to realize their new identity as the teacher, no longer as the student. ECTs, schools, school districts and students benefit from the positive effects of new educators having supported job-embedded learning in their early stages of teaching (Brock & Grady, 2007; Carver, 2004; Corbin, 2010; Darling-Hammond, 2003; Ingersoll & Strong, 2011; Olebe, 2005).

Supports for ECTs are identified to be beneficial, however, the road for most new graduates of university pre-service education programs toward consistent, permanent teaching employment is long. This study considers the work of elementary principals in developing and facilitating school based supports for the ECTs in their schools.

ECTs have been identified to have a range of instructional, institutional and emotional needs as they begin teaching practice. These needs are noted as often the newest hired ECTs end up with the most challenging teaching assignments (Ingersoll & Strong, 2011; Lortie, 1975). New teacher supports can take several forms including individualized teacher support, professional development activities and employer-sponsored programs (Olebe, 2005). Olebe (2005) outlines individualized teacher supports to include mentoring from an experienced teacher, assessments such as a Teacher Performance Appraisal (TPA), classroom visits or walkthroughs (p. 159-162). Professional development activities often include district organized professional learning events, but also include collaborative learning opportunities such as networks, or conferences (Olebe, 2005). Thirdly, employer sponsored programs are resourced and sponsored by the district, with financial support from other agencies (i.e. Ontario Ministry of Education) and could include new employee workshops, health and safety training and procedural meetings (Olebe, 2005). The establishment of an induction program for ECTs usually includes a formal mentoring program and professional development to develop advanced and responsive teaching skills (NWT Education, Culture & Employment, 2011). The availability of a range of professional development supports in the first years of teaching practice have been found to be particularly important in establishing more confident and prepared new teachers (Kardos & Johnson, 2007; Lipton & Wellman, 2003).

As ECTs enter practice, their experiences can be anticipated to be both rewarding and challenging. The process of new teacher induction has been described as a highly organized and comprehensive form of staff development that involves many people and components (Wong, Britton & Ganser 2005). Supports that address new teacher instructional,

institutional, physical and emotional needs aid beginning teachers transitioning into practice (Lipton & Wellman, 2003). The induction of ECTs into practice has an influence on their learning and confidence. As new teacher professional learning encompasses pedagogical, communicative and organizational learning needs, the supports for ECTs within induction programs are recognized to offer not only teacher education or pedagogical learning, but also emotional support for beginning teachers entering professional teaching practice (Carver, 2004; Davis & Higdon, 2008; Fantilli & McDougall, 2009; Kardos & Johnson, 2007).

Today, the work of most of the ECTs in Ontario today involves transitioning from university teacher education programs into daily and short-term teaching employment. These positions are temporary and often transient. Recent graduates from teacher education programs find themselves entering a grim employment market resulting from declining teacher retirement rates since the early 2000s (Pearce, 2012). In many cases, it is taking years for ECTs to gain work, particularly long-term or permanent teaching employment. This tedious road of ECTs working toward gaining long-term employment is attributed to a teacher surplus situation and the introduction of new regulations related to ECT hiring practices in Ontario.

In Ontario, elementary principals supervise and oversee the work of ECTs in their schools. School administrators in Ontario are experienced educators who draw on their own prior experiences to recognize many of the challenges that ECTs face during as they begin teaching practice. Elementary school principals in Ontario are the school based personnel and resource connectors, or facilitators, of ECTs and professional learning. Principals are recognized to have an essential leadership role in welcoming ECTs into practice by

facilitating new teacher supports (Hope, 1999; Jorissen, 2002; Protheroe, 2006; Roberson & Roberson, 2008).

Principals have a key role in supporting the ECTs in their school. Carver (2014) outlines seven core tasks of principals in supporting ECTs. These tasks include recruiting, hiring, and placing new teachers, providing site orientation and resource assistance and managing the school environment. The importance of building relationships between principals and teachers, fostering instructional development through formative assessment, providing formative and summative evaluation, and facilitating a supportive school context are further outlined by Carver (2014) as elements of the principal support role.

This research study aims to uncover the work of Ontario elementary school principals in supporting teachers that have graduated in the previous five years from a university pre-service education program and are in beginning teaching practice in Ontario publicly-funded elementary schools. This time frame was selected to be relevant in consideration of the work that principals are doing to develop and facilitate new teacher supports as it was reported that the teacher surplus in Ontario was so great in 2013 that half of the new education graduates would face five or more years of job searching to gain full employment as teachers (Ontario College of Teachers, 2014). Considering the reflections of Ontario elementary principals, this study will construct a basis of how principals understand their role in developing and facilitating supports for beginning teachers and investigate how they are going about their work in developing and facilitating professional learning supports.

Positionality

After fourteen years of teaching in elementary schools, and the past seven serving as a school district teacher leader in new teacher mentoring, I am approaching this research study

with a personal interest in the phenomenon. My positionality, or my own position in relation to the research settings (McDowell, 1992), has come from my personal experiences in supporting new teachers that qualify for the New Teacher Induction Program (NTIP) in the school district in Southern Ontario where I am employed.

I have observed first-hand the value and positive effects of new teacher supports on new teacher confidence in practice and planning, participation in the school and professional communities, and the overall better well-being of new teachers as individuals. As a lead mentor and professional development facilitator for NTIP, I have fielded questions and engaged in conversations with new and experienced teacher colleagues and school administrators about the availability of supports for the newest ECTs, who do not qualify for the NTIP. Further to this, my specific interest in the work of principals in supporting ECTs has grown from my professional learning in gaining Ontario Principal Qualifications. I understand and appreciate the important role that principals play as the school leader in developing relationships that connect teachers with a variety of support resources. As principals serve as school leaders, I believe that their perspective on supports for ECTs will bring insight into the current understandings and strategies of school-based ECT supports in Ontario.

While I have achieved qualifications to become a principal in Ontario, I am currently in a teaching position. However, as an experienced teacher working in a lead mentor role with new teachers in the NTIP in a school district, I do have insight and experience within the phenomenon being studied. I consider that my experience and current role allow me to relate with the work that principals are doing to support the newest hired ECTs. As I am not in the role of being a principal, I do not position myself as an insider in the research. I

understand that within this qualitative research study my experiences and beliefs are inherent and will have an influence on the research process (Bourke, 2014; England, 1994).

Problem of Practice

From my work as an experienced teacher mentor, I recognize the value of professional learning supports for ECTs. I appreciate from my own past experiences as a new teacher and mentor the value of supports that bridge professional learning between theory and practice during the transition from student into teacher. In a leadership role as an NTIP mentor for the past seven years, I have responded to a variety of questions from school administrators, mentors, and ECTs about the resources that are available for new teachers through NTIP. These inquiries have heightened my awareness of many ECTs that were qualifying to participate in NTIP having multiple years of daily and short-term occasional work. As a result of many NTIP new teachers not being identified as "new", administrators and mentors asked about changing the supports that they developed and facilitated as the ECTs had gained so much job-embedded experience prior to the NTIP. It became evident to me that the profile and the professional learning and support needs of many NTIP new teachers were changing.

In response to these emerging questions from practice, I worked within a planning team to differentiate professional development sessions. The modified workshops promoted flexibility for mentors to develop co-planning opportunities with their NTIP new teacher colleagues. Through the process of considering the feedback of NTIP mentors and school administrators sharing their reflections of the extensive teaching backgrounds that many new teachers were gaining prior to qualifying for NTIP supports and the need for different supports, I came to wonder what supports are available for the newest hired ECTs that are

not qualifying for NTIP resources? Aware of the central role of principals in the school, my problem of practice emerged in seeking to find out how elementary principals are working to support ECTs in schools.

As a review of the literature did not undercover research specifically pertaining to the Ontario elementary principal perspective of the development of ECT supports, I elected to undertake the study with a provincial context. In recruiting participants for the study from various areas of the province, I felt that a broader scope of the phenomenon could be achieved in relation to how principals understand work, policy and support than if a principals from a single school district were considered. Further, considering the connection of principal work and ECT work arrangements, an exploration of perspectives across the province was deemed to be valuable from the principals who welcome ECTs into the school that they oversee and supervise.

I consider this a problem of practice as considering this phenomenon is complex. The notions that influence the phenomenon include the nature of work, support, and policy. This study, through a main research question and four sub-questions, investigates the perceptions and understandings of elementary school principals in Ontario in regards to supporting ECTs in their first five years of teaching practice.

Research Questions and Research Sub-Questions

This study explores the work that Ontario elementary principals are doing to support ECTs that are in their first five years of teaching in publicly-funded, English speaking schools following completion of a university pre-service education program. As a result of the teacher surplus, most ECTs in Ontario are entering short-term teaching work for several years. Providing that teachers in their first five years following graduation from a pre-service

education program can access a variety of work arrangements, this study will consider of how principals support ECTs that qualify for NTIP, and also those who do not yet meet the policy inclusion criteria.

The main research question guiding this study is grounded in the job-embedded expectations of the principal to develop and facilitate professional learning supports for the newest hired ECTs in their school. The main study research question is: "What work do elementary school principals do to support early career teachers in Ontario?" The study includes four sub-questions, which were used to explore the understanding and depth of the main research question. The research sub-questions are:

1. How do elementary school principals understand early career teacher supports?

2. What strategies do elementary school principals engage in to support early career teachers?

3. How does policy influence the work of principals in supporting early career teachers?

4. What challenges do elementary principals encounter when supporting early career teachers?

The main research question and supporting sub-questions construct a representation of the work that elementary school principals are doing to deliver supports for ECTs in their first five years of professional practice.

Research Setting

This small scale, qualitative research study specifically considers the work of elementary school principals in Ontario, publicly-funded, English speaking schools. The participants that volunteered to participate in the study work in Southern Ontario, Canada and the study included a mix of principals from five public and Catholic school districts,

from rural and urban settings and included principals that have gained experiences in elementary schools of small to large student and staff populations. Principals are in the role of providing professional supports to the teachers in their school. The Ontario Education Act, Reg. 298, holds principals responsible for supervising teachers and ensuring that they have adequate support and resources to complete their job responsibilities. As the nature of work for elementary and secondary principals and teachers have some significant differences at the classroom and school level (Leithwood, 2008), this study focuses on the perspectives shared by elementary principals.

When NTIP was first introduced in Ontario in 2006, the nature of ECT work was beginning to change. The 2006 Ontario College of Teachers (OCT) Transition to Teaching report indicated that while 9/10 new teacher graduates from 2001 and 2002 had found regular teaching employment, change in work availability was being noted with a reduction in retirements, increase in teacher graduates and limited employment opportunities, particularly for those without specialist qualifications (Ontario College of Teachers, 2006). Moving ahead to today, the OCT reported in 2015 that only 14% of new teachers gaining permanent employment contracts by the end of their first year of teaching and further discussed the expected transient nature and lack of permanency in new teacher work (Ontario College of Teachers, 2016). The transient and temporary nature of most new teachers' work today has a direct influence on how ECTs gain access to support in schools and within the school districts where they are employed.

The definition of a new teacher within the provincial NTIP policy differs from the definition of ECTs that is used in this study. In NTIP, ECTs qualify for the program once they gain their first long-term occasional employment assignment of ninety-seven days or

longer or a permanent contract position (Ontario Ministry of Education, 2014). For the purposes of this study, ECTs are considered to be any teacher that is within five years of their completion of a university pre-service education program and is transitioning into teaching practice. As this study is focused on the supports that principals are developing and facilitated for ECTs, it will not consider teachers that are transferring into a new district following more than five years of teaching in another region. Within the context of this study, some of the ECTs in their first five years of teaching practice will gain long-term employment and will qualify and access NTIP supports, while others will remain in short-term work arrangements and will not meet the inclusion criteria of the support policy. The study includes the consideration of principals developing and facilitating both the NTIP formal supports and also informal for ECTs that do not qualify for the NTIP.

Principals in this study shared information and reflections that were based on their experiences in facilitating both formal and informal professional supports for the ECTs in their schools. The participant perspectives, opinions and experiences contribute and combine to construct an understanding of the work that Ontario elementary principals are doing to support the ECTs in their schools. The construction of an understanding of principals' work in developing and facilitating ECT supports has significance to the field of education and educational leadership.

Significance

Successful completion of a university pre-service education program does not fully prepare ECTs for the diverse range of demands of teaching. New teachers benefit from job-embedded professional learning support early in their teaching practice to bridge their prior learning into application, gain confidence and merge into being part of a professional

network (Cole & Watson, 1993; Drago-Severson, 2007; Feiman-Nemser, 2003). Much learning can happen only while on the job and accessing professional learning supports is essential for ECTs in bridging pre-service to in-service learning.

As school leaders, principals are a key person for ECTs in accessing professional learning support. The school principal has been identified as having an important role in facilitating successful and positive new teacher supports (Jorissen, 2002; Protheroe, 2006; Roberson & Roberson, 2008). Principals supervise and work with new teachers in Ontario schools and connect ECTs with supports that bridge pre-service learning into professional practice.

While new teacher supports are considered valuable for ECTs transitioning into practice, it is important to consider work and supports within the Ontario context. In Ontario, principals have an expansive and intensifying workload (Pollock, 2014b). The work arrangements of ECTs are now temporary and transient for extended periods of time often spanning over several years before gaining long-term teaching work. Further, considering the existing policies related to ECT supports within the Ontario context is significant to this study.

This study serves to expand research as the work that Ontario elementary principals are currently doing to support ECTs were not uncovered in the literature review. In their Ontario based study, Fantilli and McDougall (2009) addressed a need for future research investigating the perceptions of principals involved with new teacher induction programs. This study has connections with contemporary work on ECT supports and teacher retention (B. Kutsyuruba, Understanding Teacher Attrition and Retention: The Role of Teacher Induction and Mentorship Programs; The Role of the School Administrator in Effective

Teacher Induction and Mentoring Programs, Queen's University, 2016; Kutsyuruba, Godden, Covell, Matheson & Walker, 2016). The specific consideration of recent development and facilitation of supports for teachers in their first five years of practice (ECT) also connects with the work of Kutsyuruba et al. This study also correlates with the study of principal workload intensification (DiPaola & Tschannen-Moran, 2003; Pollock, 2014b; Pollock & Hauseman, 2015).

This study addresses a concern within the field of education that is continuing to grow with time. While the role of the principal in guiding new teacher induction programs has been studied (Carver, 2014; Correa & Wagner, 2011; Hope, 1999; Jorissen, 2002; Roberson & Roberson, 2008), little research specifically addresses the nature of work that principals engage in to support the newest hired ECTs into the workforce. Specifically, there is little documentation on the supports available for ECTs that do not qualify in Ontario for new teacher support policies. I believe that this study can bring light to how principals understand and work to develop and facilitate ECT support programs for new teachers entering schools in Ontario. Hearing the voices of principals describing their experiences of success and challenge in their work will build a realization of how ECTs are being supported in our province.

This study will be of interest to principals, school districts, the Ministry of Education, and new teachers. Considering more about the work that Ontario elementary principals are doing to support the newest hired ECTs in their schools will give insight into current practices, strategies, challenges and understandings. Learning more about the principals' perspective of the work that they do to develop and facilitate supports, as well as the challenges that they identify in their work, will be valuable to policymakers, ECT support

program developers and principals. Finally, consideration of the existence of gaps in policy and practice will be explored in this study, which will develop conversation for future planning and development.

Definitions

Several key terms will resonate throughout the thesis that require definition; (1) Ontario elementary principal, (2) early career teacher (ECT), (3) ECT support (formal and informal), (4) induction, (5) distributed leadership, (6) collaborative school culture, (6) new teacher work arrangements (daily or short-term occasional and long-term or contract/permanent teacher), (7) the New Teacher Induction Program (NTIP), and (8) Ontario Regulation 274/12 (or Reg. 274).

Ontario elementary principal. In Ontario, elementary school principals are individuals that are qualified teachers through the Ontario College of Teachers (OCT), have a minimum of five years of teaching experience, have gained additional qualifications (e.g. Master degree, teacher specializations, qualification in multiple teaching divisions) and have completed Ontario Principal Qualifications, as recognized by the OCT. The Ontario Education Act (R.R.O. 1990, Reg. 298, s. 11) identifies principals as being responsible for the instruction and discipline of pupils, the organization and management of the school and the evaluation of teaching staff. Beyond these responsibilities, principals are further identified within the Education Act to be involved in the hiring of new teaching staff and holding responsibility in regularly inspecting the school building.

Principals supervise and manage both the operational and instructional aspects of schools in the province. Supervisory officers within school districts supervise elementary

school principals. Principals in Ontario are members of the Ontario Principal Council (OPC) and have separate association from the teacher federations. Principals supervise vice-principals in Ontario. Principals can assign vice-principals to facilitate some new teacher supports, but the school principal holds responsibility of supervising teachers. As principals supervise all teachers and the vice-principal, the participants in this study will only include principals.

Early career teacher (ECT). For the purpose of this study, early career teachers (ECTs) are defined as all beginning teachers in their first five years of teaching practice and employment following completion of a university pre-service education program, including teachers educated out of province, who are working in Ontario, publicly-funded, English speaking elementary schools. As the study specifically considers the supports that principals are developing and facilitating for teachers in their first five years, the term Early Career Teacher (ECT) will be used throughout this thesis.

According to the Education Act, R.S.O. 1990, teachers must be qualified and certified by the Ontario College of Teachers (OCT), the regulating body that requires Ontario teachers to meet certain requirements for certification. Specifically, the OCT sets out that to teach in Ontario's publicly-funded schools a teacher must have completed a minimum three-year postsecondary degree from an acceptable postsecondary institution, have successfully completed a recognized university teacher pre-service education program and apply for certification and membership with the OCT (Ontario College of Teachers, 2016). To teach technological education, teachers must possess an Ontario secondary school diploma, or its equivalent and have completed a teacher education program that is accredited

by the OCT, or an equivalent program that is acceptable to the OCT (Ontario College of Teachers, 2016).

Teachers at the beginning of their career can be described with several different terms, including newly certified, brand new to the profession, or new graduates of pre-service education (Kutsyuruba, Godden, Covell, Matheson & Walker, 2015). During the first years of teaching, ECTs can engage in different types of teaching work that include temporary or permanent teaching employment. Several expressions can be used to describe the employment of ECTs including occasional, contingent, supply, substitute or contract teacher. Most ECTs are entering the teaching profession through what is referred to as "daily substitute teaching", or "occasional teaching" (Ontario College of Teachers, 2014). Within this temporary and transient teaching workforce, short-term and long-term teaching arrangements make up the temporal work arrangements within school districts (Chalikakis, 2012).

Early career teacher support. This study considers support to be linked with the actions that principals employ to help the ECTs in their school transition from being in the role of a student in a pre-service education program into the professional role of a teacher. The notion of support is identified in this study to be the process of a principal connecting resources (personnel, professional development, print) with ECTs to aid them in the transition from university pre-service learning into professional practice. One example of personnel supports for ECTs comes through new teachers being mentored by experienced teachers either in their school, or connecting with educators in others schools. Connecting new and experienced colleagues can lead to rich collaboration, sustained professional learning and emotional support (Lipton & Wellman, 2003). New teacher resources can

include texts, journals, professional resources or online resources, such as blogs or online courses. Print resources can come from a variety of sources including the Ministry of Education, professional journals, teacher resources, co-planned lessons created by or with colleagues and documents shared at professional learning sessions. ECT supports can be either formal or informal in nature.

Formal early career teacher supports. Formal new teacher support is carried out with the support of established policies. Policy related to ECT support is directed and managed by regulatory educational bodies such as the Ontario Ministry of Education, or the school district through their own policy procedures. Formal ECT support is outlined through frameworks, guidelines and expectations for each stakeholder in the policy. Accompanied with funding for resources such as release time, professional development sessions and print resources, formal early career teacher supports also include accountability measures such as reports to be compiled and conducting meets with supervisors.

Informal early career teacher supports. Informal ECT induction programs are established without government funding or framework and are created when other resources are lacking, such as access to policy-based funding or programs. Informal ECT supports can be initiated by a principal facilitator based on their own professional judgment and experience, or can happen organically within a school with new teachers making connection within the school staff. Informal ECT supports can include principals developing mentoring or networking opportunities, or other supports without access of government or district funding resources. While principals in developing and facilitating informal ECT supports could use templates, or guidelines, they are not standardized and are individual in nature. This study will look at how school principals support ECTs in their first five years of

practice and could include supporting ECTs that qualify for formal new teacher supports, or may not yet qualify.

Induction. Induction is described as a highly organized and comprehensive form of staff development including many people and components (Wong, Britton & Ganser, 2005). It can be considered a process of preparing, supporting and retaining new teachers with a purpose of acculturating ECTs to the responsibilities, missions, academic standards and visions of the district (Wong & Wong, 2009). In Ontario, the notion of induction is usually linked with the provincial New Teacher Induction Program (NTIP). ECTs qualify for NTIP when they gain a first long-term occasional assignment of ninety-seven days or longer, or a contract teaching position. ECT supports are an inherent part of an induction program, but are not exclusive to induction. These supports can be developed and facilitated outside of an induction program.

Distributed leadership. Distributed leadership is a non-hierarchal and inclusive leadership approach that fosters collaborative and ethical practice (Hodgkinson, 1991; Ryan, 2003; Starratt, 2004; Wright, 2008). Developed from the notion of it being unrealistic to expect principals to be experts in all matters, distributed leadership has different people within a school leading when and where they have expertise (Wright, 2008). While others engage in leadership activities within distributed leadership models, the principal still exercises leadership within ethical, professional and organizational matters (Spillane, 2006).

Collaborative school culture. Teachers working together, sharing ideas and resources and building professional networks constitutes a collaborative school culture. Wong (2004) describes collaborative school culture as good teaching thriving in a

collaborative environment that is created by teachers and school leaders working together to improve learning in strong professional learning communities (p. 51). Trusting colleagues as a potential valuable contributor, turning ownership over to the learners in the group, creating learning environments where everyone gains knowledge and builds teaching strategies through reflection and teamwork is considered a collaborative school culture (Wong, 2004).

Early career teacher work arrangements. ECTs in Ontario enter teaching in occasional, or temporary teaching work. ECT work arrangements can be classified as daily or short-term occasional, or long-term or contract/permanent.

Daily or short-term occasional teacher. Also considered supply teachers, daily or short-term occasional teachers are employees of the school district, but work on an intermittent and usually transient basis. Daily or short-term occasional teachers fill in for permanent teachers for short-term absences. Occasional teachers can be described as non-permanent teachers (Pollock, 2010). The Ontario Education Act (1.1) describes a teacher as an occasional teacher if he or she is employed by a board to teach as a substitute for a teacher or temporary teacher who is employed by the board in a position that is part of its regular teaching staff (Brown, 2001). Chalikakis (2012) describes short-term occasional teachers in Ontario as those who work on an on-call, per day basis to usually replace full-time permanent contract teachers. Alternatively, long-term occasional teachers replace full-time permanent contract teachers for a consecutive series of more than 10 workdays (Chalikakis, 2012).

Long-term and contract/permanent teacher. Long-term and contract teachers are in teaching positions where they regularly attend the same workplace and teach, plan and conduct assessments consistently for a common group of students. Long-term occasional

teaching assignments, while still considered a temporary position, are teaching positions where the same occasional teacher returns to the role for a period of time that is longer than ten consecutive teaching days. Contract teachers are permanently hired by the school district and are not in a temporary work arrangement.

The New Teacher Induction Program (NTIP). The New Teacher Induction Program (NTIP) is a policy that was established by the Ontario Ministry of Education to provide supports for qualifying ECTs. The program was implemented in school boards across the province during the 2005-6 school year. The program includes a framework with resources specific to new teacher learning, mentoring with trained experienced teachers, print materials for qualifying ECTs and a constructive feedback process with principal evaluations. New teachers qualify for the NTIP provincially funded resources when they gain a first long-term occasional teaching assignment of ninety-seven days or longer, or gain a permanent contract (Ontario Ministry of Education, 2014). The NTIP is supported with funding from the Ontario government and is managed by school districts. Principals are provided with a handbook resource that outlines their responsibilities within NTIP from the Ministry of Education (Ontario Ministry of Education, 2010). The handbook outlines principal responsibilities to include matching new teachers with an experienced teacher mentor, conducting two teacher performance appraisals (TPA) for NTIP new teachers, informing new teachers of district organized professional development sessions and signing the NTIP individual strategies form. Newly qualified teachers who have not yet gained a long-term occasional position of ninety-seven days or longer or gained a permanent contract position do not qualify to be included in the NTIP. With a teacher surplus in Ontario and new hiring practices, it is taking longer for many of the ECTs to gain long-term teaching

employment. Therefore, it is important to note that not all teachers in their first five years of practice meet the qualifications for the Ontario government funded NTIP supports.

Ontario Regulation 274/12 (hiring practices). The regulation outlines steps that all publicly-funded school boards are required to follow when hiring long-term occasional (LTO) and new permanent teachers in Ontario. Reg. 274 was introduced in September 2012 under the Education Act. The Ontario government has stated that the purpose of Reg. 274 is "to promote a consistent, transparent and fair hiring process for long-term and permanent occasional teachers" (ETFO, 2016). Under the regulation, the school district is to maintain a roster of occasional and long-term occasional (LTO) teachers. The list is ranked by seniority and is based on when ECTs are hired and a summary of the occasional teacher's teaching experience.

Under Reg. 274, an occasional teacher may apply to be placed on the LTO list once they have been on the occasional teacher list for ten months and have taught at least twenty days during that period. The regulation further stipulates that occasional teachers on the LTO list who have completed a minimum of one LTO assignment of at least four months long, and have the required qualifications and highest seniority ranking, can be considered for permanent positions. Prior to Reg. 274, school districts did not rank occasional teachers by seniority and new teachers applying for positions did not have to complete a minimum number of days in order to apply for long term or contract teaching positions.

Thesis Outline

This thesis is organized into nine chapters. This chapter of the thesis provides an outline for the purpose of the research topic, the research questions and the value of the study. The second chapter will provide an overview of the context of new teacher supports

in the province of Ontario. Following the Ontario context, the third chapter will outline a review of the literature that pertains to the role of the principal in providing support to ECTs. Chapter four provides the conceptual framework that will guide the study findings and discussion.

The fifth chapter describes the general qualitative methodology that is employed to investigate the research question and sub-questions of this study. Semi-structured interviews, with open-ended questions allowed participants in this study to openly discuss their experiences in providing supports to ECTs in their schools. The sixth and seventh chapters outline the findings of the study through an analysis of the data that was collected through the interviews. The sixth chapter focuses on the perspectives of principals on their work to support ECTs and the seventh chapter on the influence of policy and the challenges that principals experience in their work. The eighth chapter discusses the value of the study to theory, practice and policy. Study limitations and possible next research steps are further explored in the ninth and concluding chapter of this thesis.

CHAPTER TWO: THE ONTARIO CONTEXT OF PRINCIPALS AND

EARLY CAREER TEACHER SUPPORTS

In Canada, education is a provincial/territorial responsibility. Each

province/territory develops and administers their respective education policies,

responsibilities and mandates. As this research study focuses on the work of elementary

principals in supporting the newest hired ECTs in Ontario publicly-funded schools, this

chapter will offer background information on the history and context of new teacher supports

in Ontario. Further, a profile of Ontario principals and new teachers and the policies that

have been developed by the Ontario Ministry of Education will be explored. This outline

will also discuss some of the current challenges that exist within the Ontario context of

principal developed supports for ECTs. Finally, this chapter will briefly compare Ontario

new teacher support practices with that of other provinces/territories in Canada.

History of Early Career Teacher Supports in Ontario

When community schools were created in Ontario in the 1960s, ECT supports began

as an informal arrangement between teaching colleagues, where experienced teachers helped

novice teachers with resources, advice and sharing experiences. The community schools in

Ontario were built to accommodate more students than the former one-room schoolhouse

model, where one teacher taught multiple grades. With this change in school organization,

the model of delivering curriculum changed in Ontario as a result of students of the same

grade amalgamating to form grade-level classes and schools forming teaching staffs with

principals as supervisors, working within the building as multiple teachers. While in the

1960s, the formation of larger schools and a new organization brought multiple educators

together in the same school, one of the overriding characteristics of teaching was the nature of the work having the potential to be individualized or isolated. Individualism has been connected with uncertainty and anxiety and resulted in new teachers relying on past practices (Lortie, 1975). The isolated culture of one-room schoolhouses proved challenging to overcome. By the 1970s and 1980s, individualism and isolation continued to be identified as widespread features of the culture of teaching (Gidney, 1999; Rosenholtz, 1989). The isolated experiences of teachers in the past led the movement toward supporting new teachers in Ontario. Driving the development of ECT supports has become a quest to overcome the sense of isolation in teaching and building professional learning through job-embedded support. The awareness of the potential isolation of teachers in their practice has contributed to the rise of new teacher induction programs and the awareness of the value of new teacher supports.

Teaching in Ontario

Teachers in Ontario are required to have an extensive educational background prior to qualifying to teach in the province. In Ontario, all teachers must have completed a university or equivalent degree and an approved university pre-service teacher preparation program in order to gain certification to teach in publicly-funded schools within the province. All Ontario teachers must be registered with the Ontario College of Teachers (OCT), the self-regulatory body that certifies, governs and regulates teachers and principals (Ontario College of Teachers, 2016). Also, all teachers employed in publicly-funded schools in Ontario must be members of the local teacher federation or union that is associated with their school district. The hiring process for ECTs in Ontario has changed in recent years as a result of Reg. 274.

Beginning to teach in Ontario. ECTs in Ontario publicly-funded elementary schools are first gaining employment in school districts in daily, short-term occasional teaching positions. The process of teacher hiring promotion is outlined in the Ontario Education Act where Reg. 274 states that teachers in Ontario can interview to be included in the school board long-term occasional list, a list of teachers that are eligible for hiring into long-term occasional positions in the school district, after 20 full days of teaching is completed in a 10-month period (O. Reg. 274/12, s.4; O. Reg. 148/13, s.1). Following inclusion on the long-term occasional teaching list, ECTs can be hired into long-term or permanent contract positions within that school district. With a teacher surplus situation in the province, the hiring process for ECTs to gain long-term or permanent teaching employment is taking several years, often five years or longer.

Principals in Ontario are qualified teachers. However, their work responsibilities vary significantly from classroom teachers.

Elementary School Principals in Ontario

Principals in publicly-funded elementary schools in Ontario are required to possess an undergraduate degree, a minimum of five years of teaching experience, certification in three divisions (primary, junior, intermediate, or senior), and two Specialist or Honour Specialist additional qualifications or a Master degree. Further, principals in Ontario are required to complete the Principal's Qualification Program (Ontario Ministry of Education, 2016a). The Principal's Qualification Program, offered by Ontario universities, teachers' federations and principals' associations, aims to prepare school administrators with the knowledge and skills necessary to fulfill the principal job role (Ontario Ministry of

Education, 2016a). Principals in Ontario are required to be members of the Ontario College of Teachers.

Identified in the Ontario Education Act (R.R.O. 1990, Reg. 298, s. 11) to have 63 identified responsibilities, principals supervise the school including the instruction and discipline of students, the organization and management of the school, advising and assisting teachers, making recommendations for hiring, promotion and demotion of teachers, inspecting the school for required maintenance, reporting on neglect or abuse of students, attending and acting as a resource for parent councils and reporting on instructional programs. While supporting ECTs does fall within the principal's professional responsibilities, it must be noted that principal work is comprised of many other roles and responsibilities.

While principals supervise the operations of the school, they also serve as leaders of instructional practices. The role of the Ontario principal as an instructional leader in the school is identified to be pivotal in the integration of a new teacher (Kutsyuruba, Godden & Tregunna, 2013). The efforts of school leaders to provide new teacher professional development opportunities often reflects the professional background of the principal and the beliefs that they hold about leadership, ECT supports and evaluating teachers (Youngs, 2007). As a result of their own teaching background, principals in Ontario are in a position to relate to many of the struggles and challenges of ECTs and provide job-embedded reflection, coaching and collaboration when working through issues with ECTs.

Elementary principal work in Ontario differs from secondary principals in several regards as a result of leading a school that engages a different age range of students. Even though they have some of the same basic duties, there are some differences in their positions

given their structural differences in academics and the ages of their students (Firestone, Herriott &Wilson, 1984). While both elementary and secondary principals balance school budgets, evaluate teacher performances, create professional development programs and lead by example in ethical conduct, the two types of principal have several differences. Elementary and secondary principals have been found to intervene in a variety of different problems such as secondary principals dealing with truancy, and elementary principals considering higher levels of student supervision as a result of the young ages of the students. These differences within elementary and secondary school culture have an influence of the work that they encounter as a principal.

Ontario Policies and Frameworks that Influence Early Career Teacher Supports

Ontario policies related to ECT supports are primarily developed by the Ontario Ministry of Education and then managed through school districts. While each school district in Ontario has the capacity to manage the policy components in different ways, the guidelines, expectations and funding related to the policy are consistent across all school districts within the province. There are four policies or frameworks that influence principal work in supporting ECTs in Ontario. These policies and frameworks will be explored further in the next section and include: (1) the New Teacher Induction Program (NTIP), (2) the Teacher Performance Appraisal (TPA), (3) the Ontario Leadership Framework (OLF), and (4) Regulation 274/12 (hiring practices).

New teacher induction program (NTIP) policy. The NTIP is a policy that was developed by the Ontario Ministry of Education in response to support the growth and professional development of new teachers (Ontario Ministry of Education, 2010). Providing principals with a framework and guide for the facilitation of ECT supports,

NTIP provides qualifying ECTs with a year of professional supports that are aimed to provide additional support and professional learning beyond pre-service teacher education into job application through funding for teacher and mentor release time from their classroom responsibilities, participation in professional development sessions directed toward new teacher learning needs and feedback from the school principal with two New Teacher Performance Appraisals (TPA) (Ontario Ministry of Education, 2016b).

Introduced across the province of Ontario during the 2005-6 school year, NTIP was welcomed by schools and districts as a standardized and funded program outlining ECT supports. In the first year evaluation report, Kane (2008) proclaimed that the overwhelming majority of new teachers, mentors and school administrators felt that NTIP is a necessary initiative and in the initial year there was significant progress made toward supporting new teacher professional growth (p.4).

Principals, supervisory officers, experienced teacher mentors and qualifying ECTs are recognized as stakeholders in NTIP policy. The Ontario Ministry of Education Resource Handbook for Principals offers information on the NTIP requirements and responsibilities of principals. Also included in the document is information relevant to the implementation of supports, including the role and responsibilities of principals with the identification of NTIP new teachers, the NTIP strategy form, school-based orientation, professional development, mentoring, Teacher Performance Appraisals (TPA), along with the reporting required by principals to complete the process (Ontario Ministry of Education, 2010). While the use of the information in the handbook for principals is identified on the cover of the document to be optional to use, the Ministry states the value of the principal in developing and facilitating supports for NTIP new teachers as they

consider "role of the principal as instructional leader in a school is pivotal to the integration of a new teacher" (Ontario Ministry of Education, 2010, p. 4). Further, the Ontario Ministry of Education recognized in their development of NTIP the value of supporting ECTs and "by helping new teachers achieve their full potential, NTIP supports Ontario's vision of achieving high levels of student performance" (Ontario Ministry of Education, 2014). Connecting relationships with creating and sustaining a professional learning community in the school, the policy funding demonstrates a commitment and value for supporting ECTs in the province of Ontario.

NTIP policy is a formalized new teacher induction program, which is carried out in each school district in Ontario. Induction programs are outlined to include orientation to the school district, professional development that coincides with Ministry of Education teaching initiatives and improving student achievement, mentoring with an experienced teacher and teacher performance appraisals conducted by a supervisor in the school. Funding is allocated by the Ministry for districts to allow for release time from the classroom for new teachers to access professional supports and learning opportunities. These supports include new teachers connecting with an experienced mentor on several occasions during the induction year and engaging in professional learning sessions that focus on teaching within a division or subject area. The funds are to be directed by school districts to offer release time from the classroom for new teachers to complete the components of the program and also release the experienced teacher mentor from the classroom during some stages to provide additional support to the new teacher.

While the formal process and funding of NTIP policy shows the endorsement of the Ontario Ministry of Education in supporting new teachers in their transition into practice,

there are some weaknesses that can be noted in the policy. One concern that has emerged with the policy is the limitations of the inclusion criteria for new teachers in the program. The definition of a new teacher for the inclusion criteria of participation in NTIP is new teachers in permanent contract positions, or teachers on first long-term occasional teaching positions of ninety-seven days or longer in replacement of the same teacher. Limitations do exist for the newest hired ECTs to be able to access NTIP, as inclusion in the policy requires a long-term teaching assignment. Also, the inclusion of only first time long-term occasional teachers of 97 days or longer poses exclusion of not only ECTs who are in daily or short-term assignments, but also those who gain a teaching assignment that becomes extended, or if identification of the new teacher's qualification for the program is missed.

A further weakness in the policy that can be noted is the potential gap in supports between the time that the NTIP long-term occasional teachers are able to complete the NTIP process as a contract/permanent teacher. While LTO qualified NTIP teachers are able to complete the professional development and mentoring components of the program, they unable to complete the full NTIP program until they attain a permanent teaching contract. The mentoring and professional development phases of NTIP can be completed while the ECT is in the long-term occasional position, but due to the policy requirements, the NTIP cannot be fully completed until the new teacher has two Teacher Performance Appraisals (TPA).

Teacher performance appraisals (TPA). As supervisors of ECTs, principals in Ontario hold responsibility in assessing new teacher competence. The Ontario Ministry of Education describes the Teacher Performance Appraisal (TPA) system as a process that will provide teachers with meaningful appraisals that encourage professional learning and growth

(Ontario Ministry of Education, 2016b). Principals manage the school environment and foster instructional development through formative assessment, providing formative and summative evaluation (Carver, 2014). The new teacher TPA is designed to foster teacher development and identify opportunities for additional support where required (Ontario Ministry of Education, 2012). The assessment helps principals to identify and determine individualized support strategies and plans for new teachers.

Two different forms of the new teacher TPA are now used in Ontario elementary schools. Teachers that have attained a new contract position have two new teacher TPAs completed in their first year of contract employment, which is also a component of the NTIP policy. A separate TPA, implemented in Ontario school districts two years ago, is now being completed for teachers on long-term occasional assignments. The TPA includes the school principal (or vice-principal designate) attending the new teachers' classroom to observe and a pre and post observation meetings that discuss the new teachers' professional learning goals and the reflections of the school administrator. While principals could offer verbal or informal feedback to non-NTIP new teachers, a provincial TPA policy does not exist for teachers on short-term occasional assignments. As the new teacher TPA process has been developed to offer a guideline for developing good practices and providing a framework for building supports for professional growth in teaching, the Ontario Leadership Framework (OLF) provides a direction for school administrator leadership practices in the province.

Ontario leadership framework (OLF). Frameworks are developed to define and guide practice, professional planning and thinking. The OLF is a resource supported by the Ontario government for school leaders to guide principal leadership strategies (Leithwood, 2012). The document encourages school leaders to set directions and goals that are

meaningful for professional learning and building a collaborative professional learning community.

The OLF is developed around the belief that school leaders are pivotal to the development of excellence in schools. Five core leadership capacities are outlined in the OLF and include setting goals, aligning resources with priorities, promoting collaborative learning cultures, using data and engaging in courageous conversations (Leithwood, 2012).

Connecting with supporting ECTs, the framework identifies the need for Ontario school leaders to build a collaborative community with a shared vision for work in their school to which they are all strongly committed. School leaders are encouraged to seek to help staff to understand the relationships between the school's vision and board and provincial policy initiatives by providing support and demonstrating consideration for individual staff members by stimulating professional capacities in staff.

Regulation 274/12 (hiring practices). Hiring processes have changed in Ontario from being district based to being provincially mandated since the introduction of Regulation 274/12 (otherwise known as Reg. 274). Prior to Reg. 274, principals received and consider resumes or had applications through school board approved online teacher application websites from interested occasional teachers for long-term occasional positions that became available in their school. The principal would then select interview participants based on their professional judgment for suitability to the school. Reg. 274 stipulates that the hiring practice for ECTs will be identical for each district and will have rules and standards of conduct that will move new teachers through occasional, long-term and permanent employment (Hatt, Maynes & Kmiec, 2015). Specifically, Reg. 274 has established a multi-step process where new teachers must gain a spot on the school district's occasional teacher

list first, then must remain on that list for a minimum of ten months and teach as an occasional teacher for a minimum of twenty school days during that year. Then, ECTs can interview to be on the school district's long-term occasional list. Once on the long-term occasional list, the school district places teachers that are on the list into assignments that open within the schools. The new regulation has resulted in an extended time for many new teachers to gain long-term employment and has also removed the professional judgment input of the school principal in the hiring process for staffing most LTO teachers in their school.

The hiring processes of Reg. 274 and the teacher surplus situation in Ontario has the potential to create challenges for principals in developing and facilitating new teacher supports. The process of hiring now leaves many teachers in extended short-term occasional work (Pollock, 2015) and as a result, many of the newest hired ECTs do not meet the inclusion criteria for NTIP until several years into teaching practice. With a surplus teacher situation in the teaching employment market, new teachers are waiting longer to gain long-term or permanent employment (Ontario College of Teachers 2014; 2013; 2012). This poses challenges for principals, as they must consider the previous work and learning experiences of ECTs, which are highly diverse as a result of changes in new teacher work arrangements. Additionally, the increased challenges of ECTs gaining long-term or permanent teaching employment in Ontario creates challenges for principals providing supports with occasional teachers accepting whatever teaching assignment that they are offered (Pollock, 2015). As a result, ECTs are accepting teaching positions that are not within their educational background or experiences, which makes support increasingly necessary.

The changed work arrangements for ECTs in Ontario create challenges for principals in identifying who requires support. With ECTs moving frequently between schools, the value of induction supports for teachers in their first years of teaching has the potential to be overlooked by principals (Brock & Grady, 1998). Hope (1999) identified that ECTs that are assigned to teach students with chronic behaviour, attendance and learning difficulties are set up for teaching failure. This results in "beginning teachers in difficult situations often feel(ing) like failures" (Fantilli & McDougall, 2009, 814). This is a challenge for principals who may not be able to offer the most suitable teaching assignment for ECTs and are compelled to consider additional ways to provide ECT supports, which increases principal workload. Due to the transient nature of the work of ECTs in daily or short term occasional work in Ontario, it can be challenging for principals with high workload demands to identify and offer supports to ECTs in their school through time, resources or planning.

The Transition into Teaching in Ontario

In Ontario, there is an oversupply of certified teachers looking for employment (Ontario College of Teachers, 2014; 2013; 2012). It has been described that there are just too many teachers and not enough teaching jobs (Mindzak, 2016). Pollock (2010) examines the changing role of non-permanent teachers with expanded volunteer time in schools, increased informal and formal learning commitments and spending time in daily occasional teaching work. Challenges accompany this when principals are unaware or unsure of what informal supports have been put into place previously by other principals for ECTs in daily or short-term occasional teaching positions. Further to this, when ECTs do meet the inclusion criteria for NTIP many have multiple years of teaching experience and if they have missed out on informal new teacher induction supports principals may find that they have

grasped onto first strategies for survival and cling to them throughout their career (Brock & Grady, 1998). Most teachers entering the profession now spend years working contingently before securing full-time permanent contracts (Pollock, 2015).

Ontario within the Canadian Context

ECT supports are addressed by policies in all regions of Canada. However, the management and organization of the support policies vary by region.

To identify Ontario's policies and practices within the scope of Canada, Kutsyruruba, Godden and Tregunna (2013) conducted a document analysis study of teacher induction and mentorship programs across Canada. In their report, they concluded that the organization and mandates of ECT support programs vary by each jurisdiction (p.1). In their findings, Ontario and the Northwest Territories were the only two provinces that address ECT supports at the provincial level. Three provinces (New Brunswick, Nova Scotia and Saskatchewan) conduct support programs that are developed through federation, or union level support, eight provinces (Alberta, British Columbia, Manitoba, and Newfoundland. Nunavut, Prince Edward Island, Quebec and Yukon) have hybrid provincial and federation-developed programs and the remaining provinces and territories rely on school district developed support programs.

Summary

The Ministry of Education, with the development and implementation of the NTIP policy, recognizes the value of supporting ECTs in the province of Ontario. However, with changes in ECT hiring practices and a teacher surplus situation in the province, many ECTs are coming into prolonged initial periods of short-term teaching arrangements and are not able to qualify for NTIP policy.

As experienced teachers, principals in Ontario identify the value of ECTs having access to supports during their transition into practice. Within their professional responsibilities as outlined by the Education Act, the OLF and their role as outlined in the NTIP policy and principal handbook, Ontario principals' work includes developing and facilitating professional learning supports for ECTs in their school. ECT supports and the value of the school principal as a facilitator of supports has been considered in recent years. The following chapter will outline a review of literature that is related to principal work in relation to new teacher supports.

CHAPTER THREE: LITERATURE REVIEW

Principals facilitate professional supports for the ECTs in their school. As support developers and facilitators, principals are found to hold an important role in new teacher induction programs (Brown & Wynn, 2009; Carver, 2014; Cherian & Daniel, 2008; Correa & Wagner, 2011; Drago-Severson, 2007; Hope, 1999; Protheroe, 2006; Richards, 2004). School principals have been found to have the capacity to ease the transition process for ECTs from pre-service into in-service teaching (Frye, 1988). Further, the role of the principal has been identified as vital in creating a structure supportive of the induction process (Kutsyuruba, Godden & Tregunna, 2013). The significance of the school administrators' leadership and commitment to developing ECT supports has been found to be critical to the success of such supports (Kutsyuruba, 2016). Having new teachers with access of job-embedded, professional learning supports has broad benefits within the school community that includes the ECT, school culture and student achievement. This chapter provides an overview of the literature that discusses the work of school principals in supporting ECTs.

The Value of Early Career Teacher Supports

The benefits of supporting ECTs are well regarded in literature. Recognition of the value of providing ECTs with a variety of supports has been noted to have particularly developed over the past twenty years (Howard, 2016). A successful entry into the teaching profession has been found to be critical to a teacher's career, as well as to the education of their students (Brock & Grady, 2007). Considered to be "an investment in retention, integration and continual growth" (Lipton & Wellman, 2003, x), supporting ECTs during

their transition from teacher education into practice is considered a transition of theoretical learning into practical application and professional acquisition of knowledge.

ECTs enter practice with a variety of job-embedded professional learning needs. Portner (2005) discovered in interviews conducted with veteran teachers that approximately half of the teachers that he interviewed discussed feeling informally supported by teacher colleagues in their first year of teaching. However, the study found a divide as the remaining half of interviewees were not informally supported by teacher colleagues and felt lonely and frustrated in their first year of practice as a result of no one stepping forward with technical or social emotional support. Many ECTs realize that they have learning needs upon entering the profession that they did not anticipate (Rust, 1994; Ryan, Newman, Maget, Applegate, Lasley, Flora & Johnston, 1980; Varah, Theune & Parker, 1986). Success in student teaching is not always followed by success in teaching work (Frye, 1988). Without supports, ECTs can be left alone to cope with the demands of entering the complex teaching profession. As a result, some ECTs can develop their own strategies to survive that have the potential to negatively influence their instruction and student learning (Cherubini, 2010; Henke, Chen & Geis, 2000; Youngs, 2007). The conditions under which an ECT carries out their first years of teaching have been found to have a strong influence on the level of effectiveness (Feiman-Nemser, 1996).

The transition into teaching is complex and a highly individualized journey. The complexity of the teaching role, which holds varied responsibilities and transitioning into the professional role often coalesce to make the earliest years of teaching the most challenging for teachers (Brock & Grady, 2007). ECTs are often expected to assume the same responsibilities as veteran educators (Stansbury & Zimmerman, 2000). However, as a result

of the situational and job-related learning of teaching it is not realistic for ECTs to have the same skill set as veteran teachers. Many aspects of teaching practice, such as developing classroom routines, classroom management and building instructional programs new teachers can only learn once they are working in the classroom. Effective ECT supports enhance teacher success by expanding on ECTs' prior learning from pre-service education programs and offer applied, extended, job-embedded learning opportunities.

Developing Effective Early Career Teacher Supports

Effective ECT supports address individualized beginning teacher learning needs. Individualized supports consider the multiple and unique learning needs of new teachers including emotional, practical and theoretical learning. In the first few years of teaching, teachers can feel overwhelmed, isolated, inadequate, or feel unaware that others experience similar problems or challenges (Brock & Grady, 1998; Camp & Heath Camp, 1991; Lieberman & Miller, 1994; Ryan, 1986; Veenman 1984). Having supported experiences in the first five years of practice has been found to be critical to teacher retention, building a collaborative professional school learning community and establishing a support system to build teacher confidence and inquiry in practice (Brock & Grady, 2007; Glassford & Salinitri, 2007). When principals develop and facilitate supports for ECTs, they have the potential to influence ECT professional learning, ease the transition into practice and establish an emotional support system. The value of principal supports has been noted as ECTs have identified that having a principal that supported their professional learning, is considered non-judgmental and has connected them with an open, experienced teacher mentor were key supports to their transition into teaching (Howard, 2016).

The Role of the Principal in Early Career Teacher Supports

How principals go about developing and facilitating support for ECTs in their school is linked to how they understand their role. As educational leaders, principals are considered to be one of the most important people in the lives of beginning teachers (Brock & Grady, 1997; Wood, 2005). Principal engagement is considered key in the development of ECT supports as the school's context, alignment with vision, instructional focus, and priorities directly connect principal work with the school context (Kutsyuruba, 2016). Principals are considered to have a vital role in creating a supportive structure for ECTs within the time of induction (Kutsyuruba, Godden & Tregunna, 2013). Further, school principals have been found to play a critical, supportive instructional leadership role in the commencement, development, programming and implementation of induction programs for newly qualified teachers that work in their school (Cherian & Daniel, 2008; Darling-Hammond, 2003; Hope, 1999; Protheroe, 2006). The principals' role is considered vital in not only helping ECTs transition into their teaching assignment in their school, but also into the profession of teaching (Brock & Grady, 1998; Hughes, 1994; Liebermann & Miller, 1994; Smith & Andrews, 1989). However, the principal role with the development and facilitation of ECT supports also includes the supervision and evaluation of teachers.

In addition to developing supports within the school's context, principals also serve an evaluative role. Principals are identified to serve as evaluators of new teachers within the Teacher Performance Appraisal (TPA) process (Ontario Ministry of Education, 2016b). Tensions have been found to exist between the principal's supportive role with connecting professional development for ECTs and serving as a teacher evaluator (Cherubini, 2010;

Kutsyuruba, Godden, Tregunna, 2013). The strategies principals develop and facilitate are linked with the effectiveness of supports.

Early Career Teacher Support Strategies

The strategies that principals engage to support teachers in their first years of teaching have been found to have a lasting effect. Teachers have been found to improve their practice very early in their career when they learn about what contributes to competent professional practice before settling into their own desired practices (Pearce, 2012). Several strategies have been considered that principals employ to develop and facilitate supports. These strategies include: (1) facilitating collaborative learning opportunities in the school, (2) facilitating formal and informal supports, (3) new teacher mentoring and (4) professional development and education.

Facilitating collaborative learning opportunities. Moving away from the earlier notions of isolated work, teacher collaboration in professional learning is an expected element of practice today. Establishing early collaborative opportunities with a common vision is particularly valuable with new teacher supports (Beck, 2015). ECTs are rapidly developing professionals who have many ideas to share and collaborate with others and it is important to consider learning opportunities as a chance to work with and learn from them (Beck, 2015). Conferencing, co-shadowing and co-teaching with experienced educators have been found to be beneficial learning strategies for ECT development, as teaching is complex work a significant portion of professional learning can only be acquired while on the job (Gold, 1999; Hegsted, 1999; Feiman-Nemser 2001; Ganser, 2002; Ingersoll & Strong, 2011). Coming into the profession, new teachers can require support in multiple aspects of their work as it has been noted that ECTs have multiple and complex professional

learning needs as they transition into professional practice (Anhorn, 2008; Brown & Wynn, 2008). Much ECT learning comes from experiences in the classroom followed by reflection on practice with dialogue and discussion with colleagues (Beck, 2015). Thereby, incorporating ECTs in the school collaborative community fosters opportunities for new teachers to gain support from colleagues. Considering that ECTs are entering complex work, having access to a network of personnel is important for principals for establishing relationships (Brown & Wynn, 2009; Cherian & Daniel, 2008; DuFour, Eaker & Dufour, 2005). The nature and quality of a variety of relationships within the school has an influence on beginning teacher professional learning. Principals have a leadership role in this connection of individuals within the school.

Principals connect ECTs with experienced teacher colleagues within the collaborative school community. The principal has a significant amount of influence over the establishment of the school climate and culture (Cherian & Daniel, 2008; Drago-Serverson, 2007; Hope, 1999; Richards, 2004; Stockard & Lehman, 2004). Learning from and with colleagues and administrators has been found to provide positive and enhanced learning for ECTs (Beck, 2015). For principals, building relationships is not just a matter of managing people, but of providing the leadership necessary to build a culture of trust where there is responsibility and accountability of the school community (Duignan, 2012; Tschannen-Moran, 2004).

The principal's leadership influences the school culture and community dynamics. The school principal has a direct influence on the direction, culture and process of teaching and learning at the school (Correa & Wagner, 2011; Jorissen, 2002; Protheroe, 2006). They have been found to influence ECT decisions to remain at the school site (Brown & Wynn,

2009). Further, principals who view themselves as instructional leaders have been found to be more likely to facilitate supports through encouraging ECTs to work with experienced teacher mentors and colleagues to address instructional issues (Carver, 2004; Spillane, Halverson, Diamond, 2001; Youngs & King, 2002; Youngs, 2007). Fantilli & McDougall (2009) found in their Ontario based study that ECTs reported having a school principal who is open, available for questions and promote a collaborative school culture to be among the most effective supports in their first years of teaching. Within a collaborative and supportive school culture, the principal builds upon and responds to individual teachers' unique needs and expertise (Leithwood, 2012). The supports that develop from a collaborative school culture can be formal or informal in nature.

Formal and informal supports. Principals can facilitate formal or informal ECT supports. Induction is policy driven and is considered a primary mechanism for formal new teacher support and learning, with formal mentoring (Desimone, Hochberg, Porter, Polikoff, Schwartz & Johnson, 2014; Ingersoll & Strong, 2004). Informal supports develop out of the principals' resourcefulness to find available resources (funds, personnel, texts) that are outside policy regulations and funding. These supports develop from the identification that collegial exchanges improve teachers' work lives and are critical to teacher learning (Desimone et al, 2014; Johnson & Birkeland, 2003).

Formal ECT supports stem from policy directed by the Ministry of Education, or the school district. Templates and program expectations such as individual strategy forms, training of experienced teacher mentors, teacher performance appraisals and a formal succession process standardize the process of providing supports to all ECTs that qualify within a district. The stages of the process are formalized within timelines and accountability

practices. In Ontario, NTIP is the recognized formal model of new teacher support in publicly funded schools. NTIP requires the completion of the new teacher individual strategy form, two teacher performance appraisals (TPA), mentoring reflection forms and meeting at several intervals with the principal (Ontario Ministry of Education, 2014). Formal ECT supports are to be commenced once the new teacher meets the inclusion criteria for the NTIP.

Informal ECT supports are not mandated by government, or a district policy. Informal supports involve supports that develop within the workplace, including both the casual and structured interactions with friends and work colleagues in everyday settings and are rooted in the importance of relationships and people's experiences (McNally, 2010). Informal supports are individualized and non-standard, and can take on many different formats. Without policy accountability and direction, informal supports are often less intense and sustainable as occasional teachers have limited access to formal professional development (Pollock, 2015). Informal models of support can pose challenges to facilitate due to a lack of funding available and teachers working in occasional positions at the beginning of their career require different kinds of support for success than permanent, full time teachers (Pollock, 2015). When informal ECT support is planned, often principals are trying to do more with less (Duignan, 2012) to develop relationships of support for an ECT within their school's collaborative professional learning community.

Early career teacher mentoring. Connecting ECTs with experienced teacher colleagues is a method used to support new teacher instructional, institutional, physical and emotional needs through coaching, collaborating and consulting (Lipton & Wellman, 2003). Experienced teachers working with novice teachers in collaborative professional learning is

the basis of new teacher mentoring.   Mentors support ECTs in developing capacity to make instructional choices and collaborate on emerging needs with a colleague (Lipton & Wellman, 2003). Lipton & Wellman (2003) identified four benefits that new teachers gain from mentoring which include improving instructional performance, transferring district policies, procedures and educational philosophies, framing the professional learning journey with conversation with a trusted colleague, and promoting the norms of learning and collaboration. When included in a policy directed induction process, ECT mentoring is considered formal. Formal mentoring is considered to be a component of induction, which is part of professional development (Wong, 2004). Informal mentoring occurs outside of a policy and is a teacher helping another teacher without the guidelines and funding of policy. Depending upon school district, formal mentors can be arranged through principals making the mentor new teacher connections, or through new teachers identifying and connecting with their own mentor.

Professional development and education. As experienced teachers, principals can draw from their extensive academic and professional education and experiences as an educator to develop and deliver supports for ECTs. The capacity of principal professional learning influences the supports that they develop and facilitate for new teachers as principals must have a capacity for significant learning themselves and have high expectations for themselves and their colleagues (Leithwood & Azah, 2014). The work of principals in developing and facilitating ECT supports is not simple or linear. Considering the nature of personalized new teacher supports, the work in connecting professional development and learning opportunities for ECTs that work in their school can be challenging.

Challenges for Principals in Developing Early Career Teacher Supports

Many factors have been attributed in literature to have the potential to contribute to challenges for principals in developing and facilitating individualized and effective ECT supports. The challenges that have been identified for principals in developing and facilitating supports for new teachers include: (1) intensification of principal work, (2) the development of supports to match the diversified needs of new teachers, and (3) developing and facilitating different supports for different work arrangements.

The intensification of principal work. Challenge can exist for principals in having the time available within their intensifying work responsibilities to develop rapport and relationships with ECTs as a result of their changing work. The activities on which principals have been found to spend the most time included overseeing student services, managing budgets and dealing with student discipline issues (Horng, Klasik & Loeb, 2010; Pollock, 2014b). The intense nature of their work influences the time available to develop and facilitate ECT supports that meet the diverse learning needs of ECTs.

Principals are busy professionals who are responsible for managing student achievement, staff and the school facility. The increasing principal workload has an influence on how principals understand and facilitate new teacher supports as a result of the time that they have available to work with ECTs is decreasing. Developing effective and individualized new teacher support programs takes time (Cherian & Daniel, 2008). The work of principals today has been considered to be evolving and intensifying (Pollock & Hauseman, 2015; Pollock 2014a; 2014b). Principal workload studies assert that the level of operational management and increasing demands placed on principals (Ferrandino, 2001). It has been reported that approximately 90% of school administrator time is consumed by

school operations, such as supervising the maintenance of the school and student discipline. (Leithwood & Azah, 2014). It has yet to be identified how principals schedule and prioritize ECT supports into their intensifying workload and schedule.

Development of supports to match the diversified needs of early career teachers. As an individual, each ECT has unique learning needs. The OLF draws attention to the need for school leaders to offer individualized support with building relationships and building collaborative leadership settings in schools (Leithwood, 2012). With an ECT surplus in Ontario, the newest hired teachers often work in short term occasional assignments and work in many different schools on an interim basis. Beginning teachers face unique challenges as they experience teaching differently than full time teachers (Jennings, 2001; Pollock, 2010). The infrequent regularity of attendance of an ECT in a school can be a challenge for principals to determine the complex and multi-faceted individual professional learning needs of ECTs (Brown & Wynn, 2009). Daily occasional teachers have challenges in building relationships and rapport due to the uncertainty of their job and being associated with being changing personnel within the school site (Pollock, 2015).

As program facilitators, principals consider the pedagogical learning needs of newly qualified teachers along with the emotional challenges and stresses that teachers face in their first years of teaching (Anhorn, 2008; Kardos & Johnson, 2007; Lipton & Wellman, 2003; Olebe, 2005; Veenman, 1984). It is not only pedagogical learning needs that ECTs experience during their transition into the job, but also the emotional needs of ECTs can have a profound influence on their need for supports.

The emotional well-being of teachers has been found to affect their performance in teaching in the classroom (Leithwood & Beatty, 2008). ECTs are identified to have specific

emotional needs as they enter the profession, including anticipation, survival, disillusionment, rejuvenation, reflection and anticipation (Lipton & Wellman, 2003; Moir, 1999). Specifically, teacher perspectives toward job satisfaction, level of stress and sense of individuality influence motivation to improve practices (Leithwood & Beatty, 2008).

ECTs can be overwhelmed by the job. Pre-service teachers have been found to not spend enough time in the classroom to understand the full extent of the teachers' role and responsibilities (Al-Bataineh, 2009). ECTs enter complex work that includes developing teaching strategies, classroom management, working within a school culture, engaging with parents and being accountable to provincial, district and school work expectations. The beginning years of teaching are often anticipated to be a time of professional learning with challenges and success that require a commitment to learn from mistakes (Stansbury & Zimmerman, 2000). Many ECTs are confronted with the complexities and responsibilities of classroom practice which still seem to provoke a form of "praxis shock" (Gold, 1996; Kelchtermans & Ballet, 2002). "Praxis shock" is the stage at which a teacher is confronted with the realities and responsibilities of being in a classroom and that puts their beliefs and ideas about teaching to the test, challenges some of them and confirms others (Kelchtermans & Ballet, 2002). The ECTs that works in short-term occasional work may also experience feelings of powerlessness (Chalikakis, 2012; Pollock, 2015), which could pose challenges for principals that seek to identify learning needs. Principals face challenges in developing programs that provide the supports necessary for ECTs to overcome "praxis shock" and transition into teaching practice (Gold, 1996). Part of the transition into teaching is realizing the differences that exist between the types of teaching arrangements.

Developing and facilitating different supports for different work arrangements.
The entry process of teaching is requiring teachers to experience different work

arrangements. Daily or short-term occasional teachers experience teaching in a different

way and face different challenges than long-term teachers (Chalikakis, 2012). This results in

daily and short-term teachers having different professional learning needs than those in long-

term teaching. As daily and short-term occasional teachers work within another teacher's

plans, classroom management strategies are critical along with gaining skills to transition

frequently into different teaching positions on an interim basis. Long-term teachers are

engaged in planning, assessment, reporting and working within a collaborative environment

with other educators. Having professional learning support is important for all ECTs as there

can be erosion of pedagogical skills for occasional teachers where the occasional teacher

loses teaching abilities, such as planning creativity because they are limited in what they can

practice within their short-term work (Damianos, 2012). This becomes a concern with

regards to how principals can develop and facilitate effective supports for ECTs in Ontario

because most of the newest hired ECTs do not have their own class with students until

several years after the completion of their preparation program, they may be unaware of

ways they are and are not prepared until much later (Authier, 2012). Developing

individualized and differentiated supports for ECTs is a time consuming and intensive

process. It is important to also consider the nature of principal work in contemporary times

in reference to the development and facilitation of new teacher supports.

Summary

This review of the literature pertaining to the work that principals do to facilitate

professional supports for beginning teachers has uncovered multiple aspects of the important

work that principals do as support facilitators for new teachers. Principal work has been found to influence the success of ECTs bridging from pre-service education into teaching practice. While recognizing that ECTs have multiple and complex needs that are pedagogical and emotional, how the principal understands ECTs work has an influence on the supports that they develop.

Principals, with professional experiences in teaching and school leadership have been found to be essential in establishing the school culture where new teachers work and are supported. Formal and informal support structures are facilitated by principals to support the professional learning of new teachers and falls within their recognized role in the OLF.

Principals face challenges in finding time to develop and facilitate supports, meeting the diversified learning needs of new teachers, developing different supports for different work arrangements and the nature of their intensifying work. The conceptual framework will outline how an understanding of the work that principals are doing to support ECTs in Ontario will be constructed in this study.

CHAPTER FOUR: CONCEPTUAL FRAMEWORK

The conceptual framework for this thesis consists of three general concepts: work, support and policy. The framework is employed to explore how principals understand and undertake their work in supporting the ECTs in their school. More specifically, it provides a perspective on how principals understand new teacher support.

Concept of work. The first part of my conceptual framework is based on the notion of work. Work is a purposeful activity (Morin, 1994). It is generally defined as labour, or expended effort to achieve an objective or particular set of goals (Merriam-Webster, 2016). Considered to be an activity through which one fits into the world, creates new relations, uses their talents, learns and develops a sense of belonging, the notion of work goes beyond just being a "job" (Morin, 2004). Specific to this study, principal work is defined as "the practices and actions in which principals engage to fulfill their responsibilities as school principals" (Pollock & Hauseman, 2015, 7).

Principal work has been categorized into two dimensions: managerial tasks and building cultural linkages within a school (Lunenburg, 2010). The managerial dimension of principal work is described by Lunenburg (2010) to include leading the operations of the school with responsibilities including overseeing school maintenance and the enforcement of policies, rules and procedures (p.11). Cultural linkages involve principals engaging in instructional leadership tasks in their work and are described to include building behavioural norms, instituting rituals and building a foundation of school excellence (Lunenburg, 2010). As a result of these dimensions, principal work should be considered diverse, and can be classified as cognitive, behavioural and emotional (Pollock & Hauseman, 2015). This study will consider principal cognitive work to include making decisions, planning and connecting

prior learning into new contexts. The behavioural work of principals in new teacher

supports includes the principal taking on a leadership role in meeting and establishing

connections with new teachers. Also, the emotional work of principals in building

relationships of trust and developing lines of communication will serve to frame this study.

The volume and intensity of work is also a consideration within the concept of work

in this study. Workload is described as the number of hours worked, number of interactions,

duties performed and decisions made with varying levels of complexity (Leithwood et al,

2014). Principal workload has been found to be intensifying and increasing (Pollock,

2014a). Modern-day principal work has been described as being transformed from that of a

building manager in the 1960s, 1970s and 1980s into that of an aspirational leader, team

builder, coach and visionary agent (Alvoid & Black, 2014). The time that principals spend

at school during the school day today is no longer sufficient for them to conduct and

complete all of their work. Work is now conducted during the school day, before and after

the school day, within and outside of the school (Pollock, 2014b). Another consideration

with the extended workday and working outside of the workplace is the availability and use

of technology (Haughey, 2006; Petrecca, 2013; Pollock, 2014b). As principals are paid an

annual salary and their work is conducted both in and out of the school, during and outside

of school hours, this study will consider both paid and unpaid work. Principal work has also

been found to fall outside of formal, assigned duties (Pollock, 2015). The meaning and

passion that principals identify within their work lead them to work beyond what is

considered to be their work responsibilities.

Work has been found to be central in providing meaning and purpose in the life

(Jackson, 2010; Krahn, Hughes & Lowe, 2015; Mindzak, 2016). The meanings of the

activities of work emerge from two intrinsic sources: comprehension and intention (Brief & Nord, 1990; Morin 2008). Meaningful work serves others or society, and is driven by social purpose, moral correctness, achievement-related pleasure, autonomy, recognition and positive relationships (Morin, 2004). The meaning that an individual connects with their work, or work environment is linked with their identity (Pratt & Ashforth, 2003) and is akin with passion (Forest, Mageau, Sarrazin & Morin, 2011). While intensifying workload and increasing work responsibilities have created priorities within principal work (Leithwood, 2008), this study will also consider how meaningful work factors into principals developing and facilitating new teacher supports.

The nature of work can take different forms. Work can happen on an individual level, or in collaboration with others. While teaching involves extensive interactions with students, the work of teachers is done largely in isolation from colleagues (Ingersoll & Strong, 2011). An increased focus on co-learning, co-planning and co-teaching through collaborative, professional learning networks has been developing in Ontario. Collaborative school cultures are perceived as important in building better schools through educators working together in program development and support of each other (Campo, 1993). Principals have been identified to have an important leadership role in promoting and sustaining a collaborative school culture (Brock & Grady, 2007; Brown & Wynn, 2009; Cherian & Daniel, 2008).

The nature of ECT work is also central to the framework of this study. New teachers in their first five years of work following the completion of a pre-service education program can be in one of two quite different work arrangements: daily or short-term occasional work that is temporary and transient or long-term or permanent teaching positions. While

working as a short-term occasional teacher has been recognized to give newly certified teachers an opportunity to work in their chosen profession while acquiring some new skills in teaching and having a variety of teaching experiences (Brock & Ryan, 2016), there are differences between temporary and long-term teacher work. Considering that long-term teaching work includes establishing classroom climate, following the full curriculum, adapting teaching to various learning styles, conducting assessment, completing report cards and communicating with parents (Ontario College of Teachers, 2014), the work of short-term teachers has been compared to a "revolving door" of teachers transitioning in and out of work arrangements (Ingersoll, 2001). This comparison illustrates the different skills and experiences of new teacher work arrangements. The fact that most of the newest hired ECTs in Ontario are entering the profession in temporary, short-term and transient work arrangements prior to gaining long-term or permanent teaching employment (Ontario College of Teachers, 2014) has an influence on how ECT work connects with the work of others, including the work of principals to support ECTs.

Concept of support. Support is defined as a means to help or give assistance to someone, to promote an interest or cause (Merriam-Webster, 2016). This study considers the term 'support' to be linked with the actions that principals engage in to assist ECTs as they transition into teaching practice. New teacher support is described as an individualized continuum of professional learning opportunities (Baker-Doyle, 2011). Different aspects of assistance help ECT develop a capacity for critical self-reflection on teaching practice (Stansbury & Zimmerman, 2000). Supportive practices for ECTs have been found to encourage authentic collegiality, sharing ideas and leadership development (Baker-Doyle, 2011).

ECTs have been found to benefit from different types of supports. Lipton and Wellman (2003) identify four distinct categories of new teacher supports: emotional, physical, instructional and institutional (p. 2). *Emotional supports* are targeted to overcome the isolation that newcomers to teaching can experience (Ingersoll & Strong, 2011). New teachers experience a range of emotions as they begin teaching (Lipton & Wellman, 2003), including "praxis shock" which occurs when an ECT realizes the realities and responsibilities of being in-service practice, which challenges their previous beliefs and ideas about teaching (Kelchtermans & Ballet, 2002). *Physical supports* include classroom setup and accessing teaching resources such as art supplies and physical education equipment (Lipton & Wellman, 2003). *Instructional supports* include content area resources and practical professional suggestions that are specific to ECT work arrangement (Lipton & Wellman, 2003). Further, *Institutional Supports* include information shared with ECTs that is based on work expectations rooted in policies and procedures within the school and school district (Lipton & Wellman, 2003).

New teacher support can be formal or informal in nature. *Formal supports* are guided by policy. These supports have standardization with frameworks and templates outlining the roles and responsibilities of the stakeholders (new teacher, principal, school district and government). Formal ECT supports have inclusion criteria for participation. Funding is allocated for participants to access professional learning and resources. In Ontario, NTIP is recognized as the formal ECT support policy. *Informal supports* may have similar characteristics to formal supports, but are not guided by policy and do not have funding available for resources.

Concept of policy. Comprised of multiple components, "policy is text and actions, words and deeds, it is what is enacted as well as what is intended" (Ball, 1994, 10). A policy expresses patterns of decisions in the context of other decisions taken by political actors on behalf of government institutions (Rizvi & Lingard, 2010). Policy has been described to be about change (Weimen & Vining, 2005). Public policies are identified as normative, expressing both an ends and means to steer the actions and behaviours of people (Rizvi & Lingard, 2010).

Provincially developed education policy sets out rules and expectations for the delivery of programs and services. Canada is unique among developed nations in that it has no federal office of education (Canadian Encyclopedia, 2016) and education is managed within each of the provinces and territories. It is through policy that governments seek to reform educational systems (Rizvi & Lingard, 2010). Recent policy initiatives in education in every province indicate a desire by the governments to take greater control of the governance and operation of school systems (Canadian Encyclopedia, 2016).

Education policies are also developed at the school district levels.   Policies come from legislation, or from decisions made by elected officials, such as Ministers and School Trustees, or public servants and school administrators (Government of British Columbia, 2016). This study will consider both provincial and school district developed policy.

Policy can be considered to be a process. Policy processes include an agenda setting and an implementation process (Rizvi & Lingard, 2010). Policies can be communicated through policy documents, laws, contracts, partnerships and funding. Different education stakeholders have different responsibilities with the development,

administration and implementation stages including the Ministry of Education,

boards of education and schools.

Figure 1. Conceptual Framework: Notions of Work, Support and Policy

WORK

Type - Cognitive, Behavioural, Emotional

Volume - Workload and Intensity

Quality - Meaningful

Influenced by nature of other work (e.g. the nature of new teacher work influences principal work)

Nature of work (P and NT) influences availability, type and duration of support

Policy guides work

Policy creates priority in work

HOW PRINCIPALS UNDERSTAND NEW TEACHER SUPPORTS

SUPPORT

Type - Emotional, Physical, Instructional, Institutional

Formal (policy) or Informal (without policy)

POLICY

Provincial

District

Policy has guidelines, funding, inclusion criteria for support

Figure 1 Description

The conceptual framework for this study is summarized and illustrated in Figure 1. As depicted in Figure 1, principal understanding of new teacher supports is guided by the connections and the interconnectedness of the notions of work, support and policy including consideration of: (1) work, (2) work and support, (3) support, (4) support and policy, (5) policy, (6) policy and work, and (7) principal understanding of ECT support.

Work. Principals engage in different types of work. Cognitive, behavioural and emotional types of work make up the multiple responsibilities that are encompassed within the intensifying and increasing workloads of principals (Pollock & Hauseman, 2015). The way that principal work intersects with other types of work (i.e. new teacher work) creates complexity within their role. In this study, how principals connect their work with others (i.e. new teachers) that access work in ways that are quite different in consistency, location and duration from principals serves to have an influence on their work. Beyond the complexity, volume and intensity of their work, principals consider the meaning or value of the work that they do within their role (Morin, 2004). These beliefs of purpose and merit also serve to guide principal work and ECT supports.

Work and support. The intensifying nature of the principal work (Pollock, 2014b) influences principals' availability to develop and facilitate ECT supports. This study considers the influence of the nature of other work arrangements (i.e. ECT work arrangements) on the work that principals do to develop and facilitate supports for ECTs within their school.

Support. ECTs are anticipated to have a range of professional learning needs as they bridge from pre-service to in-service teaching (Anhorn, 2008; Beck, 2015; Brock & Grady, 2007; Camp & Heath-Camp, 1991; Darling-Hammond, 2003; Feiman-Nemser, 2001; Hope, 1999). When developing and facilitating ECT learning opportunities in their school, principals engage emotional, physical, instructional and institutional supports to meet the unique learning needs of new teachers (Lipton & Wellman, 2003). These supports can be identified as formal and led by policy guidelines or informal, developed and facilitated without policy.

Support and policy. The supports for ECTs that principals develop and facilitate in their school are influenced by policy. Policy frameworks, guidelines, funding and inclusion criteria influence the type, intensity and duration of the supports that principals develop and facilitate for ECTs.

Policy. Policy that is related to new teacher supports can be developed at different levels; (1) provincial, and (2) school district. In this study, the policies related to ECT supports are also considered in connection with the work of principals.

Policy and work. The intensification of principal work is directly related to the policies that principals uphold within their work responsibilities. As a result of the accountability of principals in carrying out the components of policy, priority is created in their work. The policies related to ECT work (i.e. hiring policies) also have an influence on the work that principals do in developing and facilitating supports.

Principal understanding of early career teacher supports. As Figure 1 illustrates, the notions of work, support and policy connect and interconnect in this study to construct

principal understanding of ECT supports. The diverse and intensifying nature of principal

work influences how principals go about developing and facilitating different types of new

teacher supports, which are influenced by relevant provincial or district policies.

Summary

The conceptual framework for this study emerged from a review of literature. The

framework is based on the concepts of work, support and policy. These notions serve to

inform my study. A visual representation of the conceptual framework was created to

accompany this chapter (see Figure 1). The following chapter discusses the methodology

and method that have been chosen for this study.

CHAPTER FIVE: METHODOLOGY

This chapter will focus on the research approach and will clarify the research method and methodology of this study. As the goal of this study is to construct an understanding of the work that Ontario elementary principals are doing to support ECTs, a general qualitative, interpretivist approach was undertaken. Semi-structured interviews with open-ended questions were selected to allow me to gain the perspectives of elementary principals and construct an understanding of the work that they are currently doing to develop and facilitate ECT supports.

Qualitative Inquiry

A generic qualitative inquiry was employed in this study. Merriam (2009) views qualitative research as seeking to find out how people interpret their experiences, conduct their worlds and what meaning they attribute to their experiences. This study aims to build a greater understanding of how school principals go about their work in reference to new teacher supports and consider, why they do what they do and what is going on and why (Gay, Mills & Airaisian, 2009). The general qualitative study model gave opportunity for me to investigate the understandings, strategies and challenges of elementary principals that facilitate new teacher supports through speaking directly with principals. As a result, this method of investigation allowed for the interpretation of the social phenomena of how elementary school principals are supporting new teachers in their beginning teaching practice.

Qualitative inquiry allowed for an iterative process that included description, interpretation and understanding (Merriam, 2009). Within this naturalistic research, I sought to learn more about what was happening within the work of principals to support the newest

hired ECTs. I made a connection with principals that were currently engaging in the work of

the study phenomenon. As this study included the voices and perspectives of multiple

individuals through the data collection instrument (semi-structured interviews), I determined

that qualitative inquiry was best suited as it allowed for the understanding of the problem to

come from the particular details of the participants' lived experiences (Bourke, 2014).

Interpretivist Approach

Within the general qualitative design of the study, an interpretivist approach was taken.

The interpretivist approach "assume(s) that reality is socially constructed (and) there is no

single, observable reality" (Merriam, 2009, 8). The interpretivist approach was considered

to be most appropriate as it allow me to interpret and construct from the participants'

responses an understanding of the work that principals are doing to support the newest hired

ECTs. In constructing the understanding and perception of principals on the new teacher

supports that they facilitate in their school, all principal participant perspectives were

considered.

The interpretivist approach was found to be relevant and appropriate to this study as it

included multiple realities on interpretation of a single event (Merriam, 2009, 8). By

considering multiple viewpoints in this study, I constructed a sense of understanding of the

reality of the work that principals are doing to support the newest hired ECTs in their school.

As the researcher, I collected the study data through semi-structured interviews and

journal notes. This was found to be the most effective means of collecting rich study data as

I understood the goal of the study, the value of being immediately responsive and was

adaptable to trends noted in the data collection process (Merriam, 2009). Connecting with

Merriam (2009), who discusses the researcher being capable of gaining more understanding

through verbal and non-verbal communication, I was able to process the data quickly and follow up in building rich data by asking clarifying questions, giving answer summaries and checking for accuracy of responses with the participants. I served as the primary data collection instrument in this study as the sole interviewer in semi-structured interviews.

Semi-structured Interviews

Interviews with elementary school principals were the primary data collection method used in this study. Siedman (2006) considers interviews being rooted in the interest of understanding the lived experiences of other people and the meanings that they make of that experience. The qualitative, semi-structured interviews of this study assisted me in eliciting the views and opinions of the participants (Creswell, 2009)

My research goal was to hear from participants about their perspectives and understandings of their work with developing and facilitating supports for new teachers in their school. The goal of conducting the interviews was to gain an understanding of the participant's experience from their subjective point of view (Siedman, 2006). Further to this, participating in an interview allowed the participant to make meaning of their experiences through reflection. This ties with qualitative research and an interpretivist approach as the study investigates how principals understand, or construct their meanings of supports for new teachers. The interviews allowed the opportunity for me to collect data by hearing directly from principals the strategies that they have used to support beginning teachers within their practice and school context and the challenges that they have encountered in developing and facilitating those supports. The interviews also allowed for principals to openly discuss in a conversational format the influence of policy on their work in developing ECT supports.

Semi-structured interviews allowed for a more conversational style to answer the research questions being investigated (Minichiello, Aroni, Timewell & Alexander, 1995). Qualitative interviews have been found to bring forward the perspectives of others that are meaningful, knowledgeable and explicit (Patton, 2002). The format of the semi-structured interviews allowed me to build rapport with the participants and gain insight into their perspectives as a principal and their work with ECT supports. These interviews were considered to be like a conversation with a purpose (Burgess, 1984). Interviews were deemed to be an appropriate method in this study as they have been found to be one of the most appropriate ways of gathering data on phenomenon that cannot be directly observed (Patton, 2002).

The participants in the study shared the perspectives that they have gained from their experience in the field. The interviews provided an opportunity for participants to share past events in a purposeful interaction where one person obtains information from another (Gay et al., 2009). The semi-structured model of the interviews allowed me to probe and explore participant responses for more in-depth responses from participants on their perceptions, experiences and feelings. The in-depth nature of the interviews was utilized to draw out responses from the participants that were based on their personal experiences in order to gain a sense of their understanding of the supports that they provide for the newest hired ECTs in their school. The interview guide for this study is included in Appendix E.

Ethical Review

Recruitment for participants and the commencement of the study began following ethical approval from the Research Ethics Board (Non-Medical) from the University of Western Ontario. I ensured that all participants had informed consent prior to and during

participation in the study and had all questions answered. The study was considered low-risk as there were no anticipated physical, mental or social harm attributed to participating in the study. Confidentiality was assured to the participants and they were informed that pseudonyms would be used in the report and district names, or other identifiers would not be revealed.

Research Setting

The setting of the study was the province of Ontario, Canada during the 2015-2016 school year. The study was openly advertised through the Ontario Principal Council (OPC), the professional association that represents 5,000 school administrators in elementary and secondary schools in Ontario to which all Ontario, publicly funded elementary school principals belong.

Locating Elementary Principals

As an exploratory study, I was hopeful to recruit participants that were experienced principals from many regions of Ontario. The inclusion criteria of the study included seeking principal participants that were currently in the role of being an elementary school principal, preferably with a minimum of three years of experience as a principal. As the work of elementary and secondary school principals have been identified to have differences, it was foreseen that the work that principals do to support elementary and secondary ECTs have distinct variations. Considering the small scope and limited time frame of this study, it was deemed most appropriate to focus on the work that elementary principals are doing to support ECTs.

Principal recruitment. The data collection began with an interview with a pilot interviewee. The pilot interviewee for the study connected with the study through

convenience sampling and while this participant had less professional experience as a

principal (9 months), the participant had extensive theoretical and experiential background in

providing new teacher supports as a new teacher mentor. The pilot interview was employed

as a means to trial the interview questions with a principal participant to assess the interview

questions for clarity and participant response in relation to the study questions. Also, the

pilot interview was used to confirm that the interview length was sufficient to collect rich

data for analysis.

Following the pilot interview, the initial means of locating and recruiting participants

for this study was by means of an advertisement through the Ontario Principal Council

(OPC), the professional association to which Ontario school principals belong. The first

participants were initially contacted through their response to study advertisements

distributed through the OPC. The OPC included a brief study description and invitation for

participation in their online, weekly newsletter and also mentioned the study in some

member meetings with their council. Interested participants were encouraged in the

advertisement to contact me by email or telephone with interest to participate in the study.

The voluntary nature of the principal's participation was emphasized, study information was

shared and the previous recruitment methods (OPC newsletter) were discussed with all

participants involved in convenience sampling for this study.

One participant contacted me with interest in participating in the study through the

OPC online newsletter recruitment process. Two further participants contacted me for to

participate in study following contact with the OPC.

Challenges were experienced in the recruitment of participants for the study, likely as a

result of the work-to-rule labour unrest in education in the Province of Ontario in fall of

2015. The work-to-rule sanctions resulted in the withdrawal of many services that

elementary teachers often conduct as part of the work including preparing report cards,

conducting standardized tests, participating in parent meetings outside of the school day,

responding to school administrator emails outside of the school day, planning field trips, or

collecting any money. The work-to-rule climate had a great impact on school communities

and as a result of increased levels of communication with the district, parents and other

stakeholders, principals experienced an increase in workload and stress during work-to-rule

job action. As a result, the OPC advertisement for study participants had limited success

within the climate of Ontario education in fall of 2015.

Twitter was used to further advertise the study by my academic advisor. The study

information was shared on 10 occasions (September 15, 16, 19, 20, 23, 26, 28 and October 2,

5, 10). Contact information and the study topic were shared in the Twitter advertisement for

participants to contact the researcher for further study information. No potential participants

contacted me following the Twitter advertisements.

One participant was gained through academic network supports. Three study

participants were acquired through convenience sampling through networks that were

accessible to me through previous professional practice and learning networks. Snowball

sampling was employed following these interviews to gain further participants for the study.

Snowball or network sampling, is where participants recommend or nominate other

participants with similar traits was effective in locating a few key participants who easily

meet the criteria for participation (Merriam, 2009). Subsequent snowball sampling methods

(2 participants) that came from the convenience sample participants completed the initial

study sample for a total of 10 principal participants.

At the beginning stages of data analysis, coding was completed following each interview in the study. In coding, trends or common responses were noted throughout the data collection process. Saturation, or the complete set of codes, was considered reached in the study at six interviews, and then confirmed the codes with the following four initial interviews. Also, it was noted that following multiple advertisements through OPC and Twitter, in addition to consideration of the work-to-rule situation in elementary schools, it was deemed unlikely for further response from potential participants.

Following the participation of ten principals in the study, interview data was organized by the codes or trends collected from the data shared by the participants, within their responses. Following a full data analysis with chart organization of the data into trends, two additional interviews were then conducted to check the validity of the data collected and see if any further codes/trends were revealed. The two additional participants for the study were recruited through convenience sampling. The two interviews were employed to confirm the data collected and no new trends were revealed. The first level of analysis was inductive, with a goal of gaining data on specific instances to establish generalizations (Hyde, 2000). In the second level of data analysis, the process became both inductive by considering any new codes as further interviews were conductive and also deductive in comparing new interviews with the codes of interviews previously completed (Hyde, 2000). The final data analysis was conducted at the conclusion of the 12 interviews and considered all of the codes that evolved from the interviews and reduced these codes into main and sub-themes for a report of findings and discussion.

Interviewing Principal Participants

Following the invitation to participate, interested potential participants contacted me. Following the participant's initial contact, I responded to them via email or telephone. Following an introduction email, an information sheet and consent letter was sent detailing the purposes of the study, expectations of participants and issues of confidentiality. I arranged an interview location and times (at the mutual convenience of the participant and myself) via email or telephone conversation with the participant. After answering any questions and upon agreement to participate in the study, all participants completed an informed consent form and both the participant and myself retained a copy of the form. All participants also received the study Letter of Information for their records.

Data Collection

Data collection began mid-August 2015 and concluded mid-April 2016. The questions and probes for interviews were prepared ahead of the interview session. The same questions were asked of the participants with some variation to the order of the questions depending on the flow of conversation in the semi-structured interview. In some cases, the question order was changed to coincide with the conversational nature of the interview and the responses of the principal participant. The first ten interviews ranged in duration from 32 minutes to one hour and seven minutes, with most of the interviews ranging from 45-51 minutes. The follow-up interviews to confirm trends were respectively 21 and 27 minutes in length.

The semi-structured interviews began with demographic data about how long the principal had been in the field of education and their professional background. The questions then transitioned into encouraging the participant to speak about what new teacher supports look like in their school, how the changing nature of principal and new teacher

work influences the supports that they offer in their school for ECTs, the resources that they

employ in providing supports, indicators of success and struggle and what they would

identify as challenges in their process of providing new teacher supports. Within the semi-

structured format, a conversational style of interview was employed where questions and

probes built on the discussion of the participant.

All of the interviews were recorded with digital audio-recording devices (2 devices).

The initial ten interviews were transcribed as soon as possible following the interview. The

dialogue was kept in its original format with only the deletion of filled pauses (um, ah) or

abandoned beginning phrases to sentences. The interview was listened to a second time

following transcription completion to ensure accuracy prior to sending the transcription

document to the participant for member checking. During the member checking reflection,

the participant was provided with the interview transcript and was requested to share if they

would like any information changed, added, or deleted. One participant offered some minor

clarification revisions and another sent following the interview additional information to add

related to the influence of policy on their work in developing ECT supports. Participants in

the study were also offered the opportunity to withdraw or change any part of the interview

that they wished. The letter of information also indicated that they could have withdrawn at

any point from the study. The files were all saved on a password protected internal computer

memory as well as a password protected external memory device (kept in a locked cabinet).

Demographic Profile of Participants

A total of 12 principals participated in this research study. Pseudonyms were used in

this thesis to ensure the anonymity of participants. Of these principals, 7 were female

(Martha, Joan, Stephanie, Mary, Trudy, Pam and Carol) and 5 were male (Peter, Daniel,

Marty, Steve and Raymond). All principals were working as school administrators in publicly-funded, English-speaking elementary schools when they participated in the study. The study included a broad range of principal experience. The participants ranged from just under a year of experience as a principal (Trudy), to several of the participants (Stephanie, Carol, Pam, Marty) who identified that they were close to retirement and had completed over 29 years of work in the education field. Half of the principals that participated in this study had 10 or more years of experience as an elementary principal (Joan 10 years, Pam 10 years, Carol 10 years, Daniel 10 years, Peter 13 years, and Marty 20 years). Almost all participants shared that they had experience working as a principal working at several schools over the span of their career as a school administrator.

The principals that participated in this study worked in different regions of Southern Ontario. Most principals in the study indicated that they had continued their career in the same school district where they were initially hired and some principals (Stephanie, Carol) had been employed by several school districts over their career. While the participants revealed in the interviews the school district where they are employed, this was not mandatory information for them to share in the study. School district information was protected to ensure the confidentiality of the participants. As principals shared their years of experience in the field of education and as a school administrator, it was not deemed necessary to collect the ages of participants for the analysis of this study.

Interview Process

Through open-ended questions, the participants were given the opportunity to express their ideas, experiences and beliefs freely in the interview session. Some of the study interviews happened in person (5 interviews) and others by telephone (7 interviews). The

interview location (i.e. telephone or in person) was determined in agreement between the participant and myself. The interview took place at a location and time that was mutually agreed upon. Face-to-face interviews were the preferred method of data collection, however with ranging geographic locations and the schedules of the participants and myself, telephone interviews made data collection possible with a broader range of participants with busy working schedules.

Trustworthiness

In the interviews, I sought to build creditability through professional rapport with the participants in hopes of establishing a comfort level in the interview where the participant felt comfortable in sharing relevant and rich data. The trustworthiness of the qualitative study has been found to depend on the creditability of the researcher (Merriam, 2009) to conduct ethical data collection and analysis. As the researcher, I have completed course work in research ethics, including the Tri-Council Policy Statement 2 (TCPS2) tutorial prior to beginning research work.

Lincoln and Guba (1985) discuss trustworthiness in a study including creditability, transferability, dependability, and confirmability. Creditability was established in this study as I strove to be honest and answer any questions from participants through communication in the research plan and analysis stages with the research participants as much as possible. Establishing and building relationships with the research participants helped in collecting data that was deemed to be rich, valid, ethical and multi-dimensional.

In considering the transferability of the study, this small-scale study sought to gain a broad perspective of principal work in developing and facilitating new teacher supports in Ontario. While all school districts in Ontario implement NTIP when new teachers reach the

inclusion criteria, the study aimed to construct an understanding of what supports were being developed for beginning teachers who may, or may not qualify for NTIP. To gain a broad perspective, it was decided to recruit participants from across the province, and not within a single district. It was anticipated that by gaining a broad scope within this small-scale study, transferability could be considered in that the findings would be applicable or compared to other contexts. Further, through semi-structured interviews, rich data and thick description was gained from expert participants that were currently working in the role of principal.

Dependability was considered within the data analysis of the study findings. While saturation of the data was complete at six interviews, an additional six interviews were completed to test the dependability of the data. No additional codes were identified. As the researcher, I continually reflected upon the rigour of the study method in collecting rich data that would serve the study goals and questions.

I was reflexive during the research process to strive for confirmability in the research. Through an iterative and cyclical process of data analysis throughout the data collection, I continually compared the data, recognized new codes and realized the point of data saturation. Following the point of data saturation, I confirmed the codes by completing further interviews to test the results and ensure that saturation had truly been reached.

Data Analysis

Data analysis is considered to be the process of making sense out of data (Merriam, 2009). The data analysis included consolidating, reducing and interpreting what the participants have said to construct meaning. This was an iterative and cyclical process of analyzing the data and as Merriam (2009) discusses, my process of analysis was to uncover the meanings, or understandings that constitute the findings, discussion and conclusion of the

study. To answer the study questions and construct an understanding of what principals are currently doing to support the newest hired ECTs in Ontario, I strove to be reflexive and continually reflect upon each participant's responses and consider within the growing context of the study. While striving to be as non-bias as possible, my reflexive process did involve me considering my own prior learning and experiences as I analyzed the data as it was collected (Watt, 2007).

Interviews were recorded using a voice recorder and backup device that I purchased and used exclusively for this study. When transcriptions and files were transferred onto my computer and data storage device, the computer and data storage device were protected by a password. All recordings, transcripts, consent forms and data collected from the study are securely stored on my MacBook computer which is protected with a passcode, the backup flash drive source is password protected and all paper documents are stored securely in my private residence in a locked filing cabinet.   All paperwork and electronic storage sources of data will be destroyed or deleted five years following the completion of the study. All data collected will be kept confidential and is encrypted. Letter and number codes and pseudonyms have been used for participants in place of identifiers. The identifiers collected in the study (names and email addresses) are kept in a separate file and separate locked location from the data collected.

Data analysis was ongoing through the data collection and occurred within a non-linear, iterative and cyclical process. The main ideas of the semi-structured interviews were organized using the conceptual framework. The conceptual framework that aligned with the study question and sub-questions guided the findings into consideration of work, support and policy.

The interview process collected a large amount of data, in excess of 200 pages of interview transcription. Data collected through the semi-structured interviews were organized according to codes such as busy schedule, communication with new teacher and challenges with supporting daily teachers. These codes emerged as trends from the interview transcriptions. Saturation was reached when no new codes, or main ideas, were noted from data collection. This was reached at the sixth interview, but subsequent interviews were conducted to test and verify the trends.

Once the trends of the data were identified in the study, the trends were considered according to the research question and sub-questions. This organization of the trends was done to construct an understanding of the data collected in the study with respect to the literature review and conceptual framework.

Participant Introductions

While disclosure of school district was not asked of the principals to participate in the study, however, the principals that volunteered to participate in this study did indicate their work to occur within the Southern Ontario region of Canada. The participants included principals in this small-scale study are employed in 5 of the 63 total English-speaking, public school districts in Ontario. As the first question of the interview was open for principals to share what they would like about themselves professionally and their journey in becoming a principal, various demographic information was gained about the principals' years in the field of education and as a school principal. The following chart outlines this data. To protect the identities of the participants pseudonyms are used throughout this study and identifiers, such as the names of school districts, have been removed to protect principal identity.

Table 1: Study Participant Profiles

Pseudonym / Gender	Years of experience as a Principal	Total experience in field of education (including time as a teacher, vice-principal and principal)
Trudy (F)	9 months	13 years
Joan (F)	10 years	23 years
Mary (F)	7 years	26 years
Stephanie (F)	3.5 years	30 years
Pam (F)	10 years	29 years
Raymond (M)	8 years	26 years
Steve (M)	6 years	20 years
Carol (F)	10 years	38 years
Martha (F)	9 years	29 years
Daniel (M)	10 years	22 years
Peter (M)	13 years	26 years
Marty (M)	20 years	30+ years

As indicated in the above table, the twelve principal participants included 7 females and 5 males. The years of experience ranged from 9 months to 20 years in the principal role with an average close to 9 years. Only one principal had less than 20 years of experience in the field of education, with the other 11 participants ranging from 20-38 years in experience in the field.

Summary

This general qualitative study employed an interpretivist approach. Following the ethical review process, the study participants shared their perspectives, experiences and

knowledge in semi-structured interviews. The data collected from the twelve principal

participants from Ontario, publicly funded elementary schools constructed the knowledge

that makes up the study findings and discussion. Semi-structured interviews were employed

to gain the perspectives of how principals construct their understanding of how they go about

the work that they do to support ECTs. The next chapter will outline the findings from the

study interviews.

CHAPTER SIX: FINDINGS - ELEMENTARY PRINCIPAL

PERSPECTIVES ON THEIR WORK TO SUPPORT NEW TEACHERS

This chapter presents the findings for the first two research sub-questions regarding how Ontario elementary principals understand ECT supports and the strategies that principals employ to support ECTs. This chapter is divided into two sections, corresponding with the first two research sub-questions. The first section of this chapter addresses the two trends that emerged from the first research question regarding principal understanding of ECT supports: (1) principal development and facilitation of supports for ECTs is important work, and (2) how the nature of work influences principal support of ECTs. Each theme is divided into sub-themes to present the perspective of the principals interviewed.

Principal Development and Facilitation of Supports for the Newest Hired Early Career Teachers is Important.

Elementary principals in this study believed that the work that they do to develop and facilitate support for new teachers is important. According to the participants, principals bear a responsibility to connect ECTs that are regularly in their school with resources and opportunities that will bridge pre-service and in-service learning. This section is divided into four sub-themes: (1) principals connect the value of ECT supports with their own experiences, (2) principals identify the importance of their role in supervising and promoting ECT success, (3) principals identify individualized ECT professional learning needs, and (4) principals are new teacher support facilitators, not mentors.

Principals connect the value of ECT supports with their own experiences.
Reflecting on having gone through the ECT transition experience themselves, principals in

this study identified with the professional learning and emotional needs of new teachers. Principals connected their development of ECT supports with their own early teaching experiences. Raymond discussed the value that he holds in his work today of "pull(ing) bits and pieces from each of the people that (he) met" early in his career as a new teacher. Martha recounted the limited supports that were available when she first entered teaching and recalled that there was only one meeting available for her to attend at the district office when she was first hired as a teacher and beyond that "there was nothing. They didn't even partner us up with a mentor or anything". Most participants reflected on having some informal ECT supports when they entered practice, including meeting with school administrators and making connections with colleagues. Some participants reported having no support available upon their entry into the profession and identified the need to self-direct their own professional development. Only one participant (Trudy) identified that she participated as an ECT in a pilot program for the NTIP from 2003-4 and identified that her participation was prior to the official commencement of the program and included some elements of the now formalized process of ECT supports. No other principals had experiences as a new teacher in the NTIP.

Their own early experiences in teaching were found to influence the perspectives of principals in regard to ECT supports. Trudy spoke about her appreciation for the supports that she received as an ECT and discussed how she connects the purpose and meaning of her work, now as a principal, in supporting ECTs:

Having been one myself, a brand new teacher, entering that classroom
with a piece of chalk in the room and nothing else, you don't know where
to go for support, even when it comes to actual resources in the classroom.
(If there's not) a collaborative atmosphere, or collaborative philosophy,

within the school, then it makes it much harder for that teacher to be
successful.

Trudy's connection of her work as a principal with her prior experiences as an ECT
illustrates the empathy that principals expressed of the learning needs of ECTs. Other
principals in the interviews named administrators and experienced teachers who were most
instrumental in their early professional learning. The vivid recollection of the principals'
own transitions into teaching, along with the fact that these principals identified the
influence that the administrators and experienced teacher mentors had on their transition into
teaching with informal supports, some over thirty years later, illustrated the intrinsic value
that principals hold in ECT supports. It became evident in the interviews that developing
and facilitating ECT supports was not just considered to be part of the principals' job, but
was instead considered to be a professional responsibility that principals hold to be
meaningful, essential and important. The participants' reflections, as experienced educators,
indicated that they personally connect with the value and importance of ECT supports.
Beyond identifying the value of supporting ECTs, principals noted the importance of their
role in supervising and promoting ECT success within the school.

**Principals identify the importance of their role in supervising and promoting
early career teacher success**. Based on their prior experiences, principals considered their
work in supporting ECTs to have a positive influence on ECTs' teaching practice and noted
positive differences in student achievement and the school as a whole as a result of
supported ECTs. Principals spoke of the indicators of support success coming from the
responses of students, the quality of student work, the demeanor of the ECT and discussions

within the school team. Carol spoke about how she measures the success of the supports

that she is facilitating for ECTs:

> When they are being successful, I have people that are so happy (that) they
> are coming to me and showing me what they have done. They volunteer to
> share, they talk to other people (and) you can just sense their positive
> energy. They send students down (to see me) with what they've been
> working on. (The new teacher's) colleagues will stop in and say, "by the
> way, do you realize that this particular person is demonstrating whatever"
> and when you go into the classroom you see evidence of it.

Carol spoke of how she has seen ECTs benefit from having principal developed and

facilitated supports in their emerging stage of teaching practice. The study participants

considered their role in ECT supports to be leading the process by identifying and

facilitating timely and supports that meet the instructional, institutional, emotional and

physical needs for ECTs coming into their school. This role was considered by principals to

be an essential part of supporting ECTs and they considered their role to contributing to

ECT success. Stephanie talked about her perspective on the value of the work that she does

to support ECT:

> We cannot support (new teachers) enough in those first couple of years,
> because we are shaping the profession (by providing support to new
> teachers)… So, it is essential that we provide support in every way that we
> can. With all of the mental health (and) the special needs that are occurring
> (in our schools), (teaching is) a very challenging and difficult job and it
> takes skill.

Stephanie and other principals in the study recognized the complex nature of the work that

ECTs are entering. Principals recognized the challenges of transitioning from pre-service

education programs into ECT work and realize the value of their leadership in supervising ECTs and promoting their success during the process of support. Part of the principal role in supervising ECTs and promoting their success is the identification of the individual learning needs of each ECT.

Principals identify individualized early career teacher professional learning needs. Principals in this study spoke of the range of instructional and emotional skills that ECTs must possess when coming into teaching. Several participants noted differences within pre-service education programs and different levels of readiness to transition from pre-service to in-service teaching.   It was noted by some principals that an expanded span of time between pre-service education and gaining a long-term teaching assignment resulted in learning gaps for ECTs, particularly with ECT initiatives and methods of pedagogy. Principals saw the identification of professional learning gaps as part of their job role and an important aspect of the development of well-suited, individualized ECT supports. Within their role as support leader, some principals discussed the value of individualized supports in overcoming coping strategies that develop as a result of ECTs lacking early transition supports. Some participants discussed the challenges of ECTs working in daily work for several years and lacking collaborative skills in asking colleagues or administrators about difficulties that they are experiencing for fear of appearing weak or incompetent. Pam spoke of some of her observations and strategies when she notes gaps in ECT learning:

> I do spend a fair bit of time talking with teachers. It is usually when things
> either aren't going well, so I'm helping them with classroom management
> or what to do with IEPs (individual education plans) and special education
> because they don't tend to come out (of pre-service education programs)
> with a solid background for that because it makes sense that they don't have
> any experience and nothing to go on. I can see a really big difference

between teacher candidates coming from different universities (and they

show) different levels of ready.

Pam's comment speaks to the prioritization of supports when the principal identifies ECT

learning gaps or struggles in practice. Several principals in this study spoke about

identifying gaps in ECT prior learning through classroom observation, conversations with

the ECT and feedback from other staff, students or families. While all participants discussed

developing trusting and open relationships with ECTs within the development and

facilitation of supports, most indicated that their principal role did not foster a mentoring

relationship.

Principals are early career teacher support facilitators, not mentors. Principals

recognized the value and need for supports to address the emerging learning needs of ECTs.

While they recognized themselves to be in a critical role as the developer and facilitator of

those supports, most principals did not recognize themselves as an ECT mentor. Most

principals believed that the nature of their role as a supervisor and evaluator fostered a more

formal type of relationship than what they believe ECTs need in a mentor. Further to this,

principals identified their role to be a facilitator of supports and recognized that the value of

having an experienced teacher that is currently teaching and is a colleague (not their

supervisor) was better suited to a mentoring relationship. Several participants shared that the

principal-ECT relationship does not allow for the type of in-depth questioning and

communication to meet ECTs' emotional needs and while principals identified that ECTs

have emotional needs in early teaching, they identify teacher colleagues to be better suited

providers of support. Martha explained about how she identifies her role as principal

support facilitator:

I don't know that I feel that the principal's role (is to be a mentor). It is and it isn't. You're not an in-depth mentor. I could be (considered a mentor to) the vice-principals that I mentor, or the principals that I mentor. We have much more of a developed relationship. I feel that (when I am working with vice-principals or principals) it is more in-depth, it is more layering, and it is all encompassing. I'm actually helping (the vice-principals to) work through something. With the teachers, I find more that it's, "Well, here's a resource that you might want to try this", or "Here, I'll provide you with time to go here", rather than sitting in the classroom and working through lessons with that person. I don't have time to do that and that's not my role. I think that the mentoring role is important in the sense, but (as the principal) it is more of a hands-off mentoring than a hands-on, in depth and entangled (mentoring process).

Martha and other principals in this study looked at different layers of support for ECTs, with different stakeholders playing different roles. Martha identifies that principals cannot undertake being a sole provider of ECT supports. She speaks to the value of the experienced teacher mentor being better prepared to develop an open professional relationship and line of open and free communication with an ECT. Further to this, Martha also identifies how her role as the support facilitator has to be considered within her busy work schedule.

The principals of this study identified the value of ECT supports and their important role in supervising and promoting new teacher success. They connect supports with the individualized learning needs of ECTs that are regularly in their school and identify themselves in developing and overseeing the supports. The nature of principal and ECT work was considered to have an influence on ECT supports.

The Nature of Work Influences Principal Support of the Newest Hired Early Career Teachers

The second theme that emerged with regard to how elementary principals understand supports for ECTs was how the nature of work influences the development and facilitation of supports. This theme is divided into five sub-themes: (1) principal work is intense, (2) principals need time to build relationships, (3) principals move often between schools, (4) ECT work arrangements influences accessibility to supports, and (5) the changing profile of many ECTs influences supports.

Principal work is intense. The intense nature of the principal job role emerged as a consideration in how principals understand their role in developing and facilitating ECT supports. Principals identified how they juggle the multiple responsibilities of their job, which can influence the time that they have available to develop and facilitate new teacher supports. As Peter discussed, principals have many responsibilities that result in a very busy supervisory role in the school:

> The management piece of my day today, including curriculum and
> leadership, is huge. There are a lot of things that get in the way, but you
> have to try to timetable and protect that time with the (ECT). It is a
> challenge because of the nature of what we do.

Peter talks about the busy nature of his job having the potential to impede on the time spent in supporting the ECTs in his school. Many principals discussed communication with parents and school personnel, in person and electronically having an influence on time availability. The prioritization of work within the day was identified to depend upon the school culture and dynamics. Dealing with student discipline issues, connecting supports

for student mental health concerns, being accountable to the Ministry of Education, school district mandates and attending a variety of meetings were mentioned to draw considerable time within principal scheduling.

Principals need time to build relationships. Principals identified that their intense workload influences the time that they have available to develop relationships with ECTs. Raymond reflected on how his busy job role limits the time that he has available for in person supports:

> I do feel that the support of new teachers is important. Certainly, it is something that if I had more time I would love to be able to be out in the classroom as often as possible to see new teachers in action. It doesn't happen as frequently as I would hope.

All of the principals in this study discussed, like Raymond, the value of relationships in developing and facilitating ECT supports. However, they find that their intense workload limits the time that they can go into classrooms or meet face-to-face with ECTs.

With many teachers, support staff, students and community to consider communication within the principal job role, ECTs are not the only staff requiring principal support. Developing and facilitating support for experienced teachers also requires time within principal schedules. Mary reflected, "(I am) always looking at am I covering all of the pieces and supporting everybody in every way?" While they consider their intense workload a factor in their development and facilitation of new teacher supports, several principals drew attention to the nature of their work usually moving to another school every few years.

Principals move often between schools. Several principals spoke about the nature of their work involving being assigned to move to different schools. It was identified by

some principals that they expected to move schools every three to five years. Principals

identified that their time within a school had an influence on their availability to develop and

facilitate supports for ECTs. Specifically, the time required to get to know the school

culture and the staff was indicated to influence the time that principals have available to

develop and facilitate supports for ECTs. Further, getting to know the school culture and

community were identified as essential in developing supports for ECTs in the school. Also,

the longer a principal is in the school, the more established and comfortable they are within

their role and are able to more efficiently develop and facilitate ECT supports. Steve spoke

about his own reflections on supporting ECTs in his school during this year, as compared to

when he was a new principal at his school three years ago:

> So, I think that I'm doing a far better job in supporting teachers now in my
> third year (as principal) in this building, than I did it my first year. In my
> first year, (I felt like I) was treading water while carrying barbells. So, (my)
> focus was (on) getting the culture where it needed to be, doing the things to
> turn the ship in the direction that (I) wanted to go. I think that now after
> three years we're kind of heading in that direction, so some of that heavy
> lifting that I had to do on the front end that now frees up some energy and
> time that I can devote a little bit better to supporting those new teachers.

Having had several years of experience now at the same school, Steve reflected on

his increased availability and efficacy in supporting ECTs. While several principals

spoke of their own movement between schools, most principals discussed the

influence of temporary and transient new teacher work arrangements on their work to

support ECTs.

Early career teacher work arrangements influence accessibility to supports. The working arrangements of ECTs in daily and short-term teaching work was identified in this study to have an influence on which teachers can access principal developed supports. Daily and short-term teachers routinely move from school to school. Temporary and transient work was identified to make the development of relationships a challenge. Several principals identified the value of ECTs regularly attending a school to work, building rapport with the principal and all staff through participating in school initiatives. Stephanie reflected, "occasionals are usually very short-term. So, you may have them come to your school for a day and then you don't see them again for a month." Principals spoke of the need for communication and community building when an ECT works within a school staff. Carol spoke of the differences that she has noted in working with new teachers who are in her school on a regular basis:

> Once you have the people (occasional teachers) who come into a building regularly, those are the ones that I say that they are automatically looked at as being part of my staff. You can go very in depth with them (with supports) because you know that within the next two weeks you will see them eight out of the next 10 school days. You work with them as if they are your full-time and permanent staff because they are in and out of classrooms (and) can offer consistency.

Carol's comment speaks to how principals consider building relationships with ECTs within a school based professional learning team as being an important aspect of their work in developing and facilitating new teacher supports. In the interviews, some principals identified that if they are in meetings, or at business outside of the school, daily occasional teachers can come and go from their school without even meeting the principal. Without

extended time spent in their school, principals identified limited resources that they could offer daily or short-term that would sustain new teacher professional learning. Also recognized by principals was how the profile of ECTs has changed in recent years and the influence that it has had on the supports that they offer ECTs.

The changing profile of many new early career teachers influences supports. The principals of this study recognized that the profile of many ECTs is changing and becoming more diverse. This was identified to influence the supports that principals develop and facilitate. Several participants identified that ECTs are not always in their early twenties and coming into the profession directly from an undergraduate and pre-service education route, which was seen as the norm previously. It was brought up that some ECTs are choosing to enter the field of education as a second career, or are raising a family while entering the teaching profession. Raymond discussed that some ECTs are caring for young children at home and are not able to spend as much time before or after school in their classroom, or meeting with colleagues, or himself for additional support. Steve identified that he has reflected that when some teachers have been daily teachers for an extended period of time and after several years enter long-term work, some are not aware of the need for extended hours on the teaching workday to plan, assess and collaborate with other teachers. Daniel echoed Steve's notion by discussing a critical conversation that he used as an example of the supports that he offered in encouraging an ECT:

> I can recall having to speak with one new teacher in particular. They were in their first couple years (of teaching) and (they) knew other members of the staff that had been teaching for number of years. They were experienced teachers that they could get away more with some simple planning and not having everything detailed. They would be leaving at 4 o'clock and this type of thing. Then, there was an LTO position that came

up and they came to me for some advice. I said was, "Well, my first piece of advice is that you've got to do the work. And if you're not going to do the planning and not do what needs to be put in place, the LTO isn't for you." I was very pleased with the changes that they made and it's interesting that two months into the job they came to me and said to me, "You know what? That was the best piece of advice I could ever have given to me and I can't believe how much more teaching I get to just because I planned and know what I'm doing. Before, I was flying by the seat of my pants and I was just planning as I was going and I didn't have it set out and the kids weren't as engaged as they are now." I think that that piece of helping them to recognize has been a huge piece of the puzzle as far as being prepared and that's part of what I can see would help out the new occasional teachers and the grads. They need to have that full planning, where I think some of them come in and they think that they can just wing it and they can't.

Daniel's comment considers not only the learning gaps that can exist for ECTs moving from short-term into long-term teaching work, but also highlights that much professional learning is job-embedded and can only be learned once in a teaching role. The value of relationship and communication that is inferred from this reflection demonstrates the importance of ECTs having access to supports, or they can develop coping skills that may not be considered favourable in their work. This reflection brings light to the value of principals being engaged in the development of individualized supports in their school as they can recognize learning gaps that often ECTs do not self-identify.

The second section of this chapter addresses the trends that emerged from the perspectives of the participants regarding the strategies that principals employ to develop and facilitate ECT supports.

Sub-Question Two: Strategies to Support Early Career Teachers

The findings for research sub-question two that consider the strategies that the elementary principals in this study engage in to support ECT are organized into two themes: (1) formal ECT supports, and (2) informal supports.

Formal Early Career Teacher Supports

All of the participants in this study recognized the existence of the Ontario policy related to supporting ECTs, NTIP. All principals have participated in NTIP within their school leadership role.

In the study, principals recognized that the NTIP framework, as outlined in the NTIP principal handbook, was used to guide their development process of ECT supports. Principals identified that the inclusion criteria was in place for ECTs to gain access to the program and the included teachers were identified by the school district, which then shared the names with principals. In the interviews, principals spoke of the NTIP policy guidelines for principals and participants, the funding provided for release time and accountability measures, including TPAs and principal/new teacher meetings are part of the process. Overall, principals identified that they find the NTIP to be meaningful work and appreciate the clear roles and responsibilities that are set out in the policy. Raymond reflected, "the whole NTIP program is important, just the background that the teachers get from that I think is great." Martha spoke about the formalization of the NTIP process for principals:

> The NTIP program in the school is a very prescribed one. The teacher
> would meet with me, the beginning teachers sits with me and identifies their
> goals and how they are going to achieve those goals and talk about different
> professional development opportunities. So, that's where I can really sit with

them and figure out how I can support them in their particular area. So, whatever they're interested in I might be able to hook them up with that or reading material or whatever. I can assist him with resources and time. (It's) kind of official. Also, with the NTIP you have to do the official evaluation twice and then with that there's also the opportunity for the feedback and there's a session where you can sit with them and talk about the goals and kind of figure out where they want to go.

Like Martha, all of the principals recognized the value of NTIP. The policy was noted to provide a structure for principals to work within in their planning and facilitating of ECT supports. They identified that they must be accountable within their work to the policy and the policy components including a designated time frame to complete the program components.

Principals identified their role and responsibilities within the formal supports of NTIP. They noted that they followed the framework and were accountable to the Ministry and school district within their support process of NTIP new teachers. Carol reported that:

The board office does send us and inform us, these are your NTIP people and the superintendent's administrative assistant is wonderful at sending us all of the names and keeping us up-to-date to make sure that we know this is where this person is, this is what they need to have completed, please make sure by this due date that you have everything submitted for them.

Her comments draw attention to the interconnected nature of the responsibilities of the formal supports for qualifying ECTs. Principals spoke about the opportunities for professional learning available with formal supports through funding that school districts use for the creation of district-developed professional development. Mentoring, with funded

release time for the new teacher and experienced teacher mentor was discussed in several

interviews to offer a rich support opportunity for many ECTs. District organized

professional development, also with funding for classroom release time, was mentioned as a

positive opportunity within NTIP for new teacher professional learning. A difference was

identified by principals in their work in developing and facilitating formal and informal

types of ECT supports.

Informal Early Career Teacher Supports

Differences were noted by principals between the formal supports that principals

develop and facilitate within NTIP and the informal supports offered for ECTs that do not

yet qualify. Principals identified that formally supported ECTs were in long-term work in

their school. The development of informal new teacher supports were identified to be

mainly for new teachers that are regularly in their school (i.e. long-term occasional teachers

in assignments of less than 97 days, or short-term teachers that regularly attend the same

school), but do not yet qualify for NTIP. Raymond talked about some of the challenges that

he has identified for ECTs to access professional development when on daily or short-term

occasional positions in a large school district:

> If is a short term assignment, if it's only one or two weeks, that is difficult to
> arrange for somebody to come in and provide PD because if really they are
> only there for those two weeks, it's more of a maintenance thing. It's a
> chance to learn, but again, I think the important thing is for them to be in the
> classroom.

Principals recognized the challenge for ECTs to build rapport and be able to access

supports when they are a school on an intermittent basis. While admitting the

difficulties of establishing relationships and rapport due to lack of time to work with

short-term or daily occasional teachers, principals did not minimize the complexities

of beginning teaching work. The challenge was identified to be for principals to

develop sustainable support strategies with the limited time available to build

relationships and rapport with beginning teachers in transient and temporary work

assignments. When asked about the supports available for daily or short-term

teachers, Pam replied:

> Honest answer. There is nothing for the day-to-day people. Really there is
> very little. I think that they are allowed to sit in on a couple PD days, but
> that pretty tough when you're just thrown into something and not doing it on
> a regular basis. Sometimes, in the context it doesn't make sense. Short-
> term LTOs are similar, but you can fold them into (your school) staff.
> Long-term LTOs get better support.

While Pam identified the need for daily teachers to have professional learning supports, she

sees intermittent supports through professional development days, or initiation sessions from

the district as ineffective if they cannot be job-embedded. Her comment draws attention to

the value that she holds in engaging ECTs within a school culture for job-embedded

learning. Without access to a consistent school culture and professional development that

addresses the learning needs of daily teaching work, she sees ECTs in daily work as having

little support available.

The combined nature of the principal's own demanding schedule and the emerging

needs of short-term teaching work some principals expressed frustration with developing

effective ECT supports. Steve talked about his experiences in supporting teachers in daily

occasional assignments in his school:

> Right or wrong, it all depends on what's going on in the school and what
> sort of time people have. Daily supply occasional teachers, my supports for

them are triage. So, if they are having issues with … classroom
management, I can support those concerns because it kind of is the most
pressing issue. But… if those issues are more related to the supply teacher,
there isn't a whole lot of support. We just don't have time in this building to
do that sort of handholding.

Steve identifies that daily occasional teacher work has challenges, but his comment also speaks to his limited availability to develop supports beyond quick solutions due to the culture of his school. His comment refers to the challenges that principals encounter in identifying the individualized learning needs of ECTs that are not regularly in their school. The immediate and short-term support that Steve discusses such as dealing with a classroom management issue, or operational issue in the school differs from the types and duration of supports that would be developed for a long-term teacher that would include support for instructional practices, assessment strategies, Ministry and district initiatives and mindfulness training sessions. Principals identified most school based supports being based in collaboration within the school community with beginning teachers having informal mentors on the staff that allow opportunities for networking, co-planning, co-shadowing, sharing resources and debriefing. These informal supports were identified as being possible without funding for release time and often involving creativity in planning to avoid cost, or the principal using some school based funds. However, these supports are only possible if the ECT is in the school regularly and can establish relationships and access these supports within the school.

In the interviews, principals recognized that ECTs are coming into a complex job. Stephanie talked about her role as a facilitator in setting up supports that she deemed to be organic within the school setting as she is "linking them with resources because sometimes

as a new teacher, coming into the board it is not just about teaching, it is about all of those

other policies and processes and understandings". Principals identified that ECTs are

spending longer in daily and short-term work and that the professional learning needs of the

two jobs are very different. Several participants spoke of the immediate learning need of

daily or short-term occasional teachers primarily being classroom management skills. Long-

term and contract ECTs were recognized to have the need for different professional learning

such as curriculum supports, professional program networks and access to learning coaches

and coordinators. Daniel spoke of the differentiated supports needed for the different stages

of new teacher work:

> (The types of new teacher supports) varies on the individual. They need some
> time to develop their craft as a homeroom teacher, which is very different
> than being an occasional teacher. The occasional teacher is trying to keep the
> fires out and get through the day, whereas the contract teacher is knowing that
> - these are my kids all the way through (the year) and can take more of their
> time to establish those relationships. Whereas, I think an occasional teacher
> or a long-term occasional teacher, you're getting in and you're trying to get
> things covered and get in and out fairly quickly. So, I think that when I have
> contract teachers coming in now that have been through the occasional
> (teaching) piece and some of them have been on the (daily occasional
> teaching) list for 5, 6, 7 years, they still need that PD because they been
> working so hard at that that they haven't had the time to get some of the PD.
> So, they're still relying on what they had in teachers' college. If they've been
> trying to make themselves available for the jobs, they haven't had the
> opportunity sometimes to get that professional learning that they need or they
> haven't been involved in the networks and get the support from colleagues
> around that. Often they feel isolated because they're coming in and they are
> not necessarily connected to the staff. So, there are some that make an extra

effort to stay with one staff or another because they get most of the supply

work then they will get some of that, but not all of it for sure.

While principals did identify that they would offer informal supports for classroom

management and student discipline when required, they identified challenges in being able

to provide extended supports for ECTs in daily and short-term assignments. While some

principals identified using some components of the NTIP guidelines as a framework for

developing informal supports, or using ideas gained at professional development sessions

previously attended, principals identified the self-directed nature of developing these

supports. Carol spoke about her process in developing informal supports when she is

working with ECTs that do not yet qualify for the NTIP:

> I typically would make up my own (supports). I might look at other (models
> of supports) that I have received from coaches or other administrators, VPs
> often have different information shared with them, so they would come back
> with templates per se, but I like to fine-tune (supports) to match the building
> (our school).

While individually developed, Carol's comment ties with the need for individualized

supports and using prior experiences to develop opportunities for ECTs. Principals

identified the need for them to baseline ECT needs and are attuned to the new

teachers' role within the school culture.

Some principals noted that if an ECT presents as coping successfully in their

role, they could proceed until NTIP with limited, or no principal facilitated supports.

Principals identified that they realize the need for the development and facilitation of

informal supports when they observe, or become aware of new teacher learning gaps

or struggles. Pam reflected on her experiences with developing informal supports to address learning gaps:

> While I do spend a fair bit of time talking with teachers, it is usually when things either aren't going well (when I develop informal supports). So, I'm helping them with classroom management or what to do with individual education plans and special education because they don't tend to come out with a ton of solid stuff (preparation) for that because it makes sense that they don't have any experience and have nothing to go on. I can see a really big difference between teacher candidates coming from different universities, different levels of ready. There is also a big difference if they have been supplying for a while. If they have been out supplying, they have been already gathering some strategies. Some good, some bad, but they have already got some information that they are using to base their decisions on.

Pam's comment draws attention to a bridge of learning between pre-service education programs into teachers moving into practice and they have noted different levels of readiness for practice between individuals. Most participants did not indicate any standardization in the informal supports that they develop and facilitate for new teachers that do not yet qualify for the NTIP.

Principals did recognize that professional learning opportunities exist for all ECTs, not just those in the NTIP. Some district professional development was identified as being open to any teachers, new hire orientation sessions and professional learning opportunities through the teacher federation were mentioned as district or federation developed supports that are available to beginning teachers. However, principals did note that daily and short-term occasional teachers must often be resourceful and self-directed in opening doors to professional learning. Carol spoke about her reflections on how the newest

hired ECTs access much of their professional learning and how she sees it impacting their early teaching work:

> I would hope that (new teachers) would recognize that there are a lot of
> online supports these days. So many of them come in with long, long lists
> (of what) they've already done for experiences outside of school, or they
> have already taken the maximum number of additional qualifications
> courses. So, they are highly educated in that they have done a lot of courses
> and coursework, but they haven't necessarily had the time that they need to
> go over and put what they've learned into practice. So, depending on what
> the pieces of the coursework that they have done and what they actually get
> to use, I find that often they have a lengthy list of things that they can say
> that they have done, but it's not fine-tuned and it's not refined.

Principals discussed that professional development opportunities for daily and short-term new teachers likely would be need to be scheduled outside of the school day. As release time is not be available for new non-NTIP teachers due to lack of funding availability, many new teachers who seek to expand their professional learning self-identify their own learning needs and would often require volunteer time, or tuition cost for programs outside of the school board, such as additional qualifications through universities, or the teacher federation. While several principals acknowledged that they appreciate the initiative of ECTs that engage in self-directed learning and indicate that engaging in course work and professional development has benefits, they did speak about the need for professional learning to be rooted in practice. While applauding initiative, without an opportunity to apply teacher learning in a classroom, principals indicated that self-directed learning is less effective when it cannot be applied in practice.

Summary

      This chapter presented the findings of the first two sub-questions. The first sub-question considers how principals understand the supports that they develop and facilitate for the ECTs in their school. The findings reveal that principals identify their work with ECT supports to be meaningful, important and valuable. However, the intensifying nature of their work and the transient nature of work arrangements for ECTs has an influence on their access to new teachers.

      The second research question is focused on the strategies that elementary principals employ in the supports that they develop and facilitate. The participants indicated that they employ both formal and informal supports in their work to meet the individualized needs of ECTs. Formal NTIP supports were recognized to have priority in principal planning and informal supports were often developed on an as-required basis for the interim before ECTs qualify for NTIP. Principals recognized that many ECTs are self-directing their own professional learning through courses or workshops prior to being eligible for NTIP, which they identify as offering some professional learning benefit, but the opportunities lack in experiential learning. The following chapter will address the third and fourth research sub-questions that address principal perspectives on policy and the challenges that they identify in supporting ECTs.

CHAPTER SEVEN: FINDINGS – ELEMENTARY PRINCIPAL PERSPECTIVES ON NEW TEACHER SUPPORT POLICIES AND THE CHALLENGES OF SUPPORTING NEW TEACHERS

Chapter seven presents findings from the interviews regarding principal perceptions of ECT support policy and the challenges that they encounter in developing and facilitating supports for the newest hired ECTs. This chapter is divided into two sections, referring to the third and fourth research questions. Each research question is divided into themes and sub-themes that emerged from the study participant perspectives.

Sub-Question Three: Influence of Policy

The findings for research sub-question three, how does policy influence the work of principals in supporting ECTs, are organized into five themes: (1) NTIP; (2) district developed induction programs for newly-hired teachers; (3) the Teacher Performance Appraisal (TPA); (4) the Ontario Leadership Framework (OLF); and (5) the influence of new teacher hiring policy (Reg. 274).

NTIP. NTIP was identified as the standard framework that the principals in this study use for ECT supports. In the study interviews, most participants responded first to questions with a response related to the work that they do to support ECTs that qualify for NTIP policy. Additional prompting questions related to the ECTs in daily and short-term work uncovered the more limited and case-by-case administration of informal supports to new teachers that do not meet the NTIP inclusion. The accountability of NTIP was indicated to create a sense of priority for principals in their work. Notification from the school district of who is NTIP qualified, preparing progress reports on the progress of NTIP teachers with supervisory officers at on-site visits and connecting NTIP qualifying ECTs with district organized professional learning opportunities were mentioned in the study

interviews as elements of principal work within NTIP. Principals discussed that they

identify that the policy offers an outline to provide a standardized, well-rounded support

program. Daniel reflected that the connected nature of NTIP "helps with other things such

as classroom set-up, who else is within the board as far as trustees, superintendents and

director and all of those pieces… So, I think that the NTIP is a real strength for (new

teachers)." Pam spoke about the priority of NTIP in her work in supporting new teachers in

her school:

> There is the NTIP program and in and of itself, it is a nice program. It
> allows new teachers to get support from their peers, it gives some system
> level support, and it gives them some materials to think about and someone
> to bounce (ideas) off…On the other side of that, while I do spend a fair bit of
> time talking with new teachers, it is usually when things either aren't going
> well, so I'm helping them with classroom management, or what to do with
> IEPs and special education because they don't tend to come out (of pre-
> service) with a tonne of solid (learning) for that (and) they don't have any
> experience and have nothing to go on.

Pam identified in her comment the positive reflections that principals shared about the NTIP

program. They believe that NTIP policy offers a positive, well-rounded support framework

as they appreciate the professional learning, mentoring and teacher evaluation components.

However, within her comment she reflects on the lack of policy that is available for the

ECTs that are in daily and short-term work. Almost all participants in the study identified a

lack of policy availability for daily or short-term teachers.

District developed induction programs for newly hired teachers. While almost all

participants indicated no provincial and very minimal district managed supports for daily

and short-term occasional teachers, one principal (Mary) spoke of a program that is in place

within her district where newly hired, daily occasional teachers are given a limited

introductory period with access to teaching within a small range of schools for their first

days of practice. She talked about the program limiting the ECT's access in order for them

to build relationships and gain support from principals. The program allowed ECTs to

complete daily occasional work in only two schools for their first fifteen days, which was

followed by an evaluation and meeting with a principal. With a successful evaluation, the

ECT within the program gains access to a few more schools until forty days and will then

have another evaluation prior to having open access to daily occasional work within the

district. Mary, who had been previously employed in two prior school districts, identified

that she did not know of this type of program being offered elsewhere in Ontario:

> In (our district), they have a really nice process and I don't know if this is
>
> everywhere, I've just seen it here. Basically, once a teacher is hired to the
>
> occasional list they have limited access to that list until they have completed a
>
> 15-day evaluation and then a 40-day evaluation. They get more privileges to
>
> apply once they finish each stage. So, we are often assigned people, usually it
>
> is about five a year and I actually volunteer to take more people because I find
>
> that that is a really good way right at the very beginning to start to influence
>
> the teaching habits of new teachers.

Mary spoke of the opportunity for this limited induction of teachers into practice to provide

more focused principal supervision of newly hired teachers and give ECTs a chance to

become part of a school culture by being at the school regularly and have the opportunity to

build some relationships within a staff team. Mary found the new teacher meetings and

classroom observations by principals for these newest hired ECTs to be beneficial. She

identified that the meetings allowed principals to gain insight into the ECT's goals, learning

needs and strengths. She believed that her district's model allowed ECTs to have a positive

start, be comfortable and begin collaborating early with teacher colleagues in their career

through this school district initiative of limiting the number of schools for new occasional

teachers to begin working.

Teacher performance appraisal (TPA). Having an opportunity to identify the early

learning needs of ECTs was seen by the principal participants as being important to

developing better supports. Principals identified the value of the Teacher Performance

Appraisal (TPA) process, which includes meeting with the teacher to discuss goals,

strategies and next steps as a valuable tool in their development and facilitation of supports.

Teacher performance appraisals (TPA) are a component of the NTIP and two successful

TPAs must be completed for new, contract teachers to complete the NTIP process. LTO

TPAs have been implemented in the past year for LTO teachers, but do not count toward

NTIP completion. Principals discussed their perspectives of the TPA process in relation to

supporting new teachers. Joan discussed how she views the TPA process:

> It is our chance to actually really unpack what is happening in the
>
> classroom. What is happening in their teaching? (The TPA gives a chance
>
> to) really point out all of the strengths (of the ECT). Sometimes (the ECT)
>
> may not even realize how well they are doing something, so it gives us a
>
> chance to really make it explicit - this is really great that you're doing this,
>
> this is why it is backing up student learning. Then, (in the TPA I) also give
>
> at least four areas to continue to grow. If they are exemplary and fantastic,
>
> there is always (room) that (the ECT) can grow and we're always building
>
> that kind of norm … growing as educators. So, these are some areas that
>
> you might continue to grow in, these are some areas to extend your learning

in, or it might even be a recommendation that there could be potential

leadership here, these are some things that you could do to support that path,

but we certainly want to use it as a really deep opportunity to engage in

what is happening in the class.

While Joan's comment recognizes the TPA as a valuable tool that principals use in

developing ECT supports, TPAs do not formally exist for new teachers on daily and short-

term teaching assignments. Without the TPA process to use as a strategy to meet with and

plan supports for new teachers, principals use their discretion on when, how and if they meet

with ECT who do not meet NTIP criteria in their school to guide new teacher supports.

These strategies included classroom walkthroughs where the principal stops into a classroom

and engages in casual discussion about observations at a later time, talking with ECTs

within the school hallway, office or classrooms, or including new teachers in staff meetings

or in school professional learning sessions.

The principal participants in this study viewed the TPA process as positive and

supportive. Also, the participants viewed the appraisal as an accountability measure that is

transferrable as it follows the teacher to other teaching assignments. The TPA was

discussed by participants to provide an opportunity for principals and new teachers to work

together discuss goals and set plans. The TPA gives ECTs an opportunity to identify their

professional learning goals, engage in conversation with the principal about their practice

and experiences and gain feedback from principal observation. Mary talked about her view

of the TPA process with new teachers:

I look at the TPA process as the opportunity to build a safe environment and

give new teachers a chance to do something different that they want to try. I

want them to think of me as the support. I say (to the ECT) if it doesn't work,

we won't write that one up (in the TPA) and I'll observe another lesson. So,

it's an opportunity for them to try something and if there's mistakes and if it

doesn't work, we don't worry about that, we just move on.

Other principals in the study shared Mary's reflection of the TPA process guiding

relationship building. Constructive feedback that was based on observation was identified to

be a key support strategy that principals use. The TPA was deemed to be a priority in the

principal's development of supports and was identified as an opportunity to build rapport

and relationship with new teachers. The value of principals building relationships with

ECTs was indirectly connected with the OLF.

Ontario leadership framework (OLF). While principals identified that the OLF

offers a standard of general good practice, most principals did not identify the OLF as a

specific guiding framework to their work in supporting ECTs in their school. Stephanie

talked about how the OLF influences her work as a school leader:

I would say that I am aware (of the OLF) and I know the leadership

framework. In terms of do I referred to it (in planning new teacher

supports), no, it is more informal. I do (refer to it) more when I am

mentoring a new vice principal or teachers who are looking for positions of

additional responsibility. I would be more apt to use it for that than I am to

use it with new teachers (supports).

While Stephanie and several other principals in the study did not directly connect their

process of developing and facilitating ECT supports to the OLF, their reflections on their

practice did make connection. As instructional leaders, many of the principals indicated

connecting ECTs with professional learning opportunities and did so by promoting ECTs to

set learning goals and identify their individual learning needs. The supportive practices of

the principals in this study, while they did not self-identify as being related to the OLF, do

show connection with their instructional leadership. Also connecting with instructional

leadership is principal involvement in hiring practices within school districts in Ontario.

      The influence of new teacher hiring policy (Reg. 274). Some participants

discussed how the new hiring practices policy has influenced their work in supporting ECTs

in their school. Specifically, they spoke about how the seniority based hiring process has

eliminated ECTs moving from daily occasional to short-term occasional to long-term

occasional and finally contract within one school. The transition of ECTs moving through

increasing work arrangements was identified by some principals as being a preferred

practice as new teachers build the rapport and relationships within the school needed for

principals to develop and facilitate supports that meet the developing needs of ECTs. This

could be seen as a continuum of support that develops from relationships that develop when

a teacher is consistently in the same school. Principals spoke about consistently observing

and communicating with ECTs through daily occasional into long-term occasional work to

develop supports that are time-sensitive and scaffold professional learning. All of the

principals indicated the value of engaging ECTs in the school professional community,

which is only possible with consistent attendance at a school. Steve spoke about his

perceptions related to the changes he notes within the work that he does as a principal in

relation to supporting ECTs within the new teacher hiring policy:

> For me, it has to be a logical progression (for new teachers moving into
> long-term teaching). So, you have those teachers who are daily supply, who
> are working hard to be able to then say to those teachers - "OK, you get this
> building, you're doing a great job, I've got an LTO open - I want to give
> you a try in that LTO and I now have a contract open and I want to give
> these LTOs a try for those contracts. That, to me, seems far more logical
> progression. The current model of - anybody can, who knows nothing about

your building, who knows nothing about your culture, who hasn't really done their time as it were in your building, can apply for and drop in and get a contract in your building or an LTO - it just seems to devalue the work that the day-to-day supplies put in. It has created an environment where the day-to-day supply teacher doesn't feel like they need to hustle anymore.

Steve specifically spoke of the influence that the new policy has had on his philosophy as a principal that is developing and facilitating supports for ECTs. Prior to Reg. 274, principals conducted interviews and were able to make recommendations in the hiring process of long-term occasional teachers for their school. Steve believes that principals now feel less ownership in the process of supporting new teachers as a result of Reg. 274 placing long-term occasional teachers in schools, rather than principals engaging in an interview process to identify who they believe to be the best teacher to match the position and school:

> When it comes to long-term occasionals, pre-Reg. 274, I think principals had more of an investment in the LTOs that were being hiring. So, you would hire someone that you saw (potential) in or you had in mind of a path (of growth in your school) for them. So, as a principal, you had an investment in that person and you were going to coach and support and you were going to act as that mentor (for that new teacher). Post Reg. 274, basically the professional discretion has been taken away from the administrator and it's more like a factory. So, if somebody comes in, the highest senior person, it's basically, "good luck, do the job" and if you can't do the job, move on, then I'll get somebody else in there to do it. To me that's one of the not often discussed issues with Reg. 274. I understand the union's position of wanting to combat nepotism, but I really wonder if we looked at that issue and if really there would be an issue with nepotism.

Steve identifies the hiring process associated with Reg. 274 removing principal discretion in

hiring long-term occasional teachers in school and thereby having the potential to influence

principal developed and facilitated ECT supports. Principals noted the influence that policy

has on the supports that they develop and facilitate for ECTs. Which new teachers qualify to

participate in the program that the policy regulates, the amount of funding available within

the policy and hiring practices were deemed to be determining factors related to how

principals bring ECT programs together. The challenges that principals identify with

developing and facilitating ECT supports are further explored in the following section.

Sub-Question Four: Challenges that Principals Identify in Developing and Facilitating Early Career Teacher Supports

The findings for research sub-question four, the challenges that elementary principals

encounter when supporting new teachers, are organized into five themes: (1) the principal as

an ECT teacher supervisor, (2) the influence of multiple initiatives on ECT support success,

(3) lack of funding for non-NTIP ECT supports, (4) less organized professional development

opportunities available for non-NTIP ECTs, and (5) lack of consistency and continuum of

supports before NTIP eligibility.

Principal as the early career teacher supervisor. The majority of principals in this

study recognized the development of trusting relationships with ECTs to be key in their

development and facilitation of ECT supports. Within the discussion of these supportive

relationships, the principals reflected on their awareness of their role as the school leader

and supervisor being critical to ECTs gaining employment within the school district. Part of

the challenge that several principals identified in developing relationships was related to

their role as being the supervisor of ECTs, which they deemed to be highly influential on the

type of relationship that they can develop with the new teachers that they develop supports

for in the school. While all principals recognized that they have an important role in

supporting ECTs, they felt that the evaluative and supervisory nature of their job created a

divide in their relationship with ECTs. Several principals commented on their awareness of

the hierarchal influence on the relationships between principals and ECTs. Daniel spoke

about his awareness of his position as the supervisor of ECT teachers and his strategic

planning to build lines of trust and communication with new teachers in his school:

> I try not to intimidate (the ECTs). To me, it's important (to build positive
> relationships with ECTs). I remember being in those first couple of years
> and you could hear the principal coming down the hall or walking in the
> room and it brought up anxiety. I understand that anxiety. I try to be in (the
> classrooms) on a regular basis as far as what I call the "McDonald's drive-
> through" where I just come in and breeze through. It's not anything that is
> set as far as a time or a date. If I'm upstairs in the school and delivering
> something to a classroom, I'll just come through and go into a few
> classrooms and just see what the kids are doing and say "hi". I won't stay
> for a long time. I want to be sure that the teacher is comfortable.

Daniel spoke about the nervous or anxious responses of many ECTs toward the school

principal, particularly in this highly competitive time for ECTs to gain long-term or contract

employment.   He tries to build rapport with short, positive classroom visits and is aware of

the ECT's emotional responses to his presence.

Principals connected their practices as a school administrator to their own experience

as an ECT. Trudy recalled "whether you sit in that chair nervous or confident, coming into a

brand new classroom is difficult because you don't know the expected practices of the

school, or even your board". Being aware of ECT emotions and stress levels were seen as

part of not only the principal's responsibilities with developing ECT supports, but also a

challenge that they face. Principals identified the wait for ECTs in gaining long-term work

and the competition for jobs. They realize that they are identified to be a key person in

interviewing and recommending new teacher hiring. As a result, principals identified

building open and trusting relationships with ECTs as a challenge. Principals realize that

ECTs are likely not as open and free to discuss their weaknesses or challenges in discussions

as a result of the principal being their supervisor. Pam spoke about the strategies that she

uses to build a positive and welcoming environment, while being aware of her role as a

supervisor and new teacher evaluator. She shared that "I would prefer to be there as a

resource and be somebody that can walk in and tell (ECTs) what good things that (they) are

doing. I can help to support (them)." Her aim to build positive rapport to establish

relationships was recognized by several participants who identified sharing positive

feedback with ECTs as an effective strategy in building trust and new teacher confidence.

However, most principals did not identify themselves as the most effective ECT resource

due to their job role.

Several principals identified that they have been out of classroom instruction for

several years. They indicated that other teaching personnel would be better suited to deliver

instructional supports to ECTs as they have more current teaching experience and insight.

Marty shared that "I've been out of the classroom for 20 years now. I'm not the best person

for (new teachers) to talk to about instructional approaches". Principals identified

experienced teachers on the school staff, instructional coaches and learning coordinators as

effective curriculum and good teaching practice supports for ECTs. Mary discussed her

perspective that "you need to see somebody doing it. So, either at the classroom observation, or (having) somebody coming in and (seeing and discussing) teaching is really critical for them to get that understanding." Principals identified that they are not the sole resource of the support process, but rather a connector of people and resources. As a supervisor of the ECT supports, principals identified challenges in developing effective supports when they identify ECTs first entering long-term work being recruited for multiple initiatives.

       Influence of multiple initiatives. Once ECTs enter long-term teaching assignments, the concern of ECTs being required to engage in multiple initiatives was identified to influence the effectiveness of ECT supports. Trudy spoke of the influence that she has seen with multiple initiatives such as EQAO training, instructional training on literacy and math initiatives and completing additional qualifications on ECTs once they gain long-term teaching work. She reflected on how she considers this within her supports:

> I think that it gets to be very overwhelming that (the new teachers) are all of
> a sudden thrown at a lot of professional development options. So, the
> struggle becomes that balance of - I want to do all of these, I want to learn
> how to be more effective in the classroom, I have to learn about doing DRA
> (Developmental Reading Assessment), or if it's an EQAO (large scale
> assessment) grade there's all of this PD that is not necessarily opportunities,
> but things that you have to do. At the same time, for them to establish
> themselves as a teacher, they need to be in the classroom with their kids and
> learning how their kids learn in order and working with them to improve
> those learning skills. So, I find it's actually a hard balance because they are
> out of their classroom a lot in those first few years than maybe what they
> should be, but at the same time, how are they supposed to learn all that they
> are supposed to learn?

Trudy considers in her comment the overwhelming initiatives for long-term ECTs

compared to the very limited resources available for daily and short-term ECTs. This

was identified by some principals as trying to catch new long-term teachers up with

professional learning that was unavailable for short-term ECTs. This connects with

another challenge identified by principals, the lack of funding available for non-NTIP

ECTs supports to have access to professional learning opportunities and resources.

Lack of funding for non-NTIP early career teacher supports. All principals

identified the value of the elements of support established in the NTIP (professional

development, mentoring, TPA), but without the funding associated with the policy

principals identified some struggles with trying to offer similar professional learning

opportunities within more limited funding means. Daniel talked about sometimes contacting

his district office for additional funding supports for ECTs that do not qualify for NTIP and

he recognized that "they try to be flexible, but they also have to recognize that they only

have so much in their budget as well, so some of those things will end up coming from my

own (school) budget". Daniel and other participants identified the use of school budget or

creative timetabling, such as teachers internally covering other classes or using preparatory

time to give ECTs that do not qualify for the NTIP opportunities to partake in professional

development opportunities or job shadowing experienced teachers. Raymond talked about

an opportunity that he facilitated for an ECT to have a professional learning opportunity in

his school:

> When a teacher a couple weeks ago went to a school to observe another
> teacher of the same grade – I could have provided a supply, a supply day for
> that individual (from discretionary funds). We were able to internally cover
> for her and I gave her the release time.

Without funding available through policy, Raymond speaks about having other teachers

cover the ECT's class so that they can engage in a job shadowing opportunity instead of

using funds from the school budget. Other participants shared Raymond's comment of

using creative planning to provide informal ECT supports as well as discretionary school

funds are very limited for professional development and are not exclusive to ECT

professional development. While principals recognized that they could offer some similar

opportunities for some ECTs that do not yet qualify for the NTIP who are regularly in their

school, there are some opportunities that are exclusively available within the policy

guidelines. Overall, it was indicated that less professional development opportunities were

available for ECTs that did not yet qualify for the NTIP.

Less professional learning resources opportunities available for non-NTIP early

career teachers. Principals identified that school districts do offer professional development

resources and opportunities for ECTs, but most of these resources and opportunities are

available only with NTIP qualification. While one principal (Mary) identified that her

district has developed a support policy for newly hired ECTs, all other participants indicated

that they were unaware of any policy to support non-NTIP ECTs. Trudy identified that

"there is not a lot of supports for those teachers who have not yet met the criteria for NTIP".

Principals recognized the value of ECT professional development and the need for the ECTs

to be self-directed, resourceful and participate in online learning opportunities, additional

qualification courses, or volunteer their time in schools or classrooms. Joan spoke of her

belief that ECTs are resourceful in their quest for early teaching professional development

opportunities:

I guess for those teachers (who do not qualify for the NTIP), it would be
more self-directed. So, the board offers workshops after school at various
points and we have something on our board website … and it shows all of
the different pieces of PD that you can go to. So, the occasional teachers
could go to that but there's nothing formal for them.

Joan and other principals spoke to the need for ECTs to be resourceful and self-motivated in
finding professional learning opportunities before NTIP eligibility. Connecting with this,
they identified a lack of consistency and communication about informal supports between
schools prior to ECTs qualifying for NTIP.

Lack of consistency and continuum of supports prior to NTIP eligibility.
Principals spoke about the different types of informal supports that they offer in their
schools for ECTs that do not yet qualify for the NTIP, however challenges were discussed in
recognizing what supports had already been offered in other schools and the success of those
supports. A lack of consistency in programming and relationships as a result of the transient
nature of daily and short-term teacher work arrangements was identified as challenges by
principals as they develop and facilitate ECT supports. Trudy reflected on some of the
struggles that she has experienced in facilitating supports without knowing the informal and
formal supports that ECTs have participated in prior to coming to teach at her school:

The struggle would be when they are hired into our school, not always
knowing what training, what support they have received before coming in
here. So, I guess being able to have access to that information, what
supports they have already received before starting at our school (would be
beneficial). Then, so much of it comes down to time. Having that time to
be able to work with them, to see where they are at, to see what their next
steps might be. I know that every teacher completes an annual learning
plan, but being able to have time to work with that teacher more on their

annual learning plan, to revisit it throughout the year, to see where their

needs and strengths lie and it not just being their formal performance

appraisal, but just supporting them so that they can be successful and then in

their roles after this current year.

Like Trudy, principals identify ECT supports to be on a continuum of professional learning.

Unaware of what previous supports were offered by other principals, she finds herself

starting back at the base lining stage of assessing ECT learning needs. The cumulative

effects of supports are deemed by principals to be most effective in sustaining long-term

professional growth.

Summary

This chapter included the principal perspectives of the third and fourth research sub-

questions that focused on the influence of policy on principal work in developing and

facilitating ECT supports and the challenges that principals identify within their work.

Policy was discussed to have a significant influence on how principals prioritize their work

in regard to ECT supports. NTIP was considered by principals to be a well-rounded,

positive program for ECTs, TPAs were seen to guide their development process and the

OLF was identified as a guide for good practice. However, Reg. 274 was considered by

several principals to remove their professional judgment within the hiring process, which

was deemed to influence their process of developing and facilitating supports, particularly

having an influence on their motivation to develop supports.

A significant finding of this study is the identification of a policy gap for the support

of many of the newest hired ECTs. Principals identified that they are unable to facilitate

supports for many of the ECTs that are in daily and short-term work. As these teachers do

not regularly attend one school, they are unable to develop relationships that foster supports

and in most districts there is not policy to include short-term teachers. While not all areas of

Ontario are represented in this study, it was indicated by only one of twelve participants that

they were aware of supports being available through a district organized policy for the

newest hired ECTs. Other participants recognized that many ECTs self-direct their learning

prior to qualifying for NTIP, but as many of the newest hired ECTs are in transient work

arrangements this learning was considered by principals to be insufficient as it lacked

valuable application of learning that happens within a school culture. These findings, along

with the findings from the previous chapter, will be discussed in the following discussion

chapter.

CHAPTER EIGHT: DISCUSSION AND INTERPRETATION OF FINDINGS

In this chapter, I discuss and interpret the study findings regarding the work that elementary principals are doing in Ontario to support ECTs. I refer to my conceptual framework and compare the findings with the literature review. According to Ontario elementary principals, their work in supporting ECTs is important, but they identify challenges as a result of the intensifying nature of their work and the temporary nature of work for most ECTs transitioning from pre-service to in-service teaching. I identify two tensions made apparent in my study findings: (1) principals identify the importance of their work in supporting ECTs, but often they cannot facilitate supports for the newest hired ECTs, and (2) policy takes priority, but most of the newest hired ECTs do not qualify. This chapter concludes with recommendations that have the potential to relieve some of the tensions that were identified in this study.

The Important Work of the Principal as the Developer and Facilitator of New Teacher Supports

The work that elementary principals do to support ECTs in their school is important. Principals indicated that they believe that a positive induction experience is an important introduction to teaching (Halford, 1998; Hope, 1999). Recognizing that ECTs have a variety of learning needs as they enter teaching, the principals of this study spoke about how they consider their work in developing and facilitating ECT supports to be meaningful to both themselves and new teachers. Consistent with my literature review, principals identify themselves to be critical agents in supporting novice teachers, directly and indirectly, within the culture established in a school (Cherian & Daniel, 2008). They take their role seriously in providing a positive example and strive to build rapport and relationship with ECTs.

Principals understand that their leadership role results in novice teachers identifying them as a source of guidance and direction for how they should perform in schools (Ingersoll & Kralik, 2004; Johnson, 2004; Kurtz, 1983; Richards, 2004; Wood, 2005). Developing and facilitating supports for ECTs was identified as important, systematically connecting with ECT to assist their professional growth and development (Hope, 1999).

The meaning and value that principals hold in their work in establishing supports for ECTs was considered to create a legacy. Legacy can be described as something that has been achieved, that is shared and then ensues (MacMillan Dictionary, 2016). In this study, principals identified their own early teaching experiences having an influence on their development of ECT supports. Principals recognized the value that early supports had in shaping their teaching practice, or the influence that a lack of support had on their early experiences. These early experiences were found to motivate principals in their development and facilitation of supports for ECTs. Their own connection with early teaching support leads to a realization of the influence of early supports on an ECT's practice and transition experience. This sense of legacy is tied with the meaningful nature of their work.

Principals identified that they are able to develop and facilitate individualized ECT supports that fit the unique professional learning profile of new teachers that are consistently in their school. Individualized supports such as mentoring, observations, classroom visits and formative assessment were considered by principals to aid ECTs transitioning into practice (Olebe, 2005). Within the principals' discussion of the value of individualized supports was the need for ECTs to apply learning within a school culture and context (Feiman-Nemser, 2001). Principals iterated the value of seeing ECTs in practice, engaging

in reflective conversations and sustaining supports within a school community. Connected

with job-embedded supports that address individual ECT learning needs, principals

identified the necessity of establishing a trusting principal-new teacher relationship with

consistent communication in order to identify those individual needs. Principals see their

facilitation role as being active in getting to know, observing and checking-in with ECTs as

they develop supports within their school. The time that principals spend in getting new

teachers "off on the right foot" by building a relationship and connecting ECTs with the

best-suited professional supports is considered worthwhile and a meaningful component of

the work of principals.

Principals connect people and supports. Principals have the opportunity to create

other connections and link ECTs with various resources as the school leader. In particular,

the school culture was identified in the study to be a valuable network of professional

learning opportunities such as collaborative planning, co-teaching and job-shadowing

opportunities for ECTs.   Principals have an influential role on ensuring that the working

conditions and climate are conducive to the development and facilitation of ECT supports

(Kutsyuruba, 2016). An important aspect of the principal role as a support facilitator is that

they establish not only their own professional relationship with the ECT, but also connect

the new teacher with experienced teachers that can provide direct supports (Carver, 2014).

Considering all of the roles and responsibilities of the school principal, the principals of this

study agreed that developing a positive school culture is identified as being imperative for

building success and reaching school goals (Habegger, 2008).

In this study, the value of incorporating and engaging ECTs in the school

collaborative community was discussed to be critical to the success of supports. School

administrators have been found to effectively support ECTs by matching them with mentors with teaching experience in the same content area, grade level and provide opportunities for them to meet with, observe and be observed by their mentors (Feiman-Nemser, 2001; Little, 1990; Youngs, 2007). Working within a school culture gives ECTs the opportunity to experience significant professional learning informally through experience in the classroom (Beck, 2015; Day, 1999; Dewey, 1916; Loughran, 2010; Schon, 1983). Promoting mentoring, co-shadowing and building lines of communication with other teachers were identified by principals to support ECTs with not only pedagogical skills, but also a sense of belonging (Feiman-Nemser, 1996; Ganser, 2002). Connecting peers with a purpose (Fullan, 2008) was discussed by the participants with the collaborative school community providing possibilities for supports such as opening lines of communication, developing opportunities for co-planning and co-teaching and having the potential for a broad range of supports from multiple personnel. Encouraging collaboration among teachers was found by principals as highly effective in helping ECTs to understand and mitigate multiple initiatives and compounded professional learning requirements. Also, the supportive and collaborative culture of the school was identified to build open communication for ECTs to talk freely with colleagues and reflect and build on their practice in the classroom.

Similar to the findings of Kardos and Johnson (2007), the study participants shared that building collaborative opportunities for professional learning by distributing ECT support strategies across multiple personnel such as experienced teachers, instructional coaches and within learning networks gives ECTs more support to apply within their classroom practice and provide informal learning opportunities. Principals identify themselves as having the capacity of facilitating ECT supports within their school, but

classified that their effectiveness in connecting ECTs that are in transient work arrangements with professional learning opportunities is limited.

While having a positive school culture has an influence on everyone within the school, the principals in this study identified the sustainable, long term benefits for ECTs that come from supports that happen when ECTs work within a collaborative school community for a period of time. It was identified that time is crucial in developing collegial relationships that result in ECT supports that address new teacher learning needs. Long-term occasional and contract ECTs benefit from supports within a collaborative learning community, whereas most short-term and daily occasional teachers do not usually establish supportive collegial relationships, unless they regularly attend a school.

The enculturation of ECTs within a school community and distributed leadership was deemed by the principals of this study to not only be essential for the development of rich professional learning, but was also necessary based on the intensity of their workload. Principals recognized that it is not best for them to be the sole provider of ECT supports, but also indicated that they cannot provide all supports to ECTs due to the intensity of their workload. Their workload was found to have an influence on ECT supports that they develop and facilitate, as they are responsible for many operational and instructional leadership aspects of supervising and leading a school.

The Intensification of Elementary Principal Work

In this study, principals identified their work as becoming increasingly busy, demanding and stressful. Similar to the findings of Drago-Severson (2007), principals spoke about striving to effectively lead within the context of multifaceted educational challenges (p. 70). In this study, principals described that so many work responsibilities pull

them in many directions and their school day is often unpredictable and requires scheduling flexibility. While the principals all spoke of the value and positive influence that they have seen from facilitating ECT supports, they identify that their other work responsibilities have an influence on their time and their availability to support ECTs.

Connecting with the beliefs of mentoring by Lipton and Wellman (2003), the participants in this study considered the development of ECT supports to be a collaborative, growth-oriented, learning-focused relationship. Principals spoke about engaging in prioritization of work each day and identified that their work can be highly unpredictable, considering the numerous responsibilities that they hold to many stakeholders. While wanting to provide supports that best meet the needs of ECTs, "with the changing role of administrators, it is easy to forget or put to the side the things that we need to accomplish on a daily basis that show the support and guidance that is needed to create great teachers" (Howard, 2016, 17). Principals identify supporting ECTs to be an important part of their work, however, they did recognize that their attention is called in many directions each day and they had to prioritize their work.

Principals find their work to be intensifying with increasing responsibilities in their role (Pollock, 2014a). This increase of workload was found to lead to feelings of regret from some principals for not having more time available to meet with the newest hired ECTs coming into their school and develop sustainable supports and professional learning opportunities for those teachers within their school. Principals expressed that they found meaning in their work to support ECTs, and even though they are busy and developing supports is another responsibility that they hold, the time that they find and the attention that they invest in new teachers was done to make a positive difference (Hope, 1999).

Awareness of their role as a school supervisor was identified to pose challenges for principals in their work to develop ECT supports.

Challenge due to supervisory role. While principals indicated their awareness of their role as a new teacher evaluator, they discussed purposeful planning to establish strategies to build trusting relationships with ECTs. Specifically, aiming to create non-intimidating opportunities to observe and build conversations with ECTs about their work in the classroom was a goal that principals discussed in this study. Hope (1999) talks about principals having the capability of helping ECTs break down the sense of isolation by providing constructive feedback on the teaching and learning processes in the new teachers' classroom. However, tensions can arise between the principal's responsibility to support and nurture professional growth when combined with their evaluative capacity within their work (Cherubini, 2010; Kutsyuruba, Godden & Tregunna, 2013). In their quest to build supports that will aid ECTs in gaining success, the principals spoke of their desire to be considered a person who can help. The study participants indicated that they hold value in facilitating supports that put the ECT at ease and help to build trust and rapport in their relationships. Less intensive support strategies have been found to be most effective at increasing teacher retention and promoting personal and professional well being (Stansbury & Zimmerman, 2000). Principals identify their involvement in developing and facilitating ECT supports, but see this role as indirectly involved (Kutsyuruba, 2016). They see their ability to connect ECTs with other teachers, appropriate learning opportunities and resources to be an important part of their work.

The reflections of principals in this study who spoke about ECT supports in terms of investment: (1) the investment in ECTs, (2) the investment of ECTs, and (3) ECTs as an investment in the school.

Investment in early career teachers. Principals see their work in developing and facilitating supports to be an investment that they are making in an ECT. The investment that principals make in supporting ECTs was discussed be tied with meaningful work and included time, expertise, reflection, and accessing funding or resources. Considering the intense nature of principal work, the investment level of principals was discussed to depend upon ECTs' access to policy, consistency of ECT attendance at the school and the willingness of ECTs to access and participate in supports.

Under the NTIP policy, principals are identified as facilitators of the ECT supports and bear responsibilities within the policy guidelines and maintain accountability of the process of NTIP new teacher supports (Ontario Ministry of Education, 2014). With funding support and accountability tied within the NTIP, principals are responsible to make an investment in developing and facilitating supports for the ECTs in their school that meet the inclusion criteria for the policy. While principals recognized the value of investing professional learning supports for ECTs, the newest hired ECTs in daily and short-term teaching were identified as not being able to access NTIP. It can be considered that the daily and short-term occasional ECTs that are not yet meeting NTIP inclusion are considered by the government to be not as great of an investment as those qualifying for NTIP.

Supporting ECTs in transient daily and short-term with a continuum of professional learning opportunities was identified as usually being beyond the scope of what a principal can offer within their school. District level support programs better serve the professional

learning needs of ECTs that move between schools. While one participant spoke about the district supports offered to the newest hired teachers in her district, she identified that she was unaware of any other such programs within the province. The other participants indicated that professional development opportunities were limited or minimal for daily or short-term teachers.

Principals identify their work in supporting ECTs to be meaningful. While principals indicated that they are busy and carry many responsibilities, they hold ECTs supports to be an important part of their work. Principals consider ECTs that regularly attend their school as an important investment of their time, of the new teacher's time and in the school.

New teachers' investment. The level of investment of the ECT in their own learning journey that principals perceive was identified in this study to influence how principals develop and facilitate supports. Principals spoke of several ways that they identify the level of ECT investment to include: (1) the amount of time that the ECT spends in their school, and (2) the interest that the ECT indicates in engaging in professional learning.

Time in School. Some participants spoke of the time that ECTs spend in the school (work and voluntary) to contribute to the their perception of the ECT's personal investment in the school community. Several principals expressed a viewpoint of seeing long-term, or short-term teachers, who are in their school regularly, as invested in the school community. Daily and short-term teachers were recognized to have work arrangements that make it challenging to develop relationships that would foster opportunities such as volunteering and coaching in a school. Principals recognized the efforts of the ECT in working, volunteering and making a commitment to their school as influencing the supports that they develop and facilitate as they deemed the ECT to be invested in their school community. The principal's

strategies for support are also based on the new teacher's level of investment in school and the perceived commitment of the new teacher to their own professional learning and development.

ECTs that engage in short-term work were identified by principals to often not have an opportunity to make strong connections within the school culture. The transient nature of work and the busy nature of the teacher workday create challenges for new teachers to connect with the principal, or other teachers on staff. While many ECTs engage in transient work, they cannot gain regular access to one school to have access to working consistently with colleagues and a principal. However, they must engage in transient work in order to eventually gain long-term work with supports. These challenges are attempted to be overcome by some ECTs with the self-direction of professional learning.

Interest in engaging in professional learning. With limited funding available for support for ECTs in daily and short-term occasional positions, self-directed ECT learning contributes to how principals perceive new teachers' investment in their transition into teaching. Principals in this study recognized the competitive new teacher hiring market. They identified that many ECTs are self-directing their professional learning in a quest for gaining new teacher work and investing in supporting themselves. The self-directed learning of ECTs requires access through time and the cost of tuition. While several principals in this study recognized the efforts of many ECTs pursuing additional learning opportunities as advantageous and a sign of ECT motivation in gaining skills for employment, the cost of many self-directed professional learning opportunities are expensive, often costing over eight hundred dollars for an additional qualification course. Considering that ECTs in Ontario already have thousands of dollars invested in minimally

an undergraduate degree and a bachelor of education degree and many ECTs are coming in to education as a second profession and have families to support, these professional learning opportunities are not always financially viable. It can be argued that if additional qualifications and self-directed professional learning become expected of ECTs if an elitist precedent is being established where those who are able to afford additional training will be viewed as more qualified and therefore stand a stronger chance of gaining long-term teaching employment.

While highly qualified, some principals in this study pointed out an anticipated and observed lack of supported ECT professional collaborative learning skills, where they identify some ECTs lacking skills in professional co-learning and co-planning. Principals identified the need for professional learning to be job-embedded. While self-directed learning is considered to be an investment of ECTs in their own professional development, one must question if negative coping strategies are being developed by ECTs who are working independently in their learning and striving to gain the attention of principals who they view as being so important in the process of gaining teaching work. The investment of the ECTs in their professional growth needs to link with the investment of a principal in developing and facilitating supports and also their investment in a school, in order to gain the best results.

Early career teachers as an investment to the school. ECTs can also be considered to be an investment to the school. In this study, several principals discussed their feelings of responsibility within the hiring process of interviewing and recommending for hire new teachers that they believe are the best fit within their school culture and community. They looked at ECTs and their contributions to the school being an investment to the school. In

this study, some principals discussed that the ECT, long-term occasional placement process associated with Reg. 274 generates for them a less personalized approach to ECT hiring. Principals expressed concern of ECTs becoming less personally invested in their teaching placement as a result of the seniority process associated with Reg. 274. As a result, some principals indicated that they feared that some ECTs were becoming complacent. With unique demographics in each school, principals in this study identified the value in building a staff team that collaborates to improve student achievement and well-being. They see ECTs as individuals, with unique strengths and skills. Principals see different personalities and teaching styles having unique fits within school contexts. Reg. 274 is identified as taking away the skills of principals in recruiting individuals that best fit their school culture. This influences the personal connection that principals have with having a voice in the hiring of the best suited individuals for positions at their school. This loss of influence in hiring affects principal morale and changes the personal connection that principals hold with the ECTs coming into their school. This can have an influence on their ECT support development and facilitation process.

Tensions Identified in the Study

Two tensions were identified in this study that are connected with the notion of investment and the changing nature of principal and ECT work: (1) elementary principals often cannot facilitate supports for the newest hired ECTs, and (2) policy takes priority in principal work and usually the newest ECTs do not qualify for support policy.

Tension One: Elementary principals often cannot facilitate supports for the newest hired early career teachers

Principals in this study identified struggles with facilitating supports for teachers on daily and short-term teaching assignments. They believe that the newest hired ECTs transitioning from pre-service to in-service teaching require professional learning supports, but they are not able to develop and facilitate supports for many of the newest hired ECTs within their work. In this study, sufficient time to establish relationships with ECTs was identified by principals to be a pre-condition to developing ECT supports. Principals identified that they do not feel that they have the opportunity to build relationships with ECTs that move from school to school on a regular basis. While they identify the need for the newest hired ECTs to have support, principals are often not able to connect supports with teachers in transient work arrangements.

As educators move toward more collaborative models in professional learning, there is a fear of the newest hired ECT being isolated and alone in their early practice due to an inability to access job-embedded supports. Kardos and Johnson (2007) found many ECTs that did not access supports to report that their work is solitary, and they felt that they were expected to be prematurely expert and independent (p. 2083). Without access to supports, ECT may gain coping skills in teaching how they were taught and create a cyclical reproduction of educators who do not consider specific educational contexts (Wong & Wong, 1998; Doerger, 2003). Two main reasons for principals struggling to develop and facilitate supports for ECTs were identified: (1) different supports are required for short-term and long-term teaching assignments, and (2) challenges in connecting supports with short-term occasional teachers.

Different supports for short-term and long-term teaching assignments. Principals in this study identified that the supports that they develop and facilitate for ECTs in long-term work is different from supports that consider being most beneficial for short-term teachers. While both types of teaching assignments are identified to have emotional needs as ECTs transition into practice, long-term teachers were identified to have learning needs that include planning, assessment, working within a school culture, communicating with parents and setting up classroom routines, short-term teacher supports were seen to be more related to classroom management or working within another teacher's day plan. This connects with the literature that considers how daily occasional and short-term teachers teach and manage their classrooms in different ways from their full-time counterparts (Jennings, 2001; Pollock, 2010; 2015). The challenges that non-permanent teachers face in their work have an influence on the way that they teach, how the students respond to their teaching and the kinds of supports that they require (Pollock, 2015). While daily and short-term teachers were seen by the participants in this study to have more short-term supports, particularly in classroom management and school routines, the principals identified their process of developing a more complex and diversified approach for long-term teachers including longer-term, layered personnel and professional development supports being most appropriate. They see their supports matching the needs of teachers that are planning for their own class, within the school. This consideration of supports ties with the concept of ECT inclusion in the school community and investment in the school.

Principals identify their development of school-based supports to be best suited to long-term teachers that engage in teaching in their school. However, principals understand the long-term teachers have travelled through time in short-term teaching to reach the point

of consistent school based supports. A challenge lies in identifying who is able to best provide supports to the newest hired ECTs that move between many schools and struggle to build relationships of support due to their lack of consistent employment in one location.

Challenge to develop and facilitate supports to daily and short-term occasional teachers. Principals in this study identified that they are very limited in the supports that they can offer daily or short-term teachers as supports usually address an immediate need such as classroom management. While supports to meet the individual learning needs of the newest hired ECTs transitioning from pre-service education programs into practice was identified as important by principals, the responsibility of who takes the leadership role in facilitating the supports was found to be debatable. The second tension moves from practice into policy with the identification of most of the newest hired ECTs not qualifying for participation in NTIP.

Tension Two: Policy Takes Priority in Principal Work, But Most of the Newest Hired Early Career Teachers are Not Eligible

As a result of intensified workload, formalized new teacher support policy was identified as taking priority with principal time, planning and accountability. Principals hold responsibility to ensure that they comply with Ministry and school district policies within their work. NTIP policy was highly regarded by principals in this study. They discussed the policy connecting with the value that they personally hold in supporting ECTs, but realized the limitations of which ECTs were to be included in the policy. While some principals indicated that their supports would be less intensive and more rooted in encouraging ECTs to engage in the school collaborative community, other principals indicated that there was little that they could do to provide supports for ECTs that are not regularly in their school.

Three forms of policy were identified to relate to their work in supporting ECTs: (1) NTIP, (2) TPA, and (3) OLF which will be discussed next in relation to principal work in developing and facilitating ECT supports in the following section.

     NTIP. The application and effectiveness of NTIP has changed since its induction in 2006 as a result of the changing education climate in Ontario. When NTIP was first introduced in 2006, Ontario was not experiencing as great of a teacher surplus as 2016. This resulted in ECTs gaining long-term employment sooner in 2006 than 2016. NTIP programs are now requiring increased flexibility in support strategies as a result of qualifying teachers having extensive experience in short-term teaching arrangements. The supports that have been identified as better suited to NTIP new teachers today include co-learning models with mentors. My own experiences as a lead NTIP mentor identified that no longer are NTIP new teachers considered to be the newest hired ECTs in the profession, but rather teachers with experience that have transitioned from short-term into long-term work. The newest hired ECTs are coming from pre-service to in-service teaching without a policy that outlines support for bridging their professional learning. Many enter daily or short-term teaching assignments, doing the best that they can on their own without supports, until they gain long-term employment and NTIP eligibility.

     TPA. The principals of this study identified their responsibility to conduct TPAs as part of the NTIP process and for long-term teachers in their school. Principals recognized the TPA as a positive, supportive resource for their work in supporting ECT. As the TPA outlines the principal role to include meeting with the teacher, discussing professional learning goals, observing and then debriefing, the TPA was identified to be a supportive policy structure for principals working to support new teachers. However, they also

appreciated that the TPA is an evaluative process that can often make ECTs nervous, or self-conscious of their work. Principals identified the TPA process as being important in their work as principals and teachers engage in a supportive process of identifying professional learning goals and developing a plan to reach the goals. The study participants discussed how the TPA process gives an opportunity for principals and teachers to meet and set goals, which sometimes does not happen without the prompting of the policy. This was identified as a priority for principals as the TPA is part of NTIP contract hired, along with long-term occasional teaching assignments and the TPA process is discussed in site visits with supervisory officers. While the TPA policy provides teachers with meaningful appraisals that encourage professional learning and growth (Ontario Ministry of Education, 2016), new teachers in daily and short-term work do not qualify to participate in the initiative. Thus, due to ineligibility, many of the newest hired ECTs are left to self-identify their learning needs until they can gain long-term work and qualify for the policy. While several principals indicated that they try to informally observe non-NTIP teachers in their classrooms and follow-up with conversation, the TPA is identified as a priority in principal work. As short-term teachers move frequently between schools, several principals in the study indicated that they often do not see the ECTs while they are at the school due to their own busy schedule and their understanding that the new teacher would only be at the school for a short time, therefore not being identified as having an investment in the school. Other principals indicated that they try to come around to visit short-term ECTs in their school, but this was indicated to be more of a welcome than an opportunity for observation and feedback.

OLF. While the principals of this study did not directly recognize the OLF as an ECT support resource that they tap into, they did identify the OLF as a guide to good professional practice as a school leader. The OLF sets a guideline for principals to create pathway planning, assess individual needs and creating capacity within staff (Leithwood, 2012). While principals did not identify the OLF to be a direct resource, the principals' awareness of the OLF and their discussion of the work that they do beyond the policy expectations would indicate this framework's relevance within principal work in supporting the newest hired ECTs.

In this study, principals identified the meaning that they hold in their work to develop and facilitate supports for ECTs. They see the value of bringing ECTs into collaborative school learning communities, identifying and engaging new teachers in professional learning and facilitating opportunities. These attributes of principal work connect with the OLF guiding principals. While the OLF was not identified to be a direct resource that principals use in their work, their beliefs and understandings of their work indicate the guiding principals of the OLF happening in their practices.

Policy Gap

The perspectives of the principals in this study identified a gap that exists between ECTs entering teaching and being eligible for new teacher support policy. Principals identified that the majority of their development and facilitation of ECT supports goes to NTIP qualified new teachers, or ECTs that are consistently in their school. With the newest hired ECTs entering work arrangements that are transient, daily occasional or short-term positions, most of the newest hired ECTs do not qualify for NTIP and move frequently between schools. Daily and short-term teachers face challenges in building professional

relationships with principals due to a lack of consistency in a school and many of the newest hired ECTs can "fall between the cracks" and do not receive supports during their transition from pre-service to in-service teaching. In a highly competitive hiring market, many ECTs do not want to appear to be weak, or in need of supports. As a result of this "sink or swim" experience, many of these ECTs develop coping skills. Some principals in this study identified that coping skills can present as overconfidence, resistance of collaboration, or ECTs returning back to how they were taught. If supports are offered early in the pre-service to in-service new teacher transition, ECTs will gain more success through supported professional learning and development.

In this study, while the principals identified that while they feel confident in developing and facilitating supports such as promoting mentoring relationships, connecting personnel resources and engaging ECTs in the school community for ECTs that are regularly in their school, they cannot connect supports to ECTs that are infrequently in their school. Except for one participant in this study, most principals indicated that they were not sure of what supports were available to the ECTs in daily and short-term work. Like other provinces in Canada, school district and teacher federation support programs were mentioned by some participants as a possible way connect supports to the newest hired ECTs in daily and short-term teaching arrangements.

Study Recommendations

This study has identified that principals believe that their work in supporting ECTs is important. However, when considering the newest hired ECTs in their first five years of in-service teaching, principals recognized that they are able to only develop and facilitate supports for ECTs that are regularly in their school. This limitation was identified as a result

of the nature of their own busy work, in connection with the transient nature of work for the newest hired ECTs and the inability of short-term teachers to access NTIP policy. As a result of this current policy gap between new teachers entering teaching and qualifying for NTIP, the consideration of school district or teacher federation facilitated supports for beginning teachers that are newly hired in school districts would benefit new teachers, schools, communities, and most importantly, student experience and achievement. These supports could be specifically developed to address the instructional, institutional, physical and emotional needs of beginning teachers.

Development of support policy for the newest early career teachers in daily and short-term teaching work. Principals identified in this study that they are only able to support ECTs that are consistently in their school. The development and implementation of support policy aimed to include beginning teachers and offer supports suited to the learning needs of daily and short-term occasional teachers will bridge the existing policy gap and offer early in-service support for new teachers. Principals in this study identified the different types of supports that are required for daily and short-term work versus long-term work. School districts or teacher federations have a broader range of access to short-term ECTs and can create networks of the newest hired ECTs and develop and facilitate supports that are best suited to the professional learning needs of ECTs beginning their journey on the bridge from pre-service to in-service teaching. It should be anticipated that some elements of the support process for ECTs would be similar to NTIP, such as communicating with an experienced teacher mentor and accessing professional development learning that is relevant to their current teaching position. However, the professional learning outcomes would be different from NTIP as a result of the different work arrangement of the ECTs. The newest

hired ECTs benefit from professional learning that is relevant and applicable to their current work arrangement, short-term teaching.

Further study into the current experiences of ECTs accessing NTIP would inform consideration of policy. The development of support programs for the newest hired ECTs could take the form of an expansion of the existing NTIP policy, or the development of a new policy specific to daily or short-term teachers. One concern raised by principals in the study was disconnect between professional learning and practice for ECTs that do not qualify for NTIP. Including the newest hired ECTs in a professional learning community early in the profession would provide a network of collaboration, which would not only establish supports, but also prepare teachers for collaborative professional learning and planning models, which are implemented in elementary teaching practice (i.e. learning networks, working within grade teams). ECTs will gain confidence early in their practice through a sense of support, access learning through collaboration and networks and gain the skills needed to overcome the expected bumps in the transition from pre-service to in-service teaching. New policy can be developed to link early professional learning into NTIP, bridging the current gap. As daily and short-term teacher learning needs differ from long-term, the policy expansion would create a continuum of professional learning that spans from emerging teacher learning needs in early practice to what is now identified as the co-teaching, co-learning models with NTIP new teachers and mentors. As policy was identified to be a priority in principal work and important in many new teachers having access to supports, I believe that policy guidelines and funding would provide consistency and accountability in ensuring that all beginning teachers have support.

While this type of program would involve a change of current practice and require significant planning, the greatest challenge lies in funding for increasing supports. School districts or teacher federations would require funds to develop and facilitate programs. Also considering the current teacher surplus situation, there are many ECTs in daily and short-term teaching positions that await long-term employment and qualification for NTIP. Providing these ECTs with professional learning opportunities such as meeting with and observing other teachers require funding. While instituting policies to support the newest hired ECTs in Ontario would be an expensive venture, the investment would result in all ECTs having supports that bridge their learning from pre-service education into in-service teaching. This investment would benefit ECTs, schools, communities, and most importantly, student experience and achievement.

Summary

This chapter presented a discussion and interpretation of the study findings. I began by discussing the important work of principals in developing and facilitating ECT supports and connecting ECTs within the collaborative culture within their school. However, it was identified that principals work within increasing job responsibilities and face challenges due to the supervisory nature of their role, which I connected with the notion of investment. This included considering the investment of principals in ECTs, of ECTs in their own learning and within the school. Two tensions were discussed: (1) elementary principals often cannot connect supports to the newest ECTs, and (2) policy takes priority in principal work, but most of the newest hired ECTs are not eligible. These tensions led to the discussion of a policy gap that was uncovered in this study between pre-service teachers entering teaching and when they become eligible for provincial new teacher support policy.

This identification of a policy gap, along with the participant perspectives gathered from this study led to the recommendation of school district or teacher federation directed support policies that would include the newest hired ECTs in daily and short-term teaching arrangements.

CHAPTER NINE: CONCLUSION

This study developed from my professional practice as a lead experienced teacher

mentor in the school district where I am employed. Prior to beginning this research study, I

became aware that the professional learning needs of the ECTs that were qualifying for

NTIP were changing. I questioned, if most NTIP new teachers are gaining multiple years of

teaching experience prior to qualifying for NTIP, what supports are available for the hired

ECTs? Appreciating the leadership role that principals hold as a school leader, I considered

the work of elementary principals in developing and facilitating supports for ECTs as they

bridge from pre-service education into the teaching profession to be a segway into building

an understanding of the current practices in Ontario elementary schools.

In this final chapter of the thesis, I provide a summary of my study and its findings.

Further, I discuss limitations and the implications for future research work. I begin by

briefly summarizing the study and each of the sub-questions. Next, I discuss the

significance of the work within research, theory, policy and practice. Following this, the

limitations of the study are noted. Finally, future research considerations are discussed.

Study Summary

This study connects with the growing research in the field of ECT supports and

induction, as well as principal work. This interpretative qualitative study was conducted in

response to the main research question, "What work do elementary school principals do to

support early career teachers in Ontario?". The conceptual framework informed the study

and is based on the notions of work, support and policy.

I realized that the study question and sub-questions would be best answered directly

from the voices of principals who have been on the front line of working to develop and

facilitate supports for ECTs in elementary schools. The semi-structured interviews with the twelve elementary principal participants from Southern Ontario from public and Catholic school districts brought to light how the principals identify themselves as having an important role in supporting ECTs in their transition from a university pre-service education program into teaching practice.

Summary of Findings

In this section, I present a brief summary of my findings and discussion to explain each research sub-question. The research sub-questions tapped into the participants' perceived nature of the work that they do to support ECTs.

Sub-question one: How do elementary school principals understand early career teacher supports?

The elementary principals in this study consider their work to support ECTs as important and realize the value of their role in support development and facilitation. They identify this work as meaningful. In the study interviews, the principals reflected upon their own early days in teaching and vividly recalled and shared with me who supported them in their transition into teaching. The principals' appreciation for the administrators and mentors that helped them early in their career connected with the meaning that these principals hold in the work that they do to support ECTs. Also, those who felt personal struggle in their early teaching days and experienced a sense of "sink or swim" identified these early teaching experiences to motivate their efforts in developing and facilitating supports. The principals' own personal experiences and challenges drove their desire to be a support facilitator to give the ECTs in their school a positive start in the profession.

Principals did not see themselves as a sole provider of supports, but rather a facilitator of support within school and district based networks. They identify that ECTs benefit from the availability of supports. The principals in this study did not consider supporting ECTs as a burden or "just part of the job", but rather as a responsibility within their leadership capacity that serves to benefit the whole school community. However, while these principals articulated their personal drive and interest in helping ECTs, they identified limitations that they experience in not always being able to build relationships that foster supports with many occasional teachers.

Principals identify that they can develop and facilitate new teacher supports for teachers that are part of their school community. Principals identify themselves as support developers for ECTs that are regularly in their school. This includes ECTs in long-term occasional teaching positions, or beginning permanent teaching positions. Several principals also identified facilitating supports for daily or short-term occasional teachers who are consistently in their school. This understanding was identified as principals distinguish their role in supporting new teachers to be rooted in relationship building. Building and establishing relationships are key in facilitating the most appropriate and effective supports that meet the individual learning needs of the ECT. While seeing the support of the newest hired ECTs in daily occasional teachers as important for those newly hired educators to bridge their learning into practice, the principals of this study did not identify that they provide significant support for daily and short-term occasional teachers. In the interviews, principals shared that they do not have the time available to get to know daily or short-term occasional teachers who engage in transient work. Most principals

identified that they believe that limited ECT resources are available for newly hired

teachers in their district, as for most, policy does not exist for ECTs that do not yet

meet the NTIP inclusion criteria. This leaves some of the newest hired ECTs in a

support gap between pre-service education and inclusion in NTIP. Principals identify

that they are not able to effectively develop and facilitate sustainable support for

teachers that are infrequently in their school.

Sub-question two: What strategies do principals engage in to support

early career teachers?

The individualized nature of principal developed and facilitated supports resounded

through the responses of the participants in this study. The differentiation of support

development was discussed to draw from the principal's diverse repertoire of contacts and

resources that are available to the principal as a school leader. These contacts and resources

include experienced teachers on staff in the school, instructional coaches, board personnel,

professional development opportunities and other opportunities that the principal believes

will be timely and appropriate to ECTs' professional learning. The principals saw

themselves as connectors of people and resources, not as a mentor or direct instructional

support.

A key strategy that principals in this study noted to be of prime importance in

facilitating effective new teacher supports was introducing ECTs into a collaborative school

culture. Principals recognized the work that they do to build and nurture a school culture

where staff shares a common vision. Establishing a professional learning community where

the staff supports their ECT colleagues was described to be a key strategy of their work in

supporting ECTs. Engaging the school culture and collaborative school culture in ECT

supports was determined to offer more complete support than the principal could offer alone.

Identifying the complexities of the new teacher job role, principals recognized that having

experienced teachers working in mentoring roles builds more open lines of communication

for ECTs to address their learning needs, talk about practice related issues and gain

resources for professional growth. Principals promoted the value of ECTs working within

the collaborative culture as they recognized some gaps in their own ability to provide

supports as a result of their supervisory role, busy and unpredictable work and being out of

the classroom teacher position for several years.

Sub-question three: How does policy influence the work of principals in supporting early career teachers?

As policy outlines work expectations and provides funding, new teacher supports

have been recognized to be highly influenced by policy in Ontario publicly-funded

elementary schools. Several policies, frameworks and regulations, including NTIP, TPA,

OLF and Reg. 274 influence principal work in developing and facilitating ECT supports.

Having been instituted across the province since the 2005-6 school year, NTIP has become

the standard of ECT support program development. However, the teacher surplus situation

in Ontario and changes in hiring processes with the introduction of Reg. 274 has resulted in

the newest hired ECTs waiting much longer following graduation from university pre-service

education programs to reach the inclusion criteria for the program. The content of policy

creates priority in intensifying principal work. Policy's market oriented solutions to

education relate to the development of ECT supports. Policy guidelines are influencing

which ECTs access formal new teacher supports, when they can be included in the program

and the level of supports developed and facilitated. The interim supports developed for the

newest hired ECTs waiting to reach policy inclusion are often more limited and less sustainable. Principals recognized the less intense nature of these supports to be as a result of new teacher transient work arrangements and a sense of less investment within a single school. While the principals in this study shared that they believe in the meaning of their work and that they want to support and help ECTs, their priority is with the NTIP qualified new teachers that are an investment in their school. NTIP teachers are distinguished by principals as being invested in their school, are identified as requiring supports by the school board and have funding accessible for the supports.

Sub-question four: What challenges do principals encounter when supporting early career teachers?

The principals of this study identified that the greatest challenges that they face in developing and facilitating supports for ECTs are rooted in their intensifying workload. In this study, the principals recognized the value of principal-ECT relationships in the development of effective, individualized and sustainable supports. Principals' intensifying and demanding workloads, in addition to the transient and temporary nature of ECT work arrangements combine to make relationship building a challenge for supporting many of the ECTs that do not meet the inclusion criteria for new teacher support policy. Further challenges were identified by principals in their work to support ECTs when they do eventually qualify for the NTIP and join the school culture, learning gaps can sometimes be more challenging to overcome when coping strategies and self-directed learning have disrupted a network or collaborative approach to job-based professional learning. Limited by only being able to support ECTs that are consistently working in their school, most principals were not aware of supports available to the newest hired teachers in daily or short-term

assignments in their region beyond limited district orientation sessions, ECTs accessing informal mentors, or self-directing their own professional learning.

Significance of Study within Research

This study has investigated how elementary principals develop and facilitate ECT supports at a time when principal work is intensifying and the nature of work arrangements for ECTs transitioning from pre-service to in-service teaching is often temporary and transient. The value of new teacher supports is well documented in research. Numerous authors speak of the importance of providing resources, personnel and dedicating school administrator time toward developing professional learning opportunities for ECTs as they first enter the profession. This study draws attention to a gap between practice and policy. While NTIP was considered by the principals in the study to be a well-rounded policy that promotes ECT professional learning through supports, the newest hired teachers are not qualifying for formal supports. Principals in this study recognized that they are sometimes able to fill this gap by developing informal supports for ECTs when policy is not available. However, they identify that this can only happen with teachers that are regularly in their school. Also, the recognition by principals that many ECTs are self-directing their own professional learning and learning to cope as a result of a lack of early supports is concerning. While principals encouraged ECTs to engage in professional learning, the value of collaboration and job-embedded application and understanding were seen as vital for success. Further to this, the principals identified the need for different supports for daily or short-term teachers and long-term teachers, as their work and responsibilities are different. Principals identified the value of building a bridge of supports for ECTs, but they can only develop and facilitate supports for ECTs that are in their school regularly. Considering the

development and facilitation of supports for new teachers in daily and short-term work will require thinking beyond just principals to a context that is broader than an individual school. School districts or teacher federations could serve to develop and facilitate supports that fit the learning needs at the earliest, and often most critical time of professional learning for teachers.

Research and Policy

This study has uncovered a gap that is growing in Ontario between ECT entering practice from pre-service education programs and qualifying for NTIP. With the introduction of Reg. 274 and a teacher surplus situation, principals identified that ECTs are spending prolonged periods of time in daily and short-term occasional positions. NTIP, which is the recognized provincial policy for new teacher supports, was identified by principals to be a well-rounded program that offers good resources such as professional development and funding and is district managed. Principals classified this policy to support their work by providing a good support framework and funding for ECTs to engage in professional learning. While one participant identified the existence of a school district developed policy for a sustained support program for the newest hired teachers, sustained district new teacher policy was not identified by any other participants. With intensifying workloads, principals identified policy to take priority in their work. Including the newest hired teachers in policy increases the chances of developing and facilitating supports for ECTs at their most critical stage of professional learning. Possibly expanding NTIP to include teachers in daily or short-term teaching assignments, or considering the development of school district or teacher federation policy may serve to bridge this gap of new teacher supports.

Research and Practice

This study investigated the reflections of currently employed principals in Ontario publicly funded elementary schools. The principals reflected on the practices that they currently engage in to support the ECTs in their school.

Several principals mentioned in the in data collection process that the interview provided a chance for them to reflect on and possibly change their practice in the future with regards to the work that they do to support ECTs. Particularly relevant in this study was hearing about the informal resources and strategies that principals engage and the strategies that they use when developing ECT support programs for new teachers in their school that do not qualify for the NTIP. The value of developing a collaborative school culture, where the staff works together and supports one another was identified to be a key component of how principals develop and facilitate supports in their school.

This study offered perspectives from principals who are employed in five school districts across Southern Ontario. While this is a small-scale study, hearing the practices and philosophies of a variety of principals gives a view into what ECT supports look like within the province. This study offered an opportunity for principals to share their perspectives on the important work that they are doing to support ECT and reflect on the challenges that they identify within their work.

Limitations of Study

This research study was a small-scale study with twelve interviews with principals. All of the principal participants are from Southern Ontario. While the study was provincially advertised through the Ontario Principals Council (OPC), there was no interest gained from participants from areas of the province outside of Southern Ontario. While saturation was

reached with the responses of the participants in the semi-structured interviews, the study

could have had a broader perspective with a larger sample size of principals from a variety of

other school districts in the province.

The recruitment of participants for this study faced challenges due to work-to-rule,

job action sanctions between the Elementary Teacher's Federation of Ontario (ETFO) and

the Ontario government. As the work-to-rule situation intensified in the province between

the teachers and the government in fall 2015, principal workload was further intensified by

the job action and it became very challenging to recruit participants through the Ontario

Principal Council (OPC) recruitment and snowball sampling. Following the job action being

lifted, principal work continued to be intense with returning schools to normal function. The

job action resulted in an unexpected delay in data collection and potential participants for

interviews were likely lost as a result of the challenges of work action.

Within the first five years of practice, new teachers can be within a broad range of

teaching positions – from daily to short-term to long-term to contract teaching. While this

study aimed to gain a broad scope of the work of elementary principals to support all ECTs,

the scope could have been further refined to specifically look at one type of teaching

assignment, such as only considering daily occasional teachers in their first five years.

Future Research Consideration

This study demonstrates that supporting ECTs as they transition into teaching

practice is of prime importance to ECTs, schools and students. With it taking longer for

ECTs in Ontario to access the NTIP and gain employment that sustain teachers in the same

school long enough to develop the relationships required to build effective professional

learning opportunities, further investigation into finding ways to bridge this gap could lead

to positive change for our future education system.

The gap of support between pre-service education and the majority of supports being

linked with long-term work brings light to value of future study in this field. Future study

could delve into the perceptions of ECTs in accessing and participating in support programs.

Investigating specifically what self-directed learning is available for ECTs could provide

resources to developing supports to guide new teachers to learning opportunities.

Considering ways that school districts could develop strategies that would guide principals

or other supportive personnel in building transitions for ECTs early in their transition to

practice would help to bridge the gap in support between pre-service education and the

NTIP. Tying with the research work into the emotional needs of new teachers, future

research could help to identify strategies to prepare ECTs for the challenges of early

teaching. Finally, a study that exclusively looks at the supports that daily and short-term

occasional teachers are receiving in the province would help to clarify the concerns that are

identified by principals, ECTs and school districts with the gap between pre-service

programs and the NTIP.

Summary

The work that Ontario elementary school principals are doing to support the newest

ECTs in their schools is important and influences ECTs, the school culture and student

achievement. The principals that participated in this research study take their role as a

school leader seriously, consider their work meaningful and see ECTs supports as being

important. However, they identified that the work that they do to develop and facilitate the

most appropriate and effective supports can be challenging with many of the newest hired

ECTs not meeting policy inclusion guidelines, transient ECTs' work, busy principal

responsibilities and finding the best ways to develop supports that are collaborative within

the school culture. Some of these challenges prove so great that principals in this study

recognized that many of the newest hired ECTs in daily and short-term assignments could

receive minimal professional learning supports and collaboration in their early teaching. The

gap that the principals in this study identified in professional learning for many daily and

short-term occasional teachers is worthy of further investigation and hopefully the future

creation of supportive strategies that will aid principals in building the teaching foundation

that they have discussed being so critical for the ECTs in our schools today.

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Appendix A
Letter of Information

Western
Education

The Work of School Principals in Supporting the Newest Teachers
in Ontario, Publicly Funded Elementary Schools
LETTER OF INFORMATION

Introduction
My name is Jenny Gonyou-Brown and I am a candidate in the Doctor of Education program at the Faculty of Education at Western University. I am currently conducting research into the work that elementary school principals do to support the newest teachers and would like to invite you to participate in this study.

Purpose of the study
The aims of this study are to gain an understanding of principal perceptions of new teacher supports, the strategies that they use when facilitating supports for teachers in their first five years of teaching following pre-service education and the resources that they access.

If you agree to participate
If you agree to participate in this study you will be asked to participate in an interview of approximately 45-60 minutes in length. The interview would be discussing your experiences as a facilitator of new teacher supports. The interview would take place at a time and location that are convenient to you. The interview would be audio recorded to ensure accuracy in data analysis and permission to audio record the interview will be required to participate in this study.

Confidentiality
The information collected will be used for research purposes only, and neither your name nor information which could identify you will be used in any publication or presentation of the study results. All information collected for the study will be kept confidential. All names and email addresses collected for the study will be stored separately from the data collected and will be encrypted and destroyed five years following the study. Codes will be used in the place of identifiers in the data analysis, such as Principal 1aa, Principal 2ab.

Risks & Benefits
There are no known risks to participating in this study.

Voluntary Participation
Participation in this study is voluntary. You may refuse to participate, refuse to answer any questions or withdraw from the study at any time.

Questions
If you have any questions about the conduct of this study or your rights as a research participant you may contact the Office of Research Ethics, Western University at XXX-XXX-XXXX. If you have any questions about this study, please contact Jenny Gonyou-Brown at XXX-XXX-XXXX or Dr. Katina Pollock (faculty advisor). This letter is yours to keep for future reference.

Jenny Gonyou-Brown

Appendix B

Study Consent Form

The Work of School Principals in New Teacher Induction

Programs in Publicly Funded, English speaking

Ontario Elementary Schools

Jenny Gonyou-Brown (Doctor of Education student)
Dr. Katina Pollock (Faculty Advisor)

CONSENT FORM

I have read the Letter of Information, have had the nature of the study explained to me and I agree to participate.   All questions have been answered to my satisfaction.

Name (please print):_____

Signature: _____

Date:_____

Name of Person Obtaining Informed

Consent:_____

Signature of Person Obtaining Informed Consent:

_____

Date:_____

Appendix C
Research Ethics Approval

Research

Western University Health Science Research Ethics Board
NMREB Delegated Initial Approval Notice

Principal Investigator: Dr. Katina Pollock
Department & Institution: Education\Faculty of Education, Western University

NMREB File Number: ▮▮▮▮
Study Title: The new teacher induction work of principals in Ontario, English speaking, publicly funded elementary schools
Sponsor:

NMREB Initial Approval Date: May 27, 2015
NMREB Expiry Date: May 27, 2016

Documents Approved and/or Received for Information:

Document Name	Comments	Version Date
Other	OPC information	2015/03/31
Letter of Information & Consent	Email script	2015/03/31
Other	Interview Questions	
Advertisement		2015/05/10
Revised Letter of Information & Consent		2015/05/10
Revised Western University Protocol		2015/05/10

The Western University Non-Medical Research Ethics Board (NMREB) has reviewed and approved the above named study, as of the NMREB Initial Approval Date noted above.

NMREB approval for this study remains valid until the NMREB Expiry Date noted above, conditional to timely submission and acceptance of NMREB Continuing Ethics Review.
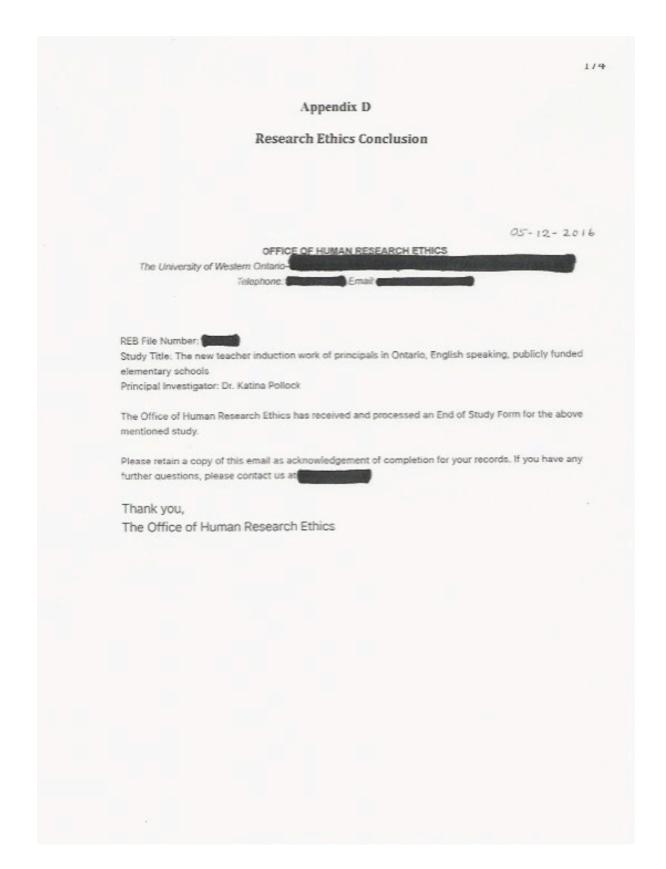
The Western University NMREB operates in compliance with the Tri-Council Policy Statement Ethical Conduct for Research Involving Humans (TCPS2), the Ontario Personal Health Information Protection Act (PHIPA, 2004), and the applicable laws and regulations of Ontario.

Members of the NMREB who are named as Investigators in research studies do not participate in discussions related to, nor vote on such studies when they are presented to the REB.

The NMREB is registered with the U.S. Department of Health & Human Services under the IRB registration

Ethics Officer to Contact for Further Information

Erika Basile	Grace Kelly	Mina Mekhail	Vikki Tran
▮▮▮	▮▮▮	▮▮▮	▮▮▮

This is an official document. Please retain the original in your files.

Western University, Research, ▮▮▮▮▮▮▮▮▮

Appendix D

Appendix D

Research Ethics Conclusion

05-12-2016

OFFICE OF HUMAN RESEARCH ETHICS

The University of Western Ontario

Telephone: ▮▮▮▮ Email: ▮▮▮▮

REB File Number: ▮▮▮▮
Study Title: The new teacher induction work of principals in Ontario, English speaking, publicly funded elementary schools
Principal Investigator: Dr. Katina Pollock

The Office of Human Research Ethics has received and processed an End of Study Form for the above mentioned study.

Please retain a copy of this email as acknowledgement of completion for your records. If you have any further questions, please contact us at ▮▮▮▮

Thank you,
The Office of Human Research Ethics

Appendix E
      Interview Guide

<u>Interview Questions</u>

1. Tell me a little about yourself professionally.
-Number of years as a principal
-Number of years as a teacher
-Did you have any supports when you were new to teaching?

2. Can you tell me about how you support teachers who are in their first five years of teaching in your school?
-Professional supports. Which ones? Why these supports?
-Individualized or standard format / approach to supporting new teachers? Why?
-Use any policies, frameworks or templates to guide planning of program?

3. Can you share with me how you develop and facilitate supports for the newest teachers in your school?
- Number of times as a facilitator
- Had additional training or in-service to facilitate supports?
- Principal important in the program? Why / why not?
- Principal a mentor for new teachers? Why / why not?
- New teacher performance appraisal important? Why / why not?

4. How do you identify the professional learning needs of new teachers in their first five years of practice in your school?
- Build rapport and relationships. How?
- Communication with new teachers. How?

5. What are some of the challenges that you have encountered in providing professional supports for teachers in their first five years of teaching?
- Which teachers are involved? How do you choose who is involved? How does this affect your new teacher support planning?
- Resources. How do you find or provide?
- Funding. How does it affect new teacher supports? Is funding always available for supporting new teachers in their first five years of teaching? If NTIP is not available, are there other resources that you access?
- Principal job responsibilities. How does it affect facilitating supports for new teachers?

6. What resources do you access that help you in providing professional learning or other supports for new teachers in their first five years of practice in your school? (NTIP and non-NTIP)
- From where? school district? Ministry?
- How do you choose?
- Funding. How do you locate?
- Personnel, PD or Texts. How do you locate?

7. What supports do you believe need to be in place in order for you to implement effective supports for teachers in their first five years of teaching? (including newest hired teachers)
- Principal use Ontario Leadership Framework?
                NTIP Guide?
                Funding?
                Other resources?
- Does the school culture affect how you support new teachers? If so, how?
- Collaborative school culture important? Why or why not?
- Who do you choose to receive supports? How? Why?
- New teacher PD important? Why / why not?
- Mentoring important? Why / why not?
- Do you see yourself as a mentor for new teachers? Why / why not?

8. Are there any differences in your process of facilitating new teacher induction programs for new teachers that qualify for the New Teacher Induction Program (NTIP) versus those who do not yet qualify?
- How are the programs different?
- How is the planning and facilitating different?

9. How do you gauge the success of a new teacher supports that develop to help new teachers in your school?
- Success. How do you recognize? In what ways do you see success?
- Struggle. In what ways do you see struggle? Why does this happen?

10. Would you like to share anything additional before we close our talk for today?

Curriculum Vitae
Jenny Gonyou-Brown

Post-Secondary Degrees and Education

University of Western Ontario
London, Ontario
1996-2000 B.Mus. (Hons. Ed.)

University of Western Ontario
London, Ontario
2000-2001 B.Ed.

University of Western Ontario
London, Ontario
2009-2011 M.Mus.

University of Western Ontario
London, Ontario
2013-2016 Ed.D.

Publications:

Gonyou-Brown, J. (2016). Incorporating music into individualized programs for students with developmental disabilities. *Canadian Music Educator, 57*(3), 38-40.

Presentations:

August 2015 - Guest Speaker - Faculty of Education, Memorial University
Primary/Junior pre-service education class (Jennifer Martinec)
Topic - *Building Collaborative Skills for Occasional Teaching*

December 2013 - Guest Speaker - Faculty of Education, The University of Western Ontario
Junior/Intermediate pre-service music education class (Dr. Jennifer Lang)
Dual topics: *The NTIP process and the new teacher*
                         Developing Effective Music Programming for Students with I.E.P.s

November 2011 & February 2012 - Althouse College, The University of Western Ontario,
Guest speaker - Primary/Junior pre-service music education class (Dr. Leslie Linton)
Dual Topics - *The NTIP process and the new teacher*
                         Developing Effective Music Programming for Students with I.E.P.s

November 2011 - Don Wright Faculty of Music, The University of Western Ontario
Guest speaker - Music Education Seminar (professor Dr. Kari Veblen)
Topic - *The Inclusion of All Students in Music Curriculum*

November 2011 - <u>Don Wright Faculty of Music, The University of Western Ontario</u>
Guest Speaker - Music Education Student Council
Topic - *Inclusion and Music Education*

<u>**Related Work Experience**</u>

Elementary Teacher (Music and Special Education)
Thames Valley District School Board
2001-present

Lead NTIP Mentor and Professional Development Facilitator
Thames Valley District School Board
2009-present

<u>**Basic Teacher Qualifications**</u>

Intermediate and Senior Divisions - Vocal
Intermediate and Senior Divisions - Instrumental
Senior Division - English
Junior Division
Primary Division

<u>**Additional Teacher Qualifications**</u>

Ontario Principal Qualifications Part 1
Ontario Principal Qualifications Part 2
Music Education Honours Specialist
Special Education 1
Special Education 2