

TALLINNA ÜLIKOOL
SOTSIAALTEADUSTE DISSERTATSIOONID

TALLINN UNIVERSITY
DISSERTATIONS ON SOCIAL SCIENCES

25

Eve Eisenschmidt

**IMPLEMENTATION OF INDUCTION YEAR FOR NOVICE
TEACHERS IN ESTONIA**

Abstract

 **TLÜ KIRJASTUS**

TALLINN 2006

TALLINNA ÜLIKOO
SOTSIAALTEADUSTE DISSERTATSIOONID

TALLINN UNIVERSITY
DISSERTATIONS ON SOCIAL SCIENCES

25

Eve Eisenschmidt

IMPLEMENTATION OF INDUCTION YEAR FOR NOVICE TEACHERS IN ESTONIA

Abstract

Department of Teacher Education, Faculty of Educational Sciences, Tallinn University, Tallinn, Estonia.

The dissertation is accepted for commencement of the degree of *Doctor philosophiae* in Educational Sciences on October 19, 2006 by the Doctoral Committee of Educational Sciences of the Tallinn University.

Supervisor: Leida Talts (Cand. History, professor, Tallinn University)

Oponendid: Peeter Kreitzberg (PhD, member of Estonian Parliament)
Viive-Riina Ruus (Cand. Pedagogy, professor emeritus, Tallinn University)

The academic disputation on the dissertation will be held at the Tallinn University (Lecture Hall U-213) Uus-Sadama 5, Tallinn on December 19, 2006 at 11.00 a.m.

Copyright: Eve Eisenschmidt, 2006

Copyright: Tallinna Ülikool, 2006

ISSN 1736-3632 (publication)

ISBN-10 9985-58-462-7 (publication)

ISBN-13 978-9985-58-462-0 (publication)

ISSN 1736-3675 (abstract online, PDF)

ISBN-10 9985-58-463-5 (abstract online, PDF)

ISBN-13 978-9985-58-463-7 (abstract online, PDF)

Tallinn University Press
Narva mnt 25
10120 TALLINN
www.kirjastus.tlu.ee

CONTENTS

PUBLICATIONS RELATED TO THE THESIS 4

INTRODUCTION..... 5

1. STRUCTURE OF THE THESIS 7

2. THEORETICAL FOUNDATIONS OF THE INDUCTION YEAR 9

3. PREPARING THE IMPLEMENTATION OF THE INDUCTION YEAR IN ESTONIA 10

4. ANALYSIS OF THE IMPLEMENTATION OF THE FIRST PHASE OF THE INDUCTION YEAR
IN ESTONIA 12

5. CONCLUSION AND SUGGESTIONS 14

IMPLEMENTATION OF THE INDUCTION YEAR AS A SUPPORT PROGRAMME FOR NOVICE TEACHERS
IN ESTONIA. Summary 17

REFERENCES USED IN THE ANALYTICAL OVERVIEW 20

PUBLICATIONS RELATED TO THE THESIS

- I. Eve Eisenschmidt 2006. *Novice teachers as members of professional learning communities*. Paper given at ECER 2006, Geneva, September 13–16, Education Line <<http://www.leeds.ac.uk/educol>>
- II. Eve Eisenschmidt 2006. Algaja õpetaja professionaalne areng kutseastal. – A. Lepik, M. Pihlak, K. Sepp, M. Veisson (koost). *Doktorantidelt sotsiaal- ja kasvatusteadustele*. Sotsiaal- ja kasvatusteaduste doktorantide III teaduskonverentsi kogumik. Tallinn: TLÜ kirjastus, 98–116.
- III. Eve Eisenschmidt 2005. *Kutse aasta. Abiks kutse aasta tegevustes osalejatele*. Tallinn: TLÜ kirjastus.
- IV. Eve Eisenschmidt 2005. Õpetaja professionaalne areng ja kutsestandard. – *Haridus*, 3, 28–29.
- V. Eve Eisenschmidt 2004. Õpetaja kutseoskused ja eneseanalüüs. – E. Eisenschmidt (koost). *Uuriv üliõpilane uurivaks õpetajaks*. Tallinn: TPÜ kirjastus, 99–113.
- VI. Eve Eisenschmidt, Katrin Poom-Valickis 2004. Õpetaja esimene tööaasta – purunenud ideaalid ja/või eneseleidmine? – M. Pandis (koost). *Kasvatusteadused muutuste ajateljel*. Tallinn: TPÜ kirjastus, 355–366.
- VII. Eve Eisenschmidt, Katrin Poom-Valickis 2004. School culture and teacher's professional development during first years of work. – ATEE Spring University e-book: *European added value in teacher education: The role of teachers as promoters of basic skills acquisition and facilitators of learning*. Collection of the selected papers presented at the ATEE 7th Spring University. Tartu: Tartu University, 29–33.
- VIII. Eve Eisenschmidt, Katrin Poom-Valickis 2004. Kutse aasta – mis ja milleks? Inglismaa kogemus. – *Haridus*, 6–7, 29–31.
- IX. Eve Eisenschmidt, Katrin Poom-Valickis 2003. *The teacher's professional development: the first year of work*. Paper given at ECER 2003, Hamburg, September 17–20, Education Line <<http://www.leeds.ac.uk/educol/>>
- X. Eve Eisenschmidt 2003. Student Teachers' Professional Growth Through School Practice. – I. Zogla (ed). ATEE Spring University e-book: *Changing Education in a Changing Society*. Riga: Riga University, 41–47.
- XI. Eve Eisenschmidt 2003. Pedagoogiline praktika õpetajakoolituses. – E. Krull, K. Oras (toim). *Õpetajate professionaalne areng ja õppepraktika*. Tartu: TÜ kirjastus, 13–26.
- XII. Eve Eisenschmidt 2003. Kutse aasta. Miks ja milleks? – *Haridus*, 9, 25–26.
- XIII. Eve Eisenschmidt 2002. Tänapäeva õpetajakoolitus. – E. Eisenschmidt, R. Kippak (koost). *Praktika õpetajakoolituses*. Tallinn: TPÜ kirjastus, 9–23.

INTRODUCTION

The teacher's job requires professionalism and in case of an inexperienced teacher a lot of effort. Therefore, in many countries supportive activities have been implemented to help a teacher during his/her first working year(s). In Estonia preparations for the induction year – the support programme for novice teachers – started in 2002.

However, induction year is not a completely new phenomenon in Estonian education as novice teachers have been supported at different times. The importance of the issue came under discussion again in the 1990's (Õpetajate koolituse raamõuded 2000; Transberg 2002: 37; Krull 2002b: 115). By now induction year has been implemented to support every first-year teacher in a nursery, comprehensive or vocational school.

The present doctoral thesis is a design research, which describes and analyses the planning process and implementation of the induction year in professional development and socialization of novice teachers in Estonian schools during their first working year.

There are many reasons why to attach significance to the problems of the first working years of teachers and why to support socialization. These problems are similar in many countries.

(1) Studying to become a teacher is not popular among young people, the number of university entrants into teacher training is decreasing and at the same time the teaching staff is ageing. When till the year 2000 30% of teachers were older than 49 years, by 2006 the respective number is 35%. Both the "National development plan for teacher education 2006–2013" and the OECD report "Teachers Matter: Attracting, Developing and Retaining Effective Teachers" (2005) indicate the need to raise the attractiveness of the teacher's profession and to create motivation to become a teacher.

(2) During the first five working years many teachers leave school, trying to find jobs in other fields, thus the educational system loses the resources spent on their preparation. Many of them give up their acquired profession especially because of the difficulties encountered during the first years. The reasons being the complexity of the teacher's job, inadequate expectations (idealistic approach to the teacher's work) and teacher training, which does not meet the real needs (Stokking, Leenders, Jong & Tartwijk 2003).

(3) The views and beliefs about becoming a teacher have changed. Teachers' professional development is a continuous process, including initial training, induction year (socialization, entering the profession) and in-service training (Feiman-Nemser 2001a: 50). Teacher training and the first working years have to be connected and the transition from one role (learner) to another (teacher) should be smooth (Fullan 1991). The experience obtained during the first working years has a great influence on the development of the teaching principles and values of teachers and further application of these, as their teaching style, pedagogical attitudes and professional self-conception evolve (Calderhead & Shorrock 1997). By regarding the first working years as a professional learning period, we approach teacher training in a complex way.

(4) Supporting a novice teacher during his/her first working year(s) has an essential place in education reform (Villegas-Reimers 2002; Britton, Paine, Pimm & Raizen 2003; Huling-Austin 1990; Tickle 2000). Different measures have been implemented: mentoring at school and in the region, university support programmes, continuing education, etc. The role of an organization is considered essential and the formation of teachers' communities of practice is seen as a way of professional learning (Lave & Wenger 1991; Imants 2003). In many countries professional socialization of novice teachers is under close examination (Lortie 1975; Lacey 1987, 1995; Lauriala 1997). To a great extent it depends on school culture how successfully novice teachers socialize in their new environment and how quickly they adjust to their profession. Although there are many researches on teachers in Estonia (Pedajas 1983; Kraav 1997; Kera 1997; Krull 1998; 2002a; Sikka 1997; Talts 1997,1998), there is a lack of extensive treatments of the first working years.

While launching the induction year and starting different support programmes, there is a need for clarity about the role of teachers in Estonian schools and which professional activities are expected from teachers. To what extent are the first working years considered as a learning process and what is the peculiarity of professional learning of a teacher? How do schools as organizations support the professional development of novice teachers? In addition, the implementation of the induction year requires the cooperation of several parties: school – university, novice teacher – mentor, mentor – school leader, mentor – university teacher.

Such a circle of problems determined the central question of the design research: originating from which theoretical basis and how to implement the induction year to support the novice teacher's professional development in Estonian schools?

From there arise subproblems in order to design the implementation process and further development activities.

1. Which approaches to the professional development of teachers and which competences is the supporting of novice teachers based on?

The question about which competences a teacher requires in his/her profession has become a research object more and more in connection with defining the teacher's profession.

In Estonia the description of the competences of teachers has been compiled in the framework of the project "*National development plan for teacher education 2006–2013*" (Õpetajakoolituse ... 2003) and the teacher's standard (Õpetaja V 2005) has been ratified. The description of competences is the basis for novice teachers while analysing themselves and for mentors while giving feedback to novice teachers. Thus, it is important in Estonian context to get an overview about necessary competences for novice teachers, so that the same competences can be developed in teacher training and during the first working years.

The first work problems depend on the socio-cultural context, prior teacher training and school culture (Kagan 1992; Glatthorn 1995). These problems have been described from the viewpoint of different countries (Fuller 1969; Veelmann 1984; Fullan 1991; Furlong & Maynard 1995 jt). As in the past decade there has been great progress in the socio-political life and educational system of Estonia, it is crucial to get an overview about the professional problems of novice teachers and the expectations about the teacher's profession as a whole.

2. Which aspects of school environment influence the professional development of novice teachers?

Professional learning and development in an organization play a big role in the socialization process of novice teachers, in the course of which they acquire essential knowledge, values, norms and manners for their profession (Lacey 1987; 1995). It is much easier for a novice teacher to start working as a teacher and develop professionally in a school which functions as a learning organization, where take place collegial discussions, where common objectives are pursued, where mutual feedback is given and self-reflection supported.

3. Which support programmes have been implemented in other countries and which solution seems most appropriate for Estonian educational system?

The focus of the initial year support programmes is on the learning of novice teachers and their development in the school context (Britton, Paine jt 2003: 5). Several countries (England, Scotland, Ireland, different states of the USA, etc) have implemented support activities between initial training of teachers and their further professional development. The mentor is a key figure in these programmes, who supports the adaptation of novice teachers to the school setting and also their professional development (Feiman-Nemser 2001a, 2002 et al). First and foremost, the mentor provides emotional support and helps to solve everyday problems. As in case of any reform, a school leader is responsible for the implementation of the induction year in his/her organization. His/her attitudes toward the professional development of novice teachers and the competence in appointing a suitable mentor influence the cooperation between the mentor and novice teachers, but also the work of the whole organization as a learning organization (Fullan 2006).

Thus, the objectives of the doctoral thesis are:

1. to create the theoretical concept of the induction year and the implementation model germane to Estonian educational system;
2. analyse the applicability of the model of the induction year in fostering the novice teacher's professional development;
3. put forward suggestions based on the theoretical and empirical research outcome in order to improve the implementation model of the induction year.

Tasks:

- 1) to analyse the support programmes and approaches to mentoring in other countries, the problems connected with professional development of teachers and the first working years of novice teachers, approaches to organizational learning and professional socialization in order to construct theoretical foundations for creating the implementation model of the induction year in Estonia;
- 2) to create a preliminary implementation model and test it;
- 3) to analyse test results and develop the existing model within an expert group so that it becomes applicable nationally;
- 4) to implement the first stage of the induction year and conduct an empirical research to analyse the applicability of the first stage and assess the theoretical standpoints;
- 5) to put forward proposals for improving the implementation model of the induction year and to specify the activities for all parties – school leaders, mentors, novice teachers, organizers of university support programmes.

The theoretical output of the research is the mapping of the problems of professional development of novice teachers in Estonian school context, also the analysis of international experience connected with the implementation of the induction year and its adjustment in Estonian circumstances.

The practical output is the recording of the preparation process of the induction year and the improvement of the implementation model according to the results of the empirical analysis. An additional practical output is the application of design research as a research type in the scientific analysis of an education reform.

Moreover, the thesis has an international dimension added to it: an induction year network *Newly Qualified Teachers in Northern Europe* has been established in Nordic countries, within which comparative researches in this field are conducted.

1. STRUCTURE OF THE THESIS

Arising from the main problems and aims of the thesis, the present paper is a design research, which has not been applied in Estonian educational research much and therefore corresponding terminology is still evolving.

Design research enables to apply an educational reform based on existing knowledge, but the application in new circumstances requires evaluation (Järvinen 2001: 88).

As design research enables to understand how and in which circumstances an education reform might work in practice and helps to conceive connections between educational theories and developed applications, it is a suitable approach for specifying the theoretical foundations of the induction year and testing of the implementation model in practice. Thus, design research allows the author of the present thesis to analyse the induction year as an education reform and participate in its preparation and implementation process in Estonia.

The chosen research type also determined the time planning of the activities that the present doctoral thesis is based on and the structure of the research. K. Niglas (2004: 145) and B. Bannan-Ritland (2003: 21) bring out the following design stages; thus, in the present design research the same stages can be distinguished.

1. *Analysing a problem and collecting prior information*, analysing the theoretical material and specifying the need for the induction year.
2. *Design process*, constructing a model and applying it experimentally.
3. *Evaluation*, evaluation according to the model, feedback analysis, etc.
4. *Conclusions and generalizations*, refining and/or expanding the model, evaluating theoretical standpoints.

The characteristics of design research are its applicability orientation (process orientation), cyclical nature, complexity, cooperation orientation, multidimensionality, multilevelness and theory-basedness or scientific nature (Shavelson, Philips, Towne & Feuer 2003: 26). The above-mentioned characteristics become evident also in the present dissertation.

The structure and stages of the thesis

The present doctoral thesis is structured according to the stages of design research.

The research has three stages: (1) designing the theoretical bases, (2) conducting a pilot project and creating an implementation model, (3) testing the implementation model and conducting the empirical analysis within the first stage of implementation.

Research stage I: the theoretical analysis of basic concepts and the description of the need for change.

Research stage II: includes the first cycle of design research, during which a preliminary implementation model is constructed and with the help of which the induction year is tested in Haapsalu College of Tallinn University. The main task is to develop a suitable model for the implementation of the induction year in Estonia and test it from September 2002 till June 2003. For that the principles of the implementation of the induction year in other countries (the implementation of the induction year in England and the United States and the planned programmes in Finland and Baltic countries) together with corresponding foreign-language literature are studied. These activities help to establish the programme for mentor training, the support programme for novice teachers and the principles for the compilation of a novice teacher's portfolio.

Research stage III: includes the second cycle of design research. In 2003–2004 an expert group of the induction year analyses the results of the experimental project, evaluates the preliminary implementation model and refines it. The first stage of the induction year is implemented on the national level in the study year of 2004/2005 with the participants in the support activities of the induction year being the newly-qualified teachers in comprehensive schools. The expert group keeps working throughout the implementation process, analysing the process and improving it in order to solve problems. At the same time data are collected from three parties – novice teachers, mentors and school leaders – to evaluate the implementation process. The results are analysed, evaluated and generalized. The head of the expert group is the author of the present thesis.

Throughout the design research process published studies on the same issue are analysed, which helps to improve and specify the theoretical standpoints connected with the arrangement of the induction year.

In design research the dimension of time is crucial. In the simplified treatment activities take place in a linear way, e.g., first the existing theoretical data are analysed and then the implementation is designed. In practice several activities, e.g., evaluating and improving the implementation, can take place simultaneously. Similarly, within this research one design stage smoothly interchanges with another.

In the study year of 2005/2006 the third cycle of the induction year was launched, encompassing also the teachers of nursery and vocational schools. This stage is not examined in the present doctoral thesis, but it confirms that the development process is continuous and cyclical.

2. THEORETICAL FOUNDATIONS OF THE INDUCTION YEAR

While formulating the theoretical foundations of the induction year and planning the activities for different parties, the principles of continuous professional development of teachers and learning in the school setting are taken into consideration. It can be said that the basis of it is a new paradigm in teacher training, which has the following characteristics (Villegas-Reimers 2002: 2471):

1. Teacher education is based on constructivism where the teacher is a reflective practitioner and active learner who plans, leads and evaluates his/her own learning and professional development.
2. Teacher education is a long-term and life-long process where the teacher evaluates his/her previous knowledge in practical situations, this way construing new knowledge. Connected experiences are thought of most effective as they allow teachers to relate prior knowledge with new experiences.
3. The development of the teacher takes place in particular context, most effectively at school, and is connected with the teacher's daily activities
4. A teacher's professional growth is an integral component of school culture and related to school development.
5. Professional development is a collaborative process; schools are becoming professional learning communities. The most effective professional learning takes place in groups while supporting each other and giving feedback.
6. Professional development is multidimensional and personal and depends on a context. School culture, social, economical and political contexts influence teacher's effectiveness and his/her motivation to work and study.

Arising from the theoretical standpoints and taking into consideration the trends in Estonian teacher training, we should see teacher development in three dimensions: professional knowledge and skills dimension, social dimension and personal dimension (Figure 1). The processes supporting the development occur simultaneously in three dimensions: developing teaching competences, socialization and developing professional identity. Development in the above-mentioned dimensions and the corresponding processes take place in the school setting and are influenced by the processes within an organization.

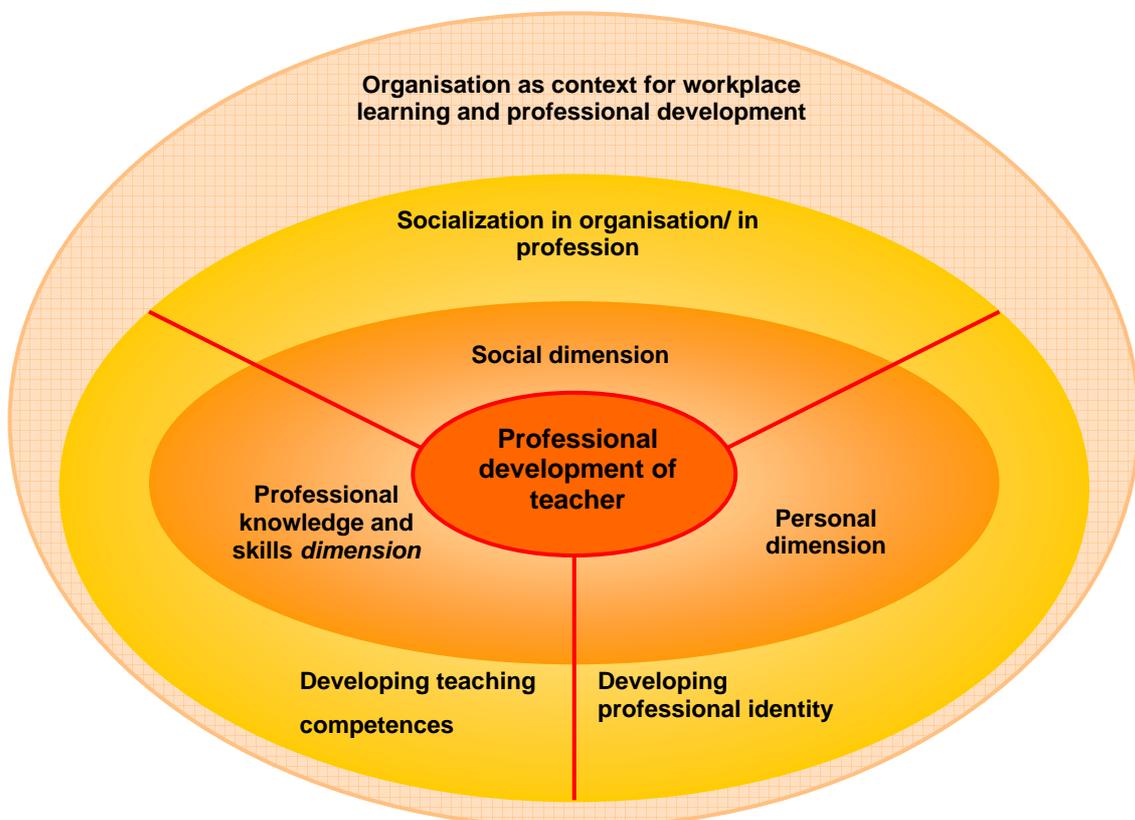


Figure 1. Theoretical foundations of the induction year.

Thus, the theoretical foundations of the induction year are the following:

(1) Schools are seen as learning organizations, where there are teachers' learning communities; organisational learning – cooperation of teachers and supporting each other's professional growth – takes place within an organization (Senge 1990; Huysman 2000; Fullan 1991, 2006; Imants 2003; Cochran-Smith & Lytle, 2003; Harris & Muijs 2005; Nikkanen & Lyytinen 2005). An important role is played by a school leader as the development of his/her school into a learning organization depends on his/her competence (Fullan 2006). The mentor is a supporter of the novice teacher's professional development in the school setting, and helps to adjust to the school as an organization, to the teacher's profession and provides assistance in solving work-related problems.

(2) Evolving into a teacher includes a socialization process, through which the novice teacher becomes a member of the teaching staff, accepting the knowledge, skills, qualities, norms and manners valued in society and in the given school. It is a social process, where the opinions and attitudes of experienced teachers play a big role. Two socialization processes take place simultaneously – socialization within an organization and professional socialization. Professional socialization is more successful if a person adapts to an organization quickly, therefore the focus in the induction year is on adjustment to schools as organizations, on getting to know school culture, the aims of a school and one's colleagues, i.e. socialization within an organization (Lortie 1975; Lacey 1987; Lauriala 1997; Hess 2000; Vadi 2001).

(3) The prerequisite for the continuous development of a teacher is the readiness to develop oneself, to analyse one's work. In order to ensure the continuity of the professional development of teachers, it is essential to connect the three stages: initial training, induction year and continuous professional development (Feiman-Nemser 2001a: 1050). During the first working year – induction year – the basic competences are developed (among them a suitable teaching style is adopted and a learning environment is created) and a professional self-concept is formed. **The ability to self-reflect** is one of the important bases for professional growth (Schön 1983, Calderhead 1988, Korthagen 1999, Harrison et al 2005). David Kolb's (1984) model of experiential learning is the basis for the self-reflection process of a novice teacher. During the induction year it is the mentor who supports a novice teacher in the process of reflection and planning of one's development.

According to the theoretical concept the mentor has three important tasks in the Estonian school system: (1) to support the professional development of a novice teacher, (2) to support the adjustment of a novice teacher to school as an organization and (3) to participate in the school development.

At the same time the induction year is one opportunity to implement reforms in the educational system, and to apply the ideology of professional development of teachers and workplace learning. Supporting the development of a novice teacher also influences the development of schools as organizations, the cooperation between teachers increases, learning communities are formed (Fullan 2006; Hargreaves 2003). In order to evaluate the chosen theoretical foundations, an appropriate implementation model has to be designed, which determines the activities of all the parties of the process and principles of implementation.

3. PREPARING THE IMPLEMENTATION OF INDUCTION YEAR IN ESTONIA

In the school year of 2002/2003 a pilot project was carried out, the results of which were analysed and improved in the expert group of Tallinn and Tartu University in the following year.

The implementation model of the induction year was created (Figure 2). The focus of the model lies on the professional development of novice teachers¹ and it is supported by the school setting on the one hand and the support programme organized by the university induction centres on the other hand. The aims of the induction year were determined as follows: (1) to support the adjustment of novice teachers to school as an organization, (2) to further develop the competences acquired in initial training and (3) to provide support in solving problems caused by the lack of experience.

¹ during the induction year of novice teachers

In the model two approaches are combined: learning and development in the school setting and the meetings of novice teachers in university centres. The principles supporting workplace learning and professional growth of novice teachers have been analysed thoroughly in the theoretical foundations. Less attention has been turned to the reasons why it is essential to organize the meetings of novice teachers at universities.

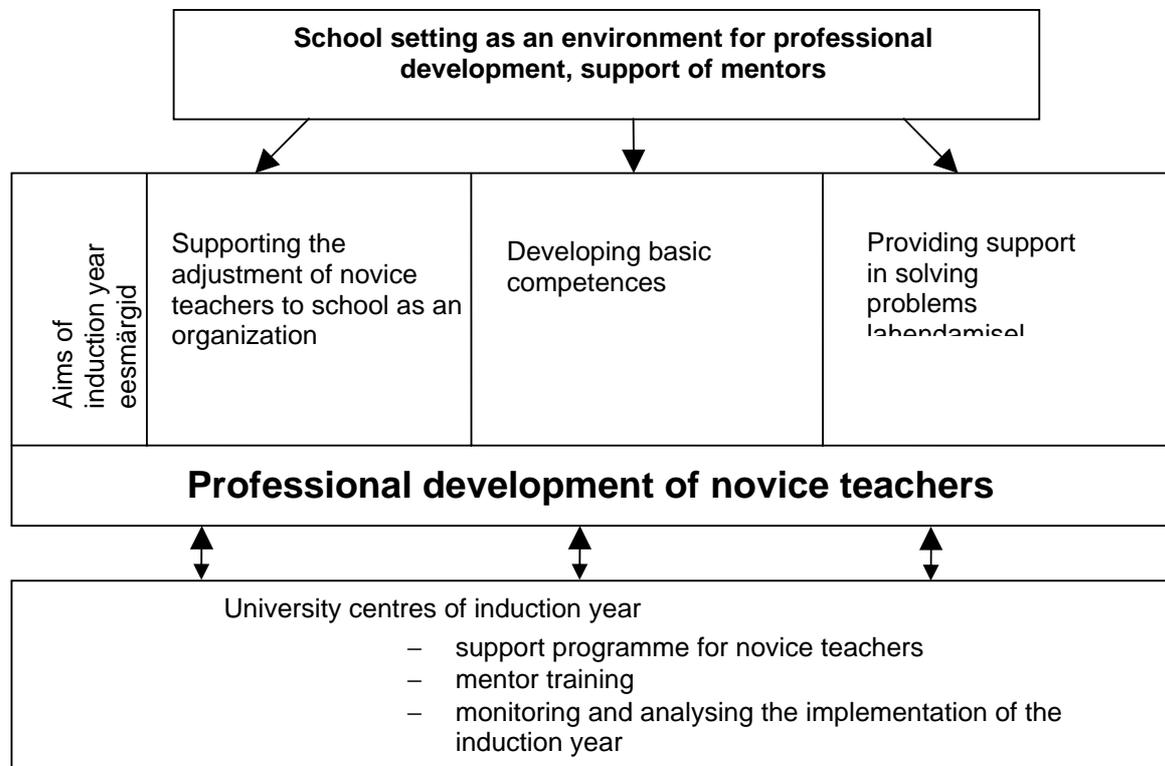


Figure 2. *Implementation model of the induction year*

The following circumstances have caused the implementation of university support programmes:

- 1) international research shows that the teacher's eagerness to self-reflect is insufficient (Harrison jt 2005) and mentors are more oriented toward supporting adjustment (Wang & Odell 2002);
- 2) meeting with other novice teachers helps to understand the universality of the problems encountered by beginning teachers, which relaxes tension and supports novice teachers to develop professionally;
- 3) while adjusting to the school setting, problems might arise, which novice teachers do not want to discuss with their mentor, or conflicts might emerge, which can be discussed during the support programme in university centres.

In the implementation of the induction year model there are four parties. In the school setting (1) a school leader, who is the creator of the environment that supports learning and professional development, and who appoints a mentor for a novice teacher; (2) a mentor, who is the closest partner for a novice teacher and who supports his/her adjustment and professional growth; (3) a novice teacher, who is responsible for his/her professional development, (4) a university centre, where take place mentor trainings, seminars of the support programme for novice teachers and constant monitoring and development of the process (Figure 3).

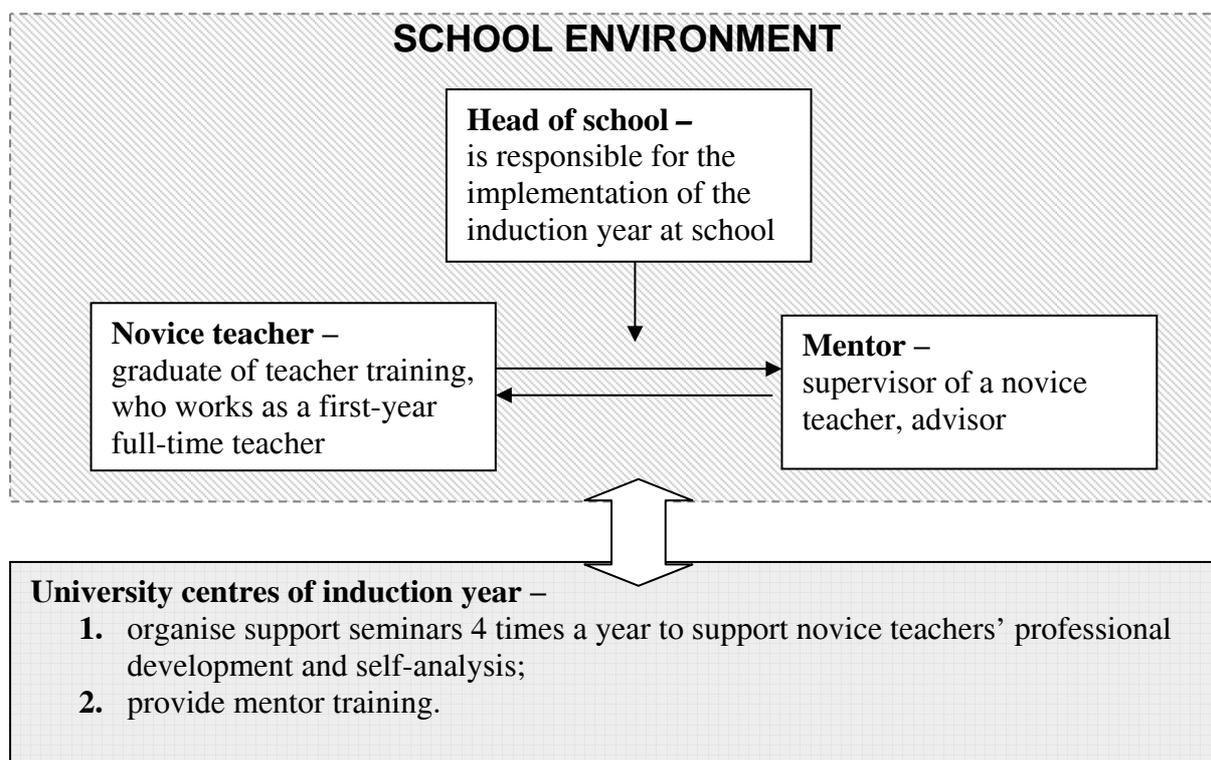


Figure 3. Parties of the induction year.

4. ANALYSIS OF THE IMPLEMENTATION OF THE FIRST PHASE OF THE INDUCTION YEAR IN ESTONIA

The objectives of the empirical part are (1) to evaluate the implementation of the first stage of the induction year and plan developmental activities to improve the implementation model of the induction year. The second aim is (2) to evaluate the theoretical context of the induction year.

Proceeding from the theoretical foundations of professional development and the designed implementation model, the following sub-questions were raised in the empirical part:

1. How does professional development take place during the first working year?
2. How do novice teachers perceive their adjustment to the school setting?
3. To what extent do the factors of the school setting influence the development of competences?
4. What is the role of a mentor during the induction year in the opinion of novice teachers?
5. How do mentors see their role in supporting the development of novice teachers?
6. How is the induction year implemented in the school setting in the opinion of mentors?
7. How does the implementation of the induction year support the professional development of novice teachers in the opinion of school leaders?
8. How do school leaders who participated in the induction year activities evaluate their school setting from the criteria of a learning organization?

The research questions help to analyse the efficiency of the implementation model of the induction year and to plan developmental activities in order to support the professional development of novice teachers.

The bases for the research method were the implementation model of the induction year and the principles of design research, in which there were three parties: a novice teacher, mentor, school leader. To collect data from the survey groups questionnaires were distributed. To increase the reliability of the data a semi-structured interview for novice teachers was utilized as a second method. Table 1 presents a more detailed overview of the research methods used in three groups.

Table 1. Research questions and methods by research groups

| Research group | Research question | Data | Method |
|----------------|--|--|---|
| Novice teacher | How does professional development take place during the first working year? How do novice teachers perceive their adjustment to the school setting? To what extent do the factors of the school setting influence the development of competences? What is the role of a mentor during the induction year? | <ul style="list-style-type: none"> • judgement about the development of one's competences during the first working year • evaluation about one's adjustment to the school setting • evaluation about professional competences and one's adjustment to the school setting • evaluation about the cooperation with a mentor; the role of the mentor in supporting adjustment and development | <ul style="list-style-type: none"> • questionnaire • questionnaire • interview • questionnaire • questionnaire interview |
| Mentor | How do mentors see their role in supporting the development of novice teachers? How is the induction year implemented in the school setting in the opinion of mentors? | <ul style="list-style-type: none"> • judgement about one's activities as a mentor • evaluation about the implementation of the induction year | <ul style="list-style-type: none"> • questionnaire • questionnaire |
| Head of school | How does the implementation of the induction year support the professional development of novice teachers in the opinion of school leaders? How do school leaders evaluate their school setting from the criteria of a learning organization? | <ul style="list-style-type: none"> • evaluation about the implementation of the induction year (activities of mentors, problems of novice teachers) • evaluation about the school setting | <ul style="list-style-type: none"> • questionnaire • questionnaire |

The sample of novice teachers was formed by all the beginning teachers who had started work in the school year of 2004/2005 and participated in a support programme provided by universities. Altogether there were 144 novice teachers. The data were collected in the framework of the support programme in Tartu University, Tallinn University and Haapsalu College of Tallinn University 4 times, during school holidays. The first survey was conducted in the period of October 26–29, 2004, the second from January 3–7, 2005, the third from March 22–24, 2005 and the fourth from May 15 till June 7, 2005. The interviews (16) with the focus group were carried out from February till April 2005. The interviews were recorded and transliterated.

The sample of mentors was formed by all the teachers who worked as mentors of novice teachers during the school year of 2004/2005. The questionnaires were delivered by mail in April 2005. 125 completed questionnaires were returned, which represents 89% of all the mentors participating in the process. To school leaders questionnaires were sent by mail in May 2005.

5. CONCLUSION AND SUGGESTIONS

Treating the teacher's professional development as a continuous process where the first year of practical work – in Estonian context the induction year – has a significant impact on evolving as a teacher, we approach teacher training in a new light. The focal point of this educational innovation is the teacher, however, the process includes many other parties – teacher trainers, the novice teacher's colleagues, as well as the wider educational public.

When summarizing the present research we have to analyse both the suitability of the theoretical foundations as the basis for the implementation model of the induction year, the empirical results for developing the implementation model and the process of design research and its appropriateness in the preparation and development of an education reform.

Main outcomes of the work

An overview of the empirical analysis

The first over-Estonian launch of the induction year included the testing of the implementation model and empirical analysis, the outcomes of which enable to plan developmental activities and pinpoint problems in the theoretical foundations of the induction year. Simultaneously, the task of the novice teacher is to acquire the basic professional skills, which, as the reality indicated, was on the rise. During the first quarter of the school year the attention of the novice teacher was on the most significant questions concerning teaching, during the second quarter primarily on class management, during the third quarter on considering the pupils' needs. It could be said that the first working year for the novice teacher is a period of adaptation to the organization, however, it could be doubted whether the organizational learning actually takes place. It was revealed that school environment affects judgements on the professional skills concerning collaboration, self-analysis and professional growth.

Help in solving the risen problems was provided by a mentor. The novice teachers praise the support and feedback of the mentor within the school setting. They consider the mentor to be the “local guide“. The mentor is successful in his/her role of supporting the novice in his/her adaptation to school, however, help in planning the teacher's professional development is meagre.

The school leaders of the institutions with higher co-operative culture value induction year as the learning period of the novice teacher. While appointing mentors, the school leaders consider such crucial aspects as the teacher's personal characteristics, completed supervisor-training course or prior experience. The suggestions provided by the school leaders concerning the organization of the induction year include the necessity to regulate the induction year on the national level and to remunerate the work of mentors.

The evaluation of university support programmes differed, depending mainly on the content and organizational side of the work done in different centres.

The novice teachers' assessment to the importance of the induction year was very divergent, which indicates that the value placed on the induction year varied greatly, probably depending on the assistance received from the mentor, the meaningfulness of the university support programme and the novice's own readiness to analyse his/her professional growth.

The eligibility of the implementation model

Assessing the eligibility of the implementation model, which is one of the objectives of the current development research, it could be noted that the created model is well-suited for Estonian educational context, although it requires further development. In the schools the process of socialization is fostered, support is offered in adaptation to organization and collaboration is evident in the questions of school development. The bases for planning and analysing professional development is the description of

professional competences enlisted in the V Standard of Teacher's Professional Competence, which enable the mentor and novice teacher to set joint developmental objectives.

The partnership of universities and schools in supporting the novice teacher's professional growth could be viewed as the advantage of the implementation model, since this approach creates a tense connection between initial training and the following continuous development. Co-operation with schools provides feedback about the quality of initial teacher training and creates opportunities for interconnecting theory and practice.

The drawback of the implementation model is the limited possibilities to directly affect school culture and development of organizational learning. The teacher's own readiness to analyse his/her actions and develop his/her professionalism should become primary. University's support programmes should be more oriented at the process of reflection both while working with novice teachers as well as in mentor training.

Training school leaders has a great impact on school development. Since the process is primarily organized by universities, one major theme of the training should be connected to fostering teachers' professional growth and organizational learning.

Assessing the concept of Estonian induction year in international context, its complexity should be once more highlighted. The partnership of university and school in supporting teachers' continuous development is rather uncommon. The respective study projects are predominantly conducted by universities, however, these are not so directly connected to launching and directing the processes as is the case with implementing the induction year in Estonia. By now the network of Nordic universities fostering novice teacher's professional growth and planning the respective research has been created. Experiences of Estonia are unique in the Nordic (Finland, Sweden, Denmark, Norway) network: the induction year has not been systematically launched in any of these countries, although all the countries have done some preliminary work. Scandinavian universities conduct separate research projects on local levels to make propositions for improving educational laws.

At the present, comparative studies encompassing Scandinavian countries (including Estonia) have been initiated and the current design research is the contribution of Estonia. Induction year will surely provide research material for the future studies of teacher's professional development and learning at school. School setting as the environment of teacher's professional development and learning requires supplementary research. The problems of school administration and the development of schools into learning organizations also for teachers have been the primary interest of many studies, however, we still lack the complete picture of the organization culture dominating Estonian schools. The profound research of the above-mentioned topics would greatly contribute to the future developmental activities of the induction year.

The applicability of design research in the present dissertation

While evaluating the applicability of design research for the present research project, the characteristics of the given research strategy should be considered.

Its process-orientation can be seen in the implementation of support activities. For example, in the framework of the seminars for mentors uniform bases were compiled for the self-analysis of novice teachers and for the feedback of mentors. This material was later used in the compilation of the list of competences by the work group of the development plan of teacher training, and as a result the teacher's standard *Õpetaja V* was created. In the course of the process a lot of attention was turned to the support programmes of the induction year and the professionalism of their organizers at universities. In the support programmes of universities there was too much use of lecturing, which is not in accordance with the principles of the induction year. To avoid that in-service training was provided for the organizers of these programmes.

Orientation toward applicability is expressed by the constant adaptation of compiled materials to the real life needs.

In the course of the process complexity was considered, the activities of all parties were planned simultaneously on the ministerial, university, school and personal level – the level of the novice teacher, mentor, school leader. Complexity is also stressed by the theoretical concept of the induction year, where the requirements for socialization and organizational learning are taken into consideration and the activities of the mentor in the supporting of these processes. As learning in the school setting cannot be evoked externally, university support programmes are implemented, with the help of which novice teachers can meet, analyse their work and support the planning of each other's professional development.

In the course of design research cooperation took place on different levels. (1) Cooperation between universities; a joint expert group worked on the preparation of the induction year. (2) Cooperation between the university and school; in the preparatory seminars of the induction year novice teachers, mentors and school leaders participated. (3) Cooperation between the ministry and university; there were representatives from the ministry in the expert group. (4) International cooperation; in the analysis of the Estonian model specialists from Jyväskylä University, the *Teacher Training Agency* in England and the induction year network of Nordic countries participated.

The development of the theoretical concept took place continuously and parallel to the implementation activities. It should be noted that the terminology connected with the present thesis has not yet been developed in Estonia, therefore it was necessary to adopt new terms (the translation of which might not be perfect) while working with foreign-language materials. Thus, work with the terminology of this field should continue.

Two important evaluation metrics for design research are novelty and usefulness. Its novelty lies in the multilevelness of cooperation: cooperation between teachers (mentor - novice teacher), cooperation between university and school, cooperation between universities. In addition, based on the induction year experience, i.e. the problems emerged in the preparation of novice teachers, the development of the content in teacher training continues. While stressing the continuity of teacher training and introducing the corresponding principle to all parties, it is possible to create a bridge between the preparation of teachers (i.e. theory) and workplace learning (i.e. practice). This would be great progress in raising the quality of our teacher training. The school² and university are both responsible for the professionalism of teachers. Teacher training and school development go hand-in-hand. It is difficult for a teacher to apply constructivistic teaching principles in his/her work if the school setting does not foster that. On the other hand, if teacher training does not develop readiness for cooperation and lifelong learning in the future teachers, it is also hard to be accomplished at school. Applicability can be seen in the implementation of the induction year and the importance of it pointed out by novice teachers and mentors. Therefore it can be said that design research has justified itself in the analysis and improvement of the preparation and development process of the induction year.

The theoretical and empirical analysis of the thesis give rise to the following suggestions concerning the improvement of teacher training³ and mentor education, training school leaders as well as promoting school development as a whole:

- Teacher training should lay more emphasis on and create preconditions for the development of the future teacher's professional identity (including professional self-concept).
- Self-analysis and professional lifelong learning are principles, which should be followed by every professional in contemporary world. The essential tasks in initial training are to develop readiness for continuous learning and improve oneself professionally. A graduate of teacher training should comprehend that the first working year is an important year in teacher education, analysing the experiences gained during the first year jointly with the mentor and colleagues create prerequisites for succeeding in the future professional work.

² the place of work of a novice teacher

³ initial teacher training at universities

- Mentor training should pay more attention to the mentors' skills and readiness to support the professional growth of the novice teacher through the process of feedback and reflection.
- Analysing the experiences of various countries, it could be seen that the prevailing aspect of the induction year is the novice's professional growth. The latest studies and treatments also include organization as an environment where development and learning occur. More and more significance is laid on organizational learning and learning community as the setting fostering teacher's professional development. The discussed topic should be more reflected in the context of school development and school leaders' prior training. The form of the in-service teacher training exploited until nowadays does not justify itself, more knowledge is acquired in networks and from each other. The analysis of one's own experience is the prerequisite for changing practical work. Therefore, school environment should become more supportive of teacher's learning and development and both the teachers as well as school leaders should master the skill of fostering organizational learning.

Implementation of the induction year presupposes rendering significance to novice teacher's continuous professional development, workplace learning during the initial year. The question of changes in viewpoints is more complex. These require novice's readiness for continuous learning and self-reflection, in case of the mentor, accepting the concept of a supporter of professional development. The changes on the level of understanding are more easily achieved in schools which have the characteristics of a learning organization, because these schools are oriented at the idea of teachers' professional learning. Have we altered our viewpoints with the implementation of the induction year? Is the key person of the educational system – teacher – becoming the guide of his/her professional development? Does this reduce work-related stress and bring the young teacher to school? The answer is *yes*. This was the underlying idea when the induction year was initiated in Estonia.

KUTSEAASTA KUI ALGAJA ÕPETAJA TOETUSPROGRAMMI RAKENDAMINE EESTIS

Kokkuvõte

Käsitledes õpetaja professionaalset arengut pidevana, kus esimesel tööaastal – Eesti kontekstis kutse aastal – on oluline mõju õpetajaks kujunemisele, läheneme õpetajaharidusele uues valguses. Tegemist on haridusuuendusega, mille keskmeks on õpetaja, kuid protsessi on haaratud palju rohkem osalisi – nii õpetajakoolitajad, noore õpetaja kolleegid kui ka haridusüldsus laiemalt. Vajaduse toetada õpetaja kutsealast arengut on tinginud elulised probleemid, nagu õpetajakutse madal prestiiž, õpetajate kõrge keskmine vanus ja õpetajate puudus. Lisaks toimub paradigmaatiline muutus õpetajatöös, kus päevakorda on tõusnud kolleegiaalsus ja organisatsioonis õppimine, et vähendada õpetajate isoleeritust ja sellest tulenevat stressi igapäevatöös.

Selline probleemidering tingis arendusuuringu keskse küsimuse: millistest teoreetilistest alustest lähtuvalt ja kuidas rakendada kutse aastat algaja õpetaja professionaalse arengu toetamiseks Eesti koolis?

Doktoritöö **eesmärkideks** oli luua kutse aastast teoreetiline kontseptsioon ja Eesti haridussüsteemile sobiv rakendusmudel, analüüsida kutse aastast mudeli rakenda-tavust algaja õpetaja professionaalse arengu toetamisel, teha ettepanekuid kutse aastast rakendusmudeli arendamiseks ning hinnata valitud teoreetiliste seisukohtade sobivust Eesti koolikontekstis.

Teoreetilises osas analüüsiti 1) õpetaja professionaalse arenguga seonduvaid seisukohti, algaja õpetaja esimese tööaasta probleeme ja arengu seaduspärasusi. Suur osa õpetaja õppimisest ja arengust toimub töökeskkonnas – koolis. Sellest lähtuvalt analüüsiti 2) sotsialiseerumise, organisatsioonis õppimise ja õppiva organisatsiooni käsitusi. Kutse aastast ja mentorlus ei ole uus nähtus haridusmaastikul ning Eesti kontekstis kasutatava kutse aastast rakendusmudeli loomiseks analüüsiti 3) kutse aastast ja mentorluse erinevaid

käsitusi. Määratleti kutseaasta teoreetilised lähtealused. Töö teises osas konstrueeriti kutseaasta rakendus-
mudel, viidi läbi eelprojekt ja Tallinna Ülikooli ning Tartu Ülikooli spetsialistid valmistasid ette kutseaasta
rakendumise.

Empiirilise osa eesmärkideks oli 1) hinnata kutseaasta I etapi rakendumist ja sellest lähtuvalt kavandada
arendustegevusi kutseaasta rakendusmudeli täiustamiseks ning 2) hinnata kutseaasta teoreetilist konteksti.

Töö **põhitulemused** on järgmised:

1. koostati ülevaade kutseaasta teoreetilistest alustest ja loodi kutseaasta rakendusmudel;
2. kutseaasta esialgset rakendusmudelit testiti ja arendati edasi;
3. viidi läbi arendusuuringu II tsükkel, käivitus kutseaasta I etapp ja seire, järgnes seire materjalide
empiiriline analüüs;
4. võrreldi kutseaasta teoreetilisi aluseid ja rakendusmudelit empiirilise materjaliga ning leiti rakendus-
mudeli kitsaskohad.

Uurimusel oli kolm järku: 1) teoreetiliste lähtealuste kujundamine, 2) eelprojekti läbiviimine ja rakendus-
mudeli loomine, 3) rakendusmudeli testimine ja tulemuste empiiriline analüüs I etapi läbiviimise käigus.

Kutseaasta teoreetiliste aluste kujundamise lähtekohaks oli eelkõige õpetaja professionaalse arengu olemus,
muutused selle käsituses ja olulised mõjurid. Eelkõige lähtutakse seisukohast, et õpetaja professionaalne areng
toimub kolmes dimensioonis: personaalne, sotsiaalne ja kutsealane. Võib eristada sotsialiseerumist, esialgsete
kutseoskuste kujunemist ja enesekontseptsiooni kujundamise protsessi. Kutsealane areng toimub koolikesk-
konnas, kus soodne keskkond tööalaseks õppimiseks on õppiv organisatsioon. Eri riikides rakendunud õpetaja
esimese tööaasta tugiprogrammidel on mitmesuguseid taotlusi ja lähenemisi. Eesti haridussüsteemis on oluline
õpetaja professionaalse arengu toetamine, millest lähtuvalt kujunevad ootused ka mentori tegevusele. Mentor on
eelkõige kogenud kolleeg, kes toetab sotsialiseerumist organisatsioonis ja algaja õpetaja refleksiooniprotsessi.

Eelprojekti ja rakendusmudeli loomise käigus on määratletud osapoolte kohustused, töötatud välja men-
torkoolituse programm ja ülikoolipoolse tugi-programmi põhimõtted ning abimaterjalid tegevuses osalejatele.
Rakendatakse kombineeritult koolisest mentorlust ja tugiprogrammi ülikoolide kutseaasta-keskustes.

Kutseaasta I etapil toimunud **rakendusmudeli testimine ja empiirilise analüüsi** tulemused võimaldavad
kavandada arendustegevusi ja leida kitsaskohad kutseaasta teoreetilistes alustes. Nooremõpetaja ülesandeks
on sellal põhiliste kutseoskuste kujundamine, mis kulges tõusuteed. I veerandil oli algaja õpetaja
põhitähelepanu olulisematel õpetamisega seonduvatel küsimustel, II veerandil eelkõige klassi juhtimisel, III
veerandil juba õpilaste vajadustega arvestamisel. Võib öelda, et esimene tööaasta on nooremõpetajale
organisatsioonis kohanemise aasta, kuid õppimises organisatsioonis võib kahelda. Ilmnes, et koolikeskkond
mõjutab hinnanguid koostööd, eneseanalüüsi ja professionaalset arengut käsitlevatele kutseoskustele.

Abi kerivate probleemide lahendamisel pakkus nooremõpetajale mentor. Mentori tuge ja tagasisidet
hindasid nooremõpetajad koolikeskkonnas kõrgelt. Nooremõpetajad peavad mentorit eelkõige “kohalikuks
giidiks”. Mentor täidab edukalt oma rolli toetada algajat kooliga kohanemisel, kuid väheseks jääb abi
õpetaja professionaalse arengu kavandamisel.

Kõrgema koostöökultuuriga koolides väärtustavad ka koolijuhid kutseaastat kui algaja õpetaja õppimise
perioodi. Mentori määramisel on koolijuhtide arvates prioriteetideks õpetaja isikuomadused, läbitud
juhendamisalane koolitus või varasemad kogemused. Koolijuhtide ettepanekutest kutseaasta korralduse
kohta võib järeldada, et koolijuhid ootavad kutseaasta riiklikku reguleerimist ja mentoritöö tasustamist.

Hinnang ülikoolide tugiprogrammile oli erinev, sõltudes niihästi eri keskustes tehtava sisust kui ka töö-
korraldusest.

Nooremõpetajate hinnangud kutseaasta olulisusele olid suure hajuvusega, mis näitab, et kutseaastat
väärtustati väga erinevalt, sõltuvalt ilmselt nii mentori abist, ülikooli tugiprogrammi tähenduslikkusest kui
ka nooremõpetaja enda valmidusest tegelda professionaalse arengu analüüsimisega.

Töö teoreetilisest ja empiirilisest analüüsist tulenevad järgmised ettepanekud õpetajakoolituse ja
mentorite ettevalmistamise täiustamiseks, koolijuhtide koolita-miseks kui ka kooliarenduse edendamiseks
tervikuna.

- Õpetajakoolituses tuleb enam tähelepanu pöörata ja eeldusi luua tulevase õpetaja professionaalse
identiteedi (sh professionaalse enesekontseptsiooni) kujundamisele.
- Eneseanalüüs ja professionaalne pidevõpe on põhimõtted, mida iga professionaalne nütüdismaailmas peaks
järgima. Olulisemaid ülesandeid esmaõppes on kujundada valmidus pidevõppeks ja ennast professionaal-

selt arendada. Õpetajakoolituse lõpetanu peab teadma, et esimene tööaasta on oluline aasta õpetaja-hariduses, esimese tööaasta kogemuste analüüsimine koos mentori ja kolleegidega loob eeldused edukaks toimetulekuks edasises kutsetegevuses.

- Mentorkoolituses tuleb oluliselt enam tähelepanu pöörata mentorite oskustele ja valmidusele toetada algaja õpetaja professionaalset arengut tagasiside ja refleksiooni protsessi kaudu.
- Analüüsid esinevate riikide kogemusi, näeme, et valdavalt keskendutakse kutseasta raames algaja õpetaja professionaalsele arengule. Viimased uuringud ja käsitused haaravad ka organisatsiooni kui keskkonda, kus areng ja õppimine aset leiavad. Järjest enam rõhutatakse organisatsioonis õppimist ja õppivat kogukonda (*learning community*) kui õpetaja professionaalset arengut toetavat keskkonda. Antud teema peaks rohkem kajastamist leidma kooliarenduse kontekstis ja koolijuhtide ettevalmistuses. Senini toimunud õpetajate täiendusõppe vorm ei õigusta end, enam õpitakse võrgustikes ja üksiteiselt. Oma kogemuste analüüsimine on praktilise tegevuse muutmise eelduseks. Seega peab koolikeskkond muutuma õpetaja õppimist ja arengut toetavaks ja nii õpetajad kui ka koolijuhid peavad valdama oskust toetada organisatsioonis õppimist.

Hinnates rakendusmudeli sobivust, mis on käesoleva arendusuuringu üks eesmärgi, võib öelda, et loodud mudel sobib Eesti koolikonteksti, ehkki vajab edasiarendust. Koolides toetatakse sotsialiseerumise protsessi, pakutakse tuge kohanemisel uues organisatsioonis ja toimub koostöö eelkõige kooliarenduse küsimustes. Kutsealase arengu kavandamisel ja analüüsimisel on aluseks Õpetaja V kutsestandardis esitatud kutseoskuste kirjeldus, mis aitab mentoril ja nooremõpetajal seada ühiselt arengueesmärgi.

Ülikoolide ja koolide partnerlust algaja õpetaja professionaalse arengu toetamisel võib pidada rakendusmudeli eeliseks, kuna sellise lähenemise puhul luuakse tihe side esmaõppe ja järgneva pidevarengu vahel. Koostöö koolidega annab tagasisidet esmaõppe kvaliteedile ning loob võimalusi teooria ja praktika seostamiseks.

Rakendusmudeli kitsaskohaks on vähesed võimalused mõjutada otseselt koolikultuuri ja organisatsioonis õppimise teket koolides. Esmaoluliseks peab muutuma õpetaja enda valmidus oma tegevust analüüsida ja professionaalsust arendada. Ülikooli tugiprogramm peab enam keskenduma refleksiooniprotsessile nii töös nooremõpetajatega kui ka mentorkoolituses.

Suure mõjuga kooliarendusele on koolijuhtide koolitus. Kuna valdavalt korraldavad seda ülikoolid, peaks koolituse üks oluline teema olema seotud õpetajate professionaalse arengu ja organisatsioonis õppimise toetamisega.

Hinnates Eesti kutseasta kontseptsiooni rahvusvahelises kontekstis, tuleb rõhutada veel kord selle kompleksust. Ülikooli ja kooli partnerlus õpetajate pidevarengu toetamisel ei ole tavapärane. Valdavad korraldavad vastavaid uurimisprojekte küll ülikoolid, kuid nad ei ole protsesside käivitamise ja eestvedamisega nii otseselt seotud, kui on toimunud kutseasta rakendamise puhul Eestis. Praeguseks on kujunenud Põhjamaade ülikoolide võrgustik algaja õpetaja professionaalse arengu toetamiseks ja vastava uurimistegevuse kavandamiseks. Eesti kogemused on vähemalt Põhjamaade (Soome, Rootsi, Taani, Norra) võrgustikus ainulaadne: üheski neis riikidest ei ole kutseasta süsteemselt käivitunud, kuigi kõik riigid on teatud eeltöö selleks teinud. Sealsed ülikoolid korraldavad üksikuid uurimisprojekte omavalitsuste tasandil, et teha ettepanekuid haridusseadustiku täiustamiseks.

Käesoleval ajal on käivitunud Põhjamaid (sh ka Eestit) haaravad võrdlevad uurimused, kus praegune arendusuuring on üheks Eesti-poolseks panuseks. Kindlasti annab kutseasta ainet järgnevatekski õpetaja professionaalse arengu ja koolikeskkonnas õppimise uuringuteks. Täiendavat uurimist vajab koolikeskkond kui õpetaja kutsearengu ja õppimise keskkond. Kooli juhtimise problemaatika ja koolide kujunemine õppivateks organisatsioonideks ka õpetajate jaoks on huvi-objektis olnud mitme uurimuse raames, kuid siiski puudub tervikpilt Eesti koolides valitsevast organisatsioonikultuurist. Nimetatud teemade põhjalikum käsitlus annaks olulisi teadmisi ka kutseasta arendustegevusele edaspidi.

Kutseasta rakendamine eeldab algaja õpetaja kutsealase pidevarengu, esimese tööaasta kui töökeskkonnas õppimise tähtsustamist. Keerulisem on küsimus muutustest arusaamades. Need eeldavad nooremõpetaja valmidust pidevõppeks ja eneserefleksiooniks, mentori puhul eelkõige professionaalse arengu toetaja kontseptsiooni omaksvõtmist. Õppiva organisatsiooni tunnusena koolides on muudatused arusaamise tasandil kergemini saavutatavad, sest need koolid on orienteeritud ka õpetajate õppimisele. Kas kutseasta rakendamisega oleme muutmas oma seisukohti? Kas haridussüsteemi võtmeisikust – õpetajast – on saamas oma professionaalse arengu suunaja? Kas see vähendab tööstressi ja toob noore õpetaja kooli tööle? Vastus on “jah”. Just nende soovidega alustati kutseasta käivitamist Eestis.

REFERENCES

- BANNAN-RITLAND, B. 2003. The Role of Design in Research: The Integrative Learning Design Framework. – *Educational Researcher*. Vol. 32, 1, pp. 21–24.
- BRITTON, E., PAINE, L., PIMM, D. & RAIZEN, S. 2003. *Comprehensive Teacher Induction: System for Early Career Learning*. Dordrecht: Kluwer Academic Publishers.
- CALDERHEAD, J. 1988. The Development of Knowledge Structures in Learning to Teach. – J. Calderhead (ed.) *Teachers' Professional Learning*. London: The Falmer Press.
- CALDERHEAD, J. & SHORROCK, S. B. 1997. *Understanding Teacher Education*. London: Falmer Press.
- COCHRAN-SMITH, M. & LYTTLE, S. 2003. Teacher Learning Communities. – J. W. Guthrie (ed.) *Encyclopedia of Education*. Vol. 7, pp. 2461–2469.
- FEIMAN-NEMSER, S. 2001. From Preparation to Practice: Designing a Continuum to Strengthen and Sustain Teaching. – *Teachers College Record*. Vol. 103, 6, pp. 1013–1055.
- FEIMAN-NEMSER, S. 2002. Learning to Teach. – J. W. Guthrie et al. (eds.). *Encyclopedia of Education 2*. USA: Macmillan Reference. Vol. 7, 2485–2488.
- FULLAN, M. 1991. *The New Meaning of Educational Change*. New York: Teacher College Press.
- FULLAN, M. 2006. *Uudne arusaam haridusmuutustest*. Tartu: Atlex.
- FULLER, F. 1969. Concerns of Teachers: A Developmental Conceptualization. – *American Educational Research Journal*. Vol. 6, 207–226.
- FURLONG, J. & MAYNARD, T. 1995. *Mentoring Student Teachers: The Growth of Professional Knowledge*. London: Routledge.
- GLATTHORN, A. 1995. Teacher Development. – L.A. Anderson (ed.) *International Encyclopedia of Teaching and Teacher Education*. Cambridge: Pergamon, pp. 41–46.
- HARGREAVES, A. 2003. *Teaching in the Knowledge Society: Education in the Age of Insecurity*. Philadelphia: Open University Press.
- HARRIS, A. & MUIJS, D. 2005. *Improving Schools Through Teacher Leadership*. London: Open University Press.
- HARRISON, J., LAWSON, T. & WORTLEY, A. 2005. Facilitating the Professional Learning of New Teachers Through Critical Reflection on Practice During Mentoring Meetings. – *European Journal of Teacher Education*. Vol. 28, 3, pp. 267–292.
- HESS, B. B. 2000. *Sotsioloogia*. Tallinn: Külim.
- HULING-AUSTIN, L. 1990. Teacher Induction Programs and Internship. – W. R. Houston (ed.) *Handbook of Research in Teacher Education*. New York: Macmillan, pp. 535–548.
- HUYSMAN, M. 2000. An Organizational Learning Approach to the Learning Organization. – *European Journal of Work and Organizational Psychology*. Vol. 9, pp. 133–145.
- IMANTS, J. 2003. Two Basic Mechanisms for Organisational Learning in School. – *European Journal of Teacher Education*. Vol. 26, 3, pp. 293–311.
- JÄRVINEN, P. 2001. *On Research Methods*. Tampere: Tampereen Yliopistopaino Oy.
- KAGAN, D. M. 1992. Professional Growth Among Pre-Service and Beginning Teachers. – *Review of Educational Research*. Vol. 62, 2, pp. 129–169.
- KERA, S. 1997. Sotsiaalne valmidus õpetaja kutseobivuse eeldusena. – U. Kala (toim.) *Võimalus ja paratamatus olla õpetaja*. Tallinn: TPÜ Kirjastus, lk. 129–136.
- KOLB, D. A. 1984. *Experimental Learning: Experience as the Source of Learning*. New York: Jossey-Bass.
- KORTHAGEN, F. 1999. Linking Reflection and Technical Competence: the Logbook as an Instrument in Teacher Education. – *European Journal of Teacher Education*. Vol. 22, pp. 191–207.
- KRAAV, I. 1997. Õpetaja suhtlemispädevusest. – U. Kala (toim.) *Võimalus ja paratamatus olla õpetaja*. Tallinn: TPÜ Kirjastus, lk. 221–227.
- KRULL, E. 1998. Õpetaja professionaalne areng: teooria ja praktika. – M. Hallap, T. Õunapuu (toim.) *Õpetajakoolitus III*. Tartu: Tartu Ülikool, lk. 7–28.
- KRULL, E. 2002a. *Eesti õpetaja pedagoogilised arusaamad, arvamused ja hoiakud millenniumivahetusel*. Tartu: Tartu Ülikooli Kirjastus.
- KRULL, E. 2002b. School Practice as a Determinative Factor of Teacher Education Renewal. – K. Niinistö, H. Kukemelk, L. Kempainen (eds.) *Developing Teacher Education in Estonia*. Turku: Painosalama OY, pp. 106–117.

- LACEY, C. 1987. Professional Socialization of Teachers. – M. Dunkin (ed). The International Encyclopedia of Teaching and Teacher Education. Oxford: Pergamon, pp. 634–645.
- LACEY, C. 1995. Professional Socialization of Teachers. – L. A. Anderson. *International Encyclopedia of Teaching and Teacher Education*. Cambridge: Pergamon.
- LAVE, J. & WENGER, E. 1991. *Situated Learning: Legitimate Peripheral Participation*. New York: Cambridge University Press.
- LAURIALA, A. 1997. *Development and Change of Professional Cognitions and Action Orientations of Finnish Teachers*. Oulu: Oulu University Press.
- LORTIE, D. C. 1975. *Schoolteacher: A Sociological Study*. Chicago: The University of Chicago Press.
- NIGLAS, K. 2004. *The Combined Use of Qualitative and Quantitative Methods in Educational Research*. Tallinn: TPÜ Kirjastus.
- NIKKANEN, R. & LYYTINEN, H. K. 2005. *Õppiv kool ja enesehindamine*. HTM: El Paradiso.
- PEDAJAS, M.-I. 1983. Kümme aastat hiljem... – M.-I. Pedajas (koost.). *Üliõpilasest õpetajaks*. Tallinn: TPedI, lk. 73–91.
- SCHÖN, D. A. 1983. *The Reflective Practitioner*. New York. Basic Books.
- SENGE, P. 1990. *The Fifth Discipline: The Art and Practice of the Learning Organisation*. New York: Doubleday.
- SHAVELSON, R. J., PHILIPS, D. C., TOWNE, L. & FEUER, M. J. 2003. On the Science of Education Design Studies. – *Educational Researcher*. Vol. 32, 1, 25–28.
- SIKKA, H. 1997. Altklassiõpetaja tööga rahulolu mõjutavatest teguritest. – U. Kala (toim.). *Võimalus ja paratamatus olla õpetaja*. Tallinn: TPÜ Kirjastus, lk. 175- 180.
- SQUIRES, G. 1999. *Teaching as a Professional Discipline*. London: Falmer Press.
- STOKKING, K., LEENDERS, F., JONG, J. D. & TARTWIJK, J. V. 2003. From Student to Teacher: Reducing Practice Shock and Early Dropout in the Teaching Profession. – *European Journal of Teacher Education*. Vol. 26, 3, pp. 329–349.
- TALTS, L. 1997. Õpetajakutse muutuste kontekstis. – U. Kala (toim.). *Võimalus ja paratamatus olla õpetaja*. Tallinn: TPÜ Kirjastus, lk. 93–100.
- TALTS, L. 1998. Altklassiõpetaja kutsekindlust mõjutavad tegurid. – L. Talts (koost.). *Algõpetuse aktuaalseid probleeme VIII*. Tallinn: TPÜ Kirjastus, lk. 86–130.
- TEACHERS Matter: Attracting, Developing and Retaining Effective Teachers. 2005. OECD Report.
- TICKLE, L. 2000. *Teacher Induction: The Way Ahead*. Philadelphia: Open University Press.
- TRANSBERG, K. 2002. Teacher Training in Estonia: Historical Background. – K. Niinistö, H. Kukemelk, L. Kempinen (eds.). *Developing Teacher Education in Estonia*. Turku: Painosalama OY, lk. 29-40.
- VADI, M. 2001. Organisatsiooni käitumine. *Tartu: TÜ Kirjastus*.
- VEELMANN, S. 1984. Perceived Problems of Beginning Teacher. *Review of Educational Research*. Vol. 54, 2, pp. 143–178.
- VILLEGAS-REIMERS, E. 2002. Teacher Preparation, International Perspective. – J. W. Guthier et al (eds). *Encyclopedia of Education*. 2, Vol.7, USA: Macmillan Reference, pp. 2470–2475.
- WANG, J. & ODELL, S. J. 2002. Mentored Learning to Teach According to Standard-Based Reform: A Critical Review. *Review of Educational Research*. Vol. 72, 3, pp. 481–546.
- ÕPETAJA V. 2005. [kutsestandard]. www.kutsekoda.ee (20.07.2006).
- ÕPETAJAKOOLITUSE riiklik arengukava 2006- 2013 (eelnoõu). 2003. Tartu-Tallinn. <http://www.hm.ee/index.php?03236> (10.10.2006)
- ÕPETAJATE koolituse raamnõuded. 2000. Vabariigi valitsuse määrus nr 381. www.andmevara.ee (20.07.2006).