

Towards effective teaching: Induction for a changing higher education context.

効果的学習に向けて：高等教育機関環境の変革のための導入

STEPHEN O'Connor
IPU New Zealand

要旨： 国公立学校教育における効果的な教育のための基準は、特定の技能と実践から構成されていると認識されている。本稿では、英国、米国、フランス、ニュージーランドと日本の教師資格要件の概要を説明した後、特に高等教育機関での必要条件の比較において、効果的な教育方法の概念を検討する。

新人講師に対してほとんど研修を行わない部門全体の非標準化の結果として、講師間の抱合的連携を示唆すると共に、高等教育における効果的な教育の発展と実践的コミュニティを維持すること、及び環境の変革のために、組織や実践を中心としたフレームワークの導入を提起した。

Abstract : The criteria of effective teaching in public school education are understood to comprise particular skills and practices. This paper examines the notion of effective teaching in this sector, and then after providing an overview of teacher qualification requirements in the UK, the USA, France, New Zealand and Japan, specifically compares these requirements with the higher education sector. As a result of non-standardization across the sector in the training of new lecturers with little or no training, an induction framework is suggested incorporating collaboration amongst faculty members, centered around communities of practice in order to maintain and evolve teacher effectiveness in a changed, and changing higher education context.

Keywords : Teacher qualification – Teacher effectiveness – Teacher certification – Induction – communities of practice

Introduction

The research project originated as a result from a discussion with the researcher's Faculty Dean on the idea that effective teaching can be learnt and is not innate. As IPU New Zealand has a number of academics who are new to teaching in the classroom, the discussion turned towards how best to support new lecturers who have little or no teaching experience. Starting a new vocation can be daunting and even though new lecturers will have the content knowledge, the 'how' of diffusing it can be elusive without any formal training. Gossman (2008, p. 166) contends that "Most teachers...have been taught about their subject area but not necessarily taught to teach." The initial process of induction can be the difference between a sink or swim outcome in their first few years of teaching. This paper examines

the perception of effective teaching within public schools and makes comparisons with the higher education sector, drawing on the relevant literature and using the New Zealand context as an example. These relationships of effective teaching between the sectors will be analyzed against the lack of unified accreditation standards of new lecturers in higher education in order to investigate the emerging transformations of induction processes that are occurring within universities to better lead lecturers towards being an effective educator within an ever evolving sector.

Effective Teaching in the Public School Sector

In order to meet and maintain professional standards, teachers in the public schools across Early Childhood Education, Primary and Secondary

Teaching sectors must undertake an initial certification and then some form of induction in their formative teaching years. Teaching is a profession that is considered to be fulfilling but also at times demanding and complex. Across all ages, languages, ethnicities and subjects, teachers can have a direct impact on the lives of the students they teach. As such, teachers develop a style that is distinctive to them, and there is evidence of teaching approaches and methods that are successful. These have been thoroughly researched and implemented into teaching pedagogy across all levels and countries. But what makes an effective teacher? In the public teaching sector, The Department for Education of the United Kingdom's National Standards regards effective teachers as those who "are accountable for achieving the highest possible standards in work and conduct" (p. 10), and the National Board for Professional Teaching Standards in the United States aims for its teachers to "maintain high and rigorous standards" (p. 8). Likewise, the New Zealand Curriculum for the teaching sector defines an effective teacher as someone who can "teach all the students effectively" (Ministry of Education, 2017, p. 34). Building on this, new standards will be introduced in 2021 with the Code of Professional Responsibility and Standards for the Teaching Profession that includes six standards outlining the supposition of effective teaching within the New Zealand context (Teaching Council, p. 14). However, there is literature on pedagogy in this area that is more contained and specific. Alton-Lee's (2003) best evidence synthesis outlines ten research supported criteria of effective teaching to raise achievement amongst diverse students, which could be applied for any classroom in New Zealand, or the world. These ten points are summarized below:

- 1) Focus on student achievement.
- 2) Pedagogical practices that maintain classes to remain cohesive and caring.
- 3) Links between the schools and the students' cultural context.

- 4) Teaching that is responsive to how the students learn.
- 5) Learning is sufficient and effective.
- 6) Multiple tasks support learning cycles.
- 7) The curriculum goals, resources and all school practices are aligned.
- 8) Pedagogy scaffolds and provides feedback on student engagement.
- 9) Pedagogy facilitates learning orientations, student self-regulation and metacognitive strategies.
- 10) Teachers and students engage in goal orientated assessment (Alton-Lee, 2003, p. iii).

Also, in order to support Maori in New Zealand Secondary schools, The Te Kotahitanga Effective Teacher profile is a professional development program that supports teachers to improve learning outcomes for Maori students. It focuses on six elements; these being: pastoral/performance care for students, management, effective engagement with students, effective teaching strategies, and the promotion monitoring and reflection on outcomes that lead to learning improvements for Maori students (Ministry of Education, 2018). In addition, a review of two hundred pieces of recent research across the education sector by Coe, Aloisi, Higgs, and Major (2014) suggested six components of effective teaching. These were; content knowledge, quality of instruction, classroom climate, classroom management, teacher beliefs and professional behaviors. For the most part, all teachers in the public school sector from early childhood to secondary must be trained and accredited, then undertake an initial formal induction program for the first two to five years of their work.

Teacher Certification and Accreditation

According to a review of teacher certification processes world-wide by Libman (2012), there are a variety of differing methods and processes that educational bodies license their teachers. In the United Kingdom teachers are required to attain the teaching minimum standards in 1) educational behaviors 2) knowledge and understanding and 3) practical teaching skills to gain their Qualified Teacher Status (QTS) across the three different age level types. In comparison, France has more demanding certification processes. Once they have a degree, potential teachers must pass an examination in their discipline, then a one-year internship and finally an assessment by a panel of judges, with no more than 60% of teachers becoming fully certified. Contrasting the rigidity of the government endorsed standards for teachers in Europe, the United States doesn't have a unified national system for their teachers to become accredited, and instead are reliant upon individual states to maintain the standards for certification. The teaching standards were coordinated by a private institution, the National Commission on Teaching and America's Future (NCTAF). For the most part, across the different states, the focus is on the basic skills, academic, subject and pedagogical knowledge. Because of the ad hoc process of accreditation done state by state, examinations may take place before entrance into the course, or after completion and follow the Praxis series, (Praxis Series: Professional Assessments for Beginning Teachers) which covers holistic standards that implements both theory and practical aspects (Wang, Colman, Coley, & Phelps, 2003). In some Asian countries investigated by Libman, certification is gained through the completion of teaching training courses at university, with Japan basing their licenses for teachers on how they performed in their individual courses at university. Libman (2012), contends that overall, these standards across the levels and from country to country are demanding, with the current focus on developing robust teachers that have been through a certification process based around the output of specific skills, so they are ready

for the classroom.

Higher Education Teaching Standards

In direct contrast to the public schools' system, within the higher education sector, most of the lecturers learn their skills on the job, as worldwide there is no uniform teaching standards. Also, the educators in these institutes generally do not have to have a teacher's certification. (Viskovic, 2006) Across Europe for instance, there are no national standards and also in the United Kingdom there is only a publicly funded institution; the Higher Education Academy (HEA) which promotes and encourages the professional standards of teachers, rather than a government led accreditation system or a unified national curriculum that is compulsory in other sectors of the education sector (Barlow & Antonio, 2007). The New Zealand higher education sector follows the same path in allowing Ako Aotearoa to only advocate for and maintain the training path during teaching (Honeyfield & Fraser, 2012). Thus, each institution is designing and implementing their own program for educators new to tertiary teaching. All New Zealand universities provide training for new lecturers, with ongoing support as well (Universities New Zealand, 2018). Auckland University has a comprehensive but short induction program run through its Centre for Learning and Research in Higher Education (CLear). The center runs a series of seminars over three days focusing on teaching pedagogy and delivery in the classroom under the umbrella of the Teaching Catalyst Program (The University of Auckland, n.d.). Lecturers can also gain a Postgraduate Certificate in Higher Education which includes participation in communities of practice. Otago University focuses more on the administrative aspects of introduction to the university by having Departmental Induction Facilitators (DIFs) (Otago University, n.d.) and Waikato University undertakes personalized induction programs for new lecturers in collaboration with their line managers (The University of Waikato, n.d.). As previously mentioned, some institutions have a post graduate certificate in tertiary teaching

which teachers can undertake, but for the most part these are voluntary and have less requirements than a graduate diploma in the early childhood, primary and secondary sector of teacher education. A study by Viskovic (2006) within the New Zealand Higher Education context across three different types of tertiary institutes found that the teachers when initially starting had little teacher training and had feelings of “being thrown in the deep end,” and “having to cope.” (p. 329)

Even though, both internationally and in New Zealand, there are no national standards for the teaching that takes place in the higher education sector, there are similarities in the expectations of effective teaching with the school public sector (Kreber, 2002, Mckeache, 2007, Su & Wood, 2012). These are centered in subject knowledge, methods used, and professional behaviors. However, a paper by Universities New Zealand (2018) that focused on the quality of tertiary teaching in New Zealand's eight universities, found that professional standards are being met and maintained by lecturers, but that also in fact the whole process was rather “ad hoc” (p.76).

There are a number of key professional issues that the higher education sector has been undergoing for the last couple of decades. A demand for academic services has seen an increase in the types of higher education institutes which provide a range of learning services at the academic, industry and vocational level. The expectation is that the sector is more accountable in the educational services it provides and how they implement them (Hodkinson & Taylor, 2002). Compounding this in the New Zealand University sector, universities are receiving less funding per student from the government, but general costs of maintaining a financially viable institution have increased (Universities New Zealand, 2018). According to a study by Barlow and Antoniou, (2007) this shift has placed increased priority on the enhancement of teaching that takes place by lecturers. This expectation has also come with the caveat of widening access. The implications of this large increase in students attending higher education institutes, has increased the pressures and stress on

the institutional systems. According to Browning, Thompson and Dawson (2014) a combination between support and workload management for new academic staff needs to be considered, for if these proponents are not adhered to, there is a high likelihood of staff leaving (Watanabe & Falci, 2016).

Induction of Teachers in The Public School System

In order for teachers to maintain their professional development and become effective, they need to be retained to remain in the profession. There is often a gap in quality between beginning teachers and their more experienced counterparts. Research suggests that induction programs are a means to facilitate their longevity and alleviate attrition rates, as well as improving the quality of teaching (Neilson, Barry & Addison, 2006). On the micro level, a definition by Neilson et al (2006) of induction is “the period when teachers have their first teaching experience and adjust to the roles and the responsibilities” (p. 15) and Wood and Stanulis, (2009) taking a more holistic overview, defined quality teacher induction as “the multi-faceted process of teacher development and novice teachers' continued learning-to-teach through an organized professional development program of educative mentor support and formative assessment” (p. 3).

Piggot-Irvine, Aitken et al (2009) measured the success of these induction programs through the utilization of a set of twenty empirical qualitative studies across the four public school sectors. The findings suggested that a range of strategies be coordinated for induction and that a collaborative support network was important and necessary. They concluded that induction provided a supportive environment that valued new teachers and “nourished its young” (p. 195). Long, McKenzie-Robblee, Schaefer, Steeves, Wnuk, Pinnegar, and Clandinin (2012) focused on the level of success induction programs had in order to address teacher attrition and retention. They based their findings around 93 studies from across the primary and secondary sector in Canada, the United States, Australia, New Zealand and the United Kingdom.

Within and across these countries they found a diverse range of induction programs and for the most part, that the quality of teaching amongst new teachers was improved because of the induction process. Similarly, Neilson, Barry and Addison (2006) believed that research has shown that qualified and effective teachers are the foundation of student achievement and that teacher induction was a predictor for this, as had the critical examination of 15 empirical studies on induction by Ingersoll and Strong (2011).

Within the New Zealand public schools' context this induction process is overseen by the New Zealand Teaching Council (NZTC). Teachers, upon receiving their initial certification must undertake a period of induction while still Provisionally Certified Teachers (PCTS) until they can become fully certified (Teaching Council, 2019). During this time of provisional registration, they will receive a structured support program of reciprocal support based around "learning conversations" (Education Council, p. 4) rather than simply advice, until they are deemed to have met the Satisfactory Teacher Dimensions set by the NZTC, and can then be awarded full registration (Piggot-Irvine, et al, 2009). The Education Council have ensured the induction is effective through comprehensive guidelines centered around support that is "comprehensive", "educative" and "evaluative" (Education Council, 2011, p. 8).

Higher Education Induction

An important process of being initiated into a work organization is through an induction process. As previously mentioned, in the public teaching sector across pre-school, primary and secondary levels the induction process can take up to five years in order for full accreditation of the teacher, but in complete contrast, higher education institutions are designing and implementing their own programs for educators new to teaching. However, as the Higher Education context does not have any formalized standards for its lecturers that are new to teaching, the induction process takes on a vitally important role. Trowler & Knight (1999) have framed induction

within the professional formal activities that support the new lecturer to operate efficaciously in their new institute. These formal activities can include orientation programs, departmental handbooks, mentoring schemes and support for teaching. Billot and King (2017) present more approaches including, 'mentorship', 'office sharing', 'team teaching' and 'research collaboration' (p. 612). Ennals Fortune, Williams and D'Cruz (2015) in their study of health professional's induction, found that a one-way transformation of responsibilities left the new academic bereft of the essential practice of identity formation, which they argued was essential in the formative years of their academic teaching. In order to provide a bridge between these disparities, Wenger's Communities of Practice has been suggested as a means for individuals to acclimatize to their workplace environment (Viskovic, 2006). The concept is based around, "groups of people who share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an ongoing basis" (Wenger, McDermott and Snyder, 2002, p.4). Communities of Practice are viewed as a method for new lecturers to connect and engage amongst themselves and also with older colleagues which enables them to build their academic identity and increase efficiency (Darwin and Palmer, 2009). There has been a great number of studies in support of the Communities of Practice model in order to assist new academics. Maintaining an open dialogic is a key factor in the success of the communities of practice. Laksov, Mann and Dahlgren (2008) found from a case study in a Swedish university that they worked especially well when embedded with the caveat that the participants drove the agenda within them. Also, Warhurst (2008) advocated for the communities to include critical reflectivity as part of the continuing dialogue between the staff. In comparison, a longitudinal study by Cox (2013) in the University of Miami focused on a more specific type of COP called a Faculty Learning Community (FLC), providing much more intense support for new academics run by the university's academic development center. It included tri-weekly meetings for a year and required

the voluntary participants to undertake and maintain specified outcomes. However, not accounting for the prescriptive nature of the FLC, the participants felt that they had made good progress with their academic development over the year. Also, Gourley's (2011) small scale study centered on new lecturers who have entered academia with a professional vocational background and no teaching certification or experience. She found they struggled with the expectations of finding a balance between their teaching and their expected contribution to research. Gourley contended that the expectations of the pre-existence of COP were a myth, at least within the confines of her participant's university. The research then outlined a series of recommendations focusing on the explicit sharing of information, suggesting mentoring or shadowing in order to mitigate the problem. In contrast, to placate the findings of the small scale study by Gourley, a recent study at Auckland University corroborated the success of COP and added an extra dimension that had new academics in a community of practice called Catalyst which involved them collaboratively sharing ideas, outside their departments, and then uniquely incorporated peer mentoring in order to maintain continuity with the program, and thus enabling them to better integrate into the wider academic environment (Kensington-Miller, 2018). These social practices within the induction process, it has been argued, incorporating a more informal setting, allow a newer academic to learn more quickly their roles (Remmik, Karm, Haamer, and Lepp 2011).

Also, recent research into professional development of new lecturers and induction have drawn on the importance of socio-cultural theory and a collaborative approach to induction. The individual's belief in their ability to achieve their goals affects a lecturer's capability to perform successfully. A particularly important time for this is when new lecturers start, and so the induction stage is paramount. The focus on social theory and the more informal aspects has looked to implement practices that can ease the transition into academia. Dunkin's (1991) study, looked at the process of induction corroborated with feelings of higher self-

efficacy. However, it was tempered with some lecturers feeling less valued because of too much scaffolding. Other studies have sought to categorize grounded theories as a method to support induction through socialization (Trowler & Knight, 2000). Staniforth & Harland, (2006) prioritize induction as not only the responsibility of the Head of Department, but also the entire faculty. Mathieson's (2011) study continued this reasoning of introducing socio-cultural dimensions, citing the positive impact of embedding the approach into centralized induction programs by lecturers critically engaging with the process. There is literature that regarded the induction process negatively with regards these informal processes (Walker, 2015). Issues arose based on presumptions of preparedness and competency, with academics from different cultures having a difficult time adapting to the new, foreign teaching environment they had found themselves in, and the lack of support encountered with the initial induction.

From one perspective, these purposeful studies operating within the framework of socio-cultural theory, can be regarded as an addition to the value of professional development for new lecturers, trying to understand the increasingly diverse, complex terrain of new teaching in higher education, coupled with the challenges, and also facilitating pedagogic support for the day-to day realities of the job. Billot and King (2017) contend that with the increasing pressures and time constraints enforced upon the higher education sector, a collaborative approach based around socio-theoretical theory, and that is carefully crafted, seems to be the way forward in order to provide personalized, professional scaffolding to the new lecturer and better prepare them for academic life and their professional careers. Nevertheless, according to Laksov, Mann, and Dahlgren (2008) university teachers and the different disciplines they teach in, promulgate different methods of teaching. They range from teacher centered to more learner centered. They advise that there needs to be an understanding of these pedagogy differences in order to properly support teachers in communities of practice within induction. Whereas, the induction process continues to be primarily the pathway into

the introduction for teaching for any new appointees, there still seems to be the need for research of the best practice for induction with Billot and King (2017) noting the success of academic induction as “under-researched” (p. 613).

Conclusion

This paper has argued that a collaborative approach incorporating a socio-cultural framework of induction is important to ensure the quality of university teaching and learning. This paper maintains that the criteria of induction adopted in the public school sector has been a useful proxy for effective teaching. This paper contended that with the continually changing educational environment and increased emphasis from government policy makers for accountability in the higher education sector, there seems to be a need for an understanding of the challenges for new lecturers with no formal training in their first few years of teaching. An induction course that incorporates a collaborative approach amongst and between faculty members, embedded within Communities of Practice, but also mindful of the differing pedagogical methods of the practitioners could be a means of improving the professional development of new lecturers who have little or no teaching experience. If these approaches to induction are incorporated, the notion of effective teaching in higher education would continue to resonate within a changing context.

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