

MANAGEMENT OF NOVICE TEACHERS' INDUCTION TO THE PROFESSION: MODERNIZATION OF THE RUSSIAN SCHOOL METHODOLOGICAL SYSTEM

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Keywords: Initial teacher education, Novice teachers, Novice teachers' adaptation, Induction, Induction policies and programs, Russia

The current context of general education in Russia is distinguished by the availability of programs ensuring the development of human resources potential in educational institutions. Particular attention is paid by the government of the Russian Federation and by local authorities to projects related to the effective adaptation of novice teachers in the professional pedagogical environment. This process involves collaborative work of management and staff of general education institutions, higher education institutions, ministries and agencies. The leading mechanisms of professional development are modernization of the initial teacher education (ITE) and reflexive management technologies in the educational institutions. Creating qualitatively new content and conditions of scientific and methodological support to a novice teacher in the elaboration of new professional standards requires the development of networking and productive innovations in the education system. This paper reveals the development of innovative

for citations:

Valeeva R., Baklashova T., Latypova L. (2018), *Management of Novice Teachers' Induction to the Profession: Modernization of the Russian School Methodological System*, Journal of e-Learning and Knowledge Society, v.14, n.2, 39-50. ISSN: 1826-6223, e-ISSN:1971-8829
DOI: 10.20368/1971-8829/1493

organizational models of advanced training for administrative and pedagogical personnel at the regional and municipal levels in Russia.

1 Introduction: Russian approach and aims of induction policies and programs

Support of novice teachers' induction has become a pressing issue, both in Russia and across the globe, and its purpose and goals need to be reconsidered in accordance with current and future contexts. Questions arising from this include the development of teachers' professional identities in the early years of teaching; intersection and connection between the contextual, cultural and biographical factors affecting their learning to become an effective teacher; how the system of initial teacher education should be reformed in order the early years in the profession were a less negative and less traumatic experience. Some answers to these questions can be found in the research of novice teachers from around the world which have informed the thinking and approach adopted in Russia in recent years (Achinstein *et al.*, 2010; Bickmore & Bickmore, 2010; Britton *et al.*, 2003; Fantilli & McDougall, 2009; Flores, 2006; Wong, 2005).

The problem of a novice teacher induction to the profession and the professional formation of future teachers is relevant due to the social significance of the professionalism factor in the Russian education modernization.

The implementation of projects related to the induction of young teachers to the professional environment is carried out in accordance with the national priorities of formal and non-formal teacher education legally enshrined in the Law of the Russian Federation of 29.12.2012 № 273-Federal Law "On education in the Russian Federation"¹, the Labor Code of the Russian Federation². Moreover, it is legislated in the Unified skills guide for positions of managers, specialists and non-manual workers, approved by the Ministry of health and social development of the Russian Federation of 26.08.2010 No. 761p.³

The design of these programs is carried out according to the Teachers' professional standard (2013)⁴, which states that the teacher of the 21st century is a harmoniously developed person aspiring to spiritual, professional, general cultural and physical perfection, able to select the most effective means and technologies of training, able to organize reflexive activity possessing high degree of professional competence. To meet these requirements, it is

¹ <https://xn--80abucjiihv9a.xn-p1ai/%D0%B4%D0%BE%D0%BA%D1%83%D0%BC%D0%B5%D0%BD%D1%82%D1%8B/2974>

² http://kodeks.systems.ru/tk_rf/

³ <http://legalacts.ru/doc/prikaz-minzdravsotsrazvitija-rf-ot-26082010-n-761n/>

⁴ http://www.edustandart.ru/wp-content/uploads/2017/04/rofessionalnyj_standart_pedagoga_2013.pdf

necessary to modernize the school methodological system, which manages the professional competence quality of novice teachers at the executive and tactical levels (Nikiforova, 2012).

2 Theoretical background: Russian researches on difficulties in teaching activities of novice teachers

The process of novice teachers' adaptation involves overcoming many didactic, methodological, organizational, educational and other challenges that accompany their teaching practice. The overwhelming majority are not ready for fruitful work due to lack of work experience, communication, knowledge of the profile of the educational institution, the school collective, the parental community, and other reasons of adaptational and professional nature.

The first comprehensive Russian study of novice teachers' work challenges was done by N.V. Kuzmina (1967). The scholar revealed the essence, classification, structure of these challenges on the basis of some characteristics, content and dynamics, established professional aspects that cause re-adaptation and maladaptation.

T.S. Polyakova (1983) investigated the main challenges in the pedagogical activity of novice teachers, made an attempt to identify the main psychological and educational obstacle that mostly influences the quality of teaching and educational processes.

According to the studies of A.G. Moroz (1983), the process of interdisciplinary connections formation by novice teachers is accompanied by overcoming psychological and educational challenges.

The analysis of the primary sources demonstrates that adaptation and maladaptation processes in novice teachers have become even more complex because of the worsening social and economic situation in the country and the aggravation of a whole range of problems. L.V. Konovalova (2011) highlights a number of challenges novice teachers face in the period of their professional adaptation in a multinational region.

O.V. Nazarova (2003) studied the dynamics of the adaptational processes of novice gymnasium teachers in the context of general secondary education modernization. In her study, she proved that the adaptational processes of trainee teachers are optimized thanks to passing dominant intelligence test during their vocational selection; design and implementation of a special set of measures to overcome maladaptation and optimize the functional states of novice teachers.

3 Challenges of the ITE in Russia

Teacher education takes a special place and has a fundamental role in the modernization process of the whole education system in Russia. Currently 279 higher education institutions train teachers (with 438 thousand students in total). The system of teacher education in Russia is orientated towards one of the biggest markets: it trains teachers for more than 140,000 educational institutions with a variety of specializations which serve 37.27 million students annually. The total number of students in pedagogical institutions is more than 500,000 people. Within these institutions the educational process is organized by 80,000 educators (instructors, lecturers, teachers, etc.)

In accordance with the article 10 of the Federal Law “On Education in the Russian Federation” (2012) the current system of professional education in Russia consists of the following levels:

1. secondary professional (vocational) education;
2. higher professional education (bachelor’s degrees);
3. higher professional education (specialist and master’s degrees);
4. higher professional education (highest qualifications).

At the same time, despite a rather large number of graduates of teacher training institutions, the pedagogical composition of schools in Russia shows a growing trend toward aging of personnel. O.V. Polyakova, L.A. Latypova and D.D. Sungatullina (2017) write about the age-related imbalance of teachers and the gap between the expectations of young teachers and the objective reality they face in school. The urgent problem of the increasing number of teachers leaving the profession (1,031,700 teachers in 2013/2014), and the age-related imbalance of school teachers is becoming obvious (according to statistics, in 2013/2014 teachers aged 35+ amounted to 801,600, whereas teachers under 35 totaled only 230,100 (Labor and employment, 2015, p. 143).

The problems faced by young teachers, their professional deficiencies and requests are evidenced by the results of an international study TALIS (Teaching and Learning International Survey) (Russian teachers, 2015). Novice teachers have difficulties with professional communication and face obstacles in accessing professional development. Meanwhile, they are not ready to solve practical teaching problems and have insufficient knowledge of modern teaching techniques (Pinskaya *et al.*, 2016). The results of the TALIS-2013 study also suggest that the roots of the problems faced by young Russian teachers lie in their inadequate training.

In 2014 the project of teacher education modernization was initiated by the Ministry of Education and Science of the Russian Federation. The main objective of this project was to provide teacher training in accordance with the

professional standard of the teacher and the federal state educational standards of general education (Bolotov *et al.*, 2015). In recent years, both at the federal and regional levels, serious efforts have been made to support young educators, increase their income, organize mentoring and promote the development of their professional competencies (Valeeva & Gafurov, 2017).

4 Design and evaluation of induction programmes

The implementation of programs on novice teachers' support in Russian educational institutions is carried out within five areas, contributing to the development of teachers' ability to participate in the innovation activities of general education:

- Increasing the motivation of novice teachers;
- Building up the methodological potential of young teachers;
- Advanced training of novice teachers;
- Individual support of novice teachers;
- Corporate culture development and social partnership development.

Network partners in the induction of young teachers to the professional pedagogical environment that are relevant to each area of the program (management and staff of general education institutions, higher education institutions, the Ministry of education and science) are developing projects to ensure its successful implementation and achievement of the objectives (Kharavinina, 2011). The projects are interconnected and coordinated by partners to gain benefits and manage successfully.

4.1 *Increasing the motivation of novice teachers*

Within the first area of novice teachers support programs implementation in educational institutions, the projects "Modern classroom", "Business and psychological security" are implemented, contributing to the young teachers' motivation improvement through the development and use of intra-school (institutional) standard equipment of modern classrooms, creating conditions for the prevention of young teachers' emotional burnout.

The "Modern classroom" project aims at creating optimal conditions for work to improve the efficiency of the educational process. The final event is participation in the professional competition among classrooms organized by the education authorities.

The project "Business and psychological security" aims to overcome the syndrome of professional burnout, reduce anxiety and tension in interpersonal relations, the mental self-regulation ability of teachers, which contributes to a

positive change in individual psychological characteristics. Implementation of the project involves: theoretical and methodological analysis of the emotional burnout syndrome in foreign and Russian literature, planning activities based on the needs of schools; the diagnosis of the predisposition to stress degree, measuring the degree of emotional burnout; the development of preventive measures against emotional burnout among teachers; organization and conduct of training sessions, sports and art therapy

4.2 Building up the methodological potential of young teachers

Within this area such projects as “The management of introduction of the Federal State Educational Standard”, “Toward the Professional Standard” promote the increase of young teachers’ methodical potential.

The implementation of “The management of introduction of the Federal state educational standard” project involves: evaluation of professional and creative development as well as professional difficulties of a young teacher, actualization of the creative educational orientation, transformation of the updated knowledge into an effective personal paradigm for professional and creative development based on the formation of an individual educational path; management of difficulties by means of teachers’ round tables, training seminars, tutor support, understanding of new standards, development of creative potential of the teacher on the basis of the management, advisory assistance from administration, analysis of creative activity with the adjustments of the “Self - concept”.

The “Toward the professional standard” project involves the preparation of young teachers to implement the professional standard of the teacher in order to improve the quality characteristics.

4.3 Advanced training of novice teachers

Within this area such projects as “Professional development”, “Points of growth” are implemented in the educational organizations. They contribute to improving the skills of young teachers, their encouragement and support, to enhance the prestige of educational institutions through the growth of teacher’s professional skills.

The aim of the project “Professional development” is the professional competence and sustainable self-reflection skills formation, making the structural integrity of the pedagogical activity. This aim determines the following project stages: the course analysis, questionnaires, organization and conduct of personalized training courses, training seminars at school, project work presentation.

The teaching staff of the educational institution requires innovations and search for fresh resources. The “zone of growth” is crucial for every teacher, especially for a beginner. The project “Points of growth” is designed to help young teachers undergo the application procedure and job relevance certification, to increase the motivation level for self-education, self-realization, and creativity in the professional activity

4.4 Individual support of novice teachers

Within the fourth area the project “Mentoring and partnership” is being organized in educational institutions. It contributes to the activation of training, consultative targeted support for each novice teacher and motivation of young teachers to increase their professional skills.

Development of conditions for teachers' adaptation and consolidation in school is relevant for heads of educational institutions when working with young personnel. It is important to identify difficulties and adapt the system through the development of a long-term action plan, joint discussion of problems, methodological weeks, etc.

4.5 Corporate culture development and social partnership development

Within the fifth area the projects “Corporate culture” and “Social partnership” are implemented. They contribute to the creation of the educational space as an environment of the widest possible range for the personality development of a young teacher, acting in accordance with social values and priorities, expectations and interests.

The coherent system of values and behavioral norms allows educational organizations to set a single development focus for their own employees. Well-implemented corporate culture allows not only to improve the process of internal communication but also to ensure the staff loyalty, which helps to maintain the team spirit. It contributes to the improvement of the quality of education. The project is accompanied by a survey, analysis of the general education social capital, SWOT-analysis, planning of joint activities, discussion of the “Pedagogical code of ethics.”

The aim of “Social partnership” is to create an open community of different social institutions, which allows improving the quality of general educational work, solving the problem of student socialization

5 Empirical example of the conducted pedagogical experiment on the novice teachers immersion projects

In the study of the problem of novice teachers' induction to the profession,

their immersion into the real educational environment of the secondary school we conducted a pedagogical experiment in which novice teachers from several educational institutions (63 people) involved in the system of novice teachers immersion projects (42 of them having a bachelor's and master's degree in Pedagogy; 21 - not having a bachelor's degree in Pedagogy, but having a master's degree in Pedagogy). The main task of the experiment was to determine which vector directions of young teachers support programs are more conducive to their professional development. During the experiment initial research interviews were conducted before the involvement of young teachers in immersion projects (August-September, 2017), as well as final research interviews (January, 2018). The evaluation of the results of the activity was carried out using reference parameters. During the interviews, young teachers were asked to give their viewpoints regarding the impact of the reference parameters on their professional development (the formation of psychological and pedagogical competence, the development of methodological potential, the development of corporate culture, etc.). At the initial stage, opinions were more assumptive and based either on teachers' previous experience of participating in projects or on their intuition. The final interviews were of longer duration; teachers' conclusions were well-reasoned and valid due to their extended experience in each of the reference parameters of the survey. Evaluation of the experimental results was carried out by statistical processing of small samples (the Mann-Whitney U test). The results of the pedagogical experiment are presented in Tables 1 and 2

Table 1
THE REFERENCE PARAMETERS AFFECTING THE PROFESSIONAL DEVELOPMENT OF NOVICE TEACHERS - GROUP 1 (42 MASTER STUDENTS WITH BACHELOR'S AND MASTER'S DEGREES IN PEDAGOGY)

The reference parameters	Initial interview	Final interview
Growth of the motivational component: - project activities on the organization of the working environment of the teacher by equipping the classroom with modern technical facilities; - project activities on novice teachers' emotional burnout prevention	34 38	35 41
Methodological capacity increase: - project activities organized by the school's methodological service to innovate the content and teaching technologies caused by the introduction of the Federal State Educational Standard	35	39
Professional development: - project activities on novice teachers' professional training	27	28
Continuing individual support of novice teachers: - project activities on the involvement of young teachers in the processes of mentoring and partnership.	26	28

The reference parameters	Initial interview	Final interview
Corporate culture level improvement: - project activities on the development of social partnership, the creation of the educational space of school for personal development	31	33

Table 2
REFERENCE PARAMETERS AFFECTING THE PROFESSIONAL DEVELOPMENT OF NOVICE TEACHERS - GROUP 2 (21 MASTER STUDENTS NOT HAVING A BACHELOR'S DEGREE IN PEDAGOGY, BUT HAVING A MASTER'S DEGREE IN PEDAGOGY)

The reference parameters	Initial interview	Final interview
Growth of the motivational component: - project activities on the organization of the working environment of the teacher by equipping the classroom with modern technical facilities; - project activities on novice teachers' emotional burnout prevention	25 17	26 21
Methodological capacity increase: - project activities organized by the school's methodological service to innovate the content and teaching technologies caused by the introduction of the Federal State Educational Standard	225	28
Professional development: - project activities on novice teachers' professional training	18	15
Continuing individual support of novice teachers: - project activities on the involvement of young teachers in the processes of mentoring and partnership.	28	33
Corporate culture level improvement: - project activities on the development of social partnership, the creation of the educational space of school for personal development	18	20

The results of the study reveal the following. Positive dynamics is observed in two groups of respondents on the reference parameter “Growth of the motivational component”, where a larger increase in the results of the final interview is noticed in the project activity on novice teachers’ emotional burnout prevention. The project “Business and psychological security” implemented by the psychological service of the educational institution made it possible to clearly organize and plan the work of young teachers, to overcome the monotony of work, to reduce the deficit of administrative, social and professional support. The project “Modern Classroom” designed to promote the growth of motivation in young teachers showed a slightly positive dynamics in two groups of respondents. This is due to a relatively low level of teachers’ initiative caused by the lack of competence in the field of modern technical teaching aids, lack of ability to systematize the media library on the profile of the subject. Besides, the development of digital laboratories for the subjects that initiated the “Modern Classroom” project realization demands

from a novice teacher to have a high level of ICT technology knowledge and is time-consuming. The reference parameter “Methodological capacity increase” is characterized by a sharply positive dynamics in the two groups. It comes from the fact that the content of education is innovated in the school because of the transition to the new federal state educational standards for general education. A positive trend was observed in the first group of respondents in reference parameter “Professional Development”. The negative dynamics in this parameter in the second group of respondents is explained by the lack of differentiation of educational content for the students not having a bachelor’s degree in pedagogy. The project “Mentoring and partnership”, according to the respondents, had a positive impact on their professional development.

As for the reference parameter “Continuing individual support of novice teachers”, there is a positive move in the two groups of respondents. In the group of novice teachers having a bachelor’s degree on another major (not in Pedagogy), this parameter is given more importance. The reference parameter “Corporate culture level improvement” is connected with the level of social capital formation of the educational institution. Project activities aimed at developing social partnership, as well as the creation of special educational school space for personal development both for students and teachers had a positive influence on the development of novice teachers. The positive dynamics in the two groups of respondents is thanks to the equal participation of everyone in collective interaction

6 Discussion

Professional adaptation of novice teachers is associated with high emotional tension, as they are just learning a new field of activity, committing many mistakes, experiencing setbacks. At this time, the young teacher is guided by mostly opposite standards “good - bad”, and any unforeseen event in school life causes either a positive or a negative, depressed state.

Pedagogical obstacles the novice teachers meet at school shouldn’t be considered only in a negative way. Their overcoming is to some extent necessary and even useful as it has a stimulating nature, contributes to the professional and creative growth of a teacher. This, in turn, allows the novice teacher to re-evaluate and optimize teaching activities.

Didactic challenges have shifted from mastering the content of new programs and textbooks in the 1980s to the acquisition of work experience using the latest teaching technologies, which is typical of modern educational concepts and wide school and university practice. It follows that one of the key factors ensuring successful adaptation of future teachers is the relevant, reasonable and proper content of their university training.

Problems arise due to the fact that a young teacher at the beginning of his

professional career has sufficient knowledge, but insufficient skills, since he has not yet formed professionally significant qualities, so the young teacher needs constant methodical help from the teacher-mentor.

Conclusion

The objectives of the induction to the profession of a young teacher programs in Russia are the following: to develop a systematic approach to the organization of continuous education and improvement of professional competence of novice teachers in general education; to increase motivation of novice teachers for active implementation of innovative technologies and participation in competitive movement; to enhance the level of social capital; to improve the system of scientific and methodological work and its organization; the activation of creative potential of young specialists in the synthesis of advanced pedagogical experience and its extension; the formation of the successful young teacher image through the formation and timely maintenance of the portfolio; the creation of a consolidation system of young professionals in the educational institutions.

Provided that we consider the activity of a novice teacher as a manageable system, then it is possible to identify several management objects, where quality determines the implementation of new standards.

The mission of novice teachers' induction to the professional environment programs is to convey information about the main modernization spheres of Russian education to every newcomer, create conditions for the continuous development of teachers' professional knowledge and skills, improve their pedagogical skills and, consequently, the quality of education

Acknowledgements

The work is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University.

The authors declare that they have no conflict of interest

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