AMERICAN UNIVERSITY OF BEIRUT

UNDERSTANDING THE EXPERIENCE OF NOVICE TEACHERS FOR PLANNING FOR AN INDUCTION PROGRAM:
A CASE STUDY OF A PRIVATE SCHOOL IN LEBANON

by
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ABSTRACT

OF THE THESIS OF

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Title: Understanding the Experience of Novice Teachers as a Basis of Developing a Plan for an Induction Program: A Case Study of a Private School in Lebanon

The study examined the perceptions of novice teachers and administrators about novice teachers' experience as they transition from college to their first years of teaching. The study purpose is to identify novice teachers and instructional supervisors' perspectives regarding the challenges novice teachers face during their first years of teaching in addition to the administrative support provided to assist them during this phase. Also, it aims at comparing these perspectives to best practices in the reviewed literature on supporting novice teachers to derive recommendations for addressing novice teachers' needs. Finally, it aims to plan an induction program grounded in the data collected and responsive to the school context and novice teachers' emerging needs that would support novice teachers during the transition phase. The study is conducted in one K-12 private school in south Lebanon. Participants include 8 new teachers, instructional supervisors including one principal, 4 department heads, and 4 subject coordinators, in addition to 4 veteran teachers. The study adopted the qualitative case study design and fall under the interpretivist approach. Data includes field notes, semi-structured individual interviews with each of the selected teachers and instructional supervisors and focus group interviews. Data are analyzed and coded using the interpretational analysis approach. The findings of the study reveal that the perception of the participants regarding supporting novice teachers converges in some respects with the recommendations of literature while in others it does not. However, even though there is some alignment with what literature proposes as effective ways to support novices, participants do not seem to have a framework from which they are operating purposefully, as people's actions and ideas seem reactionary and on prompt rather than brought in strategically. Drawn from the study results, recommendations for practice are suggested in the form of an action plan and recommendations for research are also proposed.

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CHAPTER 1

INTRODUCTION

Background

One of the leading causes of novice teachers' struggle is that they feel overwhelmed with the profession's demands as they are expected to take the same responsibilities as experienced teachers (Darling- Hammond, 2005). Many of the challenges that those teachers encounter during their first years of teaching are shared across countries and stem from similar reasons. Western research studies have given much attention to exploring the challenges novice teachers face during their first years of teaching as they strive to progress in their teaching profession (Ingersoll & Strong, 2011; Whalen et al., 2019; Kearney, 2019). Many researchers report that novice teachers feel isolated due to the administrators and colleagues' lack of support and guidance (Darling- Hammond, 2005; Veenman, 1984). With the added demands on the teaching profession, teachers must keep pace with technological advances, the ever-expanding curriculum, and the new teaching practices (Ingersoll & Strong, 2011). This puts high expectations on novice teachers who have to be skillful and competent in delivering instructions and in dealing with students with diverse individual needs. Faced with this reality, novice teachers often find themselves incapable of effectively managing the classroom and effectively managing students' behaviors (Voss et al., 2017; Wolff et al., 2015). Furthermore, they fail to address the students' differences and deliver clear instructions that respond to the learning needs of each student they encounter (Maulana et al., 2015).

Within this context, many novice teachers leave the profession (Ingersoll & Strong, 2011), while others, who decide to stay in the profession, develop "coping

strategies" that might help them survive; however, they often impede successful

teaching (Feiman-Nemser, 2001). According to Feiman-Nemser (2001), inadequate

teaching practices impact students' quality of instructions and shape the teaching

style of novices throughout their careers. Thus, novice teachers need support during

their first years of teaching. It is important to note that the literature employs a

variety of terms to describe teachers who have recently entered the teaching

profession, such as novice teachers (Fantilli & McDougall, 2009; Feiman-Nemser,

2001) or beginner teachers (Ingersoll & Strong, 2011; Kearney, 2019). In the current

study, the researcher refers to beginning teachers in their first three years of teaching

as novice teachers.

Research has shown a strong correlation between teachers' level of proficiency

and students' success (Darling- Hammond, 2005; Ingersoll & Strong, 2011; Hattie,

2012). Ingersoll and Strong (2011) examined 15 empirical studies to explore the

impact of induction on beginning teachers. Results showed that providing beginning

teachers with support and guidance from experts is essential to learn the teaching

profession's skills, increase their commitment and retention, and improve students'

learning. For this reason, a growing number of researchers recommend that the first

years of teaching of novice teachers are considered as a phase of "learning to teach"

based on a well-structured induction program (Kearney, 2019; Mitchell et al., 2019;

Wang et al., 2008; Ingersoll & Strong, 2011).

Induction programs are considered to be a substantial phase in teachers' lifelong

professional development since it familiarizes novice teachers with the school culture,

processes, and policies. It aims at developing their capacities and their teaching skills.

Also, it decreases their attrition and bridges the gap between the novice teachers'

theoretical knowledge and the applied world. An induction program is described as an extensive, consistent, and ongoing professional set of processes designed to help novice teachers learn the profession's skills with the help and support of the community, administrators, and colleagues (Çobanoglu & Ayvaz-Tuncel, 2018). Through this program, novice teachers have the chance to learn from their experienced colleagues and administrators who are willing to guide their teaching and improve their pedagogical skills and instructional practices. Induction programs, according to Helms-Lorenz et al. (2016), are "more or less planned and organized regulations which support and help beginning teachers to be sufficient and effective experts" (p.4). Mitchell et al. (2019) noted that effective induction programs positively impact teachers' retention, teachers' pedagogical performance, and students' outcomes. Similarly, Ingersoll and Strong (2011) assert that effective induction programs decrease novice teachers' attrition and alleviate their struggles. Due to the importance of induction programs in developing novice teachers' proficiency which in turn shape students' education, it has become a widespread program in the West, and it has been legislated and mandated on educational institutions in various countries (Darling- Hammond, 2005).

In Lebanon, teachers are prepared prior to assuming their role by programs offered by the faculty of Education in different private universities across Lebanon and programs offered by the Teachers' College at the National Lebanese University of Education. The latter was established to prepare teachers of all subjects and grade levels (El-Amine, 2007). Several researchers have given attention to investigate the content and components of various teachers' preparation programs in Lebanon (Bahous & Nabhani, 2011; Du et al., 2020). Results show that teachers do not start their career with the same preparedness and training. Teachers vary in their

philosophies, teaching approaches, and exposure to the fieldwork depending on the institution from where they graduated (Bahous & Nabhani, 2011). Research also show that Lebanon's teachers' preparation programs lack unified national standards, which create a problem of "inconsistent quality among teachers" (Bahous & Nabhani, 2011).

Moreover, most teachers' preparation programs are rich in theoretical components more than the practicum fieldwork (El Amine, 2007; Bahous & Nabhani, 2011; Du et al., 2020). Lebanese students' teachers reported that though they were introduced to various new teaching methods, especially the students' centered approach, they started their career with major concerns stemming from their lack of confidence in their ability to apply these new methods due to the lack of practical knowledge about what activity to use and how to implement it. Consequently, linking educational theories and practices is highly recommended as teachers need to be coached on practical activities instead of being asked to memorize theoretical methods during their initial teachers training (Du et al., 2020).

Furthermore, research results show that most of these teacher training programs do not prepare teachers to keep up with the pace of the educational reform of the 21st century as they do not develop the pedagogical and instructional skills of teachers to keep pace with the global educational reform (Bahous & Nabhani, 2011). As a result, teachers cannot contribute to the development and advances of the educational systems, and in turn, they cannot transform these skills into practices that support the learning of their students.

On the other hand, on the job, in-service training is offered to both private and public schools' Lebanese teachers. Lebanese public-school teachers receive in-

service training designed and conducted by the Center of Educational Research and

Development (CERD), established in 1971. According to the CERD website,

teachers' in-service training is fundamental to developing teachers' pedagogical and

instructional skills to keep pace with educational reform. These in-service training

programs aim to improve teachers' teaching methods in different subject matters and

train them in integrating technology into their curricula. The CERD site claims that

training is tailored to address the need for teachers especially those who are not yet

appointed as tenured full-timers in public schools. On the other hand, teachers

working in private schools are subject to non-mandated professional development

programs organized by the school. Most of the time, these professional development

programs offered to teachers are mainly workshops conducted inside or outside the

school. In large scale study, Nabhani and Bahous (2010) inquired about the

perceptions of seven hundred and thirty-nine teachers working in private schools

across Lebanon on the quality and impact of professional development offered in

their schools. Results show that in Lebanon, professional development received by

private school teachers lack centralized and systematic approach. They mainly

include workshops and seminars offered by local schools and universities. As

Nabhani and Bahous (2010) claim, these activities do not enhance teachers' teaching

skills and students' learning due to the fact that they lack of a "systematic monitoring

and follow-up on the implementation and applicability of what has been learned"

(p.207).

Moreover, the various challenges faced by novice teachers stated in the

international literature are also highlighted in the study conducted by Hashem (2013) in

Beirut to examine the experience Lebanese novice teachers undergo during their first

years of teaching. Findings revealed that novices are facing challenges in classroom management, instruction planning and delivery, novice teachers' relationship with their superior, their colleagues, and finally their relationship with the students' parents. Also, the findings showed that none of the schools under study has a fully instituted induction program in addition to the absence of policies that formalize practices directed at inducing novice teachers.

One can conclude from the reviewed literature that the attempts to support novice teachers' beginnings through designing an effective induction are lacking in the Lebanese context. Most existing programs are Western based, making the designed models inadequate to be directly adopted and implemented in the Lebanese context. As Heck and Hallinger (2010) claim, the production of knowledge is culturally bound and cannot be useful in different contexts without testing its relevancy. Designing an induction program to support Lebanese novice teachers must be grounded in the context and responsive to Lebanese novice teachers' needs. Accordingly, this study aims first to contribute to research on the experiences of novice teachers and on the means to face the challenges they encounter as they transition into the profession. It also aims at addressing these challenges by offering research-based design guidelines for an induction program grounded in the reviewed literature and responsive to novice teachers' needs.

Problem Statement and Rationale

The first years of teaching brings many challenges for novice teachers who have to carry on the same responsibilities as veteran teachers, manage classroom, plan effective instructions, meet students' individual learning differences, assess students' learning, and meet school expectations (Ingersoll & Strong, 2011; Whalen et al., 2019;

Kearney, 2019). All these responsibilities turn the first years of teaching for novice teachers into traumatic experiences. According to the literature, the main reasons are the lack of support, the demanding work assignments, and the complexity of the profession (Darling- Hammond, 2005; Veenman, 1984; Du et al., 2020).

Research stresses the prominent role that teachers play in shaping students' learning and future generations with knowledge and education (Darling- Hammond, 2005;). According to Hattie (2012), teachers' quality of instructions impact students' learning and the quality of education. Many researchers argue that receiving quality training and support during the initial phase of the teaching career is considered critical in developing teachers' skills and their positive attitude towards the profession (Feiman-Nemser, 2001).

Studies have shown that pre-service preparation is rarely sufficient to provide novice teachers with all the knowledge and skills required for successful teaching. Moreover, a significant part of this knowledge can only be learnt while on the job (Ingersoll & Strong, 2011). There is agreement that schools play an important role in supporting novice teachers during their initial phase of teaching to increase their proficiency and decrease their burnout and attrition (Feiman-Nemser, 2001; Hudson, 2012; Kearney, 2014). Many research studies have given lot of attention to examining the nature of support that novice teachers receive while transitioning into the teaching profession through exploring novice teachers' challenges (Veenman, 1984) and examining the components of effective induction programs through assessing its effectiveness on novice teachers' development (Mitchell et al., 2019), students' achievement (Darling-Hammond, 2005), and teachers' retention in the profession (Warsame & Valles, 2018). Studies have found that novice teachers who were subjected

to induction programs showed higher levels of autonomy, self-efficacy, and collegiality (Maulana et al., 2015) in addition to higher levels of classroom management, active learning, and pedagogical strategies (Ingersoll & Strong, 2011; Voss et al., 2017) than those who were not subjected to any induction practices. Also, studies report that induction programs that include a combination of mentoring, collaborative activities, principal support, and formal assessments for beginning teachers during their first years of teaching are found to be highly effective in retaining teachers in the profession and in building a strong community of teacher-learners (Warsame & Valles, 2018). Also, research studies stressed the mentor's role in novices' professional growth and the importance of selecting helpful, knowledgeable, and experienced mentors willing to help novice teachers (Mitchell et al., 2019).

While many studies assert the effectiveness of induction and mentoring programs on novice teachers' professional growth and retention in the profession, little research is found on induction practices that addresses the cultural and social particularities of the context. Wang et al. (2008) posited that the influence of induction programs is dependent on social, cultural, and organizational contexts of schools where such components are situated. Thus, they recommend conducting case studies to explore novice teachers' needs in various school contexts and to confirm or reject any generalization related to the effectiveness of induction programs and the extent of their responsiveness to the emerged needs in a particular context. An example of these studies is one conducted by Ibrahim (2012) to develop an induction program responsive to the Emirati culture and educational system. His aim is to reach consensus over the different components necessary for an induction program responsive to the UAE

context. Conducting a study in the Lebanese context would add significant knowledge to the literature about teacher induction programs.

In Lebanon, after an extensive search on the practices of induction programs in Lebanese schools, most of the studies found are in the form of theses and dissertations conducted by students in local universities (Mansour Farhat, 2015; Nehme, 2011; Hashem, 2013). Results revealed the lack of research on the experiences of novice teachers as they transition into the profession and a lack of induction practices in most Lebanese schools to assist the novice teachers (Mansour Farhat, 2015; Nehme, 2011; Hashem, 2013). The study conducted by Hashem (2013) examined the process that Lebanese novice teachers from 15 schools in Beirut go through as they transition from college into the job. Lebanese novice teachers described their experiences as traumatic and full of challenges due to the absence of induction. Also, the study's findings showed discrepancies in the way principals and novice teachers perceive the challenges faced and the sources of support needed. Furthermore, Mansour Farhat (2015) conducted a study to explore induction practices in several Lebanese schools in the Metn area. Results showed that even though some schools had allocated funds for an induction program, none of its activities were implemented or assessed to meet the educational sector's changes and the corresponding novice teachers' needs. As a result, scholars concluded that the absence of induction from teacher training practices results in inadequate teaching skills, directly impacting students' learning and performance (Nehme, 2011; Hashem, 2013).

Due to the scarcity of research studies on novice teachers' transition and induction practices in the Arab world which are limited to research studies that explore the challenges faced by novice teachers (Chaaban & Du, 2017; Du et al., 2020) and the

quality of mentoring (Ibrahim, 2012; Gholam, 2018), in addition to the scarcity of research on examining the extent to which Lebanese schools are using research-based knowledge to support novice teachers and on assessing the quality and effectiveness of induction practices, if existing, on Lebanese novice teachers, this study will be an addition to the literature on the experiences of novice teachers by addressing the social and cultural particularities of the Lebanese context in understanding the needs of novice teachers as the basis for designing an induction program for those teachers. In Lebanon, novice teachers are hired without receiving any formal support on the job to face the day-to-day challenges, developing a design for an induction program that is responsive to the particularities of the context fills a gap in the existing knowledge base about induction programs for Lebanese teachers.

The Purpose of the Study

The reviewed research studies emphasized the prominent role played by attending an induction program in assisting novice teachers during their first years of teaching (Darling- Hammond, 2005; Ingersoll & Strong, 2011). However, there is a scarcity of research studies about the design of an induction program that addresses the social and cultural characteristics of the Lebanese educational system and the needs of teachers. Add to this, in the absence of a successful induction program in most of the Lebanese school; the study aims to understand the experience that novice teachers undergo during their first years of teaching in a private school in Saida and to investigate the policies and practices set by the school to support novice teachers. The school policies and practices are analyzed and compared to the reviewed literature to assist in planning an induction program informed by international best practices yet grounded in the data collected and responsive to novice teachers' needs and Lebanese

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private schools' context. In order to understand novice teachers' needs and assess the schools' policies and practices undertaken to help novice teachers, this study inquired about the perceptions of novice teachers and the instructional supervisors in the school understudy through answering the following questions:

1) What are the challenges faced by novice teachers in the case school regarding their transition to the teaching profession?

2) What is the nature of support that novice teachers receive (professional, personal, organizational) in the case school?

3) What are the design characteristics (components and processes) of an induction program responsive to the school context and novice teachers' emerging needs?

Significance of the Study

The findings of the study provide significant implications for both theory and practice. On the one hand, the findings of this study are also of significance to research. It adds to the literature about the potential commonalities of challenges facing novice teachers across cultural contexts. Moreover, it adds to the scarce research knowledge in the Arab world about the experiences of novice teachers and the characteristics of effective design for an induction program.

In addition, the study provides educational practitioners with insights that can help in understanding novice teachers' perceptions of their experience during their first teaching years. It also provides educational policy makers with design principles to follow while introducing induction programs.

The result of the study also raises the awareness of practitioners, especially school leaders of the importance and critical role of providing timely support to novice teachers. In her study, Karami-Akkary (2014) interviewed Lebanese principals to

examine how they perceive their role. It is found that though Lebanese principals describe themselves as the "highest authority in their schools" and the only ones "responsible of implementing rules and policies, managing the administrative functions, planning and organizing instruction" (p. 726), none of them mentioned their responsibilities in supporting novice teachers.

Furthermore, the study's findings are valuable for educational policymakers because it provides them with a design informed by the international literature and responsive to novice teachers' needs. Thus, it offers policymakers a prototype for a model that can be scaled up to be followed by all Lebanese schools and become institutionalized as the first stage of teachers' professional development.

CHAPTER 2

LITERATURE REVIEW

Since the aim of this study is to examine the challenges faced by novice teachers during their first years of teaching and the practices that support their transition. This chapter focuses on reviewing the literature that explores novice teachers' challenges to understand the most common challenges faced by novice teachers across countries and to explore the literature on the components of an effective induction program, its effects on teachers' growth, and the role of the principal, the mentor, and colleagues in supporting this program.

Challenges Faced by Novice Teachers

Novice teachers are recognized as teachers who are in their first three years of teaching after having graduated with a bachelor's degree in education. A significant number of research studies assert that novice teachers are faced with many challenges that render their first years of teaching shocking and depressing. Lack of administrative support, lack of collegial support, failure in managing students' disturbing behaviors, failure in managing instructions, and challenging work assignments are the most common challenges faced by novice teachers during their transition years (Darling-Hammond, 2005; Veenman, 1984; Fry, 2007; Fantilli & McDougall, 2009; Hashem, 2013; Chaaban & Du, 2017).

Lack of Administrative Support

The lack of administrative support was identified as one of the significant challenges faced by novice teachers. In the study conducted by Ingersoll and Smith (2011), novice teachers reported that the lack of administrative support was one of the leading causes for leaving the job. According to Darling- Hammond (2005), this is due

to the fact that the school's principal assumes that novice teachers come to school well prepared and ready to achieve the same responsibilities and duties as experienced teachers without any help. Thus, they are left on their own to develop their skills using the mentality of sink or swim instead of following structured instructions and constructive feedback (Fantilli & McDougall, 2009). In the study conducted by Bickmore and Bickmore (2010) to examine the principals' role in supporting novice teachers, novices highlighted that the absence of the principal's personal interaction with teachers renders him/her unwilling to listen to novice teachers' problems, and unable to provide them with the guidance and support needed. Also, novices reported that this lack of interaction led to their questioning their competency and it was the main reason for them leaving the profession. In their study on identifying the causes that lead novice teachers to leave the job, Ingersoll & Smith (2011) revealed that 28.6% of novice teachers having 1-3 years of experience resigned during the 2008-2009 school year. 9.6% left due to their discontent with the administration, and 11.7% left due to lack of administrative support.

Working in Isolation

Novice teachers' isolation is another major challenge reported to face novice teachers and to impact their teaching journeys (Dickson et al., 2014; Warsame & Valles, 2018). Novice teachers, during their transitory phase, enter a new environment that is shaped by new rules and regulations. Researchers reported that it is hard for them to adapt to the new culture with the absence of colleagues' guide and support (Warsame & Valles, 2018). As Veenman (1984) claim, most novice teachers are not granted the opportunities nor the time to interact with colleagues to engage in supportive dialogues. This lack of social interaction in the school increases novice teachers' uncertainty amidst

all their responsibilities and decreases their confidence in their teaching skills. This kind of environment that hinders social interactions and collegial collaboration increases novice teachers' isolation. The study conducted by Dickson et al. (2014) that explores Emirati novice teachers' challenges showed that novice teachers were surprised when they found that their colleagues are not willing to share resources and were reluctant to answering their repeated questions. Fantilli and McDougall (2009) reported that even though mentoring is widespread in many schools and aims at decreasing teachers' isolation and improve their teaching skills through continual discussion and feedback with their colleagues, the problem of isolation still persists. Mitchell et al. (2019) found that the mentoring experience was not successful due to the lack of qualified, trained mentors who cannot meet novice teachers' needs. This fact aggravates the challenging situation of novice teachers, leaving them feeling disoriented and ill-informed.

Managing Students' Behaviors

Managing students' behaviors are excessively stated in the literature as one of the novice teachers' top concerns (Fry, 2007; Fantilli & McDougall, 2009; Cakmak et al., 2019). According to researchers, novice teachers are always facing dissonance between their ideals and beliefs that they had developed during their pre-service education and their ability to impact their practice within the reality of teaching. Fry (2007) found that due to their lack of experience, it is hard for novices to change their practices and develop classroom strategies to meet students' needs. Students who refuse to follow instructions and who are not motivated to learn were among the most annoying behaviors that was singled out by teachers as causing emotional exhaustion (Çakmak et al., 2019) and leading them to leave the profession (Fantilli & McDougall, 2009). In the study conducted by Dickson et al. (2014), novice teachers reported that it was very hard

for them when they appear to students unable to manage the class or to control students' misbehaviors. This lack of competency in managing disturbing behaviors decreased their self-confidence and impacted their pedagogical practices. While novices attributed the lack of behavioral management to the lack of supportive and effective leadership, they all pointed to the need to be better prepared to face this challenge (Çakmak et al., 2019).

Managing Instructions

Managing teaching instructions and integrating mandated innovative strategies were another challenge reported by novice teachers. Meeting the ever-changing curriculum demands by using distinctive instructions and various students' centered methods was found by many studies to be overwhelming. As Fry (2007) reported, novice teachers faced difficulty in getting familiar with the new methods to keep pace with the reform demands in addition to integrating technological innovations and using various resources in their classroom, which resulted in their feelings of failure and unpreparedness. According to Karlberg and Bezzina (2020), the ongoing reforms in schools with the lack of resources and sufficient training to implement the innovations effectively, posed additional burdens on novice teachers. Also, meeting students' learning differences through changing their teaching approach and using various resources when needed posed them a significant burden, which resulted in their feeling of failure in performing their job (Veenman, 1984).

Furthermore, the lack of educational resources also posed a significant challenge for novice teachers striving to meet the curriculum demands and the new teaching models (Fantilli & McDougall, 2009). Teaching students with special needs included in regular classes was also overwhelming for novice teachers. They are not well prepared

during their pre-service Education to work with students in need of exceptional learning. The fact that impacted most of the time the class progress and management (Cakmak et al., 2019; Fantilli & McDougall, 2009). Thus, the lack of preparedness for using differentiated instructions and the lack of adequate resources to meet the curriculum demands appear to have resulted in their negative feelings towards the profession and led them to leave the profession early.

Juggling a Demanding Workload

Researchers stressed that novice teachers are assigned to the most challenging teaching assignments. They found that they are assigned to the most disturbing students and less desirable classes (Glickman et.al, 2010). They also pointed that the considerable workload assigned to novice teachers, who are still in the process of learning how to teach, is overwhelming. Fry (2007) found that novice teachers have to manage the hard work inside classrooms and achieve the administrative tasks assigned to them. Also, novice teachers reported that they are often asked to be responsible for extracurricular activities, which distract them from their duties of delivering effective instruction for their pupils. In Dickson et al.'s (2014) study, novice teachers reported that the grading system was one of the most challenging duties assigned to them. Thus, coping with substantial job demands in addition to the enormous amount of non-teaching duties assigned to novices caused them to stress, fail, and decide to leave the job prematurely at many times.

Inapplicability of Acquired Theoretical Knowledge to the School Context

Another factor presented in the literature as one of the primary novice teachers' challenges is their inability to apply the theoretical knowledge acquired during their pre-service preparation programs to their teaching into the classroom. The gap between the

theoretical learning acquired during their pre-service preparation programs and the practices required in intricate fieldwork hinders novice teachers from applying their prerequisite knowledge and developing effective teaching for students (Gordon & Maxey, 2000; Bahous & Nabhani, 2011). Ingersoll and Strong (2011) related novice teachers' attrition to their inadequate training. They noted that with the complexity of the teaching profession, existing pre-service teacher preparation programs are insufficient to provide novice teachers with the knowledge needed for effective teaching. According to them, developing effective teaching skills can only be achieved while on the job. Within such context, novice teachers face a reality shock during the transitory phase described by Veenman (1984) as "the collapse of the missionary ideals formed during teacher training by the harsh and rude reality of classroom life" (p. 143). He added that the reality shock is attributed to poor preparation during their pre-service period, to the complexity of the teaching profession, and the fieldwork demands, which renders novice teachers unable to deliver efficient instructions and transmit the classroom fieldwork's skills.

Sources of Support for Novice Teachers

The ultimate aim of any educational organization is to provide students with the best learning. A significant number of research studies stress the strong influence of high-quality teachers on students' success (Hattie, 2012). Thus, it becomes critical that schools' policymakers provide novice teachers with the support they need including planning for induction programs that can transform novice teachers into competent and effective teachers. This section sheds light on the factors that can mitigate challenges novice teachers face during their first years of teaching and smooth their transition to the profession. These factors include the induction program, the principal's support, and

the colleagues' support which are considered crucial factors to promote novice teachers' successful beginning.

Ongoing Professional Development

Professional development is given various definitions in the literature. Professional development refers to any program that is tailored to promote teachers' efficacy throughout the teaching career (Darling- Hammond, 2005). It is also defined as activities designed to enhance teachers' skills and practices to promote students' learning (Guskey, 2000). Day (1999) stated that professional development consists of all learning opportunities and planned activities designed to enhance the individual, group or school and in turn improve the quality of Education in the school,

> It is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purposes of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning, and practice with children, young people and colleagues throughout each phase of their teaching lives (p. 4).

He asserts that teacher professional development includes teacher initial education, known as teacher induction describing it as mainly including the support of an experienced mentors as well as in-service training, emphasizing its importance in building teachers' capacities as they transition into their first teaching job. In what follows, the characteristics and the forms of effective professional development programs are presented and discussed based on the reviewed literature.

Characteristics of Effective Professional Development. Several research studies highlighted the characteristics that should be considered while designing

effective professional development activities (Guskey, 2000; Harris, 2002; Karlberg & Bezzina, 2020). According to many researchers, professional development activities having the following characteristics impact positively teachers' pedagogy. Professional development should be collaborative, emerge from teachers' needs, grounded in practice, given enough time to practice, and sustained over a period of time (Hargreaves & Hopkins, 1994; Harris, 2002; Karlberg & Bezzina, 2020).

Karlberg and Bezzina (2020) claimed that new models of building teachers' capacities focus on designing professional development programs based on structured and purposeful collaborative activities that are relevant to the content they teach and guided with clear goals to improve students' learning, such as collaborative lesson study, collaborative planning, reciprocal classroom observations, coaching and mentoring, and action research. As Harris (2002) claims, "working with colleagues not only dispels feelings of professional isolation but assists in enhancing practice" (p.102), hence, through collaborative activities teachers have the opportunities to engage with their colleagues on reflecting on the teaching and learning process, finding solutions to problematic beliefs, and evaluating the impact of teaching.

Another characteristic of effective professional development lies in its alignment with teachers' needs and being grounded in their practices to produce the desired results (Guskey, 2000). Teachers should participate in the decision making of choosing the professional development activities that are connected to their practices and emerge from their needs to enhance their skills and improve students' learning. If professional development activities are not related to teachers' practices in the school, this would hinder their capacity building. Karlberg and Bezzina (2020) posited that teachers should be placed "at the center of professional development, professional development that

emanates from within the profession allowing practices that are more collaborative and focused on identified needs" (p.4), Thus, effective professional development should entail activities that focus on improving teachers' instructions in delivering the content in order to deepen students' understanding and that are aligned with the curriculum, school goals, and students' needs (Guskey, 2000).

Also, to promote teachers' proficiency, professional development should be granted enough time within teachers' daily schedule to grow professionally through participating in professional development activities that promote teachers' participation and collaboration within and across schools (Hargreaves & Hopkins, 1994). Thus, if the use of new practice is to be acquired, schools must allocate time, resources, and opportunities for teachers to implement the new practice for skill mastery (Harris, 2002). Sustainability of professional development activities is another feature that characterizes effective professional development activities (Hargreaves & Hopkins, 1994; Harris, 2002). Harris (2002) posited that to maintain change in teachers' practices, professional development requires sustained implementation and ongoing commitment over time.

It appears that for professional development activities to be effective they should comprise a series of sustained learning experiences established to produce the desired change in teachers' practices and to enhance their planning and teaching skills, professional knowledge, and communication with colleagues and administrators (Hargreaves & Hopkins, 1994). As Wong (2004) claims, "professional development is effective when it focuses on student learning, promotes collaboration, and ensures sustainability" (p.52).

Forms of Professional Development. Professional development can be designed in various forms that include workshops, collaborative activities such as peer coaching, collaborative planning, mentorship, lesson study, collaborative curriculum development, networks, and book study (Harris,2002).

Workshops are one form of professional development activities that aims at enhancing teachers' knowledge in various areas, such as delivering instructions, teaching methods, classroom management techniques, and teaching students with learning difficulties (Valerie, 1997). It is worthy to note that workshops seem to be more fruitful when they are rich in hands-on activities that are directly linked to teachers' practices, so they improve a specific skill needed for the school (Valerie, 1997). Additionally, Harris (2002) argues that teacher's acquisition of the knowledge presented in workshops requires "on the job support" to ensure the transfer of knowledge into classroom settings and teachers' internalization of the new skill (p.101).

Professional development may also take the form of collaborative planning activities that promote teachers' reflective practices on the teaching and learning process, such as observing and discussing lessons, conducting lessons, and engaging in collaborative planning, which allows teachers to interact with other teachers and reflect together on the teaching process (Harris, 2002). Through collaborative planning, teachers have the chance to delve deeper into their subject matter and expand and refine their pedagogy by using differentiated instructions and using new materials (Valerie, 1997).

Also, mentoring appears to be another collaborative activity between an experienced and new teacher through which new teachers can get direct feedback and support to reflect on their own practice to enhance their skills. Guskey (2000) stresses in

his study the importance of allowing teachers to reflect on their practices as they implement any new method to assess its effectiveness on their skills and knowledge and students' learning. One form of mentoring is peer observation where teachers are observed by other more experienced colleagues and receive direct feedback on their practices and are encouraged to reflect and apply new ideas that enrich their pedagogy (Harris, 2002).

In sum, effective professional development paves the way for teachers to build their capacities according to their identified needs to meet school goals and achieve students' improvement. Fostering collaborative activities accompanied with ongoing reflection on the teaching process are found to promote teachers' improvement, empowerment, and emotional development.

Induction programs are considered as a subset of professional development programs, one that is offered at the initial stages while teachers are transitioning into their profession. They mainly aim at providing support to novice teachers to enhance their learning both at the personal and professional level.

Induction Programs

The first years in any profession have a profound impact on a person's professional development. Darling-Hammond (2005) contends that novice teachers need three years of support to develop their teaching skills, and more than that to achieve mastery. Furthermore, novice teachers cannot learn in isolation; they need to collaborate with their peers, exchange experiences and reflect on their practices to become efficient teachers (Wong et al., 2005). This can be achieved only when school leaders implement induction programs that that encourage novice teachers' learning (Fieman-Nemser, 2001).

Definition of Induction Programs. Induction programs are defined as comprehensive programs planned to support novice teachers, which in turn will change schools into collaborative lifelong learning communities (Warsame & Valles, 2018). Ingersoll and Smith (2011) define teachers' induction as the process of welcoming novice teachers to the new culture of their profession and supporting them in efficiently handling their new roles. Wong (2004) defines induction programs as highly organized and comprehensive programs designed to help novice teachers through extensive, consistent, and ongoing professional processes that involve many people and components and that continues as a sustained process the first three years of teachers' career. Wong and his colleagues (2005) described that comprehensive induction programs mainly consist of a mentoring program, professional development program, and standards-based assessments for novice teachers in their first years of teaching.

In the literature, the induction program and mentoring are often used interchangeably without any distinction. Wong (2004) differentiated between induction and mentoring and noted that the induction program and mentoring hold different meanings. Mentoring is an essential component of the induction process in which veteran teachers or administrators help novice teachers develop their planning and teaching through ongoing meetings and receiving constant constructive feedback on their pedagogical practices (Mitchell et al., 2019).

In sum, we can define induction program as a structured process designed to support teachers and alleviate challenges, they face during their first years of teaching. It is considered as an important phase in teachers' professional development since it builds teachers' capacities and transforms them into lifelong learners contributing to students' improvement and school's success.

History of Induction Programs. For the aim of decreasing teachers' attrition and providing them with a smooth beginning into the profession, induction programs have been initiated in the West and gradually developed into more structured programs of formalized practices that became mandated on larger scale in the North America and Europe (Wood & Stanulis, 2009). The evolution of induction programs in the United States captures the increased interest in this form of professional development. It will be delineated as consisting of five waves discussed in the following section.

During the first wave, Florida was the first state to adopt an induction program prior 1986. The program mainly focuses on novice teachers' needs, but it lacked formality and rigorous organization. After Florida, seven other states started implementing an induction program.

The second wave came between 1986- 1989. During this phase, induction programs included mentoring and emphasized the mentor's role in novice teachers' development. Thirty states in the US adopted induction programs that differ considerably in practices. The most formal ones are those, including professional development and formal observations (Wood & Stanulis, 2009). It is worthy to note that publications on induction and mentoring during this phase used the two terms interchangeably without any distinction as if they correspond to the same process.

The third wave ranged from 1990-1996. More structured induction programs were planned and focused mainly on mentoring, standards-based observations, and formal assessment designed to assess novice teachers' efficiency (Wood & Stanulis, 2009).

The fourth wave of induction programs was between 1997-2006. During that period the programs became more structured and organized; the role of participants in

the program was well defined. They focus on novice teachers' professional development, formative assessment, and mentoring (Wood & Stanulis, 2009). As Ingersoll and Strong (2011) stated, at the end of this phase, 15 states in the United States mandated induction programs, and seventy-nine percent of new teachers were subjected to induction programs.

Finally, we are presently in the fifth wave of induction programs. With the emergence of the No Child Left Behind, policymakers in the US became more interested in retaining qualified teachers and improving novice teachers' teaching. Thus, they focused on the accountability of induction programs by focusing on novice teachers' effectiveness and students' learning. Induction programs became more oriented to promote novice teachers' instructional skills to deliver the content (Wood & Stanulis, 2009).

After reviewing the evolution of induction and mentoring programs in the west, the following section will introduce the status of these programs in the Arab world.

Induction and Mentoring in the Arab World. After an extensive search on research studies that focus on induction and mentoring in the Arab World, few studies are found and most of them are in the form of thesis conducted by students in local universities aiming at examining the experiences of novice teachers, induction programs and mentoring process in their countries (Ibrahim, 2012; Gholam, 2018; Al Rabai, 2014; Hashem, 2013, Mansour Farhat, 2015).

Effective teacher preparation in general and that targeting novice teachers in particular are faced with different challenges in the Arab World. The lack of sustained and institutionalized induction practices and the lack of effective mentoring constitute the major problems that hinder novice teachers' proper preparation in the Arab World

(Ibrahim, 2012; Gholam, 2018; Al Rabai, 2014; Hashem, 2013, Mansour Farhat, 2015).

The following sections will present a discussion on the major problems found in the

Arab literature.

  Lack of Sustained and Institutionalized Induction. The absence of sustained

and systematic induction practices guided by clear policies seems to weaken the quality

of the transition experienced by novice teachers in the Arab countries as well as their

development (Hashem, 2013; Mansour Farhat, 2015). Hashem's (2013) study explores

the induction practices in 15 schools in Beirut to support novice teachers. According to

the researcher, the induction activities found in some Lebanese schools are in the form

of "workshops addressed to novices, discussing teaching methodologies and procedures

with the coordinator, and setting a yearly or term plan in collaboration with more

experienced grade partners" (p.181). Also, results show that subject coordinators are

playing the role of clinical supervisors who are responsible of "regular formative

evaluation for the novice teacher's performance and checking lesson plans and exams

and suggesting modifications" (p.181); however, these activities need to be systematic,

sustained, institutionalized, and regulated by policies to ensure their effectiveness on

improving novice teachers' skills. These findings confirm the findings of the study

conducted by Mansour Farhat (2015) that explore the induction practices in 17 schools

in Al Metn area in Lebanon. The study showed that despite the funds allocated for

induction program in the school, none of its activities were adequately implemented or

assessed to meet the educational sector's changes and the corresponding novice teachers'

needs which results in inadequate teaching skills, directly impacting students' learning

and performance. Also, the researcher posited that the development of induction

program is seen to be based on the schools' own initiatives due to the absence of a law that mandates its development.

    Lack of Effective Mentoring. Reviewed studies conducted to examine the effectiveness of mentoring practices in the context of Arab schools conclude that most of these practices are either scarce or ineffective (Ibrahim, 2012; Al Rabai, 2014; Gholam, 2018; Farhat, 2016). Ineffective mentoring that is characterized by lack of commitment, poor communication, weak relationship, and conflict of interest between the mentor and the mentee seems to inhibit the effectiveness of the support offered to novice teachers through the mentoring process. The poor quality of mentoring was one of the major hindrances of new teachers' preparation as found in the study conducted by Al Rabai (2014). The study examined the mentoring practices in several countries of the Arab World including Jordan, Qatar, Kingdom of Saudi Arabi, and Bahrain. The lack of proper training for mentors and the unproper selection of the mentors by school administration renders the mentoring activities ineffective. Al Rabai (2014) explained that beginning teachers who come to school with fresh innovative ideas and new teaching methods face dissonance between their beliefs and the assigned mentor's beliefs who are still adopting the traditional way of teaching and fear to change. He explains that this is because mentors are chosen based on their availability or for having good rapport with the administration and want to enjoy a reduced teaching load. Similar conclusions were reached in the study conducted by Gholam (2018) in Dubai that examines novice teachers' perceptions concerning the mentoring experience. Novice teachers reported that the collaboration with non-trained mentors lacking the professional skills and interpersonal skills hinders their professional development and increases their emotional exhaustion. In the conclusion of this study, the researcher

recommended that school leaders design an effective mentoring program in Emirati schools that meet the needs of beginning teachers shedding the light on the necessity of providing mentors with formal training. The results from the Emirati study, aligns with the findings of Farhat's (2016) study. The latter revealed that though some schools assign novice teacher to a mentor, they do not train mentors and do not allocate release time for the mentor and the novice mentee which aggravate the workloads for both.

Researchers agree that the absence of effective mentoring practices negatively impacted the experiences of novice teachers. Ibrahim (2012) reported that the lack of mentoring practices in United Arab Emirates' schools resulted in beginning teachers facing many challenges that lead them to leave the profession prematurely. He stressed the importance of supporting beginning teachers through designing an effective mentoring program grounded in the Emirati schools' context and responsive to beginning teachers' needs. In short, induction and mentoring in the Arab world require more attention of school leaders to plan an effective mentoring that includes careful selection and proper training of mentors and release time for the mentor and the mentee to be able to collaborate and develop essential skills and knowledge in novice teachers. Furthermore, policy makers should plan a sustained, formalized set of induction practices directed by a set of policies and assessed yearly to ensure novice teachers' professional growth.

Benefits of Induction Programs. Induction programs constitute the initial phase of novice teachers' professional development. There is agreement among researchers that they impact novice teachers' development at the personal and professional level and can facilitate transforming the organization into professional learning communities (Wong, 2004). The benefits of induction programs on novice teachers' emotional and

professional support in addition to its impact on transforming the school into professional leaning communities will be discussed in the following sections referring to the reviewed literature.

> ***Emotional Support for Teachers***. The positive impact of induction programs on novice teachers' emotional support is excessively highlighted in the literature (Fantilli & McDougall, 2009; Chaaban & Du, 2017). Induction programs offer novice teachers the chance to build positive relationships with colleagues, administrations, and students (Hudson, 2012), in addition they promote their feelings of recognition, appreciation n, and contribution to the school community (Chaaban & Du, 2017) which appear to be the main sources of novice teachers' emotional release.

> In the study conducted by Fantilli and McDougall (2009) to investigate novice teachers' challenges in Ontario, novices reported that the collaboration with colleagues helped them develop positive attitude towards the profession and promoted their self-confidence and reassurance on their practices in confronting the most challenging situations. Also, novices asserted that the presence of a resourceful principal who fosters collaborative culture and is available for questions resulted in their feeling of appreciation and satisfaction. The interaction with colleagues and the principal granted them feelings of acceptance and appreciation which affected their morale and commitment to their job. This goes in line with Ingersoll and Strong (2011) review of research that examined the impact of induction programs on novice teachers. Results showed that nearly most of the studies' findings revealed that novice teachers who received induction practices had a higher level of job satisfaction, motivation, and commitment. Similarly, in the study conducted by Chaaban and Du (2017), novice teachers attributed their job satisfaction to the cooperation with their colleagues from

whom they can learn and exchange ideas and resources. Novices reported that the

support provided by colleagues to manage classroom and dealing efficiently with

students' disturbing behaviors was crucial for decreasing their emotional exhaustion.

Novice teachers declared that the presence of the mentor is a major source of their

emotional support (Hudson, 2012). Furthermore, Hudson (2012) found that the

assistance provided to novice teachers by a trained mentor through modeling teaching,

giving constructive feedback on their planning and practices established trustful

relationships between them. Thus, novices had the chance to discuss their concerns,

suggest new ideas, and mistakes without any fear. Hudson (2012) claimed that the

assistance of the mentor and his/her encouragement, praise, and moral support were

crucial to nurture novices' positive attitude towards the profession and build their self

confidence in their practices.

Professional Growth and Instructional Effectiveness. In addition to providing

novice teachers with emotional support, induction programs offer novice teachers'

professional support. When novice teachers enter the profession, they need support in

planning lessons, using differentiated instruction and resources to meet students'

differences, assessing the learning process, communicating with the administrations and

parents, managing students' disturbing behaviors, and engaging students in the learning

process (Fantilli & McDougall, 2009). An effective induction program impacts novice

teachers' ability to address these demands. The findings of Ingersoll and Strong (2011)

review of research on induction programs' impact on novice teachers showed that

novice teachers who received induction demonstrated efficiency in instructional

teaching practices, such as developing students' centered strategies, using effective

questioning techniques, using differentiated instructions to meet children's interests, and

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managing classroom efficiently compared to novices who did not receive an induction program. This aligns with the results of the study conducted by Maulana et al. (2015) to examine the growth in teaching quality of novice teachers through their students' eyes. Results showed that novices who participated in induction program activities such as peer observation, collaborative planning and discussion with colleagues, and mentoring showed rapid growth in the quality of classroom management, active learning, and teaching and learning strategies compared to those who did not participate in the induction program. Furthermore, Maulana et al. (2015) concluded that induction programs promote novice teachers' self-efficacy, autonomy, and collegiality.

Warsame and Valles (2018) noted that "strong school-based support can potentially compensate for the lack of university-based support" (p.37). Thus, induction programs characterized by administrative support, mentoring, and professional development programs help novices to develop their teaching skills during their first years of teaching and apply theories acquired during their pre-service preparation program into the fieldwork. Through induction activities like hands-on activities and ongoing observations and feedback from experienced teachers or mentors, novice teachers are encouraged to reflect on their own practices and adjust their teaching for the purpose of improving students' performance (Warsame & Valles, 2018). Hudson (2012) stressed the impact of mentoring on novice teachers' learning to teach. Novices reported that the mentor played a substantial role in enhancing their practices through modeling pedagogical practices, modeling effective practices in managing classroom, and providing them with constructive feedback.

Changing the School Culture towards Valuing Professional Learning. The literature stresses the impact of induction programs on transforming the school culture

into professional learning communities (Wong et al., 2005; Etelapelto et al., 2015). Induction programs transform school culture into professional communities that promote collegial support and enhance collaborative learning (Wong et al., 2005). In this community, the role of school leaders is crucial in inspiring and encouraging novices within the boundaries of a healthy environment, where they are guided and helped (Fantilli & McDougall, 2009), and where all teachers work together to achieve a shared vision and common educational goals (Etelapelto et al., 2015). As Bickmore and Bickmore (2010) claim, through induction practices, school leaders appear to play a key role in promoting collaborative and collegial forms of learning and providing novices with sustained professional development that would nurture novices learning and promote their professional growth. Also, the establishment of collegial culture was found to be essential to develop positive relationships between all the school and staff members.

Examples of Effective Induction Program. A significant number of research studies focused on reviewing induction programs worldwide to examine induction programs' best practices and identify the key design components of successful induction programs (Howe, 2006; Wong, 2004; Wong et al., 2005; Kearney, 2014). Several studies also provided empirical data to show the influence of effective induction programs on novice teachers' retention (Darling-Hammond, 1994; Wood & Stanulis, 2009; Ingersoll & Kralik, 2004; Ingersoll & Smith, 2011). Leaders chose the best induction programs in the field based on their design and their effectiveness on teachers' retention and the intensity of support provided (Darling-Hammond, 1997; Howe, 2006, Wood & Stanulis, 2009; Ingersoll & Smith, 2011).

The most recognized programs cited in the international literature (Howe, 2006; Wood & Stanulis, 2009; Ingersoll & Kralik, 2004) and recognized in the United States for their effectiveness in retaining novice teachers and in cultivating growth and success of beginning teachers are the following: The Beginning Teacher Support and Assessment (BTSA) program initiated in California, the well-known Beginning Educator Support and Training (BEST) program in Connecticut, the Flowing Wells Teacher Induction Program for Success (TIPS) in Arizona, the Islip New Teacher Induction Program (INTIP) in New York, and Lafourche Parish Public Schools (FIRST) Program in south Louisiana.

California Beginning Teacher Support and Assessment (BTSA). BTSA is a two-year well-funded program established in California in 1997 and mandated to all new teachers. It aims at providing new teachers with improved assistance and training to improve students' performance. As Howe (2006) reported "BTSA allocated 104.6 million dollars providing 29,000 beginning teachers with formative assessments of their teaching practices and professional development to promote their effectiveness with students; retention in teaching; and satisfaction with the occupation" (p.290). The program mainly includes the mentoring provided by well-trained mentors, formative assessment designed to enhance novices' practices, and reduced responsibilities and release time granted for them. Also, what characterizes this program is the Individualized Induction plan (IIP) developed to assist novice teachers in achieving well specific goals set according to their identified needs. Teachers' progress is documented and the whole program is evaluated according to standards set by the state for the aim of adjusting and refining its activities.

Connecticut Beginning Educator Support and Training (BEST). BEST is a three-year program established in Connecticut in 1986 that "provides novice teachers with support and opportunities for learning and assessment" (Howe, 2006, p.291). During their first year, novice teachers participate in various workshops and seminars and are guided by an assigned mentor with whom they meet regularly to discuss and reflect on their practices. At their second year, novices must complete a content specific portfolio as a culminating activity of their learning to teach. The portfolio includes a documentation on novices' practices in class, their lesson plans, their use of differentiated instructions, videotapes of two model lessons, samples of students' work, and a self-reflection on their own teaching and learning process (Youngs, 2007). The portfolio is assessed by a team of trained teachers. Novice teachers who do not receive a passing score from the second attempt are prohibited from teaching in the state's schools. It is worthy to note that most of the program's funding goes for training experienced teachers to be effective mentors (Howe, 2006).

Flowing Wells Teacher Induction Program for Success (TIPS). The program is five to eight-year program established in 1985 in Tuscon, Arizona. It is recognized as one of the most successful induction programs that is replicated by many other states. Every year, a workshop is held to explain to other schools' districts its design, components, and implementation (Breaux & Wong, 2003).

TIPS provides novice teachers with differentiated professional development program aligned with the new teachers' identified needs and level of expertise. Also, it provides all teachers with an ongoing and organized professional development program to enhance the growth of every teacher (Breaux & Wong, 2003).

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During the first year, new teachers attend four-day seminar prior the beginning of the school year to inform and train new teachers on classroom management and instructional strategies. At the beginning of the school year, the instructional coordinator guides new teachers through observing his/her classes several time to identify the teachers' needs and plan for professional development activities accordingly. During the third and fourth year, the mentor provides new teachers with higher level of training in areas such as students' centered teaching methods and collaborative practices. For effective mentoring, the mentor and the mentee are given a release time to be able to meet and discuss teaching practices. Moreover, the mentor is chosen of the same grade level or same subject of the new teachers (Breaux & Wong, 2003).

In short, this program provides new teachers with ongoing individualized support aligned with their areas of improvement with an emphasis on continual observations and evaluations at various stages.

Islip New Teacher Induction Program (INTIP). The Islip New Teacher Induction Program is a three-year program established in Islip School district in New York in 1996. According to Ingersoll and Kralik (2004), what distinguishes this program is its themes'-oriented structure. The theme of the first year of the program is the classroom management techniques to enhance new teachers' skills in maintain discipline and deal efficiently with students' disturbing behaviors. On monthly basis, novices meet to discuss DVD's and books on this theme such as The Effective Teacher DVD, The First Days of School book, by Harry and Rosemary Wong, and Linda Albert's Cooperative Discipline.

The theme of the second year focuses on instructional strategies including learning outcomes, assessment procedure, and refining instructions. Monthly professional development meetings entail discussion on Both the Art and Science of Teaching and Classroom Instruction that Works by Robert Marzano are held to discuss effective instructional strategies.

Year three focuses on differentiation and big pictures ideas. New teachers learn how to use differentiated instruction to meet students' individual learning needs from the following resources The Differentiated Classroom by Carol Ann Tomlinson and Understanding by Design by McTighe and Wiggins. Add to this, the program offers new teachers with workshops on various topics mainly emerged from the identified needs of teachers such as Cooperative Learning strategies, Stress Management, Time Management, Study Skill Techniques, Multiple Learning Styles, and Self-Esteem for Educators. Finally, new teachers must complete a portfolio that includes samples of students' work and evidence of teachers' professional growth. According to Wong (2004), the success of this program stemmed from establishing team building activities in which collegial groups meet frequently in between formal monthly meetings to discuss their teaching process which results in promoting their sense of belonging.

Lafourche Parish Public Schools (FIRST) Program. The Framework for Inducting, Retaining, and Supporting Teachers (FIRST) program is a three-year program established by Lafourche Parish Public Schools in 1996 in South Louisiana. Ingersoll and Kralik (2004) described that in this program, new teachers participate in 4 days training seminar prior the beginning of the school year. The mentoring program is considered an essential component of this program through which mentor receives additional payment, release time, and intensive training to be able to guide and support

new teachers. In addition, matching the mentor with the mentee based on their grade level or subject area is highly considered in this program (Howe, 2006).

The mentor observes new teacher's classes and gives him/her direct and constructive feedback about his/her practices. Based on the identified needs, the curriculum coordinator, the instructional supervisor, and the mentor cooperate in setting improvement plans that match new teachers' level of expertise. The instructional supervisor conducts demonstration lessons and observes new teachers' classes followed by constructive feedback so that new teachers can adjust their instructions and improve their classroom management skills (Breaux & Wong, 2003).

Also, Breaux and Wong (2003) reported that new teachers participate in a monthly schools' district meeting where they meet with other new teachers and exchange experiences and discuss solutions for their challenges. In the second and third years, new teachers undergo advanced training in areas such as classroom management, assessment techniques, Louisiana components of effective teaching, instructional strategies, and instructional decision making during four half-day sessions. Finally, to promote their sense of belonging and wellbeing, new teachers participate in support groups in which they can talk about their concerns, classroom problems, and their teaching experiences.

Components of an Effective Induction Program. Upon reviewing most of the successful induction programs implemented in different state in USA, Wong (2004) reported that though effective teachers' induction programs differ in reflecting the cultural and social particularities of the context, but they do share common attributes. They all pave the way for novice teachers' collaboration and "include opportunities for experts and neophytes to learn together in a supportive environment promoting time for

collaboration, reflection and a gradual acculturation into the profession of teaching"
(p.288). The common main components identified among these programs are
mentoring; collaborative activities; structured observations; reduced teaching load for
novice teacher; assessment; release time for professional dialogues; professional
networking; and sustained and ongoing professional development.

Similarly, upon reviewing several international quality induction programs
implemented in different countries such as France, Switzerland, Japan, China, and New
Zealand, Wong et al. (2005) reported that these programs have three common
characteristics contributing to their success; first, they are highly structured which
means that the roles of administrators, staff developers, and mentors are well defined.
Second, these programs focus on teachers' professional development and learning,
where the induction program is considered an initial stage of teachers' lifelong learning
process. The third characteristics is the emphasis on collaboration among teachers.
Wong (2004) noted that in these programs, novice teachers participate in study groups
and network where they observe others' lessons and are observed by others to exchange
experiences, resources, and dialogues about effective teaching, thus "all teachers share
together, grow together, and learn to respect each other's work" (p.52).

Novices learn better in a supportive environment where they have the time to
collaborate, reflect, and be familiar with the particularities of the teaching profession.
Hence, the most common practices that constitute an effective induction program
presented in the literature are novice teachers' orientation to the school, mentoring,
building teachers' capacities, and induction program evaluation that are discussed in the
following sections.

Novice Teachers' Orientation to the School. Novice teachers enter the profession without a clear view of what is expected from them. They risk becoming emotionally exhausted in adapting to the new culture, ranging from figuring out where things are located to understand the school's new rules and policies. Hence, novice teachers should be introduced to the school's goals and expectations before the school year. According to Serpell (2000), the first objective of induction programs would be to provide them with a smooth transition to the new environment. This is achieved by designing welcoming and introductory orientation sessions. These orientation sessions should occur before the beginning of the school year and before the students entered school (Kearney, 2014). They introduce novice teachers to school's vision, regulations, faculty members, the job duties and responsibilities, and the evaluation criteria and provide them with concise information about their inquiries which will increase their commitment and reassurance that they are working to meet very clear goals. As Serpell (2000) claim, an effective induction program includes orientation sessions that allow novice teachers to communicate with other teachers and to meet with their assigned mentors. Wood and Stanulis (2009) describe some orientation sessions as planned sessions aim to provide novice teachers with training regarding the school adopted approaches to curricula planning and implementation and the use of effective instructional approach.

Mentoring. Mentoring is one of the essential components of a comprehensive induction program. It is described by Spooner-Lane (2017) as a respectful, trusting relationship established between an experienced teacher and a novice teacher through which the mentor initiates collaborative activities and reflective conversations in order to assist novice teacher to set clear goals and grow professionally. Scholars agree that

the main goal of mentoring is to develop novice teachers' instructional skills (Veenman, 1984). In fact, Stanulis et al. (2012) define mentoring as the guidance provided by an experienced teacher to a novice teacher to help him/her develop his/her professional expertise that enhances his/her teaching practices. Moreover, Moir (2009) asserts, effective mentoring programs require a deep understanding of how adults learn and a solid knowledge of the content and professional teaching standards.

An effective mentoring process, the mentor meeting with the mentee regularly to assist him/her in various areas and engage him/her in different activities to promote their professional growth (Aspfos & Fransson, 2015). During this process, the mentee is encouraged to observe lessons conducted by the mentor, observe lessons conducted by other teachers, plan lessons and teach lessons observed by the mentor to be discussed and reflected on later. However, the selection of the mentor cannot be left for chance, some criteria should be observed while selecting mentors in the school (Hudson, 2012; Aspfors & Fransson, 2015).

There is no consistency in the literature about the type of activities provided by the mentors and their role or how mentors perform their role. However, the most common practices in which the mentor and the mentee are engaged are joint lesson planning, classroom observations, post-classroom observation, debriefing and reflecting on other teachers' classrooms, adjusting teaching strategies, and providing constructive feedback. Wood and Stanulis (2009) described the supporting activities performed by the mentor as listening, providing structure, expressing positive expectations, and serving as an advocate for the mentee in addition to challenging the mentee beliefs through sharing information and observations, insights and perceptions, and theories and interpretations that challenge new teacher's current beliefs, inviting them to consider

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alternatives. In Achinstein and Barrett's (2004) study, novice teachers observed the mentors' classes, mentors collected data about students' understandings and analyzed students' work with the mentee to raise his/her awareness about students' problems. According to Veenman (1984), the most effective mentoring practice is the mentor and mentee's engagement in reflective discussions regarding the teaching and learning process.

For mentoring to be effective, several factors should be considered including matching the mentor with the mentee, providing the mentor and the mentee a release time, and training the mentor. The following sections will shed the light on all these factors.

Mentor Selection Criteria. The selection of the mentor is a critical component of the mentoring program. A growing number of research studies pointed out that not all veteran teachers can be qualified mentors (Ibrahim, 2012; Aspfors & Fransson, 2015). Qualified mentors are skilled educators who have adequate expertise on learning and teaching process (Hudson, 2012), have the willingness to devote time and energy beyond the school responsibilities, and are accessible and knowledgeable of the subject content taught by the mentee (Mitchell et al., 2019). Based on the study conducted by Hudson (2012) to examine the impact of mentoring on novice teachers, novices reported that they experienced better outcomes when working with experienced and committed mentors having the knowledge, the skills, and the will to help others. Aspfors and Fransson (2015) asserted that the role of the mentor requires a set of inter-personal and intra-personal skills that enable him to use their wide knowledge to guide novice teachers in adjusting their pedagogical instructions and practices, to confront their practices and reflect on their beliefs about teaching, and to raise their awareness to look

at challenging situations using different perspectives. Ibrahim (2012) stressed in his study that mentors should have a minimum of five years of successful teaching and be provided with ongoing professional support. Novice teachers often reports that their mentors were the main source of their emotional support through being good listener, trustful, and sensitive to their concerns ready to give constructive criticism and feedback and offer valuable advice when needed (Wood & Stanulis, 2009).

Matching the mentor and the mentee is another factor that is considered crucial for effective mentoring. Aspfors and Fransson (2015) emphasized in their study the importance of matching between the mentor and the mentee based on the grade level or the subject which impact the quality of interaction and mentoring. This result aligns with the study's findings conducted by Mitchell et al. (2019), where participants reported that the matching between the mentor and the mentee regarding the content and grade level was essential for the mentoring process's effectiveness, which had a significant impact on their professional development. Spooner-Lane (2017) stressed the school principal's role in matching between the mentor and the mentee by taking into consideration the mentors' desire to help, ability to build supportive and collaborative relationships, teaching the same grade level, and their availability when needed.

Release Time. Another factor that impacted mentoring's effectiveness is giving the mentor and the mentee a release time to allow for more time of collaboration. In fact, much of the mentoring process's success is attributed to the release time and reduce teaching duties given to the mentor and the mentee to participate in support activities (Wong et al., 2005; Howe, 2006). In Germany, New Zealand, and Switzerland, novice teachers and the assigned mentors have a reduced load of teaching and responsibilities, so they can take advantage of the time for continual meetings and reflections (Wong et

al., 2005). Furthermore, in Switzerland, mentors are granted additional pay, release time, and professional recognition due to the effort, commitment, and time they invest in supporting novice teachers. When the mentor and the mentee have reduced workloads and standard planning time, they can meet, communicate, discuss lessons and provide constructive feedback (Fantilli & McDougall, 2009; Mitchell et al., 2019). The review of research on mentoring programs conducted by Spooner-Lane (2017) showed that novice teachers mentored with full-time release mentors had higher gains in students' achievement and classroom practices. Thus, results suggest that effective mentoring can have strong impact on students' achievement if mentors have the chance to meet regularly with mentees, discuss their concerns, and find answers for their queries.

Training of the Mentor. Mentors' training appears to be essential for effective mentoring. It is not enough for the mentor to have expertise in teaching. Mentors have to acquire skills, knowledge, and expertise in different areas. As Aspfors and Fransson (2015) recommended, for successful mentoring, mentors should receive "a systematic, long-term, research-informed approach to mentor education to develop mentors' capabilities" (p.58). Findings showed that mentors' education is constituted of formal courses at universities, professional development activities, such as coaching or reflective seminars, in addition to action research projects. These training grant mentors the knowledge and the skills needed for effective communication with mentee, challenge the mentee thinking, and enhancing their teaching skills. It is also highlighted in the findings of Stanulis and Ames's (2009) study that examine how experienced teachers learn to mentor, that mentors' training takes the form of ongoing professional development that focus on supporting novices on enhancing student achievement

through development of effective instructional practices, classroom management and motivation.

As Mitchell et al. (2019) claim, mentors who receive specific training are more competent in using differentiated approaches with novice teachers, in responding to their individual needs, and in challenging them to develop new thinking and new teaching perspectives. Similarly, Stanulis and Ames (2009) asserted that trained mentors appeared to be more skillful in collecting evidence from their observations and students' outcomes, which enable them to figure out novice teachers' needs and help them accordingly.

In sum, it is worthy to note that it is not enough to introduce and acclimate the mentee to the school culture; the mentor must be able to meet regularly with the mentee, conduct observations, and provide constructive feedback to promote his/her knowledge, skills, and practices. The reviewed literature also highlights the importance of mentors receiving training and being released of some of their duties to understand their role and responsibilities for providing professional and emotional support to novice teachers as they embark through their first years of teaching.

Building Teachers' Capacities. The induction program is considered the first stage of teachers' professional development in the school since it helps novice teachers improve at the personal and professional level at the beginning of their profession. Wong (2004) explains that "to produce effective teachers, there must be a professional development program that improves the professional skills of educators at every point in their career" (p. 48). He claims that professional development activities deepen novice teachers' understanding of the content knowledge, paving the way for reflection, and enhance students' learning. Wood and Stanulis (2009) posited that professional

development plans are effective only when they are aligned with novice teachers' needs and focus on students' various learning needs. Accordingly, they stressed that the school should plan differentiated professional development activities for the novice who have one year of experience and those who have three years of experience since their needs are different. In their study, Bickmore and Bickmore (2010) determined that the school's administration's support is crucial to create opportunities to identify novice teacher's individual needs and plan sustained differentiated professional development activities that foster collaboration, engage novice teachers in the learning process, and target their identified own needs in which novices can flourish.

According to Çobanoglu and Ayvaz-Tuncel (2018), some forms of professional development are workshops that are tailored to novice teachers' needs, including topics related to classroom management, engaging students in the learning process, the use of differentiated instructions, and introduction to the different forms of assessment. Also, reciprocal class observations among colleagues, joint lesson planning and discussions, and sharing experiences among teachers allow novices to reflect on their teaching practices and adjust their strategies. As Harris (2002) claims, when engaged in self-reflective practices, novices have the chance to inquire and debate the teaching and learning process and develop their proficiency. In Sweden, Karlberg and Bezzina (2020) study that examined the impact that professional development has on novice teachers' learning. Novice teachers reported that professional development programs helped them address the challenges they face in their schools and classrooms, especially in areas such as dealing with students with special education, students with behavioral concerns, and the use of technology in the classroom.

Structured Observations. Observations emerge as one of the activities included in effective induction programs and are considered a critical component for novice teachers' learning to teach. The positive impact of observations on novice teachers' teaching skills is highlighted in the findings of the study conducted by Karlberg and Bezzini (2020). Novice teachers posited that having the opportunity of observing other teachers and being observed by colleagues allows them to reflect on their teaching, grasp new knowledge, and understand how students learn. In the study of Wong and his colleagues (2005) that examined the components of quality induction programs. Findings showed that in New Zealand, "observation of teaching is a key activity in school level induction programs and comes in several varieties" (p.381), while in China, peer observations are conducted in and outside the school. Novice teachers must observe at least eight lessons a semester, followed by a discussion on the lesson. Also, in Japan, novice teachers are required to plan a lesson with the advice and help of guided teachers and then conduct the lesson that is later critiqued by colleagues. In short, these conversations help novices acquire the teaching language, learn from others, and adjust their practices.

Peer Support Network. Upon reviewing quality induction programs in the literature, the most effective induction programs are the ones which foster a collaborative learning community in which teachers have the chance to interact, network, and work within groups (Eick, 2002; Wong, 2004; Wong et al., 2005; Howe, 2006). These reviews found that novice teachers learn when they are engaged in networks and survey groups more than with mentoring itself. This is clearly illustrated in the study conducted by Kearney (2014) that examine the effective components on an induction program to combat teachers' attrition in Australia. Findings showed that by

providing novices with opportunities to collaborate and network with other teachers, teaching becomes a culture of gaining knowledge through collaboration and lifelong learning. As Eick (2002) claims that mutual modeling, observation, and reflections on teaching practices enhance novices' instructional effectiveness. Wong and his colleagues (2005) found that in Switzerland, a group of novice teachers with facilitators and veteran teachers from different schools meet regularly to discuss and reflect on their practical problems and effective solutions. Also, it appears that lesson preparation groups are considered "at the heart of the professional learning culture" in Switzerland, in which groups of new and veteran teachers discuss and analyze lessons they are teaching (Wong et al., 2005, p.380). It is also reported that in New Zealand, novice teachers from different schools network and participate in regional meetings to discuss and exchange their induction experiences (Wong et al., 2005). Similarly, in China and Japan, novice teachers are engaged in "Lesson preparation groups" and "Teaching research groups" through which a group of novices and experienced teachers collaborate in debriefing and discussing lessons they are teaching. Furthermore, they observe and discuss each other's classrooms so these conversation "becomes a natural part of the fabric of any teacher's professional life" (Wong et al., 2005, p.381). In France, all novice teachers are required to attend sessions at the *Institut Universitaire de Formation des Maitres* (IUFM) in order to develop "intellectual status of teacher education and the professionalism of teachers", they share experiences, resources, practices, and learn the academic language (Wong et al., 2005, p.382). In short, collegial collaboration is essential for novice teachers' professional growth. Thus, they need to contribute to a group and network with other teachers to learn from various perspectives and experiences and develop proficiency.

Induction Program Evaluation. Effective induction programs are found to have clear assessment strategies to determine the impact of induction practices on novice teachers' improvement and students' learning. In her study, Kelley (2004) investigated the impact of the Partners in Education (PIE) Program, an induction program jointly administered by the University of Colorado and six schools' districts, on teachers' retention. What characterizes this program is its systematic evaluation methods that seem to be unique. In PIE program, data are collected yearly, and the evaluation methods included surveys and interviews with novice teachers, mentors, and principals that elicit their perceptions on the effectiveness of the program, in addition to classroom observations conducted by clinical professors. Data are analyzed and coded to explore the impact of the program on "perceived levels of teacher professional growth", "the quality of mentoring and support", and "the integration of inquiry-based graduate study and classroom practices" (p.444). It is found that the program evaluation is crucial to identify if the program has met its goals and to inform ongoing modification and refinement of the program to better serve the mentor-mentee relationship and novice teachers' development. Data is collected to examine the effectiveness of mentoring activities and the impact of mentor-mentee collaboration and practices on teaching and learning quality. According to Robinson (1998), the gathering of data can be achieved on the one hand through informal conversations with novice teachers, administrators, and mentors in addition to questionnaires, surveys, and interviews, which reflect novice teachers' satisfaction and improvement, and on the other hand, data can be gathered through novice teachers' formal evaluations mandated by the state including observations, action plans, and written assessments.

In short, programs' evaluation is substantial to ensure the effectiveness of induction programs. It keeps the program focused on its goals and mission and ensure its continuous and incremental improvement.

Principal's Support

Principals appear to play a central role in developing effective induction programs that support novice teachers' teaching and learning. According to Serpell (2000), principals are considered responsible for acclimating novice teachers with the new culture through designing orientation meetings that introduce novices to the school vision, policies, curriculum, personnel, and their responsibilities. Warsame and Valles' study (2018) stress the substantial role that the principal plays in enhancing novice teachers' professional development through designing collaborative activities and learning opportunities between experienced colleagues and novice teachers to exchange information and insights. According to Etelapelto et al. (2015), the school principal presented "the main resource" concerning teachers' sense of professionalism. Similarly, Bickmore and Bickmore (2010) found that the principal seems to be the only one responsible for establishing favorable working conditions for novices by allocating common planning time with mentors, providing access to professional support and collegial interconnectedness, and providing adequate instructional resources.

Principal's support is considered as a major source of novice teachers' emotional release and retention in the profession. Bickmore and Bickmore (2010) found in their study that novice teachers need to feel competent, respected, and recognized while also experiencing a sense of belonging in order to be successful. Principals, with their interpersonal skills and expertise, can nurture those feelings by building professional relationships with them, visiting their classrooms, being visible, listening to

their concerns, providing constructive feedback, and encouraging them to take risk. The study's findings conducted by Dickson et al. (2014) that examine the challenges of Emirati novice teachers showed that the regular meetings between the principal and novice teachers helped them find answers to their inquiries and solutions for their concerns. Novices reported that the regular class observations conducted by the principal assured them about their practices by receiving constructive feedback regarding their classroom management and pedagogical instructions. Hence, the administrative support provided to novice teachers helped them being less overwhelmed and more welcomed. According to Ingersoll and Smith (2011), novice teachers who had consistent and supportive conversations with the principal are the ones who decided to stay in the profession. Also, Fantilli and McDougall (2009) asserted in their study that the relationship between novice teachers and their principals is the key component in the success of the novice teacher. It appears that the principal is the key person who impacts novice teachers' decision to stay or leave the profession.

Also, the school principal roles to support novice teachers is manifested in playing the facilitator role in the mentoring program through planning orientation programs to introduce novice teachers to the school rules and policies and allow them to meet with their mentors. The principal is seen responsible for the success of the mentoring program by considering the components of effective mentoring such as giving the mentor and the mentee a release time for meeting, matching the mentor with the mentee according to the grade level or subject area, and monitoring mentoring activities to ensure their effectiveness (Bickmore & Bickmore, 2010).

In addition to their essential role in establishing effective mentoring, Robinson (1998) posited that the principal is responsible of evaluating induction programs'

effectiveness by listening to novice teachers' perspectives about the program's effectiveness, evaluating students' outcomes, and collecting data about novice teachers' retention in the school. The ongoing assessment of induction programs provides the school community with evidence and data to refine and improve induction practices.

Collegial Support

There is much evidence in the literature that the collegial support promoted novice teachers' sense of belonging and job satisfaction (Estelapelto et al., 2015; Chaaban & Du, 2017). In Dickson et al. (2014) study, new teachers reported that the collaboration with their colleagues promoted their sense of belonging to a professional community in which they are able to exchange valuable experiences, resources, instructions, and dialogues that focus on students' learning. This aligns with the study conducted by Estelapelto et al. (2015), which explores the impact of collegial support networks on beginning teachers. Finish novice teachers declared that despite their high-quality pre-service preparation, they would not have excelled in their classroom management and instructions and in developing positive relations with students and parents without their colleagues' help. They asserted that the collaborative planning, peer observation, reflections, and sharing of resources and experiences were the most significant sources of support for developing their teaching practices.

Fantilli and McDougall (2009) posited that joint planning allows novice teachers to discuss lessons, use differentiated instructions, and be more assured in terms of planning and delivering effective instructions. This goes in line with Estelapelto et al. (2015) study which revealed that joint planning was pivotal for novice teachers to discuss their day-to-day challenges, discussing the criteria of students' assessment and

ensuring its alignment with the curriculum demands which in turn stimulate a higher reflection level.

In short, having the opportunities to collaborate with colleagues was crucial for novice teachers' survival in facing the practical school field's complexity. Collegial support improves novices' teaching skills, promotes their sense of professionalism and success, and develops teachers' sense of accountability as they contribute to students' success and meeting of school goals.

Chapter Summary

Based on the reviewed literature, it becomes clear that novice teachers face several challenges as they transition from college into the schools due to the complexity of the teaching profession including the lack of administrative support, working in isolation, managing students' behaviors, managing instructions, juggling a demanding workload as well as inapplicability of acquired theoretical knowledge to the school context (Chaaban & Du, 2017; Veenman, 1984). Thus, providing novice teachers with professional and emotional help and support has become imperative for building teachers' capacities (Darling- Hammond, 2005) and in turn improving students' learning (Hattie, 2012). The sources of support reported in the literature include providing novices with ongoing professional development, principal support, collegial support, and establishing an induction program. Wong (2004) defines induction programs as highly organized and comprehensive professional development programs designed to help novice teachers through extensive, consistent, and ongoing professional processes that involve many people and components. The literature cites numerous different induction programs and program components as being effective at increasing teachers' effectiveness (Mitchell et al., 2019) and at lowering new teacher

attrition rates (Ingersoll & Strong, 2011). There is broad support on a number of these components; namely, skilled mentors with experience in the same subject and grade level as the new teacher (Ibrahim, 2012), ongoing professional development beyond the first year of teaching (Guskey, 2000), collaborating with other teachers in the same subject and grade level (Wong et al., 2015), a strong sense of support from the school administrators (Bickmore & Bickmore, 2010), and opportunities to observe good teaching practices and in turn be observed teaching (Estelapelto et al., 2015).

The various components of an effective induction program identified in the reviewed literature will guide the researcher during data collection and analysis as well as while designing an induction program that is informed by best practices while being responsive to the context and meets the needs of novice teachers in this context.

CHAPTER 3

RESEARCH METHODOLOGY

The study aims to explore the challenges that novice teachers face during their first years of teaching in a K-12 private school in the South of Lebanon and to investigate the policies and practices set by the school to support novice teachers to develop an understanding of the experience that novice teachers undergo from the perceptions of administrators in the school (principal, heads of departments, subject coordinators) and veteran and novice teachers. These perceptions were analyzed and compared to the reviewed literature to assist in planning an induction program informed by international best practices yet grounded in the data collected and responsive to novice teachers' needs in the context of a Lebanese private schools. This chapter describes the methodology used to conduct this study, including the research design, the participants, the data collection tools and procedure, and explains how the collected data is interpreted and analyzed.

Research Design

The study adopts the qualitative case study research design to explore the perceptions of novice teachers and instructional supervisors about novices' experience during their first years of teaching. Also, the study explores the perceptions of novice teachers, instructional supervisors, and veteran teachers about the kind of support established in the school to help those teachers. As Merriam (1998) explains, qualitative research design seeks to establish an in depth understanding of the experiences of the participants and the meaning they accord to a particular event or phenomena under study. According to Gall et al. (2014), qualitative research design allows the researcher to access the thoughts and feelings of the participants and construct the social world

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from the participants' point of views. This design also provides the researcher with evidence and confirmation on novice teachers' experience during their first years of teaching through inquiring their perceptions and help in providing solutions that promote progress at the personal and professional level of stakeholders as well as at the organizational level (Yin, 2013).

The study adopted the interpretive case study approach which allows the researcher to develop an understanding of the phenomena under study through interpreting the various perspectives that participants generate in interacting with their social world (Strauss & Corbin, 1990). As Gall et al. (2014) claim, what differentiates the interpretive case study from other approaches is its ability to portray the researcher's etic perspective and the participants' emic perspective. In this study, the emic perspective of the participants was reflected through their insights and description of the experience they undergo during the first year of teaching with the challenges they face and the support they get. The researcher's etic perspective was reflected through the interpretation and analysis of the participants' responses and her involvement in generating recommendations for improvement and planning an effective induction program that stems from the participants' insights and needs and the reviewed literature about effective induction programs.

Also, this study aimed to plan an induction program responsive to novice teachers' needs and the school context. The researcher used the data collected on the case to present a deep understanding of the problem from the perspectives of the participants as well as to identify their recommendations for support they need during their transition. The data collected was also used through comparing it with the

literature while deciding on the set of actions to construct a plan responsive to the actual needs and the school context.

This study aimed at answering the following research questions. From the perspective of teachers and school instructional supervisors (principal, heads of department, subject coordinators):

1) What are the challenges faced by novice teachers in the case school regarding their transition to the teaching profession?

2) What is the nature of support that novice teachers receive in the case school (professional, personal, organizational)?

3) What are the design characteristics (components and processes) of an induction program responsive to the case school context and novice teachers' emerging needs?

Study Context

This study focused on one context, which is the case school. To provide the reader with a brief description of the context, data was retrieved from the school website, the school is a nonprofit organization established in 1995. It is currently one of the most well-known schools in the South of Lebanon. The school caters grades from KG-12 and is composed of four divisions, the preschool, the elementary, the middle and the secondary division with four different campuses. It employs more than 260 employees, serves an enrollment of 1500 students, and provides its curriculum in both the French and the English language. The school is considered versatile because it follows the Lebanese curriculum, the Primary Years Program (PYP), and the recently introduced French baccalaureate system and the Diploma Program (DP). Moreover, it is one of the first schools to accept students with learning difficulties, integrate them in classes, and provide them with trained teachers and special learning.

The administrative policies are set by the Board of Trustees of the Association. The school's mission is to raise open-minded, educated, and skillful individuals capable of adapting to change. Future citizens who show responsibility at the personal, national, and international levels, show respect to different learning abilities and cultural backgrounds and exhibiting positive attitudes and values participants to influence tribal communities.

Teachers' requirements to be hired in the school are to hold minimum a bachelor's degree in Education. It is worthy to note that not all teachers have completed the teacher education program (TD) as it is not mandated by the school recruitment policies. The principal is the one who first meets the candidates, then the principal with the subject coordinators and teachers teaching the same subject observe a model lesson prepared by the candidates. Based on their feedback and the candidates' teaching competencies, the principal chose the best applicant.

According to the head of the secondary department, teachers in this school can present or participate in workshops conducted inside or outside the school and sometimes abroad to enhance their teaching skills. Most of the time, teachers are given a chance to choose the workshop they want to attend based on the skill or competence they need to enhance. The school encourages collaborative work. Thus, teachers teaching the same grade level have the chance to meet once per week to discuss the teaching and learning process. The subject coordinator meets with teachers once per week to discuss lesson plans, activities, assessments, and students' work.

The researcher chose this school for the easy access into it since the researcher works in this school, in addition to her deep understanding of the school's vision, policies, culture, and personnel. Furthermore, the researcher chose the school because it

is one of the most well-known private Lebanese schools in south Lebanon and has a reputation of being supportive to its teachers and for abiding by the standards of international programs that promote this support. Choosing this school as a case school looked conducive to identifying these supportive practices as the basis for developing an induction program for supporting novice teachers and easing their transition that this study aims to develop.

The principal of this school drew a plan to change the school culture, values, and belief for the aim of achieving a vision which is developing not only the child's mind, but also the whole character of the child to be well prepared for life. The school is striving continually to equip students with quality education and adopting various educational innovative approach such as lately the introduction of Problem Based Learning project (PBL) at all levels in the school. Thus, examining novice teachers' experience in this school provides the researcher with a deep understanding of novices' experience in this particular context that has been undergoing changes in organizational structure to mesh with the educational reform and through implementing various educational innovations aiming at providing students with the best education that would shape their successful future.

Since Yin (2013) claims that case studies do not aim to generalize "from samples to universes" (p.18). Rather, case studies build "theoretical premises" which serve as tools to assert situations like the one studied. Accordingly, the researcher aimed to plan an induction program grounded in the data collected and the particularity of the context and then compared to the best practices in the literature.

Participants

Since the study focused on describing novice teachers' challenges, the participants of this case study were novice teachers who newly transition from the university into the teaching profession and they are in their first, second, or third year of teaching in one specific K-12 private school considering them a rich source of information about the phenomenon being studied. According to human resources' personnel in the target school, the number of novice teachers hired per year is 2 to 3 teachers working in departments based on the school vacancies. Hence, the number of teachers who are in their first years of teaching and considered as novices in the school was 8 novice teachers at the time of the study. Researcher tried as much as possible to choose novices from varied departments in the school.

Instructional supervisors were also participants in this study including the principal, the four department heads, and four subject coordinators since inquiring their perceptions about novices first years' experience allowed the researcher to capture their understanding and awareness of the challenges that novice teachers face during this phase. Also, they were considered rich source of information about the rules and policies set and the school's activities designed to help novice teachers during their transitory phase.

The researcher also inquired about the perceptions of 4 veteran teachers selected from each department. It is stated in the literature that the formal and informal help provided by colleagues was one major source of support for novice teachers (Hashem, 2013; Warsame & Valles, 2018). Novices reported that the meeting with colleagues who were ready to answer their questions and offer advice about their teaching methodology and how to deal with students resulted in their emotional support and provided them with reassurance on their practices (Hashem, 2013). Thus, inquiring

about the perceptions of veteran teachers in this study provided the researcher with a clear view on veteran teachers 'contribution in supporting novice teachers.

Data Collection Tools

Since the study falls under the qualitative research design, it aims at providing the reader with a thick description of the participants' perspectives and insights regarding the experience of novice teachers during their first years of teaching. Thus, to collect such data, the types of tools used were in the form of journal notes registered by the researcher, individual interviews conducted with each of the eight novice teachers, the principal, the four department heads, and the four subject coordinators in addition to focus group interviews conducted each with a group of novice teachers, a group of department heads, a group of subject coordinators, and a group of veteran teachers.

Table 1

Data Collection Tool(s) Used for Each Research Question

Research questions	Methods for collecting data	Number of respondents
What are the challenges faced by novice teachers during their transition to the teaching profession?	Individual interviews	8 novice teachers, 1 principal 4 heads of department, 4 subject coordinators
	Focus group interviews	8 novice teachers 4 heads of department, 4 subject coordinators
	Journal notes	
What is the nature of support that novice teachers receive (professional, personal, organizational)	Individual interviews	8 novice teachers, 1 principal 4 heads of department, 4 subject coordinators
	Focus group interviews	8 novice teachers 4 heads of department,

		4 subject coordinators
		4 veteran teachers
	Journal notes	
What is the design characteristics (components and processes) of an induction program responsive to the school context and novice teachers' emerging needs?	Individual interviews	8 novice teachers, 1 principal 4 heads of department, 4 subject coordinators
	Focus group interviews	8 novice teachers 4 heads of department, 4 subject coordinators 4 veteran teachers

Individual Interviews

The individual interview was composed of open-ended questions and was conducted with the principal, each of department heads, each of the subject coordinators, and each of novice teachers for 50 minutes long during their free time. This method helped the researcher understand the participants' meanings and perceptions associate with a particular event (novice teachers' experience). The researcher probed the participants to elaborate and expand on their own experiences by asking open-ended questions, which helped her uncover the participants' feelings, agreements, and conflict towards the school organizational and professional practices (Corbin & Strauss, 1990) (Appendix A-B). The individual interviews were audio-recorded to increase the data's reliability, then transcribed verbatim shortly after the interview.

Before conducting any interview, the appropriate consent form was designed and sent to the participants to sign. This consent ensured that the data will be strictly confidential and anonymous to avoid causing any harm to any of the participants.

Focus Group Interviews

Focus group interviews were a form of interviews in which a group of participants sharing common characteristics are brought together by a skilled researcher to explore their feelings, attitudes, and perspectives about the topic under study (Merriam, 1998; 2009; Gall et al., 2014). Four focus groups were conducted in this study; One of them was conducted with novice teachers, one focus group was conducted with the four department heads in the school, one focus group is conducted with the four subject coordinators, and one focus group is conducted with veteran teachers. Each interview was 60 minutes long, and they were taped, recorded, transcribed, and coded. The benefit of this type of interview is that participants can communicate and listen to each other, which encourages them to express their feelings and opinions frankly, even the more sensitive ones that might be hidden during the individual interviews (Gall et al., 2014). The aim of focus group interviews was twofold. First, they captured participants feedback on the researcher's interpretation of the data collected previously from individual interviews and ensured that the researcher's analysis of data collected from the individual interviews adequately represented their perceptions. Second, it allowed for participants to reflect and elaborate on the results generated of the data analysis of the instructional supervisors and novice teachers' individual interviews and to discover the contrasts among various views.

Thus, the focus group interviews were conducted as reflective sessions conducted with instructional supervisors and novice teachers to examine their inputs, verification, and recommendations on the results emerged from the data analysis of the individual interviews.

Journal notes

Journal notes were notes recorded by the researcher throughout the study. Since the researcher was a teacher in this school, writing notes helped the researcher to record various aspects of the social setting that may provide information related to the phenomena under study in particular setting. Writing notes allowed her to recall details about the setting she was observing and to record notes from participants' conversations, their stances, feelings, and actual behaviors in their natural setting.

Data Analysis

In this case study, the data was analyzed using the interpretational analysis approach. According to Gall et al. (2014), the interpretational analysis approach is defined as "the process of examining case study data closely in order to find constructs, themes, and patterns that can be used to describe and explain the phenomenon being studied" (p. 466). Thus, the researcher not only described what participants were saying but also understand and interpret the social world from their perspectives. To generate qualitative data meanings, the research executed constant comparison at the core of the analysis process and went back and forth in the data to build themes and present the findings of qualitative research in a coherent and meaningful way (Brewerton & Millward, 2001).

After each individual interview conducted with each of the novice teachers and instructional supervisors, collected data was analyzed and fragmented into meaningful segments and codes. Then these data were organized under themes. Underneath each theme there were codes, examples from the transcripts, to keep track of the themes that have emerged from the participants' interviews and the researcher's interpretation of what the themes mean.

In the focus group interview, the researcher provided participants with the results of the data analysis in the form of a table including the themes generated from the data analysis. The researcher asks participants to go through all the themes, and provide their agreement, input, and suggestions on the emerged themes.

Finally, the data discussed, compared, and grouped under common themes is compared and discussed to the components of effective induction programs in the reviewed literature to design a plan of an induction program responsive to novice needs and the particularities of the context.

Quality Criteria

Every researcher aims to generate reliable and valid data regarding the phenomenon under study. Hence, the researcher took various measures to ensure the quality of this study. This section presents the measures that the researcher adopted to address each quality criterion adopted in this study.

According to Marriam (1998), the study's credibility is ensured if it reveals accurate descriptions of the participants' experiences. The findings' credibility was ensured in this study through triangulation, member check technique, and asking peers to comment on emerging themes.

Triangulation refers to the use of multiple sources of data or multiple methods to increase confidence in the data collected and confirm the generated findings (Merriam, 1998). In this study, the data was collected using different tools such as individual interviews with novice teachers and instructional supervisors (principal, 4 heads of department, and 4 subject coordinators), and the focus group interviews. The researcher compared the themes generated from the findings of the individual interviews to the

themes generated after coding and interpreting the focus group interviews' findings to confirm the emerging findings.

The member check technique was performed in this study by sharing the findings with each of the participants through conducting three focus group interviews with each group of heads of department, group of subject coordinators, and group of novice teachers to examine the findings and make sure that the analysis of data reveals their experiences. According to Morgan (2019), a focus group interview can be employed for member checking through which several participants from an earlier set of individual interviews could be brought together in one focus group to give their feedback and recommendation to the researcher's provisional conclusions. Also, member check technique was used as reflective sessions with instructional supervisors as well as with novice teachers to collaboratively reflect on their experiences as reflected in the results and have the opportunities to add their input on the analyzed data regarding their needs, their recommendations for the construction of the induction program design.

In this study, the researcher asked another researcher to transcribe two of the interviews and identify major categories that were then compared to the researcher's coding and categorizing (Burnard, 1991). Moreover, to avoid any misinterpretation of the participants' responses while transcribing the information, the researcher was keen to listen to the recording while reading the transcription to check and compare findings and refine them.

Transferability is defined by Merriam (1998) as the extent to which the study's findings are generalized and meaningful in other contexts. Merriam (1998) affirms, "in qualitative research, a single case or small non-random sample is selected precisely

because the researcher wishes to understand the particular in-depth, not to find out what is generally true of the many" (p.208). Hence, the production of unique truth and generalized knowledge is inapplicable in qualitative research. Nevertheless, in line with Guba and Lincoln (1985) recommendation, the researcher gave extensive details about the context, so the reader can decide if the results fit his/her situation.

Consistency of the study refers to the findings' stability in terms of clarity and accuracy of the final research report. According to Merriam (1998), three techniques could be used to ensure consistency between the study's findings and the data collected. The first technique is triangulation, and the second is the audit trail, which provides the reader with a detailed explanation of how decisions were made throughout the analysis. This was accomplished by keeping track of all the records that provide the researcher with evidence on the analysis process and ensure that the findings are derived from and based on the responses of the participants. It provided the reader with enough information to make an informed decision about the emerging themes. The third technique is having the researcher state his or her position on the topic under study.

Limitations of the Study

One of the major limitations of this study was the small sample size resulting from the school size and the availability of novice teachers at the time of the study. The number of novice teachers working in the school at the time of the study was eight novices, as the researcher was looking for newcomers' teachers who have recently transitioned to the profession without prior teaching experience and are in their first, second, or third years of teaching. Second, because the study was conducted online, during some of focus group interviews, the researcher was not able to have all the

participants attend or stay till the end of the session due to power outages problems

faced in Lebanon.

CHAPTER 4

RESULTS

This chapter presents the answers to the study's research questions. The data collected from the interviews is organized into three main sections; the first one answers the first research question by describing the challenges encountered by novice teachers from the perspectives of instructional supervisors and novice teachers. The second section addresses the second research question by delving into the sources of support that novice teachers receive during their transition into the profession as seen from the perspectives of instructional supervisors, novice teachers, and veteran teachers. Finally, the third section provides data towards answering the third research question by presenting the practices novice teachers requested based on their needs, and those mentioned by their instructional supervisors and veteran teachers.

Novice Teachers' Journey: Areas of Challenges

The interpretation of the data collected from the participants' interviews resulted in four main challenges faced by novices during their first years of teaching. This includes facing challenges in dealing with students, dealing with their instructional superiors, dealing with their colleagues in addition to juggling teaching responsibilities. The following sections present a detailed descriptions of the various challenges faced by novice teachers as described from the perspective of novice teachers and instructional supervisors.

Building Positive Relationship with Students

Upon the analysis of novice teachers and instructional supervisors' responses about the challenges novice teachers face during their early teaching years, there was an agreement that building positive relationship with students was the most prominent

challenge novice teachers encountered during their early experience. Novice teachers and instructional supervisors both reported that managing classroom and responding to students' needs were very difficult aspects to handle at the beginning of novice teachers' career (see table 2).

Table 2

Building Positive Relationship with Students

Challenge	Frequency of responses of the research participants in the individual interviews		Frequency of responses of the research participants in the focus group interviews	
	Teachers' responses (Total n = 8)	Instructional supervisors' responses (Total n = 9)	Teachers' responses (Total n = 8)	Instructional supervisors' responses (Total n = 8)
Managing classroom effectively	8	9	8	8
Having students abide by the classroom rules	6	8	6	8
Handling disruptive and disrespectful behavior	4	4	4	8
Managing the behavior of a defiant age group of students	4	0	4	3
Responding to students' special learning needs	6	6	6	8
Dealing with students with diverse learning abilities	5	5	5	8
Working with demotivated students	2	1	2	1

Managing Classroom Effectively. All novice teachers and instructional supervisors agreed that novice teachers struggled with classroom management, which led to feelings of anxiety and failure during this period. They both reported that this difficulty stemmed from the novice teachers' inability to have their students follow

classroom rules and to deal with students' disruptive and disrespectful behavior; however, dealing with defiant age group students was only reported by four novice teachers and none of the instructional supervisors.

__Making Students Abide by the Classroom Rules__. While six (6) out of eight (8) novice teachers expressed that they were facing difficulties in making students obey the classroom rules, eight (8) instructional supervisors noted without probing in their individual interviews and focus group interview that setting clear rules to manage the classroom is among the top challenges that novice teachers encounter, particularly during the first three years of teaching. Novice teachers explained that their ignorance of the need to set clear classroom rules that set the behavioral expectations for students resulted in their inability to control the class. They described many situations where they had to discover on their own strategies to overcome this challenge. Many reported remaining unsuccessful despite their effort. As (N1) reported "setting rules and letting students abide by them was very challenging for me." Likewise, (N2) pointed out that she entered the school without having any idea of how to deal with students and what kind of rules she should apply for them to obey and abide by. She explained:

> I use to struggle with dealing with students, particularly those of a younger age. I am a kind person who cannot be tough with people, so I was very gentle with my students, which did not help. They took advantage of my kindness, and they were not obeying me at all. The issue is that I arrived at school without a clear understanding of the rules that should be established in the classroom, and the policies set by the school.

On the other hand, a novice teacher (N3) expressed her failure despite her efforts to have students follow the classroom rules and to control her class, she said:

To maintain order in my class, I thought about having small conversations with the students, especially those who seemed to have the most difficult characteristics. Unfortunately, this only worked for a few days before the class reverted to its original state of chaos.

As for instructional supervisors, they all pointed to this challenge attributing it to the gap between novices' university preparation and the actual demands of the classroom. They explained that novice teachers come to school lacking the preparation and skills to manage their classroom, engage students, and reinforce clear rules for students to follow. Instructional supervisor (S3) explained "though they come with a Teaching Diploma, they still lack the knowledge about setting fixed rules in classroom and use the appropriate tools to maintain the order in the class." This was also shared by another instructional supervisor (S6) who declared that "despite the fact that some of them have received a distinction in their Teaching Diploma, they still struggle to apply the acquired knowledge on the field to attract students' attention, set clear rules, and have students follow their rules."

On the other hand, three (3) out of eight (8) novices attributed the challenge of getting students to abide by the rules to the small age difference between the novices and their students. One of the novice teachers (N7) explained:

My students did not take me that seriously since I am too young. I am too friendly, and I looked cute to them, so they didn't obey me, and they were talking all the time in class. I needed assistance in my class to be able to calm them down. When I tried to solve this challenge using a fun method called catch a Bubble, they had to put a bubble in the mouth then I say the word and they

stop talking, it works for certain students and others they used it to make fun of me for it.

The views of novice teachers and instructional supervisors diverged in their interpretation of the causes of this challenge. While three novices attributed this challenge to their young age, two instructional supervisors related this challenge mostly to the novice teacher's character. (S2) viewed that being able to manage classroom and maintain order in class is something innate rather than a skill to be acquired stating "I believe that novice teacher's ability to manage a classroom is related to his/her strong personality. I have seen the same class with one novice teacher being more organized than the other."

This view was reinforced by another instructional supervisor (S7) who explained that the reason why some novice teachers fail to manage the class is related to some teacher's lacking "strong personality and how to organize the class, set rules, plan the lesson in a way that all students are engaged and motivated to work, so no time for them to waste in talking and disturbing the class."

As a result of these difficult situations, some novice teachers reported feeling stressed and nervous at times. Some of them attempted to figure out how to control the class and managed to see some improvement, while others admitted that this difficulty led to their failures to succeed at times in delivering content. As shared by novice teacher (N6) who stated seeing students in a state of disarray led her to feel nervous and to lose her temper in the middle of the class she said:

> To let them calm down, I used to shout in the middle of the class. They calm
> down for minutes and then they go back to their initial talking. Soon I realized
> that this was not working and that students took advantage of me. They aimed

to make me nervous and lose my temper in each session. Also, I realized that my reactions were not appropriate for getting them to obey me in return.

Given the difficult situation that novice teachers face, all instructional supervisors who participated in the focus group interview emphasized the importance of teachers being consistent and systematic in establishing classroom rules in order to achieve effective classroom management, "to maintain appropriate student behavior in the classroom, they must be systematic in managing their classes and consistent in enforcing their rules" as expressed by (S5). They all agreed in their focus group interview that novices, need training to learn how to build positive relationships with students and how to be systematic and consistent in reinforcing rules. This is a skill that the teacher will need to develop over time as stated by (S4):

> They lack the skill of enforcing strict rules in their classroom; they are still recent graduates who require training, time, and practice to be able to enforce clear and consistent rules in their classroom and having students follow their instructions.

Dealing with Students' Disruptive Behaviors. Dealing with students' disruptive behaviors such as side talks, fighting with friends, disobeying rules, and using disrespectful language with friends and teachers in the classroom was another source of challenge stated by novice teachers as well as instructional supervisors. While six (6) novice teachers found challenging to deal with students' disruptive behaviors, four (4) instructional supervisors in their individual interviews then eight (8) in the focus group interview emphasized the difficulty that novices encounter in keeping students' behavior under control. They both agreed that this is due to a lack of university preparation on how to deal with disruptive behaviors especially their lack of training on

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how to communicate with disruptive students. However, only novice teachers added that this challenge is the result of the school administration leaving them on their own at the school to figure out how to deal with a disruptive behavior. They blamed the school administration for their leniency in dealing with disruptive behaviors. The lenience of the administrators in supporting novice teachers dealing with disruptive behaviors was described by novice teacher (N7), she noted:

Many times, I sent the student to the supervisor; however, she used to return him to the class without taking serious measures. Students were no more afraid of being expelled out of class because they knew that the supervisor would send them back to the class.

However, two (2) instructional supervisors offered a different perspective and argued that most novice teachers resort to expelling students from the classroom as the default measure when confronted with disruptive students' behaviors, rather than taking responsibility for understanding the reason of the disruptive behavior and making an attempt to manage it on their own. As stated by (S1) "a novice teacher believed that removing a disruptive student from the classroom would solve the problem. As a result, the student was happy and repeated the same actions so they could leave the class and miss the session." The same point was shared by instructional supervisor (S7) saying,

One novice teacher decided to expel the student, and he was barred from entering the classroom unless his parents come to school...… She wanted to talk to the parents first, before understanding the student's and supervisor's points of view, before attempting to listen to him and speak to him separately in order to understand the cause of his misbehaviors.

Additionally, some of teachers attributed the challenge to the fact that they entered the school with contradictory views on what is best practice when it comes to managing the students' behavior. Some were given advice that they should be gentle with students in order to gain their love and attention and become motivated, while others were advised to be assertive with students and not smile at them, to avoid losing respect from the students. For instance, novice teacher (N6) pointed out that she entered the profession having in mind that she should be too kind and friendly with her students in order to gain their attention especially that she was dealing with teenagers. She reported that she was shocked when a student took advantage of her kindness and went out of the class without her permission,

> Students stopped obeying rules and even listen to me. One day, one student asked to go to the bathroom and I refused. Despite my rejection, he left the class disobeying me. I still remember the sorrow and anger that I felt on this day. I lost my temper, and I left the class thinking about leaving the profession with tears in my eyes.

While most novice teachers agreed on the existence and nature of the challenges, they differed in their reported ability to manage these challenges. While some of them were successful in figuring out how to deal on their own with those disruptive behaviors and attract the student's attention, many others reported that they have failed. The latter insisted on the need for assistance in their classes. One of the novice teachers (N3) who had to deal with a strange behavior of a student shared that this left her feeling helpless on how to stop his rude behaviors and wondering how she should deal with such a student and motivate him to focus on his learning. She said:

I had to work with a learner who consistently used to wind up my session asking me: "What are we supposed to do? Or what are you talking about…". Those sudden questions in the middle of my explanation put me on my nerves and interrupted the flow of the lesson. I spent much time analyzing his behaviors and thinking how I should deal with that student, how I should teach him, in an attempt to identify the problem and solve it.

The novice teacher (N5) explained that she attempted to build a positive relationship with the disruptive student by having brief conversations with him, but all her attempts were in vain,

I had a moody student who refused to work most of the times, he believed that he could do whatever he wanted whenever he wanted, even if it meant running out of the class sometimes. I tried to have little talks with him out of the class at first but in vain.

Novice teacher (N8) insisted, that unless she receives assistance in her class, she will not be able to deal with a learner who refuses to abide by classroom rules and routines.

Managing the Behavior of a Defiant Age Group of Students. Managing the behavior of specific age group identified as defiant is a challenge related to students' behavior that was only reported by novice teachers. While four (4) novice teachers viewed dealing with the defiance of a specific age group as a challenging aspect in their early profession, none of the instructional supervisors mentioned this challenge in their individual interviews. However, while seeing it mentioned as a challenge derived from novice teachers' interviews, three out of eight instructional supervisors agreed on it as being a challenge.

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Novice teachers attributed this challenge to their lack of knowledge and experience on how to manage various age groups of students. Each of the teachers who reported this challenge pointed at a specific age where the students are more likely to be defiant and less likely to comply with the school rules and policies. This challenge was evident in the response of one of the novice teachers who complained about when she was assigned to teach grade 6 and 7.

> I found challenges with students in grade 6-7. They do not obey to the rules. They are difficult to deal with. I was not strict with them from the very beginning, and, at the same time, you cannot be nice to them, and you cannot be aggressive to them. This was extremely perplexing to me.

Having to deal with teenagers was also seen as a source of challenge for one novice teacher (N1). According to him, students at this age are difficult to deal with because they tend to be impulsive and struggle with controlling their actions. He explained that teenagers "are capable to be aggressive and cross their limits and use unaccepted words and linguistics. Teaching these ages was a difficult task for me which required to be alert and cautious all the time in class."

Similarly, another novice teachers (N4) reported that she faced difficulty in dealing with young age students which requires very skillful teachers who can find the balance between keeping order in the classroom, while nurturing the students voice and encouraging them to express themselves and have some agency. She explained that students at this age need teachers who listen to them, cater their individual needs, proactive, and capable to make the class interesting and active.

> We come from a background whether at home, school or even university where student/child agency is not very highlighted or celebrated. It was a bit of a

challenge to think of ways to give voice to my students while staying on top of things. It has no doubt gotten better now but it is yet a skill that I need to work more on.

Nevertheless, instructional supervisors' views on this challenging aspect differed from that of novices. Two instructional supervisors attributed it to the "ignorance of novice teachers" on how to deal with students in a school where students are encouraged to be courageous, open minded, and to express their opinions confidently. They added that when teachers abide by the old paradigm framing teacher-student relationship they are not ready to hear and understand their students' bold views and opinions. As explained by one of the instructional supervisors (S1):

Novice teachers have a problem dealing with students in our school because students are open minded, courageous, they speak out, they communicate easily with supervisors and teachers, whereas novice teachers still have in mind the traditional relation between student and teacher.

This view was also shared by another instructional supervisor (S6), saying, "novice teachers are not used to dealing with the students of the new generation. They refuse to hear students who reflect boldly." She continued by providing an example:

One day, a student refused to take the exam on the scheduled day by the teacher. He communicated his idea with the teacher and the entire class began asking her to postpone the exam since they are overcharged with their studies. As a result, the novice teacher got angry and insisted on the exam and included an additional chapter. Since that day, there have been a clash between the students and the teacher

The third instructional supervisor (S2) had another explanation for the causes of teachers' failure to deal with a certain age group of students. She reiterated what she mentioned earlier attributing this to a flaw in novice teachers' character and personality which renders them unable to deal successfully with a wide variety of students' age groups.

In short, all instructional supervisors viewed classroom management as the top concerns that novice teachers encounter in their early years of teaching. In this, they totally agree with novice teachers' views who regarded this challenge as their top concerns.

Responding to Students' Special Learning Needs. Responding to students' diverse learning needs is an additional challenge for novice teachers, according to eight (8) instructional supervisors and six (6) novice teachers. Both groups stated that dealing with students with special needs who are included in their classroom due to school regulations is a major challenge for novice teachers. Both parties stated that the most difficult aspects were to respond to the needs and manage the behavior of students who had special learning needs; namely to plan differentiated instructions to meet those students' individual learning needs. However, eight (8) instructional supervisors attributed the difficulty that novice teachers are facing to their failure in differentiating instructions to cater to students' individual learning abilities. This interpretation was not shared by the novice teachers with some pointing to the highly demanding social and emotional needs of the students. For instance, one novice teacher found it difficult to work with students who had family problems, and two others mentioned having difficulty motivating students in general, which was mentioned by only one instructional supervisor.

Dealing with Students with Diverse Learning Abilities. While five (5) novice teachers considered dealing with students with varying learning abilities to be a difficult aspect characterizing their early careers, five (5) instructional supervisors mentioned it as a challenge in their individual interviews. Furthermore, in the focus group interview, eight (8) instructional supervisors agreed that dealing with students with varying learning abilities is a source of difficulty for novice teachers, especially since the school implemented the inclusion system. Novice teachers revealed that responding to the needs of hyperactive, autistic, gifted, dyslexic, or other special need students requires specialized set of skills that goes beyond their pedagogical preparation. Most of them reported that they were ill prepared and misinformed to fulfill the school expectations for including a wide range of students with special needs in the regular classroom. In addition, novice teachers stated in their individual interviews that there are additional burdens that the presence of these students brings additional burdens, such as the time it takes to prepare modified learning activities and assessment for these students. Furthermore, secondary teachers described how differentiating instructions in class caused them to fall behind their colleagues teaching the same subjects, creating a sense of guilt for not being able to ensure students' understanding. One novice teacher (N4) pointed out that she had never dealt with students with special needs, and she had never been prepared to deal with them, saying:

> During my first year at the school, I had a student in my class with a critical special needs' case. At first, I panicked for I have not dealt with such case before. I tried taking it one day at a time and used to freak out whenever I was fully in charge of her inside the classroom. Working with her resulted in my emotional breakdown, I had to hide my tears at many times.

This challenge was also highlighted by another novice teacher (N3) who was surprised that she was expected to welcome a student with autism into her classroom without having any training and without being given any guidance on how to successfully respond to the needs of this student. She pointed out that despite the fact that she requested specialized assistance from the school administration she never received it. She stated that she felt "nervous" and helpless on how to respond to the child behavior that was often disruptive while trying to address the needs of the rest of the class.

Another novice teacher (N7) described her distress and fear from the physical harm that one of her students with Oppositional Defiant Disorder (ODD) might be causing her. This led her to feel nervous at many times and lose her temper while trying to control his disruptive behavior towards her and towards his classmates,

> I had a student with severe ODD, he was uncooperative, defiant, and hostile toward his peers and me. He used to hit me, pull out his tongue on me, hurt his friends, knock on the door, and keeps on repeating the behavior despite my remarks or my ignorance to his actions. He used to make me very nervous One day, he misses the school, I noticed how the class was calm, students were working without any distraction or interruption.

Likewise, Novice teacher (N8) mentioned that she had to work with a learner with hearing difficulties in her classroom and did not receive the support she needed to respond to his needs. As a result, she had to rely on herself and spend additional time preparing for her class searching for different strategies and various activities that responds to his needs. She also explained that while she started managing to address the needs of the student with hearing difficulties, she was faced with another challenge that

of keeping her students with advance learning abilities engaged and motivated: "it worked for the special case learner as I attempted to make learning enjoyable for her; However. It was boring for high achievers." She stated as a conclusion to her narrative that "it was challenging for me to reach out to everyone who had their unique characteristics." The challenge of adequately responding to the needs of special needs students was also shared with novice teacher (N2). She explained that dealing with students with special needs in her class was time consuming since she had to plan and search for additional exercises and assessment that suits their needs. As she explained:

> The presence of special needs students in my regular class required me to devote a significant amount of time to preparing for them each time modified exercises as well as modified exams were required. Since they are not assessed on the same overall objectives as regular class students.

On the other hand, a secondary novice teachers (N6) expressed the pressure she is under to balance between responding the diverse learning needs of her students and ensuring that she has covered the content of the prescribed curriculum. She explained that because of the presence of the students with special needs in her class she could not keep up the same pace as her colleague teaching another section of the same grade level,

> Due to the presence of special needs' students in my section, I fell behind my colleagues teaching parallel classes in terms of curriculum, and this fact made me feel anxious because I had to finish the curriculum on time especially since students had to take an official exam at the end of the school year.

She also pointed at another facet of this challenge, stating that the fact that she is repeating the explanation for certain students made them self-conscious that they are

holding their peers back, which she fears, caused them to pretend that they understood the explanation while they did not,

> I felt sorry for those students who, after many repetitions of the concept, and with the interaction of their friends, they shake their heads to confirm that they have understood it, while I knew deep down that they were lying feeling ashamed from the other students who, in turn, became bored.

Instructional supervisors described that during their planning, novices' struggle on how to apply the different strategies taught in their university. All instructional supervisors agreed on the presence of this challenge, and they acknowledged that planning differentiating instructions is a requirement that novice teachers need to fulfill since the school adopts the inclusion of special needs students in regular classes. They noted that this school requirement puts an additional burden on novice teachers' classroom management and delivery of content. However, instructional supervisors attributed the prevalence of this challenge among novice teachers firstly, to their lack of knowledge on how to transfer their theoretical knowledge acquired in their education into practice in their classroom. Secondly, to the lack of preparation in dealing with students with special needs and to the fact that they have never been exposed to that experience in their prior education. However, instructional supervisors argued that novice teachers are not left alone to deal with the students. The school provides one specialized counselor in each department who assists teachers by explaining each student's case and keeping track of their academic progress and behavior. Instructional supervisor (S1) explained that novices might not be "ready to cater to various students' needs when all their study is based on how to work with students at a standard level." According to (S3), despite receiving a Teaching Diploma, novices still

struggle to apply their knowledge in the classroom, "they are sometimes perplexed as to how to differentiate instructions to reach all learning abilities in the class". (S7) described how the teacher would use the same method to reach out to all students, saying:

> If the student says I didn't understand, the teacher doesn't know how to change the method. She would explain in the same way every time, ignoring the fact that students have different abilities and require differentiated instruction to reach all abilities in class.

She added "some novices treat students as if they are university students, with prior knowledge and the ability to grasp the material without detailed and further explanation.

Working with Demotivated Students. Two out of eight (8) novice teachers perceived motivating students to be engaged in the lesson as a challenging aspect of the teaching career, while only one (1) instructional supervisor shared the same view. According to two novice teachers, students' lack of interest is related to the difficulty of the subject matter they teach for many students, which requires them to put more efforts to plan for various teaching approaches to gain students' attention and comprehension.

As (N1) shared,

> to boost demotivated students, every time I was preparing a new lesson, I used to search for the activities that serve the lesson's objectives and attract students' attention. I tried to use different educational practices and pedagogies in order to cater for these students and engage them in my class and make the content more relevant to them.

Similarly, novice teacher (N6) stated that the difficulty of the subject matter is the reason behind students' demotivation "when students face difficulty in grasping the

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concepts, this leads them to hate the subject and become demotivated to listen the teacher and follow the instructions."

The challenge of dealing with demotivated students was identified by some instructional supervisors who expressed differing opinions during the focus group interview. They attributed students' demotivation to the teacher's poor planning and the lack of implementation of various strategies and activities to deliver the content in more engaging and interactive ways. Similarly, the school principal declared that despite recruiting teachers with a Master's in their subject area, those teachers still find difficulty in engaging students. She pointed that "most teachers we do recruit have a master's degree in their subject area, however, one of their biggest challenges are to plan strategies to engage students, motivate them and grasp their attention."

To sum up, dealing with students was viewed as a major source of challenge not only from the perspectives of novice teachers, but also from the instructional supervisors' perspectives. Managing classroom effectively and responding to the diverse needs of students appear to be regarded by both parties as the most challenging aspects in novice teachers' career.

Juggling Teaching Responsibilities

According to eight (8) novice teachers and seven (7) instructional supervisors, juggling teaching responsibilities is another source of difficulty for novice teachers during the transitory phase, in addition to managing classroom discipline and responding to students' needs. While their perspectives converged on two difficult aspects, such as planning and implementing a large program while also carrying a demanding workload, only novices perceived managing a busy schedule for different

grade levels in large class sizes, as well as designing assessment tools, as difficult

aspects of their profession (see table 3).

Table 3

Juggling Teaching Responsibilities

Challenge	Frequency of responses of the research participants in the individual interviews		Frequency of responses of the research participants in the focus group interview	
	Number of teachers' responses (Total n = 8)	Number of instructional supervisors' responses (Total n = 9)	Number of teachers' responses (Total n = 8)	Number of instructional supervisors' responses (Total n = 8)
Juggling teaching responsibilities	8	7	8	7
Teaching different grade levels	3	0	3	3
Dealing with large class size	3	0	3	0
Carrying a demanding workload	4	4	4	8
Planning and implementing the content	7	7	7	8
Designing assessment tools	3	0	3	0

Teaching Different Grade Levels. While three (3) of the eight (8) novice

teachers stated that being assigned to teach different grade levels has been a major

source of difficulty for them from the start, none of the instructional supervisors appear

to be aware of this difficult aspect confronting novices in the individual interviews;

however, three (3) of them agreed in the focus group interview and explained the reason

for novice teachers' burnout. Novice teachers attributed this to the massive

responsibilities they have to handle in terms of preparing various lesson plans with various activities for different levels while they are still in the process of learning to teach. Furthermore, novice teachers explained that they spent more time and effort planning for all those levels rather than focusing on one lesson for one grade level. In addition, they found it difficult how they have to adjust their communication, their teaching, and the content multiple times during the day while they transition from one level to the next. As novice teacher (N2) stated "I always felt like I was running out of time with my lesson preparation being assigned to teach various grade levels." This was agreed on by another novice teacher (N1) who pointed out, "the different levels I have been assigned to Grade 7, 8, 9, 10 Lebanese system and 8,9,10 American system require additional time for preparation, and it takes precious time away from preparing quality content for the students." A third novice teacher (N6) also described the burden she felt as she moved from one level to the next saying,

> Teaching different levels from the very beginning was hectic to me since I had to jump from one level to another. It took me time to figure out how I should change my way when I move from one class to another whether in my communication with students due to their different ages or in explaining the new content in a way that matches their level of thinking.

Instructional supervisors, particularly those in charge of the secondary department, agreed with novice teachers regarding teaching different grade levels being a source of struggle for them, whereas those in charge of the primary and elementary departments did not see it as a challenge because the teacher was only assigned to teach one grade level. During the focus group interview, three instructional supervisors explained that some novice teachers are assigned to teach different grade levels from the

first year due to teachers' shortage in some subject areas. They explained that it is difficult to choose a qualified teacher in a specific subject area from among the candidates. As (S6) explained "among the candidates applying to schools, there is a shortage of qualified teachers teaching subjects such as chemistry, physics, and math. It is difficult for us to select one of them who is competent. As a result, in some cases, the novice recruited is assigned to different levels, which may result in burnout."

Dealing with Large Class Sizes. While three (3) out of eight (8) novice teachers found challenging to deal with large class sizes, none of the instructional supervisors had the same perspectives. From novice teachers' perspective, their disappointment goes to their inability to set and reinforce classroom rules, engage all students to activities, monitor their progress, and meet the diverse learning needs of students in big classes. Furthermore, for some of them, it is time consuming; they struggle between delivering content quickly and ensuring the understanding of all students with varying learning abilities. As one of the novice teachers (N1) complained "the large class size hinders the proper implementation of practical activities and educational practices that I learnt in my TD courses which are crucial to promote students' comprehension and motivation". The same complaint was reported by another novice teacher (N6) who failed to follow on each student learning progress and understanding due to the diversity of learning abilities existing in one class, saying,

> I was very disappointed that I couldn't check on each student's understanding
> of the concept due to the large number of students in the class with varying
> abilities. When I asked the low achievers if they understood, I saw them
> shaking their heads. I knew deep down that they need more assistance, which
> I was not able to provide due to time constraints and the massive amount of

content I needed to complete by the end of year.

One of the novice teachers also complained how the number of students caused each activity to take longer that it should, affecting students' enthusiasm and motivation to learn, saying:

The large number of students negatively affected students' interaction and the lesson's implementation. If we had been able to finish the interconnected parts of the same activity on the same day rather than dragging the activity from one day to the next while ensuring that all students had taken their turn before moving to the next planned step, the learning would have been smoother and more authentic, and students would have been more excited and engaged.

Conversely, the difficulty mentioned by three novice teachers in dealing with large class sizes, was not agreed on by instructional supervisors who explained that the class sizes existing in school are large with the largest class having 25 students.

Carrying a Demanding Workload. Four (4) novice teachers and four (4) instructional supervisors concur that teaching is a demanding profession in which the teacher plays multiple roles. Novice teachers complained about their inability to handle a massive amount of work assigned to them during their first years of teaching especially when the deadlines were extremely tight. Others attributed this challenge to the various roles they are assigned, such as an instructor who, in addition to being a teacher, is also a social specialist, an administrative worker, a guide...… for which they were not prepared to handle in their prior education. One novice teacher (N3) complained about the excessive paperwork and the large amount of data she was responsible to incorporate such as grades, portfolio for each student in addition to lesson plans and designing exams and quizzes, "as teachers, we are being put under immense

pressure to execute a load of tasks on very tight deadlines." Another novice teacher (N8) agreed and said, "it was exhausting to be in charge of all the paperwork required from the administration on top of the work required for my lesson planning, activity design, assessments, and portfolio preparation for each student." This concern was also expressed by another novice teachers (N4) "it has been a lot to take in, more than a teacher, you have to be a social worker, a psychologist, a counselor at times. We are compelled to adopt those different roles that we are not prepared to in our prior education." A novice teachers (N7) revealed that the situation was very challenging when she has to handle multiple roles from day one in school,

> I realized that I have to be more than a teacher from day one in the school. I had to deal with students with learning difficulties, in addition to my regular planning, I had to plan various instructions to meet their needs, fill a huge number of papers for my planning and bring in a lot of activities. Preparing, planning, and executing tasks were exhausting and the lack of time increased it.

As for the massive responsibilities that novice teachers handle ranging from designing lessons, teaching, filling paperwork, attending extracurricular activities and workshops were noted by four instructional supervisors during the individual interview, furthermore, in the focus group interview, eight instructional supervisors explained their points of view reporting this challenge to the requirement of the profession in the 21st century, the ever-changing curriculum, the training and implementation of new strategies and technology in their classes in addition to the requirement of international programs adopted by the school. As (S4) reported "I admit that it is a demanding profession, particularly for novice teachers in terms of planning lessons, designing strategies, professional development activities, paperwork, in addition to the ever-

changing curriculum and educational innovations." However, instructional supervisor (S8) argued that novice teachers do not understand that workshops and training held on their days off, or articles assigned to read and reflect on for later discussion are for their learning and development and to instill in them the profile of lifelong learners, "they lack the professional development mindset, and they are also lacking in dedication and commitment. They are not ready to put in any extra effort to improve and excel as they do not consider these activities to be part of their professional development." She added, "for example, I gave the novices an article to read on their day off, and then we had to meet the following Friday to discuss it and come up with a plan… As a result, they assume that this is homework that they will be unable to complete in their spare time." Two other instructional supervisors explained that these huge responsibilities will always be a challenge for novice teachers and that it is difficult to do more in this regard. They added that it is difficult for novices to handle program implementation and requirements, because they can be difficult for them to understand due to a lack of knowledge in their prior education. As (S2) asserts, "they certainly require depth of knowledge, which will be provided through workshops and extra efforts on their part, as they do not graduate with the ability to work on international standards and cutting-edge approaches." She added, "this year, we began a training program aimed at filling gaps in their university education that we, as leaders, anticipate will exist."

Difficulty in Planning and Implementing the Content. Seven (7) out of eight (8) novice teachers reported that developing effective lesson plans and identifying appropriate strategies and activities was one of the most difficult aspects of their job, which is completely consistent with the views of eight instructional supervisors.

Four (4) out of eight (8) novice teachers who teach the Primary Years Program PYP attributed this challenge to their inability to understand the elements of the new system that they have to implement in class. Three (3) secondary novice teachers complained about the effort they put and the time it takes to plan the lesson, organize the ideas, bring different strategies, and plan the activities. Interestingly, novice teachers did not relate this to the lack of help and guidance from administrators and colleagues. Novice teacher (N4) explained that the proper implementation of the new program requires a lot of effort, creativity, and deep understanding,

> The PYP system is not an easy system to understand, they have several notions
> to grasp such as the IB Learner Profiles – Conceptual Understandings –
> Student agency – Co-constructing Learning Environment – Filling Planners. It
> has been a lot to take in and I am still trying to this day to fully understand each
> notion to be able to plan and implement the best way possible.

The difficulty of planning and implementing the PYP program in the classroom was also expressed by novice teacher (N5) who stated, "the most difficult task in my first years of teaching was determining how to correctly implement the elements of the program in my classroom that aligned with the objectives of the unit of inquiry." A secondary novice teacher (N1) expressed the worry about finding the best strategies to deliver the content, saying, "choosing the best methods to deliver the content was a significant challenge while planning my lessons. I spent long time searching for the best methods to ensure that students meet the objectives; however, I failed at many times and had to find alternative methods." Novice teacher (N6) also complained about the hard work she puts and the time it takes to plan a lesson for the first time, stating "planning lessons for the first time takes a lot of time because I have to organize the ideas of the

lesson, plan the activities that serves the objectives of the lesson, and decide on the resources and materials that promote students' understandings such as simulations, videos, and lab experiments."

Nonetheless, the PYP leaders attributed novice teachers' lack of comprehension of the international program's requirements and expectations to the lack of preparation in their universities. They assert that novices enter the school, and they are not prepared to teach international program as they don't have the abilities and capacity to meet the expectations of international standards. This was explained by instructional supervisor (S8) saying,

> Novice teachers enter the school, and they are terrified of the program and its requirements because they are not prepared at the university on how to prepare such lessons. Besides, they don't understand the new philosophy of international program. Though they have graduated with a major in education, universities are not preparing novice teachers well since their preparation programs do not address the implementation of teaching methodologies. Example some terms are explained at the level of theories such as assessment inquiry-based approach and concept-based curriculum.

On the other hand, three PYP leaders assert that they don't expect novices to perform efficiently from year one. However, they argue that novice teachers are exposed to different types of assistance to facilitate their understanding of the elements of the PYP such as coordination sessions with the PYP leaders and coordinators, collaborative planning sessions with the PYP coordinators and colleagues to plan the unit of inquiry, in addition to continuous professional development activities planned for them. According to instructional supervisor (S2),

Some concept cannot be grasped from year one. We don't expect more from the
novice teacher however, we go step by step, we want them to be thinkers and
inquirers, so we challenge them, we work on them as learners of the
requirements of the program. We have consistent professional development
planned particularly for novice teachers and they improve gradually.

The same thought was stressed on by (S5) saying,

Novices are subjected to different types of meetings with the PYP coordinators
to introduce the elements of the PYP, the PYP language/terms/assessment etc..
Collaborative planning sessions with their colleagues and the coordinators and
collaborative planning session with their colleagues teaching the same grade
level.

She added "all these meetings are conducted to enhance novices' understanding of the
program and its elements besides, our doors are always open for any queries."

Secondary leaders completely agreed on the difficulty faced by novices in
planning and implementing the content and attributed this to novices' lack of
preparedness in university, despite the fact that some of them have graduated with a
Teaching Diploma. They all agree in the focus group interview that universities are not
preparing novices to use novel teaching methods or the fundamentals of international
programs. As a result, novices are having difficulty planning and delivering content in
an effective manner.

Designing Assessment Tools. Three (3) out of eight (8) novice teachers found it
difficult to design effective assessment tools, whereas none of the instructional
supervisors considered it as a difficult aspect in novice teachers' journeys. Novices
attributed this challenge to the lack of receiving assistance in preparing the assessment

tools. They stated that they were left to prepare the assessment on their own without assistance, and that they had difficulty locating appropriate materials that would assess the required objectives while taking into consideration learners' various abilities. Two of them expressed that the challenging aspect in designing an assessment was finding the appropriate materials that assessed students' comprehension and acquisition of the objectives. This was expressed by one novice teacher (N2), saying, "I was left alone to prepare the assessments and exams. It took me a lot of time to prepare an exam, about four to five hours, to find the appropriate material that assess the lesson objectives and students' competences." Likewise, another novice teacher (N7) said:

> I was left alone to create the assessment of each unit on my own. The most difficult aspect of preparing the assessment was designing an exam and locating materials that corresponded to the students' testing objectives. I was shy to ask because I feared that asking too many questions would be viewed as a sign of weakness as if I were supposed to be a teacher but lacked the necessary skills.

On the contrary, instructional supervisors insisted in the focus group interview that novices are assisted in different ways to design the assessment tools. They explained that, during the coordination session, the subject coordinator, guides the novice teacher on how to prepare an assessment and checks on them while they are preparing it. They also added that the novices receive help from their colleagues who often hand them samples of assessment tools and guide them through the various forms of assessment aligned with the objectives of the lesson.

To sum up, based on the findings, most novice teachers and all instructional supervisors concur on two challenging aspects facing novice teachers in their first years of teaching including juggling a demanding workload in addition to planning and

implementing the content. However, three novice teachers stated that dealing with large class sizes, teaching different levels, and designing assessment tools are additional challenging aspects of their early career which instructional supervisors were unaware of.

Problems with their Relationship with Instructional Supervisors

In addition to their relationships with students and juggling demanding teaching responsibilities, novice teachers' relationship with their superiors is observed as a source of challenge in their early years. In their individual interviews, seven (7) novice teachers mentioned this challenging aspect, but only one (1) instructional supervisor appears to be aware of it. However, after being probed in the focus group interview, six instructional supervisors mentioned one of the challenging aspects mentioned earlier by five novice teachers, namely the lack of formative evaluation from instructional supervisors. Lack of support in classroom management, lack of involvement in decision making, and lack of cooperation and communication were all mentioned as sources of struggle by novice teachers in their relationships with their instructional supervisors (see table 4).

Table 4

Problems with their Relationship with their Instructional Supervisors

Challenge	Frequency of responses of the research participants in the individual interviews		Frequency of responses of the research participants in the focus group interview	
	Number of teachers' responses (Total n = 8)	Number of instructional supervisors' responses (Total n = 9)	Number of teachers' responses (Total n = 8)	Number of instructional supervisors' responses (Total n = 9)
Problems with their relationship with their instructional supervisors	7	1	7	6
Lack of support in setting classroom discipline	3	0	3	0
Lack of formative evaluation	5	0	5	6
Lack of communication and cooperation	2	1	2	0
Lack of involvement in the decision making	2	0	2	0

Lack of Support in Setting Classroom Discipline. While three (3) out of eight (8) novice teachers reported that the lack of support provided by administrators aggravate their difficulties in maintaining classroom discipline and in dealing with students' disturbing behaviors, instructional supervisors appear to be inattentive to this aspect in their individual interviews. However, two (2) department heads assert in their focus group interview that they have prepared a discipline policy chart that is shared with parents and teachers and on which teachers can rely when dealing with any disturbing behavior, "we as department heads have prepared a discipline policies chart that we wrote and shared with all teachers and parents," (S2) explained.

The lack of administrative support was evident, according to novices, through the administrators' leniency in dealing with students' disruptive behavior, and in the lack of a clear and fixed set of rules established by the school that inform teachers how to deal with students' disruptive behaviors. This aspect was described by novice teacher

(N6) saying, "they knew that I am facing problems in maintaining discipline in my class. They didn't reprimand me; however, they didn't make any attempt to help me in setting discipline in my classroom." She also complained about their lenience in dealing with students' disruptive behavior, saying, "many times, I sent students to the supervisor however, she used to return them to the class without taking serious measures with them. Students were no more afraid of being expelled out of class because they knew that the supervisor would send them back to the class." The same teacher expressed her dissatisfaction because the novice teacher, who was struggling with classroom management, was perceived by administrators as a weak teacher lacking necessary competences and skills. Novice teacher's confusion due to the absence of a clear set of discipline rules set at the school level was shared by novice teacher (N2) stating "I went to administration and asked them about the discipline rules set by the school. I didn't get any answer, they do not have any detention set of rules. They rarely take any measures to control students' misbehaviors."

Lack of Formative Assessment. Five (5) out of eight (8) novice teachers complained about the lack of formative assessment and feedback on their work. While none of instructional supervisors mentioned this aspect in their individual interviews, six (6) out of nine (9) instructional supervisors concur with novices' perspectives in the focus group interview. Novices complained about their unfair evaluation based on a single observation, as well as the lack of feedback from the administrators noting that coordinators observe classes just once at the end of the year to fill the requested reports from the administration rather than assessing teachers' teaching and improvement. They explained that these practices led to them being confused about their performance and made it challenging for them to identify their areas of strength and weaknesses. As

novice teachers (N7) expressed her dissatisfaction with the lack of continuous observations and feedback stating that "one observation was held throughout the year, and I received feedback based on this observation. This is so unfair, because no one told me how my teaching was going, how and what could be improved."

This resentment was also expressed by novice teacher (N4), who stated:

> I barely had anyone attends my sessions from the coordinators and supervisors and the assessment came only at the end of the year, which was not very clear, and I had to ask for one on one meeting to present my worries and questions to the coordinators.

The lack of feedback prevents novice teacher from identifying their point of strength as well as the areas that need improvement as stated by novice teacher (N1):

> The lack of formative assessment and observation held by the coordinator, or the mentor deprived me of knowing the points that need to be improved. I needed someone to attend my class and to help me identify where I needed to improve.

(N5) expressed the same point of view saying,

> Though the program coordinator and the principal used to circulate among the classes. However, they should observe us more often and schedule observation and meet directly with us after observations. I used to go to their office and ask for their feedback. We need formative evaluation based on consistent, ongoing observation with pre post conference meetings.

In line with novices' perspectives, instructional supervisors agreed regarding the lack of formative evaluation and discussed the causes giving varying opinions in the focus group interview. Two instructional supervisors attributed the lack of formative evaluation to the time constraints of subject coordinators who are still responsible for

teaching classes. As (S1) stated "coordinators are also responsible of certain number of teaching sessions and classes." While (S2) and (S5) attributed this to the massive responsibilities handled by PYP leaders who have to follow on the demands and innovations pertinent to the program and plan to convey the new knowledge to teachers which give them little time to monitor those teachers' work. However, they do follow on them informally through circulating among their classes, keeping track of their progress during the planning sessions based on their interference and their input,

> Being a PYP school we work on high standards and high demands, and we have to follow the ever-changing demands of the program, so we develop the content, the assessment, the inquiry, the materials, etc. thus, the responsibilities of coordinators is overwhelming with respect to the numbers of students and teachers. We don't have textbook to follow thus the responsibilities of coordinators is to check every paper given to students and it is much harder than having books to follow. So, they don't do regular observations for novices it is not a very systematic observation., However we should increase the number of observations demands are high and we don't have enough time to conduct more observations.

On the other hand, two instructional supervisors argued that while novices believe that follow-up should take the form of continuous formative assessment followed by directive guidance, what instructional supervisors care about in the school is building a trusting relationship with novice teachers first, rather than engaging in directive supervision. Supervisor (S5) explained:

I do friendly observation to novice teacher as it is crucial to build trustful and comfortable atmosphere. I think they will be more comfortable this way rather than by giving them immediate, specific feedback regarding their teaching and performance on classroom practices.

Lack of Cooperation and Communication. Two (2) out of eight (8) novice teachers identified the lack of constructive communication and lack of cooperation with instructional supervisors as challenging. None of the instructional supervisors identified this aspect as a difficulty faced by novice teachers. They all assumed that they have positive communication with novice teachers and successful relationship. Novice teachers stated that instructional supervisors' uncooperative attitude toward their queries and the neglect of seeking their opinion made them stop asking for guidance from their supervisors. This led them to feel that it is their job to find answers to all their queries at a time they needed to cooperate with their coordinators to obtain guidance and reassurance. As novice teacher (N2) revealed:

The communication with the coordinator was difficult. At the beginning I had a lot of questions and I used to ask. But later I stopped asking because I didn't like her attitude when I asked for assistance; she made me feel as I had to figure out everything on my own. She was uncooperative, I stopped asking her because I felt I am honing information and knowledge.

Novice teacher (N7) also shared a similar viewpoint, describing how her difficult relationship with her coordinator, saying:

I use to inform them on what I was doing. They didn't take the initiatives to guide or to suggest ideas. One day I was arguing with her, she told me if you don't want me as your supervisor go and tell the principal.

None of the instructional supervisors seem to be aware of those challenges. Yet, these challenged were confirmed by one instructional supervisor who declared in the individual interview, that what might create a challenge for novice teachers to speak up to instructional supervisors about their concerns is their fear of being judged as incompetent teachers. According to (S1), supervisors' while doors are always opened to listen to novices' concerns, "some novice teachers are afraid to speak up about their difficulties and queries for fear of being described as inadequate teachers unable of dealing with a particular issue."

Lack of Involvement in the Decision Making. Two (2) out of eight (8) novice teachers complained about the lack of involvement in the decision making and none of the instructional supervisors stated this aspect as a source of challenge for novices or a practice adopted by the school. However, two (2) novices reported that their voices are not being heard, especially when it is related to their views on whether or not a mandated innovation can be successfully implemented or not in the classroom. As explained by a novice teacher (N4), implementing school-wide innovations is often mandated without any input from novice teachers,

> Sometimes we feel that we, as novice teachers, are being put under immense
> pressure to execute a load of tasks on very tight deadlines. Moreover, they
> [referring to supervisors] seem to forget that we also have a voice, and they need
> to take our opinion on matters before coming up with finals decisions.

This concern was also shared by novice teacher (N7), saying, "they ask for things that are not applicable. Very different from classroom reality and what we face on a daily basis. Our concerns are not being heard."

Interestingly, instructional supervisors took a different stance, claiming that their continuous meetings with novice teachers as well as department meetings held once per month to discuss and share ideas where discussions are allowed so that all of their input and opinions are heard, are sufficient to ensure that teachers' voices are always heard. As (S5) stated "we meet once a month to discuss any implementation of any new idea, especially on a specific occasion of the year, and everyone is welcome to speak up."

In summary, novice teachers mentioned various challenging aspects of their relationship with instructional supervisors, such as a lack of support in setting classroom discipline, a lack of communication and cooperation, and a lack of involvement in decision making, all of which went unnoticed by instructional supervisors. Six instructional supervisors, on the other hand, agreed with five novice teachers on the lack of formative evaluation.

Problems with their Relationship with their colleagues

In addition to their relationship with students and their superiors, two out of eight novice teachers reported facing difficulties in their relationship with their colleagues. Novice teachers identified one challenging aspect that make their first years of teaching difficult, such as working with experienced teachers who undermine novices' potentials; this aspect appear to go unnoticed by instructional supervisors, who six out of nine, observed the difficulty of adapting to the school culture to be one of the major challenges that novice teachers face during their first years of teaching. An aspect that was not stated at all by novice teachers (see table 5).

Table 5

Problems with their Relationship with Colleagues

Challenge	Frequency of responses of the research participants in the individual interviews		Frequency of responses of the research participants in the focus group interview	
	Number of teachers' responses (Total n = 8)	Number of instructional supervisors' responses (Total n = 9)	Number of teachers' responses (Total n = 8)	Number of instructional supervisors' responses (Total n = 9)
Difficulty in adapting to the school educational philosophy	3	6	3	8
Lack of recognition of novice teachers' potentials	2	0	2	0

Difficulty in Adapting to the School Educational Philosophy. Six (6) out of nine (9) instructional supervisors explained that novice teachers enter school holding the beliefs and the philosophy of the institutions from which they graduated and are not prepared to adapt the values and professional beliefs of the schools they joined. Instructional supervisors stated that they clearly observed during their interviews with novice teachers their lack of preparation to adapt to the school educational philosophy especially when the school has an international program. As instructional supervisor (S8) stated:

> Universities are not well preparing novice teachers... Novice teachers don't understand the new philosophy of international program. They don't know about important terminology such as collaboration, collaborative planning, inquiry, and interpersonal skills.

As (S5) stated:

> During our interviews, I noticed that they were unfamiliar with the school educational philosophy. I purposefully asked them about their understanding of

collaboration, cooperation, and some terms and actions in school that are aligned

with our vision and mission, and I discovered that they are completely

unfamiliar with these concepts.

Their inability to adapt to the school culture plays a significant role in their inability to

build relationship with their colleagues as described by instructional supervisor (S4),

Novice teachers enter a new culture, and they ignore the philosophy of the

school and the PYP spirit, they must adapt to the new culture while also

developing relationship with new colleagues. Some are shy while others require

time to integrate into a group. It is difficult for them to collaborate closely with

others and benefit from their knowledge and experience. This has an impact on

their teaching and learning to teach.

Lack of Recognition of Novice Teachers' Potentials. Two (2) novice teachers

mentioned the lack of recognition of their potentials as a challenge they face. They

reported this to the fact that veteran teachers underestimate novice teachers' fresh and

new ideas. They reported that veteran teacher think that novices are inexperienced

teachers who must follow their directives and even if novice teachers bring about sound

innovative ideas, these are not acknowledged. One novice teacher (N4) revealed how

challenging was to teach the same grade level with a teacher with whom she could not

communicate professionally and who refused to consider her new suggestions stating,

"we cannot agree on a single idea. She is the one who knows everything unwilling to

listen to my ideas because she believes I am inexperienced as a novice teacher."

Another novice teacher (N7) explained how when experienced teachers benefit

from novices' fresh ideas, they do not give credit to them. they relate every success at

the grade level to the experienced one "when you work with someone who is known you won't be recognized with her. She relates every success to her." She added:

> During my first year of teaching, I dealt with a learner who is deaf. As a result, the planning was different as preparing for the activities. I strayed from traditional teaching since I had to search for unique resources and activities that suit the case, such as "circle time" activities in which the learner has to inquire about the day and the weather. I had to make it into a game, so I made a box with the questions inside so they could choose the answers. The coordinator liked the idea and immediately attributed it to my colleague, an experienced teacher.

However, instructional supervisors in the focus group interview, emphasized the collaborative culture that exists in the school, with many of them stating that they have mandated meetings of teachers teaching the same grade level to enhance the collaboration among teachers rather than competition. As stressed by instructional supervisor (S3) saying, "as school leaders, we work to foster a collaborative culture both horizontally among teachers and vertically among teachers and administrators."

To sum up, the most compelling challenges faced by novice teachers during their first years of teaching according to their point of views are mainly related to managing classroom, dealing with special needs' students, planning and implementing the content, and lack of formative evaluation. According to instructional supervisors' views, they appear to agree with novice teachers on all of these challenging aspects in addition to novice teachers' inability to adapt to the school culture.

Areas of Existing Support

Despite the challenges novice teachers face during their first years of teaching, instructional supervisors, veteran and novice teachers pointed in their interviews at some factors that supported novices' transition into the profession and provided them with the necessary assistance and guidance. The cumulative responses of individual and focus group interviews conducted with the three group of participants showed that the factors that supported novices' transition stemmed primarily from their interactions with their superiors, and their interaction with their colleagues, in addition to the professional development practices provided by the organization. These supportive practices were reported to help novice teachers develop professionally while also promoting their emotional well-being. In the following sections, the sources of support will be presented and discussed from the perspectives of instructional supervisors, veteran and novice teachers.

Positive Interaction with the Instructional Supervisors

When asked about the supportive factors in the school to help and guide novice teachers, all instructional supervisors, veteran and novice teachers agreed that the positive interaction between novice teachers and instructional supervisors constituted a source of support, guiding novices during what they considered to be a critical stage of their career. Meetings with the principal, department heads, and coordinators, as well as classroom observations and constructive feedback, all aided in their professional development, according to both parties. Add to that, teachers and supervisors emphasized the importance of the teachers' well-being at this stage, which was reinforced by their superiors' recognition of their potential and emotional support. In the sections that follow, each of these factors will be discussed in detail (see table 6).

Table 6

Positive Interaction with the Instructional Supervisors

Support	Frequency of responses of the research participants in the individual interviews		Frequency of Responses of the Research Participants in the focus group interview		
	Number of teachers' responses (n=8)	Number of instructional supervisors' responses (n=9)	Number of teachers' responses (n=8)	Number of instructional supervisors' responses (n=8)	Number of veteran teachers' responses (n=4)
Positive interaction with the instructional supervisors	8	9	8	8	4
On-going communication with the principal and department heads	6	5	6	8	0
Learning opportunities through regular interactions with the coordinator	5	9	5	8	4
Constructive feedback based on classroom observations	3	6	3	8	0
Collaborative planning and discussions	4	9	5	8	4
Emotional support	6	9	6	8	0

On-going Communication with the Principal and Department Heads. When

probed to elaborate about the support that results from novice teachers' interactions with

the principal and departments head, six (6) novice teachers and all instructional

supervisors in the focus group interview stated that because of the school's open-door

policy, novice teachers are able to meet with instructional supervisors whenever they wanted to voice up their concerns and find answers to their inquiries. Teachers stated that these interactions increased their self-confidence, improve their teaching, and reassured them of the effectiveness of their practices. Furthermore, novice teachers and supervisors both agreed that the principal and department head feedback on their performance was crucial even if it was most of the time informal and brief. Novice teacher (N5) described that she was able to talk to the department head after her classroom visits to ask her for feedback whenever she wanted, "she always has an open door. I often visited her office to ask for her feedback after attending my class to make sure that I am implementing the elements of the program effectively."

Likewise, novice teacher (N2) pointed out "the principal used to talk to me even when she sees me in the hallway and give me positive feedback based on the parents and coordinators' feedback." This was also emphasized by novice teacher (N6), who stated how important it is to receive feedback that boosts the teacher's confidence providing reassurance about teaching practices,

> the feedback that I was receiving from the principal increased my self-confidence and assured me that I was on the right track, as well as demonstrating the skills that I needed to improve in order to develop professionally and succeed.

Furthermore, novice teachers reported that receiving feedback allowed them to improve their practices, as stated by novice teacher (N1), "my relationship with the principal and department head is excellent in terms of communication, praise, and coordination, and they are constantly providing me with the feedback I need to proceed and progress."

All instructional supervisors also emphasized the importance of the support they provide to novices through being visible and constantly meeting with them and providing them with feedback. As (S5) shared, "I always start unscheduled and friendly meetings with them in order to allow them to improve and usually I start giving positive feedback so to build with them a comfortable and trustful relationship." A similar thought was shared by instructional supervisor (S6) who said, "I always make myself visible to them, and I always give them positive feedback. If I receive a complaint from parents or students about their performance, I speak to them in a friendly manner." As for the principal, she also affirmed her open-door policy and pointed out her frequent interactions with the novice teachers noting that she checks if they have any inquiries "I meet with them three times, at the interview, in the orientation sessions prior the beginning of the school year and after the professional development orientation sessions and I ask them about their inquiries so we can plan the next professional development session."

Learning Opportunities Through Regular Interactions with the Coordinator. Aside from the ongoing interactions with the principal and department heads, one of the supportive factors mentioned by five novice teachers and all instructional supervisors is regular interaction with the coordinator, which includes observations and constructive feedback, as well as fruitful meetings and collaborative planning and discussions.

Constructive Feedback Based on Classroom Observations. Three (3) out of eight (8) novice teachers stated that the classroom observations conducted by subject coordinators and the feedback they receive at the end of these observations helped them improve their teaching skills and develop professionally. All instructional supervisors

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had the same views affirming the importance of the support provided to novice teachers by subject coordinators. Three (3) novices reported that the feedback they received from the subject coordinator after observing their classes assisted them in identifying their areas of strength as well as areas for improvement, which enhanced their teaching practices. According to novice teacher (N8), the feedback she got from her coordinator helped her improve her classroom management skills,

> Throughout the year, the subject coordinator visited my classes and gave me recommendations and guidance on areas that needed to be improved. She noticed that I have a problem in letting student listen to me and abide by the given instructions. In our meeting, she discussed with me how I shouldn't start my lesson before ensuring that all students are listening and paying attention to me, and how I should be consistent in setting my rules. Then she offered me tips and articles to read on classroom management.

Similarly, novice teacher (N2) declared "the subject coordinator's observations and feedback helped me in identifying my strengths and assuring me that I am doing well, as well as informing me how I should improve the areas that require improvement."

According to instructional supervisors, subject coordinators are responsible for observing novices' classes twice per semester, using both scheduled and unscheduled observations, with the goal of assisting them in improving their practices by providing constructive feedback. Some of them declared that in case novice teachers face a specific problem they do more frequent observations to help them solve the problem, "I observe their classes twice per semester. In case there is a problem, I enter more frequently to try to solve the problem" as stated by instructional supervisor (S7). Other

instructional supervisors in charge of lower grades revealed that they circulate constantly among novices' classes, referring to it as "informal observation," to ensure proper implementation of the PYP elements. As shared by (S8) "I provide them with constructive feedback to improve after circulating among their classes." She added "for the formal observation, I give them a checklist observation to discuss the points that need improvement."

Fruitful Meetings and Collaborative Planning and Discussions. All instructional supervisors mentioned meeting with the subject coordinators and collaborative planning and discussions as one of the supportive practices established by the school. Similarly, five (5) novices and four (4) veteran teachers emphasized the positive role played by subject coordinators during their collaborative planning and discussions. They reported that during their weekly scheduled meetings, the subject coordinator supported novices in planning lessons, suggesting the best strategies for delivering the content, designing assessments, and sharing resources. They reported that those meetings held once per week assist novices to expand their knowledge and challenge their thinking. This is how one novice teacher (N6) described her fruitful coordination sessions with her subject coordinator:

> Coordination meetings were extremely beneficial. Throughout our conversation, we discussed concepts and the best strategies to use. We also used to plan experiments to help students understand scientific concepts. He shared with me worksheets and assessments. He also corrected my assessments and taught me how an assessment should be presented and how I should pay attention to the question be aligned with the objectives.

For novice teacher (N5), these meetings played a vital role in understanding the program and the appropriate implementation of its elements. This view was also confirmed by another teacher (N4) saying,

> During our coordination sessions, our coordinators have tried their best to help us get out of our comfort zones and think outside the box, they challenge us constantly to be more creative and channel our thoughts in the right direction.
>
> Sometimes it might feel overwhelming, but it has definitely been constructive.

She added "… we are working this year on revising our language and math planners with our coordinators and this is helping me understand the outcomes, objectives, and skills that I need to teach on a deeper level."

The support provided by the subject coordinator is stressed on by all veteran teachers participated in this study. According to (V3) "the subject coordinator helps in clarifying the mission and vision of the school, explaining the policies and teacher responsibilities and propose professional development based on the teacher's needs." (V2) added "This support runs along the whole scholastic year with assigned weekly meetings for that purpose."

All instructional supervisors affirmed offering guidance to novice teachers prior to the start of the school year through meetings where they share documents and explain the forms to be used in planning as well as the school regulations. Once the scholastic year begins, a one-to-one weekly one-hour meeting is set between the subject coordinator and novice teacher by the school to explain the implementation of the yearly plans and answer any of the questions the novice teacher might ask. According to the instructional supervisors, the subject coordinator makes sure all expectations are clear and further guidance is given when needed. As (S3) stated:

The subject coordinator gives complete explanation regarding each item in the

unit planner and the weekly plan that should be filled by the novice teacher.

During these meetings, teacher is provided with major teaching strategies related

to a certain topic, resources that serves the delivery of certain content so that

she/he can deliver successful sessions.

In addition to that, novice teachers attend weekly coordination meetings with the

teachers teaching the same grade level where they collaborate in planning, discuss

various educational challenges, and exchange knowledge and expertise. As affirmed by

one instructional supervisor (S2):

Teachers attend fixed collaborative reflection and planning sessions with their

coordinators. On planning, on class management, the assessment policies

students' records. They work as a team, reflect, and plan. What is crucial in these

sessions that they share knowledge, and they listen to each other. Coordinators

pave the way for teachers to have a say it is a chance for growth in a

collaborative spirit. They feel that they are heard.

Emotional Support. All instructional supervisors and six (6) out of eight (8)

novice teachers mentioned the emotional support provided by instructional supervisors

and its positive impact on their emotional well-being. In fact, they spoke of positive

interaction between them and considered it a source of emotional support for novice

teachers especially during times of confusion and uncertainty. This was made possible,

according to novice teachers, by the trusting and confidential relationship established

between instructional supervisors and novice teachers. They reported that they were

able to discuss their concerns without fear of being judged, and to seek assistance with

their problems. Emotional support was also received in the form of acts of kindness

taken by the instructional supervisors, such as checking on them in their sickness, checking on them even if they only met in the hallway, which increased their sense of belonging to the community. One novice teacher (N6) stated that she felt at ease when she realized she was welcome to speak openly with the department head about an incident that occurred in her class,

> I still remember the day when I left the school crying and I felt like I lost control of the classroom. The day after, the head of department called me and I thought that she will reprimand me for having left the classroom; however, she surprised me when she told me that my efforts are highly appreciated, and they want me to be comfortable, and she is ready to help to overcome the problem faced. She said if you need anything at any time just come without any appointment and I am all ears.

Novice teacher (N4) explained that being able to openly express her distress and receive assistance in coping with the challenge through meeting with the department head without the need of previous appointment enhanced the quality of the emotional support she is receiving, "I have a friendly relationship with my principal," she stated "I feel like I could always openly talk to her about my thoughts and struggles at any time, and I am confident that she is ready to listen and assist me in finding a solution to my problem." According to a novice teacher (N5), the phone call from the department head to check on her during her illness meant a lot to her on a personal level and boosted her sense of belonging to the community, "she called to check on me because I was sick. This was a good act of kindness. That day, I felt like I truly belonged to this community."

As for instructional supervisors, in their individual interviews as well as the focus group interview, they all emphasized that novice teachers' emotional well-being is critical to persevere and excel. They agree with novice teachers' views that the school's open-door policy is one of the reasons that enhanced novice teachers' emotional support, as novices are always welcome to enter the office and are encouraged to speak up about their problems or find answers to their inquiries without fear of judgment. This establishes a friendly, trustworthy, and supportive relationship with those novice teachers. Instructional supervisors also stated that their recognition of novice teachers' potential, empathy, and celebration of accomplishments are other practices that have boosted novice teachers' emotional well-being. As instructional supervisor (S5) stated "I don't want anyone to go outside the community to get the help they need." This same thought was shared with (S8) saying, "my door is open, and they can come anytime to talk to me about their worries, I try to build with them a trustful relationship through listening to them and supporting them in every challenging situation." According to the instructional supervisor (S8), the empathy shown to novice teachers provided them with emotional support, "I let them talk about their personal lives, they need to relax. For example, one teacher has her daughter in the hospital, so I told her not to enter the class and I gave the session instead of her."

All instructional supervisors also stated that novice teachers' work and progress is always recognized and appreciated. In addition to that they reported that novice teachers are encouraged to express and discuss their new ideas. Instructional supervisor (S3) explained,

> To ensure emotional wellbeing, teachers are supported verbally with words of
> encouragements where necessary. Teachers are treated kindly with utmost

respect, and their work is appreciated in several forms…new valid ideas or even

activities are approved and encouraged so that the teachers could feel involved

and spiritually connected to the department.

Similarly, supervisor (S2) stated that she recognizes every teacher's potential noting,

"one novice teacher is skilled in ICT How to use technology in classroom, thus she was

assigned to be part of the ICT committee and conduct workshops to other teachers."

Four (4) novice teachers in their individual interviews, and two (2) more in the

focus group interview agreed on the importance of receiving emotional support from

their supervisors. They reported that instructional supervisors recognized their potential

and gave them higher responsibilities, which increased their self-confidence and

motivated them to work harder and progress, such as being assigned to conduct a

workshop for other teachers, being assigned as a leader of the grade level team or being

assigned to teach a higher grade the following year. As described by novice teacher

(N5),

Throughout this academic year, the department head recognized my ICT skills

and the integration of ICT in the teaching, so she sent me a certificate of

appreciation recognizing my potentials. As a result, I was assigned to conduct

two days' workshop for teachers at the elementary department about the What

Why and How of Flipgrid.

Also, novice teachers' emotional support is enacted through celebrating teacher

accomplishments on Teachers' Day, hence promoting of the sense of belonging to the

school community. As explained by (S3) "on Teacher's Day, gifts and flowers are given

to all the team along with nice words of encouragement to show appreciation of their

work." Likewise, (S1) gave an example stating that "on teachers' day, I collected the photos of all teachers and prepared a video to celebrate and let them feel welcomed."

Professional Development Opportunities

Novice teachers, veteran teachers, and instructional supervisors agreed that professional development practices planned and implemented by the school are an essential component that provides guidance and support to novices while also enhancing their professional growth. According to participants, supporting novices through professional development opportunities offered by the school included orientation sessions, workshops conducted inside and outside the school, providing various educational resources, connecting with external colleagues, in addition to offering the mentoring program which was highlighted by three novice teachers and four instructional supervisors. Each of these practices will be discussed in detail in the sections that follow (see table 7).

Table 7

Professional Development Opportunities

Support	Frequency of responses of the research participants in the individual interviews		Frequency of responses of the research participants in the focus group interview		
	Number of teachers' responses (n=8)	Number of instructional supervisors' responses (n=9)	Number of teachers' responses (n=8)	Number of instructional supervisors' responses (n=8)	Number of veteran teachers' responses (n=4)
Professional development	6	9	8	8	4
Preservice Training	0	4	0	4	0
Orientation Sessions	3	8	3	8	4

Workshops	5	9	7	8	4
School Resources	4	5	5	8	4
Mentoring	3	4	3	4	4

Preservice Training. According to four (4) instructional supervisors, all newly recruited teachers are enrolled in a preservice training during the summer catered to the need of the school and delivered by trainers from the school. The school principal reported that before the start of the school year, preservice training was newly established by the school to familiarize novice teachers with the school vision, mission, and policies to adapt to the school culture in addition to being equipped with basic pedagogical skills. She stated:

New teachers are exposed to free training on four axes: a) community- building to provide teachers with strategies that ensure that students in every grade feel like they're part of the classroom, b) professional profile to introduce teachers to the school mission, vision, duties, and values, c) inquiry approach-based learning and concept-based learning to enhance teachers' pedagogical strategies, and d) incorporating ICT skills in their classroom to improve their usability.

She added that these trainers are all members of the school because they need trainers who are familiar with the school: "we need trainers who know our school requirements. Additionally, the participants pointed out that the school conducts a survey to assess the of teachers to determine their areas of strength and needs at the end of the training.

Orientation sessions. When asked about the supportive practices established by the school, only three (3) novice teachers reported that they have attended orientation sessions at the start of the school year before students arrive, whereas all instructional

supervisors asserted that novice teachers received orientation sessions and four (4) veteran teachers confirmed the cruciality of orientation in getting novice teachers acquainted with the school policies. According to the three (3) novice teachers, these sessions were beneficial because they introduced them to the school vision and mission, the school rules and regulations, and, most importantly, the elements of the PYP program which was completely new to them before students arrived at school. As shared by novice teacher (N4) "I attended an orientation session held by the department head and the PYP coordinator introducing us to the mission vision and how it helps building international mindedness." Likewise, (N5) stated "orientation session was conducted at the very beginning by the head of department and the PYP coordinator to introduce us to the school culture including policies, regulations, and the PYP as program and spirit." On the other hand, one of the newcomers reported that her orientation consisted of the subject coordinator introducing her to the school's rules and regulations and receiving a booklet to read about the school's vision and mission.

As for instructional supervisors, all of them reported that novice teachers received orientation session as part of the school policies to introduce novice teachers to the school regulations, the school culture, the departments, and their colleagues. According to them, the school principal conducts an orientation session as a welcome session at the start of the school year in which they discuss the school mission and vision and then the subject coordinators or the program coordinator handle the responsibility of introducing novices to the departmental policies, the curriculum, and the planning. As (S3) shared:

> In addition to the school guide, a booklet that includes all the school regulations
> and the duties of the employees regarding the schedule, the commitment to

tasks, the appearance & outfit, etc., that is given to the teacher by the HR once

recruited, the teacher attends a meeting organized by the head of school to

discuss the school rules and mission statement. Afterward, the novice teacher

attends another meeting with the subject coordinator to explain the departmental

duties such as the submission of the weekly plan, the hierarchy at the

department, the relation with the personnel (whom to consult in case of any

challenges), the relation with the parallel teachers if available, the importance of

emails being the major means of communication at the department.

Another instructional supervisor (S2) stressed the importance of the orientation

sessions in introducing novice teachers to the school philosophy,

Orientation is a must into making the PYP happens and in introducing them to

the French program at the beginning for the school year. We also introduce the

school mission, vision, the school policies, and we give them copies of the

program expectations and the Danielson framework based on which novices'

performance is evaluated.

Similarly, instructional supervisor (S8) affirmed that "one general meeting is

held to talk about policies, assessments, language of the program and the PYP

expectation followed by a series of orientation sessions, in each session I introduce big

title under the umbrella of PYP." Add to this, the principal and the four department

heads mentioned in their individual interviews that they started offering this year

training sessions for novice teachers during the summer. These sessions were held by

experienced teachers from the school to introduce novices to instructional strategies,

classroom management. Supervisor (S1) noted:

This year we start mini training to novice teachers. They need depth in

knowledge and expertise as they do not graduate with the capacity and capability

to work in international standards and up to date approaches to teaching and

learning. This year the mini training held prior the school year, target what we

expect is missing in their university education.

Additionally, four (4) veteran teachers reported that they were the ones

introducing novice teachers to the school policy regarding teachers' collaboration,

teaching strategies, the adopted curriculum, grading system, and the norms followed

while preparing assessments. (V4) explained:

As a colleague, I usually provide support and guidance to novice teachers who

are experiencing difficulties in adapting to the school environment or in

managing their classes. This general support can include helping the novice in

getting acquainted with some IT skills and the school policies.

Workshops. Another supportive aspect established in the school, as reported by

instructional supervisors, veteran teachers, and novice teachers, consists of training

workshops held inside and outside the school throughout the school year. Nine (9)

instructional supervisors, four (4) veteran teachers, and five (5) novice teachers reported

the attendance of workshops inside the school and outside the school as positive factor

that facilitates the transition of novice teachers. Participants' responses concur that some

of the workshops were specifically targeted novice teachers introducing them to

foundational pedagogic skills such as classroom management, planning, and

assessment. Other workshops were organized for all teachers teaching in the same

department or the school to introduce new idea adopted by the school such as eblogs,

portfolio etc…. All instructional supervisors pointed that this attendance is mandated by

the school policy, where novices are assigned to workshops based on the needs of the novice teacher as identified by the subject coordinator. Some of these workshops are planned jointly for teachers in the IB and the French program to familiarize novices with the requirement and implementation of these program. Others are determined based on needs with novices joining their more experienced colleagues in attending the ongoing in-service training workshops offered at the school on teaching and learning, making the PYP happens for all, and PYP assessments. As (S8) explained "teachers' voice is always welcomed. They are asked to display their questions on a board so I can figure out their needs and plan for the upcoming workshop." Similarly, (S3) stated:

> Novice teachers regularly attend in-school workshops held by the subject
> coordinator and some experienced teachers at the department. Those workshops
> are basically oriented towards the subject and held on Fridays after school. They
> also attend general educational workshops (four-five session workshop on
> classroom management, teaching strategies, planning, etc./ conferences on
> education/ online courses, etc.) are attended locally either at school (set
> according to a fixed monthly schedule) or at other institutions.

According to novice teachers, some workshops were eye opener to improve their teaching skills such as the planning, classroom management, and those offering an overview of the changes introduced to the adopted program and its implementation. Additionally, novice teachers who are responsible to teach the French program and the IB program, reported having access to external workshops throughout the year conducted by special instructors who are international programs' experts assigned to work in Lebanon to introduce novice teachers to the requirement of these program and their implementation in classroom.

As described by (N4) "some of these workshops ended up being a turning point in my way of planning, assessing, and giving feedback to students."

Novice teacher (N2) stated that the workshops held within the school assisted her in planning lessons, managing time, and organizing her work. she added that she was registered to attend monthly workshops to understand the requirements of the French system for which she was assigned to teach, "those workshops helped me improve and enhance my skills in teaching the French system which paved the way for me to communicate with experts in charge of the program implementation in Lebanon and exchange expertise with other colleagues from other schools."

School resources. All instructional supervisors, five (5) novice teachers, and four (4) veteran teachers described the importance of the availability of school resources in terms of helping novice teachers improve their teaching. According to instructional supervisors and novice teachers, the available school resources, including a large library and free access to educational accounts, aid novices in improving their teaching and enriching their lessons. In addition, all veteran teachers affirmed that they share school resources and their work such as books, materials, and lab report with novice teachers to facilitate their teaching journey. Novice teacher (N2) reported that "what helped me the most in improving my classroom management and dealing with students with special needs were my readings from books in the school library about teaching and learning." Likewise, the free access to PYP account was another form of beneficial school resources stated by novice teacher (N5) saying,

> The free access to PYP account paved the way for me to meet and exchange
> knowledge with other PYP educators besides enabling me to have access to all
> documents related to the PYP policies elements and its efficient implementation.

For example, last year I had to read a lot about the power of the provocation to be able to implement it in my class and then I wrote about it in the school magazine.

Mentoring. Four (4) instructional supervisors mentioned mentoring as one of the important practices implemented in the school to help novice teachers, only one (1) novice teacher stated being exposed to the mentoring program in school and two (2) novice elementary teachers stated being helped and mentored by their co-teacher. As for the four (4) veteran teachers, they all confirmed that mentoring is common process used at the school to support novices and that they were assigned as mentors for novice teachers. One of the interviewed novice teachers considered the presence of a resourceful mentor teaching the same grade level and subject made his first years of teaching bearable and fruitful. According to the teacher (N1), the continuous observations, meetings, and discussions exchanged with the mentor guided his teaching and helped him improve professionally,

From the first day of teaching, I was introduced to my mentor who was assigned To follow up with me on every single task related to my classes and my teaching. The mentor used to provide me with worksheets, visit my classes on weekly basis and then provide me with constructive feedback to improve my teaching. This process was very beneficial for me at the personal and professional level.

According to four (4) instructional supervisors, at the secondary level, there is a mentor assigned for each novice teacher, to work closely with him/her handling various responsibility starting by introducing him/her to the school's rules and regulations. They all reported that mentor and mentee meet on a weekly basis and the assigned

collaborative sessions are allocated from the start of the school year on their timetable, so that the mentor can follow the novice's work in content, suggests teaching strategies, and assists in the preparation of the unit plan. Furthermore, they stated that the mentor's role is to observe the novice's classes, identifies his or her needs, and collaborates with him or her to overcome them. also, the mentor is ready to listen to their concerns and challenges and provides them with advice. Similarly, novice teachers in the lower grades were assigned a mentor. This was agreed on by instructional supervisors (S2) and (S5) responsible for lower grades with (S2) stating:

> We usually assign two teachers for the same class. One experienced teacher with one novice teacher playing the role of a mentor for her. Experienced teachers model the teaching in class, they sit together and introduce new words in the planning. they collaborate, until novice teacher starts doing weekly the newsletter progress report, so we give her the opportunity to try and work.

On the other hand, for higher grade levels, instructional supervisors explained that the mentoring process is different. A mentor is assigned for each novice teacher teaching the same grade level and subject. As (S5) explained "I assign a mentor for each novice teacher. They plan the lesson, activities, and instructions. Also, the mentor observes the novice teacher's classes and identifies him/her needs in terms of classroom management and the delivery of the content." However, in the focus group interview, one instructional supervisor explained that the professional collaboration pervasive at the secondary level reduces the need for a specific mentor to be assigned for novice teachers. She explained:

> Since we work collaboratively, the novice teachers directly become members in designated teams per class levels in most cases. For example, grade 6 team work

collaboratively to mentor the novice teacher(s) by sharing handouts, PowerPoint

presentations, videos used in classes along many other educational materials.

Working collaboratively has solved the problem of assign a mentor to each

novice teacher at our school.

Positive Relationship with Colleagues

In addition to meetings with their instructional supervisors and being engaged in

professional development practices, novice teachers also stated that meetings with their

colleagues constituted a major source of support in their early years. Having the chance

to meet with colleagues, share discussions and planning, and exchanging knowledge

and expertise were crucial for novice teachers' professional development and emotional

wellbeing. Each of these aspects of support will be discussed in the following sections

(see table 8).

Table 8

Positive Relationship with Colleagues

Support	Frequency of responses of the research participants in the individual interviews		Frequency of responses of the research participants in the focus group interview		
	Number of teachers' responses (n=8)	Number of instructional supervisors' responses (n=9)	Number of teachers' responses (n=8)	Number of instructional supervisors' responses (n=8)	Number of veteran teachers' responses (n=4)
Positive relationship with colleagues	8	9	8	8	4
Collaboration with colleagues teaching the same grade level	8	9	8	8	4
Emotional support	3	9	3	8	0

Collaboration with Colleagues Teaching the Same Grade Level. All novice teachers, instructional supervisors, and veteran teachers concur that collaborating with colleagues teaching the same grade level was rated as one of the most beneficial aspects that supported the transition of novice teachers during their early teaching journey. All participants' responses converged that meeting held between novice teachers and colleagues allowed novices to discuss their teaching, plan their lessons, voice their concerns, and gain new ideas and solutions to their problems without fear of being judged. This is how a novice teacher (N6) described her interactions with her colleagues,

> My relationship with my colleagues was excellent. They were so helpful. We were collaborating as a team. They shared their previous experiences with me on how to solve some problems, such as how to deal with certain incidents involving student misbehavior or how to deal with students' parents. Furthermore, at the academic level, we were exchanging ideas on how to deliver certain concepts in the simplest way possible, as well as suggesting new strategies to deliver the content that improve students' understanding based on their experience.

Similarly, a novice teacher (N7) described her interactions with colleagues as extremely beneficial stating:

> During our meetings held on weekly basis, we exchange knowledge through discussing every single detail of the plan of inquiry. we used to do unit planner to understand the structure of the work. In addition to that, they explained to me how to deliver the content, provided me with the best strategies to use to enhance students' comprehension, and the materials and resources that best

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serve the objectives of the lesson. I admit that I am here just because of them. Meeting with her colleagues teaching the same grade level had helped novice teacher (N4) in refining her planning and in implementing the elements of the program

> Filling a PYP planner was a scary challenge. The first time I had to fill one was kind of a nightmare and to say I was panicking was an understatement. However, I have supportive colleagues who guided me through the process, explained to me in details about each part of the planner, and helped me understand the steps of planning a unit of inquiry and imbed transdisciplinary themes

Novice teacher (N5) described her relationship with her colleagues stating, "we collaborate all the time, we meet on daily basis to decide on every single detail, and we create good bond among the grade level" while novice teacher (N2) described how her collaboration with her colleagues helped her in finding ways to manage her classroom saying "I gained a lot of knowledge from my colleagues on how to manage the class and to set rules."

Two novice teachers stated that co-teaching with her colleagues had greatly aided them in various aspects of teaching and were the reason behind their stay in the profession. According to (N7), a novice teacher, "my co-teachers assisted me in classroom management and gave me tips on how to deal with students' disturbing behaviors." She added "every session and in every break time, my colleagues discussed strategies on how to deliver the content efficiently and they share the material and resources, and I am here just because of them." The same thought was shared by novice teacher (N3) in describing her successful collaboration with colleagues

My relationship with my colleagues is extraordinary …, and I seek guidance at

whatever point I feel that I need it to develop myself and above all to benefit my

students. They played an important role in my improvement. They support me

through giving me advice to become more acquainted with the school

community.

The support provided to novice teachers by their colleagues was also confirmed by

veteran teachers. As (V4) reported:

I usually provide support and guidance to novice teachers who are experiencing

difficulties in adapting to the school environment or in managing their classes.

This general support can include helping the novice in getting acquainted with

some IT skills, some teaching strategies, and the school policies. The support I

give to assigned novice teachers tackles the taught content, specifically, in

planning for their lesson/ unit, and in carrying out these plans to the teaching

process at their classrooms. In addition to that, my guidance and support tackles

the different assessment tools that can be done to authentically assess the

students' learning outcome (product). Among all the above fields of support,

helping the novice teacher to succeed in differentiating instructions by

highlighting on strategies for effective classroom practices is, highly, taken into

consideration.

Emotional support. Three (3) out of eight (8) novice teachers emphasized that

colleagues were their number one source of emotional support during their transition.

As novice teacher (N4) expressed "I have no issues whatsoever sharing my emotions

with my colleagues and some of them became very close friends to me. They have been

a huge support system since day one." The same novice teacher added "my colleagues

have been my backbone and number one support in this transition. They are never shy away from sharing their knowledge, experiences, and area of expertise with me. They are very cooperative and caring. I feel very lucky." These views were also shared by another novice teacher (N3) who stated "my colleagues played an important role. They support me psychologically through boosting my positive energy and urging me to put forth a valiant effort."

To summarize, the weekly meetings with colleagues are the most supportive aspect mentioned by all novice teachers, veteran teachers, and instructional supervisors. Meeting with instructional supervisors is also regarded as a source of support by six out of eight novice teachers and all instructional supervisors and veteran teachers. In terms of professional development, workshops were rated as one of the most beneficial practices implemented by the school by five novice teachers, all instructional supervisors and veteran teachers.

Requested Additional Supportive Practices Needed by Novice Teachers

In addition to describing the existing supportive factors in the school, during their interviews, participants shared their thoughts on some supportive practices that they would like to see established in the school to assist novice teachers in transitioning into the profession. These practices include hands-on workshops, structured observation with constructive feedback, and effective mentoring. During the focus group interviews, instructional supervisors and novice teachers were given themes derived from data analysis of novice teachers' responses on the supportive practices they would like to see in place at school. Instructional supervisors provided their agreement on some of those practices and disagreed with others. In what follows, the practices emerging from

novice teachers' needs in school will be discussed from the perspectives of instructional

supervisors, novice teachers, and veteran teachers (see table 9).

Table 9

Requested Additional Supportive Practices Needed by Novice Teachers

Support	Frequency of responses of the research participants in the individual interviews		Frequency of responses of the research participants in the focus group interview		
	Number of teachers' responses (n=8)	Number of instructional supervisors' responses (n=9)	Number of teachers' responses (n=8)	Number of instructional supervisors' responses (n=8)	Number of veteran teachers' responses (n=4)
Requested supportive practices	8	9	8	8	4
Hands on workshops	2	3	2	3	4
Structured observation and constructive feedback	5	4	5	4	0
Mentoring	4	3	4	3	4
Reducing number of mentor's sessions	1	1	4	1	1
Matching the mentor with the mentee	2	0	4	0	0
Evaluating mentoring Process	1	0	4	0	3
Providing the mentor with clear job description	0	0	0	0	3
Providing the mentor with ongoing training	1	0	4	0	3

Hands On Workshops

Although novice teachers considered the workshops offered by the school throughout the school year a source of support, their response showed that these did not necessarily meet all their needs. Two novice teachers reported their need to attend workshops where they could practice what they are learning instead of simply listening

to theories. They expressed their need to receive support that can help them learn how to implement educational theories in their classroom. As novice teacher (N7) stated "I would have learned more if the workshops we attended were more focused on applying theories and not just listening to theories that aren't always applicable or that we don't know how to apply in our classroom." Another novice teacher (N4) stated the need for additional workshops focused on strategies to implement the PYP in her classroom "additional workshops that really simplify understanding and implementing the basics of PYP." The novice teacher criticism of the offered workshops was affirmed by one instructional supervisor (S5) who reported the need for "more interactive workshops where they have the chance to practice what they have learnt instead of mere listening to theories."

Structured Observation and Constructive Feedback

In addition to hands-on workshops, five (5) novice teachers expressed a desire to receive additional on-going structured observations and constructive feedback from subject coordinators in order to improve their instructional techniques and identify perceived strengths and areas of improvement. They viewed it as beneficial to the school's leaders as well because it identifies the support that those leaders need to provide them to improve. As revealed by novice teacher (N5),

> Though the program coordinator and the principal used to circulate among the classes however, they should observe us more often and schedule observation and meet directly with us after observations. I used to go to their office and ask for their feedback. We need formative evaluation based on consistent, ongoing observation.

This view was also shared by another novice teacher (N7) saying, "I would appreciate it if the coordinator observed my class more frequently and provided constructive feedback each time she did so, so that I can learn from their feedback my areas of strength, the mistakes I make in teaching, and acquire new ideas to improve." Four (4) instructional supervisors affirmed novice teachers' requests for more frequent observation and constructive feedback and admitted that the supervisors are unable to allocate the time needed to do that because of their massive responsibilities. As reported by (S6) "in our school, most coordinators are also responsible for teaching classes, which prevents them from visiting novices' classes more frequently." (S2) and (S5) explained that the demand of the curriculum is high which prevents instructional supervisors from doing systematic regular observations for novices and sometimes the feedback is given informally, as stated by (S2):

> Being a PYP school we work on high standards and high demands, and we have to follow the ever-changing demands of the program, so we develop the content, the assessment, the inquiry, the materials, etc... So, we don't do regular observations for novices, and it is not a very systematic observation and usually the feedback is given informally; The team should be bigger with respect to the number of teachers, and we should increase the number of observations demands are high and we don't have enough time to conduct more observations.

Three (3) instructional supervisors, on the other hand, disagreed with novice teachers' perspectives on the lack of observation and the need for constructive feedback. They explained that this perceived lack of classroom observations is intended. According to these three supervisors, following novice teachers informally through short visits to their classes and regular meetings helps the supervisors develop trusting relationships

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with novices rather than conducting formal observations and evaluations from the start. as stated by (S8):

> Novice teachers think that we have to follow them formally and do evaluation; However, we as leaders in this school we care first about building trustful strong relationship in supportive environment and comfortable atmosphere with teachers and then we conduct scheduled and non- scheduled visits aiming at providing feedback to help them improve and not to judge them.

Mentoring

In addition to the need of hands-on workshops and structured observations and constructive feedback, four (4) novice teachers, particularly those who are working in the secondary level departments, emphasized the importance of instituting a formal mentoring program rather than leaving it to accidental mentoring relationships that emerge for a limited number of teachers. They expressed their need for an experienced colleague who is formally assigned to them with whom they can develop a trusting relationship, and who can help them understand the school educational philosophy, adapt to the culture, find answers to their inquiries, overcome challenges, and guide their teaching by working closely with him/her. As reported by novice teacher (N2):

> Communication between novices and administrators should be ongoing by assigning a close colleague, a mentor, rather than the coordinator. So, mentors can figure out our challenges and difficulties and be ready to listen and help us overcome these challenges, a mentor with whom we can discuss our problems without fear of being judged and ensure our emotional well-being in order to proceed.

This thought was also stated by novice teacher (N6) saying,

I need a mentor teaching the same grade level or having an experience of the details of that subject to inform us on every single detail, on the challenges he/she used to face in delivering the subject areas, on the best strategies used to deliver a specific idea, the best activities that serve students' comprehension.

Similarly, three (3) instructional supervisors in addition to four (4) veteran teachers described the role they are playing in helping novice teachers; however, they revealed that mentoring in the school requires to be more organized, instituted, and based on policies that formalize its practices. They also emphasized three critical aspects that must be present to ensure a successful mentoring program including mentors' training, choosing mentors that are willing to provide help for others, allocating sufficient time for the mentor and the mentee to meet, providing the mentor with clear job description, and finally, evaluating the mentoring process. According to (S7) "the mentoring program should be supported by the school principal and choosing mentors well trained to dedicate their time to help and support novices and having the appropriate skills to develop professional and trustful relationship with the mentee."

The request to allocate sufficient time for the mentor and the mentee to meet was echoed by one (1) novice teacher and one (1) veteran teacher and one (1) instructional supervisor. According to (N3) "the principal should reduce the number of the mentor's session and allocate time on the schedule of the mentor and novice teacher to plan collaboratively, to participate and engage in regular classroom observations and meetings." Veteran teacher (V4) explained that the mentoring sessions should be counted as part of the weekly teaching sessions of the mentor in the timetable, "administrators should take into consideration the mentor's convenience and to consider

the mentoring meetings as part of the assigned weekly periods of the mentor (example: part of the 20 weekly sessions of teaching)."

Regarding the mentor's training, this was emphasized by two (2) instructional supervisors, two (2) novice teachers, and two (2) veteran teachers. They all concur that the mentors should be exposed to continuous training and ongoing professional development planned by the school, so the mentor is aware of the updated version of the new teaching methods and capable to build a successful relationship with novice teacher. As stated by (V4) "mentors should be provided with the suitable training to successfully be a facilitator and aware special way of teaching." Similarly, (N1) stressed the need to provide mentors with training sessions stating, "veteran teachers need to be aware of educational innovations and new teaching methods that the novice teacher has been studying theoretically in university." According to (S2), providing mentors with training is a priority to be able to carry on this duty due to the noticeable turn over.

Additionally, one (1) novice teacher and one (1) veteran teacher emphasized the importance of matching the mentor with the mentee in order to build a successful relationship between them. According to them, while mentors should have some qualifications that allow them to perform this role, it is critical that the school ensures that both the mentor and the mentee are happy working together. As veteran teacher (V4) stated "it is crucial to select a mentor who shows enthusiasm, personal attributes, and willingness to offer support and guidance to novices." Novice teacher (N3) added "administrators must ensure that the mentor and the novice teacher are happy and satisfied with one another."

Aside from matching the mentor with the mentee and providing the mentor with time and training, three (3) veteran teachers stressed the importance of providing the

mentor with a clear job description and a list of expectations, so the mentor is aware of his/her responsibilities toward the novice teacher. As stated by (V4) "to improve the mentoring process, the administration should provide both the mentor and the novice teacher with a clear job description for mentoring to avoid any possible misunderstanding."

Finally, the need for evaluating the formalized mentoring program was mentioned by three (3) veteran teachers as an important aspect for developing a successful mentoring program. They urge program evaluation in order to obtain evidence on the mentoring program's success, the validity of the assistance provided to novice teachers, and the mentee's progress.

Chapter Summary

To summarize, the study's findings revealed that novice teachers face some challenges during their early teaching careers that make the experience difficult. These challenging aspects emerged in their relationships with their students, relationships with their superiors, difficulty in adapting to the school educational philosophy, and from juggling a demanding workload. The findings revealed that novice teachers were guided and supported during this phase by measures established at the school that made their experience bearable, such as the support provided from the help of instructional supervisors, the collaboration with colleagues, and the implementation of professional development practices. On the other hand, during their interviews, participants identified some practices that they believe should be implemented in the school to make novice teachers' early experience more successful and less stressful. These practices include hands-on workshops, structured observation, and continuous feedback, as well as a mentoring program that is formalized by policies that outline its components, such

as reducing the load for both the mentor and the mentee, providing the mentor with training and clear expectations, and evaluating the program.

Researcher's Reflection on the Results

As a teacher, I had initial awareness of the challenges that novice teachers face in this school and first-hand experience, where my traumatic experience as novice in one of the schools led me to quit at the end of my first year of teaching. This awareness and experience motivated me to pursue this research to delve deeper and go more in depth to understand the roots of their challenges so that we can provide them with a better entry into the profession.

At the time of the study, I was a full-time teacher and a veteran teacher, in the case school. The school climate has the reputation of being supportive, yet I was aware that the novice teachers struggle in their first years as well. At the start of the study, my perception regarding the challenges faced by novice teachers during their first years of teaching was that many novices struggle with effectively managing their classrooms and dealing with students who exhibit challenging behaviors. Most of the time, this has negative impact on their teaching as well as on students' ability to learn. Moreover, most novice teachers are responsible for a heavy load, I saw them struggle to juggle a demanding workload ranging from planning lessons, planning for activities, attending workshops, teaching students with special needs, and meeting school expectations. I also witnessed novice teachers being asked to teach different grade levels. I found it unreasonable that some of them are from the beginning assigned to teach different grade levels, while they are expected to be responsible for teaching a heavy program such as the IB program, which they are not familiar with or prepared to teach. The findings of the study mostly aligned with my initial impressions about the challenges that the

novice teachers face and with my growing understandings of these challenges after reviewing the available literature. However, one of the findings from the reported challenges by novice teachers surprised me, when many novices shared that they found it difficult to teach students of different age groups and attributed the challenges to particular difficulties associated with their age groups. The fact that this challenge, was expressed by novices teaching students at all levels, elementary middle and secondary, the very level they should have been experts in handling. Another intriguing finding was that, despite the fact that instructional supervisors were aware of novice teachers' need for assistance in dealing with students who represented challenging behaviors, they did not provide them with a supportive plan to address this issue. I thought that within the supportive climate that prevails the school, this kind of support would be available to them. So, learning the particularity of this challenge added to my awareness of the nature of the novice experience as they transition.

The extensive review of the literature that I conducted was eye-opening in terms of the kind of support that novice teachers should receive to ease their transition, with which I totally agree. I was also aware based on this literature that the school itself had many practices that align with the recommended support that the novice teachers need. I was pleased to get the affirmation from the interviews I conducted that both teachers and supervisors are aware of the importance of these practices and explicitly stated them as part of the aspirations that they wish they ought to have as support during the transition into their role as teachers. Despite the apparent alignment between the views of the participants and the recommended support in the literature, the results of the study added to the picture more nuanced details from the perspective of those experiencing the support and those giving it in term of what practices are exactly in

place at the school. This was extremely helpful for me as a researcher committed to

generating evidence-based recommendations that are responsive to the school context to

improve the experiences of its novice teachers in the first years of transition into the

profession.

CHAPTER 5

DISCUSSION, CONCLUSION, AND RECOMMENDATIONS

This study used a qualitative research design and methods to collect and analyze the data that encompasses the perspectives of novice teachers and instructional supervisors regarding the challenges faced by novice teachers during their first years of teaching in addition to the help that the school policies, instructional supervisors, and veteran teachers provide to support novices' transition. The study aims first at exploring the perspectives of novice teachers and instructional supervisors regarding the challenges facing novice teachers in addition to exploring the perspectives of instructional supervisors, novice teachers, and veteran teachers regarding the support provided to novice teachers during their first years of teaching; second, at analyzing the perspectives through comparing their perspectives with what the literature states regarding supporting novice teachers; and third, design an induction program informed by the international best practices to support novice teachers and responsive to the needs of novice teachers and their school context. This chapter presents the discussion of the results of the research questions, the conclusion, the induction plan in the form of an action plan, and recommendations for further research.

Discussion of the Results

This section will discuss the results of this study under two main headings: the challenges faced by novice teachers and the organizational factors that supported them in their transition to their new profession. To understand further the nature of challenges and support provided to novice teachers in this school, the participants' perceptions regarding the challenges and support provided to novices will be compared against what

is reported in the literature regarding the challenges and the effective components and processes of an induction program.

Challenges of Novice Teachers

The analysis of the study findings show that some aspects of the teaching profession constitute a challenge for novice teachers during their early teaching experience. These challenging aspects include dealing with students, juggling a demanding workload, lack of structured observation and constructive feedback, and their inability to adapt to the school culture. These difficult aspects encountered by novice teachers in this private school appear to be common, as they are frequently mentioned in the reviewed literature as obstacles confronting novice teachers and making their experience challenging.

Dealing with Students. The results of the study indicate that dealing with students is one of the major challenges faced by novice teachers in the school. Based on the analysis of the results, it is clear that this challenge stems from novice teachers' poor preparation on how to effectively manage their classrooms and respond to students' diverse learning abilities. The results also associate this challenge with the school's lack of a clear classroom discipline policy, as well as from administrators' leniency in dealing with students who disobey rules. Moreover, the challenge is also associated with the fact that the school is enforcing an inclusion policy without providing teachers with the specialized training that allow them to respond to the needs of students with special needs.

The challenges reported by instructional supervisors and novice teachers regarding dealing with students and the reasons leading to it converge with what the literature reports as novice teachers' top concerns (Fry, 2007; Fantilli & McDougall,

2009). The lack of novices' preparedness to manage students' disruptive behaviors (Cakmak et al., 2019) in addition to administrators' leniency in dealing with students who disobey rules (Fantilli & McDougall, 2009) are also mentioned in the literature as the main causes of novices' challenges while trying to respond to students' diverse needs. Similarly, teaching students with special needs in regular classes was also reported as an obstacle facing novice teachers in the reviewed literature (Fantilli & McDougall, 2009). It is stated that novices are typically not well prepared during their pre-service Education to work with students in need of exceptional learning which impacted most of the time the class management (Cakmak et al., 2019).

Despite the agreement of some challenging aspects found in the school with those mentioned in the literature, two aspects seem to be unique to this study as they were not reported in the literature. It is that novice teachers attributed their challenges to the age group of their students describing students as being at a "defiant age" as well as to the lack of clear discipline policy set by the school to guide novices in dealing with students' disruptive behaviors. The defiant character reported by some participants might be simply a reflection of their unpreparedness to the norms of behavior in schools that follow international programs. In fact, the school is one of the few schools in Lebanon that adopts international programs. Unlike the dominant norm in Lebanese schools of expecting full compliance from school age students, these program places emphasis on nurturing students' self-confidence by encouraging them to express themselves confidently and discuss boldly their opinions at all stages of their schooling.

In terms of the school's lack of a clear discipline policy, novice teachers felt disempowered to assert their authority over students due to administrators' unwillingness to set firm boundaries for dealing with disruptive behavior. This appears

to empower students to continue with their disruptive behaviors, especially since they are not held accountable for their actions. In such a setting, novice teachers request that a clear discipline policy be established to guide them and benefit other students who are most of the times deprived of valuable education time due to teachers having to spend too many efforts on monitoring disturbing behaviors.

Relationship with Instructional Supervisors. The results of the study pointed at one challenging aspect characterizing novice teachers' relationship with their superiors, namely the lack of formative evaluation as it is mentioned by five (5) out of eight (8) novice teachers and six (6) out of nine (9) instructional supervisors. Despite the ongoing weekly meetings with their subject coordinators through which they discuss their planning and some teaching methods, novices still need continuous observation followed by discussion and constructive feedback on their practice. These observations are seen to be critical for novices' professional development as they provide them with constant feedback on their teaching practices, allow them to reflect on their teaching methods and their interaction with students. Moreover, continuous observations allow the subject coordinator to identify the areas that need improvement in the context of the classroom. This challenge is consistent with the findings of the literature on the lack of sufficient supervisors' support especially with regard to observing novice teachers' lessons, which according to Fantilli and McDougall, (2009) led them to question their competency and rely on trial and error to learn. Also, the literature confirms novice teachers views on the importance of ongoing observations. In fact, effective classroom observations are considered to be key activities included in effective induction programs and are considered critical for novice teachers who are still learning how to teach (Wong; 2005). Researchers explained that having the opportunity to be observed by

supervisors allows novice teachers to reflect on their teaching and most importantly understand how students learn (Warsame & Valles, 2018).

Juggling a Demanding Workload. Participants also agreed that juggling a demanding workload is one of the most difficult aspects of the novices' responsibilities. This challenge arises as a result of novice teachers being responsible for myriad of tasks with little preparation and guidance leaving them feeling overwhelmed. From the moment they assume their new role, novice teachers are responsible for developing effective lesson plans, identifying appropriate strategies and activities, preparing assessment tools, using differentiated instructions and innovative teaching methods in addition to dealing with students with special needs whose teaching requires particular planning and preparation for successful results. Moreover, some novice teachers reported being responsible to teach different grade levels from the first year of teaching which made their experience even harder as they have to learn the content of different grade levels instead of focusing on learning how to teach. These are reported in the literature as inappropriate teaching assignment and task allocation for novice teachers and often reported to be faced by novice teachers worldwide (Veenman, 1984; Glickman et al., 2010).

However, large class size emerged as a unique challenge faced by novice teachers in the study when compared to what is reported in the international literature. Dealing with large class size is an additional burden on novices' teaching experience which often leads to poor classroom management, poor planning and assessment. According to Rockoff (2009), large class size encourages disruptive behaviors, frustrate the teacher's effort and affect teacher's emotional wellbeing. As a result, novice teachers

have to spend more time on classroom management and administrative work in addition to having to master their instructional strategies to reach every student in the class.

Difficulty in Adapting to the School Educational Philosophy. The study findings show that novice teachers face a challenge in adapting to the school culture which they consider to be different from that of the school where they have received their prior education. In fact, the private school under study adopts international programs with teaching requirements and philosophy that are not covered in the program of study for teacher preparation in Lebanese university. Given its unique features, getting ready to teach the program requires novices 'involvement in ongoing in-service training to understand and master its elements, language, and assessment. Additionally, novice teachers in this study appear to require assistance and training in dealing with students' attitudes, as their beliefs about teacher-student relationship differ from those fostered by international programs' norms that encourage students to be courageous, open-minded, and confident in expressing their opinions boldly to the teacher.

Novice teachers' inability to adapt to the school culture was excessively stated by the Western and Arabic researchers as one of the main challenging factors facing novice teachers and leading to their failure and burnout (Ingersoll & Strong, 2011; El Amine, 2007). This challenge emerges from their inadequate training and their inability to transfer the knowledge acquired in their university to the complexity of the field work. Similarly, Arabic researchers stated that it is challenging for novices to adapt to the new culture with different values and beliefs and implement their prerequisite knowledge in alignment with the new philosophy of the school and the practices required in fieldwork (El Amine, 2007; Bahous & Nabhani, 2011; Du et al., 2020).

In brief, dealing with students, juggling a demanding workload, lack of observation and feedback, and the inability to adapt to the school educational philosophy are among the major challenges faced by novice teachers in this study and are aligned with the challenges found in the literature.

On the other hand, novices faced challenges that seem unique to the Lebanese context. Namely, the novices declared need for clear discipline policy set by the school to guide novices in dealing with students' disruptive behaviors. Also, dealing with large class size and defiant age group of students were reported as challenges facing novice teachers in this study that were not reported in the literature.

Factors Supporting Novice Teachers in their Transition

The results of the study indicate that the school supports novice teachers through supervisory support and collegial support. The supervisory and collegial support was reported in the form of ongoing communication with the principal and department heads, the regular interaction with the subject coordinator for ongoing discussion and collaborative planning, and the regular meetings with their colleagues for collaborative discussion and planning. Furthermore, the results show other practices implemented in the school and regarded as supportive to novice teachers including orientation, mentoring, professional development services such as workshops and availability of resources. These supportive practices established in the school to assist novice teachers are consistent with the findings of the literature regarding practices identified as critical for developing the capacity of novice teachers. They are often reported as components of successful induction programs offered to novice teachers. As Wong (2004) stated the common main components identified among the most effective induction programs depicted in the literature are mentoring, collaborative activities, structured observations,

reduced teaching load for novice teacher; program assessment, release time for professional dialogues, professional networking, and sustained and ongoing professional development.

When the supportive practices established in the school are compared to those stated in the literature, the results show that orientation, mentoring, collaborative activities, professional networking, are supportive practices established by the school and reported by the participants., However, providing novice teachers with reduced load, offering support in dealing with disciplinary problems, structured observation and program assessment are practices often mentioned in the literature as supportive yet not depicted as supportive practices offered to novice teachers in the school under study. In what follows, each of these factors will be compared to those mentioned in the reviewed literature.

Superiors' Support. The results of the study show various aspects of the superiors' support. This includes the ongoing meetings with novice teachers due to the school open door policy which allowed for novices receiving emotional support. In addition, the regular meeting between the subject coordinator and the novice teacher for collaborative planning and discussion and organizing professional development activities were reported as assisting novices to feel part of the school culture.

The assistance provided to novice teachers in the school through positive interactions with instructional supervisors confirms what the literature recommends about the importance of superior's support and the critical role, he/she plays in facilitating novice teachers' early experiences. According to the literature, it is found that instructional supervisors' support is considered a major source of novice teachers' satisfaction and retention in the profession (Dickson et al., 2014). It is also considered to

be crucial for acclimating novice teachers with the new culture through designing orientation meetings (Serpell, 2000), designing collaborative activities, assigning mentors to novice teachers, providing access to professional support and collegial interconnectedness, and instructional resources (Bickmore & Bickmore, 2010).

Despite the alignment of various aspects, some aspects attributed to superiors' support seem to be unique to the experiences of novice teachers in this study. First, the support provided to novices is not only offered by the school principal as mentioned in the literature, but rather it is offered by other personnel holding managerial positions such as department heads and subject coordinators. Moreover, the nature of the support offers by the superiors described in this study stands as unique to the school when compared with studies conducted on supervision in the Lebanese and Arab contexts. According to the findings of Hashem's (2013) study, the type of supervision provided in K-12 private schools in Beirut is primarily directive, with instructional supervisors expecting novices to completely comply with what has been prescribed to them by their superiors, fostering dependency rather than empowerment. In fact, instructional supervisors in this context appear to impose their directives on novices as they assume that they are unworthy to give their opinions giving them no space to show their abilities and express their fresh ideas. Moreover, the study of Hashem (2013) shows that those who are hired in supervisory positions appear to lack the skills and expertise needed for them to be resourceful references particularly for novice teachers. This resonates also with Bou Ghanem's study (2017) conducted in two schools in the UAE, demonstrating the prevalent directive approach adopted by instructional supervisors on teachers, who direct them regardless of their learning needs. It has been observed that such a culture hinders teachers' learning, and as a result, teachers become accustomed to

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passively following the directives of instructional supervisors rather than growing professionally and having the opportunity to innovate and excel. The approach taken by instructional supervisors in the case school differs from that of their counterparts in the region in that it encourages novice teachers to learn, reflect, and express their ideas and perceptions through ongoing collaboration with their administrators and peers.

Collegial Support. When asked about the support provided to novice teachers in the school, all participants agreed on the importance of collegial support established in the school in providing novice teachers with emotional support and professional improvement. Collegial support seems to be carried out in this study in a formal and informal way. All participants reported that per school policy, novice teachers are expected to work collaboratively with their colleagues teaching the same grade level as novices' schedules include a weekly meeting with their colleagues to discuss and reflect on their teaching and planning, as well as to exchange ideas, problems, and resources. Moreover, collegial support is carried out in this study in an informal way as novice teachers declared seizing every free time to meet with their colleagues during their free sessions or during the recess to discuss their planning and sometimes to voice out their challenges. It is clear that the collaborative spirit is fostered in the school as novice teachers are given the chance to participate in collaborative planning activities with their colleagues teaching the same grade level. Others mentioned having the chance to network with colleagues from outside the school whether in person through workshops or online via a link given by the program coordinators. The importance of collaborative activities is widely pointed at in the literature as key enabling novice teachers' professional development and expansion of knowledge (Wong et al., 2005; Howe, 2006). Based on the literature, it is found that the most effective induction programs are

the ones that foster a collaborative learning community in which teachers have the chance to engage in collaborative planning activities such as observing and discussing lessons, conducting lessons (Eick, 2002; Wong, 2004;), interact with other teachers, engage in reflective practices on the teaching and learning process (Harris, 2002), delve deeper into their subject matter, and expand their understanding to refine their pedagogy by using differentiated instructions and new resources (Valerie, 1997).

   In contrast to novice teachers' isolation, which is widely perceived as a barrier to their professional development (Fantilli & McDougall, 2009), the presence of experienced colleagues, is ranked as the number one support provided to novice teachers, and it is regarded as a crucial factor for their presence in the profession (Estelapelto et al., 2015). Besides, joint planning is perceived critical for novice teachers to discuss their planning, the criteria of students' assessment, and the day-to-day challenges (Fantilli & McDougall, 2009).

   However, the reported collaborative activities lack two aspects. First, a lack in structured observation and constructive feedback conducted by subject coordinators and planned peer observation between novice teachers and experienced teachers from the other part. According to literature, observations emerge as one of the activities included in effective induction programs (Wong et al., 2005) and are considered a critical component for novice teachers' learning to teach (Karlberg & Bezzini, 2020). Observations followed by discussions and reflection on novices' areas of improvement are key induction activities that are implemented in different countries as they help novice teachers acquire the teaching language, reflect on their practices, learn from others. Also, it helps them adjust their practices as it provides them with insights on

how to apply educational theories in their classroom, set clear rules, using differentiated instruction, and managing their time effectively.

On the other hand, this study shows unique aspect characterizing their relationship with colleagues is that collegial support does not emerge only from formal meetings prescheduled between novices and their colleagues, rather it emerges from colleagues' desire to help novices to improve and excel and their will to offer advice and support when needed. Again, the collaborative culture and collaborative social interaction that prevailed in this school between instructional supervisors and colleagues is not common in other Lebanese school contexts or Arab contexts as claimed by the two studies of Hashem (2013) and Mansour Farhat (2015), where the steeply hierarchical organizational structures hinder collaboration among the staff (Karami-Akkary, 2014). Also, this structure breeds relationships that are characterized according to Gholam (2018), by competition and fear of other people's success, where individual achievement predominates, resulting in teachers' isolation in most bureaucratic systems.

Orientation. The results of the study show that orientation sessions in the school are not established in all departments and are not consistently offered to all novices. Novice teachers lacked having access to information concerning the school, hence, they resorted to informal means to learn about their responsibilities, the school policies and procedures.

Serpell (2000) in the review of literature pointed out that novice teachers must be given information regarding the school culture and norms. This is necessary for acclimating them to the new culture. Additionally, Serpell (2000) explains that an effective orientation is the one that is formally planned and held prior to the start of the scholastic year and before the entry of students to introduce novice teachers to school's

vision, regulations, faculty members, the job duties and responsibilities, and the evaluation criteria. Similarly, Ingersoll and Strong (2011) affirms the importance of induction programs and considers them formal means to support teachers in becoming teacher leaders. He emphasizes that this can only be accomplished if every novice teacher shares in the school's mission and vision. Thus, if instructional supervisors do not transmit a school's culture, mission, and beliefs to all novice teachers, this will create confusion and uncertainty as to what is actually expected of them. Based on the participants responses, novice teachers in the case school had to take many initiatives on their own asking for help from colleagues and supervisor to acquire the information that they could have received if there was a formally organized novice teachers' orientation. Novice teachers resorted to seek the information from a colleague, others from their coordinators or head of departments. Only a minority of novice teachers reported being subjected to orientation sessions at the beginning of the school year. Some of them were conducted by the subject coordinators, others were conducted by the department heads at the beginning of the school year.

Mentoring. The results of the study show that participants are familiar with mentoring as a process. In this study, only three novice teachers stated having participated in mentoring activities and being engaged in collaborative practices with a mentor. These practices include weekly meetings for collaborative planning, reciprocal observation, reflection on teaching methodologies, and sharing materials and resources. Furthermore, novices who were assigned a mentor had the opportunity to work with an experienced teacher who has the desire and will to help others, so novices felt supported, and their transition was described as smooth. However, not all novice teachers had the chance to work closely with an assigned mentor.

Mentoring is excessively described in the literature as a cultivation of human interaction, the transfer of values and beliefs, and the exchange of information about the social, instructional, psychological, philosophical aspects of teaching. In the review of literature, focus was given to the idea of the mentor spending quality time with the novice teacher (Hudson, 2012) to establish a relationship that will create an atmosphere in which the novice feels supported as a colleague and a contributor to the professional life of the school (Spooner-Lane, 2017). Mentors and mentee meet on regular basis and engage in collaborative activities, such as designing lesson plan, observing each other classes, reflecting on teaching methodologies, and researching a problem (Aspfos & Fransson, 2015). However, the literature also stresses that for mentoring to be effective, several factors should be considered including matching the mentor with the mentee (Hudson, 2012), providing the mentor and the mentee a release time and clear job expectation (Howe, 2006), and training the mentor (Aspfors & Fransson, 2015). When the characteristics of mentoring established in the school are compared to those found in the literature, it is clear that mentoring lacks several aspects that the literature identifies as necessary for effective mentoring. Specifically, training the mentor, reducing the mentor's teaching duties, and establishing clear job expectations, all of which were mentioned as necessary by veteran teachers. Thus, it can be concluded that some limited mentoring practices exist in the school under study. However, they are still far from making the impact reported in the literature.

Professional Development. Participants agreed that workshops were one of the supportive professional development services offered to novice teachers by the school. Beginning with their first year of teaching, novices are assigned to attend workshops both inside and outside the schools. Novice teachers declared that these workshops were

beneficial to their career since they introduced them to the program that they were assigned to teach in the school and widened their knowledge on some teaching aspects as classroom management, teaching methodologies, lesson planning, etc…. This finding is in line with the literature where many scholars point to the importance of workshops in supporting novice teachers in various areas, such as delivering instructions, teaching methods, classroom management techniques, and teaching students with learning difficulties (Valerie, 1997).

However, participants believe that workshops would have been more beneficial if they had been based on hands-on activities rather than simply conveying educational theories that they claim are not always applicable in their classroom. This finding resonates with what studies on effective professional development report. According to Valerie (1997), workshops are more beneficial when they are rich in hands-on activities that are directly linked to teachers' practices, so they improve a specific skill needed for the school. Also, the literature stresses that the acquisition of the knowledge presented in workshops happen when the knowledge is transferred into classroom setting and requires "on the job support to ensure teachers' internalization of the new skill (Harris, 2002). It is thus not surprising that the participants expressed their concerns about the impact of the workshops they attended as their design lacks in interactive activities that simplify their understanding of new concepts and does not include guidance throughout the implementation of these concepts.

Conclusion

Results show that despite the challenges encountered in this school, novice teachers receive support from their superiors and colleagues to smooth their transition and develop professionally. Basically, the support is received through regular meeting

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with their superiors and their subject coordinators, collaborative planning, and professional discussions with their peers, as well as through services established by the school such as orientation, mentoring, workshops, and availability of resources. All these forms of support are aligned with the ones reported in the reviewed literature especially when it comes to the support they receive from their superiors and colleagues (Fantilli & McDougall, 2009; Bickmore & Bickmore, 2010). However, novice teachers in the case school reported that they lacked support at their school pertaining to having reduced workload, dealing with disciplinary problems, regular superiors' engagement with their teaching through observation, planned peer observation, and program evaluation to identify their need for professional development.

Additionally, further analysis of the support available for them at the school, show that despite the implementation of some supportive measures such as orientation, mentoring, and professional development, the sought-after effect of these measures risks being compromised as a result of the way these measures are implemented. Compared to what is recommended in the literature, orientation, mentoring, workshops, depicted as sources of support in the school, are implemented sporadically, and are not sustained as formalized practices with clear policies that delineate the activity goal, timeline, structure, and expectations. This might explain why despite the availability of these measures, many of the interviewed novice teachers characterized their teaching experience as "very challenging."

Despite cultural and organizational differences, many of these challenges encountered by novice teachers are common reflecting the nature of the role of teachers, which is defined by performing various tasks such as appropriate planning and teaching in response to diverse learning needs. These challenges included dealing with students,

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problem with their relationship with their superiors, juggling demanding workload, in addition to the difficulty to adapt to the school culture. Moreover, they also result from the fact that novice teachers around the world are not sufficiently trained to respond to increasing responsibilities allocated to their role (Darling-Hammond, 2005) making the teaching profession one of the most complex and demanding jobs in the twentieth century (Gordon & Maxey, 2000; Ingersoll & Strong, 2011).

On the other hand, the study revealed unique aspects of the challenges that the novices in the case school are facing. First, novices in the study attributed the challenges they are facing with their students to the students themselves, describing the latter as belonging to a "defiant age" group which further indicate their acute lack of preparation to respond to the age-related needs of these students. Moreover, the novices pointed at a set of challenges triggered by the absence of a program for induction that offers sufficient orientation and differentiated professional development for the novice teachers. While most novices described their supervisors as supportive and spoke of few successful mentoring experiences that helped them navigate the difficulties of the transition years, it became clear that this support is sporadic, disconnected, and incomplete leaving the novices with many challenges that could have been avoided.

Moreover, special organizational measures to support novices recommended in the literature (Wood & Stanulis, 2009), such as differentiated job-embedded professional development catered to novice teacher's needs that includes structured orientation, effective mentoring, clinical supervision, peer observation, and training sessions tailored to novices' needs are all reported to be absent or insufficient to meet the novices' need for support in the case school. Additionally, organizational practices such as the lack of a student discipline policy at the school and clear procedures for

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enforcing it, as well as large class sizes, were reported as a source of many challenges novices faced.

On the other hand, participants were not aware of many practices and organizational arrangements that can be a source of support for novice teachers. Instructional supervisors show that they do not understand their role as clinical supervisors responsible for building relationship with novice teachers that involves ongoing meeting with novice teachers and continuous class observation to improve the teacher's ability through the analysis of data that is collected during the observation. Also, results reveal that instructional supervisors are not aware of the importance of allocating time for novice teachers during their first years of teaching something that is recommended in the literature to engage novices in continual meetings and reflections with their peers and supervisors (Wong et al., 2005). Additionally, the understanding that instructional supervisors have about mentoring lacks key dimensions necessary for effective mentoring. While instructional supervisors mentioned the presence of mentoring practices in the school, they appear to be unaware of the characteristics of effective mentoring stated in the literature, such as training the mentor and reducing load for the mentor to be able to perform his role successfully, which are emphasized in the reviewed literature. Additionally, participants completely missed mentioning the importance of observing other classes such as their mentors and their peers, and only demanded to be observed by the subject coordinator and the mentor. The review of literature found that it is crucial for new teachers to observe others teach in order to acquire new skills and reflect on the ones currently used (Harris, 2002).

Interestingly, the findings of this study show that the participants are aware of the notion of induction and of its importance and have reported experiencing few of the

induction practices that have become very common practices in the West. Yet, these practices seem to be carried out sporadically driven by individual initiatives rather than as part of an institutionally planned program. Participants are also aware of some of the organizational conditions that are considered essential to supporting novice teachers. In line with the recommendations of international literature they agreed on the importance of superiors' support, collegial support, in addition to orientation, mentoring, and professional development practices (Wong et al., 2005). They also mentioned their need for structured observation conducted by their superior and requested feedback and support for reflective practices as means for improving their teaching. This awareness reflects that the novices in the case school will be receptive to the introduction of new induction practices that resonate with what they find to be supportive and address the challenges they are facing.

Based on the above, the researcher recommends that the school take formal responsibility for providing an institutionalized induction program to support novices in coping with the challenges they face in the early stages of their career and for providing them with a smooth entry to the profession and developing their teaching skills that bear the characteristics of effectiveness found in the literature while responding to the school context priorities (Darling- Hammond, 2005; Ingersoll & Strong, 2011).

Proposed Action Plan for an Induction Program

The most common practices in effective induction program presented in the literature include novice teachers' orientation to the school (Kearney, 2014), mentoring (Spooner-Lane, 2017) building teachers' capacities (Wood & Stanulis, 2009), and induction program evaluation (Robinson, 1998) in addition to the superior's support (Bickmore & Bickmore, 2010) and collegial support (Estelapelto et al., 2015; Chaaban

& Du, 2017). As we design programs to improve teachers' first experiences in the classroom, it is imperative to remember that in order novices to teach efficiently takes time. No matter how well novice teachers are prepared in universities, they need guidance, support, and opportunities to learn from more knowledgeable colleagues as they make the conversion from being a student to having students of their own (Ingersoll & Strong, 2011). Support should be looked at as a continuum, starting with personal and emotional support, expanding to include specific task-or problem- related support and, expanding further to help the novices develop a capacity for critical self-reflection on the teaching practice where each aspect of support serves a different purpose (Wong et al., 2005; Fieman-Nemser, 2001). Schools that make available high levels of support for novice teachers will in return reap the rewards of a positive and effective learning environment overall.

In what follows, an induction program framework is presented and includes the components of an induction program that addresses the challenges of the novice teachers while taking into consideration their needs and the requested support. The program framework is informed by international best practices yet grounded in the data collected and responsive to novice teachers' need. The researcher recommends that the school targets the following six operational goals as part of the induction program: designing orientation sessions, reducing the workload and difficulty of responsibilities given to novice teachers during the first year of service, implementing clinical supervision cycles to identify the novices' needs and to provide ongoing differentiated professional development support, adopting a formal mentoring program, and setting a plan for evaluating the program. The action plan will be implemented over three scholastic years. Year one focuses on acclimating novices with the school norms and

culture, reinforcing classroom discipline skills, and sharing the vision of the profession by modeling and encouraging best practice through collaboration, collegiality, and participation in a continuous learning community. Year two focuses on introducing novices to additional instructional models and teaching strategies including educational technology and dealing with special needs' students in addition to enhancing their capacity for reflection and goal setting. Finally, year three aims at encouraging novice teachers to become reflective practitioners and prepare them to become self-directed learners thus fulfilling their roles as professionals.

First Phase of Induction Program. The first phase of induction covers the first year of the novice teacher's employment contract and includes different activities such as orientation, mentoring, clinical supervision, professional development, and organizational support to fulfill three goals. The first goal consists of gradual acclimation of novice teachers to the school context and its special program requirements including the IB and inclusion program. The second goal is to improve novice teachers' behavior management skills and learn specific techniques for working with students with challenging behaviors. The third goal is for the teacher to build rapport and work collaboratively with an assigned supervisor, mentor and colleagues who will provide them with support during the induction process. Each of these activities will be elaborated in what follows.

Orientation. The results of the study show that novice teachers enter the school without being formally informed about the school's expectation, responsibilities, personnel, and important curriculum features, thus the orientation activities must include sessions offered prior to the start of the school year to all novice teachers. These sessions must include an overview of the school vision, philosophy, policies, academic

programs, evaluation, and key personnel and resources. It also needs to include an overview of the three years Teacher Induction/Mentoring Program including expectations of instructional supervisors, mentors and mentees and the scope and sequence of the professional development activities.

The reviewed literature on induction best practices state that quality induction programs prosper in context that provide novice teachers substantive orientation activities that vary in length and substance from one school to another and that are aimed at socializing novice teacher into the school culture and to integrate into the school community (Wong, 2004). Hence, the researcher proposes two days orientation should be held prior to the beginning of the school year, during the first session novice teachers are introduced to their instructional supervisors, namely the school principal, the department head, and the subject coordinator who will provide them with an in-depth understanding of the school philosophy, culture, policies, programs, classroom management tenets, the four dimension of Danielson framework, and teaching and learning practices.

The orientation days will also include meetings with the principal who will introduce novices to a clear formal discipline policy set by the school to guide them in dealing with students' disruptive behaviors, explaining classroom rules, procedures, and behavioral consequences, as Wong (2004) emphasizes that these guidelines are crucial to be clarified to novices from the first day in school. Since the principal's leadership is critical to the success of the school's induction program (Stanulis et al., 2009), it is proposed that the principal actively engage in clarifying the school discipline policy and commit to reinforce its implementation and assist novices while dealing with student's disruptive behaviors.

In day two of the orientation session, the subject coordinators introduce the novice teachers to their daily schedule highlighting the weekly instructional supervisory meetings. They also explain to novices the clinical supervisory process, the classroom observations schedule, the curricular expectations, and the novices' portfolio. The latter captures evidence of their own practices including information about their evaluation, reflections on professional development practices, action plan, records of teaching activities, and students' performance, in addition to the general professional development activities planned for all novice teachers, and the ones that will be offered to each novice teacher according to their individual needs. Also, the subject coordinator introduces novice teachers to the mentoring program, its goals, the role of the mentor and the mentee, the expectations, and the activities in which they are both engaged. The subject coordinator describes the mentoring activities, which include observing each other's classrooms, followed by discussion and feedback, observing other teachers' classrooms, followed by discussion, common lesson planning, implementing new instructional strategies, guiding them in behavior management, and designing students' assessments. During the orientation days, each novice teacher meets with his or her assigned mentor to get to know one another and share ideas and experiences about teaching and classrooms. The mentor informs the novice teacher that they will meet once a week on a one-on-one basis, and once a week with all teachers teaching the same grade level.

Mentoring. The goal of launching the mentoring component of the induction program during the first year of induction is to establish a trusting and supportive relationship between the mentor and the novice teacher in order to acculturate novices with school norms, assisting them in managing their classroom, promoting their content

knowledge, planning, and content delivery to students, and providing emotional support by listening to their concerns and being ready to respond to them. Furthermore, the school administration needs to provide the mentors with release time by reducing their teaching responsibilities and raising their awareness on the characteristics of effective mentoring, as well as training them on promoting quality of interactions between novice teachers and their mentors, something that the literature identifies as critical to the success of mentoring novice teachers. Gordon and Maxey (2000) stated that without any preparation, an assigned mentor often becomes a "buddy," someone who lends a sympathetic ear, however challenging teacher's teaching perspectives and expanding their knowledge require more preparation on the part of the mentor.

Additionally, the school administration should take responsibility of selecting and preparing mentors and to offer them appropriate orientation and training prior to the start of the school year to raise their awareness on their responsibilities. The training must include guidance on building successful relationship with novices, identifying novices' prior beliefs, knowledge and experiences and understanding the way adults learn. It also includes learning strategies to work inside novice teachers' classrooms, observe, analyze student's work, and provide subject specific feedback (Stanulis et. al, 2009). These strategies cover the following: (a) discussing the teaching and learning, (b) common lesson planning, (c) observation of each other's classrooms followed with feedback, and (d) analysis of student work. This will give the mentor the opportunity to model in-front of the novice teacher, identify problems, and both suggest and plan for improvement. It is recommended that the mentor observes the new teacher frequently, at least four (4) times during the first semester for a complete session. The observation must be followed with a meeting where both engage in reflective dialogue. It is critical

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that novice teachers develop a sense of trust in their mentor believing that their dialogue will be safe and secure, and that they will receive nurturing and supportive feedback from them. During the meeting, the mentor and the mentee agree on the assessment tool to monitor teacher's learning. Additionally, both mentor and mentee set early on the criteria to assess effective mentoring that are in line with the expectations from the mentoring activities. Indicators need to include the extent novice teachers learnt and improved their teaching in a manner that impacted positively student learning. In addition, coordination is needed between the mentor the instructional supervisor working with the teacher. A monthly meeting is recommended to discuss novice teachers' progress and recommendations pertaining to novices' needs so that the school can arrange for professional development opportunities that target those needs. It is also recommended that the mentor and mentee must keep written records of their weekly meetings, lesson plans, student achievement records, the novice's reflection on professional development, and a checklist of the mentor's observations and feedback. Surveys will be sent to novice teachers and also to mentors each semester. Surveys will be considered in determining mentor effectiveness.

Clinical supervision. Novice teachers need to engage in a clinical supervision cycle as soon as they start their teaching activities. This cycle is to be carried by the teacher subject matter coordinator and to be instituted as part of the yearly schedule of both parties. The results of the study showed that subject coordinators are already engaged in providing emotional support to novice teachers through regular meetings and that these meetings were opportunities to respond to the novice needs about lesson planning, instructions, and assessment. Hence, clinical supervision will respond to the novices' request for more structured and frequent encounters with their subject

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coordinators whereby the subject coordinators conduct regular observations, provide feedback, and set plans for improvement jointly with the teachers and monitor their implementation through additional observations. Clinical supervision offers a structured form of continuous support to novice teachers. Review of the most effective induction programs showed (Wong, 2004; Wong et al., 2005), the centrality of defining the role of supervisors in helping novice teachers.

This role including ongoing observation, concrete feedback, and comprehensive justification of their instructional performance creates the comfort zone through which novice teachers develop trust, confidence, and reassurance on their practice. Besides, the instructional supervisor establishes a learning environment for novices through organizing reciprocal observations between novice teachers and their peers to observe their colleagues teaching the same subject and teaching the same grade level. Following these observations, novice teachers provide feedback on three aspects of their colleague's class that they found most appealing. Observing other teachers teaching the same subject or grade level helps novice teachers increase their knowledge of how to teach similar material and diversify the teaching practices and styles they may consider developing. Additionally, observing teachers in other subjects helps them focus on classroom management and similar issues without being distracted by the subject of the lesson (Eick, 2002). As Fullan (2001) stresses that teachers succeed in teaching when they belong to professional learning communities that have, at their heart, high-quality interpersonal relationships founded on trust and respect. The cycles of clinical supervision will be very beneficial for novice teachers' growth as it allows for a close examination of the areas that need to be improved in their instruction and thus helps them grow as professionals (Hargreaves & Hopkins, 1994).

In addition to launching the clinical supervision cycle for novice teachers, the school administration must schedule a common time for novice teacher and subject coordinator for pre-conference, observation, and post conference to identify the area of novice's improvement throughout the first semester. The focus of the first year would be to generate an extensive improvement plan that the novice can focus on in the coming year. Novice teachers begin to compile a portfolio in which they document and reflect on their efforts throughout the induction pathway. They will use this information in the coming months to refine their instructional practices and professional learning goals.

Professional development. In response to the identified needs through the clinical supervision and the mentoring processes, the school administration must facilitate opportunities for internal or external professional development activities for novice teachers throughout their first year of teaching.

Given the common general need among novices for a larger skill set to succeed in their teaching, it is recommended that during the first week of the scholastic year and before the entry of students, novices attend professional development activities beyond mentoring to enhance their practices and promote continuous improvement. Workshops are needed to bridge the gap between their theoretical knowledge acquired during their prior education and the complexity of the fieldwork in various areas including planning and implementing the lesson's content, designing assessment, introducing the element of the program taught, understanding the students' developmental needs in relation to their behavior and acquiring strategies to effectively manage challenging behaviors including dealing with students with special needs.

Consequently, it is recommended that the induction program in the first year must include a series of planned workshops to be offered once per month over the scholastic year specifically the last Friday of each month from 11 am till 2 pm when students leave the school. These workshops can be presented either by instructional supervisors or experienced colleagues and depending on the needs and program adopted in each department. Since these workshops are designed to address novice teachers reported needs, hands on sessions and collaborative planning sessions must follow to familiarize novices with effective planning and give them the chance to be proactive in planning their lessons, listen to each other and reflect on the planning process in addition to hands on sessions on designing assessment to assessing students' work, including creation, and scoring of teacher-made tests.

Moreover, and given the school adoption of the Danielson framework to evaluate the teaching and learning process in the school, a workshop that introduces this framework and explicate its criteria is critical to be carried before the start of the school year. These workshops aim to familiarize novices with the school's teaching standards and expectations through an understanding of the four dimensions of this framework which are reinforced by mentors and instructional supervisors through the clinical supervisory process.

Second Phase of Induction Program. The aim of this phase would focus on developing further novice teachers' teaching beliefs and practices and on broadening their repertoire of teaching strategies while ensuring the novice teacher continues to develop their knowledge of the subject's content area and of successful classroom management approaches. Accordingly, the focus would be on enhancing and sustaining collaborative professional development practices and on making available targeted

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professional development to promote novice teachers' instructional techniques, differentiated instructions, higher order thinking, ICT skills, and assessment.

Mentoring. After achieving the basic goals during the first year of induction that focus on the subject content , the preparation of lesson plans for powerful learning, in addition to building novice teachers' classroom management skills, the aim of this year is to expand novice teachers' repertoire by guiding them in developing new strategies and teaching approaches, using differentiated instructions to meet a broader variety of educational and emotional needs within the classroom and communicating new perspectives on inclusive teaching especially that they might be assigned to teach students with special needs. Also, novice teachers are encouraged to plan collaboratively with their colleagues for more interactive lessons and student-centered approach in addition to the use of teaching aids and educational technology.

During this phase, mentor observes the novice teacher's classes three times per semester, participate in discussions following the lesson that draw upon reflective thinking strategies on the professional learning goal. As Spooner Lane (2017) claims that mentoring programs that provide novices only emotional support without challenging them to reflect and reframe their teaching beliefs and practices are not likely to enhance the quality of teaching or student learning outcomes.

Clinical supervision. The cycle of clinical supervision continues during the second year of the induction program to ensure novice teachers' continuing professional development by monitoring their progress with fewer observations unless the novice teacher continues to demonstrate a lack of pivotal basic teaching skill. During this phase, instructional supervisors encourage novices to develop additional strategies to enact the teachers growing pedagogical content knowledge. Having gained a deep

understanding of the subject's content knowledge and the scope and sequence, the emphasis this year would be on enacting a broader repertoire of teaching skills such as differentiated instruction planning, new techniques, engaging students in learning, motivating students, using various resources, and demonstrating flexibility and responsiveness in the classroom, while also reviewing classroom management and discipline skills that promote students abilities to manage their own behavior.

In addition, to facilitate novice teachers' continuous learning and to improve teacher collaboration, instructional supervisors continue to create learning opportunities for novices through collaborative meetings with their peers, reciprocal observation, and assigning them to attend workshops based on learning needs and program requirements. Furthermore, to monitor novices' progress, the subject coordinator meets with the mentor at the end of each semester to discuss mentee progress, areas of strength, and areas that still require improvement based on using student work, and formative assessment to guide them in setting instructional decisions.

Professional development. Novice teachers in the school do meet with their peer teaching the same grade level once a week to discuss content knowledge, instructions, teaching methods, exchange knowledge resources, and benefit from each one experience. However, this year, in service professional development will be planned based on novices' identified needs as reported by the department head, mentor and subject coordinator in the first formal evaluation. Training and workshops that focuses on new skills that appear to be essential to acquire so that the novice teachers' practices mesh with the school philosophy and teaching standards such as implementing technology in classroom, designing learner centered classroom, teaching students with special needs, in addition to implementing methods that nurture the student's cognitive,

emotional, and social well-being. Also, instructional supervisors will make plans for additional classroom visits for novice teachers to observe other teachers.

At the end of the scholastic year, the department head conducts formal evaluation followed by a discussion with the school principal, subject coordinator, the mentor, and the novice teacher. The purpose of the discussion is to celebrate successes, identify challenges, and determine what support and resources are needed to become more effective in components identified as needing improvement.

Finally, the school principal, department head, and subject coordinator review the first-year practices and review current good practice to refine the induction practices.

Third Phase of Induction Program. During the third phase of the induction program, the mentoring process continues, with the mentor and mentee meeting once biweekly to reflect on the teaching process, share advice and experiences on the content, teaching methods, instructional strategies, and student assessment. Furthermore, the supervisory cycle continues with less frequent classroom observations to promote self-reflective practices on teaching, as well as encouraging novices to adopt a more student-centered approach, active learning, and the incorporation of group work into their classes. During these meetings, novice teachers are encouraged to reflect on their practices by evaluating consistently how choices and actions affect students, and other professionals in the learning community and actively seeks opportunities to grow professionally. Professional development practices also continue to be assigned based on needs identified during the formative assessment at the end of the second year of induction. Meetings with teachers teaching the same grade level continue to be held once a week, and departmental meetings are held once a month. In addition to reciprocal observation organized by the department heads.

Evaluating The Induction Program. Program evaluation in education has always been an important element in educational improvement (Robinson, 1998). To measure the effectiveness of this program, formative and summative evaluation will be conducted. Formative evaluation will be conducted at the end of the first and second year, and summative evaluation will be conducted at the end of the third year. Focus groups and anonymous surveys will be sent to novices who have participated in the three-year program to monitor the effectiveness of the program in developing effective classroom practices, leadership skills, sense of confidence and belonging to the community, and stronger relationships with their colleagues and administrators. Questions will also inquire about the extent to which the activities (orientation, mentoring, clinical supervision, and professional development) were completed as designed. The results will be analyzed to make modifications for the following years. Furthermore, novice teachers at the end of the scholastic year will be asked to prepare a year-end reflection paper on their feelings about the program**.** This paper will include sections such as knowledge of school/classroom procedures, support from induction team/administration, classroom management, communication within the school and recommendations for how to improve the program.

Organizational support. Introducing an induction program at the school requires organizational arrangements to support its implementation to succeed and for its impact to be sustained at the school. In fact, what new teachers need is sustained, school-based professional development guided by expert colleagues (Johnson & Kardos, 2002). The organizational arrangement required ranges from reducing novice teacher's workload and providing him/her with free time to be able to meet with subject coordinator, the mentor, and teachers teaching the same grade level to securing the

budget to offer novices the opportunity to attend workshops inside and outside the school that respond to their identified needs. It is also imperative to assign novice teachers to classes with a smaller number of students, and preferably with no students with special needs from their first year. However, it is recommended to assign them to attend those classes taught by experienced teacher.

Organizational arrangements must also include providing instructional supervisors and mentors working with novice teachers with release time from teaching to allow them to allocate the time and effort needed to support the novice teachers. According to the literature it is the role of the principal to offer mentors training and facilitate his/her work to be able to meet frequently with novices, engage with them in collaborative practices, and provide them with the appropriate support (Stanulis & Ames, 2009). The reviewed literature show that novice teachers had good rapport with their mentors and felt well supported only when they had frequent meetings with their mentors, and they had the chance to communicate and reflect on their teaching constantly with them (Wood & Stanulis, 2009).

Furthermore, it is essential to institutionalize induction practices by formal policies and documenting induction activities through evidence-based practices collected from instructional supervisors, mentors, and students' achievement. The school can build on the supportive practices existing in the school through keeping the open-door policy adopted by all instructional supervisors as it is found crucial in promoting novices' emotional support where teachers can always voice and reach out to them for any help.

Finally, introducing an induction program is considered a strategy for transforming a school culture into a professional learning community as the first step of

providing continuous support for teacher's professional development. This introduction will shape the novice teachers' beliefs and behaviors, as well as social interactions reinforcing professional habits that value learning conducive to both professional growth and institutional improvement. As designed, the proposed induction program will contribute to building a collaborative climate, that focus on continuous improvement and quality education (Fullan, 2001). Within this climate, and with the institutional support they will receive, it is hoped that novice teachers will be better equipped to meet the challenges to transitional into the teaching profession. It is worthy to note that the feasibility of the proposed induction program will be confirmed upon the adoption and implementation of the program by the school. Only in this case can the researcher evaluate its impact on novice teachers and the organization.

Recommendations for Research

Since there are scarcity of research studies on induction practices in the Arab world (Chaaban & Du, 2017; Du et al., 2020) in addition to the scarcity of research on examining the extent to which Lebanese schools are using research-based knowledge to support novice teachers and on assessing the quality and effectiveness of induction practices, if existing, on Lebanese novice teachers, replicating this study in more schools that represent the variation in school type within the Lebanese context and across the Arab region will be beneficial to produce a knowledge base on the experiences of novice teachers.

Since the influence of induction programs is dependent on social, cultural, and organizational contexts of schools where such components are situated, further comparative case studies on a larger scale are needed in other K-12 Lebanese private schools located in different geographical areas to examine novice teachers' challenges,

needs as well as conditions and the available induction practices to understand how the sociocultural background of the school and stakeholders affect the perception of the principal and teachers on supporting novice teachers.

Also, investigating the implementation of the proposed induction plan derived from the study's findings would be important in order to assess its impact on novice teachers' personal and professional development during the transitionary phase and confirm that the support they receive meets their requested needs.

In addition, it could also be worthwhile to investigate the nature of the novice teachers' first year experience in public schools and conduct comparative studies that compare the induction practices followed in private schools with the ones followed in public schools.

Finally, it would be of research significance to conduct a study on a Lebanese school that effectively implement the components of induction program to support novice teachers and build their capacities during the first years of teaching and explore to what extent those practices converge with those stated in the Western literature and are effective in the context of Lebanese schools.

APPENDIX A

NOVICE TEACHER INDIVIDUAL INTERVIEW PROTOCOL

1. How long have you been working as a teacher?

2. Describe your experience as you transitioned into the teaching profession?

3. Describe the sources of challenges that you are facing during the first years of your work.

   a. Describe your relationship with your principal and supervisor.

   b. Describe your relationship with your colleagues.

   c. Describe your relationship with your students.

   d. What are the challenges you are facing in handling teaching's responsibilities?

   e. What are the challenges you are facing in your interaction with students, student parents, colleagues, supervisors, principals and others?

4. Describe the sources of support you are receiving in the school. Provide examples.

   a. What are the formal practices set in place at the school to help novice teachers?

   b. What role the principal and supervisor are playing in supporting your transition?

   c. What role are your colleagues playing in supporting your transition?

5. Can you share some of the critical incidences that informed you about your role and paved the way of your personal and professional improvement?

6. Please list three of the most significant/ effective learning experiences you had since you became a teacher? And what made such an effective learning experience.

7. What are the supportive practices that you would like to see established in school to better support novice teachers?

APPENDIX B
INSTRUCTIONAL SUPERVISOR INDIVIDUAL INTERVIEW PROTOCOL

1. Describe the challenges faced by novice teachers in your school?

2. From your perspectives, what kind of support for novice teachers as they transition into the profession is mandated by school policies or is practiced as part of the school norms?

   a. What role is assigned to instructional supervisors to provide support for novice teachers?

   b. Describe how novice teachers are introduced to the school rules and goals.

   c. What types of professional development is established to support novice teachers?

3. How are decisions related to professional development taken at the school?

   a. Do novice teachers share in the decision making regarding the professional development activity?

   b. What forms of professional development activities are offered to novice teachers at your school?

4. What role are you playing in helping and supporting novice teachers?

   a. How often do you meet with novice teachers?

   b. Describe your practice as it relates to providing novice teachers with guidance. Give examples.

   c. Explain how you provide novice teachers with emotional support and encouragement. Give examples.

5. What are the school resources that can be used to help novice teachers?

   a. Is a mentor assigned to each novice teacher? If yes, describe the activities in

which the mentor and the mentee are engaged.

b. Do novice teachers have the time to collaborate with colleagues in the same grade/subject? If yes, give examples.

APPENDIX C

FOCUS GROUP INTERVIEW PROTOCOL FOR VETERAN TEACHERS

The focus group interview is conducted with a random sample of veteran teachers. The focus group interview aims at examining the perceptions of veteran teachers regarding the support they provide to novice teachers that will help understanding the school policies and practices and inform planning an induction program grounded in the collected data. The following questions will guide the interview.

1. Please describe the support you provide to novice teachers.

2. What kind of support is offered at your school to facilitate the transition of novice teachers?

3. From your perspective, what makes an effective mentor in facilitating the transition of novice teachers?

   a. What are the tasks and responsibilities of the mentor towards the novice teachers?

   b. What kind of administrative support is offered at your schools for mentors?

   c. What are your recommendations for improving the mentoring process at the school?

APPENDIX D

MEMBER CHECKING FOCUS GROUP INTERVIEW PROTOCOL FOR NOVICE TEACHERS

The purpose of focus group interview with novice teachers is twofold.
First, the focus group interview aims at examining the perceptions of group of novice teachers regarding the challenges they face in school and the support provided to them by the school policies, administrators, and colleagues. Novice teachers are kindly asked to answer the following questions.

1. Describe the sources of challenges that you are facing during the first years of your work.

2. Describe the sources of support you are receiving in the school.

The focus group interview is used to get novices' feedback on the researchers' interpretation of the data collected previously from novice teachers' individual interviews and to ensure that the researcher's analysis of data collected from the individual interviews adequately represents their own perceptions.

Second, the researcher will provide novice teachers with data analysis in the form of a table including the themes generated from the data analysis of the instructional supervisors, veteran teachers, and novice teachers' individual interviews on novices' challenges and the factors that support their transition. The researcher asks novice teachers to go through the themes, and provide their agreement, input, and suggestions on the following questions keeping in mind the particularities of the school culture.

1. Please reflect on the findings then comment concerning the themes generated by you, novice teachers. Do you think the generated themes represent your own perceptions on the factors that would support your transition to the profession?

Do you agree with all the themes?

Do you recommend changing or adding anything?

2. Please reflect on the findings and comment concerning the themes generated by instructional supervisors and veteran teachers concerning the support provided by the school.

Do you agree with the results generated by the instructional supervisors? Why? Why not? Give examples.

Do you agree with the results generated by your experienced colleagues? Why? Why not? Give examples.

3. Please comment on the commonalities and differences between teachers' and instructional supervisors' perceptions that were generated from the findings of the individual interviews.

From your perspectives to what refer such differences/similarities?

APPENDIX E

FOCUS GROUP INTERVIEW PROTOCOL WITH INSTRUCTIONAL SUPERVISORS

The purpose of focus group interview with instructional supervisors is twofold. First, the focus group interview aims at examining the perceptions of group instructional supervisors regarding the challenges that novice teachers face in school and the support provided to them by the school policies, administrators, and colleagues. Instructional supervisors are kindly asked to answer the following questions.

1. Describe the challenges that novice teachers face during the first years of work.

2. Describe the sources of support novices receive in the school.

The researcher provides instructional supervisors with a table including the themes generated from the data analysis of the instructional supervisors' individual interviews, to get their feedback on the researchers' interpretation of the data collected previously from instructional supervisors' individual interviews and to ensure that the researcher's analysis of data collected from the individual interviews adequately represents their own perceptions.

Second, the researcher will provide instructional supervisors with data analysis in the form of a table including the themes generated from the data analysis of the instructional supervisors, veteran teachers, and novice teachers' individual interviews on novices' challenges and the factors that support their transition. The researcher asks instructional supervisors to go through the themes, and provide their agreement, input, and suggestions on the following questions keeping in mind the particularities of the school culture.

1. Please comment on the findings concerning the themes generated by you, instructional supervisors. Do you think the generated themes represent your perspectives on the factors that support novice teachers in the school?

   Do you agree with all the categories?

   Do you recommend changing anything?

2. Please comment on the findings concerning the themes generated by novice teachers.

   Do you agree with novice teachers' perceptions? Why? Why not? Give examples.

   Please comment on the commonalities and differences between novice teachers' and instructional supervisors' themes that were generated from the findings of the individual interviews.

   How would you interpret such results?

   What accounts for such differences/similarities?

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