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Impact Evaluation of the Teacher Internship Placement Program

Final Report

Report for the Department of Education, Tasmania

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Glossary

BEd	Bachelor of Education
BeTTR	Beginning Teachers Time Release
DoE	Department of Education Tasmania
LAT	Limited Authority to Teach
MTeach	Master of Education
RAAC	Research Assessment and Approval Committee (DoE)
SSHREC	Human Research Ethics Committee (Social Sciences) at UTAS
TIPP	Teacher Internship Placement Program
UTAS	University of Tasmania

Executive Summary

Effective teachers are essential to the wellbeing and productivity of our community. The quality of initial teacher training is a key element in supporting the development of effective teachers. This report explores the effectiveness of the Teacher Internship Placement Program (TIPP) in preparing new teachers for the profession.

Feedback from early career teachers both in Australia and overseas highlights the importance of extensive practical experience in classrooms during teacher training. The TIPP is an initiative of the Department of Education Tasmania, awarding selected education students a scholarship to spend their final year of study as an intern at a government school. The year-long internship is followed by guaranteed employment at the same school the following year. Interns are expected to complete their university requirements online. They are assigned a mentor and a colleague teacher from within the school. The goals of the TIPP are to give beginning teachers the opportunity to experience a full year at a school in a co-teaching situation before taking responsibility for their own class.

The Peter Underwood Centre for Educational Attainment conducted an evaluation of the effectiveness of the TIPP, in particular in terms of transitions to and retention in the teaching profession as compared to other initial education graduates. The research, conducted with graduate teachers, aimed to identify whether TIPP enhanced preparedness for entry into teaching, which features of the TIPP are most effective for supporting classroom readiness in the first year of teaching, and whether these might be replicable through other means in initial education programs. 2016 and 2017 graduates of initial teacher training were surveyed (N=60) and invited to participate in interviews (n=5). In addition, one supervising teacher of a TIPP graduate was interviewed. Participants included graduate teachers who had completed TIPP as well as those who had completed the standard program.

The study was informed by the following research questions:

1. Do TIPP participants have successful transitions to teaching and are they retained in the teaching profession?
2. What elements of the TIPP are particularly effective for supporting classroom readiness in the first year of teaching, and are they replicable through other means in the initial teaching education programs?
3. Does the TIPP produce significantly different outcomes in comparison with other initial education graduates who begin teaching without having participated in the TIPP?

Key findings

Outcomes for TIPP graduates compared to non-TIPP graduates

Results from surveys and interviews indicate that TIPP graduates are likely to have better outcomes than non-graduates in terms of transition into and retention in the profession. These outcomes depend on a range of factors, which are explored throughout this report.

Transitions into the profession

All respondents reported their first weeks teaching their own classes as challenging. However, the stresses of beginning at a new school were significantly reduced through the internship. This transition for TIPP participants was facilitated by familiarity with the school, including with culture, procedures, processes and where to find support, as well as knowing some of the students. Gaining familiarity with administration software and databases was also cited as important. Induction for non-TIPP graduates was seen as important but appears to vary between schools. Some schools offered ongoing induction and support, with anecdotal reports of others that left beginning teachers to orient themselves.

Relocation is a significant stress for both TIPP and non-TIPP graduates, as well as a barrier to participation in the TIPP for those with families and/or work commitments.

Retention in the profession

TIPP graduates reported a higher likelihood of remaining in the profession. Anecdotal reports point to lack of support from schools during the internship year and/or the first year of teaching as a likely point at which beginning teachers may choose to leave the profession.

Preparedness for the profession – teacher training

All participants (TIPP and Non-TIPP) saw time in classrooms as essential to preparedness for the profession. Professional Experience was cited as extremely valuable, with many respondents recommending that more be included in initial training.

Time in schools was seen as a means of “trying out” what was learned during teacher education, but also as a source of practical experience in school systems and navigating relationships with staff and students, including behaviour management strategies. TIPP graduates reported the value of “real world” experience and exposure to the pedagogical rhythm of a full year in a school, as opposed to the “snapshot” achieved through Professional Experience.

Participants in this study (TIP and non-TIPP) reported positive experiences of Professional Experience and internships. However, anecdotal reports of peer experiences indicate variability, including students who were left alone with classes, not given feedback, or who were not given opportunities to teach by their colleague teachers.

Mentors and colleague teachers

Respondents attached high importance to mentors for internships and as beginning teachers, as well as to colleague teachers during Professional Experience. These relationships were utilised for feedback, reflection and advice as well as emotional support. One participant reported that mentoring provided a model of how to build relationships with colleagues. The importance of structured mentoring was noted, such as timetabled regular meetings. Some participants reported that they were obliged to assert themselves and request meetings with mentors, which would otherwise not have happened. Non-TIPP graduates in particular reported having to obtain support in this way.

Networks

Both TIPP and non-TIPP respondents noted the importance of establishing professional networks. TIPP graduates appreciated the opportunity to build networks with colleagues and community during their internship year, leading to a greater sense of belonging and support. Non-TIPP graduates emphasised networks as pathways to employment. Networking activities for these participants included exposure to a school through Professional Experience, volunteering, relief work and seeking a Limited Authority to Teach (LAT).

Employment

The TIPP model of internship followed by employment is successful in supporting retainment in the workforce. However, some non-TIPP participants reported that being “locked into” a school had discouraged them for applying for the TIPP.

The supervisor interviewee cited the high desirability of TIPP interns. The school had already hosted two graduates and would have hosted a third but could not guarantee employment following the program. This points to the potential for more flexibility within TIPP regarding guaranteed provision of employment.

Beginning Teacher Time Release

Both TIPP and non-TIPP graduates are entitled to Beginning Teachers Time Release (BeTTR). Most respondents had used the BeTTR program (40%), and those who had not believed that it would have been beneficial. School support of the BeTTR program was reported as variable. Some schools offered strong support through allowing students to take the time they needed to study, speak with mentors and/or prepare classes. Others did not encourage time release, and some reported having to study without an appropriate space, such as in a corner of the library while classes were being held.

Key recommendations

Access to schools

It is possible to replicate some of the key features of the TIPP through increased access for education students to time in schools. This can be achieved through extending Professional Experience, or through other avenues such as encouraging volunteering. One participant suggested that TIPP be replicated by giving beginning teachers a year at teacher aide level.

Familiarity with non-teaching aspects

One of the advantages of the TIPP is the opportunity it affords to become familiar with non-teaching aspects of working in schools. Some stresses of beginning teachers might be reduced by targeting these aspects during initial teacher training, from typical administrative software and databases through assessment, attendance and reporting procedures to operating photocopier machines.

School supports

Participants in this research suggested that schools be held accountable for how they support new teachers and interns. This implies guaranteed provision of mentors, appropriate feedback, and provision of BeTTR time and an appropriate space to prepare and/or study. There is a need for recognition that beginning teachers require active support from schools, particularly in their first year. To be effective, these measures should be

combined with efforts to establish and maintain a culture within schools of active support, such as resource sharing, opportunities for co-teaching and whole-school behaviour management strategies. In turn, schools require sufficient resourcing to ensure capacity for supporting beginning teachers.

1 Introduction

The Tasmanian Department of Education (DoE) commissioned the Peter Underwood Centre for Educational Attainment to evaluate the impact of the Teacher Internship Placement Program (TIPP) in preparing pre-service teachers for the profession.

The Teacher Internship Placement Program (TIPP) allows final year University of Tasmania (UTAS) education students to spend a whole calendar year in a Tasmanian government school where they will gain a permanent position the following year after graduation. Now in its third year, TIPP has been identified as effective in preparing beginning teachers to commence a teaching career. In particular, TIPP incorporates factors previously highlighted as being integral to success, such as practical experience and mentoring (Brown, 2015). However, an internal evaluation of the program also recognised that the program is resource heavy and available to only a relatively small number of teacher education students. The current research was designed to identify which aspects of the program are most effective in preparing graduates for the teaching profession, supporting transitions into the profession, and improving retention rates, as compared to other initial teacher education options.

1.1 *The Teacher Internship Placement Program (TIPP) initiative*

Tasmania has a single university, the University of Tasmania, with campuses in Hobart, Launceston, and Burnie.¹ The three campuses reflect the fact that, although the population in the south is localised around Hobart, the population in the north of the state is more dispersed. The majority of courses are offered in Hobart, followed by Launceston in the north and then Burnie in the north-west. Tasmanian students who are studying courses that are not available on their nearest campus, or live outside these areas, either have to relocate or are likely to have to complete part, or all, of their study online. Initial Teacher Education in Tasmania is offered across all three campuses, and online; however, it is noted that for the program offered on the Hobart campus, MTeach, students must have completed a first degree. Students generally complete the practical components of their initial teacher education in urban schools, or schools close to their home location. There are few graduate teacher positions in the larger cities and students from Hobart and Launceston are more likely to have to relocate to regional areas to take up their first teaching role. For many, this may be one of their first experiences in lower socio-economic status or regional schools. Students who do not have to move to begin university may, as beginning teachers, be required to experience their first significant move away from home.

TIPP is a year-long scholarship offered to final year UTAS students enrolled in an initial teacher education degree. The scholarship supports pre-service teachers to spend a whole calendar year in a Tasmanian Government school as an intern while also completing their final year of UTAS tertiary education studies online. TIPP participants are likely to intern in a rural or regional school where they will spend up to 35 hours

¹ There are also campuses in Sydney, Shanghai and Hong Kong.

per week on the school site; 14-21 hours are dedicated to study time and the remaining hours are classroom time. DoE supports TIPP participants with the following:

- A \$15,000 financial scholarship.
- Placement in a Tasmanian Government School (35 hours per week) during final year of study, working alongside experienced teachers.
- Access to mentor and colleague teachers for professional development to support professional learning and training.
- Use of a teacher device (laptop computer), internet and access to the Department's software and network.
- Accommodation and/or travel expense support where applicable.
- Consideration for a Limited Authority to Teach in Terms 3 and 4.
- A permanent position in a Tasmanian Government school upon graduation and the successful completion of the internship.²

UTAS Bachelor of Education (BEd) and Master of Education (MTeach) students are eligible to apply to the program. Interested students apply in their penultimate year of study (year three for BEd or year one for MTeach) via an expression of interest to the Professional Learning Institute. Eligibility is assessed by:

- Aptitude – demonstrated aptitude to become a highly accomplished teacher.
- Academic performance – attaining all passes or better in their study to date.
- Professional Experience – successful completion of scheduled Professional Experiences prior to final year placements.
- Final year course load – a maximum of four units per semester to complete in their final year of UTAS study.
- Commitment to teaching – able to demonstrate a commitment to teaching in a Tasmanian Government school following graduation.³

Applicant suitability is tested via the Melbourne University Teacher Capability Assessment Tool against the aptitudes of cognitive ability, disposition and resilience, and situational judgement. Well-matched candidates are invited to an interview. Successful applicants are offered internship placements in a Tasmanian Government school for the following year.

1.2 The Research

This impact evaluation sought to understand whether there are features specific to the TIPP which support successful transitions to, and retention in, beginning teachers' careers, and if these features could be replicated in other UTAS initial education programs. To do this, we collected qualitative and quantitative data from the

² https://pli.education.tas.gov.au/wp-content/uploads/2018/05/111_19_MTQT-Teacher-Intern-Program-Update_Final-24052019-V2.pdf

³ https://pli.education.tas.gov.au/wp-content/uploads/2018/05/111_19_MTQT-Teacher-Intern-Program-Update_Final-24052019-V2.pdf

2016 and 2017 graduate cohorts who participated in the TIPP program, in addition to a sample of beginning teachers from the same graduating cohorts who did not complete TIPP.

This impact evaluation was guided by the following research questions, which frame the findings outlined in this report:

1. Do TIPP participants have successful transitions to teaching and are they retained in the teaching profession?
2. What elements of the TIPP are particularly effective for supporting classroom readiness in the first year of teaching, and are they replicable through other means in the initial teaching education programs?
3. Does the TIPP produce significantly different outcomes in comparison with other initial education graduates who begin teaching without having participated in the TIPP?

1.2.1 Ethics approval

This research project gained formal ethics approval for data collection from the Social Sciences Human Research Ethics Committee (SSHREC) at the University of Tasmania (Ref: H0018242. See Appendix B) – and the Research Assessment and Approval Committee (RAAC) in the Tasmanian Government of Education (Ref: 2019-27. See Appendix A).

1.2.2 Method

The project was completed in three phases of data collection. In phase 1, a survey was delivered to TIPP and non-TIPP initial teacher training graduates of 2016 and 2017. Phase 2 and 3 consisted of interviews with a) graduates and b) supervisors nominated by TIPP graduates. Each phase is detailed below.

Phase 1: Surveys

Phase 1 comprised of a short, online anonymous survey (Appendix D). The data instrument was designed to shed light on the research questions by surveying both TIPP and non-TIPP UTAS graduates from 2016 and 2017. The survey consisted of a combination of Likert scale and open-ended response questions. Participants were able to skip questions if they chose. A total of 60 participants completed the survey.

At the conclusion of the survey, participants were asked to express their interest in participating in an interview. 13 survey participants submitted an EOI.

Phase 2: Interviews with graduates

At the conclusion of the survey, 13 survey participants expressed interest via email in participating in an interview. The research team emailed information sheets and consent forms to those who had expressed interest, with a reminder email in early 2020. Five responded and agreed to participate, and interviews were conducted with one TIPP graduate and four non-TIPP graduates. Interviews were semi-structured and conducted by a member of the research team via Skype (see Appendix E for an interview schedule).

Phase 3: Interviews with supervisors

The TIPP graduate was asked to nominate a supervisor from the school where they completed their internship. The research team then invited this supervisor to participate in a semi-structured interview via Skype (see Appendix E). The interview was conducted in March 2020.

1.2.3 Participants

Recruitment for Phase 1 targeted two cohorts: TIPP participants from 2016 or 2017 (Group 1); and teachers who graduated from UTAS in 2016 or 2017 and who are currently employed with DoE, and who did not complete TIPP (Group 2). Collecting data from the two cohorts enables a comparative assessment. To identify these cohorts:

Group 1

The research team obtained from DoE lists of the TIPP participants in 2016 or 2017 (n=48). These names were cross-matched against both the UTAS graduate lists from 2016 and 2017 and the Tasmanian Government Directory. The final list in Group 1 contained 44 names (n=44).

Group 2

The research team obtained the relevant class lists from UTAS of the students who graduated from an initial teacher education degree during 2016 or 2017. The names were cross-matched via the public Tasmanian Government Directory to obtain the emails of the graduates who were currently employed with DoE. Names which could not be cross-matched were not included in the final recruitment lists. Where there were similar names, the research team emailed individuals to confirm. There was a low response rate from those who had similar names which accounts for the discrepancy of 10 between total number of DoE employees (304) and total number emailed in Group 2 (294). Graduates who were in Group 1 were also removed from the list. The final list of graduates in Group 2 contained 294 names (see Table 1):

Year	Total graduating cohort	Total employed by DoE (non-TIPP)	TIPP graduates employed by DoE	Not currently employed by DoE
2016	361	151	24	186
2017	367	153	20	194
Total	728	304 -10* = 294 (Group 2)	44 (Group 1)	380

Table 1: Composition of graduating cohorts

*These names could not be cross-matched.

The research team emailed (Appendix C) **Group 1** and **Group 2** inviting their participation in a short, anonymous, online survey (Appendix D). One reminder email (Appendix C) was sent at the beginning of Term 4, 2019.

A total of **60 participants** completed the phase 1 survey (N=60). Table 2 outlines the demographic indicators of the respondents:

What is your gender?	Female – 83% Male – 15% Other – 1% <i>*1 respondent skipped this question</i>
Please indicate your current teaching role	Classroom Teacher – 95% Other – 5%
Please indicate which year levels you work in	Primary School – 63% High School – 20% Senior Secondary – 12% Other – 5%
Did you graduate from your initial education program in 2016 or 2017?	2016 – 55% 2017 – 42% Other 3%* <i>*Effort was taken to ensure that the cohort lists were crossmatched, in the case of similar or common names, potential participants were emailed individually to clarify their eligibility.</i>
Did you participate in the TIPP?	Yes –44% (n=26) No – 56% (n=33) <i>*1 respondent skipped this question</i>

Table 2: Demographic indicators

The two cohorts of graduates were female dominated reflecting broader trends of gender disparity among teachers and the fact that fewer males are graduating, or continuing to practice, as teachers (McGrath and Van Bergen, 2017). The tables below show numbers of graduates of 2016 and 2017 and the number who were not currently employed by DoE in 2019:

2016	Total graduates	Total employed in Term 3, 2019	Not currently employed by DoE
Bachelor of Education	205	93	112
Master of Teaching	129	58	71
TIPP	27	24	3
Total	361	175	186

Table 3: 2016 graduating cohort and number employed by DoE in 2019

2017	Total graduates	Total employed in Term 3, 2019	Not currently employed by DoE
Bachelor of Education	201	94	107
Master of Teaching	145	59	86
TIPP	21	20	1
Total	367	173	194

Table 4: 2017 graduating cohort and number employed by DoE in 2019

Figure 1 below shows the gender breakdown for graduates in 2016 and 2017 and those not employed by DoE in 2019. From this can be seen that the number of graduates who did not find employment with DoE was around 50% for both males and females. It is impossible to say from our data where these graduates are now: they may have found employment in the private sector, interstate, or overseas or have a non-teaching role in education. It is also possible that graduates were not identified due to name changes, such as resulting from marriage.

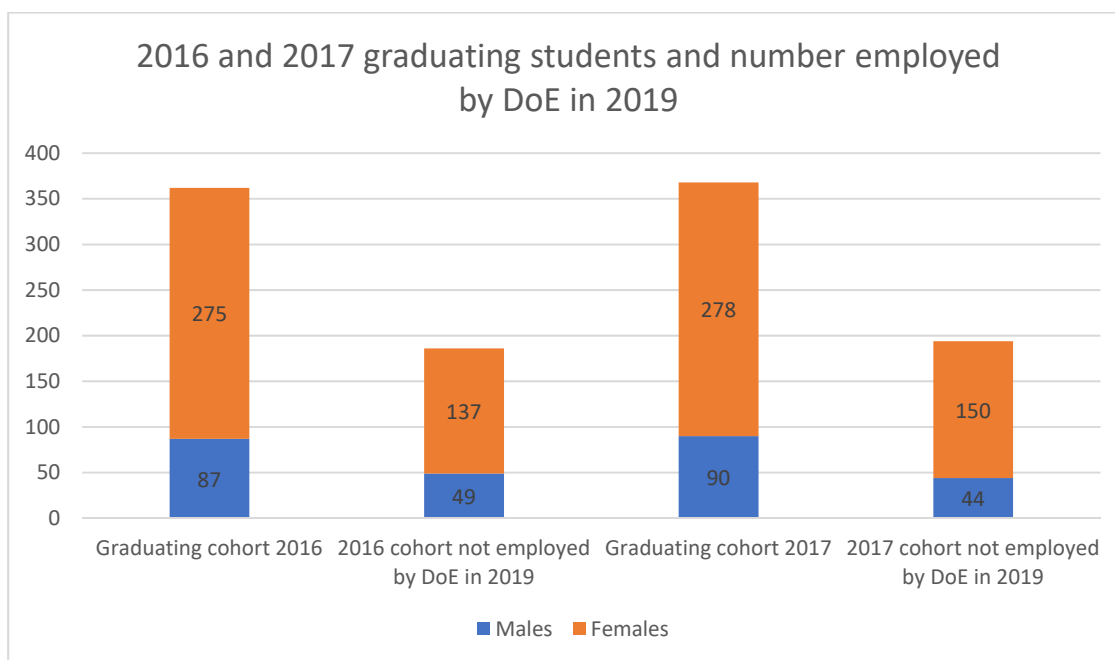


Figure 1: 2016 and 2017 graduating students and number employed by DoE in 2019

1.2.4 Limitations

A limitation of this research is that only those employed within DoE at the time of research were surveyed. Those who agreed to participate in interviews were all successful in their studies and pathways into teaching and had primarily positive experiences to report. It should be noted that anecdotal evidence points to a proportion of graduates, both TIPP and non-TIPP, who experienced significant challenges (see section 2.1.3 for further details). In spite of this limitation, the findings align with those of a previous pilot evaluation of the program that included interviewing all TIPP interns and where possible their mentors and principals (Raw, 2018).

1.2.5 Analysis

Statistical data were analysed for indications of impacts and trends across the entire cohort as well as to identify differences between TIPP and non-TIPP graduates. Data from open-ended questions and interviews were analysed for key themes using Excel and NVIVO software.

1.3 Literature review

1.3.1 Attrition from the teaching profession

There is a worryingly high attrition rate of early career teachers in Australia. Approximately one third of beginning teachers in Australia and in other OECD countries quit the profession in the first five years of service (Ewing and Manuel, 2005; Plunkett and Dyson, 2011; AITSL, 2016). The reasons for early-career teachers leaving the profession are varied, with some commonly cited including high workload and lack of support from school leadership (AITSL, 2016). The importance of support during the early years of teaching in particular has also been identified (Buchanan *et al.*, 2013).

A need for support as a beginning teacher may be exacerbated by a sense of unpreparedness for the profession, and this is often linked to insufficient practical experience in initial teacher training. Reporting on findings from a study into initial teacher education in an Australian university, Adoniou (2013) identified complaints of first year teachers that their courses did not have enough practical content and were overly focussed on theory. This finding reflects an assumption widely held by pre-service teachers: that practicum is where they learn to teach (Zeichner, 2010). The value of a solid foundation in pedagogical theory notwithstanding, pre-service and early-career teachers consistently point to a need for more practical experience. However, as Reynolds *et al.* (2016) point out, optimal field experiences are not achieved by simply 'adding hours' to professional experience programs. In particular, it is important that teaching and learning through field experiences are "judiciously aligned with coursework" (Sharp *et al.*, 2019, p. 2).

In a report on the effectiveness of teacher education, Mayer *et al.* (2015) summarise those factors considered as most important and commonly found to be lacking in teacher education:

*Time in schools, practical hands on pedagogy, engagement with school curriculum and content including senior secondary curriculum, university lecturers and staff with recent school experience, practical assessment, feedback on assignments (less group assessments), focus on 'behaviour management', hands on direct learning of ICT... (Mayer *et al.*, 2015, p. 54)*

Satisfying the demands of a solid theoretical and philosophical foundation in addition to adequate practical experience is a central challenge of initial teacher education. Both aspects are necessary to ensure that graduates are well-prepared for transition into the profession, and there is evidence to suggest that the more pedagogical training pre-service teachers receive, the more likely that they will remain in the profession (Ingersoll and Merrill, 2012). Further, there is evidence to suggest that school principals are more likely to employ graduates with extensive practical experience than those without (Mayer *et al.*, 2015).

Beginning teachers require targeted support throughout their first year in the classroom to offset any difficulties that may arise (Kidd, Brown and Fitzallen, 2015). There is some evidence that beginning teachers who do not survive the first-year rite of passage, commonly have not had any (or not enough) support from more experienced colleagues in their school (Lunenberg, 2011; Rubinstein, 2010). Such support should be embedded within schools and includes provision of mentor teachers to facilitate reflection, development of

strategies, and growth of a positive professional identity (Huling, Resta and Yeargain, 2012; Queensland College of Teachers, 2013; Brown, 2015; Warsame and Valles, 2018). These factors are closely related to beginning teachers' need to feel some level of personal and professional fulfilment, including feeling that they are being effective, and increase the likelihood of retention in the profession (Skilbeck and Connell, 2003; Mayer *et al.*, 2015).

1.3.2 Transitions: Mentors and networking

Transitions from university teacher education into teaching are well-documented as challenging (Buchanan *et al.*, 2013; Brown, 2015). Even when the first week of teaching is experienced as an exhilarating launch into the profession, the first year of teaching is notoriously difficult, with many highs and lows experienced by beginning teachers (Brown, 2015). Brown surmises:

For some, their career choice comes into question in the face of overwhelming workload and doubts about effectiveness. Moments of affirmation, collegiality and success rebalance these questions for some, but not all beginning teachers. These early years are well recognised as being critical in retaining teachers into the profession (Brown, 2015, p. 17).

Effective mentoring relationships are a useful way to support beginning teacher transitions into the profession (Buchanan *et al.*, 2013; Mayer *et al.*, 2015). A formal mentoring relationship that is acknowledged and supported by a school can have a significant influence on both student experiences of placement and graduates in the profession (Fletcher and Barrett, 2004; Louden, 2008). However, the quality of mentoring relationships is variable, with mentor training often foregone in the belief that experience will suffice (Gagen and Bowie, 2005). Formality is important, as it has been noted that beginning teachers often do not tend to resolve issues by seeking the help of colleagues, preferring to solve problems alone or discussing issues with those closest to them (Pillen, Beijaard and den Brok, 2013). Having sufficient time that is not over-burdened with administrative tasks has also been shown to encourage initial teaching students to engage with mentors (Pogodzinski, 2015).

Based on a comparison of induction and registration practices in high-achieving countries, Ingvarson *et al.* (2014) conclude that current arrangements in Australia are not optimal. This national situation is reflected in Tasmania. In response, the Tasmanian Education Workforce Roundtable (Department of Education, 2018, p. 4) has noted as one of its first two priorities:

Tasmanian education leaders will co-design an early career teaching training package for early career teachers, from their entry into initial teacher education courses through to the end of their third year of teaching. Multiple education partners will be involved, and the program will be supported by a strong mentor program, professional learning and individualised support.

In a review into early career teaching experiences in Australia, Buchanan *et al.* found that mentorship and collegiality contributed to a teachers' sense of self-worth and was influential in motivating early-career teachers to stay in the profession (Buchanan *et al.*, 2013). Further, establishing a culture of mentoring and

collegiality encourages graduates to reach out to others, thereby building their own professional networks. This in turn can be instrumental in building collegial school cultures as well as facilitating the flow of professional knowledge and support between schools (Buchanan *et al.*, 2013; Kidd, Brown and Fitzallen, 2015; Mayer *et al.*, 2015). Overall, beginning teachers across the world report similar perspectives to those found in a study into initial teaching experiences in Tasmania (Brown, 2015, p. 18):

Beginning teachers value collaborative practices above all else: sharing planning, mentor and mentee relationships, team teaching, and peer observation were all mentioned in my study. When absent, this can be a contributor to increased workload, stress, and questions of efficacy.

Reflection is an essential part of an effective mentoring relationship. Reflection contributes to the development of a positive identity as a teacher, including seeing oneself as a teacher and having opportunities to articulate and develop valued teacher dispositions, such as resilience (Brown, 2015). Resilience:

can encompass flexibility, adaptability and the ability to bounce back after adversity...teacher resilience also ties in qualities such as optimism, altruism, a sense of humour, and acceptance of change (Brown, 2015, p. 18).

Personal characteristics play a significant role in early career teachers feeling classroom ready. Adoniou (2013) found that intrinsic teacher attributes such as emotions, ambitions and motivations impacted on the experiences of new service teachers. Factors emerged such as vision of self as a teacher, frustration with effectiveness as a teacher, and insufficient knowledge or ability to convert knowledge into day-to-day teaching. Such individual elements shape an early career teacher's experience and commitment to manage the difficult times, hence influencing the motivation to stay in the profession (Adoniou, 2013).

Overall, it is clear that both transitions into and retention in the profession are likely to be supported by extensive practical experience with structured provision for feedback and collegial support, with a view to promoting resilience and a positive professional identity. A potentially effective vehicle for support of such an approach is an internship.

1.3.3 Internships

It is generally accepted that internships are effective in preparing future teachers for the profession (Queensland Board of Teacher Registration, Toowong, Brisbane, Australia, 2004; Ledger and Vidovich, 2018). That said, there is little empirical inquiry into the success of internships in supporting pre-service teachers into the profession, in part due to the variety of forms internships may take (Ledger and Vidovich, 2018). An internship can be broadly defined as "an extended period of independent or 'near independent' teaching towards the end of a teacher education program" (Mayer *et al.*, 2015, p. 10). However, structures within this framework differ, for example in the length of the internship, levels of independence, whether they are assessed, whether mentors are formally or informally assigned (or included at all), or whether the internship is paid or not (Ledger and Vidovich, 2018). In spite of this range of structures, Mayer *et al.* (2015, p. 59) found in their study of teacher education that "there was some evidence to suggest that respondents who undertook an

internship perceived themselves to be more prepared than those who did not". Further, there is evidence to suggest that school principals value graduate teachers who have completed extended practicums over graduates who have not (Mayer *et al.*, 2015).

The internship model has the potential to facilitate key factors recognised as important to the success of early career teachers, such as extensive and supported classroom experience, effective mentoring and development of a positive teacher identity (Brown, 2015). An internship program also has the potential to encourage effective communication channels between stakeholders, including between universities and schools, that are recognised as important for supporting beginning teachers (Allen, Ambrosetti and Turner, 2013).

1.4 Outline of the report

The report is structured to present and discuss key findings in relation to the over-arching questions guiding the research, as defined in 1.2 Research Aims.

Section 2 presents findings drawn from all three phases of research. It includes excerpts from interviews and open-ended survey questions as well as statistical data. Findings are organised into: factors influencing sense of preparedness for the profession; transitions into the profession; and retention in the profession.

Section 3 presents recommendations based on the findings of the research.

2 Findings and discussion

The findings of this research align with those from a draft evaluation of the TIPP conducted in 2018 (Raw, 2018).

2.1 Preparedness for the profession

Survey results indicated that most TIPP graduates felt significantly better-prepared to teach following their initial education than non-graduates (see figure 2). A key reason for this sense of preparedness was the intensive practical experience afforded by the internship (see section 2.1.1). Comments in the survey and the interviews point to the value of practical experience within the classroom and of opportunities to gain familiarity with a school before taking on the responsibility of teaching a class.

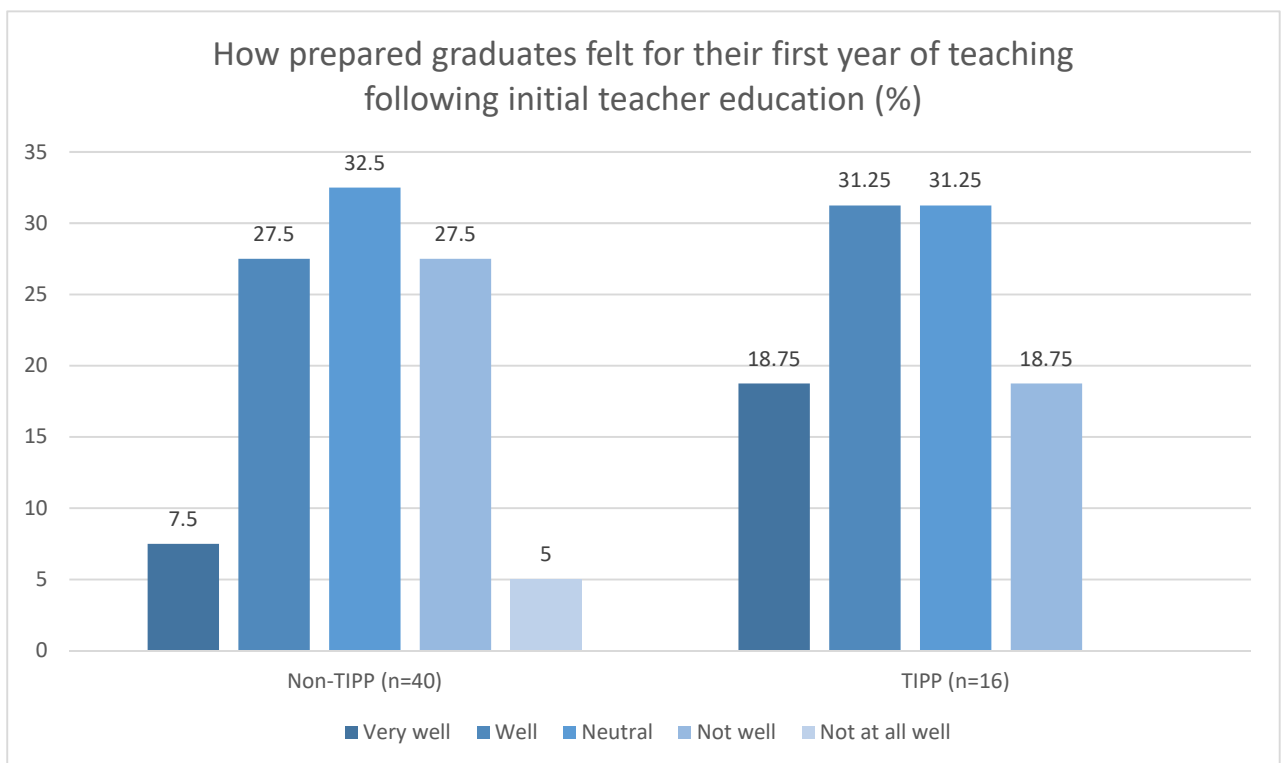


Figure 2: Sense of preparedness to teach

Respondents elaborated on their sense of preparedness in the open-ended questions:

I felt very prepared as I was able to work for a whole year in the school through participating in the TIPP. I was also able to work with students during this time that I would then go on to teach in my first year. (Survey, TIPP)

I knew a lot of the general 'admin' stuff when I started because I did the TIPP. Without this, I do think I would have found the whole experience overwhelming. (Survey, TIPP)

TIPP graduates were asked how well the TIPP had supported them moving into teaching. 50% of respondents indicated very well and 31% indicated well. Two TIPP participants (12.5%) felt neutral, and one participant did not feel well prepared. The respondent who did not feel well prepared expanded on their response in an open-ended question. They described concerns with managing the combination of university and teaching loads, adding that:

I think that the TIPP would be a far more effective program if people involved could be given one day off school a week to complete university work. We were given some time off to do our uni work, but we had to be on site during this time. I would have loved to have been able to attend some of my tutorials instead of having to do all my uni online. But in saying that people who sign up for the program are aware that they will have to jam a full-time uni load into a full-time teaching load and maybe that's the payoff for getting permanency after completing the program [Survey, TIPP].

Satisfying the demands of participating in the TIPP as well as completing university requirements appears to be a significant concern. This issue was either mitigated or exacerbated by levels of support from the school, with some TIPP graduates being afforded ample time while others found inadequate time and/or venues to focus on university work (see section 2.2.6).

Figure 2 also suggests that most non-TIPP graduates felt well-prepared to begin teaching. Comments indicated that non-TIPP graduates would have preferred more time observing classes and working with teachers in their initial teacher education. Comments also indicate that the perspectives of beginning teachers are diverse, with individual respondents identifying needs such as more grounding in digital technologies, learning about supporting children with special needs, and learning about routine literacy and numeracy assessment.

2.1.1 Experience in Schools

In the survey, both TIPP and non-TIPP respondents indicated that they valued exposure to a classroom to develop their sense of preparedness for the profession. These findings align with previous research, in which beginning teachers highlighted a need for sufficient practical experience prior to transitioning into the profession (Zeichner, 2010; Adoniou, 2013; Mayer *et al.*, 2015). The data point to student appreciation of the weeks of Professional Experience during initial teacher education, leading to a desire for longer and more

intensive exposure to a school. Indeed, it was the prospect of a full year's experience of the profession that was cited most often as the motivation behind applying for TIPP:

I thought it would give me more real-life experience to prepare for the job and guaranteed work at the end [Survey, TIPP].

Permanent position guaranteed, a year of teaching experience [Survey, TIPP].

The opportunity to be in a classroom full time in my final year of study. Permanency upon completion of the program was an added bonus [Survey, TIPP].

Opportunity to gain real-world experience while I studied [Survey, TIPP].

I knew I gained more confidence while doing my pracs, so I wanted that kind of exposure for a whole year to really prepare me for the profession [Survey, TIPP].

Non-TIPP graduates also overwhelmingly cited appreciation of and/or a need for more practical experience. Even those who felt that they were well-prepared by their initial education often commented on the value of more time spent in classrooms. When asked about possible improvements to initial teacher training, responses included:

More time in classroom through observations and conversations with working teachers [Survey, non-TIPP].

More practical opportunities other than just Professional Experience [Survey, non-TIPP].

The program needs more regular links with real schools and the real work of teaching. Ensuring alignment between what is happening in schools and at university [Survey, non-TIPP].

I think maybe a greater requirement to work in schools, either volunteering or-- well, that program that I did with special education, that was amazing [Interview, non-TIPP].

A further facet of the value of more time spent in schools was the opportunity to understand the rhythm of a full year at a school, something that was recognised by TIPP participants:

My colleague teacher has just had a fourth-year student, and five weeks of her six-week prac was swimming and then personal relationships. So, she saw a really artificial part of the school year because we had something external every single day. I think, compared to having the 12 months, I was in the trenches. I saw every phase from Earth Day to that crunchy point, like Easter time, that things start getting a bit interesting, and then parent-teacher and the whole thing. This couldn't capture that in six weeks. I think it's so much more authentic because you live through the whole thing, and you're alongside the classroom teacher [Interview, TIPP].

The TIPP supervisor also mentioned the importance of a long period of exposure to a school:

Each part of the teaching year is so different in a classroom. What happens at the beginning of the year is very different to what happens in a second term, is different to what happens at the end of the year. So to be able to see just how things change through the year is really valuable [TIPP supervisor interview].

In addition to the experience of being in a classroom long-term, both TIPP and non-TIPP participants attributed significant value to becoming familiar with non-teaching aspects of working in the profession. Importance was attached to learning how to use software and procedures associated with assessment and data management at the school, as well as seemingly simple things such as learning how to operate a photocopier:

More time in classrooms, and more focus on the practical and administrative side of teaching, such as ways to create comprehensive data overviews for classes and managing trauma in classrooms [Non-TIPP, Survey].

These findings as to the value placed by pre-service teachers on practical experience in schools align with the literature, both in Australia and elsewhere (e.g. Zeichner, 2010; Adoniou, 2013; Allen, Ambrosetti and Turner, 2013, Mayer *et al.*, 2015).

Applying theory and developing a teacher identity

Time spent in classrooms was seen by participants as an opportunity to “try out” what was learned during teacher education and to begin to develop a sense of professional identity as a teacher:

In regard to the TIPP the most valuable thing was meeting the other interns and discussing experiences. Also being able to relate uni content to the classroom and using class examples in assignments [Survey, TIPP].

Theory is what it's all around, and they need that embedded, which is terrific, but you have to get into a classroom to see that transference, and until you see it in a classroom, you can't really engage with the theory and question it and challenge it. And the time to be able to have those discussions is so valuable because that's what confirms it all for you and makes you a better teacher. So, yep, more time in the classroom allows you to question and engage with the theory that you've learned [Interview, Supervising teacher]

Professional Experience was the most important part. I was able to learn from other teachers and begin to establish who I am as a teacher. It also made the work we were doing in courses make sense as we were provided context [Survey, non-TIPP].

One non-TIPP interviewee expanded on their experience of applying theory:

I guess it was that applied learning approach. It's great to learn the theory of something, and it's great to model it and case study it, but when you actually have to apply what you've learned and it's not

working, you've got to have a little toolkit of strategies there, and you keep trying different things. So yeah, that really embedded for me the difficulty of it. The psychology of managing students and getting the most out of them and the best for them is missing in the degree. But then I thought, "You know what? I don't know if you can teach that, as such." I think it's experience. I mean, you've got to have the basic theoretical concepts, of course, but school's not a textbook. Things just don't work nicely like that [Interview, non-TIPP].

Such a process of applying and adapting different theory- and knowledge-based strategies is a strong approach to any new teaching situation. However, this approach requires knowledge of different strategies to try, either from experience or by seeking advice, and the resilience to acknowledge unsuccessful attempts and to confidently change tack (Brown, 2015). Extended and repeated opportunities to gather and test teaching and behaviour management strategies are a strength of the TIPP, as the feedback and support of a colleague teacher assists teaching students as they develop a sense of professional identity, gradually growing from a student mindset into that of a graduate teacher.

2.1.2 Support: Mentors and colleague teachers

Mentorship is highly valued by both TIPP and non-TIPP graduates. Most beginning teachers will benefit if they have an inbuilt support structure spearheaded by a mentor (Buchanan *et al.*, 2013). A key feature of the TIPP initiative is that time with mentors is structured so that TIPP participants can meet at designated times with their practice-focused mentor. This removes the necessity for TIPP participants to seek out a mentoring relationship and gives a sense of supportive routine. Additionally, mentoring relationships model to TIPP participants how to cultivate a productive professional relationship with their colleagues. Mentorships are more successful when there is a good match between the beginning teacher and the mentor, taking into consideration workload, timetabling, subject alignment, and, to a lesser extent, personality.

Overwhelmingly, the qualitative data indicates that both TIPP and non-TIPP graduates recommend that all beginning teachers be assigned a mentor. Further, there is a need for accountability on the part of the school to ensure that mentoring is provided as a regular and structured arrangement without the need for beginning teachers to seek it out. Some participants attributed receiving adequate support to their assertiveness in seeking it:

I had a lot of one-to-one contact with my supervisor, my mentor. And we would debrief pretty much every day. Also there were a couple of other teachers and some library staff there that I was able to talk with, so that was really helpful. I guess I was somewhat assertive about that as well. And again, I think that comes from a mature-age perspective. I went in there fully understanding that some of this would be outside my experience and I would need that to be in place [Interview, non-TIPP].

There's no formal mentorship arrangement after that first year. But [my mentor] is still senior staff, so I still seek her out often, but I've got better at branching out to the other senior staff, as well. She's not a crutch. I'm not totally dependent on her. I can get help from other places, as well [Interview, non-TIPP].

The latter comment above reflects how beginning teachers might actively develop networks that include mentors and collegial support, building on their experience with an allocated mentor in their first year. The practice-focused mentor model may be replicable within initial teacher education (such as through Professional Experience) or in the induction process for beginning teachers.

TIPP graduates

The provision of a practice-focussed mentor is a program feature of the TIPP designed to provide targeted professional support to interns. Mentorship during the TIPP is ongoing; TIPP participants work with a practice-focussed mentor throughout their internship year, often in addition to their colleague teacher in the classroom. In the responses, both TIPP and non-TIPP graduates blurred the distinction between colleague teachers and practice-focussed mentors, perhaps reflecting the variety of approaches adopted in different schools. In general, the term colleague teacher is used to denote a teacher who is working with a student engaged in Professional Experience. However, the participants in this study also used the term colleague teacher to refer to the teacher with whom they shared a class during the internship. Some responses showed the value of having a defined mentoring relationship with someone who was not in the classroom, providing specific opportunities for reflection:

I met with my mentor informally almost every week. We would also have a formal meeting at regular intervals (every 4-5 weeks?). I felt very comfortable to talk with her about the things I was learning and the development of my teaching practice. My mentor offered resources and support with all elements of teaching [Survey, TIPP].

Regularly meeting where we discussed my concerns about students' progress and behaviour management [Survey, non-TIPP].

I had my colleague teacher who I taught in her classroom, and the way we ran it is that we shared a class. And that's how she took it right from the very beginning. We were two teachers with 28 children. Then there was my mentor who was senior staff, and I met with her every two weeks and reflected, and she helped me carry out the administrative obligations of the role, and she did my assessment and all that sort of thing [Interview, TIPP].

Other TIPP graduates described a less defined approach, which was by no means of lesser value. These participants were able to draw on a range of supports, including through coaching programs, collaborative team planning and building mentor relationships with multiple teachers at a school:

From day one, I was part of a team which helped me grow and develop to where I am now [Survey, non-TIPP].

Mentors. Mentors are the most valuable resource a beginning teacher can have. Coaching. Comparing a school with a formal coaching program with one without, the school with the formal coaching program is infinitely more supportive than the one without. Collaborative team planning. An invaluable experience [Survey, non-TIPP].

Mentor relationships with teachers (both official mentors and other teachers in the school which I got to know whilst I was an intern), the opportunity to do relief work so that I got to know the whole school and experienced lots of different styles of classrooms, knowing the school policies, procedures and programs before starting as a teacher myself [Survey, TIPP].

The kinds of support TIPP participants received from both colleague teachers and performance-focused mentors varied. Effectiveness of mentorship can be indicated by regularity, type, and quality of mentorship provided:

My classroom colleague was extremely supportive throughout the whole year in every little aspect [Survey, TIPP].

Daily support, we shared an office. I attended and planned classes with her, she helped me moderate assessments and made suggestions for all aspects of my teaching practice [Survey, TIPP].

I was nervous but familiar with the school and students due to my history there. It was a challenge but one that I embraced. I had a brilliant colleague teacher from PE2 who still worked there and had relationships with staff, so I felt comfortable and capable [Survey, TIPP].

I was given a mentor, and the school senior staff created a two week long welcome back program with fully resourced lesson plans for all teachers of all grades to allow them to undertake thorough pre-assessment and relationship development with their new students and create a school wide consistency for what the first weeks of school look like [Survey, TIPP].

Non-TIPP graduates

The opportunity to work with a mentor is also offered to non-TIPP graduates. However, non-TIPP graduates do not have a specific practise-focussed mentor. Of the Non-TIPP respondents, 49% were offered (either formally or informally) a mentoring relationship with a school, or other staff member. However, 16% of non-TIPP respondents indicated that they were not offered this.

Mentorship was valued by non-TIPP respondents. Non-TIPP respondents were asked to indicate what, if any, mentoring they received and how it influenced their early experiences of teaching:

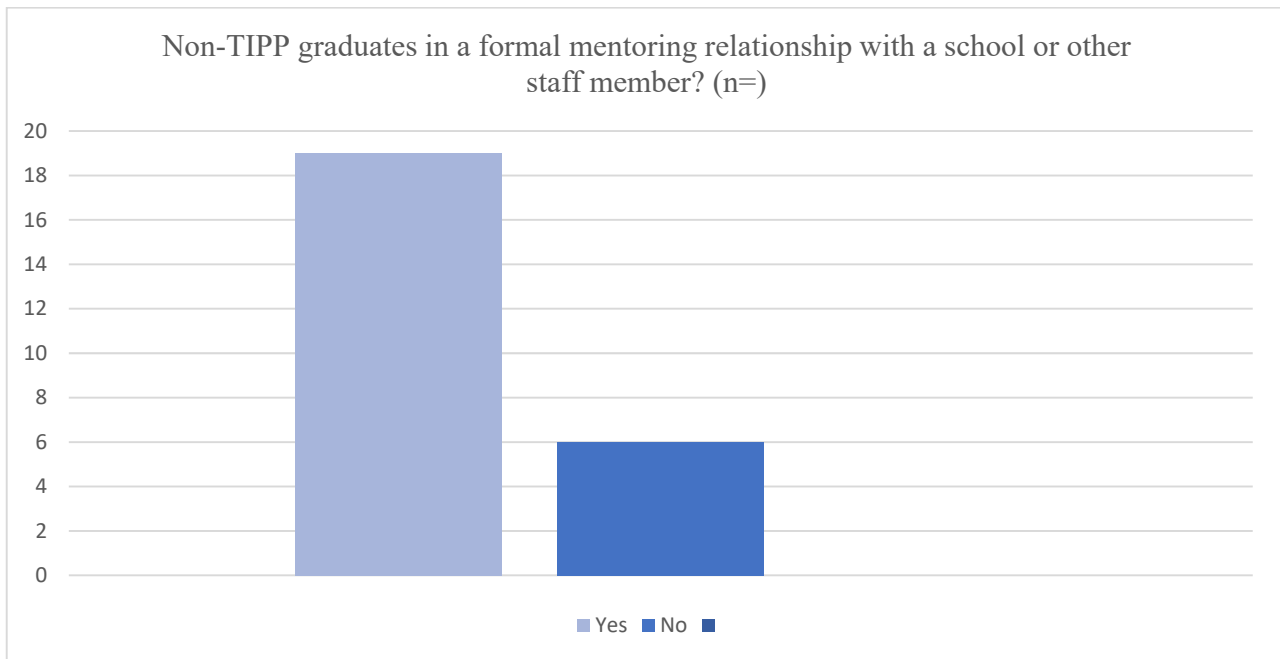


Figure 3: Mentoring for non-TIPP graduates

Open-ended questions elaborated on the Likert scale responses showing that beginning teachers value opportunities for mentorship:

If I had a say in the transition and preparation of new teachers, I would suggest mentors for all new teachers (where actual common time was given so they could meet, and the new teacher could be observed) [Survey, non-TIPP].

Having a mentor teacher was invaluable in all aspects of my practice [Survey, non-TIPP].

I met with a senior staff member once a week to discuss various aspects of school life. This was particularly helpful for moderating English work in particular [Survey, non-TIPP].

My principal was my mentor. I would meet with her once a week for support and guidance [Survey, non-TIPP].

A senior staff member [would] meet with me regularly, once a week, to touch base and see how I was handling things. She would sometimes sit and watch my teaching and give me feedback [Survey, non-TIPP].

Yeah, just being good mentors. I was actually a part of a mentorship program in my final year. That's a really good program, not quite like the internship (TIPP) program, but similar in that they pair you up with a teacher at a school and you can basically do some volunteer work with them and hang out in their classrooms and learn from them [Interview, non-TIPP].

For non-TIPP respondents, common to more effective mentoring relationships was regularity of meetings, timely feedback loops, and moderation support. Less effective mentorship relationships were constrained by time, or ambiguity around expectations:

Our assistant principal attempted to support me in a mentor role which was exceptionally helpful, however, his workload was excessive, and he had an extended period as acting principal, so I get I was going to take up too much of his time. We were able to meet 3 times across the year, for informal discussions and reflections on my experiences. He also offered extensive support via email [Survey, non-TIPP].

Mentor was the AST of Science. Very busy but always helped me with questions I had. [We] were supposed to have meetings often but usually too busy [Survey, non-TIPP].

I was assigned a mentor. This person had only graduated the year before me and had a considerable workload and busy home life. Therefore, mentoring was very limited [Survey, non-TIPP].

I had about 3 conversations over the first 12 months about my teaching and how I was going – the rest I had to seek help [Survey, non-TIPP].

Overall, non-TIPP participants tended to value mentorship opportunities and would like more mentoring in the transition to teaching:

If I had a say in the transition and preparation of new teachers, I would suggest mentors for all new teachers (where actual common time was given so they could meet, and the new teacher could be observed) [Survey, non-TIPP].

Schools need to be accountable for how they support beginning teachers. I am in my second year of teaching, and other than my principal, I have not had one single senior staff member come and ask me how my teaching is going or if there is an area that I would like some help to develop [Survey, non-TIPP].

2.1.3 Reported experiences of others

Previous research suggests that a lack of university support for graduates can be countered by strong support from the school. However, a lack of support from the school cannot be countered by support from the university (Warsame and Valles, 2018). This highlights the importance of accountability for schools taking on beginning teachers.

A limitation of this research is the fact that participants are those who have remained in the profession and who are therefore likely to have primarily positive experiences of the TIPP initiative and of beginning teaching. Further, those who agreed to participate in an interview had overall positive experiences to report. That said, there is anecdotal evidence for a significant percentage of both TIPP and non-TIPP cohorts who did not have

positive experiences. These graduates were either no longer in the profession at the time of the research, or they were unwilling to share their views. However, comments from participants in interviews shed some light on possible issues that can arise:

Us [degree] students would have chat sessions, and I would hear about other people on prac and what was happening. Mine was pretty streamlined, really. But some of them were pretty messy ...yeah-- it was not supported, not mentored, some of the schools they were at just did not have the supports in place, infrastructure, all sorts of things [Interview, non-TIPP].

The TIPP graduate interviewee was able to give more detail about the experiences of other students enrolled in the TIPP, mentioning that some had withdrawn. She was also an active member of the chatrooms and webinars associated with her degree. In addition, she was a member of a Facebook group for TIPP interns and attended a feedback day to which graduates were invited. Regarding the latter, she reported that:

I think there were about 8 or maybe 10 people there, and I was the only positive person. I had had the only positive experience, and everyone else-- and whether that's just the people who show up - they showed up because they wanted to rant or whatever - I showed up because I wanted to say how good it was and how we should keep it going. But everybody else had had disastrous experiences and horror stories, and two had quit. Two had left. I got to the point in the day where I just stopped talking because I felt guilty because I'd had such a good time and the other participants started saying things like, "Well, that's good for you, but this is my experience,". So for me, it was everything and more. And clearly, for others, it wasn't [Interview, TIPP].

Regarding the TIPP, this interviewee reported some particular issues experienced by others. These included not receiving the position they were promised, being moved to a different school following the internship year, being "used" to address staffing issues and being afforded insufficient teaching opportunities. The following longer quote gives an outline of the experiences of others as understood by the interviewed TIPP graduate:

A lot of people didn't get the outcomes that they were expecting. They didn't get the position that they were promised at the end of it, or they were moved to a different school. Which, thinking about how important learning about the school was for me, that would have been huge. That would have been starting again. And there were so many people who were used in some capacity. There were so many who were just shoved on a class as a relief teacher whenever it was needed. People who weren't supported. People who weren't mentored. And so, they ended up trying to do fourth-year study and trying to fulfil all these obligations coming from a school without any real work for them, without getting anything out of it, really, in terms of their own teacher development, just getting-- "Oh, we've got an extra adult, an extra body. Just throw them in." People who were sent on every excursion, went with every class on their excursion just so that they had an extra adult. Yeah. All of that and then the other extreme. People who would put artwork on the walls and cleaned tables and who were wallflowers. So they either walked into a classroom where the teacher couldn't relinquish control or couldn't share and they were just a bystander, or they were thrown in and given a bunch of stuff they weren't meant to be doing and given a heap of responsibility they never should have had [Interview, TIPP].

A further point identified by this interviewee concerned the time allowed for study during the internship, which was apparently variable between interns:

I was given above and beyond the required time to study. My principal explicitly told me to take as much time as I needed, so I did. I definitely had freedom in terms of that, and I know other people who didn't. I know there were other people who weren't given their study time, or they were shoved in a corner of the library with a class there and expected to study [Interview, TIPP]

Finally, this interviewee suggested that the TIPP required “more structure and clearer expectations about what the school were to provide for the students”.

2.2 Beginning teaching experiences

The first week of teaching is well-documented in the literature as an experience that arouses both excitement and anxiety as new teachers adjust to the school setting, the characteristics of the student cohort, and the support they receive from their immediate teaching community (e.g. Buchanan *et al.*, 2013; Brown, 2015). In this study, a range of experiences of the first week of being on the job were reported:

Overwhelming and amazing all at the same time. Despite the fact you've never taught without having another adult in the room, you are suddenly in charge. I felt I learnt more in that first week of the job than I had during all my pracs combined [Survey, non-TIPP].

Anxious and underprepared [Survey, non-TIPP].

Excellent, I absolutely loved my first week as a classroom teacher. I felt really confident that I had made the right career choice [Survey, non-TIPP].

Excitement and anxiety associated with beginning teaching were reported by both TIPP and non-TIPP graduates. However, for TIPP graduates anxiety was focused primarily on the challenge of taking full responsibility for a new class, whereas for non-TIPP graduates sources of anxiety were more likely to be associated with a range of factors:

Despite having done TIPP the year before, I didn't know what to expect from my own class, but I was incredibly organised, which alleviated some stress [Survey, TIPP].

Daunting. I received my position one week before the start of school and felt rushed and overwhelmed to meet other teachers' expectations in a short period of time [Survey, non-TIPP].

Fantastic but what a reality check. Having to plan, teach and be responsible for a group of students really hit home [Survey, non-TIPP].

Overwhelming initially, exciting and very empowering as the school encouraged a high focus on building relationships with students and families initially, before jumping into curriculum [non-TIPP].

Attitudes also reflected the diversity of beginning teachers, some of whom had a previous career while others were embarking upon their first professional position. Some of the mature-aged students commented that they would probably not have coped as well if they had not been able to bring previous life and work experience to their new career. Referring to their final, six-week practicum, one non-TIPP interviewee commented that they faced challenging student behaviours but coped well:

Maybe with me being a mature-age student, I had other things to draw on, but [for a 21 year old] I think it would be scary. It would be. They would have self-doubts, I'm sure [Interview, non-TIPP].

Interview participants were able to elaborate on their experiences beyond the first week. They identified some important factors that were influential in a successful transition into the profession. These included a sense of purpose and that things would get easier and, knowing how to find new information and strategies, and the importance of being prepared:

Yeah it gets easier pretty quickly. It's one of those things where once you dive in you sink or swim in the first few weeks and you realise whether this is going to be possible or if it isn't going to be possible. It does get easier as soon as you get in there and the feeling of nervousness does go which is good [non-TIPP].

[It's important to be] invested in making a difference for the students. Believing in yourself [non-TIPP].

I was prepared, but it didn't mean I wasn't going to come across something that I was uncertain of or unsure of. Back then I would, being in the habit of reading literature, go back and have a look and yeah. Go, "Oh, this is a bit new. I didn't cover this in my degree, and what am I going to do here?" Have a chat to somebody but also go back to the theories and the concepts. So yeah, but prepared, but every day's different. You just don't know what you're going to come across [non-TIPP].

The first week was a dream because I'd had so long to think about it and plan it down to the minute. It was scripted. It was so precise. I'd had time to think of everything [laughter]. And I'd been sitting there watching my colleague teach all year, thinking, "Yep, yep. I'll take that. I'll take that." I felt super, super well-prepared and, yeah, absolutely on a high. Now, that didn't last because, as you can imagine, you don't have the time going forward to have your everyday scripted and micromanaged to perfection. But I also knew some of the students just from being on duty in the playground or being around. So, I knew some of them, which definitely helps, as well. And in terms of support, I've always been spoiled. My school is fantastic, and so that was the other thing [TIPP].

It is clear from participant responses that, although some beginning teachers thrive in the new challenge of working in a school, a sense of preparedness is essential to ensure a positive start. Being well-prepared does not guarantee that beginning teachers will not face challenging situations or make mistakes. However, being

supported both practically and emotionally contributes to maintenance of a positive self-image as a teacher and the resilience necessary to persevere.

2.2.1 From interns to professionals – TIPP

TIPP participants beginning the first week of internship felt some trepidation. However, their status as learners protected them from the full weight of responsibility associated with having to take on their own classes. Their comments reflect a general anxiety about the unknown, but also a sense of excitement:

A whirlwind. I did not expect the behavioural challenges of the students at my school. I was well supported by my school, however [Survey, TIPP].

It was a bit daunting as I didn't know where I was supposed to be [Survey, TIPP].

Scary but rewarding [Survey, TIPP].

The first week was very exciting and informative [Survey, TIPP].

Gradual exposure to the classroom and gradual increase in teaching responsibility is a key feature of the TIPP program designed to lessen the intensity of experiences associated with being a beginning teacher. The following comments highlight the different kinds of knowledge and experience valued by TIPP graduates. A school is a complex work environment, and it takes time to learn about everyday things that “nobody talked about at Uni”, such as computer software and administrative expectations, as well as understanding the unique culture of a school. A clear advantage of the TIPP is the opportunity to become familiar with these aspects of the profession before taking full responsibility for a class:

The opportunity to be in a school before being in your own class – learning policies, processes, students, staff, programs, culture, parents, etc. [Survey, TIPP].

The gradual release of responsibility into the classroom [Survey, TIPP].

Being in a school every day was probably the most supportive part - seeing everything that nobody talked about at Uni. All the computer programs used for assessment, attendance, student wellbeing, reporting and so on. Being exposed to that before I had to start teaching myself was incredibly valuable. Spending time in classrooms with students without the pressure of having to teach them - was beneficial from the perspective of observing how high school students learn and how to relate to them/how they respond to certain situations [Survey, TIPP].

The TIPP is designed to offer guaranteed employment at the same school following the internship. This model appears to support ongoing employment and retention in the profession (see section 2.3). Of the survey respondents, 44% participated in the TIPP and, in 2019, the majority of these were still employed in the school where they completed their internship. Only 3 (5%) of TIPP survey respondents had changed schools. TIPP, then, is successful in terms of supporting graduate teachers to transition into permanent teaching work.

2.2.2 Finding employment – non-TIPP

For non-TIPP graduates, a key pathway to employment was reported to be where graduates had established networks, a finding that is reflected in research more broadly (e.g. Buchanan *et al.*, 2013; Kidd, Brown and Fitzallen, 2015; Mayer *et al.*, 2015). Limited Authority to Teach, relief teaching, and volunteering are some ways that non-TIPP graduates develop these networks. The survey data also indicates that non-TIPP graduates are likely to obtain employment as a result of being exposed to a school during Professional Experience:⁴

My 3rd prac was at [school]. In my 4th year at uni a 3-term contract became available there (in maternity relief) and I took up this contract [Survey, non-TIPP].

I was offered a job by my principal after she met me and saw me teach whilst on placement [Survey, non-TIPP].

It was the school where I did my final placement and they offered me a position based on this [Survey, non-TIPP].

Some non-TIPP graduates noted how being integrated with a school community over the longer term benefited their transition into teaching:

I gave them [the school] my resume and visited regularly to let them know I wanted a job there once I had graduated. I also volunteered at the school while studying [Survey, non-TIPP].

I volunteered for 2 years after completing PE2 at the school and once I graduated, I was given a relief day which has turned into full time work [Survey, non-TIPP].

I live locally, so introduced myself to the principal in my first year of my teaching my teaching degree and I completed my third prac [at that school] [Survey, non-TIPP].

A longer interview response illustrates how networks coupled with participation in a range of capacities led to multiple job-offers:

I got offered the job. The principal needed another full-time teacher, and he actually contacted the uni and asked. He must have known someone at the Hobart campus. And they gave him a list of names, and my name was on that. So, he called and spoke to me. That's how I got my job. And I'd had a couple of other offers, and they were all word-of-mouth ones. But they kind of came about through me doing volunteer work or something where I put more effort in. I think that's probably the key to it. So, the other job offer I got was at the school where I did the mentorship with special education. So,

⁴ As part of their initial teacher education delivery, Australian universities are required to provide education students with opportunities for Professional Experience. See: Australian Institute for Teaching and School Leadership. (2011). *Australian Professional Standards for Teachers*. Retrieved from <https://www.aitsl.edu.au/docs/default-source/teach-documents/australian-professional-standards-for-teachers.pdf>.

they also contacted me as well. And then the school I work at now, I guess I was involved with the Teaching and Learning Committee as the school representative. So, I got to know some of the lecturers at the uni, and I think that was valuable in making connections as well. At the time, I used to think, "Why am I doing all this extra work? This has been crazy, putting myself under more pressure." But it was really worthwhile and paid off in the end. That's how I got work [Interview, non-TIPP].

However, not all education students have the opportunities afforded by living locally to a school or volunteering to make themselves known to the school community or principal. Limited Authority to Teach was another pathway for some non-TIPP graduates to their first teaching position:

LAT (Limited Authority to Teach) - I emailed various 'hard to staff schools' and/or regional schools and expressed my interest in obtaining a LAT [Survey, non-TIPP].

I knew someone who worked at a school. They were desperate for a math and science teacher. The school was willing to get me a LAT and I taught 0.6 in my last year at uni [Survey, non-TIPP].

The mechanisms by which non-TIPP graduates gain employment as a teacher suggest that networking with, and exposure to, a school support a smoother transition into teaching. Being known to the school, or the principal, is valuable. At least in this survey, non-TIPP respondents related obtaining their first teaching position to connections made with senior school leadership during professional experience, volunteering, relief work, and working with a Limited Authority to Teach. A limitation of this observation is that only teachers who were, in Term 3 2019, employed in a Tasmanian Government school were recruited for this project and the employment experiences of those not employed at that time are not a part of this data. That said, it can be concluded that the employability of non-TIPP students would benefit from greater opportunities to develop quality networks with schools.

2.2.2 School orientation and induction

Orientation to a new school can help to ease the transition into a first teaching role. School-based induction for new teachers is a common practice. However, the quality and content of orientation tends to vary. In this section, the induction experiences of the TIPP and non-TIPP respondents are discussed to explore how induction contributes to a sense of preparedness for teaching.

A benefit of the TIPP is that induction is overseen by both DoE and UTAS and is a part of the structured internship program. Additionally, TIPP participants do not have a full teaching load during the year of their internship. It is therefore more likely that TIPP graduates will have numerous opportunities for both structured and informal exposure to the school community and its procedures and cultures. This appears to have contributed to a sense of preparedness for TIPP graduates both at the start of the internship and as beginning graduate teachers:

My induction by the school was excellent. I felt welcomed and informed from the outset [Survey, TIPP].

During the first week of the TIPP I was able to familiarise myself with the general school environment. This made my first year of teaching a much smoother transition because I not only knew school policies, locations of printers and who to discuss any issues with, but I also knew a lot of the students, so this was definitely helpful during my first year of teaching. Plus, I knew the general academic level of students and additional needs weeks before I had my own class. I think I would have planned units of work that would have been way too difficult for my students had I not been at the school to know their general capabilities the previous year [Survey, TIPP].

TIPP participants were asked to rank the induction information that they were offered in the first week of teaching. The effectiveness of induction in contributing to a sense of preparedness can be measured in terms of being informed about the school and its staff, having access to resources, and information about the class they will teach. The following table presents how well TIPP participants were informed about a range of factors considered to support a successful induction into the first week of teaching:

In thinking about being inducted to teach at your school, could you rate how well or not well you were given information about the following? (TIPP)						
	Not at all	Not well	Neutral	Well	Very Well	N/A
<i>The district/region of the school you teach in</i>	11% (n=2)	11% (n=2)	17% (n=3)	28% (n=5)	22% (n=4)	11% (n=2)
<i>The school (general information)</i>	11% (n=2)	0.00% (n= 0)	11% (n=2)	33% (n=6)	33% (n=6)	11% (n=2)
<i>Staff culture</i>	6% (n=1)	6% (n=1)	28% (n=5)	39% (n=7)	11% (n=2)	11% (n=2)
<i>School infrastructure and facilities</i>	6% (n=1)	0.00% (n=0)	17% (n=3)	39% (n=7)	28% (n=5)	11% (n=2)
<i>The classes you would teach</i>	11% (n=2)	11% (n=2)	11% (n=2)	28% (n=5)	28% (n=5)	11% (n=2)
<i>Supports available to assist you in your teaching role</i>	6% (n=1)	17% (n=3)	17% (n=3)	11% (n=2)	39% (n=7)	11% (n=2)

Table 5: TIPP induction experiences

Many of the TIPP respondents rated well or very well their orientation to their school. However, some respondents conveyed a less positive experience. This tended to be associated less with the school and more in relation to the organisation of the program:

There was not an induction process, other than an initial interview which included a school tour. Other than that, I started on day one with the rest of the staff and had to find out things as I went along. I do not believe this was the fault of the school, but actually the lack of comprehensive guidelines about TIPP [Survey, TIPP].

It did take some time for everyone involved to understand the program – particularly as it was the first time it had been run, there were a lot of questions and not many answers. So, we made it work for what I needed and what the school needed – that was probably one of the best outcomes of the uncertainty around the program [Survey, TIPP].

The above quote reflects how the long-term exposure to a school afforded by the TIPP supported development of professional relationships. As a result, even where an induction experience was not rated well, collegiality and a sense of personal support often helped overcome those challenges.

For non-TIPP graduates who may not have been previously exposed to a school community, induction processes carry significant importance for facilitating a good start in the profession. Non-TIPP respondents were asked to rank how well they were inducted into their school in their first week of teaching:

In thinking about being inducted to teach at your school, could you rate how well or not well you were given information about the following? (Non-TIPP)						
	Not at all	Not well	Neutral	Well	Very Well	N/A
<i>The district/region of the school you teach in</i>	2.5% (n=1)	12.5% (n=5)	30% (n=12)	30% (n=12)	20% (n=8)	5% (n=2)
<i>The school (general information)</i>	0.00% (n=0)	7.5% (n=3)	17.5% (n=7)	42.5% (n=17)	30% (n=12)	2.5% (n=1)
<i>Staff culture</i>	0.00% (n=0)	12.5% (n=5)	25% (n=9)	35% (n=14)	25% (n=10)	2.5% (n=1)
<i>School infrastructure and facilities</i>	0.00% (n=0)	10% (n=4)	17.5% (n=7)	40% (n=16)	30% (n=12)	2.5% (n=1)
<i>The classes you would teach</i>	0.00% (n=0)	10% (n=4)	12.5% (n=5)	37.5% (n=15)	37.5% (n=15)	2.5% (n=1)
<i>Supports available to assist you in your teaching role</i>	5% (n=2)	15% (n=6)	22.5% (n=9)	17.5% (n=7)	37.5% (n=15)	2.5% (n=1)

Table 6: Non-TIPP induction experiences

Most of the non-TIPP graduates rated their inductions well or very well. That said, some responses highlight dependence of effective orientation on the capacity and willingness of school colleagues and/or levels of initiative on the part of the beginning teacher:

The elements that were helpful were provided to all teachers at the beginning of the year – there was no mentor induction for new staff which I can now see would have been helpful. Two years later I am still discovering important things about our school that would have made my teaching easier [Survey, non-TIPP].

It was very hands off, but I was surrounded by people who were willing to teach me and help me at any time [Survey, non-TIPP].

It's pretty much a month long, you sort of had a little package to work through. But again, I'm also very proactive in seeking out people that I need to talk to and know to learn the ropes, so I took control of that [Interview, non-TIPP].

The year starts on a Monday. The students start on a Wednesday. I reckon on that Monday or Tuesday, the assistant principal has taken me around and said, "Okay. This is the math resource room. This is the literacy resource room." I can't quite remember. I think that's what happened. You know they're there and, at some stage, you go in and have a look and see what you can find [Interview, non-TIPP].

Non-TIPP and TIPP graduates were likely to receive different types of induction, simply because TIPP participants had been welcomed into the school as learners for a year. This apparently influenced adopted induction processes. At one school, which usually carried out a formal induction process, the TIPP participant was advised to "Buddy up to your colleague teacher and she will teach you everything you need to know" [Interview]. Other TIPP participants reported how they learned about the whole environment of the school and its community over the course of their time there. The following quotes highlight the diversity of factors that were important to adapting to work at a school, and the appreciation of these TIPP participants for the opportunity to tackle these things before taking their own classes is palpable:

The TIPP was the best possible start for my teaching career. I had time to learn about the running of a school. I learned about our whole school approaches, including our documentation, differentiation, assessment and reporting expectations. I learned strategies for communicating with families and behaviour management, got a feel for our regular whole school events and learned how to use and access our resources and technology. I was able to experience a full year of student development, and get to know the student base, including my future students. All of this happened before I was ever handed full responsibility of a class and their learning! It was excellent [Survey, TIPP].

Seeing the classroom set up at the beginning of the year was very useful, learning practical skills we were given explicit instruction in, such as how to do a running record, how to use SARIS and Edupoint and SSS. Getting to know the staff, community and the students of the whole school. Developing relationships over longer periods of time and keeping student assessment data over a longer period of time than pracs allow for (same with following through on teaching sequences). I think hours spent in a school is the best way to learn how to teach, no time spent in study can compare to practical, hands on experience [Survey, TIPP].

A non-TIPP interviewee related that they had not received any formal induction. When asked if induction would have been useful, they answered in the affirmative, citing the time demands of senior staff as a likely reason and highlighting the support they did receive:

I reckon it would have been useful. [But] I felt supported. I've always felt like I can go to [a colleague] about anything. She'd come and check how I was and I can ask her questions about how to teach something or a behaviour management problem or a problem with a parent or anything like that. So, I've always had someone to go to. And that's been really essential. But I think an induction for new teachers probably would be quite valuable. I think just schools get so busy. You think, "It's only an hour, and already, I'm inundated with multiple things going on." And I think if I'm feeling that as a classroom teacher, I'm sure senior staff have double the amount of things to think about. And that's

why I think, as good as it would be, maybe an induction doesn't happen because of how busy everyone gets [Interview, non-TIPP].

This interviewee also emphasised the importance of developing professional relationships with non-teaching staff:

The administrative staff are very helpful. They're really great. And silly as it sounds-- well, no. It's not silly at all. The cleaner's amazing. He helps me with lots of stuff. So that practical stuff, he was really great like that. So, some of those non-teaching staff, they're amazing at helping you out. Maybe people underestimate how important they are in making you feel welcome and helping you get familiar with the place [Interview, non-TIPP].

Induction is important to welcoming a new teacher into the profession and ensuring their success at the school. However, for both cohorts, induction appears at times to be ad hoc. Both TIPP participants and non-TIPP graduates value relationships with key stakeholders as they become accustomed to the new school. However, it seems that non-TIPP graduates are expected to be more independent than TIPP participants in adapting to the demands of their new role. TIPP participants are in the classroom as a learner and have less responsibility as well as fewer expectations held by the school. Contrarily, non-TIPP graduates are graduate teachers and are expected to fulfil the requirements of that position, with or without extensive induction to the school.

2.2.3 Integration into the community

Integration into the school and wider community was an important theme for both TIPP and non-TIPP graduates, particularly for those who found themselves in more isolated schools. As one non-TIPP interviewee related:

[This school's] a very isolated and insular community geographically but also in terms of its culture. So, when you come into a school like this, you're totally the outsider. Meeting parents especially, there can initially be a fear or distrust, and you have to prove yourself with them and with their kids and once you do, they accept you. It's like alright, this person's alright now. But until you do, you've got to work to break through that barrier and build that trusting relationship [Interview, non-TIPP].

Integration with the school community is a program feature of the TIPP initiative. Over the year, TIPP participants develop a portfolio of classroom resources as well as a network of professional relationships with colleagues. TIPP participants begin teaching with a more established support base and some familiarity with the wider school community, which can ease the transition into teaching. One TIPP respondent commented that they already knew some of the children in their class when they transitioned into full employment, and that this made things easier.

Survey respondents who felt integrated with their school community tended to feel a greater sense of preparedness. Integration to the community could mean access to resources and strong collegiality (such as mentorship and peer colleagues). These aspects were identified by both TIPP and non-TIPP respondents:

A full class set of maths resources, lesson plans for beginning weeks, and training in assessment such as running records to ensure data collection [Survey, TIPP].

Lesson plans, assignments and activities [Survey, Non-TIPP].

Resource room with a range of teaching texts/aids etc. Senior staff regularly checked in with me. I was given a mentor teacher who I worked closely with [Survey, TIPP].

Where access to resources did not occur easily, respondents reported less of a sense of belonging and integration with a school community. Two non-TIPP respondents described limited support and resources:

Not a lot. There were some resources from the previous teacher, but not much. I was lucky enough to know what grade I would be teaching before the summer holidays though, so I could plan over the break [Survey, non-TIPP].

Very little was provided in the way of formal support and resources at the school I work at. The best support I got was through informal methods, such as colleague teachers. The ASTs at my school were quite unsupportive, as they assumed because I had TA experience, I would not need any further support. The phrase "I thought I would leave you to sink or swim" was used [Survey, non-TIPP].

TIPP graduates are more likely to enjoy structured support. TIPP graduates have a mentor and established relationships with the school community to 'lean on.' The non-TIPP cohort reveal a need for this, to develop a sense of integration, belonging, and to access teaching resources. It is of note that non-TIPP graduates will need, in their early years, extra support based around the provision of resources and collegiality. For two non-TIPP respondents, collegial and peer support was considered to be the most important component of their teacher preparation:

The opportunities to engage face to face or online with my mentors and fellow students (video calls, discussion board conversations, face to face or phone conversations, group collaborative sessions) [Survey, non-TIPP].

Mentoring program, staff meetings, professional learning, sharing resources, observing other classes, reflecting on my teaching practice, establishing positive relationships with the students, parents and staff [Survey, non-TIPP].

Collaboration and relationship-building helps education students feel more prepared for the profession. This ranges from official mentorship support from more senior colleagues, to peer-based mentorships, sharing resources and strategies in meetings, school community relationships, and cultivating professional relationships with students and their parents. It could be said that expectations of TIPP participants differ greatly to those placed on non-TIPP graduates, and therefore potentially staff in a school community may be

more willing to share their resources with TIPP participants because they are not yet seen as fully-fledged teachers.

Some non-TIPP graduates had access to a range of provisions for classroom and professional learning support across the school. One non-TIPP respondent said that they were offered an “open door policy to senior staff,” and another received specialist support for their subject area with the relevant AST. Others simply mentioned their ‘colleague teacher’ in terms of support.

The staff support was excellent, people were helpful in sharing knowledge and teaching resources. Being in a team meant everything [Survey, non-TIPP].

A mentor teacher from Senior Staff, reading materials and observations when asked [Survey, non-TIPP].

Support team, support person allocated to classroom and me because I’m a young teacher, extra help through the Early Careers pathway and PLS [Survey, non-TIPP].

I had a fantastic colleague teacher who provided me with many resources and advice [Survey, non-TIPP].

As with school orientation and induction, experiences of integration into the school community varied according to the culture and context of the school, and also according to the personalities of beginning teachers. Some respondents identified themselves as assertive and likely to insist on support when needed, while others cited their previous work experience and mature age as helpful in successfully adapting to and integrating in this new workplace. These findings point to a need to target networking and communication skills during initial teacher education.

2.2.4 Relocation

In Tasmania, beginning teachers are likely to have to relocate to rural and regional areas and live outside of the capital city or area where they completed their initial teacher education. Of the total survey respondents (TIPP and non-TIPP), 17% of respondents relocated to begin teaching, and 83% did not relocate. Participation in the TIPP carries with it the potential for relocation, since the locality of internship positions changes annually, and applicants are not aware of where they may be placed prior to applying to the program.⁵ Further, schools that are in a position to offer employment following the internship are likely to be regional, remote, and/or ‘hard to staff’.

In this survey, of the TIPP respondents (n=26), 5 had relocated to begin their internship and 21 respondents had not. The TIPP participants who relocated were placed in remote areas of Tasmania including the West Coast. Some students already lived within a regional community (such as the North West or East Coast) and did not have to relocate to begin their internship. Some of the interns who did not have to relocate were placed in

⁵ This process is being reviewed in an internal refresh.

government schools near to Hobart including on the Eastern shore and the Northern suburbs. Some interns were placed in regional schools near to Launceston. The interns who did not relocate may have increased their daily commute, potentially adding different pressures to the transition into teaching.

The challenges associated with the first-year of teaching can be compounded by relocating. Moving away from a support network to an unfamiliar community, often with its own socio-economic challenges, is daunting. For beginning teachers who have to move away from a capital city, and who have had limited exposure to smaller communities in Tasmania, the relocation may have a significant impact on their initial experiences of teaching. Relocating to begin teaching appears to have had some impact on the initial teaching experiences of both TIPP and non-TIPP respondents. Some reported that relocating added emotional or financial strain to their initial teaching experiences. Relocating may cause or worsen feelings of isolation from family and friends, particularly if they are beginning in a difficult or remote area. For non-TIPP graduates, this is often compounded by being responsible, for the first time, for a class of students:

It was a large cost which affected me financially. It also affected me being away from friends and family [Survey, non-TIPP].

I felt quite isolated from my support network [Survey, non-TIPP].

Didn't have family as close for support. Didn't know the area to help get students work placement [Survey, non-TIPP].

It made the financial side impossible, the balance between study and work was so tricky without friend and family support [Survey, non-TIPP].

I had no support network outside of the school – friends were a 2 hour drive away. I had no hobbies as these were all based in my previous location and did not have time to find new ones/join new clubs. This led me to be very singularly focused on teaching which was not very good for my mental health [Survey, non-TIPP].

For some, however, relocating was thought of as being a positive experience:

Living and working in a small rural community was fantastic. Because I was with a number of other early experience teachers we planned together and supported each other [Survey, non-TIPP].

I voluntarily relocated to another region for family reasons. It hasn't had an influence that I can tell [Survey, non-TIPP].

It was difficult at times without my regular support network, but I was able to devote a lot of time to planning, etc. as I didn't have conflicting interests. I relocated to a rural community [Survey, non-TIPP].

Relocating appears to be difficult for both TIPP and non-TIPP graduate teachers. Although this research did not identify anything inherent to the TIPP program which better supports relocation, it can be assumed that being

an intern would be less stressful than beginning teaching under these circumstances. The age of graduates may be a factor; relocating to begin work may be the first time that younger graduate teachers have moved away from home. However, issues associated with relocation and the impact on early teaching experience may warrant the enhancement of support and professional learning or increased pastoral mentorship for all beginning teachers.

2.2.5 Beginning Teacher Time Release

The Beginning Teacher Time Release (BeTTR) program is available to both TIPP participants and non-TIPP graduates. BeTTR is a time release program designed to support beginning teachers transitioning into the profession and to enhance staff retention in the profession.⁶

Teachers apply to DoE to be considered for the program. New teachers with a minimum 0.5 load on either a permanent or fixed-term position are eligible. Successful applications are given time release (determined pro-rata) for instructional load time or, where the time is banked, attend professional learning, development or other related activity. Teachers in the BeTTR program can request induction programs, organise feedback meetings with senior staff, create observation opportunities, or take time off class for lesson preparation, and request collaborative opportunities with DoE units, or with other schools. Non-TIPP participants were asked if they had used BeTTR program. 40% responded that they had used the program, and 32% had not.

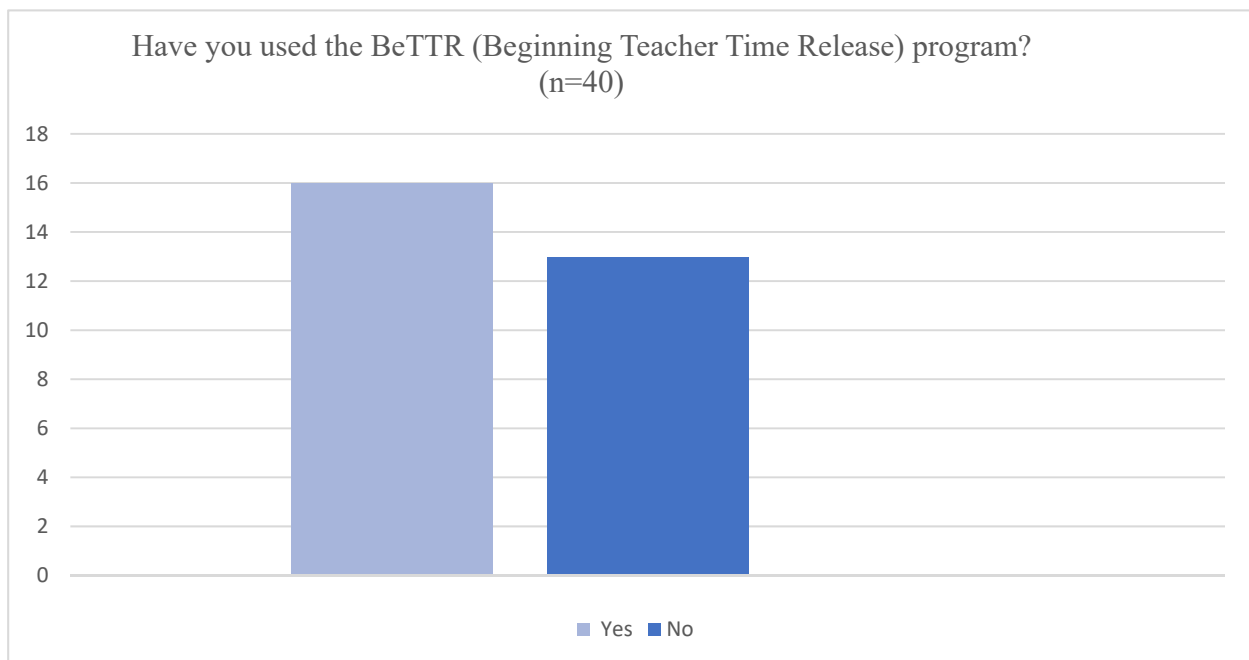


Figure 4: Use of BeTTR

⁶ [https://documentcentre.education.tas.gov.au/Documents/Beginning-Teacher-Time-Release-Program-\(BeTTR\).pdf](https://documentcentre.education.tas.gov.au/Documents/Beginning-Teacher-Time-Release-Program-(BeTTR).pdf)

Non-TIPP respondents who had taken advantage of the program used it in diverse ways to either expand their knowledge or to manage their workload. This was particularly useful around report writing:

I used 2 days of allocated time, especially when writing my first set of half yearly reports [Survey, non-TIPP].

I received 2 hours once a month and received extra time off during report writing time to finish my reports [Survey, non-TIPP].

Half of the time was used for me to be off class once a week and the other half was built up so I could use time banked up when it came to report writing [Survey, non-TIPP].

I received an additional block of release time. This helped with planning and marking [Survey, non-TIPP].

I did a bit of professional learning with it. So, I went to some of the EAL professional learning, which is additional language. And I also went to the PLI and did some sessions there. And what else did I use it for? Report writing time. And I also used some of it for working on my portfolio for my full registration. It was definitely useful. It was definitely a relief to have it. I think the report writing one was really valuable, just knowing that you had a bit more time and space to kind of get your head around that because that's huge, learning how to write reports. That's certainly something you can't really learn on your practical. Your colleague teacher has to do it. You can't do it for them. So, it was great for that. And I think it was better to use it in chunks, rather than maybe an hour or two a week. I think you're entitled to something like two hours a week, but I certainly wasn't just taking two hours because it just goes so fast. It's better to take a whole day. [Interview, non-TIPP]

TIPP participants were also able to make good use of the BeTTR program:

I used my BeTTR time to reduce my load in my first year so that I didn't have a home group/pastoral care group - this was an excellent use of this time for me as it allowed me to spend my first year really working on my teaching skills without the excessive administration of being a homegroup teacher. It was excellent to have an office to share with the other staff in my learning area - they were an incredibly supportive bunch of teachers, with a wealth of experience that they were happy to share. It was also excellent that there was another recipient of the TIPP at the same school, as we could talk about our shared experiences and concerns [Survey, TIPP].

The interviewed TIPP participant also made use of BeTTR time. However, she was unable to say if she had used it during her internship year or her first year of teaching, as the distinction was blurred in her memory. Some beginning teachers were unaware of how BeTTR could be used or did not feel that their school environment encouraged it:

I was granted BeTTR time for professional learning in my first year however I can't remember how much. I wasn't able to use it all as my teaching workload became very high and I didn't prioritise my own teaching development over my classroom teaching duties. I wish I had been encouraged to ensure I took advantage of the time I was approved for [Survey, non-TIPP].

[School name] provided approximately six hours of BeTTR time to each graduate in my year group. This was provided after union involvement [Survey, non-TIPP].

I was given a mentor, she was in my class for an hour a week and I was told this was my BeTTR time. I have no idea what exactly I should've been offered under the BeTTR time program [Survey, non-TIPP].

2.3 Retention in the profession

In addition to feeling better-prepared for the profession and experiencing more comfortable transitions, the survey data indicated that TIPP participants are more likely to remain in the profession than non-graduates (see figure 5). It is clear that the TIPP model of internship followed by employment is successful in supporting retainment in the workforce. The offer of permanency is a strong motivator for TIPP applicants, although some non-TIPP participants reported that being “locked into” a school discouraged them from applying for the TIPP.

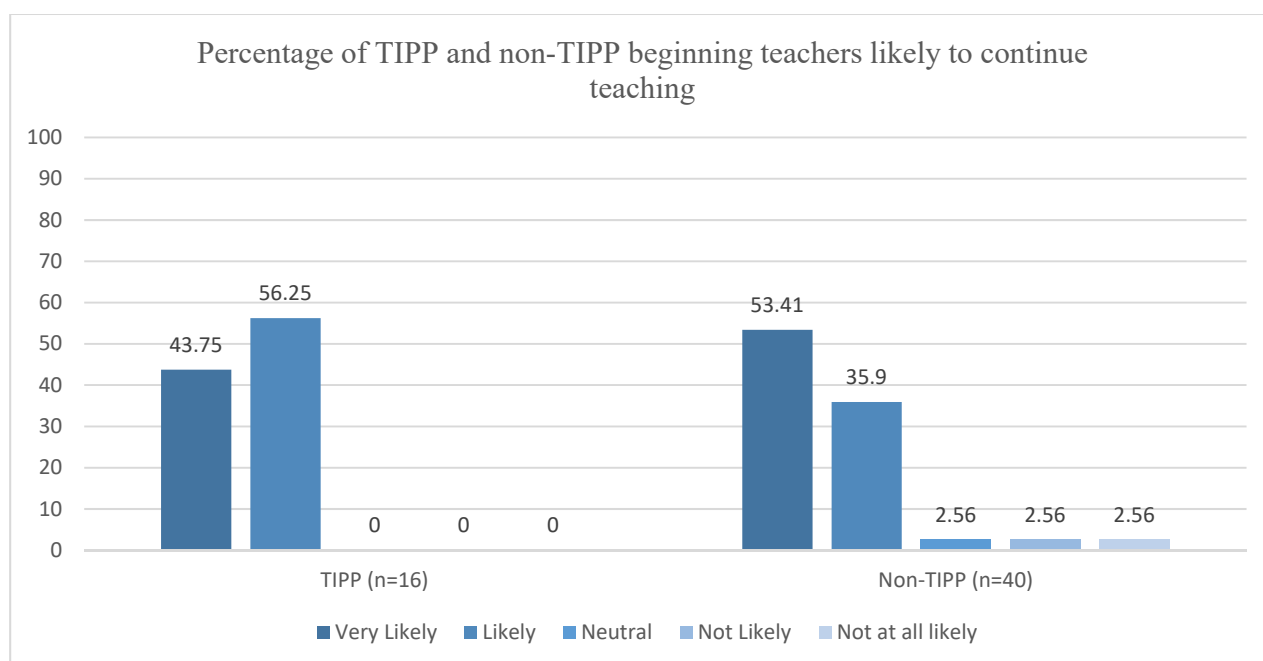


Figure 5: Retention in the profession

The strong intention to remain in the profession may reflect the selection process for TIPP, which is designed to identify applicants who show high aptitude. However, the evidence for the effectiveness of the program in preparing graduates for the profession and supporting retention is strong, particularly when viewed in

conjunction with research more broadly that identifies the effectiveness of mentor support and stable employment in retaining teachers in the workforce (AITSL, 2016).

The supervisor interviewee cited the high desirability of TIPP interns as employees. The school had already hosted two graduates and, as a result of their positive experiences, would have hosted a third. Unfortunately, the school could not guarantee employment following the program for the third applicant. This points to the potential for more flexibility within TIPP regarding guaranteed provision of employment.

When asked about their plans for remaining in the profession, interviewees were able to respond at length. The following longer quotes give some insight into the experiences of three successful beginning teachers, one TIPP graduate and two non-TIPP graduates. Each participant was asked if they see themselves continuing to teach into the future:

Yeah. Absolutely. I definitely want to be in the classroom. My biggest passion is learning, and that's definitely where I want to be. I don't want to be away from that space. And then my second biggest passion is the students and the lifestyle of being a teacher, where you have these 28 children who you get to know so well and you just spend so much time together, have so many positive experiences, and memories. And I think that's especially so in Grade 5/6. It's so pleasant because they still love you and they still love being at school. And they're ready to go. They're on fire. They'll take anything you throw at them. They love a challenge. And I really don't want to be away from that [Interview, TIPP].

The support [I received was] hugely instrumental in me staying around. I'll be honest, that first year the culmination of being a first-year teacher and at that school and how the kids were, there were a few times that I thought about quitting. And you go, well, you know what, I'll do two more days. But without the support, who knows? I mean I'm a resilient person and I would've stuck with it just to say that I did. I think 50% quit within the first five years and will exit. I have heard stories of people going up to schools in maybe more remote places and they do the first year and there isn't the support there and then by Term 2 they're out, they go this isn't for me. That's a huge shame, it's a huge waste of resources. But it's actually a wonderful career. You slowly feel yourself getting better at it and it is getting easier as time goes on, so that's a good thing [Interview, non-TIPP].

It sort-of fluctuates. It's interesting to do this interview today because it's the end of the year when you think, "Oh, finished another year. It's easy." But maybe if you asked me mid-way through term three or something, I might say-- I don't know because there are certainly times during the year when it's overwhelming and exhausting. But I think it's a bit like every Friday feels the same way. I say, "I've gotten through another week. That's great." But then, partway through the week you think, "This is so hard". I definitely see myself to continue teaching. But I know that I need some sort of change to keep it challenging along the way. Maybe leadership or curriculum or something. I'm not really sure yet. So, as long as there's the opportunity to diversify, which I think there always is. Education is very dynamic. One day's never the same as the next. I don't think I've ever felt bored. I've felt overwhelmed and tired, but never bored [Interview, non-TIPP].

All these responses reflect a love of the teaching profession and the intention to remain. It is notable that both non-TIPP graduates still find the work challenging and overwhelming at times, while the TIPP graduate is completely focused on her place alongside students in the classroom. While this may reflect differences of

personality, the TIPP graduate reported very strong support throughout her internship and into her teaching career, and it is likely that this combined with a positive school culture has contributed to her positive outlook.

3 Recommendations and Conclusion

The findings in this study are evidence for the effectiveness of the TIPP in supporting classroom readiness, a positive beginning teacher experience and retention in the teaching profession. The TIPP is effective in giving young teachers the opportunity to gain extensive experience in a school and to assume gradual responsibility in the classroom. Spending time as an intern also supported navigation of school procedures and administrative processes. TIPP graduates were more likely to be integrated into the school community and to have developed supportive networks with colleagues. These graduates were also more likely to enjoy a strong mentoring relationship with a colleague teacher or senior member of staff.

Accruing classroom experience was a primary concern for all participants in this study. This finding aligns with previous research in this area (e.g. Zeichner, 2010; Ingersoll and Merrill, 2012; Adoniou, 2013; Mayer *et al.*, 2015). The majority of participants saw time in classrooms as opportunities for applying the theory they had learned. Some reported that they continued to avail themselves of academic literature to inform their work. However, a small number went so far as to question the value of learning theoretical and philosophical foundations at university, believing that all of their learning had taken place within schools.

TIPP participants enjoyed ample time to build networks with other staff and the school community. Networks had the potential to be a source of practical support, such as sharing resources and teaching or behaviour management strategies, and emotional or other support, such as providing a reflective professional partner and an understanding ear. For non-TIPP participants, networks were equally important – not least for gaining employment – but were more likely to exist as a result of personal initiative such as volunteering or working in some capacity at a school.

Mentors were highly important for all participants who were fortunate enough to be part of such a relationship. There was an advantage in having both a colleague teacher and a mentor (usually senior staff), as this appeared to ensure effective support. Many participants reported that they could continue to contact either the colleague teacher or the mentor for support in the years following their first year of teaching. Spending extended time at a school facilitated integration into the school community and insight into its distinctive culture, including how to effectively communicate with parents. Finally, responses of both TIPP and non-TIPP participants highlighted the value of having time to learn about computer software and school administrative processes, tasks that might easily seem overwhelming when coupled with beginning work as a teacher.

In view of the above, a list of key TIPP features can be identified. These include:

- Extended time in a school that facilitates:
 - Classroom experience.
 - Effective orientation to the school, including learning school procedures, processes and software.
 - Integration into the staff and school community, including networking with staff and community members.

- Formal mentoring that enables:
 - Regular reflection and guidance.
 - Collegial support that facilitates a positive professional identity as a teacher.
 - Practical support such as resource sharing.
- Beginning Teacher Time Release that supports:
 - Flexible use of time for assignments and coursework.
 - Time for managing tasks such as class preparation, reflection, and administration.

In addition to key features of the TIPP, some issues were identified concerning experiences in schools during Professional Experience, internship and/or as beginning teachers:

- A lack of collegial or mentoring support.
- Being 'used' to address staff shortages during prac or internship.
- Stress associated with relocation.
- Asking for support or time release was sometimes dependent on initiative and confidence of beginning teacher.

3.1 Replicating successful TIPP features

Most participants in this research believed that key features of the TIPP could be replicated in other initial teacher training contexts. The following explores possible ways of integrating such features into initial teacher education.

3.1.1 Time in schools

Teaching experience

Overwhelmingly, respondents suggested more time in schools. Redesigning initial teacher training to include more Professional Experience is an obvious step in this direction. However, the implications for other important and/or required material in these courses is likely to limit this possibility. Some respondents suggested spending a year as a Teacher Aide or in a co-teaching role prior to becoming a fully qualified teacher. Certainly, initial teaching students should be encouraged wherever possible to reach out to schools in the form of volunteering or working in limited capacities, including Limited Authority to Teach.

School accountability and support

Maximising the effectiveness of time in schools is important. Schools should be accountable for the experiences of their Professional Experience and intern students. Colleague teachers may need support and/or training to help them guide a student teacher in their care. At the same time, schools should be resourced sufficiently to ensure that initial teacher education students are able to gain direct teaching experience as opposed to staffing excursions or being confined to a teacher assistant role.

Practical and administrative skills

Part of the advantage of spending more time in schools is familiarity with administrative processes and school procedures. One respondent flagged the value of learning everyday skills such as how to use a photocopier. Greater familiarity with such non-teaching aspects of the teaching profession has the potential to alleviate stress and support a positive beginning teacher experience. Exposure to these aspects of working in a school is achievable through workshops, short courses, online modules and/or school visits.

3.1.2 Mentoring

Mentoring is available to both TIPP and non-TIPP participants. However, the presence and quality of mentoring relationships varied considerably, particularly for non-TIPP graduates. Mentors can make the difference between succeeding and leaving the profession (Fletcher and Barrett, 2004; Gagen and Bowie, 2005; Loudon, 2008). Increased school accountability for ensuring that beginning teachers are assigned mentors and have structured, ongoing access to them is advisable. Provision of access to mentor training for established staff is also valuable, ideally as part of an ongoing policy for developing a culture of collegial support and resource-sharing (Gagen and Bowie, 2005; Buchanan *et al.*, 2013).

3.1.3 Networking

Networking was flagged as important for staff collegiality, integration into the school community, and finding employment. Networking and communication skills can be taught and have the potential to assist beginning teachers in developing a support base as well as building confidence and a competent professional identity. In this study, the importance of student networks is apparent, with contact being made across platforms such as online webinars and Facebook as well as face-to-face. Other research points to the value of beginning teachers building their own professional networks, as this promotes a collegial culture within schools as well as supporting the flow of professional knowledge between schools (e.g. Buchanan *et al.*, 2013; Kidd, Brown and Fitzallen, 2015; Mayer *et al.*, 2015). In view of the isolation of some schools in Tasmania, well-developed professional networks are likely to support a sense of connection and support between teachers across the state.

3.1.4 School supports for beginning teachers

TIPP interns were able to apply new strategies and theories in their teaching in the knowledge that they were considered to be learners and could fall back on support from their colleague teacher, mentor, or other staff at the school. Beginning teachers are more likely to be regarded as qualified to fulfil the expectations of the teaching role without active support from the school. It is clear from attrition rates and feedback in this and other studies that beginning teachers do often need support, particularly in their first year (e.g. AITSL, 2011). School support should be structured and tailored to individual needs.

Beginning Teacher Time Release

Beginning Teacher Time Release is recognised as a valuable resource for beginning teachers. Although it is understood that some schools have limited capacity to allow time release, blocks of time during the school week are essential for keeping abreast of workloads and allowing time to engage in mentoring, reflection and networking. This type of support allows beginning teachers to develop their own coping strategies and to sustain a positive professional identity that in turn is likely to lead to retention in the workforce (Adoniou, 2013; Brown, 2015). In response to findings in this study, it is noted that, in addition to time release, an appropriate venue for studying, reflecting or preparing should be provided by the school without the beginning teacher or intern needing to request it.

3.2 Conclusion

The TIPP initiative is an effective means of preparing initial teacher training students for the profession. TIPP provides for extended classroom experience without sacrificing university course content. The program is designed to ensure strong support through mentors and colleague teachers, and because interns are fully present at the school there are ample opportunities for building professional and community networks. In addition, interns become familiar with administrative and practical non-teaching aspects of working in schools.

It is possible to replicate key features of the TIPP in initial teacher training and through harnessing school support. Increasing periods of Professional Experience and encouraging students to engage in volunteering, relief teaching, Limited Authority to Teach or as a Teacher Aide before or soon after graduation are some possible avenues for heightened exposure to schools. Targeted training in administrative software and hardware use may aid in reducing stresses when beginning at a new school, as may provision of online and physical forums for professional networking between beginning teachers. School supports for both interns and beginning teachers include guaranteed assignment of a mentor and of BeTTR time allowance, as well as active curation of a school culture that encourages collegiality and resource sharing.

This study provides a rich view of the experiences of TIPP and non-TIPP graduates on studying and working as teachers in Tasmania. The perspectives contained in the data reflect real-world successes and challenges faced by beginning teachers across the state. A limitation of this study is the fact that only participants currently employed were included in the research. These participants were therefore successful in their pathway through initial teacher education and into the profession. Although the findings align with similar studies from Australia and abroad, future research should aim to capture the views of those who could not find employment, took up positions outside of DoE, or chose to leave the profession.

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Appendix A: RAAC approval

Department of Education
EDUCATION PERFORMANCE AND REVIEW

3/75 Campbell Street, Hobart
GPO Box 169, Hobart, TAS 7001 Australia



File: 2019-27

11 July, 2019

Professor Natalie Brown
Director Peter Underwood Centre for Educational Attainment
Natalie.Brown@utas.edu.au

Dear Natalie

Impact Evaluation of the Teacher Internship Placement Program: Phase One - Survey

I have been advised by the Educational Performance Research Committee that the above research study adheres to the guidelines established and that there is no objection to the study proceeding.

Please note that you have been given permission to proceed at a general level, and not at individual school level. You will still need to seek permission from the principal of the school to be involved in the study. Please provide them with the File number or a copy of this letter when approaching them for assistance.

A list of the schools where the principal has agreed to participate in the research needs to be forwarded to EPR, prior to, or soon after the commencement of the proposed activity.

A copy of your final report should be forwarded to Education Performance and Review, Department of Education, GPO Box 169, Hobart, 7001 at your earliest convenience and within six months of the completion of the research phase.

If you have further questions or concerns please contact John Kural on (03) 6165 5506.

Yours sincerely

Jason Szczerbanik
Director, Education Performance and Review

Appendix B: SSHREC approval



08 July 2019

Professor Natalie Brown
C/- University of Tasmania

Sent via email

Dear Professor Brown

REF NO: H0018242
TITLE: Impact Evaluation of the Teacher Internship Placement Programs:
Phase One - Survey

We are pleased to advise that acting on a mandate from the Tasmania Social Sciences HREC, the Chair of the committee considered and approved the above project on 05 July 2019.

Please ensure that all investigators involved with this project have cited the approved versions of the documents listed within this letter and use only these versions in conducting this research project.

This approval constitutes ethical clearance by the Tasmania Social Sciences HREC. The decision and authority to commence the associated research may be dependent on factors beyond the remit of the ethics review process. For example, your research may need ethics clearance from other organisations or review by your research governance coordinator or Head of Department. It is your responsibility to find out if the approvals of other bodies or authorities are required. It is recommended that the proposed research should not commence until you have satisfied these requirements.

In accordance with the National Statement on Ethical Conduct in Human Research, it is the responsibility of institutions and researchers to be aware of both general and specific legal requirements, wherever relevant. If researchers are uncertain they should seek legal advice to confirm that their proposed research is in compliance with the relevant laws. University of Tasmania researchers may seek legal advice from Legal Services at the University.

All committees operating under the Human Research Ethics Committee (Tasmania) Network are registered and required to comply with the *National Statement on the Ethical Conduct in Human Research* (NHMRC 2007 updated 2018).

Therefore, the Chief Investigator's responsibility is to ensure that:

- (1) All investigators are aware of the terms of approval, and that the research is conducted in compliance with the HREC approved protocol or project description.
- (2) Modifications to the protocol do not proceed until **approval** is obtained in writing from the HREC. This includes, but is not limited to, amendments that:

**Human Research Ethics
Committee (Tasmania) Network**
Research Ethics and Integrity Unit
Office of Research Services

Private Bag 1
Hobart Tasmania
7001
Australia

T +61 3 6226 2975
E ss.ethics@utas.edu.au
ABN 30 764 374 782 /CRICOS 005868

utas.edu.au


- (i) are proposed or undertaken in order to eliminate immediate risks to participants;
- (ii) may increase the risks to participants;
- (iii) significantly affect the conduct of the research; or
- (iv) involve changes to investigator involvement with the project.

Please note that all requests for changes to approved documents must include a version number and date when submitted for review by the HREC.

- (3) Reports are provided to the HREC on the progress of the research and any safety reports or monitoring requirements as indicated in NHMRC guidance. Researchers should notify the HREC immediately of any serious or unexpected adverse effects on participants.
- (4) The HREC is informed as soon as possible of any new safety information, from other published or unpublished research, that may have an impact on the continued ethical acceptability of the research or that may indicate the need for modification of the project.
- (5) All research participants must be provided with the current Participant Information Sheet and Consent Form, unless otherwise approved by the Committee.
- (6) This study has approval for four years contingent upon annual review. A *Progress Report* is to be provided on the anniversary date of your approval. Your first report is due 05 July 2020, and you will be sent a courtesy reminder closer to this due date. Ethical approval for this project will lapse if a Progress Report is not submitted in the time frame provided
- (7) A *Final Report* and a copy of the published material, either in full or abstract, must be provided at the end of the project.
- (8) The HREC is advised of any complaints received or ethical issues that arise during the course of the project.
- (9) The HREC is advised promptly of the emergence of circumstances where a court, law enforcement agency or regulator seeks to compel the release of findings or results. Researchers must develop a strategy for addressing this and seek advice from the HREC.

Should you have any queries please do not hesitate to contact me on (03) 6226 2975 or via email ss.ethics@utas.edu.au.

Yours sincerely



Jude Vienna-Hallam
Executive Officer | Social Sciences

Appendix C: Email invitations

Group 1- TIPP participants

Email Subject: Invitation to participate in a short survey for the Impact Evaluation of the Teacher Internship Placement Program

Hello,

We are writing to invite you to participate in an impact evaluation of the Teacher Internship Placement Program (TIPP). The aim of the project is to examine the impact of the TIPP in supporting teachers beginning their teaching career. Comparison between UTAS graduates who did, and who did not, participate in the TIPP is therefore important.

This study has approval from the Tasmanian Government Department of Education (ref: 2019-27, see attached file) and from the University of Tasmania Human Research Ethics Committee (ref: H0018242).

You are invited to participate because you completed the TIPP in either 2016 or 2017, and therefore have important insights to offer for this research. There are three phases of data collection:

A short online anonymous survey

Interviews with TIPP and non-TIPP graduates from 2016 and 2017 (who agree to participate)

Interviews with Principals/Senior staff of schools who employed TIPP participants.

This invitation is only for participation in phase 1: the short online anonymous survey.

The following link takes you to the online survey which provides more information to help you decide whether to take part. If you'd like to take the survey, you can proceed by completing and submitting the survey.

<https://www.surveymonkey.com/r/5G8SK86>

We welcome your input, but of course participation is completely voluntary. If you would like to participate in the survey, we would be grateful if you could complete it by 28th September.

Kind regards,

Emily

Peter Underwood Centre for Educational Attainment 157 Elizabeth Street, Hobart

University of Tasmania, Private Bag 7, Hobart, TAS 7001 CRICOS Provider Code: |

00586B



Group 2 – non-TIPP graduates

Email Subject: Invitation to participate in a short survey for the Impact Evaluation of the Teacher Internship Placement Program

Hello,

We are writing to invite you to participate in an impact evaluation of the Teacher Internship Placement Program (TIPP). The aim of the project is to examine the impact of the TIPP in supporting teachers beginning their teaching career. Comparison between UTAS graduates who did, and who did not, participate in the TIPP is therefore important|

This study has approval from the Tasmanian Government Department of Education (ref: 2019-27, see attached file) and from the University of Tasmania Human Research Ethics Committee (ref: H0018242).

You are invited to participate because you graduated as a teacher from UTAS in either 2016 or 2017 and did not participate in the Teacher Internship Placement Program (TIPP) and therefore have important insights to offer for this research. There are three phases of data collection:

- A short online anonymous survey
- Interviews with TIPP and non-TIPP graduates from 2016 and 2017 (who agree to participate)
- Interviews with Principals/Senior staff of schools who employed TIPP participants.

This invitation is only for participation in phase 1: the short online anonymous survey.

The following link takes you to the online survey which provides more information to help you decide whether to take part. If you'd like to take the survey, you can proceed by completing and submitting the survey.

<https://www.surveymonkey.com/r/5G8SK86>

We welcome your input, but of course participation is completely voluntary. If you would like to participate in the survey, we would be grateful if you could complete it by 28th September.

Kind regards,

Emily

Peter Underwood Centre for Educational Attainment 157 Elizabeth Street, Hobart

University of Tasmania, Private Bag 7, Hobart, TAS 7001 CRICOS Provider Code:

00586B



Appendix D: Online survey

Information for Participants

We invite your participation in an Impact Evaluation of the Teacher Internship Placement Program.

The research is being led by Professor Natalie Brown, Melody West, and Emily Rudling, with Professor Kitty te Riele, and Dr Becky Shelley - all at the Peter Underwood Centre for Educational Attainment at the University of Tasmania.

What is the purpose of this study?

The Teacher Development Placement Program (TIPP) allows final year Education students to spend a whole calendar year in a Tasmanian Government school where they will gain a permanent position the following year after graduation. The Tasmanian Government Department of Education (DoE) has commissioned us to evaluate the TIPP initiative.

This evaluation seeks to understand:

- Do TIPP participants have successful transition to teacher, and are they retained in the teaching profession?
- Does the TIPP produce significantly different outcomes in comparison with ITE graduates who begin teaching without having participated in the TIPP?
- What elements of the TIPP are particularly effective for supporting classroom readiness in the first year of teaching, and are they replicable through other means in ITE?

For this reason the research team are seeking feedback in this survey from participants of the TIPP during 2016 and 2017, along with people who commenced their teaching careers upon graduating at the end of either 2016 or 2017, but who did not complete the TIPP.

The responses to this survey will obtain feedback from people who did and did not complete the TIPP to inform the development of follow-up interviews with people who agree to be interviewed.

At the end of the survey, you will have the option to indicate if you would like to take part in an interview. If so, we will then email you with further information later this year.

That new page is completely separate from your survey, so your survey remains anonymous.

What will I be asked to do?

We simply ask that you complete this anonymous online survey, which should take approximately 15 minutes. The survey has questions with a Likert scale as well as some open-ended questions where you are invited to add extra information.

Please be assured that participation is voluntary and that there are no negative consequences with the Department of Education or the University of Tasmania if you decide not to participate.

What if I change my mind during or after the study?

If you decide you don't want to take part after you've started answering the survey, you can simply log out without submitting the survey. That way we will not receive your survey.

What will happen to the information when this study is over?

- Data will be stored for 7 years in the Peter Underwood Centre's folders on the University of Tasmania's secure server. It will only be accessible to the project team with the requisite permissions.
- We will provide two reports to the Department of Education: in late 2019 and early 2020.
- we may prepare academic presentations and publications based on the findings from this evaluation.

Please click next for details on ethics approval and contact details of the research team.

What if I have questions about the project?

You are very welcome to ask us any questions! You can contact us by email or phone:

Professor Natalie Brown – Director
Natalie.Brown@utas.edu.au or 03 6226 1756

Ms Melody West - Research and Engagement Fellow
Melody.West@utas.edu.au or 03 6324 3029

Ms Emily Rudling – Research Assistant
erudling@utas.edu.au or 03 6226 5735

If you have any concerns or complaints about the way we are doing this study, you can contact the Executive Officer of the HREC (Tasmania) Network:

03 6226 6254 or email human.ethics@utas.edu.au.

The Executive Officer is the person who has the role of receiving complaints from people who take part in research. Please let them know this ethics reference number H0018242.

This study has been approved by:

The ethics committee of the university (the Tasmanian Social Sciences Human Research Ethics Committee, or HREC) reference number: H0018242, and

The research committee of the Department of Education (the Research Assessment and Approval Committee, or RAAC) reference number: 2019-27

Consent

Completion and submission of this survey will be taken as an indication of your consent to participate and for us to use your responses for our research.

You cannot withdraw after you have submitted your survey answers, because the survey is anonymous.

Please click NEXT to start the survey

Your answers will be saved regularly.

Click [here](#) to view the most up to date SurveyMonkey Privacy Policy.

About you

1. What is your gender?

- Female
- Male
- Other
- Prefer not to say

2. What is your age?

3. Please indicate your current teaching role

- Classroom Teacher
- Other (please specify)

4. Please indicate which year levels you work in

- Primary School (K-6)
- High School (7-10)
- Senior secondary (11-12)
- Other (please specify)

5. Did you graduate from your initial education program in

- 2016
- 2017
- Other (please specify)

6. Did you have to relocate to another region to take up your teaching role?

Yes

No

7. If you relocated to another region or area to take up your teaching role, how did this influence your initial experience of teaching?

8. What is the name of the school where you are employed? (**Note:** this will help with our analysis, but we will **not** publish school names)

9. What is the name of the first school you were employed at?

10. Is this the same school where you worked while participating in the TIPP?

Did not participate in the TIPP (takes you to a new page)

Yes

No

If no, please name the school where you worked while doing the TIPP

Beginning Teacher Experiences (Non-TIPP Respondents)

11. How did you come to teach in your first school?

12. Can you describe your first week in your first school as a classroom teacher?

13. In thinking about being inducted to teach at your school, could you rate how well or not well you were given information about the following:

	Not at all	Not well	Neutral	Well	Very well	N/A
the district/region of the school you teach in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the school (general information)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
staff culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
school infrastructure and facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the classes you would teach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
supports available to assist you in your teaching role	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please feel free to add in additional information about your induction process.

14. What type of resources were made available to you in the school to assist you in your teaching role?

15. Sometimes beginning teachers are invited to be mentored by other staff. Did you engage in any formal or informal mentoring relationship with a school (or other) staff member?

- Yes
 No
 If yes, how did this initiative work?

16. Have you used the BeTTR (Beginning Teacher Time Release) program?

- Yes
 No
 If yes, could you please let us know what elements of the program you have used and to what effect?

17. In thinking about your initial teacher preparation, could you tell us about which facets of the course you valued most in assisting you to begin your career as a teacher?

18. How well did your initial education preparation ensure you were ready for your first year of teaching?

Very Well	Well	Neutral	Not well	Not at all well
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Do you have any suggestions about improving the initial education preparation you completed?

19. Now that you have been teaching for a few years, how likely are you to continue?

Very likely	Likely	Neutral	Not likely	Not at all likely	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. Were you offered an opportunity to complete the TIPP?

- Yes
 No

If yes, why did you decide not to participate?

About the Teacher Internship Placement Program

21. In which year did you participate in the TIPP?

2016

2017

22. What influenced you to become part of the TIPP?

23. Can you describe your first week in your school as part of the TIPP initiative?

24. In thinking about being inducted to teach at the school where you completed the TIPP, could you rate how well or not well you were given information about the following:

	Not at all	Not well	Neutral	Well	Very well	N/A
the district/region of the school you teach in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the school (general information)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
staff culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
school infrastructure and facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the classes you would teach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
supports available to assist you in your teaching role	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please feel free to add in additional information about your induction process.

25. What ongoing support did you receive from your practice-focused mentor?

26. In thinking about your initial teacher preparation, could you tell us about which facets of the course you valued most in assisting you to begin your career as a teacher?

27. How well did your initial education preparation ensure that you were ready for your first year of teaching?

Very well

Well

Neutral

Not well

Not at all well

28. How did you find the TIPP supported you in moving into a career in teaching?

Very Well

Well

Neutral

Not well

Not at all well

Do you have any suggestions about improving the TIPP?

29. Now that you have been teaching for a few years since graduation, how likely are you to continue?

Very likely

Likely

Neutral

Not likely

Not at all likely

N/A

30. In your opinion, what improvements could be made to the TIPP?

Final questions

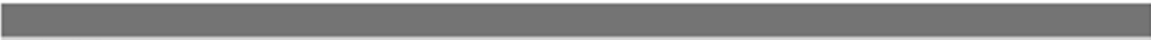
31. In thinking about your role as a beginning teacher, could you tell us about the types of skills, supports and/or resources that were provided to you, and which you would rate as the most positive. These can be those that were formally provided through programs (such as the TIPP or BeTTR), or through informal arrangements.

32. If there are other things related to your initial education preparation or your beginning teaching experiences which we have not asked you about in this survey, please feel free to outline them below.

This is the end of the survey, thank you for your participation!

Thank you very much for your time.

Remember: by submitting the survey you indicate that you consent to our use of your responses for the research. You won't be able to withdraw your responses after you have submitted, because the survey is anonymous.




End of Survey

Thank you for completing our survey!

Later this year we would like to follow up with a one-off interview, to gain a deeper understanding. This would be an opportunity to tell us about your experiences as a beginning teacher in some more detail than is possible in a survey.

If you're happy to be contacted with an invitation to take part in the interview, please email Emily at erudling@utas.edu.au

With the email subject: TIPP evaluation interview

Please let us know:

Your name

Your contact phone number

Your preferred email address

We will then contact you later in the year with further information about the interview. At that point you can make a final decision about taking part in the interview.

Appendix E: Interview Schedule Group 1A (TIPP participants)

Preamble

- check understanding of project
- confirm consent and voluntary participation
- obtain permission to audio-record (if not, take notes)
- confirm time available for interview

Introduction

- In what year did you complete the TIPP?
- What is the name of the school where you completed the TIPP?
 - o Did you have to relocate?
- Are you still employed at that same school?
 - o Why or why not?

Impact of TIPP – in general

- Why did you apply to the TIPP?
 - o What did you expect to get out of it?
- Did it line up with your expectations?
- How useful was the TIPP in preparing you for teaching?

Impact of the TIPP – internship year

- Can you describe your first week in your school as a TIPP intern?
- What ongoing support did you receive from the school in that year?
- Thinking about your relationship with your Practice Focused Mentor (PFM), overall, how useful was this?
 - o Were there any ways that it was not useful?
- How useful was it to get to know the school culture in this intensive way?
 - o Did you feel a part of the school community in your intern year?
 - o How did this help?
- Overall, how useful did you find the TIPP in supporting you to beginning as a teacher?
- Reflecting on your first few years teaching, are you likely to continue to practice teaching?

Impact of the TIPP – first week as an in-service teacher

- Did you continue teaching in the same school the following year after graduation?
 - o Why or why not
- Can you describe your first week as an in-service teacher?
- What types of supports were available to you in this first week?
- Were there other teachers beginning at the same time as you?
 - o What were your observations? Had they completed the TIPP?
- Overall, how was the TIPP useful in preparing you for in-service teaching?

Thinking more generally

1. Before you started the TIPP, were you feeling prepared to teach?
 - a. Has that changed since doing the TIPP?
 - b. What influenced that change?
2. Overall, how do you think the completion of the TIPP has affected:
 - a. Your feelings of preparedness as a beginning teacher?
 - b. Your interest in continuing to teach?

Wrapping up

Appendix F: Interview Schedule Group 1B (Non-TIPP participants)

Preamble

- check understanding of project
- confirm consent and voluntary participation
- obtain permission to audio-record (if not, take notes)
- confirm time available for interview

Introduction

- In what year did you graduate from initial teacher education at UTAS?
 - o Which degree did you graduate from?
- What is the name of the school where you had your first teaching position?
 - o Did you have to relocate?
- Are you still employed at that same school?
 - o Why or why not?

Impact of TIPP – in general

- Why didn't you apply to the TIPP?
- Having now been teaching for a couple of years, is this opportunity something you would retrospectively consider?
 - o Why?

Impact of the Initial teacher education

- Thinking back to your Initial Teacher Education, how useful did you find the practical components?
- Could you please describe your first week of your first practicum?
 - o And your last week?
- How useful were these experiences in helping you feel prepared for teaching?
 - o Did you feel a part of the school community?
 - o Were there other beginning or practicum teachers in the same school? How did this help?
- Overall, how useful did you find the practical component of your Initial Teacher Education in preparing you for in-service teaching?

Impact of the TIPP – first week as an in-service teacher

- Can you describe your first week in your school as a teacher?
- What ongoing support did you receive from the school in that year?
- Did you have a mentor?
 - o How useful was this relationship?
 - o Were there any ways that it was not useful?
- How useful was it to get to know the school culture in this intensive way?
 - o Did you feel a part of the school community?
 - o How did this help?
- Overall, how useful did you find your initial teacher education in supporting you as a beginning teacher?
- Reflecting on your first few years teaching, are you likely to continue to practice teaching?

Thinking more generally

1. Before you started your first year, were you feeling prepared to teach?
 - a. Why or why not?
2. Overall, how do you think your initial teaching education affected:
 - a. Your feelings of preparedness as a beginning teacher?

Appendix G: Interview Schedule Group 2 (Nominated school leaders of a TIPP participant)

Preamble

- check understanding of project
- confirm consent and voluntary participation
- obtain permission to audio-record (if not, take notes)
- confirm time available for interview

Introduction

1. What is your role within your school (principal, assistant principal, advanced skills teacher)?
2. How many years have you been in this role / working in schools overall?
3. What is your general observation of beginning teachers?
 - What are the opportunities and challenges of their first year?
4. Were you involved in supporting [TIPP graduate] when they did the TIPP?
Why did you support them?
Has this graduate continued to work at your school?
5. Have you supported subsequent TIPP interns since? Why or why not? Would you?
6. Have you been involved with staff elsewhere who have done the TIPP?

Impact of TIPP – intern year

1. What is your understanding of what the TIPP entails?
2. What are your expectations of the TIPP as part of the Teacher Development Initiative?
3. What are the most important things you would want TIPP interns to learn from the TIPP? Are you seeing evidence of that?
4. How effective was the Practice Focused Mentor relationship?
 - Why did you choose that point? Could you elaborate?
5. How did the UTAS ITE requirements meld with the teaching expectations of the school?
6. How useful was the TIPP in supporting the intern to become a part of the school community?
 - How is this important to preparedness?
7. Based on your observations, following completion of the TIPP, was the intern prepared for their first year of in-service teaching?
How? How do you gauge that impact?

Impact of TIPP – first year of teaching

1. Can you describe the graduates first year of teaching as an in-service teacher?
2. Was this experience different to what you have observed of nonTIPP graduates starting out?
 - Could you elaborate?
- How was the TIPP useful in preparing graduates for the classroom?
 - To participate in the school community?
- Does the TIPP enable graduates to have better teaching capacity?
 - Why or why not?
 - Does this have a wider impact? On students? Or on staff?

Preamble

- check understanding of project
- confirm consent and voluntary participation
- obtain permission to audio-record (if not, take notes)
- confirm time available for interview

Introduction

- In what year did you graduate from initial teacher education at UTAS?
 - o Which degree did you graduate from?
- What is the name of the school where you had your first teaching position?
 - o Did you have to relocate?
- Are you still employed at that same school?
 - o Why or why not?

Impact of TIPP – in general

- Why didn't you apply to the TIPP?
- Having now been teaching for a couple of years, is this opportunity something you would retrospectively consider?
 - o Why?

Impact of the Initial teacher education

- Thinking back to your Initial Teacher Education, how useful did you find the practical components?
- Could you please describe your first week of your first practicum?
 - o And your last week?
- How useful were these experiences in helping you feel prepared for teaching?
 - o Did you feel a part of the school community?
 - o Were there other beginning or practicum teachers in the same school? How did this help?
- Overall, how useful did you find the practical component of your Initial Teacher Education in preparing you for in-service teaching?

Impact of the TIPP – first week as an in-service teacher

- Can you describe your first week in your school as a teacher?
- What ongoing support did you receive from the school in that year?
- Did you have a mentor?
 - o How useful was this relationship?
 - o Were there any ways that it was not useful?
- How useful was it to get to know the school culture in this intensive way?
 - o Did you feel a part of the school community?
 - o How did this help?
- Overall, how useful did you find your initial teacher education in supporting you as a beginning teacher?
- Reflecting on your first few years teaching, are you likely to continue to practice teaching?

Thinking more generally

3. Before you started your first year, were you feeling prepared to teach?
 - a. Why or why not?
4. Overall, how do you think your initial teaching education affected:
 - a. Your feelings of preparedness as a beginning teacher?
 - b. Your interest in continuing to teach?

Wrapping up

4. Do you have any suggestions of how initial teacher education could be improved to help pre-service teachers prepare for the profession?
 - a. Why did you choose that point?
 - b. What would it take to make that change?
5. Is there anything else that you would like to highlight as a strength (or not) in how ITE prepares beginning teacher transitions into the profession?
6. Lastly, is there anything else that you think would be useful for us to know?

Thanks & wrapping up (reminder about transcript).

Preamble

- check understanding of project
- confirm consent and voluntary participation
- obtain permission to audio-record (if not, take notes)
- confirm time available for interview

Introduction

1. What is your role within your school (principal, assistant principal, advanced skills teacher)?
2. How many years have you been in this role / working in schools overall?
3. What is your general observation of beginning teachers?
 - What are the opportunities and challenges of their first year?
4. Were you involved in supporting [TIPP graduate] when they did the TIPP?

Why did you support them?

Has this graduate continued to work at your school?

5. Have you supported subsequent TIPP interns since? Why or why not? Would you?
6. Have you been involved with staff elsewhere who have done the TIPP?

Impact of TIPP – intern year

1. What is your understanding of what the TIPP entails?
2. What are your expectations of the TIPP as part of the Teacher Development Initiative?
3. What are the most important things you would want TIPP interns to learn from the TIPP? Are you seeing evidence of that?

4. How effective was the Practice Focused Mentor relationship?
 - Why did you choose that point? Could you elaborate?
5. How did the UTAS ITE requirements meld with the teaching expectations of the school?
6. How useful was the TIPP in supporting the intern to become a part of the school community?
 - How is this important to preparedness?
7. Based on your observations, following completion of the TIPP, was the intern prepared for their first year of in-service teaching?
How? How do you gauge that impact?

Impact of TIPP – first year of teaching

1. Can you describe the graduates first year of teaching as an in-service teacher?
2. Was this experience different to what you have observed of nonTIPP graduates starting out?
 - Could you elaborate?
 - How was the TIPP useful in preparing graduates for the classroom?
 - To participate in the school community?
 - Does the TIPP enable graduates to have better teaching capacity?
 - Why or why not?
 - Does this have a wider impact? On students? Or on staff?

Wrapping up

1. Is there anything else you would like to highlight as a strength in how the TIPP prepares teachers for the profession?
2. Do you have any suggestions of how the TIPP could be improved to pre-service teachers?
3. Why did you choose that point? What would it take to make that change?
4. Do you think there is scope to replicate the TIPP in other ITE programs?
5. Is there anything else you think would be useful for us to know about the role of the GCIE to support teacher development?

Thanks & wrap up

Reminder re. sending transcript



Peter Underwood Centre

A partnership between the University of Tasmania and the Tasmanian State Government
in association with the Office of the Governor of Tasmania.