



Challenges of novice teachers during their first year at Nazarbayev Intellectual School in Pavlodar

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Research background

- 1. Cherubini, L. (2009). Reconciling the tensions of new teachers' socialization into school culture: A review of the research. *Issues in Educational Research*, 19 (2).
- 2. Jones, M. (2009). Supporting the Supporters of Novice Teachers: an analysis of mentors' needs from twelve European countries presented from an English perspective. *Research in Comparative and International education*, vol. 4, number 4.
- 3. Knobloch, N. & Whittington, M. (2002). Novice Teachers' Perceptions of Support, Teacher Preparation Quality, and Student Teaching Experience Related to Teacher Efficacy. *Journal of vocational educational Research*, 27(3), pp.331-341.
- 4. Mathur, S., Gehrke, R., & Kim, S. (2012). Impact of a Teacher Mentorship Program on Mentors' and Mentees' Perceptions of Classroom Practices and the Mentoring Experience. *Special Series: Data-Based Decision Making*, pp. 154-162.

Research questions

- **1. What challenges do novice teachers face in their first year at NIS Pavlodar?**
- **2. How can school support novice teachers in their first year at NIS Pavlodar?**

Research method and participants

- A qualitative study
- One-on-one interviews with purposeful sampling (members of “Bastau” professional community)
- Open-ended questionnaires
- 12 teachers of different school subjects who started working at NIS Pavlodar
- 80% of the research participants have 0 or +3 years of teaching experience

Data analysis: Research question 1:
What challenges do novice teachers face in their first year at NIS Pavlodar?

The findings of the study reveal that novice teachers at NIS Pavlodar face such challenges, as:

1. Teaching in accordance with NIS Program that they did not use in their previous school settings;
2. Using criteria-based assessment system that was also new for most of them;
3. Using differentiation in the classroom to meet each student's needs;
4. Parent-teacher relations.

Data analysis: Research question 2:
How can school support novice teachers in their first year at
NIS Pavlodar?

- Participation in “Bastau”, a professional community for novice teachers;
- A mentoring program at the school site;
- A collaborative school atmosphere, professional communication with the school colleagues.

Conclusion

The research has revealed:

- A positive effect of school initiatives like “**Bastau**”, which is a professional community that was created to help and guide new teachers during their first year at NIS, and **a mentoring program** that supplies every novice teacher (a mentee) with a teacher-mentor who has experience of working at NIS system.
- professional support and guidance with lesson planning and observation, assessment system, methodological techniques and professional development.
- Weekly meetings in “Bastau” community;
- Ongoing support through the mentoring program;
- Daily communication with mentors and other school colleagues;
- A collaborative atmosphere in school.

Further implications of the study

The findings of the study have implications for developing similar school initiatives among other Kazakhstani schools and schools around the globe to provide professional support for novice teachers.

NIS initiatives related to providing support for novice teachers have a positive effect on teacher professional and personal growth supplying them with necessary knowledge and skills, motivation and confidence to continuous improvement of their teaching practices.