

1. A New Generation of Teachers?
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6. ABSTRACT

In England concerns with the professional preparation of teachers have resulted in new statutory arrangements for the training of teachers and their induction into the profession. The requirements to meet sets of predetermined standards have been extended into the first year of teaching. The framework for this process is a statutory requirement and the Government has provided financial support. It could be assumed that the process of induction into teaching, historically a problematic phase, would now produce a new generation of teachers professionally developed and supported.

Case study research was undertaken with eight newly qualified teachers of secondary school physical education during their first year of teaching. Induction, as experienced by these new teachers, was explored through semi-structured interviews at five points during the year. A grounded theory approach was used to generate questions at each stage of the process.

The experiences of these new teachers suggest that schools have not embraced the new regulations in the ways expected. When the teachers appeared to have settled into the school they were deemed to be capable of meeting the standards for continuation in the profession. There was little evidence of tracking progress. The new teachers found ways around the school systems, seeking help from their subject colleagues in preference to generic support.

The paper asks the following questions

- Are the new induction regulations producing a new generation of teachers or merely replicating current practice?
- Is this an issue that is of particular concern within physical education?
- How can initial teacher educators and schools providing induction work together to ensure that new teachers continue to develop professionally?