



UNSW
A U S T R A L I A

Arts & Social
Sciences

School of Education

EDST 5117

Issues in First Year Teaching

Semester 1

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IMPORTANT :

For student policies and procedures relating to assessment, attendance and student support, please see website, <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

The School of Education acknowledges the Bidjigal and Gadigal people as the traditional custodians of the lands upon which we learn and teach.

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST 5117 Professional Issues in First Year Teaching (6 units of credit)
Semester 1, 2016

2. STAFF CONTACT DETAILS

Course Coordinator: Dr Hoa Nguyen
Office Location: John Goodsell 138
Email: hoa.nguyen@unsw.edu.au
Phone: 9385 8349
Availability:

Other Teaching Staff: Dr Neville Ellis
Office Location: John Goodsell 138
Email: neville.ellis@unsw.edu.au
Phone: 93859506
Availability: by appointment

3. COURSE DETAILS

Course Name	Professional Issues in First Year Teaching
Credit Points	6 units of credit (6 uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	
Lecture	Sun 09.00 am-10.30 am (w1,8, CLB 1); Sun 14:30pm-16.00pm (w1,8, CLB 1)
Tutorials	Tutorial 1 Sun 10:30-12 (w1,8 Mat 104); Sun 13-14:30 (w1,8, Mat 104) Tutorial 2 Sun 10:30-12 (w1,8 Mat 107); Sun 13-14:30 (w1,8, Mat 107) Tutorial 3 un 10:30-12 (w1,8 Mat 112); Sun 13-14:30 (w1,8 Mat 112)

Summary of Course

This course examines the professional issues faced by first year teachers, including the culture of isolation characteristic of many schools, transition shock, workload issues and classroom management challenges. Strategies for addressing these challenges, such as mentoring, peer support, problem-based discussion groups, the sharing of personal narratives and dialogue through face-to-face and online forums, and the completion of an Action Research / Action Learning project.

Aims of the Course

This course aims to:

1. Develop critical awareness of the multiple and complex challenges confronting novice teachers
2. Develop, share and implement strategies for meeting the challenges of first year teaching

The main ways in which the course has changed since last time as a result of student feedback:

- ***This compulsory course employs a blended learning approach to allow students greater flexibility and choice in progressing through their program.***
- ***The two on-campus Sundays will be blended with collaborative online learning using the MOODLE Learning Management System (LMS) to allow students greater flexibility and choice in progressing through their program.***
- ***The number of face-to-face contact hours has been reduced so that students have more independent learning time.***

Student Learning Outcomes

Outcome	Assessment/s
1 Identify and analyse the nature and scope of the multiple challenges facing teachers in their first year of professional practice	1, 2, 3
2 Identify practices that contribute positively to the professional trajectories of new teachers, including for example, mentoring, peer support, group problem-solving, collaborative planning, shared narratives, dialogue, and critical reflection	1, 2, 3
3 Implement strategies for addressing particular issues arising in the first years of professional practice by completing an professional Action Research / Action Learning project	2, 3

Program Learning Outcomes

Standard	Assessment/s
1 Advanced disciplinary knowledge and practices Demonstrate an advanced understanding of the field of education as it relates to their specialist area of study, and the ability to synthesize and apply disciplinary principles and practices to new or complex environments.	2
2 Research-based learning Demonstrate an in-depth understanding of research-based learning and the ability to plan, analyse, present implement and evaluate complex activities that contribute to advanced professional practice and/or intellectual scholarship in education.	1 & 2
3 Cognitive skills and critical thinking Demonstrate advanced critical thinking and problem solving skills	1 & 2
4 Communication, adaptive and interactional skills Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	1& online postings
5 International outlook Demonstrate an understanding of international perspectives relevant to the educational field	2
6 Ethical and responsible professional practice Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education	1 & 2

National Priority Area Elaborations

Priority area		Assessment/s
Aboriginal and Torres Strait Islander Education	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	
Classroom Management	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	
Information and Communication Technologies	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14	Online Discussion Groups
Literacy and Numeracy	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19	
Students with Special Educational Needs	1, 2, 3, 4, 5, 6, 7, 8, 9	
Teaching Students from Non-English Speaking Backgrounds	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	

In addition, students are required to meet the following AITSL standards for **Proficient** teachers:

Standard 6: Engage in professional learning

6.1 - Identify and plan professional learning needs

6.2 – Engage in professional learning and improve practice

6.3 – Engage with colleagues and improve practice

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

New teachers are faced with multiple challenges and often find themselves ill-prepared and under-supported in facing the intellectual, social, emotional and physical challenges of first year teaching, resulting in unnecessary stress and attrition. This course engages directly with these issues. The course identifies and examines the multiple challenges faced by new teachers and supports them in developing and implementing collaborative strategies to address these challenges. In so doing, it also aims to provide novice teachers with the conceptual models and the practical tools, including Action Research and Action Learning, to consolidate and extend the developmental trajectory of their careers as teachers. The teaching approach is premised on the belief that students learn best when they are engaged and given an appropriate level of challenge; when their prior experience and knowledge is valued and built upon; when they are expected to take responsibility for their own learning; and when they work collaboratively with their peers.

5. TEACHING STRATEGIES

This course will involve a range of modes of engagement including teacher-student and student-student face-to-face discussions, readings, videos, online discussion forums, and collaborative project work.

The schedule is as follows:

Schedule	
Classes	
Lecture	Sun 09.00-10.30 am (w1,8, CLB 1); Sun 14:30pm-16.00pm (w1,8, CLB 1)
Workshops	
	Sun 10:30-12 (w1,8, Mat 104); Sun 13-14:30 (w1,8, Mat 104) Sun 10:30-12 (w1,8, Mat 107); Sun 13-14:30 (w1,8, Mat 107) Sun 10:30-12 (w1,8 , Mat 112); Sun 13-14:30 (w1,8 Mat 112)

- (6 hours) **2 Sunday classes** (9.00 – 10.30 AM and 14.30-16.00 PM) – 6 March and 1 May
- (6 hours) **2 full Sunday workshops** (10.30 – 12.00 AM and 13.00-14.30) – 6 March and 1 May
- (14 hours - approx) Online postings, reading and commenting as means of sharing of issues and ideas - linked to assessment
- Opportunity to take advantage of a regular weekly drop-in time to talk individually with the lecturer(s)

The concept is to make this course as relevant as possible to your emerging needs by providing a framework for thinking about professional issues, whilst at the same time establishing collaborative communities for ongoing professional support and peer mentoring as a means of assisting you in working through the professional issues you confront in novice teaching.

6. COURSE CONTENT AND STRUCTURE

Week	Focal Topic
1	<p>Lecture /Workshops Introduction to the course Current Context Identifying professional issues in novice teaching. Resilience and well-being</p>
Weeks 2-7	<p>Online participation: See MOODLE for more information on weekly activities</p> <p>online discussion groups are formed around a professional issue. Each group member develops and posts a statement of their a) philosophy b) strengths and c) needs. Each group develops a weekly rotating schedule for leading discussion by posting a topic/comment/question with a related resource or link.</p> <p>Priority areas: ICT: 3, 4, 8, 14</p>
	Mid Semester Break
8	<p>Lecture /Workshops Action Research as a means of interrogating and improving practice. Why educational research? The role and importance of educational research. Different research methodologies for different purposes. Action Research: What it is and what it is not. AR as a theoretically informed, transformative practice. Developing a research proposal. Consolidating professional identity: Intellect, emotion and action.</p>
9-12	See MOODLE for more information on weekly activities

7. ASSESSMENT

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Assignment 1	On-line discussions	Hurdle requirement	1,2,3,	1,2,3,4,5,6	Week 2-week 12
<p>Assignment 2: Self-study Part 1: A reflective narrative of ongoing issues focused on a particular aspect of, or issue in, professional practice, using the Reflective Thinking Tool as a scaffold/structure, and with links to the literature on reflective practices as appropriate and weekly guided discussion on a Moodle discussion forum</p>	1000 words	35%	1, 2, 3	1, 2, 3, 4, 5, 6 AITSL: 6.2; 6.3	Week 6 11th April 5.00 PM
<p>Assignment 3: Self-study Part 2:</p> <p>Using Action Research (AR) as a professional learning activity to support the achievement of your professional goal(s)</p> <p>Action Research (AR). Either:</p> <ol style="list-style-type: none"> 1. A detailed proposal for an AR project based on the planning stage of the AR cycle (theoretical), or 2. A mini AR project where all four stages of the AR cycle are implemented and documented (empirical). <p>The issue explored</p>	3000 words	65%	1, 2, 3	1, 2, 3, 4, 5, 6 AITSL: 6.1, 6.2 & 6.3	Week 13 30th May 5.00 PM

through the research will relate to your current or prior experience in school.					
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Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Student no longer need to use a cover sheet. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc.

Assessment Details

Assignment 1:

This course employs a blended learning approach. The two on-campus Sundays will be blended with collaborative online learning using the MOODLE Learning Management System (LMS). You are required to participate in the weekly guided discussion on a Moodle discussion forum. This assessment task must be passed to complete this course.

Assignment 2:

Self-study Part 1: A reflective narrative

Due: Week 6 11th April 5.00 PM

You are required to write a reflective narrative of ongoing issues focused on a particular aspect of, or issue in, professional practice, using the Reflective Thinking Tool as a scaffold / structure, and with links to the literature on reflective practices as appropriate and weekly guided discussion on a Moodle discussion forum. The Reflective Thinking Tool will be available as a resource on Moodle.

In crafting your response you will need to consider:

- Definition of the problem or issue
- Contextual issues, underlying factors or other dilemmas framing the problem or issue
- Relevant personal core qualities (beliefs, identities, ideals) that you can draw on – or may need to modify – in order to influence the situation
- Potential solutions to the problem or issue and evaluation of the potential solution including the pros and cons
- Lessons learned and/or implications for the future

Assignment 3:

Due : Week 12 30th May 5.00 PM

Self-study Part 2: Using Action Research (AR) as a professional learning activity to complete your performance and development plan and support the achievement of your professional goal(s). This assignment consists of three parts.

Part A: Professional goal – record at least one and no more than 3 goals (50 words)

- 1.
- 2.

3.

Part B Professional learning: Using action research as a professional learning activity to support the achievement of your professional goal(s) (2500)

You are required to choose and complete one of the following, either:

1. A detailed proposal for an AR project based on the planning stage of the AR cycle (theoretical), or
2. A mini AR project where all four stages of the AR cycle are implemented and documented (empirical).

The issue explored through the research will relate to your current or prior experience in school.

In planning your action research project you will need to identify an area of your practice that you would like to change or improve. You will then need to consider such things as:

- What is your concern - the difficulty, problem or desirable improvement to be made?
- Why are you concerned?
- What do you think you could do about it?
- What are your 'hunches' - if any - about the likely causes and outcomes?
- Would it be useful to explore aspects of your successful practice, trying to find out why things went well for you?
- Would it be useful to explore aspects of your less successful practice, trying to find out why things do not go well for you?
- What exactly will you need to investigate? Can you formulate the nature of the investigation in two or three key questions?
- What will you need to know in order to explore your key questions? What kind of evidence could you collect in order to acquire such knowledge and to help you make some judgement about what is happening?
- Who might you want to work with? Will you work alone or collaboratively?
- What are the likely sources of data? Where, when and how can data be collected?
- Will there be any ethical issues or issues of confidentiality that need to be considered and addressed?
- How will observations for each activity or stage be recorded? What will be the likely scale, timing and location of each exercise?
- How will data from each exercise be analysed? Will they be quantifiable? Will you have to make qualitative judgements? If so, how?
- How would you check that your judgement about what has happened is reasonable, fair and accurate?
- Who will need to know or benefit from the results of your enquiry and how will you inform them?
- How might your practice be affected by the results of this exercise and how will you set time aside for reflection?

Part C. Evidence –Record the types of evidence (or expected evidence) to be used to indicate progress toward achieving professional goal(s) (500 words)

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST5117 PROFESSIONAL ISSUES IN FIRST YEAR TEACHING

Student Name:
 Assessment Task: Self Study Parts 1

Student No.:

SPECIFIC CRITERIA	(-) → (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> Detailed record of reflective activities focused on a particular aspect/s or issue relevant to the professional practice of the novice teacher; 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> Use of critical reflection for analysis and evaluation; Evidence of developing ability to make insightful connections between reflection on practice, research findings, and ongoing development as a beginning teacher. 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> Evidence of a wide selection of relevant literature on the professional issue(s) and reflective practices 					
Structure and organisation of response <ul style="list-style-type: none"> Appropriateness of overall structure of the response to the task; Clarity and coherence of response to the task, including use of section headings, introductions, and summaries to enhance readability. 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> Clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references; Clarity and consistency in presenting tables and diagrams; Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length. 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer Recommended: /20 (FL PS CR DN HD)

Date Weighting: 35%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST5117 PROFESSIONAL ISSUES IN FIRST YEAR TEACHING

Student Name: _____ Student No.: _____
 Assessment Task: Self Study Part 2: Professional Action Research / Action Learning

SPECIFIC CRITERIA	(-) → (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • A professional Action Research / Action Learning report explicitly linked to a specific issue(s) • Report includes details of activities undertaken (empirical or conceptual work) 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Evidence of ability to insightfully connect practice with theory • Evidence of in-depth critical reflection in relation to the action research / action learning experience 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Evidences of insightful and effective use of relevant selected literature to support the analysis and investigation of the key issue(s). 					
Structure and organisation of response <ul style="list-style-type: none"> • Appropriateness of overall structure of the response to the task; • Clarity and coherence of response to the task, including use of section headings, introductions, and summaries to enhance readability. 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • Clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references; • Clarity and consistency in presenting tables and diagrams; • Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length. 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer Recommended: /20 (FL PS CR DN HD)

Date Weighting: 65%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

8. RESOURCES

Readings – Teacher Professional Issues(see more readings on moodle)

- Beltman, S., Mansfield, C., & Price, A. (2011). Thriving not just surviving: A review of research on teacher resilience. *Educational Research Review*, 6, 185-207.
<http://dx.doi.org/10.1016/j.edurev.2011.09.001>
- Britzman, D. (2003). *Practice makes practice: A critical study of learning to teach 2nd Edition*. Albany,
- Bullough, R. (2008). *Counternarratives: Studies of teacher education and becoming and being a teacher*. Albany: State University of New York Press.
- Castro, A. J., Kelly, J., & Shih, M. (2010). Resilience strategies for new teachers in high-needs areas. *Teaching and Teacher Education*, 26(3), 622-629.
- Caspersen, J., & Raaen, F. D. (2014). Novice teachers and how they cope. *Teachers and Teaching*, 20(2), 189-211. doi: 10.1080/13540602.2013.848570
- Chang, M.-L. (2009). An Appraisal Perspective of Teacher Burnout: Examining the Emotional Work of Teachers. *Educational Psychology Review*, 21(3), 193-218. doi: 10.1007/s10648-009-9106-y
- Chong, S., & Low, E. L. (2009). Why I want to teach and how I feel about teaching - formation of teacher identity from pre-service to the beginning teacher phase. *Educational Research Policy and Practice*, 8, 59-72.
- Collie, R. J., Shapka, J. D., Perry, N. E., & Martin, A. J. (2015). Teacher Well-Being: Exploring Its Components and a Practice-Oriented Scale. *Journal of Psychoeducational Assessment*, 33(8), 744-756. doi: 10.1177/0734282915587990
- Day, C. (2004). *A passion for teaching*. London: Routledge.
- Devos, A. (2010). New teachers, mentoring and the discursive formation of professional identity. *Teaching and Teacher Education*, 26, 1219-1223.
- Duckworth, E. (1996). *The having of wonderful ideas and other essays on teaching and learning*. New York: Wiley.
- Endo, H., Reece-Miller, P., & Santavicca, N. (2009). Surviving in the trenches: A narrative inquiry into queer teachers' experiences and identity. *Teaching and Teacher Education*, 25, 1-8.
- Evans, L. (2008). Professionalism, professionalism and the development of education professionals, *British Journal of Educational Studies*, 56, 1, 20-38.
- Ewing, R., & Manuel, J. (2005). Retaining quality early career teachers in the profession. *Change: transformations in education*, 8,1-8.
- Fantili, R. & McDougall, D. (2009). A study of novice teachers: Challenges and supports in the first years. *Teaching and Teacher Education*, 25, 814-825.
- Flores, M. A. (2006). Being a novice teacher in two different settings: Struggles, continuities and discontinuities. *Teachers College Record*, 108(10), 2021-2052
- Furlong, J., & Maynard, T. (1995). *Mentoring student teachers: The development of professional knowledge*. London: Routledge.
- Gewirtz, S., Mahony, P., Hextall, I., & Cribb, A. (Eds.) (2009). *Changing teacher professionalism: International trends, challenges and ways forward*. New York: Routledge
- Ginns, I., Heirdsfield, A., Atweh, B., & Watters, J. (2001). Beginning teachers becoming

- professionals through action research. *Educational Action Research Journal*, 9(1), 109-131.
- Gibbs, S., & Miller, A. (2014). Teachers' resilience and well-being: a role for educational psychology. *Teachers and Teaching*, 20(5), 609-621. doi: 10.1080/13540602.2013.844408
- Gu, Q. (2014). The role of relational resilience in teachers' career-long commitment and effectiveness. *Teachers and Teaching*, 20(5), 502-529. doi: 10.1080/13540602.2014.937961
- Hong, J-Y, (2010). Pre-service and beginning teachers' professional identity and its relation to dropping out of the profession. *Teaching and Teacher Education*, 26, 1530-1543
- Howard, S., & Johnson, B. (2004). Resilient teachers: resisting stress and burnout. *Social Psychology of Education*, 7(4), 399-420. doi: 10.1007/s11218-004-0975-0
- Hagger, H., Mutton, T., & Burn, K. (2011). Surprising but not shocking: The reality of the first year of teaching. *Cambridge Journal of Education*, 41(4), 387-405. doi: 10.1080/0305764X.2011.624999
- Hudson, P. B. (2012). How can schools support beginning teachers? A call for timely induction and mentoring for effective teaching. *Australian Journal of Teacher Education*, 37(7), 70-84.
- Jackson, C., & Bruegmann, E. (2009). Teaching students and teaching each other: The importance of peer learning for teachers. *American Economic Journal: Applied Economics*, 1(4), 85-108.
- Jenkins, K., Smith, H., & Maxwell, T. (2009). Challenging experiences faced by beginning casual teachers: Here one day and gone the next! *Asia-Pacific Journal of Teacher Education*, 37(1), 63-78.
- Johnson, B., Down, B., Le Cornu, R., Peters, J., Sullivan, A., Pearce, J., & Hunter, J. (2014). Promoting early career teacher resilience: a framework for understanding and acting. *Teachers and Teaching*, 20(5), 530-546. doi: 10.1080/13540602.2014.937957
- Larsen, M. (2010). Troubling the discourse of teacher centrality: A comparative perspective. *Journal of Education Policy*, 25(2), 207-231.
- Le Cornu, R. (2013). Building Early Career Teacher Resilience: The Role of Relationships. *Australian Journal of Teacher Education*, 38(4), 1-16.
- Mansfield, C. F., Beltman, S., Price, A., & McConney, A. (2012). "Don't sweat the small stuff." Understanding teacher resilience at the chalkface. *Teaching and Teacher Education*, 28(3), 357-367. doi: 10.1016/j.tate.2011.11.001
- Mansfield, C., Beltman, S., & Price, A. (2014). 'I'm coming back again!' The resilience process of early career teachers. *Teachers and Teaching*, 20(5), 547-567. doi: 10.1080/13540602.2014.937958.
- Martinez, K. (2004). Mentoring new teachers: Promise and problems in times of teacher shortage. *Australian Journal of Education*, 48(1), 95-109.
- McCormack, A. (2007). *Becoming an insider: The impact of mentoring on the development of early career teachers*. Paper presented at the Australian Association for Research in Education.
- McLoughlin, C., Brady, J., Lee, M., & Russell, R. (2007). *Peer-to-peer: An e-mentoring approach to developing community, mutual engagement and professional identity for pre-service teachers*. Paper presented at the Australian Association for Research in Education, Freemantle, Western Australia.

- Moore, A. (2004). *The good teacher: Dominant discourses in teaching and teacher education*. London: Routledge.
- Moore, A. (2007). Understanding the social self: The role and importance of reflexivity in schoolteachers' professional learning. In Townsend, T. & Bates, R. (Eds.) *Handbook of teacher education: Globalization, Standards and Professionalism in Times of Change*. Dordrecht: Springer.
NY: SUNY.
- Palmer, P. (1998). *The courage to teach*. San Francisco: Jossey-Bass.
- Partin, R. (2009). *The classroom teacher's survival guide: Practical strategies, management techniques and reproducibles for new and experienced teachers*. San Francisco: Jossey-Bass.
- Rogers, D., & Babinski, L. (2002). *From isolation to conversation: Supporting new teachers' development*. New York: SUNY.
- Richardson, P. W., Watt, H. M. G., & Devos, C. Types of Professional and Emotional Coping Among Beginning Teachers *Emotion and School: Understanding how the Hidden Curriculum Influences Relationships, Leadership, Teaching, and Learning* (pp. 229-253).
- Sachs, J. (2003). *The activist teaching profession*. Maidenhead: Open University Press.
- Scherff, L. (2008). Disavowed: The stories of two novice teachers. *Teaching and Teacher Education*, 24(5), 1317-1332. doi: <http://dx.doi.org/10.1016/j.tate.2007.06.002>
- Soini, T., Pietarinen, J., Toom, A., & Pyhältö, K. (2015). What contributes to first-year student teachers' sense of professional agency in the classroom? *Teachers and Teaching*, 21(6), 641-659. doi: 10.1080/13540602.2015.1044326
- Stoll, L. & Seashore Lewis, K. (2007). *Professional learning communities: Divergence, depth and dilemmas*. Maidenhead: Open University Press.
- Tait, M. (2008). Resilience as a Contributor to Novice Teacher Success, Commitment, and Retention. *Teacher Education Quarterly* (3), 57-78.
- Thomas, L. & Beauchamp, C. (2011). Understanding new teachers' professional identities through metaphor. *Teaching and Teacher Education*, 27, 762-769.
- Caspersen, J., & Raaen, F. D. (2014). Novice teachers and how they cope. *Teachers and Teaching*, 20(2), 189-211. doi: 10.1080/13540602.2013.848570
- Pillen, M., Beijaard, D., & Brok, P. d. (2013). Tensions in beginning teachers' professional identity development, accompanying feelings and coping strategies. *European Journal of Teacher Education*, 36(3), 240-260. doi: 10.1080/02619768.2012.696192
- Pillen, M., Beijaard, D., & den Brok, P. (2013). Professional identity tensions of beginning teachers. *Teachers and Teaching*, 19(6), 660-678. doi: 10.1080/13540602.2013.827455
- Ulvik, M., Smith, K., & Helleve, I. (2009). Novice in secondary school – the coin has two sides. *Teaching and Teacher Education*, 25(6), 835-842. doi: <http://dx.doi.org/10.1016/j.tate.2009.01.003>

Scholarly Journals:

Teachers and Teaching: Theory and Practice

Readings – Action Research and Action Learning:

- Aubusson, P., Ewing, R., & Hoban, G. (2009). *Action learning in schools*. New York: Routledge.
- Baumfield, V., Hall, E. & Wall, K. (2008). *Action research in the classroom*. London: Sage.
- Burton, D.M. & Bartlett, S. (2005). *Practitioner research for teachers*. London: Paul Chapman Publishing.
- Burton, N., Brundett, M. & Jones, M. (2008). *Doing your education research project*. London: Sage.
- Campbell, A., & Groundwater-Smith, S. (Eds.). (2010). *Action research in education. Volume 1. Historical perspectives in action research in schools: from curriculum development to enhancing teacher professional learning*. London: Sage.
- Carr, W., & Kemmis, S. (1986). *Becoming critical: education, knowledge, and action research*. London: RoutledgeFalmer.
- Carr, W., & Kemmis, S. (2009). Educational action research: A critical approach. In S. Noffke & B. Somekh (Eds.), *Handbook of Educational Action Research*. London: Sage.
- Cochran-Smith, M., & Lytle, S. (1993). *Inside/outside: teacher research and knowledge*. New York: Teachers College.
- Cochran-Smith, M. & Lytle, S. (2009). *Inquiry as stance: practitioner research for the next generation*. New York: Teachers College Press.
- Cochran-Smith, M., & Lytle, S. (2009). Teacher research as stance. In S.E. Noffke & Bridget Somekh (Eds.), *The Sage Handbook of Educational Action Research* (pp. 39-49). London: Sage.
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