

## Individual Paper – Template following the submission system rationale

**Type of Research or Methodology** [select the one that fits best with your contribution]

Action research	Experimental studies	<b>Qualitative methods</b>
Case studies	Learning analytics	Quantitative methods
Comparative studies	Literature review	Video analysis
Content analysis	Meta-analysis	Survey Research
Design based research	Mixed-method research	Secondary data analysis
Discourse analysis	Phenomenography	Quasi-experimental research
Ethnography	Psychometrics	

**To assist the scheduling process, we want to know in what domain your study took place, so which profession was studied (e.g., nurses, teachers, engineers, etc.)?**

Teacher Education

### Title

The importance of social and personal resources in the career entry of teachers

### Keywords

Teacher, career entry, challenges, job orientation, interview

### Abstract summary

The process of professionalizing teachers covers the entire professional biography. Career entry is seen as a vulnerable phase (Terhart, 2011), which challenges teachers with new requirements that they have to deal with independently and thus brings about a further development of the skills relevant to the profession (Hericks, Keller-Schneider, & Bonnet, 2019). In this phase, social and personal resources are of great importance (Freisler-Mühlemann & Schafer, 2019). As a social resource, workplace support in particular is of central importance for dealing with demands, professional well-being and professional competence development (Rothland, 2013). The use of social resources is related to personal resources in that young teachers interpret the new requirements differently and deal with them in different ways (Košinár, 2014). With this background, the conference paper focuses on the question of how and when teachers can make use of social and personal resources when starting their careers. To this end, 24 interviews were conducted with primary teachers in the Canton of Berne (Switzerland) and evaluated on the basis of the Kuckartz (2018) qualitative content analysis. The first result show that the young teachers show a close reference person, who can vary in their function and thus not only the support offer of the Berne University of Teacher Education (PHBern) is used. Personal resources develop in the career entry phase, where they have to be experienced and used (self-reflection). In these areas, too, reference is made to social resources, but much less frequently than in the above-mentioned areas.

### Extended summary

#### **Introduction and theoretical framework**

The process of professionalizing teachers covers the entire professional biography and is divided into three parts: training, career entry and vocational qualification (Keller-Schneider, 2016). Career entry is understood as a vulnerable phase (Terhart, 2011), which challenges teachers with new requirements that they have to deal with independently and thus brings about a further development of the skills relevant to the profession (Hericks, Keller-Schneider, & Bonnet, 2019). Since many teachers leave the profession after the first few years, there are many efforts to support them in their career entry (Messner & Reusser, 2000). Career introduction models aim at the socialisation of teachers into the University of Teacher Education overcoming initial difficulties, identifying and supporting problem areas (Keller-Schneider, 2010). At PHBern, the teachers are looked after by a financially supported mentor from the school building. There are practical support groups with a PHBern lecturer and planning weeks to prepare for the first year of work. In the career entry phase, many resources are offered and more or less used by the teachers. All in all, Rothland (2013) showed that support at the workplace as a social resource is of central importance for dealing with demands, professional well-being and professional competence development. This support takes the form of an appreciative management culture as well as the exchange of experience and collegial cooperation (Lipowsky, 2014). However, it is unclear how and in which areas social support is used and assessed by young teachers. This use is related to personal resources in that the young teachers interpret the new requirements differently and deal with them in different ways (Košinár, 2014). They have to reflect on themselves in order to deal with their personal resources in a sustainable way. It is therefore of interest for the further development of career entry support to gain an insight into the significance and use of the various resources in career entry. With this background, the conference contribution focuses on the question of how and when teachers in career entry fall back on social and personal resources and use them.

#### **Research method and design**

As part of the PHBern research project "Ready to teach? A professional biographical study on the entry of teachers into the profession", in which 269 teachers were quantitatively interviewed three times on various aspects of career entry, after completing their studies, at the start of their careers and at the end of their first year of work, using an in-depth mixed method design. Of these, 24 teachers were interviewed qualitatively in depth at the end of the first year of their careers using a structured guideline interview. These 24 pre-school and primary school teachers consisted of 23 women and one man and were interviewed by two moderators. The interview guideline was developed on the basis of the competence model of training at PHBern (PHBern, 2013) and the quantitative survey of the study (Freisler-Mühlemann & Schafer, 2019). It contains questions on the experiences of the first year of working life, the fields of action of teaching, school and personal development, as well as on social and personal resources. The interviews were evaluated deductively according to the interview guideline and inductively using the qualitative content analysis according to Kuckartz (2018).

## Results

The first results show that key persons such as mentors, co-responsible persons for the pupils (e.g. school curative teachers) or parallel class teachers are a central source of support, especially for the exchange of experiences and the assessment of the pupils as well as administrative and organisational tasks. The selection of these key persons is based on the respective relationship. The school management takes on a back-intensifying function when starting a career, in which it can be called upon for parental discussions. The other PHBern offers, such as the Practice Support Group or Planning Week, are also actively used for preparation and the exchange of experience. With regard to personal resources, our study shows that teachers strengthen their self-reflection during their first year of work by relativising conscientiousness for time reasons (Freisler-Mühlemann & Schafer, 2019). They have to give up the often mentioned perfectionism for leisure activities, distancing themselves in some areas and become more flexible in their lesson planning. In the case of personal difficulties, reference is often also made to social resources by approaching the direct contact person. The relationship between social and personal resources will be analysed in the next steps.

## Conclusion and Discussion

It is interesting that the young teachers always show a close reference person, who can vary in their function (mentor, school curative teacher, parallel class teacher) and thus not only the support offer of the PHBern is used. Social resources are used for the exchange of experience, questions and support in administrative and organisational tasks, which can also be found in Keller-Schneider (2010). Personal resources develop in the career entry phase, where they have to be experienced and used (self-reflection). In these areas, too, reference is made to social resources, but much less frequently than in the above-mentioned areas. Teachers still are lone fighters, but use contact persons with whom they have a good relationship. It will be interesting to see how the two areas of personal and social resources are related.

## References

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**Word Count**

866 without references