

Los docentes noveles están preparados para la enseñanza

Novice professors are prepared for teaching

Walter Geovanny Aguilar-Chasipanta¹, Edison Eduardo Morales-Andino², Nelson Rafael Otáñez-Enríquez³, Ángel Freddy Rodríguez-Torres⁴

¹M. Sc. Physical Culture Faculty, Central University of Ecuador. wgaguilar@uce.edu.ec

²M. Sc. Philosophy, Letters and Educative Sciences Faculty, Central University of Ecuador. eemorales@uce.edu.ec

³M. Sc. Physical Culture Faculty, Central University of Ecuador. nrotanez@uce.edu.ec

⁴PhD. Physical Culture Faculty, Central University of Ecuador. afrodriguez@uce.edu.ec

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RESUMEN

El objetivo de esta investigación es analizar los problemas que afectan el desempeño profesional del profesorado novel y que estrategias didácticas pueden contribuir a mejorarlo. Para tal efecto se realizó una revisión bibliográfica sistemática en bases de datos específicas y repositorios de revistas científicas, que permitió constatar las principales dificultades que estos poseen y que influyen en su desempeño profesional. Del análisis realizado se determinó la necesidad de contribuir a la preparación del profesorado novel en cuanto al dominio de estas estrategias didácticas para mejorar su desempeño profesional que repercuta en su inserción efectiva en los centros educativos.

Palabras clave: Docentes noveles; Desempeño profesional; Estrategias didácticas; Centros educativos

ABSTRACT

The objective of this research is to analyze the problems that affect the professional performance of novice professors and which didactic strategies can contribute to improve it. For this purpose, a systematic bibliographic review was carried out in specific databases and repositories of scientific journals, which allowed to verify the main difficulties they have and that influence in their professional performance. From the analysis carried out, the need to contribute to the preparation of novice professors in terms of mastery these didactic

strategies to improve their professional performance that has an impact on their effective insertion in educational centers was determined.

Keywords: Novice professors; Professional performance; Didactic strategies; Educative centers

INTRODUCTION

Nowadays, education must respond to the requirements that exist in a society that changes in a vertiginous way, the infoxication of information, the ways of working and learning have been modified. Therefore, schools must respond “to this complexity from the formation spaces, three specific challenges arise: related to new contexts and approaches; to situated learning and procedural knowledge; and, related to the field of the intangible and the world of beliefs” (Aziz, Hevia & Rivero, 2018, p. 5).

And this is what professionals who have just joined teaching must face. Therefore, their first years of teaching represent a critical phase in their development. No previous preparation can fully prepare a teacher to face the realities of work and new professors should develop their practice in the classroom.

Novice professors in their first year are in a moment of survival and the predominance of practical ethics, they arrive with optimism, but quickly face difficulties that have to solve them (Tolentino, Rodríguez & Martínez, 2011). In his first year of teaching he faces a 'shock of reality' (Vonk, 1995).

The professors staff is a key element in the quality of education and is one of the factors that influence student learning and performance. Therefore, “supporting and strengthening a quality teaching profession must be a priority of any society and to achieve this objective it is essential to know the learning environment of the centers and the working conditions of the professors staff” (Ministry of Education, Culture and Sport, 2014, p. 7). Therefore, it is of great importance that novice professors have professional development to perform effectively in teaching.

DEVELOPMENT

The novice professors

The beginner or novice professors staff is conceived of those professors who begin to practice their profession and who in many cases are lack of or have little previous

experience in teaching. It is differentiated by the number of years in teaching (Bozu, 2009; Jiménez, Ángulo & Soto, 2010; Rodríguez, 2015).

Among the main tasks that the novice professors have to perform are the following: knowing the characteristics of the students, planning their teaching using a repertoire of teaching strategies, creating a motivating environment and a learning community in the classroom, adapting to the school context and developing your professional identity. All this must be done fulfilling the same responsibilities as the professors with more experience (Bozu, 2009; Marcelo & Vaillant, 2009; Marcelo, et. Al., 2016). It is very common in some educational institutions that the new teacher in addition to workload is charged with other activities claiming that it is "new" (Rodríguez, 2015).

The beginnings of the novice professors in teaching

The first years of teaching represent a critical phase in the development of new professors as they must develop their practice in the classroom. (Birkeland & Feiman-Nemse, 2009). The difficulties experienced by the new professors are due to the gap between their preparation and professional practice as a teacher (Grudnoff, 2012). Many of them may be surprised by what they find in schools in relation to their expectations and professional needs that are not satisfied, generating their dissatisfaction, ineffectiveness and teacher resignation (Liu & Johnson, 2006).

The difficulties evidenced by the novice professors staff

Novice professors is lack of support and many of them tend to be left alone, creating an atmosphere of imbalance between what they learned in their formation process with what they really face in their teaching in their first years of work in the educational center and classroom. (Jensen, Sandoval-Hernández, Knoll & Gonzalez, 2012).

Novice professors show difficulties in "the use of teaching material and the relationship it makes of its subject with others. From the perspective of the students they state that their beginner professors have problems in maintaining and arousing interest and atmosphere in class" (Borrero, Pacheco, Correa, & Barroso, 2001, p. 90).

Studies carried out by (Veeman, 1994; Vonk, 1995; Feixas, 2002; Dunbar, 2004; Sánchez & Mayor, 2006; Hudson, Beutel, & Hudson, 2009; Fantilli & McDougall, 2009; Fondón, Madero & Sarmiento, 2010; Sariçoban, 2010; Bozu, 2010; Reyes, 2011; Vezub & Alliaud, 2012; Rodríguez, 2015; Rodríguez, 2017; Barkauskaitė & Meškauskienė, 2017; Granados,

Tapia & Fernández, 2017; Rodríguez, 2018), identify the problems facing the Novice professors, they are given in terms of Teaching in: planning, methodology, evaluation, staging and classroom management.

In Management are affected: the institutional context, distribution of work, assume responsibilities as the most experienced professors and in many cases with additional roles, lack of support from managers, limitations to comply with the provisions of the great workload.

Around interpersonal relationships, the elements affected are: teacher-student relationships, relationships with more experienced colleagues and relationships with authorities.

As it can be seen, the problems he faces can be evidenced since there is a change in the role of student to teacher, since he is responsible for the group and has to control and monitor student learning, face new situations without losing control over the class, confronting their own emotions and those of their students, facing new responsibilities such as teaching, dealing with their students, relationship with their peers and authorities and school management where the experience acquired is not enough to face the new challenges in teaching (Vonk, 1995).

Strategies for novice professors to be effective

It is often believed that the formation received and the knowledge acquired during the time of a student at school, college and university, give us the ability to discern who is a good teacher and which strategies are the most effective to achieve learning. Unfortunately, when teaching, are faces situations that cannot be resolved with what learned in the university or empirically. It changes the role of student becomes the teacher who has to plan, look for the right strategies, what activities to propose to generate a harmonious and motivating environment so that their students learn and can solve problems as close to reality.

Therefore, it is of the utmost importance that these skills be developed in the novice professors staff so that “they achieve better abilities in their students and at the same time strengthen the chain of knowledge and knowledge development” (Rodríguez, Cargua & Mendoza, 2019).

Here are some strategies that can help to contribute that new professors can be effectively inserted in their teaching work and improve their teaching work, they are developed below:

1. A collaborative culture

“Culture is the reflection of the deepest beliefs, values and norms and traditions that, in a certain way, define the personality of the organization” (Matamala, 2019, p. 90). Culture influences that the educational center is a space where it can.

When teaching begins, it is a time of continuous and constructive learning and a period of coping, adjustment and survival to a reality for which its insertion was not prepared depends largely on the working conditions and teaching culture that new professors encounter. Since, if educational institutions provide access to resources and practical experience, and offer opportunities to speak substantively about teaching and learning, then new professors will feel supported by a professional learning community where all professors are learners. (Feiman-Nemser, 2003).

The educational center should tend to have a teacher with high self-esteem, cohesive and stable that encourages teamwork (Cargua, Posso, Cargua & Rodríguez, 2019). Likewise, to foster a professional learning culture that stimulates continuous professional development and learning, based on collaboration and mutual support, where all professors increase their knowledge, both individually and collectively, as well as more experienced professors support the novices in their process of induction to the center (Murillo & Krichesky, 2012). There is a willingness to change conceptions, attitudes and practices, fosters a culture of work and cooperation, focused on learning and teaching (Rodríguez, Altamirano, Chicaiza, Benalcázar & Aguirre, 2017).

Experienced professors play a fundamental role as they collaborate with novice professors, building trust, discussing their work, helping them to make their educational practice more effective and meet the needs of students. The novice professor visits the classes taught by good professors, works together with experienced professors in planning and consults them to establish contacts and have support on the difficulties they face in practice. Get help feeling safe enough to take risks, ask for help, extend your limits and share your concerns (Lambeth, 2012).

Beginner professors learn from their peers through: a) professional support, b) teamwork for planning and teaching, c) exchange of ideas and information related to teaching, d)

access to support people and resources, e) Informal lectures on teaching, f) observation to experienced colleagues. This allows to develop skills for the classroom and the educational center from their peers influencing their own teaching. (Kutsyuruba, Godden, Covell, Matheson & Walker, 2016).

It should be considered that the crisis facing the novel professor can be overcome when professors in the academic area support and guide him (Rodríguez, 2015). That is why it is necessary to bear in mind that the beginner professors who enter the educational center are faced with this type of tasks:

[...] “Acquire knowledge about students, the curriculum and the school context; properly design the curriculum and teaching; begin to develop a teaching repertoire that allows you to survive as professors; create a learning community in the classroom, and continue developing a professional identity” (Marcelo, 2008, p.15).

Professors participate in networks and communities of professional learning where discussion and reflection is promoted among new and experienced professors on teaching practice and can share ideas and experiences (Escudero, 2014).

It is important that professors build a Learning Community with the purpose of achieving: “more cohesion, more inclusion, more dialogue and communication, more values towards respect and solidarity, more participatory democracy, more community development, more reflection and critical vision, more mutual knowledge” (Jiménez & Rodríguez, 2016, p. 115). It is essential for the improvement of teaching that translates into achieving deep learning where he can transfer what he has learned to new situations (Day & Gu, 2012; Rodríguez & Naranjo, 2016).

For the novice professors staff, it is important that it be accepted as part of the center team, it allows you to have a better understanding of the school, its policies and rules, location of materials, supplies, equipment and books. Where they help you to plan your classes and the effective use of different teaching methods. They are learning to teach while they are teaching (Fieman-Nemser, Carver, Schwillie & Yusko, 1999) and learning the culture of the educational center and the profession (Watkins, 2012).

2. Professional development of professors

Professional development increases the effectiveness of new professors, talks about the shortcomings of their initial formation and supports professors when they face the many

challenges of classroom teaching. And the difficulties faced in particular in the areas of student discipline and behavior problems, and in classroom management (Jensen, Sandoval-Hernández, Knoll & Gonzalez, 2012).

The novice professor realizes that has a long way to learn to teach effectively. Therefore, professional development and the induction process should not be treated as separate initiatives but instead harmonize them and create a professional learning community (Birkeland & Feiman-Nemse, 2009), which has an impact on teaching quality and school success of students (Negrillo & Iranzo, 2009).

The study carried out by Rodríguez (2015) concludes that professors with less than 5 years of experience are more involved in lifelong learning activities.

“This is due to the gap that exists between the initial formation received with their professional practice in the development of the subject, when it shows difficulties in expressing themselves, in answering in a solvent manner the concerns of the students and the limited repertoire of teaching strategies used with the different working groups” (Rodríguez, 2015, p. 668).

The educational center must have a professional development plan for new professors considering it as an essential tool for school improvement (Rodríguez, 2015; Vaillant & Marcelo, 2015). Where professors commit to transform some of their conceptions and practices around pedagogy, methodology and teaching to find new paths that allow them to meet the needs and interests of students (Castro & Martínez, 2016), so that they can perform adequately in its teaching management (Borrero, Pacheco, Correa & Barroso, 2001).

Professional development for the beginner professor must be continuous and based on their individual needs through continuous and systematic formation that allows them to acquire knowledge about: the subject, institutional culture, teaching and learning process, planning their teaching considering the different contexts and groups of students, have a better performance in their classroom management and contribute to the optimal functioning of the center. (Cargua, Posso, Cargua, Rodríguez, 2019). To provide emotional support, learn to create safe environments in the classroom, involve all students in valuable learning, work effectively and base the decisions of their teaching based on the data obtained from the assessment. (Rodríguez, 2015)

This will contribute to improve their theoretical and practical foundations of the pedagogical activity, adapt to the institutional culture to understand and evaluate the meaning of their work, experiencing satisfaction and realizing the meaning of the teaching profession. To then implement the concepts and techniques he learned in formation in his classes.

3. The authorities as educational leaders

The authorities are the leaders who must create a favorable climate in the institution and provide permanent support to beginner professors who are involved with effective professionals in learning communities that focus on professional development, problem solving and reflect on their practice. (Watkins, 2012).

For Aziz (2016), leadership is key in promoting a culture of learning and collaborative work, as long as it meets the following characteristics: a process of influence. Distributed and shared. Contingent. Contextual and situational. With a focus on student learning (and the community). With a purpose and a collective direction (Aziz, 2016, p. 6).

They are responsible for creating a professional learning community that be sensitive to the needs of new professors. Communicates effectively with beginner professors and provides support. Provides coaching and feedback for the development of its collaborators creating motivation and commitment.

4. The induction of novice professors

Induction has important formation and support components for beginner professors, as they receive additional formation, as well as personalized advice during a structured phase lasting at least several months (European Commission / EACEA / Eurydice, 2013, p. 40)

The well-conceived induction is successful as it helps new professors in their professional development, increases their job satisfaction, retains professors and improves their professional performance (Jensen, Sandoval-Hernández, Knoll & Gonzalez, 2012).

The teacher induction process must be organized, comprehensive, coherent, sustained and focused on student learning (Wong, 2005), which contributes to feeling welcome and comfortable, and integrating itself appropriately to your workplace. Induction should be centered on the learning of pedagogical knowledge and the development of practical thinking where the teacher learns the product of his own practice and the reflection of this (Guillamondegui, Rivas & Morales, 2015). In the same way, should consider that the novice professors staff needs to have knowledge about: a) the students and how they learn; b) the

curriculum and how to teach; and, c) the context where he will work, school culture, legal and professional responsibilities.

In most schools are lack of induction programs for new professors. Their first interaction with new coworkers occurs when they participate in the formation at the beginning of the semester. From that moment they will have to “defend themselves as they can” in their teaching work. (Rodríguez, 2015). Induction programs contribute significantly to beginner professors who adapt quickly and can perform their work efficiently, as indicated by a study conducted by the OECD:

“Improve their conservation rates by improving work efficiency and satisfaction [...] Well-designed programs help beginner professors to apply the most theoretical knowledge acquired in their teacher preparation programs to the complexity of teaching in the class” (OECD, 2009, p. 131).

The mentor plays an important role in the induction of professors as it offers emotional support. (Kilbur, 2007), encourages him in his professional development and monitors his professional growth over time, provides guidance, advice, help, feedback and information that they would not otherwise have in relation to their teaching work (Kutsyuruba, Godden , Covell, Matheson & Walker, 2016), helps him in topics such as your first day of class, classroom management, organize work with students, evaluation procedures and use this information, principal's expectations, maintain balance in the one's life and plan the lessons (Kilbur, 2007), helps him learn to teach in a particular context and provides him with feedback on the progress of his teaching practice and proposes alternative strategies to improve his performance.

The induction can include orientation seminars, workshops, professional collaborations, structured support systems and different forms of evaluation and feedback. (Jensen, Sandoval-Hernández, Knoll & Gonzalez, 2012; Rodríguez, 2015)

CONCLUSIONS

The bibliographic review made, allowed to determine the main problems that affect novice professors in their professional performance, as well as the strategies to be used to solve them. The strategies used allowed novice professors to solve these problems favoring their insertion in educational centers.

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