

THE SOCIALIZATION OF A NOVICE ENGLISH TEACHER INTO AN URBAN
PUBLIC SCHOOL: POSSIBILITIES AND CHALLENGES TO BECOME AN AGENT
OF CHANGE

A Thesis Presented by
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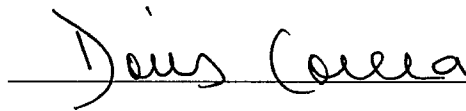
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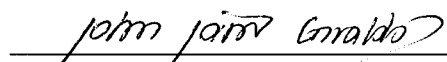
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DEDICATION

I owe my deepest gratitude to my family, especially to my loving and understanding parents. I must also thank all those friends and colleagues who offered me moral and academic support throughout the course of my studies.

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ABSTRACT

THE SOCIALIZATION OF A NOVICE TEACHER OF ENGLISH INTO URBAN PUBLIC SCHOOL: POSSIBILITIES AND CHALLENGES TO BECOME AN AGENT OF CHANGE

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Teacher induction comprises the first years of in-service teaching. To analyze this stage, the literature presents three conceptualizations: Induction as a formal program, a situated learning process and induction as a socialization process. This study revolves around the last perspective. This one conceives induction as the interplay among teacher professional interests and school factors as novice teachers enter specific school contexts.

This exploratory case study reports the analysis of the induction as a socialization process of a Colombian novice English teacher into an urban secondary school. Since critical approaches to socialization highlight the role of novice teachers as agents of change or professionals able to disclose political issues and participate in critical school transformation, this study also aims to disclose his possibilities and challenges to play that role during his induction. The data collection procedures included interviews, class observations and document analysis.

The findings revealed that his socialization was not a smooth transition and his challenges and possibilities to contribute to school transformation differed in accordance with the interplay among his professional interests and school factors. Two main trends underlay this process: a reactive struggle with some school factors and a proactive encounter with others. Concerning the former, the data analysis revealed that his interaction with factors such as lack of formal induction, a distant relation with administrators, lack of collaborative work among teachers and an inappropriate teaching load reflect the absence of institutional support as well as a disregard of his novice teacher status. Eventually, this situation decreased his level of job satisfaction, commitment and sense of belonging.

With reference to the second trend, the teacher's actions and decisions when dealing with factors such as the school's discipline approach, relation with students, students' low academic performance and a predetermined curriculum revealed his rejection of the school's authoritarian discipline approach, the hierarchical teacher-student relationship and his commitment to provide quality education. However, despite his challenging socialization process, he managed to materialize classroom-level actions that revealed his role as agent of change. This reveals the importance of providing novice teachers with support that encourages them to actively participate in critical school-reform.

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Introduction

The shift from teacher education to professional practice should be a smooth transition. Nevertheless, such career stage, labeled as induction, is consistently described as a “struggle to address an array of professional expectations while simultaneously being forced to make sense of the moral and often ethical friction that threatens the fragile identities formulated during their [novice teachers] time in teacher preparation programs” (Cherubini, 2009, p.93). Due to the complexity of this phase and the powerful interplay among teachers’ interests and school contextual factors such as teaching assignment, curriculum, relations with colleagues, among others, the analysis of teacher induction as a socialization process becomes essential to contribute to the ongoing study and improvement of teaching. This is how, countries such as the United States, Canada and the United Kingdom have a long tradition in providing support to novice teachers through a set of planned programs to increase teacher retention rates, higher levels of teaching preparation and proper induction experiences (Cherubini, 2009, pp.83-84). In contrast to this trend, Calvo (2006, p.9) states that the induction of alumni of teacher education programs in Colombia has not been studied yet.

Regarding the foreign language teaching and learning research in Colombia, there is a growing tradition on exploring the professional development of in-service teachers however, no studies have been conducted to analyze the teacher induction stage. Rather, some studies, among others, include strategies for English in-service teachers professional development (Cárdenas & Nieto, 2010; Sierra, 2007a; Sierra, 2007b; Álvarez & Sánchez, 2005; Quinchía, Restrepo & Orrego, 2005, Cardenas, 2002; Cardenas & Nieto, 2010), EFL in-service teachers development of autonomy and innovations in the classrooms

(Usma, 2003), the needs of EFL in-service teachers (González, Montoya & Sierra, 2002; González & Quinchía, 2003) and the work of elementary EFL teachers (Cadavid, McNulty & Quinchia, 2004; Cadavid, 2009). Only one study has explored the experience of a novice teacher but in the light of teacher autonomy (Pineda & Frodden, 2008).

Despite this lack of systematic studies on teacher induction in Colombia, Calvo (2006) claims that this professional stage is either a lonely journey or an informal process encouraged by experienced teachers who volunteer to be informal mentors. One example of such a casual process was my own induction experience. During those first years of in-service teaching I did not receive a systematic support; rather I ended up turning to my scarce practical knowledge and the unofficial mentorship that some senior teachers offered. Besides, in spite of having graduated from a teacher education program whose curriculum aimed to develop pre-service teachers' capacity to reflect and transform educational contexts (Frodden & Mesa, 2004, pp.209-210), I found scarce possibilities to put into practice such learning. In this sense, my own experience exemplifies what Cherubini (2009) describes as "industrial understandings of induction" (p.95) in the sense that any proactive, mature, collaborative and autonomous attitude that I could have assumed (typical characteristics in post-industrial paradigms) was not fostered through a systematic assistance. On the contrary, I end up immersed in a "survivalist mode" (p.95) in which decision-making possibilities and opportunities for professional development and support from the part of colleagues and administrators were limited.

Hence, my own experience as a novice teacher helped me realize that proper understanding of the teacher induction process in Colombia is necessary to devise appropriate professional development strategies for beginner teachers. Moreover, given the

new academic repertoire these teachers bring to schools and their latent capacity of introducing innovative ideas into the educational system, their role as agents of change should be enhanced. That is, their capacity of understanding political problems and working in collaboration to critically transform schools (Achinstein & Athanases, 2010; Zeichner & Gore, 1990).

Additionally, due to the powerful influence of school conditions on novice teachers' work during induction (Feiman-Nemser, 2010, pp.20-22) and the inevitable interplay among school contextual factors with teachers' professional interests, that is, their conceptions of appropriate working conditions (Kelchtermans & Ballet, 2002, p.108), it becomes significant to understand how novice teachers enter the profession and how they negotiate their professional interests within a specific school culture, in other words, to analyze their induction as a socialization process.

In sum, the inexistent research on the induction of foreign language novice teachers in Colombia, their potential role of as agents of change and the unavoidable interaction among school conditions and teachers' professional interests, I decided to conduct an exploratory case study to analyze the socialization of an English teacher who was new to an urban public school and explore his possibilities and challenges to become an active participant in school transformation during his induction stage. Hence I posed the following research question:

How does the interplay between school contextual factors and the professional interests of a novice English teacher in the induction stage affect his possibilities to become an agent of change?

The results revealed that this teacher's socialization revolved around a problematic interaction between his professional interests and school factors. On the one hand, he went through a reactive struggle with some school factors that eventually decreased his job satisfaction, commitment and sense of belonging to the school. On the other hand, he managed to achieve a proactive encounter with other school factors and display his potential role as agent of change at the classroom level despite the inexistent sustained and official induction mechanisms and the unsupportive school environment. Specifically, he resisted the school's authoritarian discipline approach, rejected the hierarchical teacher-student relationship and, in spite of his students' low academic dedication and performance, he committed himself to expose them all to quality education and raised their motivation.

In the following sections of this paper, I first present the theoretical constructs on teacher induction and socialization that guided this research. After, I describe the setting in which this study was carried out, showing the particularities of the school and the teacher participant. Subsequently, I present the details of the case study methodology I drew on. Then, I state the main results followed by a discussion in which I contrast them with other studies and theories as well as inferences in the light of different approaches to socialization and induction. I also discuss the implications for policy makers, school leaders and teacher educators. Finally, I present my conclusions, suggestions for further research and limitations of the study.

Conceptual Framework

This study is guided by a theoretical framework that presents induction as a teacher professional stage. However, among the different meanings of induction found in the literature, this study draws on induction as a socialization process. Besides, due to novice teachers potential role as agents of change, this research also draws on some principles of induction and socialization that envision beginning teachers as agents of change. Hence, in this section, I first introduce three meanings of induction discussed in the literature. Next, I provide some perspectives on teacher socialization followed by some theoretical views of induction as a socialization process.

Teacher Induction

Induction is part of the teaching professional continuum. It is known as the passage between the initial preparation and the professional development stage. In other words, it comprises the early years of in-service teaching experience (Feiman-Nemser, 2010; Flores, 2010). Several authors claim that induction comprises the first three years of professional experience (Fletcher et al., 2008). To understand this phase, researchers, policy makers and educators have used three conceptualizations of induction: a formal program, a phase in learning to teach and a socialization process (Feiman-Nemser, 2010, pp.16-25). In induction as a formal program, there is a deliberate plan to support beginning teachers, often with the support of a mentor. In the conception of induction as a phase in learning to teach, emphasis is given to new teachers' relationship with reality without supervision and to the nature of their new role as situated learners. In induction as a socialization process, the focus is on the interplay between teacher professional interests and school factors. Since

I drew on the last perspective, I next provide some theoretical views on teacher socialization and then I explain how different authors draw on such a frame to analyze induction as a socialization process.

Teacher Socialization

The process in which teachers become members of an organization has been conceptualized as teacher socialization. In this professional phase, teachers learn the necessary knowledge, skills and norms to participate in a particular school culture (Nasser-Abu Alhija & Fresko, 2010; Kelchtermans & Ballet, 2002; Zeichner & Gore, 1990). Given the broad connotations of school culture and its central role in conceptualizing teacher socialization, several authors have defined it as a unique integration of both formal and informal schooling norms, values, accepted modes of practice and expectations with relation to behavior, relationships and professional performance (Brunton, 2007; Cherubini, 2009; Joiner & Edwards, 2008). Therefore, the complexity of this professional endeavor becomes evident since it involves a critical transition in which teachers may reject, accept or adapt to the school culture. Moreover, the importance of this professional stage lies in the fact that its outcomes permeate teachers' feelings, choices and commitment and determine their decision of staying in an organization or in the profession (Fletcher, Chang, & Kong, 2008; Joiner & Edwards, 2008; Nasser-Abu Alhija & Fresko, 2010).

According to Brunton (2007, p.3), there are two types of socialization: professional and organizational. The former describes the stage in which teachers assume the roles and assimilate the characteristics required to become members of their profession and the latter refers to the acquisition of the necessary knowledge and skills to perform job duties, assume relationships and all the necessary abilities to navigate and understand the school as

an organization. Consequently, teacher socialization consists of a distinct process that revolves around the specific school features and entails a personal and professional adjustment to both institutional and professional cultures (Cherubini, 2007; Fletcher et al., 2008). According to Kelchtermans and Ballet (2002, p.108), the nature of this adaptation is led by professional interests, that is, the beliefs teachers hold about appropriate and gratifying working conditions. Hence, successful socialization entails the synchronization of those interests with the institutional factors teachers are involved.

On the other hand, Zeichner and Gore (1990, pp.1-7) deeply examined this interaction and with the purpose of explaining teacher socialization research, they proposed three main paradigms: functionalist, interpretative and critical. Whereas functionalist studies conceptualize socialization as a reproduction of existing structures that denies individual teachers' agency or capacity to actively adjust to the surrounding culture, interpretative approaches view socialization as a process in which individuals make choices and carry out autonomous actions within structural constraints. However, none of these traditions draws on broader socio-critical issues such as justice, equity and human dignity that affect the contexts in which socialization occurs. These aspects are embraced by the critical approach to teacher socialization research.

This critical approach focuses on locating school within society, raising issues of power and exploring individual actions that resist, contest or negotiate structural limitations. It aims to understand teacher socialization as a phenomenon that transcends the immediate community level and embraces policies, political forces and other external factors. Besides, in this critical tradition, socialization is conceived as an interactive process in which teachers do not passively surrender to external pressures but make judgments on

the given constraints and possibilities to adapt their actions, recreate their choices and transform their contexts. Then, adaptation is seen as a constant interplay between the teachers' personal characteristics and the broader forces that shape their workplace environment (Zeichner & Gore, 1990, pp.4-7).

Considering that novice teachers also experience a socialization process as they enter schools, below, I explain how several authors have argued that the efforts to support novice teachers during their initial years of professional experience should address classroom and organizational matters as well as school-reform purposes (Achinstein & Athanases, 2010, p.574).

Induction as a Socialization Process

The vision of induction as a socialization process conceives teaching as a cultural learning practice. Several authors highlight the importance of regarding novice teachers' entrance to the school community as a complex interplay of personal characteristics, and contextual factors (Brunton, 2007; Cherubini, 2009; Feiman-Nemser, 2010; Kelchtermans & Ballet, 2002a; Nasser-Abu Alhija & Fresko, 2010).

Analyzing new teachers' induction as a socialization process entails the understanding of how new teachers enter the profession in a particular school setting (Feiman-Nemser, 2010, p.19). In such analysis, Nasser-Abu Alhija and Fresko (2010, pp.662) recommend to conceive schools as professional organizations in which new teachers not only acquire their practical knowledge in terms of students, colleagues, curriculum, norms and policies but also construct, transform or adapt their beliefs towards the profession and the institution. On the other hand, Cherubini (2009, p.94) describes how,

from a post-industrial perspective, induction comprises a tension between socialization and teachers' identity formation. This author claims that such a conflict lies in the fact that novice teachers enter the profession assuming autonomous and proactive attitudes whereas schools function within an industrial model which demands individuals to comply with professional standards, regulations, and accepted modes of professional practice.

Given the conflictive nature of teachers' socialization during the induction stage, Brunton (2007, p.14) and Nasser-Abu Alhija and Fresko (2010, p.1593) draw attention to the support beginning teachers should receive in terms of school, norms and regulations, interpersonal relationships and all type of job duties. These authors claim that facing school institutional structures constitutes one of the challenges beginning teachers encounter in any organization and as such, this must be one of the issues induction research should address because ongoing assistance enhances novice teacher satisfaction, commitment and desire to remain in the job. Additionally, the need of this sustained aid becomes fundamental, especially when school contextual factors such as uncooperative school cultures, inappropriate job responsibilities, unsupportive school leaders, scarce materials, unclear approaches for discipline, among others, comprise the common conditions many novice teachers encounter (Callahan, Bicais, Curry, Jaxon, & Russell, 2008, pp.660-661).

In addition to the central role of school contextual factors, Feiman-Nemser (2010, pp.20-22) explains that a large number of studies confirm the power of school environment on beginning teachers' actions and learning. She identifies three factors as the most influential on novice teachers' experiences: teaching assignment, access to curriculum and relations with colleagues. The first one emphasizes the inappropriate responsibilities assigned to new teachers such as teaching areas outside their expertise, facing heavy

teaching workloads and tough discipline issues. Concerning the access to curriculum, novice teachers might either find themselves preparing lessons for classes they barely know, or facing rigid instructional materials or the inexistence of programs. Finally, as to the relation with colleagues, several authors (Kardos, Kauffman, Moore, Peske, & Liu, 2001; Kardos & Moore, 2007) analyzed the experiences of novice teachers with their colleagues and claim that the professional cultures they encounter constitute one of the school factors with major influence on new teacher's performance, satisfaction and commitment. The configuration of those professional cultures is largely determined by official and informal values and collaboration mechanisms such as mentorship, teacher meetings, class observations or any other form of partnership among colleagues and school leaders (Kardos & Moore, 2007; Menon, 2011).

To better understand the nature of professional cultures in schools, Kardos, Kauffman, Moore, Peske, and Liu (2001) propose three types of cultures: the veteran-oriented, the novice-oriented and the integrated professional cultures. In the first one, novice teachers' status receives little attention and the priority is senior teachers' autonomy over mutual support. In the second one, enthusiasm and idealism are valued, but no expert guidance is provided. Finally, in the integrated professional cultures, experiences among novice and seniors are shared, and professional development strategies are devised to take advantage of the exchange among new and experienced teachers (Kardos et al., 2001, pp.260-276).

Additionally, given the complexity induction entails, Achinstein and Athanases (2010, pp.573-574) explore four frames for induction as follows. A managerial frame that conceives induction as a professional phase in which novice teachers receive orientation on

institutional procedures, a humanist one that highlights the emotional assistance new teachers require, a cognitive-apprentice view that focuses on the necessary pedagogical support to fit into schools and, among these, they highlight a political-critical frame from an educational change perspective that transgresses the traditional view of induction. This political-critical perspective draws attention to novice teachers' role as agents of change who understand political issues, question school assumptions and transform the given educational practices (Achinstein & Athanases, 2010, p.575). The principles of this frame are clearly in alignment with the possibilities for teachers envisioned by Zeichner and Gore (1990, p.5) in the critical approach to teacher socialization research discussed above. Both frameworks portray teachers as agents of change, that is, professionals with the capacity of working collaboratively to transform the schooling culture so that education embraces socio-critical issues (Zeichner & Gore, 1990, pp.5-6).

To sum up, given the great impact of school contextual factors on novice teachers' learning and commitment as well as on their participation in school transformation, it becomes important to analyze their induction experiences in the light of teacher socialization theory, that is, the interaction among their professional interests and school contextual factors. Thus, the theories I presented here comprise the framework that allowed me to analyze such experiences and guided the study I describe in the following pages. In the next section, I describe the context where I conducted this research.

Setting

The teacher participant, Andrés Salazar¹, is a Colombian secondary English teacher in his mid-twenties who graduated as a foreign language teacher in English and French from a prestigious public university in 2008. To contact Andrés I made use of data supplied by colleagues and the information from a database provided by the office of the Secretary of Education in Medellín. This database contained the contact information of all public high school English teachers in the city. To choose participants, I defined some criteria in alignment with my research purposes. Thus, I defined the following characteristics: having maximum three years of teaching experience after graduation since the induction stage comprises the first three years of in-service teaching (Fletcher et al., 2008; Liston, Whitcom & Borko, 2006); holding an undergraduate diploma in foreign language teaching; and being currently employed as a full time teacher in a public school. Finally, after verifying that several teachers complied with the criteria above, I contacted them via email and four replied. However, Andrés was the teacher who showed more interest in the project. Soon later, I met him personally and we discussed his role in this research and he agreed to participate by signing a consent form. My role in this case study was that of an outsider who visited the school to conduct interviews and observe the teacher and the institution.

Andrés' school is a K-11 coeducational urban public institution located in the southwest of Medellín, in a neighborhood populated by low-to-upper middle class families. School and classroom observations as well as interviews with the principal, the academic coordinator, students and teachers allowed me to notice that teachers' authority and observance of discipline regulations are of paramount importance. For that reason,

¹ A pseudonym was used to protect the identity of the participant.

administrators and most teachers are very strict and the majority of students comply with school discipline rules. However, the school has not been exempted from some violence issues among school gangs such as street fights and students' participation in illegal organizations. Besides, although most students lack academic commitment, in Andrés' classes, students have been gradually gaining responsibility and motivation toward English.

Regarding teachers, there are 37 and most have more than ten years of experience. All hold a college diploma and around half hold a postgraduate certification

(Especialización) and very few have a masters' degree. As to the English department, it comprises five English teachers who work in different shifts. The department is led by a senior female teacher who is about to retire and for this reason she assigned Andrés' some of her duties arguing that he had the capacities to be her successor. This department holds monthly meetings to discuss topics suggested by administrators such as organizational matters, tests and cultural events. They rarely meet outside these meetings because very few of them have common agendas and most of them prefer to work individually. The majority seem to follow a traditionalist discipline and English teaching methods.

Concerning the administration, the school is led by one principal, one academic coordinator and one discipline coordinator. Teachers are grouped into academic disciplines under the supervision of department heads. These are in charge of coordinating teachers in the development of activities such as exams, syllabus design and cultural events planning, among others.

With reference to the academic organization, the school offers classes in three different shifts: K-11 courses to children and adolescents in the morning and afternoon; and high school courses to adults in the evening. The student body is roughly comprised of

1400 students, 75% boys, 25 % girls and each class is made up of about 30-40 students. In total, there are 47 classes divided into three kindergartens, 16 primary groups, 14 secondary and four evening school classes. Each grade is comprised of three or four groups (A, B, C, or D), that is, students are placed into each one according to their academic performance: Groups A are the best performing classes and D are the poorest. The majority of them are very respectful with each other and teachers. In general, they comply with school behavioral regulations such as punctuality, dressing code, sitting arrangement among others. However, most of them hold low academic expectations and tend to make minimal efforts when carrying out assignments or studying for tests.

As for the English classes, kindergarten and primary students attend two classes per week. In high school, sixth through ninth graders receive three and 10th through 11th graders are taught two classes. Daily, students receive six 55 minute classes. In terms of English teaching materials, each teacher is provided with 12 English-Spanish dictionaries and eight textbooks. However, the use of this book is not mandatory and teachers have the freedom to adapt it according to their discretion and to design their own worksheets. There are other resources such as some video-beams, laptops and one computer room that teachers can use with previous reservation.

In relation to the English syllabus, although teachers can adapt it, the academic coordinator or the principal usually revise students' notebooks to monitor its implementation. The K-5 syllabus was redesigned by Andrés in his first year at the school. This revolves around themes such as family, classroom, food, among others, whereas the syllabus for sixth through eleventh grades focuses on grammar. Moreover, as expressed by the principal, the academic coordinator and the participant in an interview at the beginning

of the study, there is a strong emphasis on testing because one of the school goals is to achieve high scores in the ICFES exam; that is why the English 11th course is devoted to preparing students for that test and teachers are required to include ICFES exercises in the other grades. Besides, the results of this test serve as a measure for academic school quality and institutions are ranked according to students' results.

Regarding Andrés' background, his teaching experience started in 2006 when, for two years, he weekly assisted a blind English teacher in a school for disabled children. His main duties consisted of teaching some lessons and marking assignments and exams. Simultaneously, he taught some private English classes to an adolescent and his 9 year-old brother. Right after college graduation, he started working as a full-time high school English teacher in a private catholic school for girls. Although he considered that his students' high academic level became a satisfying professional factor, he was not completely content with the salary and the academic load the private school offered. That is why, few months later, he decided to apply for a teaching job in the public school sector in Medellin because he wanted to gain tenure and a better salary. Hence, he participated in a teacher recruitment process and in April 2010, he was assigned an English full-time teaching position and gained tenure seven months later.

Andrés' entrance to the school was three months after the beginning of the school year since the public examination timetable is not aligned with the schools' academic year. Despite this delay, he did not receive a formal process of induction and started teaching right away. The orientation he received consisted of two meetings with the principal and the academic coordinator, and some basic school information informally provided by a

colleague who volunteered to help him as she observed he looked disoriented and unmotivated the very first months at the school.

His first teaching assignment, from April 2010 to December 2010, consisted of teaching a reading comprehension course in Spanish and English to four sixth-grade classes and English to four 10th grade groups. In total, his load was 24 hours of class per week. Moreover, he was appointed homeroom teacher of a sixth-grade class, a very challenging class in terms of discipline. This role entailed being responsible of monitoring student behavioral, personal and academic performance. In January 2011, when a new school year started, his assignment consisted of teaching English to four eighth-grade classes and four 10th-grade classes. Besides, his homeroom group was the A eighth-class to which he taught ethics one hour per week, additional to English. In total, he was assigned a teaching load of 21 hours of class per week plus homeroom duties. This load had two less hours than his first year assignment. In an interview, the principal explained that the 24 hours, he was assigned the year before, corresponded to the assignment of the teacher he replaced and that public school teachers are normally assigned 21 hours in addition to homeroom duties. This unveiled how his first year assignment exceeded the official and official standards.

Regarding his views of teaching, classroom observations, and interviews with students, colleagues and with the participant allowed me to notice he used to draw on a large number of teaching strategies to meet students' needs and push them hard to attain higher academic levels. Besides, he held liberal views on student behavior and student-teacher relationship which contradicted the strict discipline and authoritarian school views in these aspects. Regarding his teaching methodology, although he drew on the school syllabus to prepare his classes he adapted it by adding contents he considered the students

needed. Additionally, he made use of different materials such as songs, videos, personal blog and his own worksheets among others. Besides, he enhanced group work activities in which students were to prepare dialogues, presentations, readings and grammar exercises.

In relation to some of his personal attitudes and characteristics, from the very beginning of his experience in the public school, he showed his desire to implement changes. The redesign of the K-5 syllabus, his homemade materials and his active participation in the English school day accounted for his willingness to introduce innovations. Besides, his joviality and close relationship with students highly contrasted with other teachers' personalities and assumptions about proper student-teacher relationship and discipline. Finally, due to the isolated nature of his induction, his independent and reserved personality, he only found affinity with very few colleagues and the construction of a close relation with administrators and most of his English department colleagues became difficult.

In the next section, I describe the data collection and analysis procedures I followed as well as research trustworthiness strategies I used.

Methods

To understand the induction as a socialization process of this novice English teacher and his prospective role as agent of change, I developed a qualitative single case study. I specifically chose an explanatory case study design (Yin, 2009, pp.6-10) because it would allow me to deeply investigate his induction process as a real-life phenomenon within its context using a variety of data sources (Stake, 1995; Yin, 2009) as well as to explain how, along his induction, the interplay between his professional interests and school factors affected his opportunities to be an agent of change. Accordingly, I drew on the following data collection sources: Interviews, observations and documentary analysis.

Data Collection

Before collecting data, I gained access and consent from both individuals and the school administrators (Creswell, 2005, p.225). Initially, I obtained the approval of the teacher participant through a consent form. This document included the purpose of my research; the participant's role; the voluntary nature of his participation; his right to refuse to answer any questions and to withdraw from the project at any time; the protection of his identity and the data processing. Later, the principal signed a letter of consent allowing me to conduct observations, interviews and have access to school documents. In that letter, I informed her about my research main goal, data collection procedures, information management, and protection of identities. Finally, to obtain access to teachers, students and the academic coordinator, I designed a letter of consent for each of them. This form included the same information provided in the consent form signed by the participant teacher. Later on, I started the data collection process as described below.

Direct observations

In a case study, direct observations offer the possibility of understanding significant behaviors and typical circumstances of the case within its context (Yin, 2009, p.109). Hence, I conducted ten weekly observations of two of the teacher's classes between April 28th and June 2nd; and between July 14th and August 4th. Specifically, I conducted non-participant observations, that is, I observed the participant classes and the school without becoming involved in the regular school activities (Gagnon, 2010, p. 42). These allowed me to gather descriptive data about aspects such as student-teacher relationship, teacher's roles, classroom management skills, and teaching methodology among other school factors that play a central role during teacher induction (Feiman-Nemser, 2010, pp.16-22). Additionally, after class observations and interviews, I spent a significant amount of time in the school to better understand the whole context (Toma, 2006, p.414) in terms of resources, student- teacher relationships, types of students groups, routines, among other school characteristics. Through both classroom and school observations, I aimed to gather evidence of any tension among the given school practices and the participant actions or discourse. In other words, I gathered data about power issues such as teachers' and administrators' authority, discipline views, student-teacher and teacher- administrator relationships among others, that could have hindered or fostered the participant's possibilities to implement changes and transform some school predetermined conditions.

Interviews

I conducted individual interviews with the participant teacher, the head of the department, one of his closest colleagues, the academic coordinator, the principal and four

group interviews with students. Concerning the teacher, I carried out four 55- 65 minute in-depth interviews between April and August. The first two interviews explored facts and opinions about his initial teaching experiences before and after graduation, his first months in the public sector in terms of professional expectations, received orientation and support, relationship with colleagues, students and administrators, responsibilities assigned, roles and curriculum (see appendix A for interview protocol). Then, after weekly observing two of his classes for two months and interviewing the principal, the academic coordinator and the head of department (details explained below), I designed two focused interviews (Yin, 2009, p.107) with the purpose of corroborating and exploring in detail certain topics and facts about his induction that had emerged from an initial data analysis. The topics I aimed to examine included relationship with students, standardized tests and other roles different from being an English teacher, professional interests and administrative processes.

Regarding his colleague, the head of the department, the academic coordinator and the principal, I conducted one individual interview with each of them between May and August. These interviews aimed to gather information about formal and informal induction processes provided to the participant to that time (see appendix A for interview protocol). (See appendices B and C for interview protocol). As to students, I conducted four group interviews to explore the teacher-student relationship, teaching methodology and teacher's roles such as teacher, consultant, confidant, counselor and social worker. These roles emerged from an initial analysis of the participant teacher interviews (See appendix D for interview protocol). To conduct these interviews, I purposefully formed four groups of students (Patton, 1990, p.172) as follows. I applied the maximal variation sample since it allowed me to capture the multiple personal perspectives held by students (Creswell, 2005; Patton, 1990). Accordingly, drawing on the observations and the assistance of the teacher

participant, I chose 22 students from different classes and academic performance, behavior and relationship with the participant. That is, I formed four groups that included students with different GPA (Grade Point Average), dissimilar level of compliance to the school behavior regulation (punctuality, attendance, respect to others, school dress code, among others) and students who had different levels of empathy with Andrés, for instance, some were very closed to him whereas others were naughty or were the protagonists of some of the indiscipline situations Andrés had to deal with in his classes during his first year at the school.

Documentary analysis

I obtained access to some school documents such as the English syllabus, the pedagogical model, the employee handbook, the institutional evaluation system and the quality assurance system. This document analysis aimed to gain an understanding of the school official regulations, organizational structure and academic and administrative procedures as well as their possible impact on the teacher's socialization process. Moreover, this analysis also provided me with information to better understand the context.

Data Analysis

To analyze data, I conducted a thematic analysis following an inductive-deductive approach (Boyatzis, 1998, pp. 29-32). In addition, I used some of the procedures illustrated in Miles and Huberman (1994, pp.50-75), Freeman (1998, pp. 87-119) and Richards (2003, pp. 263-296) such as data reduction through descriptive codes, categorization, memoing and pattern coding. The analysis stage started as a reinforcing and complementary activity of the data collection process (Freeman, 1998; Richards, 2003). As the latter proceeded, I read through the information to enlighten upcoming data collection procedures, specifically

interviews and observations. Simultaneously, I transcribed the audio-recorded interviews, formatted observations and school documents and entered them into the NVivo data management software. This program allowed me to sort, classify and display information, hence the identification of patterns and relationships was easier to handle.

The next stage consisted of reducing the data which started with initial descriptive and interpretative codes (Miles & Huberman, 1994, p.57) that emerged from all sources of data. As suggested by Freeman (1998, p.100), I coded some data that initially did not belong to either the emergent codes or my research topic, but could eventually provide further insights into my analysis. Then, to form categories, I grouped those initial codes, from all sources of data together with the following “start list” (Miles & Huberman, 1994, p.58) from my theoretical framework: teaching assignment, curriculum, relationship with colleagues, students and administrators, assigned responsibilities, students’ performance and induction. As I refined categories through an iterative process of reading data, contrasting categories and finding definitions, I kept memos to save emerging insights. Then, I revised the category names and their definitions one more time to reconstruct or create new ones as additional understanding arose (Miles & Huberman, 1994, pp.61-62).

The last analysis phase consisted of pattern coding that aimed to display similarities among categories and construct interpretations by connecting the parts into a whole (Freeman, 1998, pp.112-113). Thus, I grouped all categories under emergent themes and concurrently built some interpretations. Although this analysis stage seems to be a final separated one, initial interpretations occurred throughout the process of coding, memoing and refining categories.

Research Trustworthiness

Concerning research trustworthiness, I followed several strategies to enhance credibility, transferability, dependability and confirmability (Krefting, 1991; Toma, 2006). First, I triangulated the data from all sources. Second, I conducted peer examination as I shared my data analysis procedures and interpretations with my research advisor and she commented on the finding as they emerged (Merriam, 1998, p.204). Third, I used member checking by taking initial and final interpretations back to the teacher participant to ask him if the results were plausible (Merriam, 1998; Toma, 2006). He expressed to be in agreement with the results and felt they actually portrayed his experience. Although this is a small case, I am portraying a rich description of the setting and the method so that the findings of this research can either illuminate other studies in the same area or facilitate the understanding of this case in other contexts (Krefting, 1991; Toma, 2006). As soon as this data collection and analysis stage finished, I moved to the writing of the findings which are presented in the next section.

Findings

The data analysis allowed me to unveil how Andrés' socialization encompassed a reciprocal action among his professional interests and school contextual factors, and how within such an interaction he either ended up complying with the given school conditions, or managed to carry out some actions and make decisions that evidenced his role as an agent of change at a classroom level. Accordingly, I explain such an interaction by means of two tendencies that I conceived as the data analysis occurred: a reactive struggle with school factors and a proactive encounter with these. The first trend arose from the interplay with the following factors: lack of induction, relation with administrators, lack of collaborative work and an inappropriate teaching assignment. The second trend originated from his negotiation and resistance in terms of the school discipline approach, fixed curriculum, relation with students and students' low academic performance.

Reactive Struggle with School Factors

This tendency comprises four school factors: the lack of formal induction procedures, Andrés' distant relation with administrators, the lack of collaborative work among teachers and an inappropriate teaching assignment. Their existence revealed a notable disregard of his novice teacher condition, hindered his autonomous efforts and any opportunity of making proactive and well informed decisions. In addition, they reduced his level of satisfaction, commitment and sense of belonging to the school. Consequently, his socialization became a passive acceptance and a reactive struggle, and his chances to perform as a transformative agent were neglected as explained along this section.

Lack of induction. Data suggest that Andrés' school did not offer him any formal induction support. School documents, informal mentorship and newcomers themselves

were accountable for this process instead. Regarding school documents, administrators assumed that the reading of texts such as the English syllabus, the pedagogical model, the development plan, the employee and student handbook, the institutional evaluation system and the quality assurance system was enough to equip new teachers with the necessary tools to start assuming all their new responsibilities. Therefore, the responsibility of providing orientation in terms of institutional issues such as formal or informal values, norms and procedures in reference to interpersonal relationships, discipline approaches, communication and other organizational standards was transferred to school documents. The following extract from an interview with the principal illustrates how the school leaders completely relied on school documents to guide newcomers.

(...) with them [new teachers] an induction meeting is held, in that induction meeting, the development plan is shown, the one that is being implemented each year, the policies, criteria and the rules the school has for their performance are emphasized (...) They are encouraged to use the site ... eh the website the institution has, which is www.bbb.edu.co so that drawing on it they analyze the curriculum and begin its implementation (Interview Principal, 05/04/11).

Moreover, data indicate that a continuous and systematic support to enhance teachers' development and ease their insertion into the specific realities of the particular school culture did not exist. Rather, induction was conceived as a simplistic process of supplying newcomers with official documents and holding a few meetings during the very first days to solve any emergent questions about the content in those booklets. Thus, after few encounters with the principal and the academic and discipline coordinator, new teachers started teaching and assuming all their assigned duties right away and informal support occurs as long as new comers asked for help. The following excerpt, taken from an

interview with the head of the English department when referring to the school mechanisms to guide newcomers, describes their simplistic view about this process²:

I: It means that that [the induction process] is not like a program that lasts some months, but it is at the beginning...

K: Yes, it is done at the beginning, during about the first fifteen days.

I: And later, as the teacher goes along..?

K: Yes, as he goes along.., yes, he begins, and as he goes along, he asks in case he needs something (...)

I: It is like, as he goes along and he has doubts, he asks questions and you all help him?

K: Yes, exactly (Interview Head of English department, 06/08/11).

Although the school documents contained useful procedures in terms of general administrative functioning, they did not contain any teaching practical knowledge such as students' behavior and academic performance, access to materials, relation among school members, discipline approaches and other similar knowledge that would have helped Andrés to better understand his school culture. Rather, to comprehend and learn that situated knowledge, a senior colleague took the initiative of playing the role of an informal mentor when noticing that Andrés looked confused and bored every time she met him at the teachers' lounge. This English teacher, Angie³ decided to help him every other time as long as their time schedules matched and Andrés required her assistance. Initially, she provided him with some basic information about the generalities of the school functioning with reference to facilities, routines, paper work, parent contact and other information Andrés needed to start teaching. Later on, she guided him when he asked her for help or she

² I stands for interviewer and K for Katherine, a pseudonym to protect her identity.

³ A pseudonym was used to protect her identity.

casually noticed he was confused or emotionally affected. Regarding this colleague's informal support, Andrés explained the following in an interview:

She [Angie] approached and explained to me everything, she showed me the school, told me how classrooms were managed because there were rotations, that is, each teacher has his classroom, the students were the ones who went to each classroom. She told me to visit the school website to read the syllabi to see what topics my groups were working on (Interview Andrés, 03/12/11).

Given the improper induction procedures, the casual nature of his mentor and the fact of having started teaching at the end of the first school term, Andrés became responsible for his own induction and his first months consisted of a series of trial-and-error attempts. Hence, he drew on a self-exploration process of the accepted school practices in terms of students' behavior, discipline, syllabus, English department operation and colleagues. Then, as different situations were occurring, he drew on the available resources or closest people. For instance, the following excerpt from an interview depicts how, before joining the group of English teachers, he was not officially informed about the English department functioning and how he decided to draw on his students and informal mentor to understand the operation, activities and resources under the responsibility of this department:

That was a meeting with the English faculty to discuss ideas for the celebration of the English day, I did not know about the existence of that event. The meeting was also about the projects that were being implemented by the English department and so forth. I learned all that [how the English department worked] for several reasons, in part because Angie [his informal mentor] explained it to me and also because I took the initiative of getting involved and understand what they [English department] were doing and also because students told me about it (Interview Andrés, 04/15/ 11).

It becomes evident how the inexistence of formal and ongoing mechanisms to guide novice teachers at this school forced Andrés to a survival mode in which he was forced to learn and discover the institutional organization by himself. This accounts for an apparent disregard of his needs as a novice teacher and the assumption of having the necessary and appropriate capacities to self-manage his entrance to school. This unsupportive situation is reinforced in the following segment in which a distant relation with administrators impeded a constructive and fluent socialization.

Relation with administrators. The inexistent ongoing assistance from the part of school administrators (principal, academic and discipline coordinators) and the lack of any organizational procedures to favor healthy relations among administrators and newcomers represented the starting point of a distant relation between Andrés and his school leaders. In addition to this, data indicated that Andrés' reserved and independent nature led him to stay apart from administrators and when problems or questions emerged he usually preferred to find solutions by his own or by drawing on his students and informal mentor. Moreover, since his academic coordinator constantly criticized his abilities and decisions in terms of discipline, classroom arrangement, his relation with students and his lack of compliance with school norms and procedures, the interaction with this leader was problematic as explained by her colleague in an interview:

When newcomers arrive, they feel disoriented because the school is very strict and demanding. For instance, the academic coordinator has a tough character and his way of approaching new teachers is sometimes very unfriendly (.....) I noticed that Andrés got bored because of the way the coordinator addressed him. Here, for example, if the administrators are giving a speech through the school intercom, you are expected to keep students completely quiet not matter how, you must shut everyone's mouth in a large group and if by chance an administrator gets to your classroom and notice that there are students speaking, you are yelled in front of the

whole class. That happened to Andrés several times and that situation discouraged him a lot (Interview Angie, 07/23/11)

For all these reasons, Andrés decided to turn to the administrators when he could not find support from someone else or when the character of his necessity was strictly associated to their authority, for instance, administrative matters about parent contact or paper work. The excerpt below from an interview with the principal, when I asked her about the kind of relation administrators had with Andrés, makes evident the limited nature of their contact:

The relation, with us, administrators is restricted to what is exactly necessary. He turns to us when he needs us or in case he has to say something (...). So, he handles a relation that, how can I say it? ...He is a very reserved person, [he asks] just what is essential (Interview Principal, 05/04/11).

As to the academic coordinator's attitude toward Andrés' decisions and abilities to manage his classes and follow institutional norms, data indicated a constant disapproval and lack of assistance. Instead of recognizing his novice teacher status by providing him with ideas to overcome discipline issues or strategies to harmonize his decisions with the school standards, this administrator appealed to strong criticisms, even in front of students. In one interview, Andrés narrated how he was offensively scolded by this coordinator for having decided to continue teaching instead of making his students watch the principal's speech on an out-of- order TV set:

I turned the TV off because it was broken, they could not hear anything. I said to myself: I'd better start teaching now and later on I'll ask what information she [the principal] was broadcasting so that I can inform my students before they leave. That's what I thought was a correct decision. But no, he [the academic coordinator]

arrived and strongly yelled at students and also yelled at me saying: What a lack of respect with the principal, she is talking! (Interview Andrés, 03/12/11).

As a result, this unhealthy relation discouraged Andrés and led him to consider the possibility of quitting his job. However, his informal mentor persuaded him to stay and she, together with the English head, decided to dialogue with the academic coordinator to mediate in this conflict by arguing that Andrés was an excellent teacher. Concerning this mediation, Angie, his informal mentor explained the following:

We talked to the academic coordinator, I told him that he [Andrés] was an excellent resource, please stop bothering him (...). And little by little they left him alone. We [Angie together with the head of department] kept on talking to the principal and the academic coordinator, we told them: That guy is excellent, he is very good at computers, etc, so that they [Administrators] could see his strengths and not only his faults, besides we told them: bear with him, he is a young boy! (Interview Angie, 07/23/11).

The emergence of this improper relation with the academic coordinator prevented Andrés from considering administrators as the first sources of collaboration and support. Besides, the chances of gradually and formally negotiating his own interests in relation to classroom management and institutional norms and procedures vanished as he did not encounter available and clear mechanisms to communicate with the school leaders. Rather, he ended up interpreting and resisting some of the school discipline norms, by his own, as explained in the second part of this findings section. In addition to this unhealthy relation, Andrés could not cultivate supportive relations with his colleagues either, as explained in the next segment.

Lack of collaborative work among teachers. The lack of collaborative work among English teachers lay basically on the fact that most of Andrés' colleagues were seniors who worked in isolation and devoted their time to the essential and mandatory school activities. The inexistent common spaces in teachers' agendas and their scarce interest in devoting extra time to school duties comprised the two most significant factors that impeded any significant professional encounters to exchange experiences, ideas or suggestions. Besides, since Andrés did not receive a systematic induction that facilitated his insertion in the school community; his possibilities to progressively construct close relationships and rapport with his colleagues were limited. Hence, Andrés did not find the expected assistance to implement his innovative proposal and ended up working individually as explained below.

Although most of his colleagues and administrators recognized the quality of Andrés' initiatives in relation to extracurricular activities, cultural school events, syllabus and material design, his colleagues preferred to stay apart when it came to their implementation and showed no disposition to dedicate time to extracurricular activities. Regarding these teachers' indifferent attitude, Angie recalled in an interview, how she and Andrés once led the organization of a school cultural event known as the English day, and despite the importance of this activity at the school and the amount of work it entailed, the other English teachers left them alone when planning and organizing it:

I: So, as you just said there are many senior teachers at the school...

A: Yes, and they are lazy (...) and Andrés joined us and he did not find like a response, a reaction (...) Many ideas do come up, for example last year, he and I virtually worked alone to prepare the English day, and we worked hard, very hard.

I: And the others?

A: No just us, because the others left. So you see? If teachers are not willing to participate, we are doing nothing (Interview Angie, 07/23/11).

Moreover, the only available space to gather and work with his colleagues consisted of managerial meetings with the English department whose agenda was usually devoted to discuss testing, evaluation criteria and other activities determined by the school administrators. Thus, collaborative work activities such as planning together, exchanging materials, solving classroom management or academic issues, devising new ways of working or any other professional opportunity seemed to be disregarded or hard to place in their agendas. Additionally, this unsupportive environment unveiled a difficult condition for Andrés' socialization in the sense that his interaction with senior colleagues was limited to technicalities. The nature of this relationship prevented any meaningful professional exchanges or ongoing support that would have helped him to better understand school procedures and norms related to the English department or learn practical knowledge from them.

Due to the lack of common spaces to work collaboratively with colleagues and their apathy toward innovative projects, Andrés immediately lost interest in continue working on new projects. Besides, although he recognized the positive effects innovative English projects might have on students' learning, he decided to exclusively focus on his mandatory duties. Additionally, instead of expecting to build a close relationship with colleagues, he decided to stay apart from them, as it occurred from his entrance to school. Regarding this decision, he expressed in an interview his lack of willingness to work on the preparation of the next English day due to the lack of collaboration from his colleagues the first time he led such an event:

Right now, they [the English faculty] must be thinking on what they are doing for the English day this year because I have not done anything (...). I have plenty of things to do and I will not do anything else because it is not fair that some of us work hard and others don't. Although I think it would be nice to do something because of the students and I say: it would be good for them so they learn and they do not end up paying the consequences of this, but if they [teachers] do not want to do anything, what can I do? (Interview Angie, 09/10/11).

This decision discloses Andrés' struggle when trying to achieve his professional interests concerning students' wellbeing and learning. Although he strongly believed in his students' academic capacities and he intended to provide them all with quality education and different opportunities so that they achieved high academic standards, the insufficient support from his colleagues affected the possibilities to work collaboratively toward those goals and provoked a reactive struggle that resulted in an assimilation of their individualistic work style. A similar struggle became also evident when being pushed to deal with an inappropriate teaching assignment as explained next.

An inappropriate teaching assignment. In Colombia, there is a job competition to enter the public school sector and, among other requirements, teachers must hold an undergraduate diploma related to the area of expertise of the vacancy they are interested in. To join this competition, Andrés applied to an English vacancy in the school where he worked. Even if his diploma met the academic requirements, other characteristics with reference to personality, experience and training neither made part of the job description or fit with his initial teaching assignment. Specifically, Andrés was assigned tasks exclusively associated with the available position he applied to, regardless of his novice teacher status or other individual or professional characteristics. Hence, he was assigned some English classes in which dealing with discipline issues, according to the school expectations, meant

to have strong classroom management abilities, something he was not yet prepared to deal with due to his scarce teaching experience in public schools and his lack of knowledge about public school students' behavior. Besides, in his first year of teaching he was assigned more hours than those legally stipulated. As a consequence, he went through a difficult isolated process of learning and devising strategies to manage tough classes and dealing with extra hours. Eventually, this experience turned into disappointment and a desire to quit his job. Such a desire tended to become decision during his first months, however, by the time this study was over that feeling was weaker.

The administrative reasons for assigning Andrés an initial load that was not in alignment with his profile and the consequences of that inappropriate assignment was described by the principal in an interview as follows:

No, the teaching assignment or load cannot be modified, because you assign teachers' loads in November, so if a teacher comes in May, March, April you cannot change their academic assignment [...] So, when Andrés came here teachers' assignment was ready, and he had to begin with the sixth graders, right? He had some difficulties because, we say, children in sixth grade have certain characteristics in their development that require people with a lot of experience or who are a reference of an older authority (Interview Principal, 05/04/11).

Besides his difficulties in relation to authority and discipline with this type of students and despite his lack of training on areas different to English, he ended up being a homeroom teacher of a sixth grade class and teaching Spanish to different classes with several naughty and disrespectful students. Concerning the homeroom assignment, this duty involved a constant supervision and guidance of students in relation to their academic and behavioral process. To overcome the challenges of this role, he individually assumed it as a learning process and, by a series of trial-and-error attempts he gradually understood

how to deal with this responsibility in aspects such as parent contact, school forms, and strategies to monitor discipline behavioral issues among others.

Regarding the second duty, he was assigned a course called *reading plan in Spanish* that is taught to all sixth graders. Since no guidance or suggestions were provided, he turned to students to know what this subject consisted of. Hence, through constantly observing his own classes and talking to them, he realized that they were not using appropriate reading materials, strategies or guidelines and their reading assignments did not enhance their motivation. In addition to this problem, he did not have the educational background or criteria to decide what texts could be more appropriated for kids of their age. To face this task, he turned to a friend who held a Spanish teaching diploma to ask for appropriate materials to teach reading to sixth graders. Besides, to raise students' motivation, he had to design activities around the readings he proposed. The following extract from an interview with Andrés describes his struggle when trying to meet his students' needs and fulfill the requirements of teaching reading in Spanish properly:

A: Teacher of reading plan, a teacher who makes students read.

I: In what language?

A: In Spanish, last year I had to teach that subject to all sixth graders.

I: And how does it work? What does it consist of?

A: This year, it was incorporated to the Spanish syllabus, but when I arrived I was told: you are teaching reading plan. I thought it was similar to the private school I worked at, there, every student had a book and silently read during the whole class, but it was not like that. Here, there were not materials, they were reading some copies of Don Quixote, some were reading a chapter, others another and so on, it was confusing and they did not understand why this or that happened, who Sancho was etc. I got bored and said: I can take this anymore. So, I asked a friend of mine who teaches Spanish to recommend me a book for these students (Interview Andrés, 08/13/11).

In sum, given his scarce teaching experience and preparation in other academic areas, these assignments evidenced a complete lack of thoughtful attention to his novice teacher status from the part of the school organizational structure and the broader educational administrative system. This situation led him to an isolated venture of finding any possible material to meet his students' and school demands in relation to discipline and academic expectations. Moreover, in such an unsystematic endeavor, he did not have the chance of gradually adjusting his own interests and knowledge so that his socialization could have been a more constructive experience.

All in all, the interaction with all the factors above resulted in a reactive struggle when being forced to resolve the complex situations generated by the evident disregard of newcomers' personal and professional interests and needs. Thus, Andrés' socialization consisted of a brusque assimilation of the school culture in relation to administrative procedures and norms, classroom management practices, relations among school members, and the challenges an inappropriate academic load entailed. Furthermore, this unsupportive environment prevented any possibility to create or engage in any long-term school critical transformation. Nevertheless, as explained along the following section, throughout his first months of experience not all his decisions and actions consisted of a reactive struggle but also a proactive encounter. He could actually reach some negotiations and resist some school given conditions so that some of his professional interests and ideas became materialized in his teaching, discipline approach and relation with students at a classroom level. For that reason, I will expand on the second tendency that emerged from the interaction among school factors and his professional interests. In this trend, Andrés' active adjustment and transformative decisions and actions became evident as explain next.

Proactive Encounter with School Factors

Although the interaction with the previous factors have limited or completely hindered Andrés' role as an agent of change, he managed to actively struggle and resist the school culture in relation to the discipline approach, relation with students, students' low academic performance and the predetermined English curriculum. In other words, although these factors became obstacles in Andrés' efforts to challenge the given school conditions, in the long run, he could transgress them and propose and implement his own ideas. For this reason, his socialization has not been a complete reactive struggle but a proactive interplay among his professional interests and the pre-established school conditions as explained below.

Discipline approach. The school's discipline view represented a major conflicting factor in Andrés' socialization. Although the school culture favored strict and authoritarian teaching, he held more liberal principles about students' behavior and implemented strategies accordingly. In particular, school leaders expected teachers to be demanding in terms of discipline. Besides, teachers were encouraged to avoid close contact with students to prevent any legal issue and to strengthen teachers' authority. Thus, a very common practice among teachers and leaders in this school was to appeal to punitive measures such as yelling at students to control discipline. Unfortunately, students have internalized such treatment and tend to easily comply with guidelines and rules only when punitive strategies such as referrals and yells are used. Despite this surrounding traditional environment, Andrés' attitudes and practices about discipline revolved around dialogue and negotiation. He views discipline as a self-regulation process. In other words, he believes that students should be encouraged to be aware and responsible of their own learning. For that reason, he

claims that proper behavior means being on task instead of simply being quiet and motionless. This is depicted by one student in the following excerpt from a group interview:

Well, he [Andrés] makes efforts so that we try to...hmm, how can I explain it? to learn, but to listen too, right? so that everything is dynamic. We don't have to be in silence looking at the board all the time; we can also chat, from time to time, so he does not mind as long as we work (Interview students, 07, 27, 11).

Furthermore, although Andrés made use of some traditional strategies such as rewards or prizes to enhance appropriate attitudes and penalize naughtiness with tough extra assignments or tests, he also drew on dialogue and tended to keep a conciliatory attitude when misbehavior occurred. For example, he tended to stay calm and wait for students to be quiet in class and constantly reminded them the importance of respecting and listening to each other. Concerning this attitude, in one of the group interviews, one student depicted the following typical situation in Andrés' classroom:

He [Andrés] does not use the same tactics other teachers do: If you are doing something wrong like speaking in class or walking around, other teachers go to the office and bring in the referral book. Andrés is calmer, he, instead, explains to us why we should behave well, and that's all (Interview students, 08/04/11).

Such divergent positions provoked several conflicts with administrators, as in the case of the academic coordinator who constantly questioned his classroom management abilities and decisions. However, since Andrés considered that enacting the school approach could be counterproductive because it hindered students' motivation and silenced them, he decided to remain faithful to his principles and keep on adapting his style to

overcome classroom management difficulties. He clarified this decision in one interview when I asked him about his discipline approach:

I: Have you changed your discipline approach?

A: Yes, to some extent but not to the point they [school leaders] want me to. Do I have to keep student completely quiet? No. I rather tell them: Hey guys, we have to listen, let's listen, but always with respect. I am not like them [school leaders and other teachers] who intend to minimize the students by yelling at them or telling-off (...) because I do not think that favors motivation at all, if students do not get motivated I am achieving nothing (Interview Andrés, 04/15/11).

Since students' discipline is of paramount importance in his school and Andrés' beliefs in relation to student behavior clearly contradicted the school expectations, staying faithful to his philosophy became one of his most strenuous efforts and an act of resistance. However, his discipline approach gained certain level of acceptance among school leaders and students since he devised strategies that gradually turned into effective results and matched, to some extent, the school expectations such as keeping classes calm and constructing respectful student-teacher relationships. Moreover, despite the initial rejection to his view of discipline, his liberal discipline approach added to his beliefs about student-teacher relationship triggered a solid rapport with his pupils as explained in the following segment.

Relation with students. Andrés' liberal attitude toward discipline, his joviality and teaching methods constitute the crucial factors that contributed to construct a strong empathy with students. On the one hand, data show how students coincided on how Andrés' disposition to dialogue and negotiation in terms of their academic performance, behavior and personal difficulties inspired them with enough confidence to regard him as a friend or parent. On the other hand, they expressed that his amiability and good humor

enhanced a more egalitarian relationship and led them to enjoy his company. Thus, they constantly turned to him for advice or help on different matters such as personal issues as explained below by one student in a group interview:

He is not just limited to teaching, like ah, the teacher is gone, the class is over and we will not see each other until the next class with him. Even, many times, during the break, he allows us to approach him to talk to him about not only his classes but other stuff. So, that encourages a close relationship between the student and the teacher and we do not see him like very strict and we do not feel afraid of saying...like for example, with many other teachers we feel embarrassed to ask anything different from school stuff (Interview students, 08/10/11).

In addition, Andrés' teaching and preparation enhanced this friendly relationship as well. Students valued and enjoyed Andrés' classes because they conceived them as well planned, interesting and dynamic. Besides, administrators, colleagues and students claimed that his deep knowledge of the subject matter contributed to gain respect and acceptance among students. For these reasons, students admired him and held a high opinion on his work as stated by the academic coordinator in an interview when I asked him about his perception of Andrés' relation with students:

The excellent knowledge of his subject matter, English, is one of the reasons why students have a high estimation of his work and value him [Andrés] (Interview Academic coordinator, 06/09/11)

Despite this appreciation, many students did not make the most of Andrés' conciliatory attitude. Rather, they acknowledged that it affected their behavior in class in the sense that sometimes they did not follow Andrés' guidelines or regulations because they apparently mistook his amiability with lack of authority and inconsistency with school rules. Besides, students agreed on how some of them tended to ignore his opportunities and

patience with reference to academic performance and discipline. The following excerpt from a group interview with students illustrates their disregard:

Look, he is like calmer...and hmm, we do not obey sometimes, we do not follow his guidelines, because for example, when we all enter the classroom and we are loud, he stays quiet and expect us to be in silence, and waits until we all are quiet, but the whole class does not mind and keeps on talking and talking and since he is the only teacher that does not yell at us, hmm.....we do not value enough what he gives us (Interview students, 08/10/11).

In short, his resistance in terms of discipline and teacher-student relationship account for a struggle to make his professional interests heard and to challenge the status quo despite the accepted traditionalist school norms and values in regard to those factors. In the next section, I provide another instance in which such a resistance became evident through his strong desire to push students to reach higher academic standards despite their low academic performance and commitment.

Students' low academic performance. Since many of Andrés' students tended to be apathetic and irresponsible, raising their motivation, academic levels and commitment toward his course became another major challenging factor at the school. Fortunately, all his efforts in this struggle were appreciated by students. In this regard, they expressed to be satisfied with his level of demand because they felt he believed in their capacities to achieve higher academic results. Besides, students acknowledged they learned more and were exposed to more meaningful contents than in previous English courses. The excerpt below from an interview with Andrés depicts his thought about this endeavor:

The challenge here is different, because here you have to motivate them and teach them that my course is more than filling out a worksheet without understanding it, they are used to doing that. In previous courses they just received a worksheet, got it

marked and that's it, no matter if they did not learn anything (Interview Andrés, 03/13/11).

Despite students' initial disinterest in his subject and their low academic expectations, data show that he appealed to two main actions to help students achieve higher academic levels and become more involved. First, because of his strong belief in students' abilities and willingness to prepare them to face future challenges such as ICFES and university entrance exams, he tended to teach them not only the contents proposed in the syllabus but to expose them to more advanced topics. The following excerpt corresponds to an eighth grader referring to Andrés' desire to push them to reach higher academic levels:

Look, for example..., what he is doing now, the topics ten graders are studying now are similar to what we are doing, so he wants us to learn more, like to be more prepared when we get to tenth grade (...) he says he wants us to advance so we can go to college (Interview students, 07/27/11).

His second strategy to overcome students' low performance and indifference consisted of drawing on many activities so that every single student became more engaged in his classes and understood the topic being explained. Such efforts were positively accepted and appreciated because students felt they were provided with many different assessment opportunities and innovative activities and materials. This acceptance was illustrated by one student's during a group interview:

His classes were excellent because he did very good things. For example, he gave us a lot of opportunities to pass the course, to understand, like extra assignments; he gave us many worksheets, very attractive ones with images, music, games, it was very good (Interview students, 08/10/11).

Although students' original low expectations towards academic success could have been perceived as a complicated factor to overcome, it did not discourage Andrés' desires to gradually reach higher academic standards in his classes. On the contrary, this factor gave rise to an arduous venture to motivate students, create and adapt strategies so that they developed more confidence and became aware of their possibilities as successful learners. Since this endeavor also entailed the negotiation with another school factor: a fixed syllabus, I expand the details of this adaptation below.

Predetermined syllabus. In his first year, Andrés taught English to sixth and tenth graders, later in his second year he was assigned eighth and tenth. Even if the school had a fixed syllabus, Andrés did not only draw on it but adapted it so that the new contents matched both his students' actual academic level and needs as well as his own high interests in relation to students' performance. Moreover, he drew on several school and personal materials and resources to teach the new tailored contents.

The syllabus for sixth through eleventh grade was designed in alignment with the standardized national test (ICFES). That is why, this syllabus revolves around grammar, reading and isolated vocabulary and teachers must comply with it and design term exams following ICFES format. As a result, Andrés teaching was permeated by this trend and the elements presented in the syllabus for sixth through eleventh grade formed the basis of his planning and teaching. In other words, even if he focused on teaching reading and grammar, he tried to integrate these elements instead of teaching them in isolation as they were presented in the syllabus. Furthermore, Andrés was allowed to include different adaptations in relation to contents and methodology as long as the predetermined topics were covered.

Hence, the observance of the syllabus did not limit Andrés' creativity completely; on the contrary, he was able to materialize his ideas by expanding the course program and challenging students with more advanced themes by means of different strategies. For instance, in addition to the traditional school materials (textbook and dictionaries) he drew on his blog, the computer room, his own worksheets and video-beam to teach through videos, songs, hands-on activities and games. Besides, despite the difficulties that entailed teaching writing, pronunciation and speaking to large groups, he insisted on including activities that favored these aspects. For example, in one of the group interviews with students when I asked them about Andrés' methodology, a student explained that Andrés used different activities such as dialogues, games and exposed them to readings with a certain level of difficulty:

With other teachers is the same, verb to be, we also studied other topics, but it was like always grammar and structure all the time and with Andrés we did other things like dialogues, games and other more advanced things like readings, and grammar also, but more advanced to some extent, but not only grammar because we had to understand those readings and sentences (Interview students, 08/10/11).

Given that Andrés maintained his high academic expectations all the time and his adaptations to the syllabus and methodology raised students learning and engagement, the fact of having a predetermined syllabus became an opportunity to put into practice his teaching preparation and knowledge of the subject matter. Accordingly, the negotiation among his professional interests and the fixed curriculum comprised a favorable aspect that evidenced his capacities and desires to actively engage in school transformation.

Taken together, this proactive encounter encompassed a continuous interpretation and resistance in terms of discipline, relation with students, students' academic

performance and school academic demands. However, this encounter went beyond a simple assimilation of the given school context and involved a personal resistance and search for working conditions that matched his professional interests and contributed to increase his desire to remain in his job. Moreover, although at a classroom level, this struggle account for Andrés' capacity and attitude to play the role of an agent of change since his actions and decisions evolved into well-accepted methodological adaptations, strong empathy with students given his democratic view of student-teacher relationship and the embracement of a liberal discipline approach that challenged the authoritarian school culture. It is worth highlighting that Andrés' previous teaching experience in a private school could have provided him with some of the necessary practical knowledge to successfully deal with discipline issues and teaching challenges, and such an experience could have significantly affected the findings.

With the purpose of comprehending the significance of this case study in relation to the possibilities and constraints novice teachers encounter at schools and their potential roles as agents of change, I will proceed to discuss its findings in the light of theories and studies of induction as a socialization process, professional culture and professional interests in the next section.

Discussion

Overall, the results show that Andrés' socialization comprised both a reactive struggle as well as a proactive encounter with school contextual factors. On the one hand, his problematic adjustment was evident when facing the lack of formal mechanisms for induction, his distant relation with administrators, the lack of collaborative work among colleagues and his inappropriate teaching load. These circumstances led him to what Cherubini (2009, p.95) depicts as a "survivalist mode" that occurs when novice teachers have scarce possibilities to make autonomous decisions and end up complying with the given conditions. This passive acceptance is also consistent with the functionalist approach to socialization that conceives it as a reproduction of the school structures and neglects teachers' capacity to actively adapt to the school culture (Zeichner & Gore, 1990, pp.2-3).

On the other hand, Andrés' proactive encounter with the school culture became evident when dealing with the school discipline approach, the predetermined English curriculum, his relation with students and their low academic performance. He managed to proactively adapt his interests in such a way that the institutional values, in reference to these factors, were transformed at the classroom level. In general, this interaction replicates the interpretive tradition to socialization which claims that teachers' socialization is shaped by both individuals and circumstances (Zeichner & Gore, 1990, pp.3-4). Besides, although some of the changes he managed to achieve did not have a school-wide impact, his decisions and actions in terms of the authoritarian school discipline approach, the hierarchical student-teacher relationship and his commitment to providing quality education reflect what the critical approach to socialization acknowledges: the possibilities of new comers to question issues of power and explore actions that resist and transform

structural school limitations (Zeichner & Gore, 1990, pp.5-7). Moreover, although his isolated induction clearly opposes the view that conceives it as a professional stage to actively participate in the critical reconstruction of schools (Achinstein & Athanases, 2010, p.573), Andrés was able to overcome the constraints of such a problematic experience to eventually display his potential role as change agent.

In this discussion, I aim to explore Andrés' socialization by examining the circumstances that either enhanced or prevented him from engaging in school transformation and affected his desire to remain in his job, his sense of belonging and commitment to the school. I contrast his experience with the theories that I presented in the theoretical framework as well as other studies of teacher induction and socialization. Besides, I discuss the importance and the implications of enhancing proper induction experiences for novice teachers and their potential role in the transformation of public schools. Accordingly, I frame my discussion into three main aspects: induction as a socialization process, professional culture and professional interests. I draw on these constructs because they allow me to coherently integrate my findings with the literature and they represent three major circumstances that intermingled and explain Andrés' socialization process.

Induction as a Socialization Process

It is evident the contrast between the scarce assistance Andrés received and the situation in other countries where induction has become a major concern in novice teachers' professional development. In those contexts, comprehensive programs have been designed to increase commitment, enhance collaboration, provide professional learning opportunities and favor a proper acculturation into schools (Fletcher et al., 2008; Hudson &

Beutel, 2007; Nasser-Abu Alhija & Fresko, 2010; Wong, Britton & Ganser, 2005). Rather, in this case study, the inexistence of any structured program to support novice teachers unveiled the reductionist view school leaders hold in terms of induction. The complexity of this stage is depicted by Achinstein and Athanases (2010, pp.575-576) who developed four frames from different authors to explain teacher induction purposes: managerial, humanist, cognitive-apprentice and political-critical. In the first one, emphasis is given to the orientation in terms of school procedures and norms, the humanist frame focuses on emotional support, the cognitive-apprentice revolves around the pedagogical assistance novice teachers need and the political–critical frame highlights the active participation of beginner teachers in the critical school transformation (Achinstein & Athanases, 2010, p.575). On the whole, as explained in detail below, the few school attempts to assist Andrés’ entrance encompassed some of the assumptions underlying the managerial and humanist frames. Although the cognitive-apprentice assumptions were noticeable, they emerged as an individual struggle to face his practice in the classroom. Regarding the political-critical assumptions, the inexistent school induction mechanisms neglected their manifestation; however, some individual intentions reflected Andrés’ attempts toward their realization.

In the managerial frame, the goal of induction consists of inserting new comers into the school rules and they are viewed as workers who expect supervision. Thus, in Andrés’ case, this frame became evident when school leaders presupposed that handing in official documents that contained procedures and regulations supplied him with all the necessary elements to assume his assignments. Furthermore, the fact of transferring the responsibility of guiding Andrés to documents embodies the functionalist view of socialization (Zeichner

& Gore, 1990, pp.2-3) in the sense that the school leaders avoided any constructivist orientation and expected him to act in accordance with of those regulations. In addition to this, his contact with the principal and other school leaders consisted of random encounters to handle administrative matters.

Essentially, this managerial purpose of induction is contrary to what Joiner and Edwards (2008, p.46) claim in relation to the positive impact principals may have on novice teachers growth. These authors argue that the principals' leadership is an important element during induction since they can create learning opportunities such as formative observations and permanent feedback. Likewise, a study conducted by Nasser-Abu Alhija & Fresko (2010, p.1595-1596) with Israeli beginning teachers shows that one of the major predictors of satisfaction was principals' help. These authors claim that novice teachers felt their achievements were part of a collective effort when they received teaching support from principals and staff. Nonetheless, contrary to these claims, in Andrés' case, the leadership professed by school leaders tended to focus on the managerial approach and disregarded teachers' professional development needs and possibilities.

As to the humanist frame, induction aims to lessen the emotional instability novice teachers experience since they are seen as helpless individuals living through a reality shock (Achinstein & Athanases, 2010, pp. 575-576). By and large, some of these assumptions became apparent when Andrés' informal mentor volunteered to be his caretaker and provided him with basic school functioning information and emotional help to reduce the stress provoked by the survival mode he ended up immersed in due to the inexistent official induction. This situation is similar to the figure of informal mentors in teacher colleges (Escuelas Normales) in Colombia depicted by Calvo (2006, p.9) and to the

experience of the Chilean novice teachers interviewed by Avalos and Aylwin (2007, p.526) who portrayed their colleagues as casual mentors that guided their improvised navigation of their schools. Nevertheless, due to the unplanned nature of this assistance, both Chilean student-teachers and Andrés' case did not encompass a systematic and proactive insertion. Instead, these induction experiences reflect the functionalist approach to socialization (Zeichner & Gore, 1990, p.3) in the sense that newcomers passively complied with some of the school given conditions and institutions did not provide induction processes so that teachers adapted or recreated the given structural environment.

Additionally, Andrés' casual mentorship did not enhance reflective practices to learn practical knowledge such as planning, assessment or other classroom related activities as presented in the cognitive-apprentice frame (Achinstein & Athanases, 2010, p.575-576). Instead, he drew on his educational background and turned to students, friends or her informal mentor. The risk behind this informal assistance and isolated learning lays on the fact that such a trial-and-error method may entail a negative impact on the quality of education students receive when enacting inappropriate practices. Fortunately, in the search for suitable practices, Andrés managed to maximize opportunities that favored students' capacities to reach higher academic levels. Although in isolation, this attitude reinforces the interpretive tradition of socialization process (Zeichner & Gore, 1990, pp.3-4) because in this search his socialization was shaped in two ways: personal interests and circumstances. In other words, his constant reflection and concern so that his practice met his own professional interests and students' needs reflected such an interpretive cycle. Yet, the existence of a formal mentor or an expert could have served to make the most of this

exploration so that the synchronization of his interests and educational background with his situated practice did not entail the risk of improvising situated practices.

On the whole, his managerial induction, casual mentorship and isolated practical knowledge apprenticeship led Andrés to a forced search for possibilities to understand his school. Therefore, the nature of his induction falls short of impact when compared with formal practices in which expert teachers provide newcomers with ongoing pedagogical guidance and personal support to interact with other colleagues, understand school culture, and grow professionally (Hudson & Beutel, 2007; Nasser-Abu Alhija & Fresko, 2010). Additionally, when his induction is analyzed in the light of the political-critical frame (Achinstein & Athanases 2010, pp.575-577) and the critical tradition of socialization (Zeichner and Gore, 1990, pp.5-7), this improvised support appears to be extremely insufficient given the long-term school-reform purposes this stage should serve. These authors transgress the approaches that conceive induction and socialization as a simple phase for teacher retention and enculturation. Instead, they propose principles that envision newcomers as agents of change and such an endeavor entails the commitment of reform-minded teachers and a collaborative professional environment (Achinstein & Athanases, 2010, pp.576-577) which was inexistent in Andrés' case.

Concerning the impact of school factors on novice teachers' experience, Feiman-Nemser (2010, pp.20-22) state that a large amount of studies confirm the great power of school teaching assignment, curriculum and colleagues on beginning teachers' actions. For this reason, it is worth reflecting on the actual possibilities novice teachers have to become agents of change given the power of work conditions. Specifically, in Andrés' case, his casual induction, the inappropriate teaching assignment and his relation with the academic

coordinator account for a total disregard of the emotional state and learning needs that underlay his novice teacher status. Such a lack of thoughtful consideration discloses a school environment permeated by inequity and undemocratic values that deserve being analyzed to understand his actual possibilities of becoming either an agent of change or an “agent in the reproduction of social inequality” (Achinstein & Athanases, 2010, p. 578).

On the one hand, equity issues became evident when, despite his scarce in-service experience, he ended up assuming homeroom teacher’s duties that clearly demanded the sophisticated repertoire senior teachers hold. This role involved not only teaching but also social abilities to deal with students’ behavior and attitudes as well as communicative capacities to dialogue with other teachers or parents. Besides, the fact of being assigned a reading course in Spanish that required an educational background different from his area of expertise reflects another instance of inequity of the system in two ways. First, in Colombia, it is common to find public school teachers responsible of teaching subjects they barely know, this occurs because of the teacher shortage in some knowledge areas and the poor resources allotted to public schools. Andrés was not exempt from such situation and despite his area of expertise and lack of school support; he was expected to meet the same school academic standards any other teacher with a strong knowledge of teaching Spanish would have reached. Second, it results problematic and unfair to expose students to teachers who hold neither the expertise nor the teaching experience to guarantee proper practices. Besides, students’ chances to access quality education becomes a sort of lottery since teachers’ assignment does not necessarily corresponds to their suitability but availability regardless of their preparation. In this sense, it could be claimed that Andrés became a sort of instrument in the perpetuation of inequity at the school level.

Unfortunately, this panorama is common in other contexts because inappropriate teaching assignment has become a common trend among novice teachers (Feiman- Nemser 2010, p.20-21).

On the other hand, the coordinator authoritarian attitude toward Andrés' classroom decisions and abilities clearly opposed democratic principles that would have been very constructive given his novice teacher condition. Thus, instead of silencing and yelling at him, a healthy relationship and dialogue could have contributed to understand and support Andrés' interpretation of school culture in terms of discipline and relation with students.

In short, besides hindering a smooth entrance to the school culture, the inexistent induction mechanisms represent a school structure that neglected Andrés' novice teacher status and his potential role as change agent. From this circumstance, it is not difficult to infer how his school favored the reproduction of a functionalist view of socialization that led him to be immersed in a "survivalist mode" (Cherubini, 2009, p.95) and any effort to transgress this tradition entailed an isolated venture. In addition to the lack of induction procedures, another major circumstance that gave birth to the specific features of Andrés' socialization process consisted of his interaction with colleagues which also eventually reinforced the lonely nature of his induction as explained below.

Professional Culture

A second significant element in Andrés' socialization corresponds to the predominant professional school culture. This factor becomes of paramount importance since the interaction with colleagues may foster novice teachers' sense of belonging and collective responsibility for the school or, on the contrary, it may lead teachers to isolation

(Feiman-Nemser, 2010; Kardos et al., 2001). Besides, several authors coincide on highlighting collaborative culture as one of the main predictors of job satisfaction, students' success and desire to remain in the job (Fletcher et al., 2008; Kardos & Moore, 2007; Nasser & Fresko, 2010). Furthermore, in a change-oriented induction, colleagues with a critical view of education play a central role in helping novice teachers to work collaboratively towards educational change (Achinstein & Athanases, 2010, p. 580).

Specifically, Andrés' socialization was clearly permeated by a professional environment that embraced several patterns of a veteran-oriented school culture (Kardos et al., 2001, pp.255-256). On the one hand, as explained above, Andrés' school lacked official mechanisms to assist new teachers, hence, all his emergent questions were not answered in a collaborative exchange with senior teachers; instead, his possibilities to learn and solve problems were restricted to an isolated trial and error process. Besides, although his veteran colleagues were welcoming and friendly, they appeared to prefer working in isolation and performing the minimum mandatory tasks. Therefore, as other studies illustrate, this type of school cultures turns out to be very detrimental in relation to collective school efforts since isolation is fostered, interaction is hindered and sink or swim approaches become accepted (Joiner & Edwards, 2008; Kardos & Moore, 2007).

All this unsupportive environment risks new teachers' desire to stay in teaching and remain at school and, what is more problematic, it may lead them to perpetuate the status quo through reproducing existing conditions (Zeichner & Gore, 1990, p.3) which in Andrés' case became evident when he decided to enact the individualist attitudes of his colleagues. Additionally, an ambitious endeavor like a critical reconstruction of school that requires collective long-term efforts and shared political stances about education change

(Achinstein & Athanases, 2010, p. 574) contradicts the individualistic nature of this veteran-school culture. For that reason, in Andrés' case, his agency encountered an unsupportive working environment that constrained any collective effort to work toward school transformation. This was evident during his first year when he led the organization of an important school event and redesigned the secondary syllabus and most of his colleagues preferred to stay apart and showed no interest in facing further collective projects. However, despite this veteran culture, Andrés' remained faithful to his desires of carrying out changes at the classroom level in terms of teaching, discipline, students' performance and relation with students as discussed in the following segment.

Professional Interests

In spite of the discouraging panorama depicted so far, a third important component in Andrés' socialization comprises his efforts to materialize classroom-level changes and construct a work environment in alignment with his professional interests. In this regard, Kelchtermans and Ballet (2002, pp.108- 110) claim that teachers hold conscious and unconscious professional interests that could be material, organizational, social-professional, cultural-ideological and self-interests. The material interests entail teachers' access to physical resources such as facilities or books. The organizational ones concern roles and official positions of schools as organizations. The social-professional interests involve the value given to interpersonal relationships within an institution. The cultural-ideological concern the accepted norms, values and ideals that constitute the culture of a specific school. The self-interests concern teachers' professional identity and its recognition. Those interests help teachers interpret their school as an organization and guide them to find effective and satisfying working conditions. However, not all

institutional modes of practice and principles are in alignment with personal interests. Thus, when individuals intend to match these interests with school structures, a conflicting situation may emerge and individuals can either negotiate or accept those institutional modes of practice. In Andrés' case, it was noticeable how social-professional and cultural-ideological interests came into existence given the discrepancies between school principles and his interests in terms of teaching, discipline, students' performance and the nature of student-teacher relationships.

Concerning cultural-ideological interests, Kelchtermans and Ballet (2002, pp.114-115) state that these comprise explicit or implicit accepted cultural values and "ideals about *good teaching*" (p.110). One of these implicit accepted principles in Andrés' school was the authoritarian discipline approach. Despite the strong embracement of this tradition on the part of school leaders, colleagues and students, Andrés became proactively committed to reshape this cultural assumption by explicitly teaching students and embracing his liberal view of discipline. In contrast to one of the beginning teachers in the research conducted by Kelchtermans and Ballet (2002) whose resistance toward the traditionalist religious view of her school had an institutional-wide impact, Andrés' commitment to reject and change the school discipline approach remained in his classroom. However, this instance encompassed an active opposition towards the reproduction of the school authoritarianism which in the light of the critical tradition to socialization (Zeichner & Gore, 1990, p.4-5) represents the resistance and transformation of relationships of power and control.

Another experience that reflected a cultural-ideological discrepancy was Andrés' decision of adapting the syllabus since it only favored narrow and repetitive grammar and reading topics. Given that one of Andrés' major interests consisted of exposing all his

students to suitable contents according to their academic level and motivation as well as providing them with opportunities to reach high standards, he adjusted the syllabus for his classes and devised several teaching strategies to harmonize his personal conception of good teaching and his own expectations in terms of students' academic performance in such a way that school academic interests remained respected. Although this was another classroom-level change, this proactive decision entailed principles of both the interpretive and critical traditions of socialization (Zeichner & Gore, 1990, pp.3-7). Regarding the former, the fact of adjusting the school program shows his clear intention of interpreting and shaping his context according to his interests whereas his desire of exposing all students to quality education, despite their poor performance and laziness, unveiled his intention of generating equal opportunities for students regardless of their social condition, attitude or behavior.

In reference to the social-professional interests, Kelchtermans and Ballet (2002, p.115) claim that these refer to the personal relationships between individuals in schools as organizations. In Andrés' case, two major scenarios became evident. The first one, as explained above, corresponds to Andrés' colleagues. His social-professional interest, in this regard, added to the lack of collaborative work, led him to keep distance from his peers and work in isolation. However, in the second scenario, that involves his relation with students, it is clear how his interest in constructing friendly and democratic relationship with students challenged school norms and values, and as occurred to one of the students in the research conducted by Kelchtermans and Ballet (2002, p.116), the fact of receiving positive feedback or acceptance among students served as a coping strategy to deal with his isolation from colleagues. Moreover, his close relation with students represented a rejection

and resistance toward hierarchical relations that under the critical tradition to socialization (Zeichner & Gore, 1990, p.6) could be interpreted as an opposition toward the school accepted relations of power in which teachers have the total control and neglect democratic relations with students.

As a whole, his rejection of the authoritarian discipline approach, the school hierarchical student-teacher relationship as well as his interest in providing quality education account for evident disagreements Andrés was trying to negotiate so that some of his interests became noticed and his working conditions matched his expectations. Nevertheless, it seems that his interests in relation to colleagues were highly affected since the discrepancy between his desires of implementing collective projects and the inexistent collaborative work environment led him to hold no expectations about his peers. Despite the veteran-oriented culture Andrés was immersed into, the chaotic induction process he went through, his novice teacher status and the fact that his attempts to negotiate professional interests with some school structures did not transcend to a school-wide level, Andrés' actions in relation to embracing a liberal discipline approach and fostering democratic relationship with students clearly reflect a critical attitude that questioned and rejected some of the status quo school conditions that perpetuated power issues among teachers and students. Moreover, his strong desire and efforts to expose all his students to quality education comprises another instance of his critical stand toward education.

Accordingly, this case highlights the importance of reflecting and designing professional development programs that encourage and support novice foreign language teachers, like Andrés, whose beliefs and desires are in alignment with a critical school-reform approach and who despite a challenging socialization process managed to

materialize classroom-level actions that reflected an initial attempt to become an agent of change. In addition, this study constitutes a contribution to the literature on novice teacher induction since it helps to understand the actual induction experiences of novice English teachers in the public sector in Colombia.

By the same token, this study might also serve as a guide in the process of designing and evaluating foreign language teacher education programs since future teachers should be aware of the structural limitations they will encounter in schools. This could be achieved through courses or contents about teacher socialization and professional interests. Such components could help pre-service teachers to disclose their own professional interests and be prepared to face pre-established school structures so that their new academic repertoire could contribute to school transformation. Therefore, several implications for our public schools leaders, policy makers and teacher educators emerge since they need to be aware and acknowledge the paramount importance of comprehensive induction programs for novice teachers, and join forces in the construction of environments in our schools that enhance successful socialization for newcomers and, above all, foster their possibilities to become change agents.

Implications

From one part, school leaders, policy makers, researchers and teachers educators in our context need to gain awareness of the views, assumptions and consequences underlying adequate support for novice teachers as they enter schools so that induction will be part of the local political and academic discourse. This means they need to conceive induction as a complex professional period in which novice teachers require ongoing orientation and support to comprehend and actively navigate the school as a professional organization; gain

understanding in relation to managerial regulations and processes; learn situated pedagogical and practical knowledge; deal with emotional instability, and above all, be granted professional opportunities to critically participate in reforming existing schooling practices (Achinstein & Athanases, 2010, p.575-576).

The recognition of the importance of this professional stage entails undertaking joint efforts to do research on the current conditions of novice teachers in our context and explore possibilities to support them. Hence, one possibility consists of investing public funds in the design and implementation of induction programs in public schools given their evident benefit on new teachers' satisfaction and commitment (Fletcher et al, 2008, pp. 1-2). Moreover, these programs should be implemented along with the creation of professional cultures within schools so that novice teachers find a proper environment to learn and constructively interact with all faculty members (Kardos et al.,2001, pp.253-255). The creation of these type of cultures requires the leadership and commitment of principals to allot financial resources, time and materials so that all faculty can work together planning, exploring professional development needs, sharing ideas, experiences and interests. Under these circumstances, it becomes feasible to expect the development of ideas and projects aiming to achieve critical school reform.

Another implication involves the enhancement of successful socialization processes from teacher education programs. This could be achieved through different strategies so that students and faculty become aware about the complexity of novice teacher socialization. The first strategy could be course programs that include theoretical constructs about socialization as well as activities to help students disclose or construct their own professional interests. This might help them recognize the conceptual elements of

socialization, the powerful role of school contextual factors and their future role in the inevitable interplay among their interests and school factors. One specific strategy could be exposing pre-service teachers to case studies about real-life novice teachers' struggle and their strategies to face school cultures during their first year of teaching.

Second, to prepare novice teachers as future agents of change, they need to be exposed to critical views of education so that they are able to disclose issues such as equity, justice, and human dignity. Also, they need to gain insights on how to face a system in which school structures might disregard their right of proper working conditions and their role as intellectuals and agents of change. Third, teacher-educators can benefit from research on teacher socialization because it may reshape their beliefs and help them visualize the long-term implications of their teaching on their students' future (Zeichner & Gore, 1990, p.30). Finally, an implication for me as a teacher-educator and researcher consists of embarking in new projects that contribute to theorize on induction since, in the foreign language teaching field in Colombia, this professional stage does not necessarily start after graduation, as stated in the theoretical framework, but, in most cases, long before. This particularity entails a major challenge: help student-teachers navigate school organizational structures and guide them in the negotiation of their professional interest within those structures as they study to become teachers. Additionally, this project suggests that public schools require more support from universities since, as stated by Liston et al., (2006), university and school partnership models might guarantee successful induction experiences and most importantly could serve to school transformation.

To conclude, in the next section, I will briefly present how this research has addressed the research problem, its significance and further research suggestions.

Conclusions

In this study, I explored the interplay among school contextual factors and the professional interests of a novice teacher of English in a public school and its impact on his possibilities to be an agent of change. Taken together, the results reveal that this teacher lived through a difficult and isolated socialization process in which his possibilities to participate in school transformation varied according to the interaction of his professional interests with different school factors. On the one hand, the inexistent sustained support and the disregard of his novice teachers' status led to a detrimental effect in reference to the quality of his personal and professional relations with colleagues and school leaders, his level of commitment, sense of belonging and desire to remain in his job. On the other hand, in terms of his decisions and actions about student discipline and relations with students, the results disclose a lonely struggle and critical rejection to the authoritarian school discipline approach and the prevailing hierarchical teacher-student relationship. This resistance was materialized in his liberal classroom management strategies and his democratic relationship with his students. Besides, his constant efforts to provide students with a variety of learning opportunities and his devotion to push them to reach higher academic levels reflect his commitment towards equal access for all his students to quality education. Although at a classroom level, these decisions and actions resulted in a gradual harmonization between his personal interests and the school accepted modes of practice which eventually fostered his desire to remain in his job and, above all, disclosed his role as a change agent. This classroom-level success exemplifies novice teachers' possibilities in contributing to school transformation and displays their significant role in school renewal.

Regarding the contribution of this preliminary study, it seems to indicate that there is a lack of awareness among school leaders and faculty in relation to the complex purposes of proper and constant support during novice teachers' induction and its benefits for both new teachers and the whole school community. In addition, given the lack of information about the induction of alumni of faculties of education (Calvo, 2006, p.9) and foreign language teachers in Colombia, this study contributes to gain understanding in this matter. Besides, it unveils the negative implications of abandoning novice teachers during their first years of in-service not only in relation to their professional growth and attitudes to their job and profession but also the disregard of their potential role as change agents. Along the same lines, this research reinforces what Cherubini (2009, p.95) claims in relation to the existent indifference of novice teachers' proactive and collaborative attitudes in many schools. According to this author, such a disregard occurs in institutions that expect teachers to passively comply with predetermined institutional structures due to the restricted decision-making possibilities, scarce opportunities for professional development and lack of support from the part of colleagues and administrators.

Given the importance of novice teachers' induction, the emergent nature of research on foreign language teachers' insertion to schools and the growing concern in Colombia to improve the teaching and learning of foreign languages in schools, it is worth addressing some possibilities for further research in this area.

Further research

Although this research has been primarily concerned with one teachers' case, it may offer some insight into the large number of possibilities and challenges for novice teachers in local public schools, especially when it seems to be a disregarded and unexplored

practice in Colombia. Hence, a growing number of ideas for further research in the field of foreign languages in our context become evident. For instance, one research option could be the design, implementation and analysis of strategies such as a mentorship in the light of socialization as a process in which novice teachers are supported and invited to propose and implement their refreshing ideas as they negotiate their interests with school structures. In this attempt, an important research focus could be the development of micropolitical literacy as stated by Kelchtermans and Ballet (2002). This literacy is a dimension in teachers' professional development that refers to "the strategies and tactics used by individuals and groups in an organization to further their interests" (p.107).

Another research niche could be the analysis of a professional development program in which mentors in the public system are prepared as guides, caretakers, expert collaborators and change agents, that is, mentors who assume comprehensive roles and responsibilities aiming to achieve school reform-minded endeavors (Achinstein & Athanases 2010, pp.575-576) and the impact of their work on novice teachers' induction. An additional and more ambitious research proposal involves the devise and analysis of the impact on novice teachers' socialization when enhancing the construction of professional cultures in schools through strategies such as study groups or peer-coaching. Although the public budget for public school is very limited, the main financial sponsor for those kinds of projects should be the government whereas academic support should come from universities and non-governmental organizations with research tradition.

One more research area could be the conceptualization of induction in Colombia from a different standpoint. Although Andres met the basic theoretical criterion to be considered a novice teacher, that is having less than three years of experience after

graduation, his pre-service teaching experiences revealed one discrepancy between the existent theory of induction and the typical circumstance in our country. For instance, by the time of graduation, most foreign language teachers have accumulated some teaching experience since many teaching jobs do not demand a professional diploma but foreign language proficiency. Therefore, it is rare to find recently-graduated teachers with no teaching experience in this field. Such a particular situation challenges the current theory of teacher induction and opens a new research area in our country. Besides, given that teaching in Colombian public schools does not make part of the initial professional plans of most alumni of foreign language teaching programs, understanding their choices might shed light on novice teachers' expectations and could complement new induction research endeavors in our country.

Furthermore, it should be noted that this study had some limitations. First, the results of this study cannot be taken as evidence for the level of impact of Andrés' teacher education on his socialization. Given the idiosyncratic nature of socialization, his educational background could be taken as a factor with high impact on his socialization process; however, the data and the findings in this research do not account for such an influence and additional research would be necessary.

The second limitation was my role as an outsider, I must acknowledge that this position could have shortened my interpretations since I have never worked in the public sector in Colombia and I only visited the school when I conducted interviews and school and class observations. This opens the possibility to conduct research projects in which public school teacher work as researchers. Third, the quality of the data could have been affected because school leaders could have probably provided limited information in their

effort to show positive school conditions for novice teachers given my role as outsider. Fourth, the fact of having contacted, observed and interviewed Andrés ten months after his entrance to the school comprises another research drawback since I drew on second order data and I could not witness and collect first order data such as observations of his very first days of work and his actual interaction with colleagues and administrators during those days. Finally, even though Andres' professional profile met the theoretical characteristics of novice teachers, his teaching experience as a pres-service teacher and as a teacher in a private school during a year comprise two factors that might have had a significant impact on the findings of this research.

As a final point of conclusions, although this case study only intended to explore Andres' experience, it becomes significant to highlight that the fact of having visited his school, observed his classes and interviewed him, his colleagues, administrators and students had some impact on his thoughts and work. First, he expressed that by simply being observed in his classes made him reflect on how he had been doing his work and how he could improve it. Second, being part of a research conducted by a graduate student from a prestigious university meant to become acknowledged among school administrators. Thus, this research helped to increase their appreciation and respect towards his work. Finally, he expressed that reading this thesis, especially the findings and the excerpts of interviews, helped him to broaden his understanding and the real implications of his work as well as to feel satisfied and encouraged to keep on working hard for his students.

In sum, notwithstanding its limitations, this research could be considered as a contribution to enrich the literature on teacher induction as a socialization process and to understand this professional stage in Colombia, especially in the foreign language teaching

field. It may also serve to raise awareness on the part of policy makers and school administrators of the importance of designing policies and allotting resources so that ongoing support and professional school cultures facilitate novice teachers' entrance to institutions and further their engagement and contribution in critical school reform initiatives. Besides, I expect to have contributed with ideas that might guide the design of future strategies to foster proper professional opportunities for novice teachers in similar contexts.

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APPENDIX A

INTERVIEW PROTOCOL – ANDRÉS (2)

Research question: How does the interplay between school contextual factors and the professional interests of a novice English teacher affect his possibilities to become an agent of change during his induction stage?

Name of the project: The socialization of a novice English teacher into a public urban school: A possibility to become an agent of change?

Date: April 16

Interviewer: Claudia Mesa

Position of interviewee: Docente de Ingles

Objective: To gather data to describe, from the teacher's perspective, the type of induction he received concerning contents, materials, objectives, evaluation, discipline and student population; how he prepares and teaches his classes; difficulties and advantages he has found in terms of students, contents, objectives, materials, evaluation, discipline.

PREGUNTAS GENERALES	PREGUNTAS DE ACLARACION, EXPANSION, SEGUIMIENTO
1. ¿Qué orientación o guía te dieron para comenzar a dictar tus clases?	¿Qué orientación específica para dictar las clases te dieron? (contenidos, materiales, objetivos, evaluación, manejo de disciplina, que tipo de estudiantes ibas a recibir) ¿Quien te la dio/daba?
2. ¿Cómo preparaste esas primeras clases?	¿Seguiste la orientación que te dieron (si te la dieron)?, miraste algún documento escolar (PEI, plan de Área, misión, visión etc) para guiarte? ¿Te explicaron la existencia de estos? ¿Qué te explicaron?
3. ¿Podrías describir cómo eran tus clases al principio?	Materiales que utilizaste, actitud y comportamiento de los estudiantes, organización de las clases, ¿Preparaste un plan para manejar disciplina? ¿Cómo te sentiste?
4. ¿Cuáles fueron las principales dificultades que tuviste en esas primeras clases?	Con relación a estudiantes (disciplina, relación con ellos) contenidos, materiales, metodología, evaluación.
5. ¿Cuáles fueron las cosas que más se te facilitaron en esas primeras clases?	
6. ¿Ha habido algún cambio en la forma en que preparas tus clases y enseñas?	En cuanto a la relación con los estudiantes y manejo de disciplina, contenidos, materiales, evaluación u otros
7. ¿Qué se te dificulta o que obstáculos encuentras en tus clases actualmente? ¿Qué se te ha facilitado actualmente?	En cuanto a la relación con los estudiantes y manejo de disciplina, contenidos, materiales, evaluación u otros
8. ¿Qué otras responsabilidades diferentes a enseñar ingles te asignaron? (Dirección de grupo, otras como vigilar, proyectos?	¿Cómo te sentiste? ¿Qué preparación/orientación te brindaron? ¿Qué piensas de esas responsabilidades?

APPENDIX B

INTERVIEW PROTOCOL - PRINCIPAL

Research question: How does the interplay between school contextual factors and the professional interests of a novice English teacher affect his possibilities to become an agent of change during his induction stage?

Name of the project: The socialization of a novice English teacher into a public urban school: A possibility to become an agent of change?

Date: May 4th, 2011

Interviewer: Claudia Mesa.

Interviewee: Amparo Torres

Position of interviewee: School Principal

Objective: to gather information about formal and informal induction processes the school might have provided the participant to date and data to describe, from the principal's perspective, the participant performance in terms of relationships, and curricular performance with reference to methodology, materials, standards, classroom management and other assigned responsibilities

PREGUNTAS GENERALES	PREGUNTAS DE ACLARACION, EXPANSION, SEGUIMIENTO
9. ¿Qué orientación <u>inicial</u> o guía provee la escuela para los profesores que llegan nuevos?	Si la proveen, podría describirla en términos de contenidos, duración, responsable(s) Si no la proveen, podría explicar por qué no se hace?
10. ¿Cuáles factores o características de la institución cree que facilitan la inserción de los profesores nuevos?	Estándares de calidad, disciplina, recursos físicos, colegas, estudiantes, apoyo administrativo
11. ¿Cuáles son las principales dificultades que comúnmente enfrentan los profesores que llegan por primera vez a la institución?	
12. ¿Con qué criterios se asignan las responsabilidades a quienes llegan nuevos a la institución? ¿Quién las asigna?	¿Cómo les asignan los grupos, materias, jornada, dirección de grupo, otras responsabilidades diferentes a enseñar?
13. ¿En el caso de Andrés, recuerda si él tuvo algún proceso de orientación inicial?	¿Quién lo orientó? ¿En qué aspectos lo orientaron? ¿Por cuánto tiempo?
14. ¿Cómo describiría el proceso de Andrés en términos de: <ul style="list-style-type: none"> •Relación con los colegas •Relación con los jefes de área, coordinación académica y de disciplina y Rectoría •Relación con los estudiantes •Relación con los padres de familia •Desempeño: curricular (metodología, uso de materiales, cumplimiento de estándares), manejo de la disciplina, cumplimiento con otras responsabilidades asignadas. 	

APPENDIX C

INTERVIEW PROTOCOL - COLLEAGUE

Research question: How does the interplay between school contextual factors and the professional interests of a novice English teacher affect his possibilities to become an agent of change during his induction stage?

Name of the project: The socialization of a novice English teacher into a public urban school: A possibility to become an agent of change?

Date: June, August

Interviewer: Claudia Mesa

Position of interviewee: Docente de Inglés

Objective: to gather information about formal and informal induction processes the school might have provided the participant to date and data to describe, from the principal's perspective, the participant performance in terms of relationships, and curricular performance with reference to methodology, materials, standards, classroom management and other assigned responsibilities

PREGUNTAS GENERALES	PREGUNTAS DE ACLARACION, EXPANSION, SEGUIMIENTO
15. ¿Podría describir como ha sido su relación con Andrés?	¿Cómo lo conoció? ¿Ha trabajado con él? ¿Cómo ha sido el trabajo con él?
16. ¿Cuándo llega un profesor nuevo al colegio, sabe si hay un proceso de acompañamiento inicial o inducción?	Si la proveen, podría describirla en términos de contenidos, duración, responsable(s). ¿En su caso como fue ese proceso de inducción?
17. ¿En el caso de Andrés, recuerda si él tuvo algún proceso de orientación inicial?	¿Quién lo orientó? ¿En qué aspectos lo orientaron? ¿Por cuánto tiempo?
18. ¿Cuáles factores o características de la institución cree que facilitan la inserción de los profesores nuevos?	Estándares de calidad, disciplina, recursos físicos, colegas, estudiantes, apoyo administrativo
19. ¿Cuáles son las principales dificultades que comúnmente enfrentan los profesores que llegan por primera vez a la institución?	
20. ¿Podría describir como es el trabajo en el grupo de profesores de inglés?	Se reúnen? Si lo hacen, cuáles son los propósitos, cada cuanto? Como son las relaciones entre los profesores de inglés?
21. ¿Cómo describiría el proceso de Andrés en términos de: <ul style="list-style-type: none"> • Relación con los colegas • Relación con usted • Relación con los estudiantes • Relación con los padres de familia • Desempeño: curricular (metodología, uso de materiales, cumplimiento de estándares), manejo de la disciplina, cumplimiento con otras responsabilidades asignadas. 	

APPENDIX D

INTERVIEW PROTOCOL - STUDENTS

Research question: How does the interplay between school contextual factors and the professional interests of a novice English teacher affect his possibilities to become an agent of change during his induction stage?

Name of the project: The socialization of a novice English teacher into a public urban school: A possibility to become an agent of change?

Date: August, 2011

Interviewer: Claudia Mesa

Interviewee: Students – Group interview

Position of interviewee: Students

Objective: to collect data about the teacher's relationship with students, his teaching style and his different roles such as teacher, consultant, confidant, counselor and social worker.

PREGUNTAS GENERALES	PREGUNTAS DE ACLARACION, EXPANSION, SEGUIMIENTO
¿Cómo les ha parecido/les pareció las clases de inglés con Andrés? ¿Por qué?	¿Qué les gusta de las clases con Andrés? ¿Qué no les gusta? ¿Cómo se sienten en las clases de Andrés? ¿Por qué se sienten así?
Comparando las clases con otros profesores y las clases de Andrés, ¿Qué diferencias ven?	En términos de disciplina, explicaciones, materiales, tipo de tareas, exámenes, notas.
¿Cómo es la relación que ustedes tienen con Andrés?	¿Como la trata? ¿Cómo lo tratan ustedes? Como les habla el a ustedes? Como le hablan ustedes? Comparando la relación que ustedes tiene con Andrés, que diferencias ven con la relación que tienen con otros profesores?
¿Cómo se comportan en la clase de Andrés? Por qué?	
Además del salón de clase, en qué otros espacios tienen contacto con Andrés? Por qué?	¿Qué hacen en esos espacios?