

**Pedagogical Leadership to Support New Teachers'
Growth**

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ABSTRACT

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This study aims to discover the impact of pedagogical leadership on new teachers' growth. The research is focused on three questions: 1) Are new teachers' feelings and challenges being understood?; 2) How do new teachers receive support from principals and the school community?; and 3) How does pedagogical leadership impact new teachers' growth? The research uses the qualitative approach of case studies. Four Finnish schools were selected as participants. The principals of each school and their five new teachers, with less than three years of experience, participated in the interviews.

Teachers in Finland have common challenges when they first enter the profession. Finnish school communities exhibit an in-depth understanding of the challenges faced by new teachers; however, not every school has support programmes focused exclusively on new teachers. In Finland, general support for all teachers or informal support is more common. Moreover, the findings showed that pedagogical leadership for new teachers' growth encompasses multiple dimensions: understanding new teachers, providing systematic support and fostering a supportive school culture. Pedagogical leadership had significant impact on new teachers' professional growth. It helped them to smoothly adapt to the profession, reduce stress and stimulate their motivation. The principals believed that their priority is to promote learning of students and staff, but regretted having very limited time to support them. The study concludes that various aspects of pedagogical leadership should be developed to support new teachers and to bridge the gap between teacher education and the first experience as a teacher.

Keywords: Pedagogical leadership, New teacher, Professional growth, Teacher induction, In-service teacher education, Basic education, Finnish teacher

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1 INTRODUCTION

“In the same way as a young person is not a fully-fledged driver once they receive a driving license from a driving school, a teacher is not a fully-fledged teacher once they receive the certificate attesting to their teaching qualifications from a university.” (Alava, Halttunen, & Risku, 2012, p. 40)

Becoming a teacher is an enormous transition (Jokinen, Heikkinen, & Morberg, 2012; Martin & Pennanen, 2015; Tynjälä & Heikkinen, 2011). New teachers quickly realise the huge gap between theories they learned from teacher education and everyday school practices as an actual teacher (Allen, 2009; Cherubini, 2007; Hobson & Ashby, 2016). Student teachers discuss different teaching methods and educational science theories at the university, but they do not have enough opportunities to gain an understanding of the teaching profession in depth (Paine, Pimm, Britton, Raizen, & Wilson, 2003). Even though teacher education includes a degree of practical elements, many prospective teachers still do not fully understand that teaching is just one part of many different roles expected of them (Ling, 2016). When they first become a teacher, they easily get flustered with handling administrative tasks, teamwork, and numerous meetings as well as teaching and planning at the same time (Aspfors, Bendtsen, Hansén, & Sjöholm, 2011). They also struggle with students' behavioural problems or special needs, situations which they have not dealt with earlier (Zuljan & Vogrinc, 2011).

An issue is that many new teachers become isolated (Carroll, Fulton, Yoon, & Lee, 2005). A school culture valuing a teachers' autonomy is sometimes used as an excuse for providing insufficient support. Not every school pays enough attention to new teachers' feelings and challenges. New teachers' self-efficacy is usually lower than that of experienced teachers and their need for professional development is much higher than teachers with more experience (Jensen, Andrés, Knoll, & Gonzalez, 2012, pp. 40, 99).

A variety of research has flagged the significance of effective school leadership to supporting a teacher's professional growth (Flores, 2004; Leithwood, Louis, Anderson, & Wahlstrom, 2004; Male & Palaiologou, 2013). Among vari-

ous leadership concepts, pedagogical leadership focuses on promoting learning and teaching within the environment of the school community (Macneill, Cavanagh, & Silcox, 2003; Male & Palaiologou, 2013; Sergiovanni, 1998). This concept has been frequently used as an alternative model of educational leadership in many Nordic countries, highlighting the importance of supporting teachers' growth to improve students' learning (Heikka, 2014; Lahtero & Kuusilehto-Awale, 2015; Male & Palaiologou, 2013).

This research aims to investigate the impact of pedagogical leadership on new teachers in relation to supporting their growth. It particularly focuses on pedagogical leadership at the school level as new teachers' professional growth can be impacted directly from their workplace. To achieve this objective, the research explores existing formal and informal support for new teachers in Finnish schools, as well as their feelings and challenges. Four schools from different areas in Finland were selected for the case study. The principal of each school and corresponding school's new teachers were interviewed. Moreover, participants were selected from both primary and lower secondary education because they are compulsory for every student in Finland.

2 THEORETICAL FRAMEWORK

The main purpose of this chapter is to introduce the major concepts used for this research and to review previous literature. The first section reviews the initial teacher preparation in Finland. It covers teacher education, selection and induction in Finland to provide the context of research. In the second section, the characteristics of new teachers within the teacher's life cycle are demonstrated. The importance of supporting new teachers with their challenges is also discussed. The last section introduces the various definitions of pedagogical leadership discussed in previous research, followed by its main characteristics in comparison to instructional leadership.

2.1 Initial teacher preparation in Finland

To frame the context of study, this section introduces the initial teacher preparation in Finland. In this study, initial teacher preparation refers to both pre-service education and in-service education. It encompasses the entire continuum to prepare prospective teachers and new teachers for the knowledge, skills and attitudes that are required of their profession. The first part describes the teacher education in Finland. The second part presents a brief overview of teacher selection in Finland. The third part deals with Finnish teacher induction using quantitative data from the Teaching and Learning International Survey (TALIS) 2013 collected by the Organisation for Economic Co-operation and Development (OECD).

2.1.1 Teacher education in Finland

Finland is well known for its high quality teachers and teacher education. Due to Finland's outstanding results in international student assessments, Finnish education has gained the attention of many policy makers and practitioners across the world. Experts have pointed out that the key to Finland's success is

its high-quality teachers and teacher education (Malinen, Väisänen, & Savolainen, 2012; Sahlberg, 2010). This section highlights the teacher education system in Finland, particularly for the basic education, as it is the main focus of this research.

In Finland, basic education is provided by comprehensive schools (*peruskoulu*), launched in the 1970s (OPH, 2016). It is compulsory for all children. Basic education encompasses nine years and it is preceded by one year of pre-primary education, which became compulsory on August 2015. It is followed by general and vocational upper secondary education and training. Primary level (grades 1-6) and lower secondary level (grades 7-9) are integrated into a single comprehensive school. Many schools actually have separate buildings for the two levels. However, this trend is changing, with more and more schools being combined and having one principal for both levels (Martin & Pennanen, 2015; OPH, 2016)

In Finland, a master's degree is required to become a qualified teacher for both primary and secondary levels (Sahlberg, 2010). Teacher education is available at 8 universities on 11 campuses across the country. The campuses are regionally dispersed, so teacher candidates can easily access teacher education. In line with the structure of the school system, there are separate teacher education programmes for class teachers at the primary level and for subject teachers at the secondary level. Class teachers are in charge of primary schools and they can teach multiple subjects. The education to become class teachers consists of a three-year bachelor's programme and two-year master's programme. Subject teachers for secondary schools follow a different education model emphasising subject-specific training. (Malinen et al., 2012, pp. 569-573). To become subject teachers, a master's degree with a teaching subject is required, including at least 60 credits of pedagogical studies according to European Credit Transfer and Accumulation System (ECTS). Also, they can first focus on subject studies and then decide later to take pedagogical studies. In Finland, about 90% of teachers complete the requirements (Martin & Pennanen, 2015).

Finnish teacher education includes pedagogical studies with guided teaching practice as well as subject studies because it aims to develop teacher candidates' capabilities in their field of teaching. Teacher education institutes have affiliated schools for teaching practice, so student teachers can observe classrooms and give lessons under the supervision of mentor teachers. In addition, the capacity to conduct and utilise research is regarded as highly important in Finnish teacher education as teachers with these skills can independently evaluate their own practices in the classrooms. Because the teaching profession is popular and valued in Finland, there are always many applicants for teacher education programmes. For example, in 2013, 12493 students took part in the entrance test for Finnish language class teacher education but only 886 students were selected for the education programme (OPH, 2014)

2.1.2 Teacher selection in Finland

In Finland, schools have the autonomy to select their own teachers. Compared to some countries where government or local authority organises annual competitive exams to select teachers, Finnish schools have the authority to hire teachers. The principal, vice principal and leading team of the schools are usually in charge of making recruitment decisions. They advertise for vacant positions and review the resumes of applicants. They also have the autonomy to decide criteria and interview questions consistent with legal guidelines. Once teachers are hired for a permanent position, they can stay at the school until they retire. They can also change schools if desired. They then must go through a similar selection process for the new school.

2.1.3 Teacher induction in Finland

Like teachers in many other countries, Finnish teachers are expected to develop their knowledge and skills continuously after they enter the profession. Various institutes such as universities, teachers' trade unions, and subject teachers' associations organise in-service programmes for teachers. Teachers are responsible for their own professional development and usually participate in at least

three working days of professional development per academic year outside of school days. Municipalities and the Finnish Ministry of Education and Culture support teachers' in-service education (OPH, 2014). However, in-service teacher education, including induction for new teachers, is not mandatory in Finland.

Each municipality is in charge of offering induction for their new teachers as a statutory national induction programme does not exist. As a result, there are different types and intensities of induction for new teachers across the country (Martin & Pennanen, 2015). Some schools provide mentoring or induction programmes at the school level, but they don't always meet the need of novice teachers. Several studies support the argument that the degree of Finnish new teachers' participation in induction is lower as compared to other countries (European Commission, 2014; OECD, 2014). According to the country report by European Commission (2014) on Finnish Education and Training, compared to the EU average of 49%, only 16% of Finnish teachers participated in a formal induction programme when they had their first permanent post.

TALIS 2013 conducted by the OECD provides more detailed data regarding the current support system for new teachers' growth (OECD, 2014). TABLE 1 shows the access to and participation in induction programmes at Finnish pri-

Table 1 Access to and participation in induction programmes (Adapted from OECD, 2014, pp. 329-330)

(Unit: %)		Access to Induction (Reported by Principals)					Participation in Induction (Reported by Teachers)		
		Formal			Informal induction for new teachers	General intro- duction to new teach- ers	Formal induc- tion	Infor- mal induc- tion	General introduc- tion to new teachers
		All teach- ers new to the school	New teach- ers	Not avail- able					
Primary	Finland	43.4	2.3	54.3	91.8	93.4	15.9	51.1	45.1
	Aver- age	36.9	11.2	52.0	75.0	68.7	29.6	41.5	35.2
Lower Second- ary	Finland	52.6	1.0	46.5	92.7	89.7	16.3	51.5	42.5
	Aver- age	43.6	22.3	34.2	76.5	85.7	48.6	44.0	47.5

mary and lower secondary schools. The table indicates the insufficiency of formal induction programmes for new teachers in Finland as compared to other OECD countries. According to principals' feedback, induction programmes are offered for all new teachers to the school at a greater number than the OECD average. Nonetheless, 2.3% of principals from primary level and 1.0% of principals from lower secondary level reported the existence of induction programmes exclusively for new teachers. In addition, 54.3% of principals at primary level and 46.5% of principals at the lower secondary level indicated that they don't offer any induction programme. The absence of induction programmes at the lower secondary level is 10% more than the average.

Compared to other countries, participation rates for informal induction and general introduction were similar or even higher. However, participation rates for formal induction were apparently low at both school levels. Only around 16% of Finnish teachers answered that they took part in formal induction programmes. At the lower secondary level, the data for Finland is the third lowest among participants and the gap between the average is greater than 30%. This survey revealed that formal induction programmes for new teachers in Finland need to be improved at both school levels. In particular, induction programmes for new teachers at the lower secondary level are inadequate compared to other countries.

TABLE 2 focuses on the access to and participation in formal induction for teachers in lower secondary education. In this case, new teachers is defined as

Table 2 Formal induction programme for new teachers (Adapted from OECD, 2014)

(Unit: %)	Access to formal induction programmes for new teachers (reported by principals)	Participation in formal induction programmes among new teachers (reported by teachers)	Differences between principal and new teachers answer
Finland	65.4	25.9	39.5
Iceland	60.7	29.8	39.9
Italy	75.6	25.2	50.4
Average	69.9	51.7	18.2

the ones who have less than three years' experience at their school and less than three years' experience as a teacher in total. While 65.4% of Finnish lower secondary school principals reported that formal induction programmes are offered for new teachers, only 25.9% of newly qualified teachers responded that they actually took part in the programmes. The gap between the principals and newly qualified teachers' answers was 39.5%. It was the third biggest among participant countries. This implies that many Finnish school leaders don't fully understand new teachers' situations and feelings or that Finnish school leaders neglect to engage new teachers in those programmes despite the existence of formal induction programmes.

In Finland, scheduled meetings with principals or colleague teachers and mentoring by experienced teachers were the most common components of induction programmes. Table 3 shows that more than 90% of lower secondary principals in Finland responded that their induction programmes include those two components. However, the percentage utilising other components such as courses or seminars, team teaching, networking, collaboration with other schools, peer review and writing journals were at the most one half of the OECD average.

TABLE 4 shows that less than 75% of Finnish lower secondary level teachers with 5 years teaching experience participated in professional development activities in the 12 months prior to the survey. The participation rate of Finnish

Table 3 Components of induction programmes (Adapted from OECD, 2014)

(Unit : %)	Finland	OECD Average
Scheduled meetings with principal and/or colleague teachers	91.9	87.7
Mentoring by experienced teachers	90.9	89.1
Courses/seminars	27.9	57.2
Team teaching (with more experienced teachers)	25.4	52.8
Networking/virtual communities	14.0	30.8
Collaboration with other schools	13.9	28.7
A system of peer review	7.1	41.0
A system of diary/journals, portfolios, etc., to facilitate learning and reflection	6.1	31.8

Table 4 New teachers' recent professional development (Adapted from OECD, 2014)

	Participation (%)
Singapore	98.4
Croatia	97.4
Finland	75.0
Chile	73.3
Italy	72.1
Slovak Republic	70.8
Average	86.5

new teachers was the fourth lowest among 34 participated countries including sub-national entities, followed by Chile, Italy and Slovak Republic.

2.2 Understanding and supporting new teachers

This chapter highlights the characteristics of new teachers. In the first section, the teacher's life cycle theory is introduced. Next, the findings from previous research concerning the feelings and challenges of new teachers are presented. Finally, the importance of supporting new teachers in the workplace is demonstrated. Although various terms have been used in previous studies to describe teachers who are new to the profession, such as beginning teachers, novice teachers, and newly qualified teachers, the term 'new teachers' is solely used in this study for consistency. It should be noted that it does not refer to experienced teachers who are new to a certain school.

2.2.1 New teachers in the teacher's life cycle theory

Theories on the teacher's life cycle provide a macroscopic view of the initial teaching period as a part of the whole lifespan of teachers. These theories classify the different stages of a teacher's career and investigate the characteristics, needs and tasks of each phase (Hong & Seo, 1997; Huberman, 1995; Kim, 2012).

According to Hong and Seo (1997), psychoanalyst Erikson's theory of psychosocial stages is the prototype for teacher's life cycle theory. Based on the fa-

ther of psychoanalysis Sigmund Freud's theory of development stages, Erikson suggested that the lifespan can be divided into 8 stages: infancy, early childhood, play age, school age, adolescence, young adult, adulthood, and maturity. He also proposed that there are different developmental tasks for each stage. Likewise, the theories on teacher's life cycle investigate the stages of the teaching career and identify the characteristics and tasks of each phase. The authors note that these theories have been used as a tool to develop in-service education according to teacher's age and experience.

For example, Huberman (1995)'s research is one of the most established theories on a teacher's life stages. The researcher identifies the first three years of the teaching profession as 'career entry'. This phase consists of survival and discovery. He defined the next three years as a stage of 'stabilisation'. During this period, teachers show more commitment to their job and gain a sense of mastery of instruction. The next 12 years are defined as a divergent period. For some teachers, it is the period of 'experimentation and diversification'. Research has shown that they develop their own teaching styles, try new teaching methods, and confront systematic obstacles. For others, however, it is the period of 'reassessment'. At this stage, many teachers doubt themselves and sometimes they leave the profession due to a high level of frustration. The researcher identifies that the next 12 years is the second divergent period. For some teachers, it is a stage of 'serenity'. They feel relaxed but realise their distance from young students. However, it can be a phase of 'conservatism' for some teachers. They criticise and complain about the system, change, and the profession itself. The next 10 years of the teaching profession is the stage of 'disengagement'. Teachers are gradually separated from their professional commitment (Huberman, 1995). Huberman's model has been used widely. It is different from the traditional life cycle models that considered the teacher's lifespan as a linear progression. This model assumes that teachers' development can be diverse, especially in the middle phases of their career.

Kim (2012) describes the teacher's life stages based on a qualitative study in Korea. The research shows that there are two different categories for the

teacher's life stages. In the first category, there are four stages in line with the evolution of the roles in the organisation. The first stage of this category is an 'adaptation' period when teachers learn their roles. The second stage is 'independence'. Teachers in this stage understand the workflow of the school and they are able to clearly state their views. The third one is called 'consideration to promotion' as teachers in Korea at this stage decide whether they will prepare for promotion or not. The last stage, 'preparation for retirement', is the period when teachers start to feel physically and psychologically drained by work. The researcher identifies that the second category includes three stages based on the teachers' perspective on education. The first is the stage of 'passion'. In this period, teachers are enthusiastic but they also get disappointed from time-to-time. The second stage is 'maturity'. Teachers in this phase attain confidence by gaining more knowledge and experience. The last stage is 'introspection'. In this stage, teachers finally realise the essence of education and the know-how to apply their training to real life.

Like Huberman's study, this research suggests that each teacher can experience the life stages in a different way. For example, one teacher in the 'adaptation' stage in the first category can be in the 'maturity' stage in the second category, while another teacher in the same 'adaptation' stage can stay in the stage of 'passion' in the second category. This indicates that a teacher's role and perspective on education affect the transition to the next phase. Also, the transition to the next stages does not always occur simultaneously. The research also suggests that the relative intensity of the characteristics may vary between the categories.

New teachers in the teacher's life cycle theory have been labelled with different names by the researchers, but they point out common aspects of the first stage in the teacher's life cycle. As shown in the Table 5, Huberman (1995) named this phase 'career entry'. Kim (2012), who used the terms 'adaptation' and 'passion' to describe this stage, also mentions 'survival' and 'discovery' as elements of the beginning stage, similar to Huberman, while new teachers adapt to their roles. According to Kim, new teachers report that they feel diffic-

Table 5 Teacher's first life stages

Researcher (Year)	Name	Characteristics
Huberman (1995)	Career entry	<ul style="list-style-type: none"> • Survival and Discovery
Kim (2012)	Adaptation	<ul style="list-style-type: none"> • Realise difficult relationship • Ready to learn instead of addressing opinions
	Passion	<ul style="list-style-type: none"> • Try to teach many things and believe in complete changes of students • See phenomenon from own perspective • Get hurt from unexpected results and become defensive • Understand the meaning of experience teachers' advice and their expertise

ulties in communicating with people at work in their initial years. They tend to accept assigned roles instead of complaining, as compared to the teachers in other stages. Moreover, passionate new teachers are likely to expect too much and try to teach as many contents as possible. They get hurt by unexpected results and some become defensive, but, they start to understand the experienced teachers and respect their advice, according to the study.

2.2.2 New teachers' feelings and challenges

There are numerous studies regarding new teachers' feelings and challenges (Aspfors et al., 2011; Cherian & Daniel, 2008; Fransson & Gustafsson, 2008; Jokinen et al., 2012; Tynjälä & Heikkinen, 2011). These studies describe the new teachers' frustration due to the huge gap between teacher training and teaching in practice. Like new drivers, they realise the discrepancies between what they have learned and what they have to do in reality (Alava et al., 2012). They are trained for several years to be professionals at teacher training institutions. However, as they start their career they realise that the theories they have learned and the practices in everyday life are quite different. Researchers call the new teachers' difficulties 'praxis shock' or 'reality shock' (Fransson & Gustafsson, 2008, p. 138). This includes challenges in dealing with teaching, preparing lessons, managing administrative tasks, and meeting with colleagues

and parents. Handling students' behavioural problems, special needs and school violence are more difficult for new teachers. Tynjälä and Heikkinen (2011) specified the new teachers' challenges in the Finnish context: the threat of unemployment, inadequate knowledge and skills, decreased self-efficacy and increased stress, early attrition, and role and position in a work community.

Despite the completion of teacher education and training before entering working life, these challenges are difficult for the new teachers. Formal education and training provide the teacher candidates with theoretical knowledge and practical skills including teaching practice courses to reduce the reality shock (Ingersoll, 2012; Kearney & Boylan, 2015). Nonetheless, many new teachers feel that they have not been fully prepared when they start their careers (Goldhaber & Cowan, 2014; Lindqvist, Nordänger, & Carlsson, 2014). Aspfors et al. (2011) state that some new teachers even tend to act in a more traditional or conservative manner. When new teachers have to react immediately, they revert to the old models which they have seen during their schooldays. This is due to the lack of exposure to realistic situations as student teachers even though formal teacher education includes practical components. Adapting to a teachers' daily work is not easy as there are many aspects that new teachers have never experienced before they enter the profession.

Some researchers state that a teacher's transition from training to the working world is even more difficult than in other professions. Instead of duties that are phased in by degrees, new teachers get immediate considerable responsibility at the beginning of their career (Jokinen et al., 2012). Tynjälä and Heikkinen (2011) also point out that new Finnish teachers get the same pedagogical and legal responsibility as their more experienced colleagues as teachers in many other countries do.

In some schools new teachers don't get enough guidance from other teachers even though they need a considerable amount of support. Some schools also have shown a tendency to not treat new teachers equally. One study revealed that new teachers sometimes get 'left over' assignments that

other teachers avoid (Cherian & Daniel, 2008, p. 7). Therefore, new teachers face additional challenges in comparison to experienced teachers.

If a new teacher's adaptation to workplace is not smooth, the teacher's self-efficacy can be impacted. Research has shown that new teachers' self-efficacy is clearly lower than experienced teachers (Jensen et al., 2012). Low self-efficacy of new teachers can hinder students' learning. Hence, their need for professional development should be carefully concerned.

2.2.3 Importance of supporting new teachers in the workplace

Numerous studies have emphasised the importance of the initial years as a teacher (Aspfors et al., 2011; Bezzina, 2006; Fransson & Gustafsson, 2008; Jokinen et al., 2012; Tynjälä & Heikkinen, 2011). The first few years are significant for new teachers because they form their identity, teaching practices, and core values. The experiences during this period will determine the attitude of teachers throughout their career (Bezzina, 2007, p. 418). The phase of career entry is described as a bridge between teacher education and the teachers' continuing professional development (Jokinen et al., 2012, p. 171).

According to Jokinen et al. (2012) and Ingvarson, Beavis, & Kleinhenz (2007), the ideal approach would be to integrate the initial teacher education, induction to the profession and continuous professional development. The researchers argue that all teachers should have the opportunity to take part in an effective induction programme during their first 3 years in the profession and have access to structured guidance and mentoring by experienced teachers or other relevant professionals throughout their career (Jokinen et al., 2012, p. 172).

There are three different models for teacher professional development. Gaible & Burns (2005) divided teacher professional development into three categories according to different levels: standardised, site-based and self-directed. Firstly, standardised professional development is a centralised approach focusing on fast dissemination of knowledge and skills. It often includes general orientations, workshops, and training. Government or municipalities mainly organise these programmes. It is an efficient way to expose large groups of teach-

ers to new skills and strategies. However, teachers find it difficult to apply what they have learned once they return to school because these training sessions are often held at one given time. Secondly, site-based professional development brings teachers together to solve situational problems. Each school focuses on the local issues and needs that individual teachers face over the long term. This approach provides continuous opportunities for learning. Sometimes it is difficult to find expertise in geographically remote areas or low-resource schools. Nonetheless, site-based professional development builds the community and cultivates expertise. Lastly, self-directed professional development is different from organised professional development. It consists of reading books, keeping journals, taking online courses, seeking out experienced teachers' advice, and/or searching information on the internet. When resources or guidance from the school is lacking, teachers can choose this approach to enhance their expertise. However, this approach is most effective with advanced teachers according to the study. Self-directed activities are not recommended as a primary method for supporting professional development although participating in self-motivated learning is encouraged, according to the authors (pp. 15–25).

This research particularly focuses on site-based professional development as school is the place where new teachers spend most of the time working and learning. Opfer (2016) emphasises the importance of school embedded professional development by revealing the positive correlation between school embedded development activities and the perceived impacts on teacher knowledge and practice by teachers. According to her study, teachers with positive beliefs in their preparedness, self-efficacy, constructivist role and satisfaction with their performance are more likely to engage in more school embedded professional development as compared to non-school embedded professional development. If the school community has an effective support system and cooperative learning culture available to new teachers, they can smoothly adapt to the teaching profession. The research supports that schools need to encourage new teachers and facilitate their opportunities.

2.3 Pedagogical leadership for new teachers

School leadership is widely known as a major contributing factor to improve teaching and learning (Leithwood et al., 2004). A sizable amount of research supports the concept that developing a teacher's capability and fostering a professional learning community are indispensable dimensions of school leadership (Leithwood et al., 2004; Alava et al., 2012). The teachers can achieve their full potential and guide students effectively when the school community supports the professional development and growth of teachers. More attention needs to be drawn to newcomers to the teaching community, particularly when they are just entering the profession. Effective school leaders and school communities provide new teachers with learning opportunities embedded in the school system and culture. Supporting new teachers' growth results in positive effects on student learning. However, there have been few studies on the influence of school leadership on new teachers. This study ultimately seeks to examine the impact of pedagogical leadership on teachers in their initial years who have to deal with tremendous challenges in the transition period. The section begins with the concept of pedagogical leadership defined by other relevant studies. It investigates the meaning of pedagogical leadership and its major characteristics in comparison to instructional leadership.

2.3.1 Definitions of pedagogical leadership

Many school leaders and researchers have shown an interest in the pedagogical leadership approach, particularly in European countries such as Finland (Alava et al., 2012). A variety of studies have sought to define pedagogical leadership but, to date there has been no common interpretation as to what pedagogical leadership is and what it entails (Heikka, 2014).

Finnish researcher Karila's work (as cited in Heikka, 2014) states that pedagogical leadership has been generally used in Finland to describe those leadership activities that are not related to administrative tasks. However, some caution should be taken with this interpretation as some leadership responsibilities

related to administration ultimately promote learning in schools. In this matter, Heikka (2014) concludes that pedagogical leadership focuses on “responsibilities for pedagogy emphasising future directed leading of staff.” (Heikka, 2014, pp. 35–36).

Sergiovanni (1998)’s definition of pedagogical leadership has been widely referenced in the literature. According to the author, pedagogical leadership encourages the development of both students and teachers as follows:

“Pedagogical leadership ... invests in capacity building by developing social and academic capital for students, and intellectual and professional capital for teachers. (Sergiovanni, 1998, p. 38).”

He argues that enhancing student and teacher’s learning is imperative in pedagogical leadership compared to bureaucratic leadership, which focuses on effective management systems supported by supervision and evaluation. The research further concludes that building a strong community is integral to the development of social, academic, intellectual and professional capital. (Sergiovanni, 1998)

Other researchers share a similar view that building community and networking is a critical aspect of pedagogical leadership (Alava et al., 2012; Silcox & MacNeill, 2006; Whalan, 2012). Alava et al. points out that pedagogical leadership emerges within “a network of interaction and development processes used by the superior to influence and develop staff’s attitudes, behaviours and actions” (Alava et al., 2012, p. 37). Silcox and MacNeill (2006) claim that promoting a dialogue about teaching and learning within a school community should be considered as the crucial element of pedagogical leadership (Silcox & MacNeill, 2006, p. 13). Similarly, Whalan (2012, p.156) states that building networks, broad resources and relationships within a school community is “the essence” of pedagogical leadership. The author further states that pedagogical leadership is one of the crucial dimensions for enhancing the collective responsibility for student learning along with professional development, collective struggle, professional community and relational trust (Whalan, 2012, p. 180).

Some researchers attempt to clarify the meaning of pedagogical leadership by identifying certain components comprising the concept. Macneill, Cavanagh and Silcox (2003) state that pedagogical leadership can be viewed as either one component of leadership or as a style of school leadership. The authors describe the eleven elements of pedagogical leadership : (1) Discharge of moral obligations concerning societal expectations of schooling; (2) Presence of a shared vision and sense of mission about student learning; (3) Commitment to mission realisation by staff and students; (4) Application of expert knowledge about student learning and development; (5) Improvement of pedagogic practice; (6) The engagement and empowerment of staff; (7) Presence of multiple leadership within the staff; (8) Emphasis on pedagogic rather than administrative functions by leaders; (9) Creation and sharing of knowledge throughout the school; (10) Development of relationships and a sense of community; and (11) Application of a re-culturing approach towards school improvement (Macneill et al., 2003, p. 8). In contrast, Male and Palaiologou (2013) argue that leadership should be regarded as “a process that involves interpretation” criticising the “modelisation” of leadership. They view pedagogical leadership as “an ethical approach that respects values and does not engage in any project that will only benefit the individual, but instead looks after the ecology of the community” (Male & Palaiologou, 2013, p. 3).

There are various definitions of pedagogical leadership as mentioned above. However, researchers commonly consider pedagogical leadership is distinguished from conventional leadership in that traditional leadership approaches primarily emphasise effective administrative management. Pedagogical leadership, in contrast, focuses on relationship building, sharing knowledge, and encouraging staff learning within a school to promote teaching and learning.

2.3.2 Pedagogical leadership and instructional leadership

As described above, previous research has shown that encouraging learning within an organisation is the key feature of pedagogical leadership. However,

there has been some confusion when referring to the concept of pedagogical leadership and other similar concepts, such as instructional leadership. Heikka points out that “a variety of relative concepts such as pedagogical or instructional leadership are used interchangeably, and the differences and connections between these concepts are rarely clarified or observed” (Heikka, 2014, p. 36). In line with her observation, inconsistency among research regarding the relationship between pedagogical leadership and instructional leadership is common. Some researchers claim that they are equivalent notions, while others argue that they differ in many aspects.

According to Lahtero and Kuusilehto-Awale (2015), the term pedagogical leadership has been used in European research to describe leading teaching and learning in school, whereas American research traditionally refers to instructional leadership. The authors indicate that pedagogical leadership and instructional leadership are similar leadership approaches. They maintain that “the term pedagogical leadership can be regarded as instructional leadership’s Finnish equivalent” (Lahtero & Kuusilehto-Awale, 2015, p. 319).

Conversely, some researchers view instructional leadership and pedagogical leadership as conflicting concepts. For example, Macneill, Cavanagh and Silcox (2005, p. 5) contend that there are several clear differences between instructional leadership and pedagogical leadership. According to the authors, pedagogical leadership focuses on a students’ learning while teachers’ instruction is the main focus in instructional leadership. They also point out that pedagogical leadership involves less hierarchy than the instructional leadership. Also, they highlight that pedagogical leadership deals with building a professional learning community, whereas instructional leadership is more relevant to school management. The authors criticise instructional leadership as not holistic and narrowly focused on only one part of instruction and learning style (Macneill et al., 2005, p. 2).

This research agrees with both studies to some extent. As the first researchers mentioned, pedagogical leadership and instructional leadership have been used interchangeably in some contexts. At the same time, the different

meanings and elements of the two concepts should be carefully understood, as the second researchers highlighted. Above all, it should be noted that these concepts have been evolving. Similarities and differences between the two notions can be either maximised or minimised, depending on the context. According to the study by Hallinger (2005), research trends and findings on instructional leadership have been transformed. Horng and Loeb (2010) also highlight the evolution of the concept 'instructional leadership' from direct instruction to broader organisational management. Due to this evolution, the gap between instructional leadership and pedagogical leadership has narrowed. However, differences still exist between the two concepts.

Pedagogical leadership has been selected as the theoretical base of this study. It is most suitable because it emphasises a school leaders' role as facilitating the teachers' collective learning and creating a system and culture for professional development. Nonetheless, this study does not suggest that pedagogical leadership is the only compelling leadership approach.

3 RESEARCH DESIGN

This chapter delineates the research design approach. The first section presents the research goals and questions to be answered. To achieve the research aims, four principals and their five new teachers were selected as interviewees in the study.

The second section describes the criteria for selecting participants, along with the context of schools and background of the principals and teachers. Case studies, focused on four Finnish schools, using a qualitative approach are examined. Additionally, interviews as a data collection method and content analysis as a data analysis method are discussed. Adaptation of data collection and analysis methods to the present study is illustrated and research methods are described.

3.1 Research aim and questions

The purpose of this study is to discover how pedagogical leadership impacts the growth of new teachers. The study particularly focuses on existing support within the school community and its relationship to pedagogical leadership. The questions to be answered from the current research are as follows:

1. Are new teachers' feelings and challenges being understood?
2. How are new teachers supported by principals and the school community?
3. How does pedagogical leadership impact new teachers' growth?

The first research question strives to find the relationship between pedagogical leadership and understanding new teachers' feelings and challenges. The second research question asks what kinds of support are provided for new teachers' growth by the principal and school community. This covers both structured and unstructured support. The answer to the last research question, which is directly related to the research aim of this study, seeks to explain how

pedagogical leadership, with appropriate support, impacts new teachers' growth.

3.2 Background of the inquirer as a qualitative researcher

This chapter briefly introduces the background of the researcher. The role of researcher is highly significant in qualitative studies. According to (Creswell, 2008), it is suggested to systematically address the researcher's biography in qualitative research because the researcher's values, personal interests, and/or biases can influence the research outcome.

The author of the current study previously was a lower secondary teacher in the Republic of Korea. She completed four years of teacher education and attained qualifications to teach social studies and geography at the secondary level. She has three and half years of teaching experience. As highlighted by Creswell, the researcher's personal history and personal interests as a former teacher are deeply related to conducting this research, including setting the research aims and questions.

3.3 Participants of the study

This section highlights the participants of the study. In the first part, the selection criteria of the participants are discussed in relation to research aims and questions. Previously it was indicated that four Finnish schools were selected for the study. The background of the principals and new teachers are described below.

3.3.1 Selection of the participants

Pedagogical leadership for new teachers can be investigated at many different levels. However, the main focus of the study is pedagogical leadership at the school level. Although support provided by government, municipalities, or other training institutes can be helpful for new teachers, at school is the only

place where a new teachers' professional growth can be impacted daily and directly. For this reason, the research primarily deals with pedagogical leadership at the school level. Participants were selected among comprehensive schools encompassing both primary and lower secondary education. These levels were selected as they are basic to education in Finland and compulsory for every student, regardless of their social or economic conditions. Four schools were selected in three different cities to avoid the impact of the environment on the results of the study.

Four principals and five new teachers were interviewed for this study. The research questions above can be investigated from the direct input of the principals and new teachers as well as by comparing and contrasting their responses. Even though this study postulates that pedagogical leadership can be enacted by the entire school community, not just by the principal, interviewing the principals is still meaningful as they are the overall representatives of their schools. One principal and one new teacher were interviewed from each school. Also, an additional teacher was interviewed at one of the schools to examine the variation of school conditions from the teacher perspective. The gender of participants is also equally distributed.

The selection criterion of the study participants is critical to effectively achieving the research aim. In this study, setting the minimum experience levels of the principals and new teachers was integral. The principals had more than 3 years of experience as a principal and more than 3 years of experience as a teacher. Experienced principals are preferred for the study because new principals' adaption to their role could change the result of this study. Restricting the principals' teaching experience is crucial as principals' lack of experience as a teacher can also affect the result negatively.

For the purpose of this study, new teachers are defined as ones with less than 3 years of experience. They are only considered as 'new' teachers because teachers with more experience would have different feelings and challenges with a higher level of familiarity with the profession. The teachers were not necessarily permanent, however they were qualified teachers with more than

one consecutive year of experience as a full-time teacher in one school. Teachers with less than one year of experience were excluded from the interviewees.

3.3.2 Context of the schools

Four Finnish schools were selected in three different areas as described in Table 6. As regional differences affect school environment, schools in two cities and one town were chosen. One primary school, one comprehensive school, and one lower secondary school were selected as the focus of this study is basic education. School 1 is a primary school in Southern Finland. The size of school is relatively large for Finland with 500 students.

School 2 is a lower secondary school in the same town, but students speaking Swedish as a mother tongue attend in the school. Swedish is one of the official languages in Finland. However, it is difficult to find qualified teachers that speak Swedish. Because of this recruitment difficulty, the school only has 14 new teachers. School 3 is a comprehensive school in a city located in central

Table 6 Context of the schools

	School 1	School 2	School 3	School 4
School Level	Primary	Lower secondary	Comprehensive (Primary + Lower Second- ary)	Lower secondary
Number of Students	500	326	475	320
Number of Teachers	40	41	45	45
Location	Southern Finland	Southern Finland	Central Finland	Capital city
Type of Municipality	Town	Town	City	City
Characteristics	The biggest primary school in town	14 new teachers ; The language of instruction is Swedish	Opened one year ago	Highly multicultural

Finland. The school recently opened as schools in Finland were planning to open more comprehensive schools with primary and lower secondary schools in the same complex. School 4 is a lower secondary school in the capital city. Due to the large influx of immigrants, the school is highly multicultural.

3.3.3 Background of the principals

The principals' gender, experience, and education were carefully considered to control the influence of these factors (Table 7). Male and female principals were evenly selected and all principals were experienced. They are mature with more than 7 years of experience. As Finnish principals must have a pedagogical background, the principals had qualification as teachers with five to fifteen years of experience.

Table 7 Background of the principals

	Principal 1	Principal 2	Principal 3	Principal 4
Gender	Male	Female	Female	Male
Age	49	57	49	49
Experience as a principal	12 years	15 years	7.5 years	16 years
Experience as a teacher	5 years	15 years	15 years	8 years
Education as a principal	Compulsory training	1.5 years of training and 2 years of MBA	6 months of compulsory training	2 years of degree for leadership level

3.3.4 Background of the teachers

One new teacher was selected from three schools (schools 1, 3 &4), and two new teachers were selected from school 2 to compare the personal differences. Teachers' gender and previous experience were considered (Table 8).

Table 8 Background of the teachers

	Teacher 1	Teacher 2-1	Teacher 2-2	Teacher 3	Teacher 4
Gender	Male	Female	Female	Male	Female
Age	28	27	27	29	28
Previous Experience	1.5 years	1.5 year	2.5 year	2 years	2.5 years
Subject	Classroom teacher	Swedish	English	Classroom teacher + history in 8 th grade	Special education
Grade of students	6 th	8 th and 9 th	8 th	6 th and 8 th	7 th
Grade of group	6 th	7 th grade in the previous year	8 th	6 th	7 th

3.4 Description of the qualitative approach and case study

This research adopts a case study approach using a qualitative research method. The following sections describe the characteristics of qualitative approach and case study in comparison with other research methods.

3.4.1 Qualitative approach

Like the quantitative method, the qualitative approach has a series of steps including setting the research aims, collecting data and analysing data. However, there are distinct differences between the qualitative and quantitative methods.

First, qualitative study is emergent. Research questions or participants can be refined due to the interactive characteristics of this approach (Creswell, 2009). While quantitative research first sets research questions that don't

change, research questions may evolve in the process of a qualitative investigation, depending on the researcher's learning process.

Moreover, the researcher's personal involvement is highly significant in the qualitative approach (Glesne & Peshkin, 1992). The inquirer's personal experiences can substantially influence the planning, collecting and analysing of data, and presenting the results (Creswell, 2009). Hence, findings are the result of interpretation, not an objective reality.

While the objective of quantitative research is to find the relationships between various factors or test theories based on large amounts of data, qualitative research tends to identify relatively small groups' features or culture by conducting in-depth interviews and observation. This approach is useful to study relatively new areas of investigation. Furthermore, the qualitative approach is inductive in contrast to quantitative research (Creswell, 2009).

3.4.2 Case study

Case study is considered one of the major qualitative research approaches along with narrative, phenomenology, ethnography and grounded theory. Simon's definition on the case study illustrates what this research approach means.

“Case study is an in-depth exploration from multiple perspectives of the complexity and uniqueness of a particular project, policy, institution, programme or system in a ‘real life’ context. It is research-based, inclusive of different methods and is evidence-led. The primary purpose is to generate in-depth understanding of a specific topic (as in a thesis), programme, policy, institution or system to generate knowledge and/or inform policy development, professional practice and civil or community action.” (Simons, 2009, pp. 12-28)

Case study can be used for both quantitative and qualitative research. It has been used in a large number of qualitative educational research projects to investigate the different context of situations and systems. Like other qualitative research methods, case study allows the development of meaningful insights from the rich description of specific research objectives. It was adopted for this study to effectively reveal the interactions and dynamics regarding pedagogical leadership for new teachers. Focusing on only a few cases, a more in-depth result was obtained.

3.5 Data collection

As a data collection method, interviews were used in this study. The following sections present an overview of interview techniques, including its definition and types. In addition, how the interviews were conducted in the present study is described.

3.5.1 Interview as a data collection method

Interview has been widely used in qualitative studies as a data collection method. Mills, Durepos, & Wiebe (2010) define interview as “a process of seeking knowledge and understanding through conversation” (p. 495). According to him, an interview involves an interchange of perceptions between people about specific themes or interests. Interview has been frequently used within the disciplines of social science such as anthropology and education for the last few decades, and it has been increasingly employed as a popular data collection method in many disciplines (Kvale, 2007a)

Mills et al. (2010) identify four types of interview: structured interview, unstructured interview, semi-structured interview, and informal interview. They note that structured interview, also known as standardised interview, is well suited to compare the responses of participants. Interviewees are asked the same set of questions. Even though this approach is easy to administer, analyse and triangulate the answers, there are criticisms. Participants cannot be proactive in the interview. Participants in unstructured interviews can share their experiences and talk about their beliefs more freely. To draw an open and in-depth discussion from the participants, researchers often use open-ended questions. Semi-structured interview is a mix of structured and unstructured interview. Interviewers prepare some questions in advance. However, these questions evolve during the interview process. With this flexibility, researchers can acquire interviewees’ unique opinions and experiences as well as the answers to pre-determined questions. Finally, informal interview is coincidental and occurs in casual environment (pp. 496-500).

According to Kvale (2007), interview includes seven stages: thematising, designing, interviewing, transcribing, analysing, verifying and reporting. In the first two stages, the researcher sets the purpose and contents of the investigation and plan formulation. The interview is usually recorded as it is the major resource of the study. After the interview was transcribed, analysing of the interview material followed. The interview can be analysed after the validity and credibility of the findings were verified.

Even though interview is an effective data collection method, allowing the collection of a large amount data within a short period, this method has been criticised for several reasons. Specifically, there are a number of criticisms toward structured interview as participants usually remain passive. Additionally, if there is lack of trust between interviewer and interviewees, answers may be incomplete. Moreover, there is a body of researchers who challenge an interviews' objectivity and the effects of cultural differences (Barlow, 2010).

3.5.2 Interview in the present study

Interviews in four schools were conducted between October and December 2014. The researcher of this study visited the four schools for face-to-face interviews. Because they were semi-structured interviews, a set of questions was prepared in advance for principals and new teachers respectively.

As presented in the Appendix 1, interview questions for the principals consist of three sections: new teachers' feelings and challenges; support for new teachers; and impact of pedagogical leadership on new teachers' growth. The three sections were designed along with the three research questions of the study. Each section includes sub-questions regarding the topic. The first section covers the understanding of principals about new teachers' situations and challenges. The principals were asked to which roles their new teachers are assigned and what kind of challenges they have in these roles. The second section deals with the support for new teachers within their schools. The participants were asked which programmes and activities were available for new teachers' professional growth. The last section is regarding pedagogical leadership at

school. While the second section focuses on formal support for new teachers, this section looks at informal support for new teachers, culture of learning and sharing, and leadership and its impact on new teachers. These questions were carefully designed to draw real experiences from the participants' response.

Interview questions for new teachers (Appendix 2) are also composed of the three sections as same as the questions for principals. The interview questions were designed to find similarities and differences by comparing the answers of both parties. In the first section, new teachers were asked about their situations and challenges, mirroring the questions asked of their principals. The second section covers the available induction activities, the participation in these programmes, and their impact on new teachers. The last section was designed to verify new teachers' perception towards school culture and the impact of leadership as compared to the perception of these topics expressed by their principals. The same questions were prepared for both principals and new teachers as it could be beneficial for triangulation as well as for comparison. The length of the interviews ranged between 60 and 100 minutes as the interviewer had the flexibility to adapt questions to the particular interviewees depending on their experiences.

School visits for interviews were organised by the researcher and her institute. The access to School 1 was gained through the institute as it has a strong network of principals. The School 2 was where the researcher had visited before for her one-week practicum in the same year. Since the researcher discovered that a mentoring system for new teachers existed in the school during the practicum, she already asked permission for this study. She had met the principal at that time, but she had not met the new teachers. Access to School 3 and School 4 were gained by sending e-mails to the principals. There was a recommendation to visit School 3 by a local principal as there was a principal and new teachers fitting the parameters of this study. Access to School 4 was gained by sending e-mails to random principals in lower secondary schools in the capital city. One of the principals responded to the e-mail and the interview schedule was arranged.

Before visiting the schools, the research institute sent letters of acknowledgement asking for permission to access research data in the schools. After that, the researcher sent e-mails containing the title, purpose and plan of the research. At the beginning of each interview, the interviewer introduced the title, purpose, and the estimated length of the research once again. The researcher asked permission for audio-recording and note taking during the interview. She also explained that the recorded data will be transcribed and analysed, but participants will remain anonymous. After participants signed the letter of informed consent containing this information, the interviews were conducted with recording.

3.6 Data analysis

3.6.1 Content analysis as a data analysis method

Qualitative content analysis refers to “a research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns” (Hsieh & Shannon, 2005, p.1278). This approach has been used widely. Qualitative research focuses on interpreting the meaning of the content from the raw data. They note that this method can be also used in other research areas such as ethnography, grounded theory and phenomenology. According to the authors, there are three major approaches to qualitative content analysis: conventional content analysis, directed content analysis and summative analysis. Conventional content analysis produces categories for coding directly based on the interview text. Conversely, the directed approach relies on relevant theory or research as the starting point of coding. Summative content analysis identifies the meaning behind the repeated keywords in the interview text. These approaches are selected based on the purpose of the research (pp. 1277 - 1286) Qualitative content analysis involves seven stages encompassing setting research questions, selecting the sample for analysis, identifying the categories, defining the categories, planning

the coding process, coding, determining credibility, analysing results (Kaid & Wadsworth, 1989).

3.6.2 Content analysis in the present study

This study applies conventional content analysis and summative analysis with the former being the primary analysis method used. For instance, topics such as teachers' feelings and the impact on pedagogical leadership were coded directly based on the transcript of the interview. New teachers' feelings, for example, have been classified into three categories: positive, neutral or mixed, and negative feelings, as shown in Appendix 3. Unlike the directed approach which uses existing theories for categorisation, the groups emerged directly from the transcription.

On the other hand, a summative approach was used to analyse countable topics. The types of new teachers' challenges or support for new teachers were analysed in this manner since a limited numbers of keywords were found in common. As presented in Appendix 4, the summative method has been used to examine the new teachers' challenges. The types of new teachers' challenges were first identified, and then the responses of principals and new teachers concerning the different types were counted. The five categories were determined according to the responses and different types of challenges were ranked in descending order in each category according to the frequency of the answers. If certain keywords have been mentioned repeatedly by multiple participants when discussing a challenge, it was considered that new teachers face the specific types of challenges often. If the answer was not repeated, it was analysed as a unique challenge in the certain school. To increase the effectiveness of the analysis, the conventional and summative approaches have been selectively used depending on the topics.

4 FINDINGS

This chapter presents the results of the research. The first section covers new teachers' feelings and challenges. They are compared to the principals' responses to examine their understanding of the new teachers' environment and reactions. The second section identifies what types of structured and unstructured support are provided for new teachers by their principals and schools. The last section examines how principals and new teachers respond to pedagogical leadership within their school communities. The impact of the pedagogical leadership approach on new teachers is evaluated.

4.1 Understanding new teachers' feelings and challenges

This section reviews new teachers' feelings and challenges in their first years of teaching. The first part describes new teachers' feelings derived from an analysis of interview responses. The second part presents new teachers' challenges. Both parts also present the principals' understanding of new teachers' feelings and challenges in comparison to the new teachers' responses, illustrating the degree of correlation between those viewpoints.

4.1.1 Understanding new teachers' feelings

New teachers reported that, while they like their jobs, it is laborious and stressful. Their answers include both positive and negative aspects of being a new teacher. Positive expressions they used to describe their job included: '*enjoyable*', '*rewarding*', and '*enthusiastic*'. The negative expressions they used included: '*rough*', '*demanding*' and '*stressful*'. The principals' responses were similar to those of the new teachers. The study found that new teachers' feelings can be categorised into four types: adaptation to new environment, considerable stress, feeling responsibility, passion for the job.

Adaptation to new environment

First year teachers responded that *'everything they faced was new'*. They reported unfamiliarity with their tasks, school events and resources, and their co-workers. New teachers have to remember new people surrounding them and try different teaching methods. They also stated that they were not familiar with the various school events. The environment and available resources for their lessons were also new to them. The level of similarity between new teachers' answers was very high. For example, the answers of Teacher 2-2 and Teacher 3 shows the common feelings of new teachers.

Everything is so new. I did especially last year everything what I did for the first time... You have to do every new testing actually all the time what you doing... I had no idea was it a good way of doing or not so good way of doing things... If it didn't work well with the first group, I had to change for the next groups... And of course when you enter a school in no known one from before, and so last year when I came here I had about 40 teachers and other staffs here and I needed to get to know too. You know, name, face, and all this plus to get to know who I work with and learn how these people work. Hmm. And then all my students, so all in all I had roughly 220 people around me who I have I have never seen before I had to get to know them... so, at every, everything is new when you are a new teacher. (Teacher 2-2)

It was new colleagues for me, and new school for me, and new class for me ... The places weren't familiar for me and the equipments. Where can I find this and this and is my key suitable in this and that kind of normal day problems. And at many times it took 15 to 25 minutes in the beginning of the lesson before we could even start when I was trying to make the places work. (Teacher 3)

New teachers also reported that they *"didn't know what they didn't know"* when they first stepped into the profession. They didn't even have questions and didn't know what to ask.

Principals also pointed out that everything would be novel for new teachers. For example, Principal 2 indicated that adaptation to a new organisation, culture, and profession would be very hard for new teachers. She mentioned that new teachers need time to fully adapt to their profession as many elements are included in the teaching profession.

On the other hand, Principal 1 relayed that this aspect might be rather interesting for new teachers. He considered that meeting new students and colleagues might be exiting and interesting. One teacher mentioned the joy of learning as a new teacher, but his response did not exactly match to the answers of most new teachers in this study.

In summary, the principals indicated they were aware of the new teachers' unfamiliarity with their environment. The teachers' responses to the new environment were mixed. New environments and tasks were regarded as challenges to adapt to as well as rewarding areas to explore.

Considerable stress

When asked what it is like to be a new teacher, some of them described it as '*stressful*' and '*laborious*'. They stated that some elements of their work are '*demanding*', particularly in the first year. Their responses show that the second year of teaching was much easier as they got familiar with their students and colleagues. For instance, Teacher 1 addressed that being in charge of a class of wild 6th graders as a new teacher has been quite '*rough*'. Teacher 2-1 expressed that her first year was '*stressful*' with a lot of work. Like Teacher 1, she felt it was getting easier, however, she mentioned that '*everything is a challenge when you are a new teacher*'. The following answer of Teacher 2-2 shows the high degree of similarity among the new teachers' responses regardless of their different environments when they were asked to describe their first year in the profession.

Labourous, haha.. lots to do... It is demanding not only work. hmm.. Psychologically demanding also. ... This year when I came back it was a lot easier, because only now 7th graders were new. so it was a lot easier and I realised that I've learned very fast the names of the 7th graders. because last year I struggled. (Teacher 2-2)

Principals anticipated that being a new teacher would be very hard. For example, assumptions by Principal 4 about new teachers' feelings completely agreed with the new teachers' answers.

If you are just a newly qualified teacher, then those first half year, it's sometimes it's quite tough. Because that is the time when you see that if you are teacher or not. If it's a right career choice to the new teachers. Sometimes it takes more time or it takes less time. But first year or first half year is just the first one. If you manage that, then it's easier, then it's much easier. (Principal 4)

The first years in the teaching profession can be very stressful and demanding. However, new teachers' responses show that it gets better as they become familiar with their students and environment. Principals understood the new

teachers' stress during the first years quite well. The principals' answers substantially corresponded with the responses of new teachers.

Feeling responsibility

New teachers commonly responded that they '*feel responsible*'. Some of them stated that this feeling persists, even after the work day is over. There were many similarities between the new teachers' answers, even though their school levels were different. Also, they reported that dealing with their responsibilities resulted in some degree of stress and tiredness. Teacher 1, for instance, said that he couldn't stop thinking of his work even outside of working hours. He said he was excited about having new students, but that he also felt much responsibility. He added that he sometimes felt tired due to this feeling of responsibility. Similarly, Teacher 2 described that she never stops being a teacher. As she is aware of her responsibility as a teacher, she tries to behave like a teacher even on Saturday nights. As depicted below, Teacher 3 also discusses about the stress that arises from her teacher-related feelings of responsibility:

When I was a substitute teacher, it was so easy that you went to school and when your school day was over, your work was over. But now that you have to take the responsibility and for all times. And I like to do my work as well as I can. So, I kind of, I can't give myself the permission to be lazy. So, sometimes it's a bit stressful. (Teacher 3)

Principals also expected that responsibilities as a teacher might be stressful for new teachers at the beginning of their careers. Specifically, one principal highlighted that a new teachers' responsibility for their students is the same as that of the experienced teachers, despite their relative inexperience.

I know it's quite difficult for the new teachers being adult and being responsible. I think whole academic year, the whole responsibility of the students and the pupils and that situation, I think that's quite new for the new teachers. Being adult, being responsible of that for the whole year. Not a month, not a week, but the whole year. ... The whole responsibility that you are responsible for everything, almost everything. It's quite heavy thing sometimes. (Principal 3)

The principal also understood that new teachers would feel burdened by their new responsibilities. This response exactly matched her new teachers' answer. As described above, feeling a lot of responsibility is common for most of the new teachers, and their principals tend to understand this.

Passion for the job

Even though there are some challenges and surprises, new teachers liked their job. They relayed that they like being a new teacher and learning new things. They were enthusiastic and willing to listen to their students. Teacher 2-2 said that she likes her job. She stated that being a teacher is rewarding even though it is challenging from time to time. Teacher 3 said that he liked the profession from the moment he started. Likewise, Teacher 4 described her positive feeling about the profession as below:

It's quite nice [to be a new teacher]. Because I like to learn new things. And I think I'm so interested in my job because I'm new and young. ... I'm not bored of this work [like some old teachers]. I have new ideas and every day is new day for me... I'm enthusiastic at my work. ... I think that my students, they are the best one. Of course I think that they are the most difficult part in my job, but they are really the part that I like. (Teacher 4)

Some principals also expected that it would be exciting and interesting to be a new teacher. They also had an expectation that the new teachers would use the latest methods from their recently completed teaching education.

There were noticeable similarities between the responses of the new teachers and the principals on the new teachers' feelings. The comparison of two parties' perceptions suggests that the principals at the four participating schools understand their new teachers' feelings to a great extent.

4.1.2 Understanding new teachers' challenges

New teachers feel challenges during their first period of career. The participants of this study also stated that they had to deal with difficulties from different areas. The challenges found from the interviews can be divided into three categories: teaching and guidance, tasks other than teaching, and relationship. Some of principals' answers corresponded closely with the new teachers' responses. However, new teachers generally mentioned more types of challenges during the interview than their principals.

Teaching and guidance

New teachers reported that dealing with bullying, classroom behaviour and students' special needs were challenges for them. Two teachers from the prima-

ry level answered that bullying was the most difficult situation to deal with. For example, Teacher 3 confessed that the biggest challenge during his first year was to solve cases of bullying involving his students. It was particularly challenging because some of the cases went back 4 years and so he had to seek out the teachers who had been teaching those students over a long period of time. Apart from some help from a special education teacher, he had to interview almost every student involved in the cases alone. He said that it was hard to change the situation in spite of his effort to stop bullying. Likewise, Teacher 1 expressed his challenges in regards to some bullying cases at school:

The most difficult and exhausting challenges have been bullying cases. Long time bullying. So, when I have come in the middle of that kind of situations, parents have been contacting me and pupils and I have to clear my way there and discuss with many person. So, it was very exhausting. (Teacher 1)

New teachers related these challenges to the lack of teacher education in managing a students' behaviour. Teacher 1 pointed out that he didn't have enough opportunity to acquire practical experiences related to social, behavioural and learning problems of the students at university. He addressed the gap between fancy teaching methods which are taught at teacher education institutions and problems in real life. Teacher 4 indicated the discrepancy as below:

I think that in university we studied very much new and fine ideas how to teach some subjects to students. But we don't have so much studies from how I can handle the group, and handle the difficult students. ... For example, some students are quite difficult to handle. They are quite noisy, they are not motivated to study. I think that's the thing that we haven't discussed in university so much, what I needed. (Teacher 4)

New teachers also regarded evaluation and grading, planning and trying different teaching methods as challenges. Most of the principals expected that grading would be difficult for new teachers. Teacher 3 reported his difficulties in doing evaluations as he was not prepared enough on this matter during university.

Some new teachers considered evaluations challenging because they felt a heavy responsibility for the impacts on the students as a result of their evaluations. Teacher 2-1 stated that giving a failing grade to her student for the first time has been a challenge for her. For Teacher 1, giving a final evaluation for his

6th graders at primary level had been difficult. He was in charge of the evaluation although he only had spent one year with his students.

New teachers' tend to describe their challenges in teaching and guidance in more detail as compared to their principals. However, the principals understood their difficulties to some extent.

Non-teaching tasks

All new teachers mentioned that they were surprised by the workload during their initial years. In particular, they realised that there are many non-teaching tasks involved in the profession. Teacher 2-2 realised that pure teaching is just part of the profession and being a teacher includes a variety of tasks. She learned that it takes lots of time and energy to take care of her students. Teacher 3 was surprised by the amount of non-teaching tasks which are necessary to undertake. When his classes are over, he has to prepare for the next classes, talk with parents and participate in school meetings. On top of these basic activities as a teacher, he is in charge of organising a swimming schedule for everyone as a physical education teacher. Teacher 4 thought that there are so many papers to fill in. The following narrative of Teacher 1 demonstrates new teachers' surprise by large the amount of non-teaching tasks they face.

As a teacher, it surprised me that your job is not just teaching because teaching is so small part of your daily work life. Because as a teacher, for example, we have so many meetings with teachers, and other meetings, meetings with parents, and also communicating with parents via internet. We have so many other things to do. ... I prepare my tomorrow's lessons after 4pm. 4pm is here in Finland the time when we usually stop working if we don't have this shift work. (Teacher 1)

Two principals mentioned the new teachers' perceptions towards other tasks. They reported that some new teachers tend to consider these activities as an extra job, which is not the case. According to their responses, it could be problematic if a new teacher doesn't accept these tasks as part of their job. Principal 2 pointed out that there are some new teachers who already understand that there is so much more to do in the teaching profession besides what happens in the classroom. She was disappointed by one of the new teachers who complained about attending meetings and working on tasks outside of class. Simi-

larly, Principal 4 pointed out that a so-called “extra” job such as meeting with parents is actually not an extra job at all. It should be accepted as part of teachers’ general duties. According to him, some teachers believe that their task is limited to teaching their subjects and nothing else. He emphasised that a teachers’ job involves a variety of non-teaching tasks including having discussions with pupils and parents, taking part of meetings and planning curriculum.

There were some differences between the answers of new teachers and the principals. While new teachers regarded heavy workloads as a major challenge in their first years, the principals considered the new teachers’ insufficient understanding towards the teaching profession as a major challenge. It seems that new teachers realise there exists a broader spectrum of the teaching occupation only after they enter the profession.

Relationship

New teachers responded that their interactions with students, parents, and colleagues were challenging when they started their career. For example, Teacher 2-1 received a parents’ call complaining about the grade she had given one of her students. In general, these conflicts among the parties arose not only due to new teachers’ inexperience, but also because of the attitude of others towards new teachers. Some principals pointed out that the parents and students’ attitude towards new teachers does not reflect the appropriate level of respect. Principal 4, for instance, pointed out that students always test new teachers. He surmised that pupils want to know the limit of teachers and that the tests students give their new teachers can be challenging in some cases. Principal 1 gave an example of the demanding relationship between parents and new teachers:

For sure here in Europe and in Scandinavia, parents are more demanding day by day and that’s the thing that I see it’s the most difficult issue to handle. What to do when you are 25 years old, new teacher, and some guy, 40 years old, will come to you and hey don’t tell me, that’s my son, you are 25, I’m 40. And that’s, it’s not easy. It’s not easy. (Principal 1)

Some new teachers commented that collaboration between people with different backgrounds is not always easy for their new teachers.

In university, when we made a teamwork, everybody was student teacher. But now we have social worker, and psychologist and school nurse. We have many kind of professionals. ... I think that it's quite difficult to discuss with them, especially with them who are not working in school. For example, child welfare system with those people, it's quite difficult because they don't understand what's the differences and problems in school with these students. (Teacher 4)

Similarly, Principal 3 gave an example of the conflict between her new teacher and school psychologist. One of her new teachers was told by a school psychologist that he doesn't know about his student. She believed that school psychologist ignored him as he was not an experienced teacher. As new teachers have to collaborate with people with different backgrounds for the first time, maintaining a good relationship is sometimes difficult for them. The principals who participated in the interviews understood, to a large extent, the new teachers' struggles with the relationship with their students, parents, and colleagues. One of the principals noted that the Finnish principals' background with pedagogical studies was very helpful in understanding the teachers' situation.

In the central Europe, ... they are doing only the administration. They are more like CEOs like in the business. They are like that. But in Finland, for example, to be qualified to become a principal you have to have a master's degree in Education. It's not so for example in the middle Europe. They are more like CEOs and economical people. But it depends on the whole society how it is work. In Scandinavia, it works like this. (Principal 1)

He suggested that the Finnish policy requiring a principal to have a degree in education is instrumental in their understanding of the interactions between their staffs and teachers.

4.2 Supporting new teachers' growth

This section presents the support for new teachers' growth in the four Finnish schools. The support for new teachers involves both formal and informal types. The first part shows structured support for new teachers' growth. It deals with the principals' direct support and other systematic support for new teachers provided by the whole school community. The second part illustrates unstructured support existing within the schools both directly and indirectly by the principal.

4.2.1 Structured support

Each school had different systematic strategies to support new teachers. Some schools provided formal support, especially for their new teachers. However, not every school had a structured support system focused exclusively on beginning teachers. They were more likely to have a system for all teachers or teachers who are new to the schools, targeting both new teachers and experienced teachers simultaneously. This study reports these practices as part of structured support for new teachers as they are also beneficial for teachers who start their career. The support system outside of the school is also briefly mentioned at the end.

Table 9 is a summary of structured support benefits for new teachers found in the four participating schools. The structured support provided by the four schools can be divided into four categories, depending on the provider and beneficiary of the support. The left column illustrates the support given by the school community. The right column lists the support directly given by the principal. The two categories in the second row of the table show the various types of support specific to new teachers. The other two categories in the third row include the support provided for all teachers.

Table 9 Four categories regarding structured support for new teachers

Provider \ Beneficiary	Whole school community	Principal
New Teachers	<ul style="list-style-type: none"> • Group Mentoring • Training about online platform • Handbook 	<ul style="list-style-type: none"> • Class observation and modelling • Pairing experienced teachers for coordinating student group
All Teachers	<ul style="list-style-type: none"> • General introduction • Team for subject, grade, and task • Peer teaching sessions • Special education teachers and assistance teachers • Online platforms 	<ul style="list-style-type: none"> • One to one meeting with staffs • Leading group • Student welfare group • Assistant teaching • Meeting with parents

The formal support system focused on new teachers

The formal support system focused on new teachers, listed in the second row of the Table 9, was only found at School 2. The school had at least five different strategies specially reserved for new teachers. There are other schools using the same types of support, but their target was broader than School 2.

First, School 2 had regular group mentoring sessions for new teachers. These mentoring sessions occurred approximately five or six times per school year. Experienced teachers took part in these sessions as mentors. They discuss different topics during these sessions such as setting a scale for evaluation, grading, class management, and practical issues. The principal sometimes shares chapters from a book followed by a discussion. New teachers are also asked to provide input on the topic during the sessions. The principal sometimes did not participate in every group mentoring session, but assigned and encouraged experienced teachers to take part as mentors. New teachers in this school reported that this programme is highly beneficial for them because they realised they were not the only ones struggling with challenges.

I think it was very good because there you have this chance to actually talk about all these things without bothering. we have usually well-reserved time that we can sit down in relaxed situation (Teacher 2-2)

Compared to the School 2, School 4 had a broader target for the formal mentoring programme. The leading group matched mentors to teachers who came to the school for the first time. The mentees involve both new teachers and teachers who are new to the school but had prior teaching experience. The mentors guide these teachers in adapting to the new school smoothly.

Second, at the beginning of the school year, new teachers at School 2 take part in training sessions on the online school administration system. The assistant at the school gives intensive lessons on the online platform, which teachers use daily to enter schedules, students' attendance and grades and to exchange messages with parents.

Third, School 2 handed out a guide book with useful information to its new teachers at the beginning of school year. School 4 also distributed a check-

list for all teachers who are new to the school. The guide book and check-list both included important information about the school and practical instructions to be followed.

Fourth, the principal of School 2 was very actively involved in personally guiding new teachers. She observed some of her new teachers' mathematics classes several times to give advice as she herself was teaching the same subject. Additionally, she gave model lessons for one of the teachers to improve specific areas of his teaching skills such as engaging students and verifying students' learning status. She guided the new teacher by taking part in subject meetings. New teachers at the school mentioned that their principal also encouraged teachers to observe each other's lessons. In general, Principal 2 believed that direct guidance by the principal is highly significant for a new teacher's professional adaptation and growth.

I have been now three times attending one of new teachers' lessons and trying to discuss afterwards. And I have had a bigger meeting with every mathematics teachers and we discuss how to make test and how to correct the test and things like that. ... I asked the second time "How do you want that we plan the lessons? Do you want me to teach or shall we do it like in turns? Or shall I just sit and watch and do notes and we can discuss that afterwards?" He wanted me to teach, so I would like him to try to.. you know... sort of think of how I, for example, communicated with children, how I presented the material, how I used my body language, what kind of words I used and so on. (Principal 2)

Fifth, the principal and leading team at School 2 paired new teachers and experienced teachers to be in charge of classes. This was intended to maximise the new teachers' peer-learning opportunity. Similarly, the principal at School 4 reported that he usually doesn't assign teachers who are new to the schools the responsibility to co-ordinate a student group.

General support system for all teachers

In contrast to the School 2, other schools didn't have systematic support, particularly for their new teachers. However, they had a more general support system for all teachers, targeting both new and experienced teachers. First, general orientation was available in all participating schools. This could benefit new teachers as well as experienced teachers by giving practical information about the schools. All of four schools organised the introductory sessions during the

first week of the school year, targeting all teachers. They ranged between two to four hours. Instead of giving a lecture, School 4 prepared multiple sessions on specific topics where teachers can learn practical knowledge interactively.

A team system was developed in the four schools. Finnish schools usually have subject teams, grade teams, and task teams. New teachers and principals at the participating schools reported that cooperation and interaction through this team system supported new teachers' adaptation. As they are working on same subjects, grades, or tasks, they can discuss and collaborate to solve problems together throughout the school year. They have regular team meetings and whole staff meetings to discuss different topics.

Some schools organised regular peer-learning programmes. Even though these sessions did not specifically target new teachers, they give opportunities for new teachers to enhance their professional growth within their schools. Teachers who had more knowledge and practice in a particular area, or who recently participated in training sessions outside the school, usually shared what they had learned with their colleagues during these programmes. The principal of School 3 reported that this tradition had started as the school had a limited budget for the professional development of individual teachers. School 4 named it 'Pedagogical café' and tried to engage as many teachers as possible. Even though Finnish teachers are usually recommended to take part in a municipality's professional development activities for three days a year, trainings offered by the schools are more accessible and contextualised.

In addition, participants in the study reported that special education teachers and assistant teachers are extremely helpful for new teachers. For instance, Teacher 1 and Teacher 3 reported that they discussed how to evaluate or guide their students with learning difficulties or behavioural problems with special education teachers in their schools. They felt that the professional advice given by experts had been beneficial for them. Principal 1 and Principal 4 also mentioned that assistant teachers play an important role in supporting teachers, including new teachers, as they help students requiring more attention during class.

Also, schools utilised online platforms as an efficient means to share knowledge. Principal 1 remarked that several IT programmes and cloud services had been used to share teaching materials and documents. He noted that the school was planning to facilitate the sharing of various materials using online programmes.

Principals' direct support

There were also support systems involving principals' direct engagement to encourage professional growth of their subordinates, as listed in the last dimension of the Table 9. Principals discussed individual teachers' development plans, acted as the leader of different teams, participated in the class as an assistant teacher, and organised meetings with the different parties of school community.

First, one-on-one meetings between the principal and teachers were arranged at the participating schools. New teachers and the principals indicated that this system is prevalent in Finnish schools. As each teacher is supposed to meet with the principals once a year, principals get direct input on their opinions. Furthermore, Principal 4 reported that he encourages all teachers to document their professional development history and discuss them individually with the principal.

Second, principals guided a leading team which is responsible to pass on this guidance to all the other teams. The leading team usually consists of the principal, vice principal, and the leaders of subjects or task teams. Principals made important decisions with the leading team by discussing various topics concerning upcoming events and roles, distributing tasks, problems to solve, and professional growth. As they dealt with these important topics, their decisions were disseminated to teachers.

Once a year, our principal, he has to meet every person and discuss about feelings. "How you feel your job and can you do your job, or how do you feel? Can you do your job well?" (Teacher 1)

Third, some participants of this study regarded the student welfare team as an important support system. In Finland, regular student welfare meetings headed

by the principal is statutory. The student welfare group consists of the principal, special education teachers, school nurse, school social worker and psychologist. They provide preventive and remedial help for students and support for the teachers.

Every time when you are talking about pupil, I think then we are also solving the problem of the teachers because it goes like hand by hand (Principal 1)

Fourth, some principals also supported teachers by coming into the classroom as an assistant teacher. Participants in School 1 and School 2 reported that they utilise this strategy to support learning and teaching. The principals usually join large classes or classes including students' with behavioural problems. They usually sit down next to the students who have difficulties in learning or behaviour and assist activities within the class. One of the new teachers reported that it had been useful for him.

Fifth, some principals organised meetings to reach a compromise on the interests among a teacher and other parties. For instance, Principal 3 stated that she had arranged a meeting with her new teacher, his student, the parents of the student, the special education teacher and the social worker. As they had conflicts concerning the student's special needs, the principal tried to reach a compromise beneficial to all involved. Teacher 3 considered what the principal had done was very effective as conflicts were resolved.

4.2.2 Unstructured Support

This section examines the existence of unstructured support in the participating schools. It describes the informal support for new teachers and the atmosphere of the school community.

Above all, new teachers appreciated the welcoming atmosphere of their schools. For example, one reported that he felt welcomed when his colleagues tried to help him find missing books for his lesson.

When I started here a few month ago, in August, I didn't have any books because they will repair my class and books have just disappeared, so other teachers helped me and found my books and that was very important. I felt that I'm very welcomed here. (Teacher 1)

All the new teachers who participated in this study noted that their colleagues were willing to answer their questions. When they were unsure about how to deal with students having learning difficulties or how to write messages to parents, their experienced colleagues gave practical advice. They reported that their colleagues and principals provided feedback that what the new teachers did was proper and to continue their approach to these issues.

New teachers who work at schools without a formal mentoring system had informal mentors encouraging and supporting them. Discussions with other new teachers were as helpful as those with mature teachers but on different levels.

New teachers usually have, because they are in the same situation. They know what you are talking about. Because sometimes older, more experienced teachers they have another point of view. We discuss how we are doing, and common problems, and it's very helpful to know that somebody else is having the same things, common problems. It's not just my subjects, it's not just my teaching. (Teacher 2-1)

Moreover, sharing and learning culture in the participating schools is important. Exchanging materials and ideas was very common. Many teachers were open to sharing teaching materials and papers for evaluation with novice teachers. New teachers stated that documents they got from their colleagues were useful in learning the traditional practices and students' expectations as well as stimulating ideas for their lessons. Also, new teachers daily exchanged ideas with their colleagues and posted interesting articles and papers on the board in teachers' room.

The principals mentioned that the schools try to improve their culture and support systems for their new teachers and staff. For example, Principal 1 informally asked new teachers if there was anything missing in the induction activities. School 1 also organised informal after-work activities which teachers can freely join to cultivate a better culture and relationships among teachers. Principal 2 encouraged teachers to observe each other's classes. When the study was conducted, the school was about to introduce a new 'friendship class'. The principal intended to develop the teachers' skills, using peer-learning, by designing common activities among student groups. It was more informal than systematic at that time, but the principal attempted to introduce the new system

to promote learning in the school. School 3 didn't have many support systems for new teachers as there were many other areas to develop as a new school. However, Principal 3 reported that the school is planning to focus on the staffs' learning in the near future. Principal 4 mentioned that he always asks experienced teachers who recently arrived about their former schools' culture and system.

Additionally, all principals reported that they are open to teachers' opinions. The principals said that they are willing to help teachers if they encounter difficulties. Principals emphasised that new teachers do not need to pretend that they don't make mistakes. Everybody does, even those with several years of experience. New teachers also noted that they feel comfortable approaching principals with an open door policy.

I interpret that when she has her door opened, you can go and knock on it and ask. I think this is open atmosphere. When she has her door opened you know sort of ok you can go there. Because if you have shut door the pressure of knock on the door is much higher and you feel like you are intruding or something. But when it's open and you feel like you can ask her. (Teacher 2-2)

New teachers noted that an important part of their professional growth comes from within themselves. They appreciated the support given by their colleagues and the school community, but their inherent attributes as a teacher naturally drove them to develop themselves.

I kind of always have been a teacher, a teacher-like person. So, I think that much of things have come from inside... I also think that you learn things best when you do them yourself because there are so much things you can't remember all if you are just talked those. (Teacher 3)

They also highlighted the significance of independent learning by trial and error. Teacher 4 reported that she tried to answer many questions herself by using the internet before asking for help from others. She said that searching for information and materials from internet had been highly useful for her professional development. She sometimes asked for help from outside counsellors. In general, new teachers who participated in this study tried to solve their problems proactively and independently instead of passively waiting for support from others.

4.3 Impact of pedagogical leadership on new teachers' growth

This section illustrates the impact of pedagogical leadership on new teachers' growth. Prior to discussing the effect of pedagogical leadership, the first part presents the figure 'Pedagogical Leadership for New Teacher' to synthesise the various aspects of pedagogical leadership which were uncovered in the interviews. The second part shows the reflections of principals on their own pedagogical leadership. This section ends with the impact of pedagogical leadership on new teachers. It is based on new teachers' perceptions of pedagogical leadership exercised by their principals and the school community.

4.3.1 Pedagogical Leadership for New Teachers' Growth

The findings in the previous sections show that there are multiple dimensions in pedagogical leadership to support new teachers' growth. Pedagogical leadership for new teachers consists of understanding new teachers' feelings and challenges, establishing a structured support system and promoting a culture of learning within the school community. To better illustrate the concept, the Figure 1, 'Pedagogical Leadership for New Teachers' has been developed.

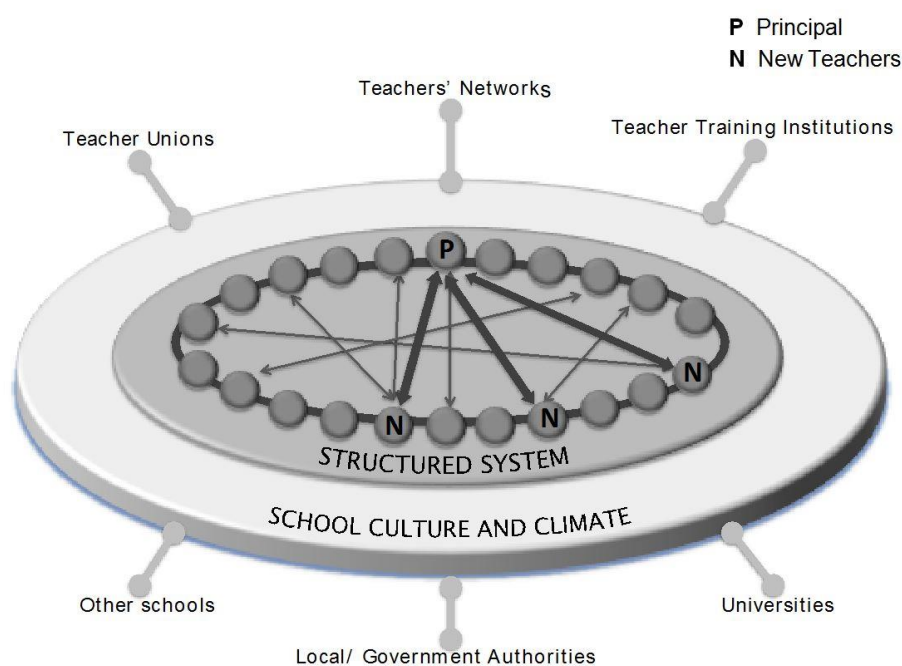


Figure 1. Pedagogical Leadership for New Teachers

As presented in the figure, the 'Pedagogical Leadership for New Teachers' consists of three main elements. The first is to understand the new teachers' situations and feelings. The circle connecting the teachers in the Figure 1 shows that new teachers are considered as equal members of the school community. The arrows suggest that, not only the principal but everybody in the school community shares the responsibility to guide new teachers. The principal can delegate the role of guiding new teachers to other experienced teachers. However, it is important that the principal is also aware of new teachers' challenges. Understanding new teachers is a key element as it is the basis for providing new teachers with the appropriate guidance and support.

The second element is supporting new teachers through a structured system. Building a structured support system for new teachers includes group mentoring, direct class observation by school leaders, general induction, mentoring programmes, peer teaching sessions, and other activities within the school community. Programmes could focus on new teachers to support their growth and smooth transition or they could target all teachers who are new to the school regardless of their experience or even all teachers, whether they are new or not.

The third element is cultivating a school culture and climate that promotes learning. A culture of learning and sharing is prevalent in the schools with pedagogical leadership for new teachers. School leaders and experienced teachers are approachable for new teachers in the school community and they openly share about their own experience with the difficulties and give advice. Moreover, schools exercising pedagogical leadership for new teachers play a significant role as anchors for new teachers' growth by connecting them to other opportunities for professional growth. These opportunities can be provided by teachers' networks, teacher training institutions, teacher unions, local and government authorities, universities or other schools. In addition to the principal, experienced teachers can share leadership and play a crucial role in supporting new teachers' development.

4.3.2 Principals' reflection on being a pedagogical leader

All the principals shared the view that ensuring the learning of students and staff is the most important part of their job. For example, Principal 1 stated that he wants to spend more time to be with the new and experienced teachers because he believes his main role is to be there to listen. He tried to be an example for the teachers by being positive and keeping a balance between work and life. He pointed out that pedagogical background required for the principals in Finland had been helpful in understanding new teachers. Principal 2 stated "*the most important thing is that students learn*". She wanted to give more feedback to her new teachers by direct class observation and model teaching. She tried to help teachers find their strengths through the assignment of the appropriate tasks. Principal 3 believed that every teacher can learn to be a leader. The principal regarded herself as an organiser and facilitator as she distributes responsibilities to her teachers. She said that everybody contributed to the school culture and common learning. Principal 4 considered his role as a principal to enable teaching and learning in his school. He believed that one of his greatest tasks is to allocate resources and develop the system. The principal explained that his school typically has small classes with 10 to 16 students each, but they could be as large as 25 students if he and school board allocated the resources in a different way. Above all, he wanted each teacher to feel that they are not alone in his school.

The reality of the school environment did have an impact. The four principals participating in the study regretted that they have very limited amount of time to support teachers. They pointed out that there are many administrative tasks competing for their time. Their responses were consistent with some teachers' answers that relating to the principals' pedagogical leadership on a daily basis is not easy. One teacher stated that the leader of her school spends most of the time on tasks other than learning and described the principal as an administrative leader. However, the principals still believed that taking care of learning within the school community and student and teacher relationship

should take priority over dealing with administration. They wanted to find a balance between administration and relationship-related work.

The principals considered new teachers as equal members of the school community. All of them reported that new teachers' attitude and performance varied depending on their personality. They said that their new teachers in general have brought fresh ideas and positive energy into the school community. Compared to old teachers, who may not be as open to learning new things, new teachers contributed to the school by using the latest concepts. The principals expected them to ask questions and to request the help from to close the gaps between teacher education ideals and the practicality of being an actual teacher.

However, two principals reported that having a new teacher is challenging for them as well. For example, Principal 1 mentioned he also needs support even though he regards himself as a good supporter. He added that it is a struggle supporting new teachers. Similarly, Principal 2 also reported that one of her new teachers disappointed her because he had not shown much improvement in teaching despite the support given by his subject group and the principal. She said that it is really challenging to have many new teachers.

4.3.3 Impact of pedagogical leadership on new teachers' growth

New teachers stated that pedagogical leadership had a great impact on their growth. Understanding from colleagues and school leaders, structured support being provided within the school, and cultivating a supportive culture helped new teachers become more effective. Pedagogical leadership within the school community had been a substantial factor in the professional development of new teachers.

Colleagues and principals' understanding enabled new teachers to effectively deal with their breakdowns and helped them to face challenges. New teachers described how much they felt supported when their principals and colleagues paid attention to their feelings and challenges. Teacher 1 could share both the successes and failures in his everyday situations with his colleagues. This helped him keep going, even under the pressure and stress. Moreover,

Teacher 3 stated that he can count on his principal. He said that he can always ask his principal for advice on issues such as bullying. He believed that the principal should know if a student in the school is experiencing long term stress and his principal carefully listened to his concerns about students. Trust based on mutual understanding gave new teachers the strength to break through difficult problems.

I think that I can count on her in that if there comes difficult situation that she would be on my side if I have done the things correctly (Teacher 3)

When pedagogical leadership was expressed as the form of structured support, new teachers could get direct and practical help. Teacher 1 reported that the assistance of the principal had been very valuable and that he could see the change in his students' behaviour during class. He described his principal as a supportive leader and his support helped him to manage difficult situations. New teachers found subject meetings very helpful as they could exchange fresh ideas and receive the encouragement needed to try different teaching methods and materials. Additionally, formal induction supported new teachers not only practically but also psychologically. For example, new teachers in School 2 said they felt better about their struggle after several sessions of group mentoring as they could share common feelings with one another. They realised that they are not the only ones who have felt lost or overwhelmed.

Pedagogical leadership cultivating a culture of sharing and learning helped new teachers' adaptation to their school go smoother and stimulated their motivation. As they can easily access to the support they need within the culture, it positively impacts their professional development. New teachers mentioned that a culture of learning provide them with new perspectives on teaching, dealing with students' behavioural problems, and keeping good relationship with parents. Also, having open-minded colleagues was helpful for new teachers to feel comfortable approaching them to discuss various school-related issues and to reduce the burden from work. Teacher 4 pointed out that that the democratic culture which the country is rooted in influenced Finnish schools to have pedagogical leadership which can be shared by members of the

school community. Pedagogical leadership has been exercised by her mentor teacher, subject group, and colleagues, not only by the principal. She believed that managing and sharing knowledge are the keys for successful pedagogical leadership.

Nonetheless, new teachers also reported that the pedagogical leadership of their schools could still be improved. While they felt better understood by their school community, they expected more specific guidelines in several areas. New teachers wanted to be prepared by getting important information in advance and having specific guidelines for day-to-day activities. Not every school had a formal induction or mentoring programme for new teachers. However, in general, new teachers found pedagogical leadership vital for their growth as a teacher.

5 DISCUSSION

Chapter 5 highlights key elements of the findings presented and compares the result of this study to the previous studies. The implications of the study are drawn from the findings as well as the answers to the research questions. In addition, the ethical considerations and credibility of the study are discussed at the end of this section.

First, the study shows that various dimensions of pedagogical leadership should be equally considered to support new teachers' growth. Cherubini (2007) argues that induction practices should be less focused on in-service activity and information transmission, and more on creating and sustaining environments that provide personal service to inductees aimed at professional growth. This points out that the improvement of content or increase in the variety of induction activities has been disproportionately emphasised instead of taking a broader approach to foster a supportive school environment. The impact of pedagogical leadership for new teachers' growth can be maximised when it is deeply embedded in a school culture. A variety of research has proven that fostering a supportive and sharing culture greatly affects new teachers' growth and helps with problem solving (Blase & Blase, 2000; Feiman-Nemser, 2001; Flores, 2004). Hence, it is suggested for school communities to stimulate an open and collegial culture of learning and sharing to promote new teachers' growth more effectively in addition to developing the quantity and quality of induction activities.

Second, it should be noted that pedagogical leadership can be exercised by everybody in the school community. As is demonstrated in the concept of 'distributed pedagogical leadership', which has been widely discussed in Finnish studies, each member of the staff can collaboratively lead pedagogical activities towards a jointly agreed direction (Jäppinen, 2012). According to Jäppinen, distributed pedagogical leadership is based on the education staff's shared ideas and a common vision and it engages not only school leaders, but everyone in the school community. Consistent with the previous research, new teachers in

the study also reported that their growth as a teacher has been supported not only by their principal but also by their colleagues who openly exchange ideas together and discuss day-to-day challenges with them. In contrast to traditional schools, where the principal is the sole source of leadership, pedagogical leadership engages everybody in the school community to take a leadership role.

Principals do have significant influence on their teachers' growth as discussed in other studies emphasising the school principal's role in teacher professional development (Bredeson, 2000; Payne & Wolfson, 2000). However, unlike conventional studies solely focusing on the principal's direct instruction of new teachers, pedagogical leadership should be understood as a broader concept including both 'direct' and 'indirect' teacher support (Alava et al., 2012). This study, thus, suggests that a principal's role to engage his or her staff needs to have more emphasised on supporting new teachers' growth. All members of the school can be pedagogical leaders to promote learning within the community (Hudson, Hudson, Gray, & Bloxham, 2013; Macneill et al., 2005).

Third, the study also revealed the common strategies which have been frequently used to support new teachers in Finnish schools. Even though 'the best way' to support new teachers does not exist, learning various practices in different contexts is valuable to seek better local solutions (Tynjälä & Heikkinen, 2011). In Finland, annual one-on-one meetings between the principal and staff, which were available in all participating schools, offer an opportunity to understand new teachers in a formal setting. These findings correspond with the results of TALIS 2013 on the components of induction programmes in Finland (OECD, 2014). As described in Table 4, more than 90% of Finnish principals at the lower secondary level responded that their induction programmes include scheduled meetings with the principal and/or colleague teachers. A well-developed school welfare system to support students such as a student welfare team, a large number of special education teachers and assistance teachers assist in reducing the new teachers' difficulties. Furthermore, peer-teaching sessions to exchange teachers' knowledge and skills enable effective knowledge management and promote a sharing culture.

The schools which participated in the study also showed various types and levels of support depending on their unique environments. The study showed that new teachers' challenges and solutions to solve them were related to each school's situation. The size of the school and the class, the proportion of students with multicultural backgrounds or special needs, the existence of experienced teachers in the same subject group and the number of beginning teachers affected new teachers' problems and solutions. One significant finding of this study indicates that the proportion of new teachers in the school system has a considerable effect. Although all principals participating in the study could identify areas of support focused for new teachers, only one school with more than ten new teachers had structured support systems specifically prepared for new teachers. Other schools, with a small number of new teachers, were less likely to have new teacher focused support systems.

These findings are consistent with the results of TALIS 2013 (OECD, 2014). As illustrated earlier in Table 3, few Finnish principals reported that formal induction exclusively for their new teachers is available at their schools. Only 2.3% of principals from primary level and 1.0% of principals from lower secondary level reported that a formal induction programme is specifically prepared for their new teachers (OECD, 2014, p. 329). This is related to the highly decentralised school system in Finland. As municipalities and schools have autonomy to develop their own structures for the professional development of their staffs, every school provides its new teachers with different levels of support. Compared with other counterparts providing obligatory yearly induction programmes for new teachers, such systems allow the autonomy and flexibility of a teacher's professional development. Nonetheless, some caution should be taken under such circumstance as a new teacher's needs cannot be met in every school. Schools without special programmes for new teachers should strengthen their support system and culture so that the new teachers' unique interests are addressed.

Fourth, the study suggests that current teacher education should address the various aspects of the teaching profession. Although participants in the

study had to deal with distinctive situations, there were major similarities in new teachers' challenges, irrespective of the school level. As mentioned in the previous chapter, new teachers reported difficulties in teaching and guidance, other administrative tasks, and the relationships within their school communities. These findings are consistent with previous studies of new teachers (Fransson & Gustafsson, 2008; Jokinen et al., 2012).

Table 10 summarises the new teachers' challenges, as found in this research, as well as the results of other studies focused on this topic (Jensen et al., 2012; Jokinen et al., 2012; Martin & Pennanen, 2015; Tynjälä & Heikkinen, 2011). There is much evidence indicating that new teachers struggle not only with teaching, but also with many different areas such as guidance, relationship, and administrative work. Apart from work itself, new teachers also experience low job stability (Tynjälä & Heikkinen, 2011). In the early stages of their career, new teachers also have to deal with building their professional identity and value (Avalos, 2011; Peters & Pearce, 2012; Veenman, 1984). Lastly, they need to learn how to manage stress arising from these challenges.

Table 10 Challenges of new teachers

Teaching and guidance	Non-teaching tasks	Relationship
<ul style="list-style-type: none"> • Teaching, • Curriculum, • Evaluation, • Classroom management, • School Violence or bullying, • Guiding students with different backgrounds • Special needed students, multicultural background, or unmotivated students • Pedagogical knowledge and skills 	<ul style="list-style-type: none"> • Yearly plan, • Meetings and events, • Schedule management, • Access to resource, • School environment, • Daily work 	<ul style="list-style-type: none"> • Students, • Parents, • Teachers, • Colleagues, • Third party, • Relationship in school community
Job stability	Identity and Value	Stress management

Traditional teacher education which has only focused on equipping teacher candidates with a certain degree of content and pedagogical knowledge needs to offer sufficient opportunities to better understand the students, and non-teaching responsibilities of teachers. Teacher education should be developed to bridge the gap between the classical teacher education and the first-hand experience as a teacher.

Last but not the least, training for school leaders on how to provide support needs to be enhanced to support new teachers' growth. The principals interviewed in this study reported that they need support to develop the pedagogical leadership environment. As Birkeland & Feiman-nemser (2012) argues, school leaders can be advised about how to build system and culture to provide new teachers' growth. They need to know how to assess new teachers' situation, how to provide timely support, and how to set goals and strategies to support new teachers which are aligned with the vision of school.

This study highlights that while principals' indirect support for new teachers concerning administrative tasks are also part of pedagogical leadership, a certain amount of direct support to be given by the principal is suggested so that new teachers feel understood and supported by their school leader. Local or government educational authorities should support principals so that they can share effective strategies to support new teachers with other principals and maintain a balance between administrative tasks and pedagogical tasks.

It is common that new teachers feel overwhelmed or stressed during their transition period from being a teacher candidate to becoming an accomplished teacher. Pedagogical leadership is key to support new teachers' professional knowledge and skills. Successful pedagogical leadership should be exercised for new teachers' growth by understanding new teachers, providing systematic support and fostering a supportive school culture. This approach will help develop their capabilities and skills, ultimately impacting the students experience and success in their educational experience.

Ethical considerations of the study

The research anticipated ethical issues. Creswell (2008) emphasised that ethical issues should be considered at all phases of research. This study carefully considered these issues from the earliest stages, such as deciding the research purpose and questions, to the later stages, including data collection, interpretation, and documentation. The research was not conducted in the researcher's own or friends' organisation to avoid the shortcomings of 'backyard research' (Glesne & Peshkin, 1992). Furthermore, the researcher provided participants with an informed consent form. As shown in Appendix 5, the form includes the following contents:

- The title and purpose of the study
- The interview will be audio-recorded with permission
- The use of recorded material
- Anonymity of participants in the thesis
- The participants' right to withdraw at any time, ask further information, and obtain a copy of the results
- The possibility of using findings in presentations and publications as part of the dissemination

All the participants signed this form before participating in the interviews and the researcher also conveyed the written content verbally for clear understanding. The participants' rights have been carefully protected during data collection and interpretation.

Hewitt (2007) summarises the components of the ethical research relationship as an acknowledgement of bias, rigor, rapport, respect for autonomy, avoidance of exploitation and confidentiality (p.1155). These criteria have been carefully considered throughout the research during data collection, interpretation, and documentation. For instance, the researcher explicitly acknowledged that findings are not an objective reality, as the study took a qualitative approach. The background of researcher and interviewees has been presented for

a more rigorous report of the research. Also, the researcher of the study has paid attention to minimise the changes in grammar, punctuation, and tone as they can significantly affect the findings of the study. During the interview, the researcher tried to seek genuine rapport based on sincerity. In terms of respect for autonomy, the researcher kept an equal relationship with the interviewees based on mutual respect. Moreover, the researcher tried her best to minimise the inconvenience and costs of participants so that the research can avoid exploitation. Finally, any information which could result in harm to participants has not revealed in order to maintain their confidentiality.

Credibility of the study

Tracy (2010) defined credibility as “the trust worthiness, verisimilitude, and plausibility of the research findings” (p.842). According to the author, credibility can be achieved by thick description, triangulation or crystallisation, and multivocality. Thick description involves describing meanings and providing concrete detail. Instead of inserting the author’s opinion, objectivity is required. Triangulation and crystallisation are two practices from different paradigms for credible research. Triangulation involves collecting different types of data and using multiple sources of data or theoretical frameworks to validate the conclusions. Similarly, gathering two or more types of data or employing various research methods, multiple researchers, and theoretical frameworks are suggested in crystallisation. Crystallisation opens up a more comprehensive understanding of the topic. Multivocality involves diverse voices in reporting and analysis. It suggests researchers and participants have cultural awareness, providing the opportunity for investigating different opinions.

This research aimed to satisfy the criteria mentioned above by illustrating the findings in detail, using multiple theoretical backgrounds and employing multiple interviewees. Moreover, cultural awareness was a focus as the researcher conducted the study in a foreign country with participants of different cultural backgrounds. As they had to communicate in English, which is not a

first language for both counterparts, the researcher paid careful attention to avoid misunderstandings that would impact the credibility of the conclusions.

As this research adopted a qualitative approach, it has the inherent **limitations** of a small research sample. Nonetheless, the research overcame this limitation by introducing previous studies using quantitative approaches at the international level. The study further introduced the vivid voice of new teachers and principals, something that a quantitative study alone cannot achieve.

6 CONCLUSION

Finland is known for its high-quality teachers and teacher education. Nonetheless, new teachers in Finland face challenges during their first career phase, similar to new teachers in other countries. Researchers have studied the importance of workplace learning in this transition period for new teachers (Tynjälä & Heikkinen, 2011). Pedagogical leadership has been established as an approach to promote learning in the school community and has been studied in many countries (Lahtero & Kuusilehto-Awale, 2015; Macneill et al., 2003; Male & Palaiologou, 2013). Missing was an academic investigation of the relationship between pedagogical leadership and new teachers' growth.

The research revealed a deeper understanding of new teachers' feelings and challenges, strategies to support new teachers, and the impact of pedagogical leadership on new teachers' growth. By conducting a qualitative study at four Finnish schools, the study found that teachers in Finland had common feelings and challenges when they first enter the profession. Furthermore, the research discovered that principals and the school community in Finland have a high degree of appreciation of new teachers' feelings and challenges.

However, not every school has support programmes focused exclusively on new teachers. Some schools provided group mentoring or training sessions especially for new teachers, but a general induction or development programme for all teachers new to the school was more common in Finland. New teachers relied heavily on informal support by their colleagues.

Pedagogical leadership for new teachers' growth encompasses multiple dimensions: understanding new teachers, providing systematic support and fostering a supportive school culture. Understanding new teachers includes both direct and indirect leadership. Anybody in school can exercise leadership. Building a structured system and fostering a supportive school culture and climate are both critical in supporting new teachers' professional growth and in promoting learning within the entire school community.

The study also proved that pedagogical leadership has significant impact on new teachers' professional growth based on the interviews with participants. It helped them to smoothly adapt to the profession, reduce stress and stimulate their motivation. Principals conveyed that they prioritise promoting learning of new teachers and school community as a common task. However, they reported that they also needed assistance with their voluminous administrative tasks in order to free time to provide support for new teachers.

This research concludes that pedagogical leadership within the school community has a high positive impact on the new teachers' professional growth. To encourage their further professional development, the introduction of the multiple dimensions of pedagogical leadership into the school community, with sufficient support for school leaders, is recommended.

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APPENDICIES

Appendix 1 Interview Questions for the Principals

1. New Teachers' Situations and Challenges

- What roles did you assign to new teachers? Why?
- What do you know about your new teachers?
- How do new teachers learn the practices of the school?
- How well do you understand their situations and feelings?
- What do you think it's like to be a new teacher?
- What aspects do you think surprise new teachers the most?
- What kind of challenges do you expect they have?
- How do your new teachers overcome their difficulties?
- For what kind of issues do you think they need support?

2. Support Provided by School

- Are there special programmes or strategies to support new teachers?
- What activities are included in the induction programme?
- How did they impact on new teachers?
- How important are the programmes? How do new teachers perceive the programmes? Have the programmes led to a positive change? Who were involved?
- Why don't you have any programmes?
- What more could you offer teachers who are just now starting their careers?
- How did your school community support new teachers?
- How often new teachers share their experiences and difficulties with you?
Have you ever shared your experience with new teachers?
What can you tell about the culture of sharing in this school?

3. Pedagogical Leadership at School

- How do you see your role as a principal?
- How would you describe your leadership? Do you think you promote learning of the school community as a leader?
- How does your leadership impact on new teachers?
- What do you expect from new teachers?
- What kind of leader would you like to be?

Appendix 2 Interview Questions for New Teachers

1. New Teachers' Situations and Challenges

- What are your roles at your school? What did you expect before you started?
- How do you feel about doing your job?
- How do you learn the practices of the school?
- Do you think other teachers and the principal know about your situation and feelings?
- What is it like to be a new teacher?
- Which aspects of your work surprised you the most during your initial years as a teacher?
- What kind of challenges have you had? Examples?
- How do you overcome your challenges?
- For what kind of issues do you need support in your work?

2. Support Provided by School

- Have you participated in any development activities at a school level?
- What activities are included in the induction programme?
- How did they impact on you?
- Why haven't you participated in?
- What kind of support would you like to receive more of?
- How did your work community support you as a new teacher? What kind of professional support have you received?
- With whom do you share your experiences and difficulties? How often?
Do other teachers and the principal share their experience?
What can you tell about the culture of sharing in this school?

3. Pedagogical Leadership at School

- How do you see the role of the principal in relation to support?
- How would you describe your principal's leadership? Do you think the leadership promotes learning of the school community?
- How does the leadership impact on you?
- How do you contribute to your school community?

Appendix 3 Sample of Content Analysis (Conventional method)

New Teachers' Feeling

		Positive	Neutral/Mixed	Negative
P	1	Exciting	Everything is new	
		Interesting	I'm young, I'm the best/ Young and unexperi- enced	
	2	Very hard	Everything is new	
	3			Scary Heavy weight
	4	Easier		Tough
NT	1	Easier/ Enjoy/ Nice	Responsible	Rough/ Tired Exhausting (bullying case)
			It depends by day Everything is new	Stressful Everything is a challenge
	2.2	Easier Rewarding I like my job	Everything is new (teaching, people, par- ents)	Laborious Demanding Psychologically Some days are not good Bothering to ask Unsure: 'does it sound reasonable?'
	3	I liked it from the instant I like to do my work well	Responsible	Stressful Disappointed to some old teachers
	4	I really like my job I like to learn new things. I'm new and young. Everyday is new for me and I'm not bored Enthusiastic Give new ideas	Students are the best but the most difficult	

Appendix 4 Sample of Content Analysis (Summative method)

New teachers' challenges

	Principal				New Teacher				
	1	2	3	4	1	2	2.2	3	4
Workload					x	x	x	x	
Work other than Teaching		x		x	x		x	x	x
Heavy responsibility			x		x	x		x	
Organising events							x	x	
Lack of time					x				
Practical tasks (WILMA)		x					x		
Teaching and Guidance									
Students' special needs				x	x			x	x
Classroom management		x				x		x	x
Evaluation/grading		x	x	x	x			x	
Bullying					x			x	
Planning							x	x	
Teaching methods							x		
Giving a failing grade						x			
Law and curriculum				x					x
Teaching different level		x							
Relationship		x							
Meeting new people/class					x	x	x	x	
Interaction with Parents	x		x	x		x	x		
Interaction with Students			x			x			x
Teamwork with colleagues								x	x
Expectation from colleagues			x						
Inexperience	x								
Lack information/resource					x	x		x	
Parents' attitude	x					x	x		
Students attitude (testing)	x			x		x			
Schools' situation									
Too much information						x			x
No one to ask subject had to be a mentor							x		
New school								x	
Big school/big group	x							x	
Multicultural background				x					

Appendix 5 Form of Letter of Informed Consent

Date

Letter of Informed Consent

Name

Name of School, City/Town

Dear Mr/Ms _____,

Thank you very much for agreeing to take part in the Individual Interview session on _____ at _____. I appreciate your taking the time from your busy working day to participate in the discussion.

As you have been informed, the purpose of this interview is to enable me to collect data for my Master's Thesis on the topic "Pedagogical Leadership to support New Teachers' Growth". The objective of the study is to explore how pedagogical leadership impact new teachers' growth.

With your permission, the interview will be audio-recorded as this will enable me to check the accuracy of my note taking. All recorded material will be destroyed after the publication of the study. All discussions will be presented anonymously in the thesis. You may, at any time, withdraw yourself from the study by simply indicating your intention to withdraw. I will email to you a pdf copy of this master thesis when it is ready.

The research findings may be used in presentations and publications as part of the dissemination of the research. If you require any further information or explanation, please contact me (email: _____) or director of the Institute of Educational Leadership in the University of Jyväskylä (tel. 358-400 247 420, email: _____).

Research Consent

I have read and understood the conditions under which I will participate in this individual interview and give my consent to be a participant and to have the discussion audio-recorded.

I agree that any data contributed by me may be published according to the above principles.

Signature: _____

Mr/Ms _____

(Participant)

Signature: _____

Lee Yoon Young

(Researcher)

Date: _____

Date: _____