

EDUCATIONAL POLICY

INVESTIGATING THE ROLE OF EXPERIENCED TEACHERS IN THE FORMATION OF PROFESSIONAL IDENTITIES OF EARLY CAREER TEACHERS

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Abstract²

The purpose of this study is to examine the role of experienced teachers in the formation of professional identity according to the perceptions of teachers in the first 1-5 years of their career. The study was conducted with a phenomenology design in line with the qualitative research approach. The study group consisted of 30 teachers working in primary and secondary schools with 1 to 5 years of experience in the profession. Data were collected through a semi-structured interview form and analyzed with MAXQDA 2020 qualitative data analysis software. It was determined that early-career teachers experience various professional and social problems; therefore, they expect experienced teachers to take on roles such as instructional leadership, informatics leadership, and mentoring. Accordingly, it is recommended that a formal matching system be established to establish a mentoring relationship between newly appointed teachers and experienced teachers, that experienced teachers be given points for their mentoring activities, that these points can be used in career steps, and that financial incentives such as additional course fees be provided to teachers who undertake the mentoring role. In line with the findings, it was concluded that the current structure of the Prospective Teacher Training Program should be reviewed and improved, and especially the mentoring processes should be made more structured and supportive.

Keywords: career, professional identity, experienced teachers.

INTRODUCTION

Rapid global change, economic uncertainties, technological developments and cultural diversity are obstacles for teachers to become the educators of the future. It also complicates teachers' efforts to educate students in line with their individual differences (Broadley, Martin,

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Curtis, 2019). Managing this complexity is seen as a major influence on the formation of teachers' professional identities.

In Australia and China, teacher training programmes are implemented. These programmes are usually taught as a course at the university. In the content of the course, teaching and learning understandings are orientated towards teachers gaining experience in various ways (Farrell, 2008; Lawson et al, 2015). This practice is seen as the Teaching Practice course taught at universities in Turkey. According to the "Directive on the Teaching Practice of Prospective Teachers in Educational Institutions Affiliated to the Ministry of National Education" prepared jointly by the Ministry of National Education and the Council of Higher Education, teaching practice is aimed at applying what they have learnt at universities for prospective teachers. In this context, prospective teachers are practice students. Teacher candidates carry out activities in public or private educational institutions affiliated to the Ministry of National Education, provided that they are carried out in stages. In the practice work, the pre-service teacher is evaluated and given feedback by the assigned practice teacher, instructor. At the end of the course including these practices, a portfolio is prepared covering all the work done during the semester (MoNE, YÖK, 2018). Teaching practice left to the last year of the university is seen as a negative situation for prospective teachers (Şimşek, Alkan, Erdem, 2013) and as a solution, teaching practice courses can be given for two years instead of the last year (Aslan, Sağlam, 2018). For this reason, it is thought that more time should be allocated to school-based practices and teaching practice (Senemoğlu, 1993). With the insufficiency of the teaching practice course taught in universities, the formation of teachers' professional identities is not realised at the expected level. From this point of view, new problems arise with the appointment of teachers who do not have a professional identity to educational institutions. Teachers who serve between 0-5 years are considered to be at the beginning of their career (Bakioğlu, 1996). The teacher at the beginning of his/her career is included in the "Candidate Teacher Training Programme" by the Ministry of National Education. In this process, the teacher is guided by a counsellor teacher. The counsellor teacher is selected by the school directorate among teachers with at least 10 years of service. The teacher is expected to determine his/her professional identity, which he/she cannot form before starting to work, under the guidance of the counsellor. As a result, it is very important for the teacher to form his/her professional identity in order to gain insight into aspects of professional life such as personal life, emotions, commitment to future work or profession (Andrianto, et al., 2018).

There are studies on career and professional identity in the literature. However, there is no research examining the role of experienced teachers in the formation of professional identities of teachers at the beginning of their careers. In line with this rationale, the aim and sub-objectives of the study are given below.

OBJECTIVES OF THE STUDY

The main purpose of the research is to reveal the role of experienced teachers in the formation of professional identities of primary and secondary school teachers at the beginning of their careers. In this context, answers to the following research questions were sought:

1. How do early career teachers define professional identities?
2. What are the characteristics of experienced teachers according to early career teachers?
3. What are the observations and thoughts of early career teachers about career stages?
4. What are the problems experienced by early career teachers when they are appointed to educational institutions?
5. What are the practices for early career teachers?
6. What are the roles of experienced teachers for early career teachers?

LITERATURE REVIEW AND DEFINITIONS

Career

Career refers to the phenomenon of progressing in a chosen job route that includes the whole life of the individual and as a result, earning more income, gaining more power, prestige and status, and assuming more responsibility (Donnelly, Gibson, Ivancevich, 1990). In modern and democratic societies, career choice is a great responsibility as well as an option. This responsibility is not always clear and easy to the extent that it involves developmental tasks. In this framework, career choice is important and at a level that will affect the welfare of the individual, family and society (Gottfredson, 1981). Super (1990) analysed the career phenomenon from a developmental perspective and defined it as the sum of all events related to the career of an individual throughout his/her life. Career encompasses work experiences that shape life and work life and can be referred to as upward, downward and lateral progression (Yarnall, 2008). From a constructivist perspective, career refers to a process that can be thought of as a line extending from the past to the future, in other words, a process in which individuals attribute meaning to their memories, experiences and expectations for the future. In addition, it can be said that all these serve as a catalyst for individuals to transform them into a life theme and to equip them to adapt to social changes (Savickas et al., 2009). Dessler (2009) defined an individual's career as the occupational positions he/she has held for many years. According to Brown (2002), individuals should be active agents in creating themselves and shaping their own destiny while building their careers. Career can also be expressed as the continuous progress of the individual during his/her time in business life and gaining new experiences and skills in this process (Ballı, Ay, 2019). In addition, career is the field in which an individual will make progress in private or public life, follows and works to achieve success (Aytaç, 1997: 17). Although the roles of individuals in the working process are not perceived as the most important role in their lives, it can still be said to be in the first place. Therefore, the meaning and importance attributed to the roles should be taken into consideration (Cook, Maree, 2016). In career development theories, the relationship between personality and behaviour with work and career is tried to be explained (Kerka, 2003). In lifelong career stages, although the rise from one level to another occurs regularly and slowly, there are task sequences such as moving forward in the chosen profession, earning more financial income, gaining prestige and status by taking responsibility (Yılmaz, 2003). When lifelong career stages were analysed, the results were generalised as follows. According to these results, career stages between the ages of 20 and 34 are called early career stage;

between the ages of 35 and 50 are called mid career stage; between the ages of 50 and 65 are called late career stage (Kaur, Sandhu, 2010). Researchers have given different dimensions to career stages by using career and age variables in career development. According to Bakioğlu (1996), career stages of teachers are framed as follows:

1. Career entry phase (1-5 years)
2. Stagnation phase (6-10 years)
3. Experimentation/ Activism phase (11- 15 years)
4. Specialisation phase (16-20 years)
5. The calm phase (21 years and over)

Professional Identity

Occupational identity is a fundamental phenomenon in understanding and making sense of individuals' professional lives and future careers. Occupational identity is related to occupational specialisation, personality traits and professionalisation (Hoyle, John, 1995). Patterson et al. (2002) integrate professional identity with the sense of being a professional. This professionalisation includes professional practices, skill development and adopting the values of the profession (Adams, et al., 2006). Professional identity refers to an individual's identity and sense of belonging to a profession (Tickle, 1999). Pre-service special education teachers who have a positive sense of professional identity will have a correct and positive attitude towards their own professional learning, actively cope with problems and difficulties in professional learning, experience a higher sense of success and goal in professional practice, and ultimately develop their own learning competences (Chan, et al., 2020). Teachers' professional identity has become a phenomenon that needs to be researched in the field of education (Beijaard et al., 2004). In this context, teachers' professional identities have a dynamic structure that develops in teaching and learning processes (Hong, 2010). The two most important components of teachers' professional identities are "professional cognition" and "emotion" (Wang et al., 2010).

Professional identity reflects the individual's preferences about what he/she wants to be, how he/she wants to be recognised in terms of his/her profession and what he/she wants to put forward (Reybold, 2003, p. 237). Prospective teachers' professional identity formation process lacks experience. Since they are students rather than teachers, they have deficiencies related to the teaching profession (Flores, Day, 2006). Prospective teachers are defined as candidate teachers by being appointed to educational institutions. The "Prospective Teacher Training Programme" applied to teachers is very productive in terms of ensuring that teachers gain experience, prepare for the profession, learn administrative work and procedures, and in-school functioning. The excessive number of reports and forms in the "Prospective Teacher Training Programme", the fact that the prospective teachers are not sufficiently informed, and the problems experienced in practice (Kozikoğlu, Soyalp, 2018) cause the questioning of its functionality in the formation of professional identities. It is considered as a forced situation that only the counsellor teacher guides the teachers who are at the beginning of their career in educational institutions. In addition to this, it is a desired event that all teachers with at least 10 years of service, who are considered experienced, guide teachers who are at the beginning

of their career. From this point of view, it is argued that the mentoring of experienced teachers at the beginning of their career will be effective in the formation of professional identities as well as the experiences of teachers. For this reason, this research will shed light on the teachers who are at the beginning of their careers as well as guiding experienced teachers in mentoring.

METHODOLOGY AND CHALLENGES

Research Design

Phenomenology design, one of the qualitative research methods, was used in the study. Qualitative research is a systematic investigation of the subject under study. In addition, qualitative research is a method that includes rich descriptions within the framework of the deductive process focusing on meaning and meaning (Merriam, 2009). Phenomenology within qualitative research methods is the social and daily actions of people consisting of their conscious experiences in their lives (Schram, 2003). A phenomenological design was chosen because the role of experienced teachers as perceived by early career teachers includes rich descriptions that focus on meaning and significance in a systematic way.

Work Group

The study group of the research was determined by criterion sampling, which is one of the purposeful sampling methods. Purposive sampling provides the opportunity to conduct in-depth research in terms of information richness in line with the purpose of the research. It also makes it possible when special cases with certain qualities are desired to be studied by meeting certain criteria (Büyüköztürk, et al., 2012). Criterion sampling is to investigate and analyse facts and events that meet predetermined qualifications (Patton, 2014). For this purpose, these conditions were taken into consideration when selecting the study group of the research. Therefore, in this study, the teachers working in public primary and secondary schools in Esenler district of Istanbul province, who are at the beginning of their career and within the 1-5 years criterion, were reached. In this framework, the demographic information of the teachers constituting the study group in the research is shown in Figure 1.

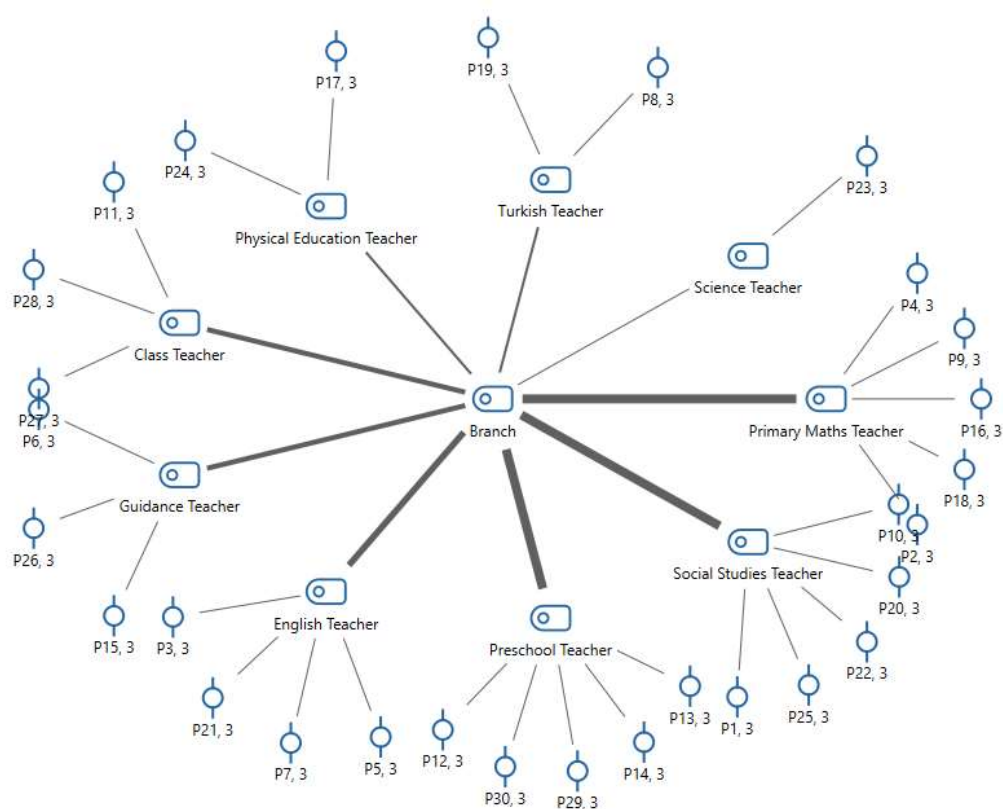


Figure 1. Distribution of teachers according to their demographic information

As shown in Figure 1, 5 of the prospective teachers graduated from primary mathematics, 5 from pre-school, 5 from social studies, 4 from English, 3 from guidance, 3 from classroom teaching, 2 from Turkish, 2 from physical education, 1 from science. In addition, 20 teachers from secondary school level and 10 teachers from primary school level were included in the study group.

Data Collection Tools

In this study, which aims to reveal the role of experienced teachers in the formation of professional identities of early career teachers, a semi-structured interview form was prepared by the researcher in line with the sub-problems. Semi-structured interview form is functional in terms of describing the participant's perceived world more specifically with his/her own thoughts (Merriam, 2009). During the preparation and implementation of the form, care was taken to take measures to increase internal and external validity. In order to create a form with high validity, a comprehensive literature review was conducted before the questions in the interview form were prepared. The interview questions prepared in line with the aims of the research were applied to a faculty member from the department of educational administration for expert opinion before the application and necessary corrections were made. Then, a pilot application was carried out with 3 people before the actual interview was started.

Data Collection Process

In obtaining the data, 30 teachers working in Istanbul were interviewed. The interviews were conducted by making an appointment with the school administrators. These interviews lasted approximately 30 minutes. The interviews were recorded on a voice recorder. The interviews conducted and the codings prepared were made by the researcher of this study. In addition, the codings to be made were also checked with a faculty member experienced in qualitative research.

In the descriptive analysis of the data, the data obtained from the structured interview form were transcribed, listed and categorised. Thus, the issues specified in each category were grouped. Thus, the frequency levels of the grouped codes were determined. Frequency was determined in the answers given to the questions.

Data Analysis

The data were analysed by inductive analysis, one of the types of content analysis. Inductive analysis is a method that reveals the concepts underlying the data through coding and reveals the relationship between these concepts (Yıldırım, Şimşek, 2006). Multimedia data were also used during the analysis of qualitative data. Using different types of data is a step towards increasing the reliability and validity of the research (Creswell, 2013). In addition, MAXQDA 2020 computer programme was used to make systematic evaluation and interpretation while analysing the data. Computer programmes such as MAXQDA provide a complete, systematic, flexible and fast analysis in terms of explaining and making sense of the main phenomenon, which is the main subject of the research, by establishing meaningful relationships between codes (Weitzmen, Milles, 1995).

FINDINGS

The findings obtained after the analyses made in line with the purpose are given below in line with the sub-objectives.

Prospective Teachers' Views on Professional Identity

Teachers working in 1-5 years of their career were asked questions about professional identity. The findings obtained from the teachers on the subject are given in Figure 2.

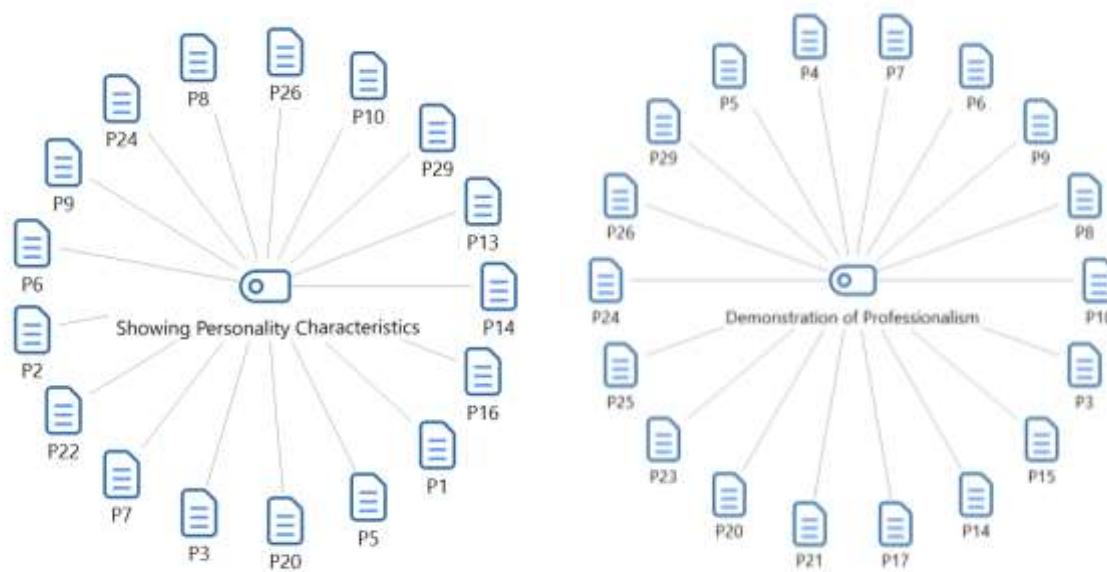


Figure 2. Teachers' opinions on professional identity

As seen in Figure 2, while expressing their views on professional identity, teachers mentioned personality traits and professionalism. In this context, teachers' views are quoted as follows:

Professional identity is the stance in the work done. It is the personality formed in the career and profession (P1, Location 4).

Professional identity is the work done in a professional manner within the framework of an institutional identity in the school, its quality, the attitude, attitude and behaviour adopted by combining with the character of the person. If career is a tree, professional identity forms the trunk of the tree. (P3, Location 4)

Professional identity is to have characteristics related to the profession. Professional identity is professional self (P4, Location 4)

Professional identity consists of areas of specialisation, characteristics and experiences (P6, Location 4)

Professional identity is the integration of a person with his/her profession by incorporating his/her personality traits. Professional identity is like a book, it has different pages (P9, Location 4).

Professional identity is a teacher specialised in his/her own branch. It is the place where one wants to see oneself in the eyes of others. (P17, Location 4)

Professional identity is a set of different behaviours expected from people in the profession. (P20, Location 4)

Professional identity is the character revealed by knowledge and skills in a specialised field. (P24, Location 4)

Prospective Teachers' Opinions on Experienced Teachers

Teachers working in 1-5 years of their career were asked questions about their impressions of experienced teachers. The findings obtained from the teachers on the subject are given in Figure 3.

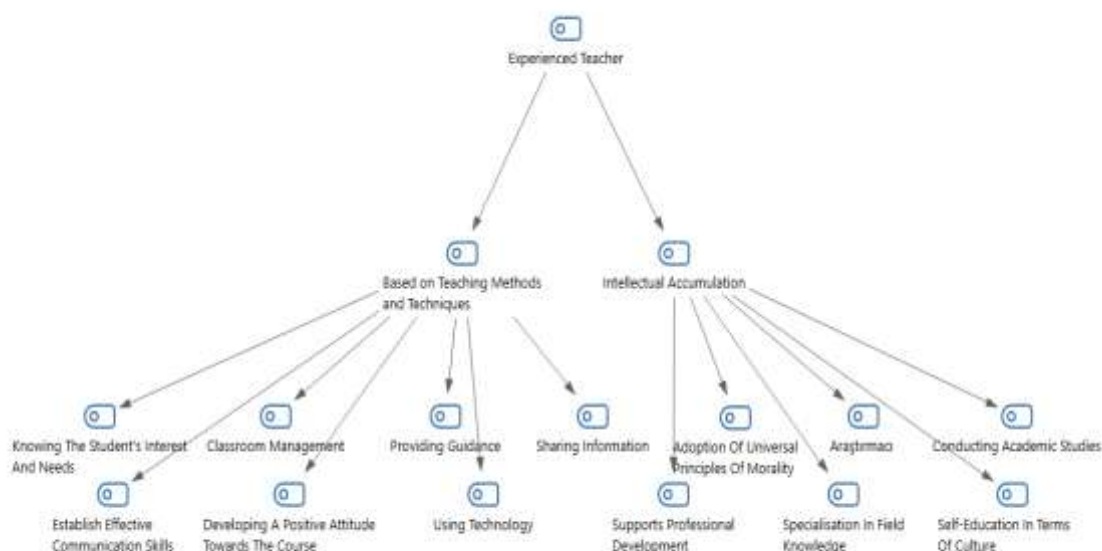


Figure 3. Teachers' views on experienced teachers

As can be seen in Figure 3, while expressing their views on experienced teachers, the teachers referred to their teaching methods and techniques and their intellectual knowledge. In this framework, the opinions of the teachers are quoted as follows:

An experienced teacher is a teacher who has trained himself/herself rather than age. He/she has developed himself/herself in his/her profession, specialised, knows the readiness of the students and teaches accordingly, is a researcher, uses technology, and is curious about his/her field. Experienced teachers are like a mobile phone whose models are constantly changing because they are in constant development. (P1, Location 4)

He/she is a person who does not lose his/her responsibility to teach his/her students. An experienced teacher is like a ship travelling slowly but steadily (P3, Position 4).

Experienced teachers have proven their competence and effectiveness in their field. An experienced teacher is like a chain; the links are strengthened by the interlocking of the characteristics in the professional identity of the experienced teacher. (P5, Position 4)

The experienced teacher can combine theory and practice, we can liken him to a master builder. (P8, Location 4)

An experienced teacher is a person who has been in the profession for at least two years, is idealistic, giving, creative, self-updating, uses technology, self-sacrificing, empathetic. If the student respects the teacher because of his/her knowledge, he/she is an experienced teacher. Experienced teachers are like antique products, they are valuable (P9, Position 4).

He/she is a person who cares about his/her clothes, is clean, shaves if he/she is a man, is tidy if he/she is a woman, is a leader, has good diction, is not frivolous, does not joke, has limits in his/her speech, and is only interested in his/her job. An experienced teacher is like a colourful rainbow (P10, Location 4).

An experienced teacher means a person who has more experience, who approaches students in different ways and whose horizon is wider. Experienced teachers are equipped with knowledge, they are guides. She is like a mother in terms of her experience and guidance (P12, Position 4).

An experienced teacher is someone who is liked by the students, who is harmonious and willing to solve the problem, who has a certain system in the classroom, and whose success is believed by the administration and the environment. An experienced teacher is like a ripe apple (P13, Location 4).

An experienced teacher is a good chef, a person who makes the best dish from the ingredients at hand. (P17, Location 4)

Experienced teacher is wisdom, like a diamond, valuable (P18, Location 4).

An experienced teacher is knowledgeable, speaks every sentence thoughtfully, is sensitive about children, active, participates in trainings, and is bright like a candle (P29, Location 4).

Experienced teachers are disciplined, able to manage time, have high foresight, and have neat and tidy clothes. An experienced teacher is like a leavened dough (P30, Position 4).

Prospective Teacher Opinions on Career Stages

Prospective Teachers' Opinions on 1-5 Years Career Stage

Teachers working in 1-5 years of their career were asked questions about the 1-5 year career stage. The findings obtained from the teachers on the subject are given in Figure 4.

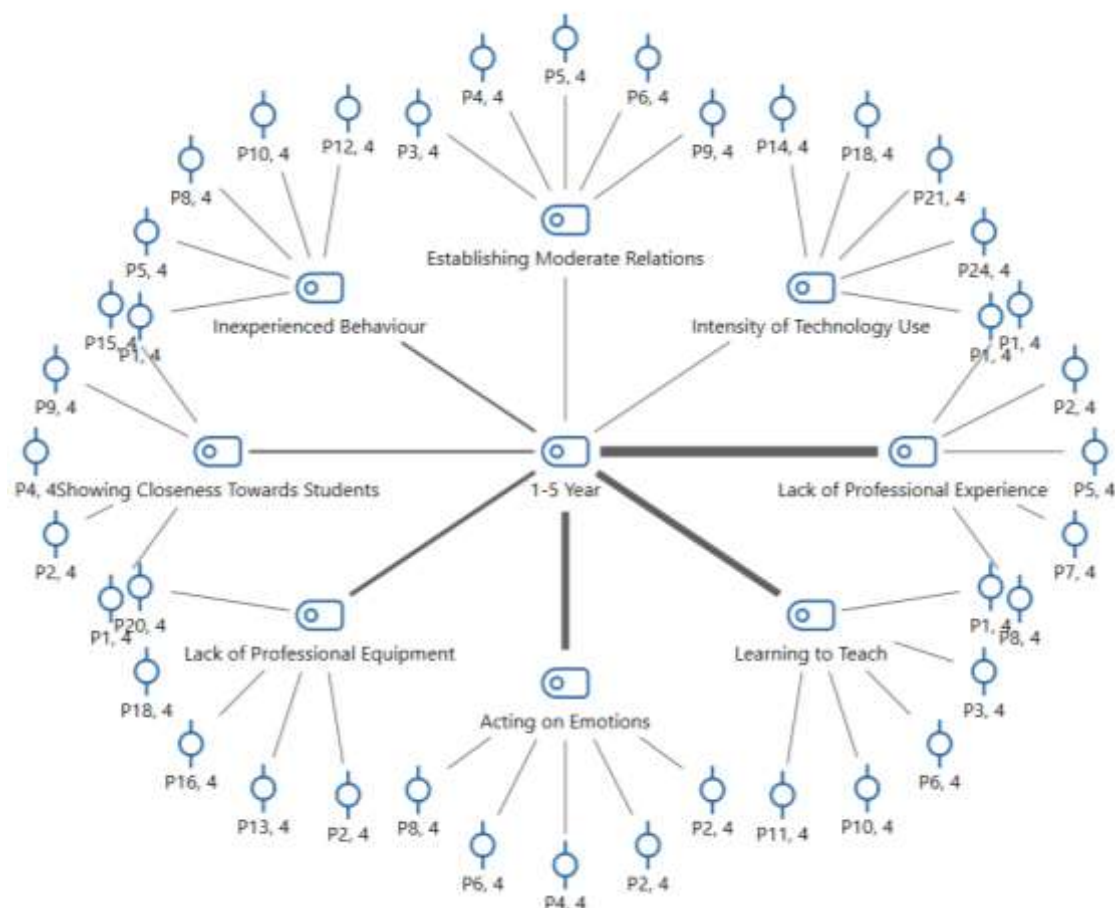


Figure 4. Teachers' opinions on 1-5 years career stage

As can be seen in Figure 4, while expressing their opinions about the 1-5 years career stage, the teachers mentioned that they lacked professional experience, acted with their emotions, learned teaching, lacked professional equipment, exhibited novice behaviours, showed closeness towards students, established moderate relationships and used technology intensively. In this context, the opinions of the teachers are quoted as follows:

As a newly appointed teacher, it is a phase in which I try to get to know the student, get to know myself, try to determine the way of explaining, try to get to know the methods and techniques. (P2, Position 4)

We can think that their knowledge is theoretically fresh. Since he/she has no practical experience, he/she may have problems in the application phase. (P3, Location 4)

It is the period when plenty of mistakes are made and lessons are learnt from these mistakes. It is the period when students recognise their profession and most importantly, it is the period when we discover and question ourselves. (P11, Location 4)

Newly appointed teachers work on their toes to avoid being scolded. We do not use any of the theoretical lessons learnt at university. We do things by trial and error on students in the classroom. Exams are not prepared as in the university. This phase is novice. (P23, Position 4)

Prospective Teachers' Opinions on 6-10 Years Career Stage

Teachers who served in 1-5 years of their careers were asked questions about the 6-10 years career stage. The findings obtained from the teachers on the subject are given in Figure 5.

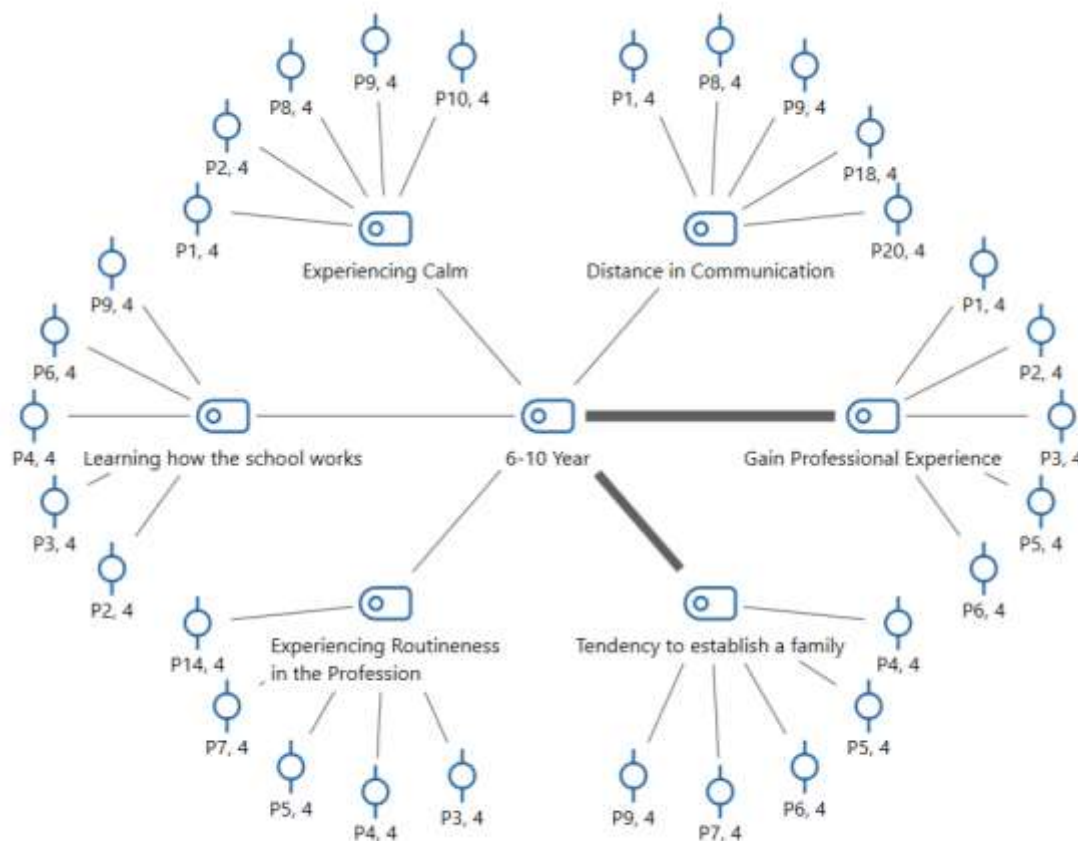


Figure 5. Teachers' opinions on 6-10 years career stage

As seen in Figure 5, while teachers expressed their opinions about the 6-10 year career phase, they mentioned that they gained professional experience in this phase, tended to start a family, experienced routine in the profession, learned the functioning of the school, experienced calmness, and their communication was distant. In this context, teachers' opinions are quoted as follows:

In his private life, he has established a family life, spouse, appointments and home system. This is the period when professional knowledge skills will begin to increase. In this phase, it experiences stagnation and prepares itself to rise to the next phase. (P14, Position 4)

At this stage, the teacher knows his student, his profile, and can make some inferences and predictions. He knows the parent's wishes and acts accordingly. (P24, Position 4)

It is a phase in which one has established himself in his profession and can solve problems easily. He/she may request appointment during this period. Parent communication is at a good level. (P30, Position 4)

Prospective Teachers' Opinions on 11-15 Years Career Stage

Questions about the 11-15 year career phase were asked to teachers who have been working for 1-5 years of their career. The findings obtained from the teachers on the subject are given in Figure 6.

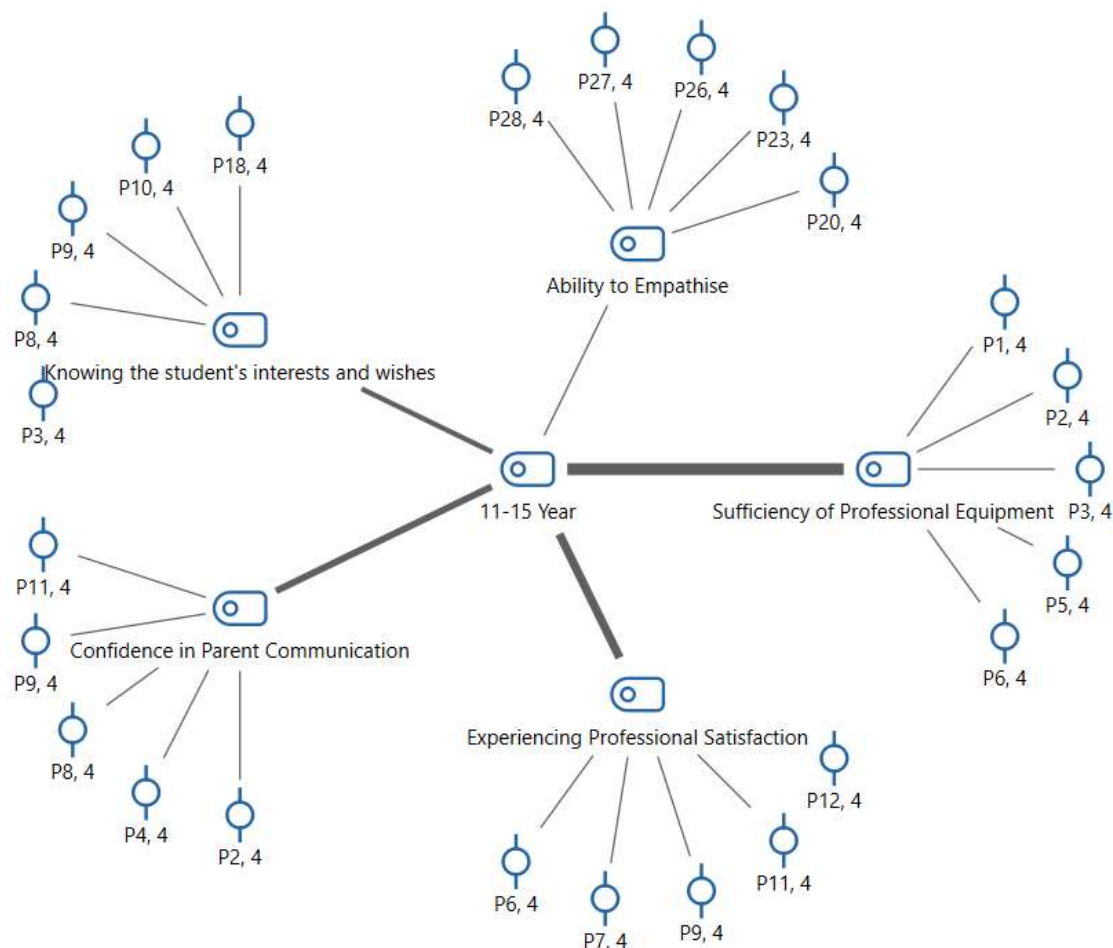


Figure 6. Teachers' opinions on 11-15 years career stage

As seen in Figure 6, while expressing their opinions about the 11-15 year career phase of the teachers, they mentioned that the professional equipment in this phase is sufficient, they experience professional satisfaction, communication with the parents is safe, they know the student's interests and wishes, and they are able to empathize. In this context, teachers' opinions are quoted as follows.

At this stage, the teacher is experienced, his behavior in the classroom is established, consistent, self-confident, monotonous and routine with his advancing age. Since the teacher's own child will start school, he or she may perform slightly less well in the profession. Family relationships and responsibilities come to the fore, and he can make up for the gap with his experience. (P5, Position 4)

At this stage, the teacher knows to whom he will give information and at what level. We are talking about an experienced career. He is in constant contact with the parent. If he is

also a parent, he can empathize with the parent. He puts the student in the place of his own child and is sensitive in imparting moral values as well as academic success. At this stage the teacher has become a master. At this stage, the teacher has mastery of methods, techniques and technology. (P23, Position 4)

In this phase, the teacher establishes a communication with the student as if he were a child. She communicates intelligently with the parent. He attaches importance to the academic success of his students. He shows mastery skills during this period. His professional competence is quite high. He has an ascendant career. (P25, Position 4)

Prospective Teachers' Opinions on 16-20 Years Career Stage

Questions about the 16-20 year career phase were asked to teachers who have been working for 1-5 years of their career. The findings obtained from the teachers on the subject are given in Figure 7.

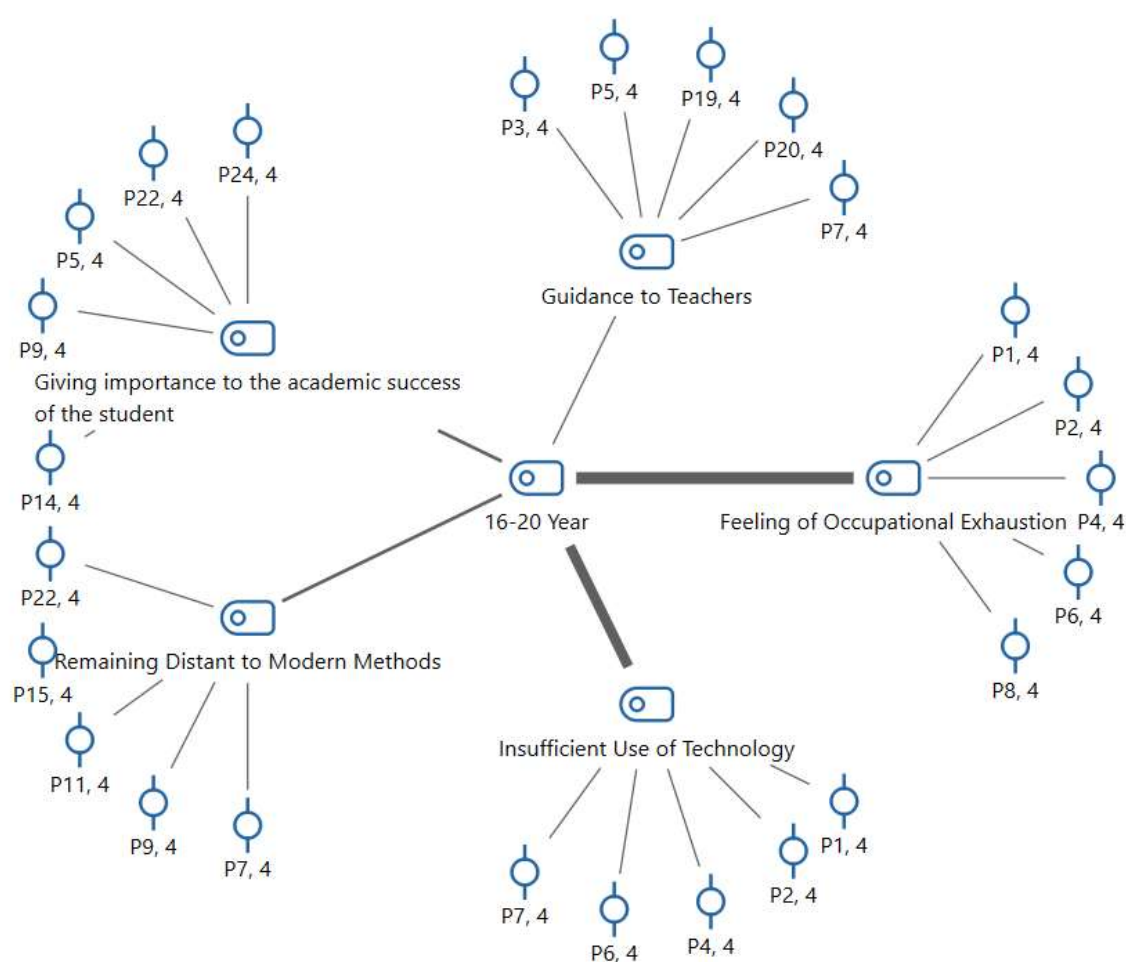


Figure 7. Teachers' opinions on 16-20 years career stage

As seen in Figure 7, while teachers expressed their opinions about the 16-20 year career phase, they mentioned that teachers felt professional fatigue in this phase, their inadequacy in

the use of technology, their distance from modern methods, they attach importance to the academic success of the students and their guidance to teachers. In this context, teachers' opinions are quoted as follows.

There is a distance between the teacher and the student because the teacher may be experiencing professional fatigue. The lower limit of our folding level may have decreased. Parents do not worry about the teacher. The teacher also knows what the parent wants and knows how to approach it. It manages the dialogue it will establish. His professional knowledge is sufficient, but his use of technology may not be sufficient. (P2, Position 4)

My primary school teacher has the biggest influence on my life. I knew he was at this stage when he was working as my teacher. He treated me like a child and was like a father. The teacher at this stage is in the mastery period of his profession. At this stage, the teacher's family life is regular and there is no negative impact on the profession. At this stage, as retirement is approaching, one can embrace the profession with all hands and is more open to development. (P17, Position 4)

At this stage, he experiences the happiness of raising many students. Since there is little time left for retirement, he embraces his profession even more passionately. It aims to raise more successful students due to the limited time I will spend in the role of teacher. During these stages, teachers will have sincere conversations with their fellow teachers. He is generally aware of the school and his opinion is asked. (P5, Position 4)

At this stage, the teacher is the master. Generally, teachers at this stage are assigned to administrative staff or within the district national education body. Can give information in the best way possible. Nowadays, teachers in this period experience technological deficiencies. (P23, Position 4)

At this stage, the teacher sees the student as his child. It creates trust in students, and the age difference between them brings respect. Their professional knowledge skills are sufficient, but they are deficient in technology. It is well equipped in terms of legislation, rights, minutes and official correspondence. As one is close to retirement, one may see an increase in professional work. (P24, Position 4)

During this period, teachers can focus on research and work in other lines of business at the same time. It is a period of turning to art, reading books, and developing aesthetic tastes. (P29, Position 4)

Prospective Teachers' Opinions on 20 Years and over Career Stage

Questions about the 20 year and over career phase were asked to teachers who have been working for 1-5 years of their career. The findings obtained from the teachers on the subject are given in Figure 8.

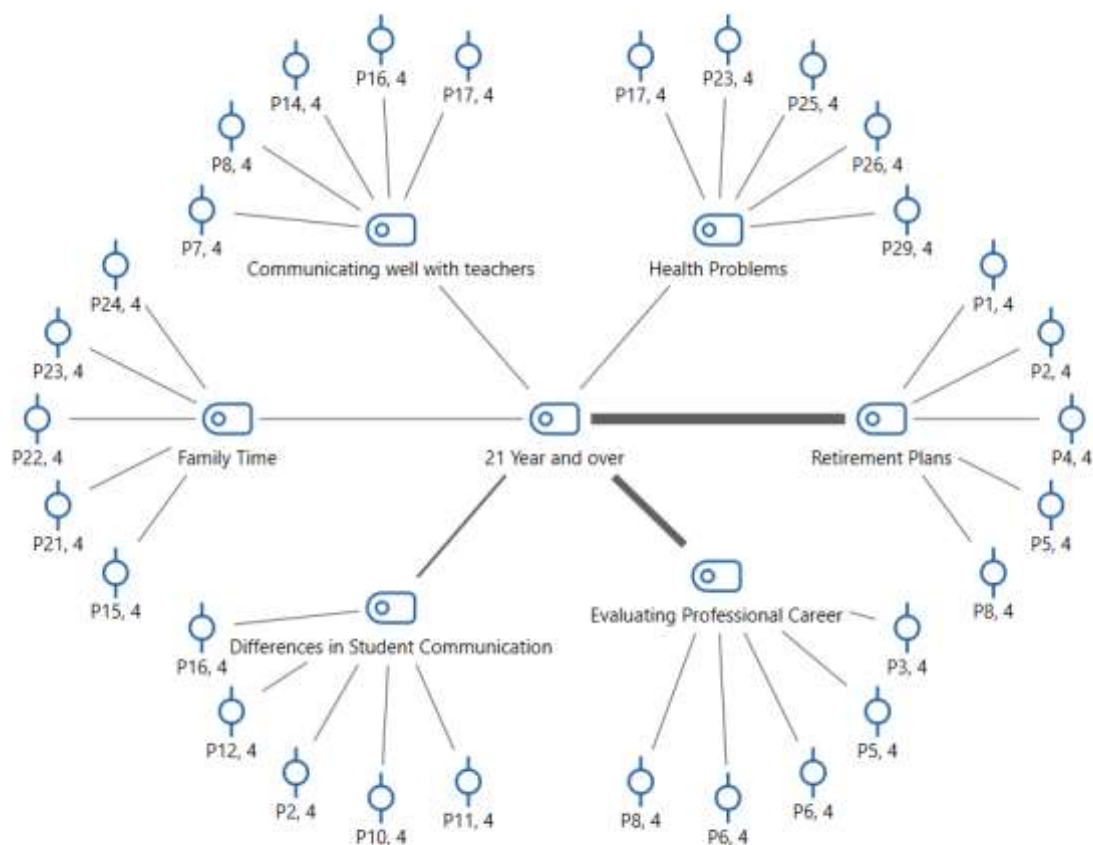


Figure 8. Teachers' opinions on 20 years and over career stage

As seen in Figure 8, while teachers expressed their opinions about the career phase of 21 years and above, they frequently mentioned their retirement plans, evaluations of their professional careers, differences in student communication, their desire to spend time with the family, teachers' ability to communicate well, and the intensity of their health problems. In this context, teachers' opinions are quoted as follows.

At this stage, he can make an evaluation based on his financial strength. Since he has little energy, he wants to step aside and give his place to newly appointed teachers. He makes retirement plans and searches. I think it will be extreme. If he has had a happy teaching experience, he will be patient; if he has had an unhappy teaching experience, he will have an impatient, aggressive and angry nature. (P5, Position 4)

During this period, they experience stagnation and are not active. These teachers are friends with the students. It is a phase where the teacher teaches in a conversational manner and does not want to explain the lesson. He is a teacher that students love. (P10, Position 4)

It is specialized and guides new teachers. He can continue to improve himself and provide further training to different segments of society. He may withdraw from some activities as he gets older. He can also continue to improve himself. (P14, Position 4)

At this stage, the teacher is the master of masters, the guru. With age, these teachers may have health problems and may not be active in their profession and perform more routine work. They take justified pride in educating thousands of students and are professionally satisfied and calm. (P17, Position 4)

Teacher Opinions on the Problems Experienced by Newly Appointed Teachers

Teachers who have been working for 1-5 years of their careers were asked questions about the problem they experienced. The findings obtained from the teachers on the subject are given in Figure 9.

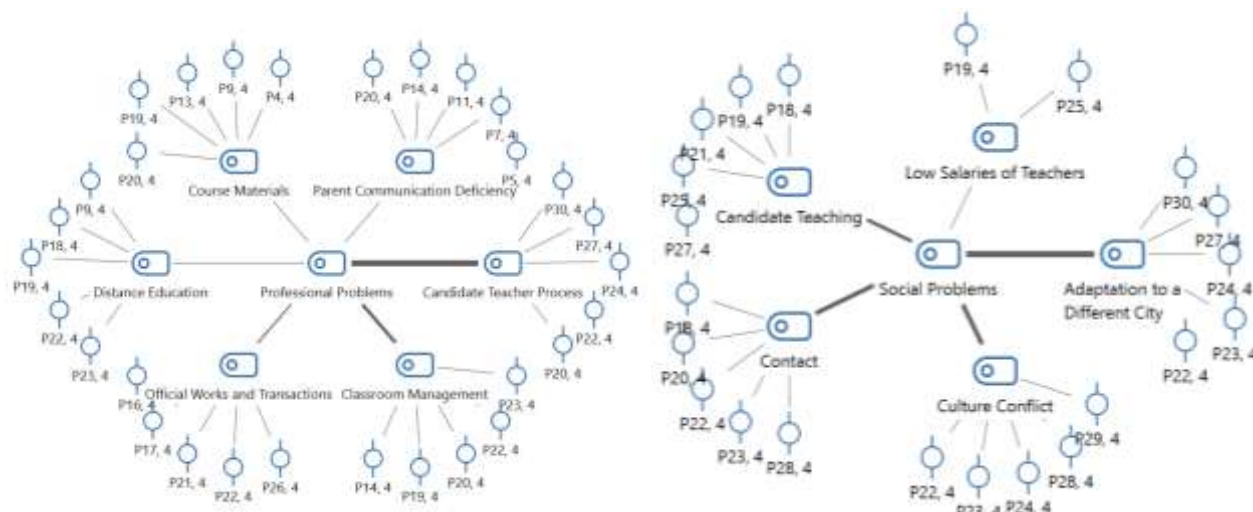


Figure 9. Teachers' views on the problems they experience

As seen in Figure 9, teachers evaluated the problems they experienced in professional and social terms. In this context, teachers' opinions are quoted as follows.

Since I was a candidate teacher, I kept watch over my advisor teacher. I cleared my advisor teacher's files. Since my advisor teacher was busy, I took his classes. I did this for learning purposes, but after a while, all the work fell on me and I got bored and lost my enthusiasm. I could not speak out because I did not know teachers' rights or official affairs. (P1, Position 4)

There is competition with teachers in the same group. I have seen energy problems in teachers, they experience boredom, which reduces our energy. (P7, Position 4)

I entered a new environment and had some difficulties. My school principal is a good person, he made sure we met. Teachers do not give a very warm welcome by acting as a temporary employee. (P17, Position 4)

I could not get the professional results I wanted because students with poor economic conditions did not have technological devices. I see the large class size and the high school population as a professional problem because I have difficulty in establishing classroom dominance. (P19, Position 4)

Even if I use technology, I'm the only one using the board. However, I want to ensure that every student learns the lesson by trying it himself. The epidemic of distance education is a

professional problem. Because not only class dominance but also proximity to technology is required. (P23, Position 4)

I started attending classes as soon as I arrived at school. I didn't go through any adjustment phases. I would like to be informed and supported by a consultant teacher. It was a disappointment that I went directly to classes without knowing anything about the school, I was inadequate on the first day. (P24, Position 4)

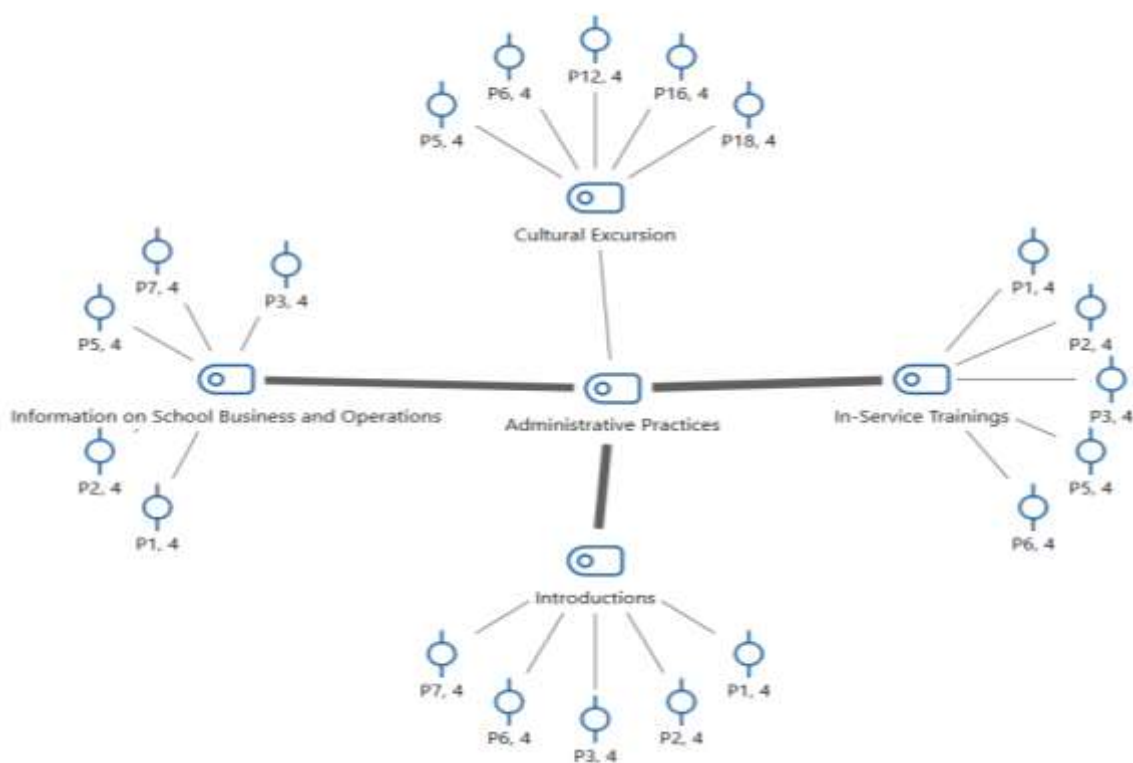
I have a child and since I will be moving to a different city, I will be separated from my child and my spouse. This Candidate Teacher situation damages the concept of family. Because I cannot ask to be assigned to my wife for the first 3 years. My thoughts will remain with my family, I do not want to reflect this situation on my students. Low teacher salaries are also a social problem I encounter. (P25, Position 4)

Since I was the first counselor appointed to the school, I carried out all the guidance procedures such as identification, detection, documentation, diagnosis, creating a student file, and paperwork. This drove me to exasperation. (P26, Position 4)

Being a candidate teacher is not an equal concept in terms of our personal rights. It seriously causes loss of motivation in teachers. (P27, Position 4)

Expected Practices for Newly Appointed Teachers

Teachers who have been working for 1-5 years of their careers were asked questions about the expected practices for newly appointed teachers. The findings obtained from the teachers on the subject are given in Figure 10.



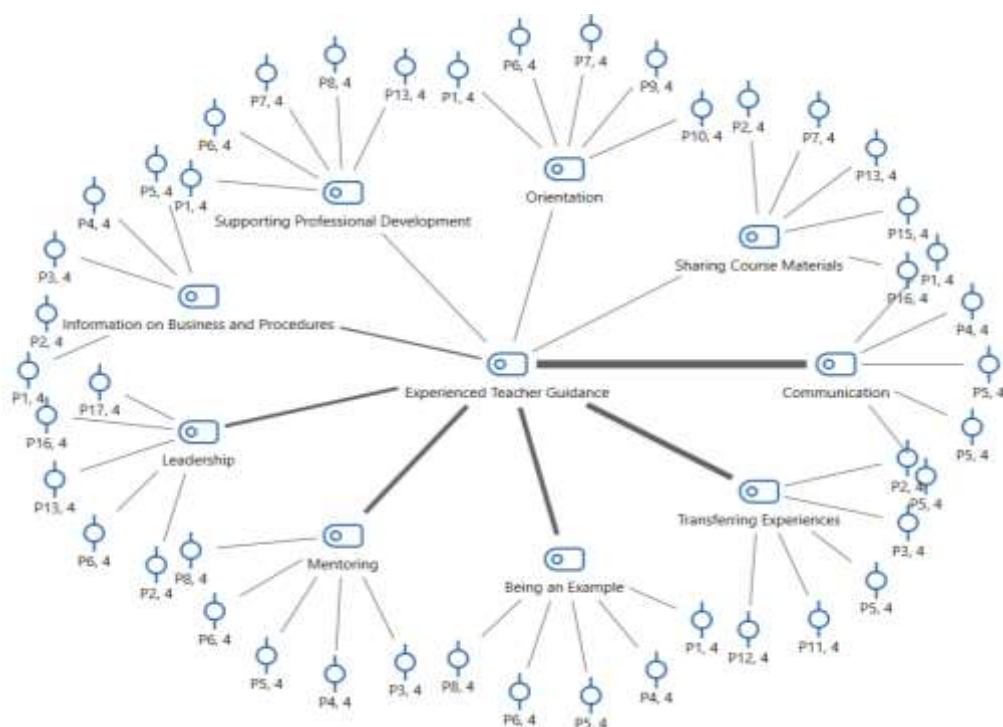


Figure 10. Expected Practices for Newly Appointed Teachers

As seen in Figure 10, the practices expected to be applied to newly appointed teachers were evaluated within the scope of administrative and experienced teachers. In this context, teachers' opinions are quoted as follows.

Our candidacy process begins when we start school. Although our seminars should have started immediately, they did not, especially the trainings were interrupted during the pandemic. It was just an introductory meeting at the beginning of the year. A field trip and picnic were held within the school itself as part of the orientation. The nomination forms are being filled out yet, but we have not filled them out yet. (P6, Position 4)

On the day we were appointed, we went to an interview with the school. We received seminars from the Ministry, but we received them late and they could not be completed. A consultant teacher was appointed. My advisor teacher was appointed to this school at the same time as me. Although he could not give much information about the school, he shared minutes and resources due to his experiences. (P7, Position 4)

Experienced teachers can set an example for us by taking them into their own lessons. The school should provide information about the environment, students, teachers, administration and parents. He must show his professional competence and dignity to those around him, to me, and be an example. It can lead to postgraduate education. (P8, Position 4)

As soon as I was appointed, I went to the school and met the school principal and deputy principals one by one. For the rest, we communicate via WhatsApp due to distance education. The seminars started remotely but are very theoretical. This process is still ongoing. (P9, Position 4)

Basic sentences such as hello and welcome should be said to the new teacher. You may be asked about the professional needs of the newly appointed teacher. Information about the classes should be provided before the class begins. It should provide information about how administrative work will be carried out. I would like to share about school culture. I would like to communicate in the teachers' lounge. I want them to set an example with their own behavior. If the bell rings and they go to class late, I do not expect this behavior from experienced teachers. (P24, Position 4)

As soon as I became a candidate teacher, I took the course of the consultant teacher assigned to me before going to my institution. When I started working at my own institution, I was like a fish out of water, I didn't know anything. I was constantly calling the district national education directorate. I became dissatisfied with the profession (P28, Position 4)

The Role of Experienced Teachers Towards Newly Appointed Teachers

Teachers who have been working for 1-5 years of their careers were asked questions about the experiences of newly appointed teachers and the role of teachers. The findings obtained from the teachers on the subject are given in Figure 11.

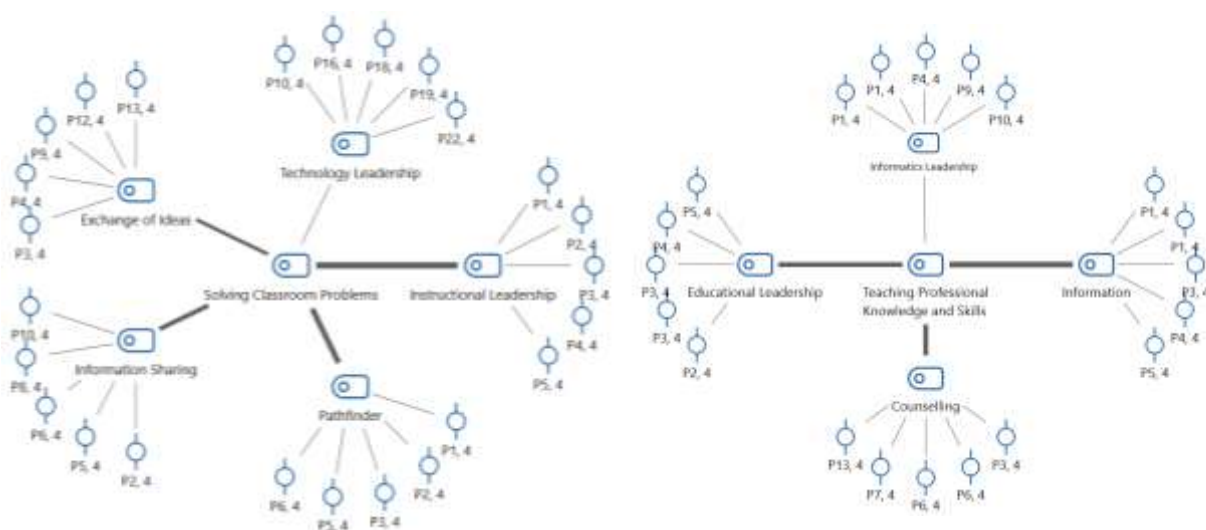


Figure 11. The Role of Experienced Teachers towards Newly Appointed Teachers

As seen in Figure 11, the role of experienced teachers towards newly appointed teachers was evaluated within the framework of solving classroom problems and teaching professional knowledge and skills. In this context, teachers' opinions are quoted as follows.

An experienced teacher should guide me in learning professional knowledge. For example, I would like him to tell me about systems such as the Ministry of Education and e-school. Experienced teachers can give seminars and meetings within the school. I would like them to help me use devices such as photocopiers, printers and printing machines. (P1, Position 4)

I expect solutions from experienced teachers for the problems experienced in the classroom, I do not expect them to teach punishment methods. I expect professional suggestions rather than advice. I expect him to teach methods to ensure silence in the classroom. (P5, Position 4)

We can ask for help with children's problems, we can apply the formulas they use, but we all get stuck, including teachers who are experienced with refugee children. (P11, Position 4)

I think it is necessary to provide guidance such as duty duties, filling out notebooks, legislation, how to handle empty classes, and how to carry out activities. The use of technological platforms can be taught. Information about the environment can be given. I'd like him to give me some ideas without asking. (P24, Position 4)

The experienced teacher should guide the newly appointed teacher and provide information about the candidacy process. It should provide guidance on filling out notebooks, how the lessons will be taught, which materials will be used, which books will be more useful, what the protocol rules are, what the committees are for, certain days and weeks, legislation, teacher rights, practices, and current resources. (P25, Position 4)

I would like to ask experienced teachers to provide information on leadership and administrative functioning. I would like him to consult on every issue. (P30, Position 4)

RESULT, DISCUSSION, CONCLUSION

In the research, sub-objectives were investigated as a result of the findings obtained with the aim of revealing the role of experienced teachers in the formation of the professional identities of primary and secondary school teachers who are at the beginning of their careers.

Teachers' Views on the Concept of Professional Identity

As a result of the findings obtained to determine teachers' perceptions of the concept of professional identity, some of the teachers do not know that professional identity will emerge with the combination of specialization in the profession, professionalization and personality skills. He perceives the concept of professional identity as the positions held in the profession. This situation may cause the professional identity perception of the teaching profession to not be clearly revealed.

Teachers' Opinions on Experienced Teachers

As a result of the findings obtained to determine teachers' perceptions of experienced teachers, each teacher has an experienced teacher that they imagine in their minds. Teachers' general opinions about experienced teachers are their characteristics rather than the years they have spent in the profession. The characteristics of an experienced teacher are generally stated as being professional, having expert knowledge, being helpful with their behaviors within the framework of universal moral principles, being open to communication, being moral, being responsible and being a researcher within the scope of their intellectual knowledge, having social and cultural skills, and being well versed in teaching methods and techniques.

Teachers' Views on Career Stages

When the perceptions of teachers regarding the career stages they were in and observed were examined, some determinations were made. Accordingly, teachers who are at the 1-5 year stage of their career are learning the profession, excited, inexperienced, using technology well, having professional knowledge in theory but lacking in practice, lacking self-confidence in communication as a result of inexperience, unaware of official correspondence, regulations, protocol rules, legislation, teacher personnel rights, and in the profession. Apprenticeship is in the novice phase. Teachers who are 6-10 years into their careers are journeymen who attempt to start a family, put their profession aside for a while, are tired of working hard in the previous phase, and have gained experience in communication. Teachers who are 11 to 15 years into their careers are experienced, master teachers who have established family order, have developed empathy skills due to their responsibilities in the family. The teacher, who is 16 to 20 years into his career, is a master of masters who wants to spend his last time productively due to being close to retirement, cares about the student's academic success, knows what to do in line with interests and needs, has high communication skills, and knows the necessity of getting support in this regard, even if he is far from technology and current teaching methods. , guru is the teacher. A teacher who has been in his career for 21 years or more is a teacher who evaluates the profession, is experiencing economic concerns in the country's conditions, is dealing with health problems, is in the final stages of his career and is pushing his profession into the background, is making plans with his family for retirement, and is heading towards the monotony that young teachers want to talk about.

Teachers' Views on the Problems They Encountered When They were Newly Appointed

It was determined that teachers encountered some professional and social problems as a result of their opinions about the problems they experienced in their first appointment. It was revealed that the teachers who came from a different province with the first appointment had difficulties in adapting to cultural life, their colleagues saw them as inexperienced as candidate teachers, lack of communication, teachers' shyness, and lack of self-confidence and experience. The problems experienced by the teacher are that the education he receives at the university remains theoretical and the application in the field is different. The lack of help from experienced teachers at the school, the school administrators not providing the necessary information, the teacher's lack of knowledge about official rules, protocol rules, the operation of the school, students, parents and the environment, not knowing how to apply teaching methods and techniques, their inadequacy in using technological devices, the uncertainties in the candidate teacher process, etc. The fact that there is a pandemic, teachers' salaries are low and not sufficient in a city where they are newly appointed, and obstacles to access and use of course materials all seem to be a problem. Similar to these findings, according to Sarıkaya, Samancı and Yılar (2017), other problems include the fact that university education is not sufficient for the teaching profession, candidate teachers are excluded, they are not treated as teachers, they are not included in meetings, and they are assigned to empty courses.

Teachers' Opinions on the Practices Made for Newly Appointed Teachers

If people are not satisfied with the practices carried out within the framework of the Candidate Teacher Training Program and if this process, which includes uncertainty, is deemed necessary and continues to be carried out by top managers, it is expected that the content of the training to be received will be not only theoretical but also practical and qualified, and that the training and criteria will not be carried out only on the form. Similar to this finding, according to Dursun, Yenen and Bulut (2018), it was mentioned that the forms were deemed inadequate in the candidate teacher training process and needed to be revised.

It is deemed necessary that the consultant teachers appointed to the candidate teachers within the framework of this program should be informed of the specific criteria and criteria of their advisory roles and that they should know their responsibilities clearly. After appointment, administrators are expected to guide teachers in terms of classroom, student, parent, environment, legislation, operation, consultant teacher, professional knowledge and skill transfer. Similarly, according to Köse (2016), it is stated that experienced teachers are of great importance in terms of candidate teachers or newly appointed teachers getting to know the school and the environment and observing work and procedures in cooperation with experienced teachers, school administrators and consultant teachers.

Teacher Opinions on the Roles of Experienced Teachers for Newly Appointed Teachers

Compared to teachers who are in the beginning phase of their careers for 1-5 years, experienced teachers are expected to demonstrate skills such as organizing trips, picnics, starting conversations, communicating and displaying leadership in many practices within the framework of orientation. Experienced teachers are also asked to provide mentoring within the framework of microteaching. Experienced teachers are expected to share materials, resources, minutes, meeting documents, etc. and to demonstrate their instructional and educational leadership skills. According to Ulubey (2018), benefiting from the consultant teacher's professional knowledge and providing practical information are among the expectations from the consultant teacher. In addition, the findings of Balkar and Şahin's (2014) research revealed that the mentoring activity of the consultant teacher, who is an experienced teacher, is important for the development of the teacher. According to Gül, Türkmen and Aksel (2017), newly appointed teachers benefited greatly from experienced teachers in classroom management. Therefore, it is very important for experienced teachers to transfer their professional knowledge and skills to newly appointed teachers.

According to the findings of the research, the following suggestions were developed:

1. Teachers who are new to the profession can take classes with an experienced teacher in the institution to which they are assigned during an academic period, and micro-teaching can be carried out in the school environment with the title of "teacher".
2. The workload of documents and forms within the scope of the Candidate Teacher Training Program on teachers who are new to the profession can be eased,

3. Experienced teacher career stage should be defined in the light of scientific data and can be integrated into the education system as a career step. The teacher who has the title of experienced teacher can mentor newly appointed teachers as a consultant.
4. Experienced teacher in-service training can be carried out theoretically and practically during the teachers' professional development week.
5. Every year, teachers who want to receive the title of experienced teacher can be given points through the system, which is a criterion for newly appointed teachers, and this score can be used when obtaining the title of experienced teacher.
6. The duties, roles and responsibilities of the consultant teacher appointed within the framework of the Candidate Training Program can be given to teachers who are new to the profession in a concrete and criterion way, the consultant teacher can also receive consultancy points, and additional course fees can be given to encourage the consultant teacher. It may be a rule that if the score given is below a certain criterion, a candidate teacher will not be given the consultancy of that person after one year.

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