

Reception and support of new teachers

Lazaros Kostanasios

*Head of Educational Affairs of Primary Education of Ioannina
Dematiou 13a, Ioannina 45332, Greece*

Abstract: The present study aims at investigating the views and attitudes / beliefs of the Principals of Primary Education, who serve in public schools in the wider area of Primary Education in Ioannina, during the school year 2021-2022, regarding the support and reception procedures of new teachers. The research mainly focused on detection of:

- The Principals' viewpoints on the initiatives that a Principal can take to welcome and support newly hired teachers in a school.
- The Principals' viewpoints regarding the needs of the newly hired teachers that can be covered by a reception program
- The Principals' suggestions for the institutionalization of procedures regarding the reception and support of new teachers

Keywords: New teacher, reception, perceptions, mentor.

Introduction

It is well known that teachers shoulder the difficult task of educating the younger generation and the importance of their role is acknowledged in the quality of educational work and the consequent improvement of school education in general.

The new teachers do not just take the places of those who leave, but are the teachers who can presumably enrich the human resources of education with new ideas, perceptions and initiatives. Since they work in schools that respect, value and support the judgment, practice, wisdom and experience of every teacher with the common aim of upgrading the entire educational process, then there are the terms and requirements for the new appointees to emerge and be recognized as young professional teachers.

The school plays a key role in the process of socialization of the new teacher in the social and professional parameters of his role. There are the sources of practical information and psychological support. During the phase of entering the profession, a positive influence is exerted by the guiding standards emitted by colleagues with experience and prestige, to whom the new teachers compare their teaching competence as a constant confirmation of their own success and development. Both at the beginning of their careers and during their placement in another school unit (e.g. due to transfer), they need support, motivation and opportunities, some of which it would make sense for the host school to provide.

The role of the principal in the modern educational unit is multidimensional. In addition to his / her administrative duties, the principal is called upon to successfully meet the growing demands of the modern school. These demands concern teachers, students, parents and the society in general. In this context, an effective principal must create a vision, provide advice, assistance and support, resolve effectively conflicts, motivate, encourage and guide, spread goals and values, develop teamwork and respect among colleagues. In these terms, it is logical that the School Principal has "by nature and position" the greatest impact on the new colleagues. This is mainly due to the fact that he/she is a powerful source of guidance and a central point of reference in school life. (Saitis Ch. as mentioned. in Katsoulakis 1999: 249).

The support towards the new appointee, if it is substantial and not typical, places additional demands on the "shoulders" of the Principal, as in addition to the contractual obligations, it is combined with his strong presence on the side of the new teacher. More specifically, the Principal will be the transmitter of the culture, that is, he will teach the new teacher to function successfully in terms of a specific culture, which is related to the aesthetics, the comforts and the space facilities of the school unit. By acting as a role model, but also giving teachers and learners initiatives, he can create a culture that fosters learning and teaching.

The purpose of this paper is to investigate the viewpoints and attitudes / beliefs of the Principals of Primary Education, who serve in public schools in the wider area of the Primary Education of Ioannina, during the school year 2021-2022, regarding the support and reception procedures for new teachers.

Bibliography / Institutional Framework

The Newcomer teacher

The teaching profession is a job with many demands that requires ability in human relations, organizational and programming skills but also a lot of patience (Rogers & Babinski, 2002). The teacher is called to be constantly informed on a scientific, social, psychological, technological and cultural level and according to the needs of each student, to adapt and maneuver with ingenuity and flexibility. This complex and multidimensional role that the teacher is called to perform is a challenge both for the teacher himself and for the education as a whole. Day (2003) confirming the fact that the professional development of the teacher is a long and uninterrupted process that goes through complex processes, distinguishes five stages through which the teacher goes:

- Adjustment (1-3 years)
- Integration (4-6 years)
- Experiments (7-18 years)
- Professional maturity (19-30)
- Professional crisis (31-40 years)

It is worth mentioning that as new teachers are considered those who enter education for the first time and practise the profession of teaching or teachers who are completely inexperienced in the profession of teacher (Darling-Hammond, 2003).

In Greece there is no institutionalized legal framework for the reception and support of new teachers in the school unit, while no program for the reception of new teachers is included in the planning of the educational unit. The new teacher after giving a written report of undertaking service to the Principal of the educational unit or the organization where he was placed, full time, enters the class (usually difficult) that he has undertaken for the whole school year, before he even gets to know his colleagues. He tries on his own to understand the "climate" and the "relationships" of colleagues that is to enter the culture of the school unit or the organization by asking as few questions as possible because otherwise he runs the risks of being considered as "irrelevant". His smooth integration and the feeling of satisfaction in his new position depends, to a great extent, on the Principal of the school unit. It depends on the Principal's discretion every time to implement a program of reception - counseling and support.

However, many teachers in their new position are looking forward to making their dreams come true, their teaching methods, to introduce new mentalities and techniques, to shape their own culture, changing from the aesthetics of the building to these already formed relationships among their colleagues. Gotovos and Mavrogiorgos in 1986 in a relevant research claim that "The absence and inadequacy of basic education, the absence of a formal reception program and the relaxation or formality of the" testing "are elements that orchestrate the violent transition of the new appointee from the role of learner to the role of teacher".

The needs, difficulties and expectations of new teachers to an educational unit

Since their first day at school new teachers are faced with the expectation of the state and of the students to perform in a full program of teaching and extracurricular tasks and in fact as experienced and equal to their colleagues with several years of service (Katsoulakis, 1999). If they have previous service in a school as deputies, they have the advantage of the experience of operating a school unit, so at least on the administrative level they will not face any particular problem. As far as their teaching duties in schools are concerned, the law of the "old" still prevails today, so they are in charge, in most cases, as the youngest in the teachers' association, with a variety of subjects and the most difficult classes.

Sacks & Brady, and Gray & Gray since 1985 in their studies indicate the sources of difficulties for new teachers, which could focus on issues such as: classroom management, lack of information about the curriculum and syllabus, activation and motivation of students, ways of differentiating teaching to address issues of student diversity, work organization and lesson planning using inadequate supervisory material, overloaded schedules, crowded classrooms, suffocating schedules, working with parents, and also the management of the school unit.

The above mentioned are also claimed by younger researchers and designers of introductory training programs such as Ingersoll (2014), Goodwin (2012), Darling-Hammond (2012). The new teacher's needs focus on practical matters (e.g. possible problems of social integration resulting from the change of residence and residence away from the place of permanent residence), but also psycho-pedagogy, mainly on the following fields: guidance on the ways of teaching, counseling evaluation and feedback of teaching, fellowship-communication, setting and achieving goals and training issues (Anthopoulou, 1999).

The Role of the Principal and the School Unit in Welcoming and Supporting New Teachers

In the reception and integration of the new teacher in the educational organization, the principal of the school unit plays an essential role, as mentioned above, who is asked to take seriously into consideration the identified needs and possible shortcomings of the new colleagues aiming at developing a plan for their immediate and effective integration in the school unit that he is in charge.

By acting as a role model, he informs, guides, understands and motivates, solves problems, but above all he forms a positive school climate of cooperation and reciprocity. In this way he will approach the new teacher, he will transmit the vision, the goals and the formed culture of his school and through the collective planning, the evaluation and the effective utilization of the teaching staff, in order to push the efficiency of the school (Hatzipanagiotou, 2008). The principal's duty in terms of the new teacher's psycho-pedagogical and social needs is to guide him with practices such as friendly peer advice, motivate him/her to attend seminars and workshops, pedagogical meetings, exchange visits to other classes and attend colleagues' courses aiming at strengthening self-confidence and self-esteem so that he/she will be led to the satisfaction of the need for self-realization in the Maslow pyramid (Koutouzis, 1999).

In this context, the principal is called upon to provide, in consultation with the teachers' association, some facilities for the new teachers in terms of the choice of classes and the schedule so that their integration can be done as effortlessly as possible. A key role in the reception of the new teacher plays also the selection by the principal, of the appropriate person as a mentor-counselor, ie the experienced teacher who will take over the guidance of the new teacher and will become his informal inspirer and supporter. He will develop a human relationship with the new teacher (Everard & Morris, 1999) under cooperative requirements aiming at improving his behavior, in terms of orientation, knowledge, skills and psychological support (Saitis, 2008). Mentors are experienced teachers, and their own involvement in integration programs when entering the profession is taken seriously into account, in many EU countries, when they are subsequently appointed to this position, which, although institutionalized in 2010, is inactive in our country.

As a result, the new teacher feels more secure, and he knows that he or she will be helped to deal with critical conflict situations that may arise as a result of which he or she acquires new behaviors and attitudes that help him or her integrate into the school climate and culture. In addition, the promotion of the teachers' association in the core of training for didactic, pedagogical, socio-cultural issues, is the responsibility of the principal or the principal's team, in order to prepare effectively and with specific goals (Lainas, 2004). The regular and extraordinary sessions of the staff can contribute to the professional empowerment of the teachers and, as a priority, to the new teachers. In these sessions, teachers exchange views and experiences, develop initiatives, discuss and compose different approaches on a topic, provide solutions to problems, set common goals and seek ways to achieve, disseminate information on all issues and concerns, develop potentials, opportunities and information aiming at the development and improvement of the school unit (Darling-Hammond, 2012).

It has also been found, according to Evans, L. (2012) and Marks & Louis, (1999) and other researchers, that it is essential for the new teachers to attend sample teaching by experienced teachers of the same specialty and then discuss and resolve in a working group questions and concerns regarding the planning, the organization, the teaching and the evaluation. They can also co-organize teaching classes in which new teachers will teach in order to exchange views, practices, reflections and incorporate new ideas. A very good practical approach is the involvement of new teachers with their experienced colleagues in experiential learning programs, in which a learning culture is developed among teachers, with the ultimate goal of upgrading the educational work provided.

Research Methodology

Since the purpose of this study was to investigate the perceptions of primary education principals in relation to the procedures of reception and support of the new teacher, qualitative research is the appropriate methodological choice to explore in depth the attitudes, perceptions and motivations of individuals' behavior. The goal of qualitative investigation is not simply to describe an attitude or behavior but a holistic understanding of the phenomenon. The qualitative research explores the experience of individuals and the subjective meanings that make it up, always focusing on the broader social and value context in which it is written. The fact that a qualitative research is chosen to be conducted is also related to the type of data we are called to use.

The methodological tool used in the conduct of this qualitative research was the interview and more specifically the semi-structured one. It involves the collection of data through direct verbal exchange between individuals (Cohen, Manion & Morrison, 2007: 452). The research interview is defined as a two-person discussion, initiated by the researcher, with the specific purpose of obtaining research-related information. It includes the collection of data through direct verbal transaction between individuals.

The choice of the semi-structured interview as a research tool was made due to its advantages, such as the naturalness and the element of direct relationship of oral communication, which allows it to be created, between the interviewer and the respondent, as well as the possibility it offers to collect rich and unpredictable information on the subject under study in a climate of greater flexibility and freedom (Vetsios, 2018).

The semi-structured interview was used in this particular research. In this specific type of interview the researcher has predetermined the questions that will be asked to the respondent before the interview process begins. However, during this process the researcher is given much more flexibility in the order of the questions, the modification of the content of the questions according to the respondent and in the addition and subtraction of questions and topics for discussion (Iosifidis, 2008).

Research Questions

For the needs of the present research work, research questions were formulated on the basis of which the questionnaire was then compiled. The research questions that will concern us are the following:

- What initiatives can a Principal take to welcome and support newly hired teachers in a school?
- What needs of newly hired teachers can a reception program meet?
- What do you suggest for the establishment of procedures for the reception and support of new teachers?

The sample

The sample consisted of six (6) teachers, 3 men and 3 women, principals of primary schools of the Primary Education of the Prefecture of Ioannina. In qualitative research there are no fixed rules that define the size of the sample and how this usually depends on the nature of the research process but also on the type of research questions.

The researcher compiles a questionnaire adapted to the needs of the present research and to the target audience. Based on the research questions that were formulated for this research effort, three (3) main thematic axes-units emerged, each proportionate to each research question that was asked. The questions of the present research are divided by thematic unit as follows:

Thematic Unit 1: What initiatives can a Principal take to welcome and support newly hired colleagues in a school?

Question 1: What topics do you discuss during the first meeting with the newly hired teachers at your school?

Question 2: What information material do you plan to provide to a new teacher, so that he / she is adequately informed about the operation and the physiognomic characteristics of your school unit?

Question 3: Do you consider it necessary to be in constant contact with them during the school year? If yes please list the issues that you think should be discussed in your future contacts?

Thematic Unit 2: What needs of newly hired colleagues can a hosting program meet?

Question 4: On what issues do you think a newly hired teacher needs support?

Question 5: What are the different needs of a newcomer in relation to a new teacher in your school?

Question 6: By what criteria would you proceed in the distribution of classes in relation to the newly hired colleagues in your school?

Thematic Unit 3: What do you suggest for the establishment of procedures for the reception and support of new teachers?

Question 7: Do you consider that the reception and support of a newly placed colleague at school is a "case" only of the Principal of the school unit?

Question 8: What actions can be adopted in the integration programs of new teachers?

Question 9: Do you think that the presence and cooperation of an older colleague in the form of a mentor can influence and help the newly appointed teacher in the reception process?

Data Analysis

The technique we followed to investigate the material that emerged from the recording of the interviews is the content analysis (Content Analysis), and specifically the qualitative analysis. As a method, qualitative analysis does not focus on the frequency of occurrence of some characteristics of a kind of speech (or communication), but rather on the obscure content of the material under investigation, arguing that even the silences (ie the implicit points) of a text (e.g. an image) determine its meaning.

Given this, the qualitative method studies not only the declared content of a material, but also its obscure content, considering that the demonstration of its orientation leads to the formulation of usable proposals on it, without absolute quantification (Vetsios, as cited.).

The next step in collecting interview data is to codify the responses . Coding means rendering meaning or information to parts of data so it is inextricably linked to the segmentation of data. It is a process of dividing the quality material into smaller or larger units, which have common characteristics. Data coding is an integral part and basis of analysis. Based on the three thematic units mentioned above, we analyzed the overall material of the interviews. As a recording unit we used the content of the answers given to us by the teachers who participated in our research. The answers may range from a sentence to a paragraph, but they form a complete picture of the issue of welcoming newly appointed teachers to the school.

Research Results

This chapter presents the results of 6 semi-structured interviews conducted with the participation of Principals who work in schools of Primary Education in the prefecture of Ioannina.

The demographic characteristics of the participants are shown in the following summary table.

INITIAL LETTER OF THE NAMES	SEX	YEARS OF SERVICE	YEARS OF SERVICE AS PRINCIPAL
P.P	MALE	23	3
E.K.	FEMALE	32	5
T.X	FEMALE	24	3
M.T.	FEMALE	34	13
B.Z	MALE	33	12
P.R	MALE	35	13

The teachers answered questions which concern their perceptions regarding the support and reception of new teachers in the school unit. The transcripts of the interviews were followed by a qualitative analysis of the content of the respondents' answers. They are presented first according to the thematic units which include the questions addressed to the teachers during the interviews and then the teachers' answers are given for each question, sometimes quoting their exact words and other times conveying the essence of what they said. The views of all teachers are not given for each question, as answers that ranged in the same spirit as those mentioned are omitted, while for the identification of each subject of the interview, the initial letter of his name was used with his consent.

The data are classified into three thematic units as they emerged from the research questions that were formulated with the questions that have been included in them.

Thematic Unit: What initiatives can a Principal take to welcome and support newly hired colleagues in a school?

1. What topics do you discuss during the first meeting with the newly hired teachers at your school?
 In this question, all the interviewed teachers stated that during the first meeting they get acquainted with the newcomers and as Ms. E. K. states, "we discuss the marital status, the place of origin, the opinion she has about the new school, in order to break the ice". Procedural issues are also handled such as documents to be completed, service-personal details to be recorded, ensuring the smooth operation of the school and communication of school community members on professional matters.
2. What information material do you plan to provide to a new teacher, so that he / she is adequately informed about the operation and the physiognomic characteristics of your school unit?
 The majority of the respondents stated that the information and the material provided to the newly hired teachers mainly concern
 - a. The general way of operation of the school unit (timetable, on-call time, arrival-departure of students, way of conducting bank holidays / activities, building peculiarities).
 - b. Information for other teaching staff (Telephone directory of school teachers).
 - c. Information on the rules of operation of the school.
 - d. Information about the class he will undertake, including the special problems that the students of the specific class may face (learning, social, economic, health).

We observe that in general, all the Principals provide detailed information on the mode of operation and the physiognomic characteristics of the school unit.

3. Do you consider it necessary to be in constant contact with them during the school year? If yes please list the issues that you think should be discussed in your future contacts?

All the interviewed Principals answered affirmatively, stating almost the same topic. Specifically, as Ms. M.T characteristically states, "I consider it necessary to be in constant contact with them in order to be informed

- a) if they face problems in the classroom and what they are,
- b) if they face problems in cooperating with colleagues,
- c) if problems have arisen (family -personally) in the meantime after the initial discussion, in order to help solve them as much as possible ", issues of teaching practices, collaborations and personal issues are the subject of the respondents with the new teachers during the school year.

Thematic Unit: What needs of newly hired colleagues can a hosting program meet?

4. On what issues do you think a newly hired teacher needs support?

From the responses of the interviewed Principals, we find that mainly methodological issues of teaching are in the focus of the issues that the young teachers need support. In particular, encouragement for the teaching methods that follow, their relationships with students and cooperation with parents are central points that concern the newcomers. In second place are information issues regarding professional obligations – according to the official law. Finally, we should also pay attention to the psychological support as a topic as it was mentioned by many respondents.

5. What are the different needs of a new appointee in relation to a newly placed teacher in your school unit?

The answers of the respondents converge on the fact that the newly placed has previous experience of running a school which the newly hired does not have. As Ms. T.X. mentions "A newly appointed teacher, entering for the first time-after the university- the school reality, experiences, in my opinion-the contradiction between the pedagogical theory-the idealism that it" brings "in the reality of the Greek school. Therefore, he needs mainly social-emotional support and trust in order to use his potential and his knowledge. "The newly placed in the school unit, as all the Principals answered, has already some teaching experience and needs support and guidance in order to adapt to the school climate and develop the skills needed for effective teaching.

6. What criteria would you use to distribute the classes in relation to the newly placed colleagues in your school?

According to paragraph 10 of article 11 of PD 79/2017, *"the Teachers' Association, with a relevant decision, determines the criteria for the distribution of departments and classes, taking into account the individual particularities of the school unit. The service status of teachers (such as years of service, organically placed, deputy, seconded) can not be a criterion for the distribution of departments and classes among members of the teaching staff."*

In response to this question, all the teachers stated that the distribution of the departments and classes is the subject of in-depth discussions of the teachers' association and in accordance with the duties and responsibilities of the Principal (Y.AΦ.353,1 / 324/105657 / D1 / 2002 / Government Gazette 1340 / T.BD) in their suggestions take into account the desire of the newly placed teachers, their previous experience and the particularities of each department and class. Characteristically, Mr. P.R. states "It is not right to give a difficult section to an inexperienced teacher because problems follow you all year round".

Thematic Unit: What do you suggest for the establishment of procedures for the reception and support of new teachers?

7. Do you consider that the reception and support of a newly placed colleague at school is a "case" only for the Principal of the school unit?

From the answers of the teachers we find their unanimous opinion that the support of a newly placed colleague in the school is not a "case" only of the Principal of the school unit. The Principal is the first to welcome the newly hired colleague, giving the stigma of the school unit. Subsequently, his/her reception-support is a "case" of the entire association of teachers. Everyone will inform him about issues of his own responsibility and all together must take care for him to understand the operation of the school unit, its culture and to feel safe as a professional and happy as a member of this team.

8. What actions can be adopted in the integration programs of new teachers?

To the question posed all the principals answered that mainly the cooperation between the old and the new teachers in integration programs has a lot to offer to both parties. Sample teaching, regular discussions in the teachers' association with joint elaboration of the topics, "involvement" of the new teachers in collective actions-programs of the school (eg organization of school holidays, participation in competitions, etc.), but also

external trainers are a network capable of contributing only positively to the reception of newly appointed teachers in the school unit.

9. Do you think that the presence and cooperation of an older colleague in the form of a mentor can influence and help the newly appointed teacher in the reception process?

The concept of mentor was adopted in schools in the context of the self-assessment of the school unit in 2010, as it was included in law 3848/2010, but remains virtually inactive and informal to this day. From the reports of the interviewed Principals we infer that they believe that the mentor can act supportively for the newcomer, in every issue of school life, as he will provide practical advice and solutions especially if he has experienced the difficulty of adapting to the educational community in his first steps. This will help the new teacher in his smooth integration in the profession and will facilitate his work. This assistance should be institutional and systemic to help minimize stress and maximize a sense of security. Mr. P.P. states characteristically: "Of course, the cooperation of an experienced colleague in the smoothest possible adaptation of a new colleague, someone who will stand by him when needed, will be more than welcome. This will make it safer and more efficient. The mentor should have both an advisory and a guiding role if necessary, strengthening the knowledge and self-esteem of the teacher".

Conclusions

One of the most serious issues that concerns the school unit is the reception and support of the newly appointed teachers. The present research has led to interesting conclusions, which can be summarized as follows:

Regarding the 1st research question, it became clear that the majority of the Principals stated that during the first meeting the newly hired teachers were introduced and were held procedural issues such as documents to be completed, with official-personal data that need to be recorded. It was observed that in general, all the Principals provide detailed information on the mode of operation and the physiognomic characteristics of the school unit, as mentioned in the relevant literature (Hatzipanagiotou, 2008). Also, issues of teaching practices, learning difficulties, collaborations, but also personal issues are the subject of elaboration of the Principals with the newly hired teachers during the school year. The subject of the meetings during the school year is confirmed in our research in relation to other research (Katsoulakis, 1999).

Regarding the 2nd research question, the interviewed Principals claim that mainly methodological issues of teaching are in the focus of the issues that the young teachers need support. In particular, encouragement for the teaching methods that follow, their relationships with students and cooperation with parents are central points that concern the newcomers. Regarding the different needs of a new appointee in relation to a newly placed teacher in the school unit, the answers of the respondents converge that the newly placed has previous experience of operating a school which the new appointee does not have. Therefore, the new appointee needs mainly social-emotional support and trust in order to use his potential and knowledge. The distribution of departments and classes is the subject of in-depth discussions of the teachers' association and according to the duties and responsibilities of the Principal in their suggestions they take into account the desire of the newly placed teachers, their previous experience and the particularities of each department and class.

Regarding the 3rd research question of our research, it is worth mentioning that as a whole the respondents consider that the reception and support of new teachers is not only a "case" of the Principal of the school. The Principal is the first to welcome the newly placed colleague, giving the stigma of the school unit. Then, his/her reception-support is a "case" of the whole association of teachers. It is a supportive process, which aims at the professional development and socialization of teachers, their guidance, the connection of theory with practice and the reduction of early leaving the profession (Johnson et al., 2004; Wong, 2004). According to the research, the sample teachings, the regular discussions in the teachers' association with joint elaboration of the topics, the "involvement" of the new teachers in collective actions-programs of the school (eg organization of school holidays, participation in competitions etc.etc.), but also external trainers constitute a network capable of contributing only positively to the reception of newly appointed teachers in the school unit.

Finally, respondents expect that the presence and cooperation of an older colleague in the form of a mentor could help newcomers integrate more smoothly into the school context, supporting them in issues that are directly related to the difficulties they will encounter in the educational work. More specifically, the principals believe that the mentor could help them in better planning the educational project and managing the classroom. In addition, teachers believe that the mentor could help them by supporting them psychologically and emotionally, something that is generally supported in the Greek literature (Glaraki, 2014 & Anagnostou, 2015).

Recommendations

The present research led to interesting conclusions regarding the procedures of reception and support of new teachers in the school unit. It would therefore be of particular research interest to explore the views of new teachers on a broader level on this issue. Besides, the teachers themselves know, perhaps better than anyone, the daily reality within the Greek schools and are the most appropriate to express their expectations or reservations or to give the appropriate position that would facilitate those who formulate their educational policy.

We believe that it is necessary to permanently integrate the role of "teacher mentor" in the existing education system, through an aspect of the training activity in education, on behalf of the State. As an integral part of a flexible and multi-level organizational framework, it could lead to the achievement of high goals in school and education, not only for newcomers, but also for all teachers, at various stages of their careers.

Finally, the adoption of institutional interventions such as part-time work during the first two years, the facilitation of extracurricular activities, the favorable balance in the distribution of courses and assignments of newly appointed teachers will, in our opinion, help to improve the conditions of reception and support of the newly hired in the profession of teachers.

References

- [1]. Anagnostou, K. (2015). Reception of and Supporting Newly Appointed Teachers - The Role of the Principal as a Critical Friend: Exploring the Perceptions of Secondary Education Teachers (Postgraduate Thesis). H.O.U.P., Patras
- [2]. Anthopoulou, S.S. (1999), "Human Resources Management", in: Kokkos, A. (ed.), Management of Educational Units: Human Resources Management, vol.B', Hellenic Open University, Patras.
- [3]. Darling-Hammond, L. (2003). Keeping good teachers: why it matters what leaders can do. *Education Leadership*, 60(8), 7-13.
- [4]. Darling-Hammond, L. (2012) *Teaching as a Profession: Lessons in Teacher Preparation and Professional Development*. California: John Wiley & Sons.
- [5]. Evans, L. (2012) *What is Teacher Development*. *Oxford Review of Education*, 28(1), 122-137.
- [6]. Gotovos, Th. & Mavrogiorgos, G. (1986) "The professional socialization of the newly appointed teacher: From the desk to the chair", in Gotovos, Th.- Mavrogiorgos, G-Papakonstantinou, P. : *Critical Pedagogical and educational act*, Athens: Contemporary Education
- [7]. Glaraki, Ch. (2014). The mentor as an institution of initial support of the new teacher in the Greek educational system
- [8]. Goodwin, B. (2012) *Supporting Beginning Teachers*. *Educational Leadership*, 69(8): 84-85.
- [9]. Gray, W. - Gray, M. (1991): «Synthesis of research on mentoring beginning teachers», *Educational Leadership*, 43(3).
- [10]. Hatzipanagiotou, P. (2008) "The role of culture in the effectiveness of the school organization", in the Training Guide: *Intercultural education and training*, Thessaloniki: AUTH, 213-230.
- [11]. Iosifidis, Th. (2008). *Qualitative research methods in the social sciences*. Athens: Review.
- [12]. Ingersoll, R. (2014) "Beginning Teacher Induction: What the Data Tell Us." *Phi Delta Kappan*, 93(8), 47-51.
- [13]. Johnson, S., Kardos, S., Kauffman, D., Liu, E. & Donaldson, M. (2004). The support gap New Teachers early experiences in high -income and low -income Schools.
- [14]. Katsoulakis, S. (1999). The integration of new teachers. In A. Athanasoula-Reppas, S.- S. Anthopoulou, S. Katsoulakis & G. Mavrogiorgos, *Human Resources Management* (p.231). Patras: H.O.P.
- [15]. Koutouzis, M. (1999) "General principles of management, tourism legislation and organization of employers and collective bodies", Patras: H.O.P., 41-55, 95-128, 169-190.
- [16]. Lainas, A. (2004) The work of the Principal of the School Unit and his Contribution to the effectiveness of the School. *Scientific Yearbook of the Pedagogical Department of Primary Education of the University of Ioannina*, 17, 151 -179.
- [17]. Marks, H. M. & Louis, K. S. (1999) *Teacher Empowerment and the Capacity for Organizational Learning*. *Educational Administration Quarterly*, 35, 707-750.
- [18]. Rogers, D.L., & Babinski, L.M. (2002). *From Isolation to Conversation: Supporting New Teachers' Development*. State University of New York Press. Retrieved from: <http://condor.admin.ccnycuny.edu/~amileta/review.pdf>
- [19]. Sacks, S. - Brady, P. (1985): «Who Teaches the City's Children. A Study of New York City First Year Teachers», paper presented at the annual meeting of the American Educational Research Association, Chicago.
- [20]. Saitis, Ch. (2008) "The director in the public school", Athens: Ministry of National Education and Religions - Pedagogical Institute.

Appendix

Questionnaire

Dear colleague,

The purpose of the present research is to investigate the views of the Principals of schools of Primary Education on the procedures for the reception and support of new teachers in the school. In particular, the main purpose is to examine the possibility of initiatives on the part of the Principal for the reception and support of newly placed colleagues in a school unit, as well as the investigation of the needs of newly placed colleagues. Another concern is also to investigate the proposals of the Principals for the institutionalization of procedures for the reception and support of new teachers. By completing this questionnaire you will contribute in conducting my research. Please answer all the following questions individually, giving an answer to each question.

The questionnaire is anonymous and is intended solely for research use. The results of the research, if you are interested, will be at your disposal.

Thank you in advance.

Yours sincerely,

Lazaros Kostanasios PE 70

Indicative Questions of the Semi-Structured Interview of Teachers

Age:

Years in Education:

Years as Principal:

Question 1: What topics do you discuss during the first meeting with the newly hired teachers at your school?

Question 2: What information material do you plan to provide to a new teacher, so that he / she is adequately informed about the operation and the physiognomic characteristics of your school unit?

Question 3: Do you consider it necessary to be in constant contact with them during the school year? If yes, please list the issues that you think should be discussed in your future contacts?

Question 4: On what issues do you think a newly hired teacher needs support?

Question 5: What are the different needs of a newcomer in relation to a newly placed teacher in your school?

Question 6: What criteria would you use to distribute the classes in relation to the newly placed colleagues in your school?

Question 7: Do you consider that the reception and support of a newly placed colleague at school is a "case" only of the Principal of the school unit?

Question 8: What actions can be adopted in the integration programs of new teachers?

Question 9: Do you think that the presence and cooperation of an older colleague in the form of a mentor can influence and help the newly appointed teacher in the reception process?

Lazaros Kostanasios
Head of Educational Affairs
Primary Education of Ioannina
Dematiou 13A
Ioannina, Greece