

## School Leaders' Support to Beginning Teachers

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**Abstract.** This article is about school leadership education. The article presents the school leaders support to beginning teachers in Kyrgyzstan. Beginning teachers' initial experiences are the most challenging and influential in their future careers. School leaders are reportedly the most significant persons in beginning teachers' initial experiences at school. This article is based on the findings of a qualitative case study which explored beginning teachers' initial period of work at schools, and in particular what challenges they face and how they get support from school administrators. The study demonstrates that school leaders play critical role in helping new teachers adjust well to a new workplace. The study findings offer significant policy and practical implications.



**Keyword:** leadership, school leader, beginning teacher, induction, mentor



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### Introduction

First, I present a brief background of the country. Kyrgyzstan, officially the Kyrgyz Republic, is a small, landlocked and mostly mountainous country in Central Asia. Kyrgyzstan was part of the former Soviet Union. After the breakup of the Soviet Union in 1991, Kyrgyzstan faced serious challenges in the field of education [1]. Preschool enrolment declined radically during the 1990s. Preschool institutions decreased from 1,604 to 416 by 2000. According to the Ministry of Education and Science (MoES) statistics in 2009–2010, there were 2,134 public schools in Kyrgyzstan: 1,379 were Kyrgyz-medium schools, 162 were Russian-medium schools, 137 were Uzbek-medium schools, and seven were Tajik-medium schools. Four hundred and forty nine schools had two or more languages of instruction (Interview, staff of Ministry of Education and Science, July 5th, 2009).

This chapter describes how school leaders in Kyrgyzstan provide support to beginning teachers in their initial period of adjustment at a new workplace. Internationally, beginning teachers face many challenges in their initial period of work at schools, and their initial experiences are described as the most challenging and influential in their future careers [2]. Thus, they need a great support during this period of their work. When they get proper support, it is more likely to help beginning teachers survive their initial period and adjust more successfully [3]. Without a strong support, many beginning teachers are likely to struggle and quite teaching profession, and this causes further problems including the increase of teacher shortage added with worsening quality of education. School leaders thus need to take this issue seriously. They need to offer a strong support for beginning teachers by making it one of the priority areas. School leaders develop and use different approach-

es and strategies to support beginning teachers to help them adjust well and become effective members of school community [4]. Thus, this chapter explores school leaders' support for beginning teachers in Kyrgyzstan employing a qualitative study method. The study explores challenges beginning teachers face and kind of support they get from their school leaders in dealing with the challenges.

## Literature Review

School leaders are the most significant persons in beginning teachers' initial experiences at school. They play a key role starting from the moment when they hire beginning teachers and then welcome and supervise them. School leaders also guide beginning teachers' work, provide them with professional support and induction to help them adjust to a new workplace [5]. School leaders also make decisions while they distribute resources, allot schedules and tasks, and decide on beginning teachers' promotion or dismissal.

Ideally, beginning teachers should be provided with such support as a reduced workload, and a greater distribution of resources and facilities and maintain regular supervision, because they are still learning to become teachers. Ongoing professional support and induction can help beginning teachers adjust more successfully [6]; help make their experiences less traumatic and more positive and at the same time continue to develop them as professionals. If beginning teachers are not provided adequate support and assistance, they may experience serious challenges during their initial period of work. As a result, many potentially good teachers become discouraged and quit teaching profession [7].

Among school leaders, principals play the most crucial role in beginning teachers' adjustment at schools. Blasé (1997) states: "Principals are the ultimate authority on student discipline and make decisions about the allocation of space, materials, and equipment – decisions that strongly influence teachers' working conditions" (p. 948).

They play an important role in helping beginning teachers develop a sense of membership in their schools.

School principals form a school culture by establishing the climate and vision for their schools. Accordingly, the school climate can be pleasant and welcoming for beginning teachers or unpleasant, even threatening. Goodlad (1984, cited in Bullough, 1989, p. 12) observe that "Principals establish and maintain the academic tone of their schools and are extremely important to faculty morale".

School principals and her deputies observe beginning teachers' practices to monitor the teachers' instructional and classroom management strategies. Veenman (1984) comments that school leaders may often focus on how well beginning teachers can well beginning teachers teach their classes and handle discipline and control their pupils and therefore, beginning teachers have a fear and uncertainty while interacting with the school leaders. On the basis of their observations, principals make decisions regarding teachers' performance, renewal, promotion and disciplinary measures. Thus, beginning teachers attempt to meet their principals' expectations, and they may feel apprehensive or fearful when they are observed and until they receive feedback and affirmation from their principals [8].

School principals can be supportive or not and as a result, beginning teachers may or may not get proper support depending on the type of their leadership. Brock and Grady (2001) argue that supportive principals "organize and orchestrate induction activities, share their philosophy of education with newcomers, and provide information and encouragement" (p.45). Beginning teachers who have supportive principals receive adequate, effective professional support and a welcoming induction in the new workplace adjust better. These beginning teachers can improve their practices significantly during and after effective induction.

Well being

Stress

For example, Feiman-Nemser and Remillard (1996) showed how a small number of beginning teachers remarkably improved their practices through professional support during their induction. These teachers improved their use of instructional time, classroom management techniques, blackboard use, record-keeping systems, voice inflections, eye contact and questioning strategies. They began paying attention to every pupil individually rather than paying attention only to those who were active and interested in learning. They also encouraged pupils to understand concepts rather than merely memorize facts [9].

Brock and Grady (2001) add that beginning teachers can feel more comfortable and freer to innovate if their principals treat them as competent professionals and support new ideas. However, critical and punishing principals create an unhappy and unhealthy climate, which alienates beginning teachers, making them afraid of experiment and creates frustration [8].

Many beginning teachers want their principals to support them in their practices, and especially in pupil discipline matters. They also want principals to support and protect them from outside pressures, such as pupils' parents, education board administrators and other community member.

As stated above, school administrators make decisions about beginning teachers' hiring, supervising their practices, evaluating, promoting, sanctioning, allocating space, materials or equipments to them. Therefore, beginning teachers are usual-

ly cautious in interacting with their school administrators though they want to remain on good terms with them. They experience self-concerns, feelings of uncertainty and self-doubt while interacting with their administrators. They feel vulnerable to external criticism and feelings of personal failure. They worry about how they are accepted by the school community. "The experience of professional success inside and outside the classroom proves to be essential in the development of professional self-confidence to beginning teachers" [10]. Beginning teachers thus seek self-affirmation and try to demonstrate to their administrators that they can cope with the tasks they are assigned to do.

Beginning teachers worry that their professional competencies may not be accurately assessed by those limited, partial observations. Therefore, they do not want to expose any possible weakness, instead, they try to camouflage doubts and show their best practices to their administrators. Teachers come to terms with their administrators' expectations and definitions of good classroom management and good discipline; then they try to demonstrate that they can control their classrooms and impose discipline on their pupils.

Blase and Anderson (1995) point out that teachers' relations with their administrators are determined by what kind of principals they have. They categorize principals broadly into "open" and "closed" and explain how these types of principals and teachers influence each other (Table 1) [11].

**Table 1: Principals' Characteristics and Teachers' Responses (Blaze and Anderson, 1995)**

Nº	Principals' Characteristics	Teachers' Responses
1	"Open" principals	Based on honesty, collegiality, non-manipulation, supportiveness, communicativeness, and participation "Open" political responses Diplomacy, conformity, extra work, and visibility Greater proactivity, two-way (bilateral) communication and influence, and complexity

№	Principals' Characteristics	Teachers' Responses
2	"Closed" principals	Authoritarian, inaccessible, inflexible Manipulative, control-oriented Use of sanctions, harassment, and the management of personal access Accommodative, reactive, and protective political responses Anger, confusion, depression, insecurity, and sense of resignation Avoidance and ingratiation Covert and indirect responses Individualized, privatized and reactive responses Passive political orientations Survival considerations

The authors further elaborate that when principals are open, honest and supportive, beginning teachers implement these political tactics.

- They exhibit diplomacy to create a good image of themselves in the eyes of principals and colleagues;
- They may disagree with some of their principals' demands.

However, when principals are "closed" and authoritarian, beginning teachers may often use conformity as a strategy to avoid criticisms and sanctions as well as to gain certain benefits. "Conformity is essentially an adaptive response without the corresponding value basis on which the behaviour rests" [12].

Blase argues that an effective principal also plays an important role by establishing a teacher culture that may either enable or impede beginning teachers' relating to their colleagues. An effective principal encourages teachers to interact with one another with respect, to cooperate and to support each other. Beginning teachers, who join schools where there is an ineffective principal, encounter a teacher culture in which flaunting, gossip, spying, criticism, tensions, and aloofness are common [11].

In many schools, principals assign mentors who provide beginning teachers with continuous direction and assistance, guiding them in their most difficult period of adjusting and learning to work as teachers [13] define mentor as "an individual with experience and expertise who has assumed primary responsibility for providing support and guidance for a beginning teacher" (p.71). Mentors are usually assigned from amongst experienced teachers, often teachers of the same class (grade) and subject, to help beginning teachers with their problems, including instructional and classroom management issues. Beginning teachers without mentors' support face far greater challenges and are more likely to quit teaching [8].

### Research Design

The study employed qualitative research approach to explore the beginning teachers' initial period of work and what kind of support the school administrators provided to the beginning teachers [14]. Qualitative research involves an interpretative, descriptive and naturalistic approach to the world [15]. The qualitative approach enabled me to learn first-hand about the beginning teachers' experiences through my participation and involvement in their social world.

Working within the qualitative paradigm, I conducted in-depth case study. The main and secondary participants of this study are the beginning teachers who worked at secondary schools (Classes of 6 to 11) of Kyrgyzstan for less than three years. I thus selected two main participants: Ainura (pseudonym), a biology teacher from an urban school and Kanybek (pseudonym), a history teacher from a rural school. They were teachers of two different subjects (social science and natural science). I also had 28 secondary participants, whose inputs I used to supplement and verify data from the two main participants. All these participants were selected with the help of purposive sampling strategy.

Data were mainly collected with the help of individual interviews, group interviews and observations. I conducted 10 semi-structured indepth interviews with each of the main participants. Each interview took from one to two hours. They were arranged at a mutually convenient time and place. I conducted interviews prior to and following field observations and at any opportune times (e.g., break, lunch, preparation periods) during the course of the school day.

I also did group interviews with the secondary participants. With 28 secondary participants I conducted overall twelve group interviews (6 to 8 participants in each group interview). I conducted these group interviews “to test a specific research question about consensus beliefs; to obtain greater depth and breadth in responses than occurs in individual interviews; to verify research plans or findings; and, more speculatively, to enhance the reliability of interviewee responses” [16]. These group interviews yielded additional data with wider perspectives; they also helped to corroborate the findings from the main participants’ interviews.

In addition to interviews, I also used observation as a data-gathering tool with my main participants. Observation is systematic, deliberate and question-specific means of gathering data. I observed them in their classrooms, schools and communities while they interacted with their pupils, colleagues,

school administrators, parents and other community members.

Data analysis is a rigorous continuous process of systematically searching and arranging the accumulated data in order to increase one’s understanding of them [14]. This process involved making sense of the data by arranging them into coherent and plausible arguments. I developed coding categories and kept different categories in separate files. I arranged data by using the following process codes: sequence of events; changes over time; and participants’ chronological experiences, namely, childhood and school, university (pre-service) and joining a school.

In the next section, I present the findings of the study. Unfortunately, due to shortage of space and word limit, I cannot present the findings of both of the main participants. Instead, I present the findings from one of them only, Ainura, a young female teacher of biology from Osh town school.

## Findings of the Study

The findings of the study demonstrated that when Ainura joined the town school as a biology teacher, she faced many challenges, but she also got a lot of support from school administrators, in particular from the principal of the school and a mentor assigned to her.

### Initial encounters with a principal

In Ainura’s school, the school leadership comprised the principal and four vice-principals. Kanyshay (pseudonym), the principal of the school, was a very serious woman of around 60 years old. She was a very strict principal and she tightly controlled all the teachers. Ainura noticed immediately that all the teachers were compliant and did not talk back to Kanyshay. Kanyshay demanded discipline from all teachers and she discouraged teachers from disobeying or talking back to her. In fact, some teachers warned Ainura to avoid getting into trouble with the principal. A senior teacher advised, “If you get into trouble with her, the principal can

make your life miserable. Your name will go into her “blacklist”, and she will chase after you. She will attend your classes, and will discuss your problems in a staff meeting”. Ainura thus was very careful in her relations with the principal. She tried to avoid conflicts with her and did not want to get on Kanyshay’s blacklist. She often tried to avoid meeting the principal at school and she did not spend much time in the staff room, where the principal would be able to see the teachers.

### **The principal’s unexpected visits**

The principal regularly attended teachers’ lessons to assess and appraise. The teachers were generally afraid to have the principal as an observer. They were especially worried when the principal made visits without prior notice. The principal would come and sit in the class, and check whether the teacher had a lesson plan and was following it, whether the teacher used visual aids or other teaching resources, and whether the pupils were active in the class or not. Based on those visits, the principal would usually make a judgement about the teachers’ work, who should be promoted and so on.

Ainura was usually well prepared for her lessons. Nevertheless, she always worried about the principal’s dreaded visit to her classes for observation. She feared that the principal would negatively judge her teaching on the basis of a particular lesson and that she might not be able to show what she could do in just one lesson. Ainura started working hard on her teaching practices; she would often remind her pupils that they should not let her down when the principal came to observe.

Then one day, the principal came to her class. Ainura was very nervous when the principal attended her lesson. She tried really hard: She had prepared a detailed lesson plan which she followed; the pupils seemed to understand what she explained in the class; and she also had colorful visual aids to explain the concepts. When the observation was over, Ainura thought her lesson went well; she was confident that the

principal would praise her teaching. Instead, the principal commented that Ainura should encourage the pupils to be more active and should involve them in their learning, rather than pouring out information on them.

Later, the principal attended Ainura’s lessons again. She was pleased that Ainura was putting a lot of effort into improving her practices; particularly, she noted that Ainura was now asking more questions of her pupils and was trying to engage them in talking. The principal told other teachers that Ainura was trying to improve and that she liked Ainura’s interest in self-development. Ainura observed, “She did not praise my lesson to me personally. Maybe that is her strategy. She does not want to praise people in their presence, but it was still good to know from my colleagues that she liked my lesson”.

During one of the staff meetings, the principal spoke about the necessity of hiring more teachers in several subjects, because the teachers of those subjects could not do a good job due to their overload of teaching commitments. However, the principal was positive about the Biology teachers and said that she was pleased with them, “We have few Biology teachers, but they are enough for us because they work well, they are doing good job”. She also referred to Ainura’s teaching, saying that Ainura conducted her classes well despite her lack of experience. She encouraged the other teachers to attend Ainura’s lessons, saying, “Ainura is a young teacher, but she teaches better than many experienced teachers. You should attend and learn something useful from her teaching.” Ainura was very pleased to hear this kind of comment in front of the whole staff and this really encouraged Ainura and raised her self-esteem as a teacher.

The more Ainura got to know the principal, the more she started feeling good about her principal. Contrary to Ainura’s initial fears, the principal proved to be a very sympathetic, fair and objective administrator. What we learn here is maybe that often the beginning teachers regard their heads to be more worrisome than they actually are

out of their sheer fear. Therefore, beginning teachers need to be more open to feedback and do not necessarily entertain apprehension from their heads.

#### Growing appreciation towards the principal

As mentioned above, Ainura thought initially that the principal was an overly strict and perhaps an authoritarian administrator, but by the end of the academic year she had more respect and understanding for the principal. She associated the school's successes with the principal's leadership, stating:

The school is good because of her. She maintains good discipline. With our large staff, we need someone like her; otherwise, there could be a lot of conflicts and fights among teachers over various issues. I think our school is far better than many other schools because of her.

Ainura also thought the principal was doing a good job because her school had a reputation of being one of the strongest in Osh town. Many pupils were regularly winning various regional and national Olympiads in different subjects, and many graduates were entering higher educational institutions. Because of the principal's proactivity, the school had established contacts with foreign educational institutions and many pupils visited other countries for study trips and exchange programs.

The principal made sure that teachers develop collegial relationships with each other. She did not tolerate teachers who were involved in gossip, blackmailing each other, or fighting to burnish their images or establish their own positions. She was strict, but she was also a motherly figure. She often would say that the school staff members were a family, and she insisted that anything that happened should stay in the family. When teachers quarrelled with each other, she would immediately remind the teachers that "those were internal family issues" and that no one should air them outside the school "as dirty linen".

Ainura improved her relations with the principal and increasingly she developed a lot of appreciation for the principal. She felt that her classroom performance helped her to gain more recognition from the school administrators. Ainura said, "Kanyshay is a role model for me. I want to be like her". The principal too noted that Ainura was a promising young teacher and started sending her to attend various in-service teacher education programs such as seminars, workshops and conferences. For example, the principal chose and sent Ainura to Bishkek (capital city) to attend professional development courses. Kanyshay was also pleased with Ainura's commitment and interest in self-development. She explained to Ainura that she wanted to prepare her to become a vice-principal of the school; therefore, she encouraged her to participate in professional development courses.

#### Support from a mentor

The principal assigned a mentor to help Ainura adjust to teaching at the school: Kalys (pseudonym), an experienced Biology teacher. Ainura's mentor guided her carefully during the initial period of her work at the school. Initially, Ainura got a lot of help from her mentor with school documentation and planning. She learned how to manage documents such as the class register, calendar plan and other teacher records. Kalys also shared teaching resources with Ainura, including illustrations and other visual aids for teaching Biology that she had collected at the school for many years.

Kalys also advised Ainura on personal and professional matters. She explained that the school was large and that there were different problems with various teachers; in addition, some teachers did not get along well with each other. She told Ainura to be aware of those groups and individuals and not to get involved in any conflicts. She also advised her to "stay away from other teachers" and spend less time in the staff room in order to avoid becoming involved in gossip or conflicts. She also helped with classroom management issues. An important lesson

that Ainura learned from her mentor was to be consistent in applying strategies of classroom management. Kalys told her, “Whatever you do, do it with consistence. Pupils can get confused if they get mixed messages, and they may revolt if you do not follow what you do consistently”.

However, Kalys could not always be available for offering support to Ainura, because she was often busy teaching her own classes; she had 28 hours to teach per week instead of the usual 18. Whenever she could, the mentor also helped with class management, however, Ainura also felt that the mentor’s help was sometimes negative than positive, as one example of her interference with Ainura’s teaching showed; she actually undermined Ainura’s authority in front of her pupils (Box 1). It was the beginning of the lesson; Kalys ejeke entered Ainura’s classroom while the pupils were greeting Ainura.

#### Box 1: Lesson episode

Ainura: Good morning.

P: [greeted her in chorus] I am strong. I am clever. I love my country and I will make my country prosperous. [The pupils did not speak in unison, and several were talking to each other. At that time, Kalys entered the room to get teaching materials. She noted that the pupils were not greeting “properly” and that there was noise in the room. When the pupils saw her, they grew quiet. Kalys then intervened with a loud and firm voice].

Kalys: What happened to you? You are not greeting your teacher properly. You forgot how to do it? Now greet again [emphases hers]. Repeat once more... Again... Again... [Ainura became visibly uncomfortable.... Pupils repeated the greeting several times.... Kalys ejeke was finally pleased that she had succeeded in organizing the class to greet in chorus, and she looked at Ainura as if to say “That is the way they should greet you”. She took her materials and left the room.]

Even after Kalys left the room, Ainura felt uncomfortable, because Kalys had intervened in her practices in front of her pupils, rather

than guiding her with classroom management strategies later outside the class:

I was upset because it was not professional of her. I did not say anything. But she should have told me how to address such issues in private and not to embarrass me in front of you and more important in front of my pupils. What will my pupils think of me now? They’ll think I cannot handle things on my own.

Ainura also often substituted in her mentor’s classes, because Kalys was a very senior person and often used to get sick. She had taught at the school for more than 35 years and had already passed retirement age; she was still working because she needed the salary. At first, Ainura complied with her mentor and took over her classes. She said, “I can’t say ‘no’ to her because of my respect towards her and other senior teachers”. She did not mind teaching the mentor’s lessons, especially because she thought she could gain more teaching experience and thus improve her practices. While substituting for her mentor, Ainura worried about whether she could do a good job and whether the pupils would appreciate her teaching, because she was inexperienced.

After substituting for her mentor several times, Ainura became very disappointed with the pupils’ lack of knowledge and lack of interest in studying. There were many disciplinary issues; most of the pupils did not do their assignments and just sat in the classes looking indifferent. Ainura said: “These pupils just waste their time, come to school, sit in class and hope to get a school leaving certificate one day. When I began teaching them I asked very simple questions, but they could not answer them.” Ainura then realized that her mentor did not teach her pupils well. Ainura was disappointed, because often Kalys would tell her how to teach, how to attract the pupils’ interest in lessons, how to engage everyone in lessons, and how to help pupils learn well. Now Ainura saw how poorly the mentor’s own pupils performed.

Ainura planned her activities well; tried to engage the pupils in question-and-answer



sessions and discussions, and provided additional information about the course content. As a result, after several lessons, the pupils started appreciating her teaching. The pupils were happy that they were learning more when Ainura taught than when Kalys did. They told Ainura that Kalys conducted “boring lessons”; therefore, they had lost all interest and their knowledge was poor. They said to Ainura, “Kalys comes to classes with her old notes, sits on her chair and tells us to study on our own. We read the text and go home. Her classes are boring.”

Ainura was pleased at the improvement in the pupils’ attitudes towards their studies. She said, “Many pupils became more interested in learning Biology. They listened attentively in classes and asked questions. When I questioned them, they tried to respond.” The pupils liked her teaching so much that they wanted to write a letter to the principal, requesting her to assign Ainura to them on a regular basis instead of the mentor. But Ainura refused, because she feared that it could hurt her mentor; she did not want to create a conflict with her mentor. Ainura recalled an incident when the pupils wanted to change one of her colleagues because they did not like her teaching. They wrote a letter of complaint to the principal, requesting she change their teacher. The principal put in another teacher. She also brought up the issue during a staff meeting in front of the whole staff; she cautioned the teachers to improve their teaching practices in order to avoid such embarrassing situations. The teacher who was changed became very upset that the principal had brought the issue up in public; she left the school soon after. Hence, Ainura did not allow the pupils to write the letter to the principal, though she was pleased that the pupils recognised her efforts and preferred her teaching to that of the more experienced teacher.

As a new teacher, Ainura faced many challenges. For example she did not have a classroom when she started teaching. Instead, she used any classroom which was available for her classes. The older teachers had already distributed the available class-

rooms among themselves before the academic year started. These senior teachers usually locked their classrooms when they did not have lessons, because they feared other teachers’ pupils would damage their classroom furniture if they are opened without their supervision. Ainura thought she would have fewer troubles and feel much more relaxed if she had a permanent classroom. Instead, she had to teach in small, uncomfortable rooms and move from room to room for her lessons. Therefore, she faced difficulties in conducting her classroom activities, demonstrating experiments or arranging visual aids and illustrations.

Ainura preferred conducting her classes in the Biology classroom. A senior Biology teacher, Kalys, who was Ainura’s mentor, was responsible for this Biology classroom. This classroom had colorful pictures of animals and birds, as well as a large hand-drawn diagram of the theory of evolution displayed on the walls; most of these illustrations were from Soviet times. “Illustrations are helpful for pupils to understand Biology concepts better”, Ainura explained. She believed, “If I stay at school longer, perhaps next year I may get opportunities to choose better classrooms, better classes and an easier schedule in the future. Besides, Kalys promised she will leave this classroom with me when she leaves the school in a couple of years”.

Thus, by the end of this study Ainura has developed a lot of confidence and her adjustment at the school has been going well. She is gaining respect of the students, trust and support from the principal and the mentor.

## Conclusion

This study explored how beginning teachers in Kyrgyzstan are supported in their new experiences at schools and how different systems such as the support of school leadership and assigning mentors are in place. The chapter presented the findings at one example of a young female teacher in Osh town of south Kyrgyzstan. The study found out that this new teacher had, as expected, different perceptions of school heads and

general nervousness about this experience. Interestingly enough, her experience was not that horrifying, instead she had a growing admiration towards her strict principal who, after some initial introductory challenges, supported her in full to the extent of seeing her (the teacher) as a model teacher. In fact, the young teacher wanted to emulate the strict but fair principal.

The study demonstrated that the school administrators provided support to the new teacher. This is similar to what is widely documented in international research literature, effective professional support enables beginning teachers to continue to develop their teaching skills and helps them confront the adjustment difficulties of the first year. The study showed that the beginning teachers needed a lot of support, not only in their teaching work or disciplinary matters but also in working with other people such as colleagues, pupils' parents and education officials.

The study shows the findings of this study are consistent with other studies where the role of the principal of the school is a critical factor for the success or otherwise of the school. Ainura (pseudonym) reports that her principal is the key to the success of her school. This leads us to the conclusion that the school principals can ensure a steady career selection as teachers if they provide conducive, enabling and empowering environment particularly for beginning teachers.

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## Поддержка начинающих учителей со стороны школьных лидеров

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**Аннотация.** Данная статья посвящена образованию школьных лидеров. В статье представлена поддержка школьных лидеров начинающим учителям в Кыргызстане. Начальный опыт начинающих учителей является наиболее сложным и важным в их будущей карьере. Школьные лидеры, как сообщается, являются наиболее значимыми лицами в первоначальном опыте начинающих учителей в школе. Эта статья основана на результатах качественного тематического исследования, в котором изучался начальный период работы начинающих учителей в школе, в частности, с какими трудностями они сталкиваются и как они получают поддержку от школьной администрации. Исследование показывает, что руководители школ играют важную роль в том, чтобы помочь начинающим учителям хорошо адаптироваться на новом рабочем месте. Выводы исследования имеют важное политическое и практическое значение.



**Ключевые слова:** лидерство, школьный лидер, начинающий учитель, индукция, ментор

## Мектеп көшбасшыларының жас мұғалімдерді қолдауы

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**Аңдатпа.** Бұл мақала мектеп көшбасшыларының біліміне арналған. Мақалада Қырғызстандағы жаңа бастаған мұғалімдерге мектеп көшбасшыларын қолдау көрсетілген. Жаңадан бастаған мұғалімдердің алғашқы тәжірибесі олардың болашақ мансабындағы ең күрделі және ықпалды болып табылады. Мектеп басшылары мектептегі алғашқы мұғалімдер тәжірибесіндегі ең маңызды тұлғалар болып табылады. Бұл мақала бастауыш мұғалімдердің мектептегі жұмысының бастапқы кезеңін, атап айтқанда, олар қандай қиындықтарға тап болатынын және мектеп әкімшілерінен қалай қолдау алатынын зерттеген сапалы кейс-стади нәтижелеріне негізделген. Зерттеу көрсеткендей, мектеп басшылары жаңадан бастаған мұғалімдерге жаңа жұмыс орнына жақсы бейімделуге көмектесуде маңызды рөл атқарады. Зерттеу нәтижелері маңызды саяси және практикалық мәнге ие.



**Тірек сөздер:** көшбасшылық, мектеп жетекшісі, бастаушы мұғалім, индукция, тәлімгер

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