Phases of Beginning Teachers’ Attitudes toward Teaching during Year One
Adapted from work by Ellen Moir

When beginning teachers are not supported through mentoring or induction programs, they confront the complex realities of the classroom in their first year and go through an emotional cycle like that illustrated by the solid line. That is one reason why so many new teachers leave the profession before they finish their first year. Research suggests that even when teachers stay in the teaching profession, their focus on their own survival may lead them to develop teaching strategies that are teacher-centered rather than learner-centered.

When beginning teachers are well supported, their experience is much more positive, as shown by the broken lines. They will still struggle as they grow from their experiences and learn through the experiences of others, however; research shows they will become more effective teachers, because they feel more successful and self-confident. Greater numbers of beginning teachers will stay in the profession and most will remain enthusiastic and child-centered in their teaching strategies.