

PLANNING TO HELP NEW TEACHERS IN CHINA: PERSPECTIVES OF SCHOOL PRINCIPALS

BINBIN JIANG
ZHIDING SHU
TAK CHEUNG CHAN

ABSTRACT

Reports have indicated a high percentage of beginning teachers leaving the teaching profession in their first few years of work. This is causing huge amount of wasteful resources invested in teacher education. Planning to retain beginning teachers in the teaching profession has become an urgent challenge for educational leaders. To investigate the significance of this issue, the authors interviewed over thirty elementary school principals from Jiangsu, Zhejiang and Shanxi provinces in China to solicit their strategies of working with beginning teachers. The result of this study discloses many principals' valuable right-on-target strategies deserving public attention. Chinese principals took teaching specialization as the prioritized criterion for hiring new teachers. They mentored and supervised beginning teachers. They advised them for successful practices in effective teaching strategies, interacting with parents and guardians, handling disciplinary issues, ethics and behaviors, collaboration with colleagues, and professional development. Principals' perspectives have contributed much to guiding the directions of planning strategies to help new teachers in China.

INTRODUCTION

Many new and highly qualified teachers left the teaching profession after a few years of teaching. This represents a great loss of community resources invested in teacher preparation (Britton, Paine & Raizen, 1999). An effective teacher retention program has to be planned and put to practice to keep some of the best teachers in our profession in place. In launching this extensive teacher retention program, school principals could play a very significant role in planning to work with new teachers to ensure that they are in a positive and inviting teaching environment.

CONCEPTUAL FRAMEWORK

Literature is abundant on the description of school principals helping new teachers in getting them established in the beginning years of their career. Hopkins' study (2003) and Jiang and Chan's study (2008) concluded that passion for teaching was the top criterion principals employed in selecting new teachers. Studies by Alliance for Excellent Education (2004), Angelle (2002), Boss (2006), Johnson and Kardos (2002), Walker-Wied (2005), and Ubben and Hughes (1997) pointed to the fact that principals played a vital part in the induction of new teachers. School principals offered much professional support for new teachers (Gurule-Gonzales, 1995; King, 2004; Southeast Center for Teacher Quality, 2005; Stuart, 2002; and Tyson, 1999). Principals were given credit for inducing new teachers in the profession by setting up mentoring programs for them to work with veteran teachers (Colley, 2002; Gurule-Gonzales, 1995; Jiang & Chan, 2008; Mueller, 2000; Powell, 1992; Starr, 2002). Studies have shown that new teachers provided with formal mentors could improve their chances of success (Ullman, 2011). Serving as instructional leaders, principals could grant more released time to beginning teachers for lesson planning (Angelle, 2002; Colley, 2002; Stansbury, 2001), reduce the number of students in beginners' classrooms, refrain from assigning them the most challenging students, and minimize their extracurricular and committee assignments (Stansbury & Zimmerman, 2000). In getting the new teachers to be familiarized with the school culture, principals can introduce beginning teachers into the school educational community (Boss, 2006; Colley, 2002; Moss, 1985; Stansbury, 2001). Principals advised beginning teachers in the following areas: learning from experienced teachers (Starr, 2002), observing effective classrooms (Boss, 2006), upholding

discipline (McCullough, 1992), and engaging in professional development (Gurule-Gonzales, 1995; Stansbury & Zimmerman, 2000). On the other hand, Stansbury (2001) and Tyson (1999) cautioned that principals should hold high standard in assessing the performance of new teachers. After all, Green, Potts, Henderson, and Whitelaw (2004), Peter Harris Research Group, Inc. (2004), Ingersoll and Smith (2004), and Millet (2005) found that retention of new teachers was mostly the results of principals' involvement in working with new teachers.

Though most literature has indicated a positive relationship between principals and beginning teachers, Stonner's study (1998) found that the impact of principal on new teacher competence was minimal. Powell's study (1992) even claimed that school principal's contribution to teacher mentoring programs was minimal. McCullough (1992) also reported that new teachers' success was largely determined by their pre-service preparation at college.

PURPOSE OF THE STUDY

Principals' advice is important to beginning teachers as they start their teaching career and strive for success. Research on beginning teachers has focused on teachers' responses and encounters. Few studies actually explored principals' effort in assisting beginning teachers from the principals' perspectives. The purpose of this study was to examine Chinese principals' perception of what beginning teachers needed to do to ensure success in schools in China and how they assisted beginning teachers in their schools. The findings of this study will help identify positive strategies in planning to work with beginning teachers in China and other countries.

RESEARCH QUESTIONS

The research questions in this study are developed as follows:

1. What qualifications do Chinese elementary school principals look for in hiring new teachers?
2. What kind of assistance do Chinese elementary school principals provide to new teachers?
3. What are Chinese elementary school principals' perspectives of successful practices for new teachers?

METHODOLOGY

Design

The study follows a descriptive design of qualitative nature. A qualitative design in this case provides ample opportunities for Chinese school principals to elaborate freely on their perspectives in working with beginning teachers. In data analysis, consistencies, themes and patterns of principals' responses were closely observed and recorded.

Participants

This study involved 92 school principals using convenient sampling method from Jiangsu, Zhejiang and Shanxi provinces in southeastern and central parts of China. Of the 92 survey questionnaires returned, 27 were from high schools, 29 from middle schools and 36 from elementary schools. This paper only reports on perspectives of elementary school principals. The majority of the elementary school principals was male with no college degree, in their first ten years of principalship, and had more than 16 years as classroom teachers.

Participants' demographic information is displayed in the following table:

Table 1
Demographic Information of Elementary School Principals

Categories			
Years as principal	1- 5 (37.4%) 16-20 (14.81%)	6-10 (37.04%) Over 20 (3.7%)	11-15 (7.41%)
Years as teacher	1- 5 (0%) 16-20 (25.93%)	6-10 (11.11%) Over 20 (51.85%)	11-15 (11.11%)
Highest degree earned:	No Degree (74.07%) Master's (3.70%)	Bachelor's (18.53%) Doctoral (3.70%)	
Gender:	Male (66.6%)	Female (33.4%)	

Research Instrument

The research instrument is a 15-item open-ended questionnaire designed by the researchers. (See instrument attached with this article.) It begins with demographic questions related to years of experience as a principal and as a teacher, highest degree earned, and gender. The 15 open-ended questions were derived from current literature relating to principals' practices in working with beginning teachers, their advice in teaching and learning, and qualifications they look for when hiring beginning teachers. The instrument was professionally examined in contents, format and language by experienced principals and educational leadership faculty in higher education. It was then piloted with 12 principals to ensure its validity. All constructive recommendations were incorporated in revising the instrument during the pilot study. The original version of the questionnaire was in English. It was translated into Chinese language for surveys with Chinese principals.

Data Analysis

Data collected in this study were carefully organized and categorized to prepare for data analysis. The researchers used the same data analysis method utilized in their previous study of American principals (Jiang & Chan, 2008). Data collected were coded under each of the following main categories and sub-categories:

- 1) Principals' criteria in selecting new teachers: professional specialization.
- 2) Principals' assistance to new teachers: providing mentors, meeting with new teachers and suggesting other support mechanisms in school.
- 3) Principals' perception of successful practices for new teachers: teaching strategies, parental relationship, disciplinary problems, handling cases of child abuse, collegial relationships, dressing and manners, professional development, and adapting to new school contexts.

The data were analyzed using content analysis to observe for consistencies and patterns of principals' responses under each sub-category. Patterns of principals' responses emerged through the researchers' close examination of the coding of raw data.

RESEARCH FINDINGS

Findings of this study as a result of data analysis are organized and reported in the order of the research questions in the following sections. Under each research question, results are reported and discussed by each sub-theme supported by rich data derived from the questionnaires.

1. *What qualifications do Chinese elementary principals look for in hiring new teachers?*

In hiring new teachers, most Chinese school principals focused on teacher applicants' high qualifications in their respective teaching fields. They looked for applicants who were "highly specialized in their fields" especially those "who had won teaching awards". School principals were particularly interested in selecting teachers "who had 3-5 years of experience and had demonstrated leading capacity in their teaching areas". Other principals' criteria for selecting new teachers include passion for teaching, personality, ability for classroom management and willingness to collaborate with others.

One principal stated that if the candidate's qualifications met the subject matter requirement, she would then pay more attention to the candidate's prior teacher experience and attitude toward teaching. Another principal emphasized that for candidates who did not have prior teaching experience, he would place higher priority on the candidate's experience on team work as "it is essential for teachers to have collaborative spirit and communication skills." For those who had prior teaching experience, he would place higher priority on the candidate's classroom management skills." One principal focused his selection criteria on whether the candidates have "passion, spirit of a child, patience as well as the ability to handle unexpected issues in school."

2. *What kind of assistance do Chinese elementary principals provide to new teachers?*

Chinese principals assisted beginning teachers by providing mentors, meeting with new teachers and suggesting other support mechanisms in school. Principals assigned mentors to beginning teachers "to provide guidance and share successes/failures, lesson plans, and materials". They advised new teachers "to humble themselves to learn from their mentors". They should "respect their mentors" and "establish a network of communication" with their mentors.

In addition to learning from mentors on how to teach better and manage discipline more effectively, principals also advised new teachers to become involved in the mentor's action research project through collaboration and contributing their relevant knowledge in the process. Principals also considered the ability of cooperation as essential to becoming a good teacher. In one principal's words, "teaching is an occupation that requires working with others. If one cannot cooperate with others, then he/she will never be a good teacher..."

In addition to meeting with new teachers on challenges related to teaching or collegial relations, principals also encouraged new teachers to meet with them when "they have exceptional achievement to share as well as future plans" and "when they have suggestions or new ideas to improve the school." It indicated that principals care about new teachers' development and value their input for school improvement.

Besides the support that principals provide to new teachers and the mentors they assign to new teachers, principals also suggested other sources of support that teachers could utilize in school: (1) instructional support from the same subject matter colleagues; (2) classroom management support from other teachers who teach the same class of students; (3) support from office staff on daily work and life; and (4) support from young teachers on self-development planning. In one principal's words, "a school is a big family which involves a cooperation process. This process requires a full support mechanism."

3. What are Chinese elementary principals' perspectives regarding successful practices for new teachers?

Principals anticipated new teachers to demonstrate successful practices in the following areas in school: using effective teaching strategies, interacting with parents and guardians, handling disciplinary issues, handling cases of child abuse, collegial relationships, dressing and manners, continuing professional development, and adapting to new school contexts.

Using Effective Teaching Strategies. All school principals emphasized the importance of effective teaching by “learning the individual and academic background of the students”. In understanding the students they were working with, new teachers would be “psychologically prepared”. Chinese school principals advised new teachers to be well-prepared for class. “To provide students with a glass of water, teachers need to prepare for a bottle.” Other advices include “collaborating with experienced teachers”, and “establishing teaching goals and objectives”.

One principal shared the following advice:

First of all, get to know your students, understand their psychological characteristics, and fully activate their enthusiasm for learning. Secondly, have a complete understanding and grasp of the instructional material by doing a detailed and in-depth analysis of the textbook and other materials, paying particular attending to the key content areas as well as hard to understand materials in order to implement the instructional task more effectively.

Another principal's advice included the following:

Know your teaching content well. It is important to clearly understand the information related to your instructional content prior to each class: for example, the arrangement of the textbook series you use, the contents of particular text book for you to teach for the class and the essential elements in the lesson. After the completion of the lesson plan, ask your mentor from the same grade level to provide feedback. Their support and mentoring will help you develop quickly. You can also learn from your mentor his/her instructional methods by observing his/her teaching when necessary.

The selected quotes from the principals indicated their expectations for new teachers to become successful professionals in schools in China. In addition, it also demonstrated their own mastery of the teaching and learning process as master teachers in school.

Interacting With Parents and Guardians. New teachers were expected “to initiate the communication with parents”. “Building the network for frequent communication” and “working with parents with respect” were the keys to a positive relationship. New teachers were also advised to “collaborate with parents with sincerity and logical reasoning”. “Using positive language in describing student performance to parents” proved to work well with parents.” One principal's response summarized the key points shared by most of the participants:

[New teachers] need to proactively communicate with parents and guardians with enthusiasm. In order to establish credibility with parents, new teachers should share with parents their children's behavior and performance in an honest fashion by emphasizing the positive and shining aspects of their development. .It is also important not to avoid any questions that parents have and inform them of their children's shortcomings nicely.

In addition, Principals suggested “home visits” as an effective method of “shortening the distance between teachers and parents” and “demonstrating their respect for the parents”. They advised the new teachers to “listen to the parents with sincere attitude” during home visits and other meetings with them.

Handling Disciplinary Issues. In managing classroom discipline, principals advised new teachers “to establish clear behavioral expectations in class and follow through with discipline procedures”. They were expected to work with students “with patience and understanding”. Teachers could provide “guidance to students” by keeping them “reminded of positive behaviors”. Other advice by school principals included “recognizing students’

outstanding performance”, “keeping cool and thinking twice before disciplining students”, and “counseling students with character education”.

One principal gave the following advice on handling classroom discipline:

New teachers need to understand that class discipline is the assurance of learning as well as the display of classroom culture. Class discipline requires teachers to use their personality charm to attract students. When managing classroom disciplinary issues, the most important aspect is for teachers to control their own emotion.

A female principal emphasized that new teachers should be both strict and loving in managing classroom disciplinary issues. She cautioned the new teachers not to make abrupt decisions but to step into the students’ soul and examine the issues from their perspectives. Based on the principals’ advice, new teachers should explore positive approaches to “charm” the students to paying attention to their instructional activities in class in order to ensure that student learning takes place.

Handling Cases of Child Abuse. Regarding advice on handling cases of child abuse, many school principals leaned on “understanding the situation by communicating with the parents”. “When teachers encounter a situation they don’t feel they can handle or anytime they feel a student’s safety and/or wellbeing are jeopardized, they need to lose no time in reporting the case”. One principal’s response was as follows: “When discovering a case of child abuse, new teachers need to find out the details of the incident before individually reporting to the school principal. After reporting, it will be handled by the school.”

It is worth noting that several principals also interpreted “child abuse” as possible physical punishment by teachers as well as the one taken place at home or out of school. They cautioned new teachers not to mistreat their students in their own classrooms. One principal wrote: “It is absolutely wrong to mistreat children. If it is done by others, it needs to be stopped as soon as possible...”

Collegial Relationship. Most principals advised new teachers to “be modest and understanding” in working with colleagues in school. In addition, they emphasized the importance of “respecting others”, “frequent communication and exchange of ideas”, and “providing friendly help and support to others” in helping new teachers to build collaborative relationships with teachers and administrators in school. One principal stated his advice as follows:

New teachers need to use their eyes to observe, use their ears to listen and use their mind to think. They need to learn from outstanding teachers about their teaching methods as well as their outstanding traits and virtues with modest attitudes. When encountering perspectives that you find hard to accept, only seek for opinions of your colleagues in appropriate contexts...

Another principal advised new teachers to do their job well, willing to help others, communicate with colleagues often, treat people with honesty, respect school leaders, listen to others’ opinions and suggestions, learn from others and express their own opinions when it is appropriate. It is sometimes unavoidable to encounter conflict in schools. The advice offered by one principal suggested that new teachers “consider the situation from the other person’s point of view” and “exchange opinions when both parties are present with smile and sincerity.”

Dressing and Manners. With respect to dressing and manners, all participating principals agreed that new teachers need to “dress in a professional manner” and behave courteously to model for students appropriate behavior in school. They also cautioned that new teachers need to be aware of their “inappropriate habits” and avoid demonstrating them in school. Some principals especially advised new teachers not to wear “exaggerating clothes” or “sexy clothes” and emphasized that “simplicity” is the safest approach. One principal stated the following:

Teachers’ clothing and manners are the basic contents of their modeling behavior. Appropriate dressing will make one look young and in high spirit...Strange clothes are forbidden. New teachers need to dress appropriately, use healthy and standard

language...treat others with friendly attitude, keep calm in all situations and conduct oneself in an orderly manner...

This principal's advice highlight the importance of dressing and manner as well as the participating principals' expectations for new teachers' dress and behavior code. In Chinese culture, teachers are highly respected by the society. In Confucius philosophy, teachers are considered as one's parents. Thus, their behaviors and actions are considered to be models for students to follow. From the Chinese cultural perspective, these principals' advice and seriousness regarding new teachers' dressing and manners are highly relevant and worth noting.

Continuing Professional Development. In professional development, new teachers were expected to take education as a lifelong career that accompanied with "continuous self-improvement". They were asked to constantly watch for their "instructional needs" in class. What they learned in professional development schools should be "tried out in real practice to test for its effectiveness". Specifically, one principal provided four areas of continuing professional opportunities for new teachers which were echoed by others: (1) review the knowledge gained in college and strengthen it by utilization, especially in using Pu Tong Hua (Standard Chinese); (2) actively participate in teaching and research activities; (3) treasure every opportunity to attend seminars/conference outside of school; and (4) proactively seek senior teachers for guidance to help improve teaching.

Another principal categorized professional development in two basic aspects: development of theoretical knowledge and development of real-world practices. He considered that new teachers were generally full of the former knowledge as they just left colleges and universities but they were usually short of the latter. He suggested that professional development for new teachers focus on providing master teachers to help new teachers in their instructional practice. The master teachers could observe new teachers' teaching and provide immediate feedback and suggestions for improvement. He also emphasized that master teachers need to provide more encouragement and praises so that new teachers can build their confidence as they develop their instructional expertise.

Adapting to New School Contexts. Chinese elementary school principals' general advice to new teachers included: "taking initiative to cope with the new teaching environment", "taking opportunities to observe the school culture and learn by logical reasoning", "devoting passion to your education career", and "being modest and eager to learn from colleagues." In addition, principals suggested that new teachers make friends with colleagues who have common interests so that they could "develop together and share their success." They also recommended to new teachers now to display personal traits that are significantly different from the majority of the colleagues to avoid being singled out. In other words, principals considered being able to get along with others as an important first step for beginning teachers in adjusting to the new school environment. Specific suggestions to the new teachers included "respecting others and being diligent by getting to school early, cleaning the office for everyone and even preparing hot water for senior teachers." In sum, principals considered getting adjusted to the new school context as very important to new teachers and provided specific strategies and tips for new teachers regarding this topic.

Additionally, elementary school principals in China advised their new teachers:

- To have passion in their teaching career,
- To love their students like their own children,
- To motivate students by identifying their potentials,
- To be innovative in their instructional approach, and
- To continuously upgrade their level of professional ethics.

One principal's additional advice included the following:

- (1) New teachers need to have a strong sense of responsibility. They need to have an absolute serious attitude towards teaching.
- (2) The primary condition for becoming a good teacher is to have passion and like his/her students. It is essential to think about

instruction from the students' perspective. In this way, a new teacher will be popular among students...

Another principal advised new teachers to continually accumulate and develop their own topics for action research "because action research is a 'golden path' to improving teacher quality and instructional effectiveness." He also provided an example of a nationally famous expert teacher who spent sixty years of his life focusing on refining his teaching. He concluded his advice by stating that to become a good teacher is to continuously develop and refine one's work.

DISCUSSION

The findings of this study have generated some interesting points worthy of discussion in the practical perspectives:

First, a study conducted by Hopkins (2003) indicated that principals unanimously pointed to "passion for teaching" as the most important criteria for selecting teachers. This was also confirmed by the results of Jiang and Chan's study (2008). However, quite contrarily, elementary school principals in this study expressed their wishes to select teachers with specialization in their teaching areas. They did mention "passion" as a consideration for selection, but it was placed in a much lower priority. The finding of this study comes as a surprise to the researchers because one tends to recall the long Chinese history of respect to teachers for their passion and integrity.

Second, studies by Angelle (2002), Boss (2006), Johnson and Kardos (2002), Walker-Wied (2005), and Ubben and Hughes (1997) confirmed the positive impact of school principals on the retention rate of new teachers. Their position was strongly supported by the principals' affirmative perceptions in this study. In contrast, the findings of this study disagreed with McCullough (1992), Powell (1992) and Stonner (1998) who concluded that new teachers' success was determined primarily by pre-service preparation, not by principal mentors.

Third, elementary school principals in this study assisted new teachers by mentoring and advising to ensure that they got acquainted with their new work environment to be productive. Different aspects of professional assistance were offered to get new teachers established. These kinds of professional supports were also expressed by principals in the studies of Gurule-Gonzales (1995), King (2004), Southeast Center for Teacher Quality (2005), Stuart (2002), and Tyson (1999).

Fourth, the mentoring role of school principals to new teachers was confirmed by studies conducted by Colley (2002), Gurule-Gonzales (1995), Jiang and Chan (2008), Mueller (2000), Powell (199), and Starr (2002). The findings of this study were consistent with those of the previous studies. Principals in this study assigned experienced teachers in school to serve as mentors to new teachers and took extra effort in encouraging strong communicative relationship between the mentors and the new teachers. New teachers were strongly advised to humble themselves to learn from veteran teachers. Similar advice to learn from experienced teachers was also given by principals in Starr's study (2002), and Boss's study (2006).

Fifth, school principals in this study placed much emphasis on the continuous improvement of professional knowledge and skills as teachers. They particularly advised teachers to improve in their areas of deficiency. Principals in Gurule-Gonzales's study (1995) urged new teachers to plan their career by engaging in professional development.

Sixth, principals in McCullough's study (1992) emphasized that class discipline should be made clear to both students and parents. School principals of this study were pointing to the same direction by advising new teachers to work with students in resolving discipline problems through exercising professional guidance, patience and understanding.

Seventh, principals in this study repeatedly advised new teachers on their professional behaviors as teachers. They even suggested commonly accepted dressing codes of the teaching profession and also recommended publicly recognized teacher behaviors that deserve community

respect. Similar advisements to new teachers are not found in current literature relating to induction of new teachers. This finding may be related to Chinese culture and Confucian philosophy which highly respects teaching profession and considers teachers as parent-like role models for students in school.

IMPLICATIONS TO EDUCATIONAL PLANNING

Retaining the best new teachers in school is an important part of the educational planning effort. It helps to nurture the growth of new blood in the education body. The findings of this study have significant implications to educational planning toward supporting new teachers in beginning their career in education.

The findings suggest that all the planning for activities to help new teachers need to happen at the school setting. The first school where the new teacher is assigned to is the new home of the teacher's career. Creating a conducive school teaching environment certainly provides the basic support a new teacher needs to survive in the first few years of teaching.

The principal is the head of the family in the teachers' new home and certainly plays a significant role in the new teachers' induction program. He or she makes major decisions in soliciting resources in support of new teachers. A loving and caring school principal inspires new teachers by role-modeling to be a respectful educator.

On the other hand, school systems need to establish policies in support of planning to help new teachers in school. These policies can specify policy implementation by school principals who will organize activities to help new teachers. With policy mandates, school principals can stand in a stronger position to develop and enforce the new teacher induction plan.

Then, a plan with goals and objectives has to be developed at school to specifically lay out the parameter of directions to help new teachers. A planning committee headed by lead teachers can be organized for plan development and implementation procedures. The committee can recommend personnel involved to be responsible for helping new teachers.

As seen in the findings of this study, administrators, faculty and staff of the school need to participate in the induction program in support of new teachers in school. It requires a great deal of team sharing effort to help new teachers succeed. School principals can take the lead in the activities of the induction program.

The entire school has to look at the No New Teacher Left Behind (NNTLB) goal to make sure that all the new teachers are well taken care of in all aspects of their professional life. The "big brother and big sister" concept should work very well in planning for new teacher induction. We need to be thinking of helping new teachers as others have helped us when we were once new.

CONCLUSION

Results of this study have shown that Chinese elementary school principals planned well in full support of new teachers in the beginning years of their teaching career. Their assistance to new teachers included different ways of mentoring and advising. They assigned them to veteran teachers who served as their mentors and also made themselves available any time when new teachers needed help. All the school principals in the study preferred selecting teachers who were specialized in their teaching fields to selecting those who had passion for teaching.

School principals in this study placed much emphasis on advising new teachers to take initiative to learn the culture of their teaching environment and emerge themselves into it. New teachers were advised to respect their colleagues and build a strong collaborative relationship among them. The findings of this study contributed much to the knowledge of the educational planning field in that school principals were so anxious to suggest to new teachers that acceptance to the school culture laid the groundwork of success in their first teaching assignment.

The unique findings of this study have stimulated the interest of the researchers to continue their effort in examining the data collected from lower secondary schools and upper

secondary schools. Because of different teaching and learning environments in secondary schools, the researchers anticipate additional findings as a result of data analysis.

All the valuable advisements offered by Chinese school principals to new teachers are certainly meaningful in planning to retain the best quality teachers. In fact, school principals were encouraging new teachers to take initiative to be part of the schools' learning communities. Future studies could focus on how educational planning for new teacher induction can be practically implemented and how new teachers work and serve in collaboration with school principals and their veteran colleagues.

The findings of this study have a wide global interpretation. The foci of school principals helping beginning teachers could vary by the significance of the culture embedded in the long histories of different countries. This Chinese version of principals' perspectives would well serve as an excellent reference for other countries that are in the same position of planning to retain their best teachers in the education profession.

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**Research on “Principals Working with Beginning Teachers”
Principal’s Survey**

Demographics: Please check one in each of the following items.

School Level: Elementary Middle High

Years as School Principal: 1 – 5 6 – 10
 11 – 15 16 – 20
 over 20

Years as Classroom Teacher: 1 – 5 6 – 10
 11 – 15 16 – 20
 over 20

Highest Degree Earned: B. A. M. Ed.
 Ed. D./Ph. D. No academic
degree

Gender: Male Female

Questions: Please respond to the following questions on how you work with beginning teachers in your school. You may write at the back if you need extra space.

1. What are the qualifications school principals look for when they hire new teachers?
2. What do you advise new teachers in handling disciplinary issues in their classrooms?
3. What advice would you like to offer to new teachers regarding relationships with their supervisors and peers?
4. When should a new teacher come to see the principal?
5. In your opinion, under what conditions should a teacher make referrals?
6. What kind of assistance can a new teacher seek on campus?
7. What advice would you offer to new teachers in dealing with parents and guardians?
8. What advice do you have for new teachers in terms of dressing and manners?
9. In your opinion, when should teachers report suspected child abuse or other kinds of abuse?
10. How would you advise a new teacher on class preparation?
11. How would you advise a new teacher on continuous professional development?
12. How would you advise a new teacher on working with his/her mentor?
13. How would you advise a new teacher on getting acquainted with his/her working environment?
14. Is there any other advice that you would like to share with new teachers?
15. Would you like to share any surprises that have happened to you or others as first year teachers?