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Senior Teacher Induction: An Alternative Apprenticeship Model for Pre Service Teacher

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Abstract: This paper reports on a case study on the role of Senior Teacher Induction (STI) in promoting pre service teachers' pedagogical competence at STKIP Al Hikmah Surabaya. This study is an attempt to promote an alternative apprenticeship model for pre service teachers. Students in STKIP Al Hikmah have been permitted to enter host schools since the first semester. STKIP Al Hikmah incorporated blended learning approach within the curriculum. Activities in campus and at host schools were fully integrated. Students spent half of their time at host schools. They sat in classes taught by senior teachers. They had to observe activities done by the senior teacher such as how the teacher opened the class, how the teacher explained the materials, how the teacher interacted with his students, how the teacher managed the class, how the teacher assessed the students' performance and so on. The students had to discuss with senior teachers after class for further information dealing with the class observation. Then, the students were asked to search any relevant references to support their findings. They had to note the result of the observation. Then, consult it to his supervising lecturer for comments and feedbacks. In addition, the students were challenged to design and modify their own teaching version. Eventually, they had to present their report in general stadium. The result of the research showed that 1) Senior Teacher Induction (STI) enabled to raise students' pedagogical interest and involved them in class interaction in advance; 2) STI enabled the students to observe teaching skills they have to achieve as being future teachers

Keywords: *Senior Teacher Induction (STI), apprenticeship model, pre service teacher*

1. INTRODUCTION

As stated in UU No. 14 Tahun 2005 that teachers must possess pedagogical, personality, professional and social competence. However, recent studies conducted during 2012 – 2013 released by Kemendikbud shows that the national average score gained by the teachers for professional and pedagogical competence in UKG (Teacher Competence Assesment) only reached 45.82. It means that nationally, teachers have low competence particularly in professional and pedagogical competence. Subsequently, the quality of national education was low among other countries in ASEAN or in Asia region. Consequently, Human Development Index issued by UNDP in 2014 shows that Indonesia is in 108th rank of 187 worldwide countries. In addition, study released by Work Bank reveals that the quality of education in Indonesia is the lowest among 12 other countries. Furthermore, other studies conducted by PISA and TIMSS also reveal that Indonesia is still left behind among other countries in ASEAN or in Asia region.

Among various factors determining the quality of education in Indonesia especially in professional and pedagogical competence is the teacher education. Teacher education plays important role determining the quality of the teacher. It determines the quality of its outputs. However, many significant components involved in teacher education. Curriculum can be one of the most significant factors. Curriculum has strategic position in teacher education. Most curriculum developers put it in central point in learning process as both process design and result of education. In short, process and result of the education are controlled, managed, and assessed based on the criteria stated in the curriculum. Moreover, it also shows both academic and legal accountability. The content of curriculum should not be limited

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merely on subject knowledge. In addition, it should be more flexible particularly dealing with current changes in the society. Furthermore, a good curriculum should fulfill what is really needed in the real life. By doing so, teacher education expectedly will be able to prepare teachers having comprehensive competence.

An effective teacher is perhaps the most important factor in producing consistently high level of student achievement (Wong: 2005). However, the beginning years of teaching can be enormously challenging and stressful. For the first time, the new teacher is in complete control of a classroom, where he or she faces the demands of children and parents, and must prepare new lessons every day. Beginning teachers meet these challenges with perseverance, hard work, and, increasingly, with the assistance of experienced teachers and administrators who recognize the need for extensive teacher support during the first year or two on the job.

Subsequently, learning to teach requires individuals to change the way they perceive and interpret schooling and classroom situations. During teacher education, pre-service teachers begin to develop a new frame of reference for the familiar circumstances of the classroom (Ross: 1987). In addition, teachers gain their knowledge for teaching from various sources (Kleikmann:2012). Furthermore, he suggested three potential sources: (a) teacher own learning experiences, (b) teacher education and professional development programs and (c) teaching experiences. He added that prospective teachers' professional knowledge and beliefs are significantly shaped by their own school experiences (i.e., the apprenticeship of observation)

Apprenticeship is simply defined as a process through which a more experienced person assists a less experienced one by way of demonstration, support, and examples. Apprenticeship is an inherently social learning method with a long history of helping novices become experts in fields as diverse as midwifery, construction, and law. At the center of apprenticeship is the concept of more experienced people assisting less experienced ones, providing structure and examples to support the attainment of goals (Dennen:2004). Apprenticeship programs have been formalized in many vocational education programs; for example, to become a journeyman electrician, one must work through various levels of apprenticeship. The educational value of apprenticeship, however, is not limited to the learning psychomotor skills or vocational trades. Apprenticeships can just as readily support cognitive and meta cognitive learning processes and may appear in both formal and informal learning environments. Similarly, it seems logical that apprenticeship can be applied in teacher education.

Pre-service teacher education is often regarded as "overly theoretical, fragmented, and unconnected to practice" (Liu:2005). However, a major component in teacher education programs is a collaborative effort between university teacher educators, school supervising teachers and pre-service teachers. Teacher education has long adopted the apprenticeship model in mentoring.Mentoring includes emotional support and professional socialization in addition to pedagogical guidance (He: 2009). In other words, an effective mentoring program not only grooms pre-service teachers for classroom instruction but also enhances their self-efficacy and prepares them for the potential 'shattered dreams of impeccable professional performance' during their first year of teaching. Building relationships, including mentoring programs and support, is one of the five primary reasons for teachers remaining in the field. Mentors' modelling and interactions with their mentees are vital for instilling the resilience necessary for teachers to meet the challenges they face (Seezink:2009).

In contrary, several studies carried out in universities based teacher education throughout Indonesia reveal that the composition of their curriculum consists of 9-13% conceptual knowldege, 41- 59% subject content and 10-30% skills on subject content. Those aspects reach 81% and dominate the curriculum. The rest is for social, cultural and personal character building.

The structure of the curriculum shows that the core activities are primarily content oriented. Pre-service teacher are intensively endorsed to

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master content subject for almost the whole 8 semester. However, in reality, pedagogical competence is not given sufficient portion. Less than 10 % of curriculum structure of teacher education provide pre-service teacher programs to develop their pedagogical competence. Only 2 (two) semesters are provided for preservice teacher to involve in their real future life. It is considered insufficient for them to deal with any activities occured both inside and outside the class. However, initial interaction between pre-service teacher and students is considered as one of factors determining quality of teacher.

STKIP Al Hikmah as one of universities based teacher education in Indonesia was established to produce English and Math teachers having comprehensive competences required. It includes professional, pedagogical, personal and social competence. All students are given full scholarship including school tuition and living cost. They live in provided dormitory. Campus situated in similar complex with host schools.

The curriculum applied here is quite unique. It is called "Blended Learning Approach". The students are given initial permition to enter the classroom taught by senior teacher. The program is called "Senior Teacher Induction". The idea comes from problems faced after the annual teacher recruitment. The newly recruited teachers mostly had difficulties in their beginning months. Though they have high GPA, they had no sufficient teaching skills.

Relating to those problems, pre-service teachers who are taught in STKIP Al Hikmah are given bigger portion to be actively involved inside the classroom. 50% in campus and 50% in host school. The design of this program gradually enables pre-srevice teachers to spend half of their time in school. It is then formally applied as the apprenticeship model for pre-service teachers in STKIP Al Hikmah. The idea was derived from cognitive apprenticeship model developed by Collins et al. However, several modifications were taken to meet current and expected outcomes stated by the faculty.Initially Collins et al (1989) describe the following six main components or techniques within the cognitive apprenticeship model that are used to support and organise learning activity:

1) **Modelling**: This involves the expert performing the skill so that the learner can observe and build a conceptual model of the processes required to accomplish it.
2) **Coaching**: Here the expert observes the learner perform the skill and offers hints, feedback, reminders, and perhaps further modelling – aimed at bringing the learner's performance closer to that of the expert.
3) **Scaffolding**: Learning is supported according to current skill level, and activities are organised to assist the learner to progress to the next level. Support is gradually removed (fading) until the learner is able to accomplish the skill alone.
4) **Articulation**: This involves any method of assisting the learner to articulate their knowledge, reasoning, or problem-solving processes e.g. questioning; explaining what they are doing and why they do it that way.
5) **Reflection**: Enabling the learner to be critical of their own performance and problem-solving processes and to compare these with those of an expert, another learner, and ultimately, an internal cognitive model of expertise.
6) **Exploration**: This involves pushing students into a mode of problem solving on their own – critical if learners are to adapt to new problems in the real world.

The Application of the Model

Naturally Collins' model was applied with several modifications. Therefore the application can be seen as follows:

a) Modelling

In this phase, inductees would enter the classroom. They would be the observers. Senior teachers were their model. Each of them was given observation sheet to record series of activities carried out by the model teacher.This facilitates the pre-loading of essential content that helps them begin to develop a conceptual model of the processes required, and a frame of references for the activities they are to see and learn. It includes giving explanations and reasons why it is performed that way. This is important as it provides an

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opportunity to reveal and discuss tacit knowledge that can stimulate the students' development of pedagogical competence.

b) Coaching

In this phase, each pre-service teachers would meet his supervising lecturer to discuss any information they had recorded during modelling phase. This will typically involve small group collaborative working with fellow students which facilitates the social sharing of ideas and understanding required for task completion. The main objective is to create a context in which students are encouraged and feel able to explore their experiences. The supervising lecturer or senior teacher must be careful of identifying those inductees who display poor technique or performance because of ignoring previous feedbacks and comments.

c) Scaffolding

In this phase, the inductees would try to build their own mini teaching, including teaching scenario, media and so on under the supervision of the supervising lecturer if neccesary. This presents opportunities to assess that students are not just memorising for mechanical application, but rather, they are able to transfer the skills and knowledge acquired to diverse situations in practice.

d) Articulation

In this phase, inductees had to present their mini teaching in front of several supervising lecturers. This element of the model not only helps to consolidate the knowledge and skill for the individual, but also assists the students to compare and contrast problem solving abilities with peers or senior teachers and supervising lecturer. They provide the students with a chance to observe, practise and receive feedback within an environment that resembles authentic setting.

e) Reflection

In this phase, inductees would have been given certain period to reflect on their own teaching. Other students would give comments and feedbacks. In this phase, the senior teacher or supervising lecturer are required to direct and encourage the students to analyse and be critical of their performance or experience. It might be undertaken directly by asking reflective questions such as " how's your performance?, " why did you skip it?, " are you satisfied with your prformance?

f) Exploration

In this last phase, the inductees would be given challenge to create their inovative teaching. The purpose of this phase is to encourage students to consider how skills and knowledge they have learned can be adapted to new situations in the real setting.

This study tries to describe the application of Senior Teacher Induction as the apprenticehip model in STKIP Al Hikmah Surabaya to stimulate students' pedagogical competence. This model would be the alternative apprenticeship model for pre service teachers. Intensive relationship between pre service teachers and senior teachers would bridge the gap between pre and in service condition. The steps involved in this model are expectedly enhance the pre service teachers' not only pedagogical competence but also personal, professional and social competences.

2. RESEARCH METHOD

The present study was conducted over the span of a three months. The participants of the study were 10 pre service English teachers of STKIP Al Hikmah. Observation, interview and document investigation were carried out to collect the data. The observation was carried out by the senior teacher in charge with the classes oberved by the pre service teachers. The observation result was then analyzed descriptively. Interview was conducted after pre service teachers complete their induction program. The result of the interview was then analyzed descriptively. Document investigation includes recorded micro teaching conducted by the students, assessment sheet of micro teaching and teaching tools created by the pre service teachers such as teaching scenario, media and power point (presentation).

3. FINDINGS AND DISCUSSION

This study attempts to describe the application of Senior Teaching Induction as an alternative apprenticeship model for pre service teacher in

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STKIP Al Hikmah Surabaya. The main objective was to see if this model was effective enough to stimulate the pre service teachers' pedagogical competence. The observation result shows that most pre service teachers were still passive in the beginning of the program. Mostly were still nervous since it was their first experience being involved in the real class. However, many inspirational things had been reported by the senior teachers, especially on their attitute. Initially, they were still having wide gap with the students and senior teachers. Eventually, in the subsequent months, they had build close and intense apprenticeship with their senior teachers. They had been involved in many activities, such as designing lesson plan, creating media, checking students' assignments and homeworks and also inputting students' mid or final score. In addition to, the pre service teachers were also involved in extra curricular activities such as, scout, sport and religious acitivities. It is expected that in the future, they would have be ready to deal with comprehensive teacher tasks.

Interview was carried out at the end of the program when the pre service teachers had fulfilled their induction program. The result of the interview showed that induction program was very beneficial for them, especially to stimulate their pedagogical competence. Though many comments and feedbacks, they stated that many valuable experiences were derived from those program. More importantly, they had figured out the authentic circumstances they would deal with. Close and intense relationship with senior teacher was considered as significant contribution. Eventually, they learnt many pedagogical aspects of a teacher. They observed it directly and record it. Finally, they would be given opportunity to imitate or even modify it to get better result.In short, they had been given authentic model to observe. Basic teaching skills were the standard competence they had to learn from. However, inside and outside modelling would provide them sufficient model.

Documents such as recorded micro teaching, collection of teaching scenario and power point were analyzed to collect further data. Recorded micro teaching was analyzed to analyze the pre service teachers' progress in pedagogical competence. The result showed that senior teacher induction had stimulated pre service teachers' pedagogical competence. The micro teaching focused on eight basic teaching skills, such as:

1) how to open and close the class
2) how to ask question
3) how to provide reinforcementt
4) how to do variations
5) how to present learning materials
6) how to manage the class
7) how to guide group discussions
8) how to teach small groups and individuals .

However, in the first semester, the main focus of micro teaching was how to open and close the class. In professional competence, they had to be able to master topics taught in seventh grade. Each of the them should present those topics in micro teaching respectively. Feedbacks and comments from the supervising lecturers and senior teacher would judge if they passed the micro teaching or not. Those who flunked the micro teaching would represent another micro teaching.In addition to, documentary files such as PPTs would be another consideration of this program.

To sum up, Senior Teacher Induction had proven to be an effective apprenticeship model to stimulate pre service pedagogical competence. The steps involved in STI enable them to deal with pedagogical process earlier. The sufficient portion of induction provided for pre service would assist them into in service ciscumstances steadily.

4. CONCLUSIONS

Ideally Senior Teacher Induction (STI) was puposedly incorporated in the academic process in STKIP Al Hikmah to stimulate pre service teacher pedagogical and professional competences. STI was intensively designed as its apprenticeship model. It consists of several steps such as modelling, coaching, scaffolding articulation, reflection and exploration. Each of step was designed to maximize pre service teachers' potential in pedagogical competence.

The result of study reveal that during STI pre service teacher has developed their pedagogical competence. Though their very basic competence such as how to open and close

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the class. However, it is very significant especially for the pre service teacher in their first year. In addition to, several significant progress have been shown during the program particularly dealing with senior teachers' activities inside and outside the classroom. It is expected that they would be well prepared in their in service for both intra and extra curricular activities.

Another satisfying finding reveals that pre service teachers have learned intensively how to make pre-teaching preparation such as how to design teaching scenario, how to create intersting PPTs and also effective and efficient media.

In conclusion, the design of STI was proven effective to stimulate pedagogical competence. Each step was puposedly created to produce teachers having comprehensive competences. However, some modifications could be initiated to suit with the real condition and also different expectation.

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