

Phases of New Teacher Growth

First year teaching presents a difficult challenge for the novice. Equally challenging is the task of finding out what assistance new teachers need and when they need it. Moir (1990) and her colleagues, in their observations of new teacher growth and development, have defined the phases teachers move through the first year. While not every teacher moves through this exact sequence in these predicted periods of time, understanding these phases can be helpful to those who wish to provide help and support to new teachers. It can define what kind of help is needed at a particular point in the new teacher's development. The work of Moir and her colleagues on new teacher phases is summarized in the following discussion. It should be noted that these phases are defined in relation to the traditional school year. These stages may look different and will impose additional challenges to the offering of services to new teachers on a year round calendar.

