

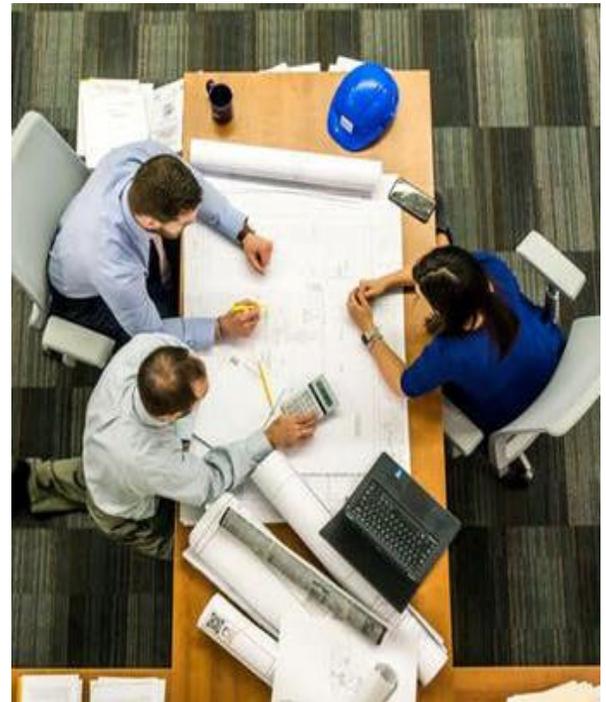
ARTICLE REVIEWED

Professional learning places and spaces: The staffroom as a site of beginning teacher induction and transition

Lisahunter, Rossi, T., Tinning, R., Flanagan, E., & Macdonald, D. (2011). Professional learning places and spaces: the staffroom as a site of beginning teacher induction and transition. *Asia-Pacific Journal of Teacher Education*, 39(1), 33-46.

THE PROBLEM:

Teacher staff rooms can be classed as professional learning sites, where student teachers or beginning teachers learn professional identities. New teachers are heavily influenced by these spaces and by staff members who occupy such spaces.



Research Summary:

Some spaces and places within the school are not conducive to teachers carrying out their duties in an equal and socially just way. Often strong-willed teachers negatively influence individual subjectivities. When a beginning teacher is immersed in a professional learning space, it can be a shocking transition. This is when they learn about the culture of their school and colleagues.

Conclusion:

The staff room is an important space where beginning teachers can receive professional development. However, few new teachers report having positive experiences in these professional learning spaces. Those without professional learning space access can experience feelings of marginalization and isolation from other subject area teachers in the school, whereas others can have a positive experience of staff rooms, feeling the openness and supportive structure through collaboration.

Key Take-Away:

Mentors are invaluable for beginning teachers. They are able to induct new faculty into the staff room or other professional learning spaces. With such support, new teachers may be more inclined to stay in the profession because they will not feel so isolated. Mentors should be reformers of school education.



ADDITIONAL RESOURCES:

- SHAPE America Podcasts:
<https://www.shapeamerica.org/prodev/podcast.aspx>
- Sirna, K., Tinning, R., & Rossi, T. (2008). The social tasks of learning to become a physical education teacher: considering the HPE subject department as a community of practice. *Sport, Education and Society*, 13(3), 285-300.
- Rossi, T., Sirna, K., & Tinning, R. (2008). Becoming a health and physical education (HPE) teacher: Student teacher 'performances' in the physical education subject department office. *Teaching and Teacher Education*, 24(4), 1029-1040.