
How the career entry of teachers is influenced by school culture

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ABSTRACT

This paper deals with the career entry of teachers and shows the areas of tension of this important phase. Dealing with school, teaching and education in the right way requires finding suitable strategies and implies their location-specific adaptation. Experienced school culture, thus, becomes a main motive in the finding process of career starters. Enjoyment of the work, on the one hand, and doubts about its quality, on the other, go hand in hand in this delicate phase. For the protagonists, becoming an equal member of a teaching staff outlines a sensitive field of tension in which their own demands and resources require a good balance. This article first deals with the concepts of autonomy and school culture, which are relevant for those entering the profession, and in the second part addresses the issue of the various challenges of entering the teaching profession on the basis of a selected study.

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I. INTRODUCTION

After completing teacher training, entering the teaching profession represents a sensitive first phase of a professional career. Leaving the peer group of fellow students and at the same time entering an equal member of a teaching staff outlines a sensitive field of tension for the protagonists, in which their own demands and resources require a good balance. According to Keller-Schneider (2011, p. 124), this is a phase in which the demands suddenly increase in complexity while at the same time full professional responsibility is assumed. Furthermore, it is emphasized that new experiences and insights are produced during this period and an active engagement with life and professional tasks is demanded. Also, the literature points out that this is the key phase in the professional socialization of teachers, the effects of which have great significance for the further course of their professional career (Terhart, 2000, p. 128).

One's own understanding of one's role has not yet been clarified, as one is at the very beginning of the professional career. It is, therefore, not strange that uncertainty plays a major role in the daily rhythm of young professionals. This challenges them to deal with new situations and to question their own understanding of values and norms. In addition, there are different expectations from the state and society, as well as the discussion about what makes a good teacher, which is often carried out in the media. Besides the actual teaching, it quickly becomes clear that the professional field proves to be expandable.

A key factor in determining personal well-being is certainly the way in which a site-specific school culture is lived out by both teachers and school leaders. Dealing with a high degree of responsibility and autonomy must be tested and learned. The constant interest in making schools better or in rebuilding poor schools has brought increased research interest in school culture over the past decade. The reason for this is the conviction that it is necessary to know the organizational cultures of schools in order to develop an understanding of success and failure at different locations (Markowitsch & Janschitz, 2019, p. 500).

The aim of the paper is, thus, to show which challenges new teachers are confronted with when entering the profession. It is intended to provide information on how they deal with them and which strategies are used to cope with them but, it is not the intention to rank and evaluate the coping strategies identified as successful. Furthermore, the importance of site-specific school culture for this first phase of professional practice will be described. However, our intention is not to rank and evaluate the coping strategies identified as successful.

II. LITERATURE REVIEW

A. Career entry

Mastering the entry into the teaching profession is the first major challenge for new teachers. Kruschka (2018, p. 256) describes this phase as highly sensitive and not infrequently accompanied by crises. Rauschenberg and Hericks (2018) provide an explanation for this, as it is mostly during this phase that young people are confronted for the first time with the full complexity and dynamics of the professional tasks to be mastered. Consequently, the place between one's own aspirations and the perceived norms of the school location must first be found.

This phase can be classified differently in terms of time: For Keller-Schneider (2020, p. 64), this period begins with the completion of training and taking on the first job until arriving at work. Lamy (2015, p. 16) limits the duration to the first professional year in his study. In the last decade, pedagogical research has increasingly filtered out this period for research purposes and interpreted it as part of pedagogical professional research (Helsper & Böhme, 2008; Hericks, 2006; Herzog, 2014; Terhart et al., 2014; Tippelt, 2010). According to this, the professionalization process of developing an autonomous teacher starts with entry and represents the transition between training and professional practice (Schneider, 2020, p. 16).

According to Schneider (2021, p. 15), three basic theoretical positions of career entry can be distinguished in scientific discourse. On the one hand, there is the structural-theoretical approach, which deals with the reconstruction of the structural requirements for action in the teaching profession. On the other hand, there is the competence-oriented approach, which examines the competences and attitudes of new teachers with regard to coping with the demands. As a middle course, the professional biographical approach is mentioned. This can be classified as educational research and, according to Schober et al. (2009), can be seen as a challenge for lifelong learning.

Regarding the content focus of research, Lamy (2015, p. 15) noted that two opposing trends of studies can be observed. On the one hand, the phenomena of excessive demands and stress with the corresponding challenges and difficulties have been intensively researched since the 1970s. More recent studies (Lamy, 2015; Keller-Schneider, 2021; Schneider, 2020) focus on the personality of teachers entering the profession and examine how the demands and developmental tasks are dealt with while entering the profession. Accordingly, the focus has shifted from the phenomenon to person-centred research.

Associated with entry and widely discussed in the scientific debate is the phenomenon of uncertainty. Paseka et al. (2018, p. 3) state that it is difficult for new colleagues to predict how things will develop and turn out, especially at the beginning of their professional careers. Teaching, exchanges among colleagues and with school management, or a meeting with parents are just a few practical examples from everyday teacher life that prove to be open and uncertain and thus can be shaped in multiple ways. Teachers have a natural interest in providing some stability to the classroom and seek a framework that can provide this support. The study discussed further in this paper will also provide indicators of this and explain the important role of colleagues in this context. Kosinár (2018) and Oevermann (2017) describe in depth the complex factors such as group constellations and their behavior in different classes and point out that, in contrast to other professions, the working alliances are not voluntary but fixed from the start. For Lamy (2015, p. 213), uncertainty is the reason for the feeling of being unsafe and he points out that in the phase of entering the profession, teachers are confronted with completely new situations for the first time and must master this alone. Concepts that can provide security are still missing in their entirety, outlining a challenge that had to be mastered neither in theoretical studies nor in school practice.

B. Autonomy

Conceptually, autonomy in the teaching profession can be classified as a dynamic state that can be restricted or expanded under the influence of various factors (Frostenson, 2015; Parker, 2015; Wilches, 2007;; Wermke & Höstfält, 2014; Wermke & Salokangas, 2015). Wilches (2007) emphasizes that teacher autonomy and unlimited freedom are not the same thing, but that responsibility and commitment must be important components of teachers' autonomous behavior.

If one is trained and supervised by university teachers according to the curricula during studies, the transition into a highly autonomous environment takes place when entering the profession. The change and the approach to the complex professional field (Figure 1) brings with it a high degree of autonomy vis-à-vis pupils, colleagues, school management and school authorities. Operating in this professional field can have an impact on both the satisfaction and dissatisfaction of those entering the profession.

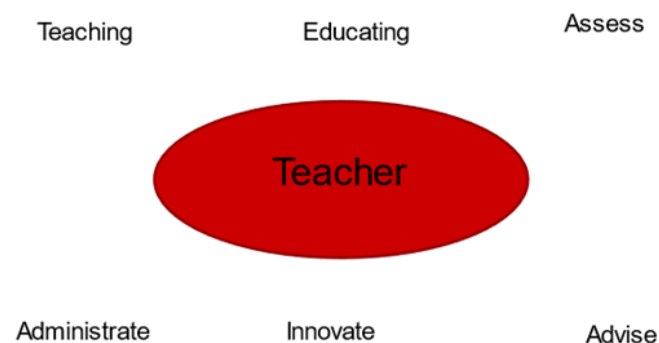


Figure 1. Approach to the Professional Field (*Source: Own representation based on Topsch 2004, p. 39*)

Teacher autonomy represents a central feature in the pedagogical professional culture and can be classified in both pedagogical and organizational contexts. According to Goldmann (2018, p. 123), the professional requirements of the teaching profession and the resulting organizational structure of schools are the necessary reasons for the high autonomy in this professional sector.

In another study by Martinek (2012, p. 33), autonomy is declared as a basic psychological need in the teaching profession. It is pointed out that teachers experience autonomy in their professional life when they see themselves as the starting point of their actions and do not feel externally directed. High professional pressure can limit the satisfaction of this need, which is why a sensible consideration of this is demanded during educational reforms.

In the context of young professionals, autonomy, thus, offers the possibility of having resources and time management at one's disposal when planning and carrying out the various tasks and allows goals to be set independently. Direct feedback is also an important factor, as it allows them to independently check and correct undesirable developments. They provide information about the results of one's own work and allow one to develop job satisfaction and work motivation in a self-responsible context. In summary, autonomy is a precondition for career starters to attribute

successes to their own actions through their own efforts. This enables them to feel a sense of responsibility already in the first phase of professional practice (Lamy, 2015, p. 41).

C. School culture

Until 25 years ago, little importance was attached to the general diversity of schools in scientific studies in the German-speaking countries. Individual schools were not defined by a specific factor, but by a multitude of elements, such as the way of learning, educating, organizing, the acting people as well as influences from outside (cf. Holtappesl, 1995, pp. 12-16). The specific school location as an independent unit of action was only focused on in the course of research on school climate (cf. Fernandez et al., p. 2019).

Fend (1996, p. 88) identified the improvement of school quality as the achievement of a certain culture of school and described it as a characteristic of individual schools. Its visibility would show itself through symbolization, in events as well as in language. The first aspect, *symbolization*, aims at the physical design in which a certain concept of an individual school is expressed. By the fact of *events*, Fend understands manifested rituals that take place, for example, at the beginning and end of school, but also brackets in the aspect of crisis management. Common meanings at the site must also be expressed, which is why *speech* represents the third aspect of cultural expression. Conversely, according to Fend (1996, p. 88), speech can be characterized by a lack of symbolization, a lack of events and a lack of shared meanings.

More recent research defines itself less through a normative approach than through a differentiation of individual school cultures. They look at the framework conditions in which school cultures develop and evolve in different ways. Helsper (2008, pp. 64-66) and also Esslinger-Hinz (2010, p. 14) note that this change could also develop through a changed understanding of culture with the acceptance of different, but parallel equally existing cultures. Accordingly, Helsper defines the term school culture as "*the symbolic order of the individual school in the tension between the real, the symbolic and the imaginary*". (2008, p. 66) The *reality* of school culture is shown, on the one hand, in the structure of the educational system and, on the other hand, in the material elements of the school. By the *imaginary*, he understands the best possible designs of the schools as well as those designs that all those involved in the location construct from them. The *symbolic* refers to the level of actions and includes interactions as well as the design of materials and content (cf. Helsper, 2008, p. 68).

According to Esslinger-Hinz (2010, p. 12) school culture is not something universal that is the same in all schools or all schools of a school type. Helsper (2008, p. 67) focuses on the actors at the locations - principals, teachers, pupils - who deal with the framework conditions through their actions. In this way, rules and meanings are created, which in return influence the actors. In the current discussion (cf. Fernandez et al., pp. 486-487) around the term, the focus is primarily on processes that scientifically highlight the production and reproduction of social inequality.

In the German-speaking world, a broad approach to theories of school culture can be found. *Normative approaches* evaluate schools based on their specific culture and the concept of culture is used to create a hierarchical order in the sense of "better" or "worse", with which the term also addresses deficits (cf. Kluchert, 2009; Idel & Stelmaszyk, 2015; Reckwitz, 2011). The connection between school culture and school design is also found here. According to Terhart (1994, p. 690), the increasing competitive pressure among schools for individual pupils is responsible for this. In this context, educational processes move into the background and external design becomes more important. Parents would respond strongly to this approach and find the school attractive for themselves and their children. Holtappesl (2003, p. 25) distinguishes between the three school cultural components of learning, education, and organizational culture, which in turn relate to curriculum and didactics, school socialization and institutional organization. Normative approaches, thus, need a framework to analyze schools objectively and establish a link between school culture, school climate and school quality. Especially the quality factor is subject to the political control of the education system, which is shown by the implication of standardized informal testing (see QMS in Austria, <https://www.qms.at>) at school sites (Lindner, 2019, p. 495).

Descriptive approaches, on the other hand, attempt to describe an approach based on qualitative research paradigms without being judgmental. This dissolves the understanding that a specific, "good" culture exists and is what every school strives to achieve (Lindner, 2019, p. 492). It is not about answering quality and purpose. Rather, the specific locations are described in interaction with their reference systems and socio-political guidelines. This is to consider the self-dynamic character of the school culture. Accordingly, local solutions develop that consider the pupil body, the school environment and the internal school situation (Holtappesl, 2004, p. 7). Therefore, this site-specific culture also defines the goals and measures of school development programs, which means that reform efforts can have a different effect in each school.

In English-language discourse, the terms "school culture" and "school climate" are not clearly distinguished, as there is no clear definition of either approach. Therefore, terms such as school climate, school ethos, school atmosphere and school character are used synonymously to describe the culture of a school. Most definitions are very general, which is why researchers categorize the term "school culture" in the respective research context.

Tsang (2009) distinguishes in his explanations between a typological-functionalist approach, which proposes that the culture of a school contributes to school development. This approach is usually descriptive and static. In the process-oriented approach, the school continuously interacts with its environment and changes as a result. The developmental and efficacy approach combines the two previous views and argues that school culture is dynamic and multidimensional.

Müthing (2010) states that he distinguishes between normative and descriptive approaches and believes that he has thus overcome earlier attempts at classification. Examples of both theories have been cited in the front. Markowitsch and Janschitz (2019, p. 503) refer to Firestone and Louis' (1999) three levels in locating school culture, pointing first to the *nation-state level*, where school cultures must reflect aspects of a country. Here the culture of a country is described as influencing teachers, pupils and parents. Secondly, when looking at schools of the same type as well as when analyzing individual schools, school cultures can be perceived as coherent or differentiated at the *level of the teaching staff*. Metz (1990) gives the different family backgrounds of teaching staff as an example of this. Thirdly, subcultures can also be identified at the *level of pupils*, which are often referred to as cliques or social groups and are predominantly located at the micro level in school culture research.

In summary, Markowitsch and Janschitz (2019, p. 505) identify a strong discrepancy between the more theoretical discussion of school culture in the German-speaking world and the more empirical and multidisciplinary English-language discourse. It has been also indicated that the German-language discourse largely ignores the international one.

Ilien (2009, p. 108) describes a location-related differentiation of school culture by describing different entry scenarios and challenges for career starters according to their type of school. For example, the school culture at a special school cannot be compared to that of an elite high school, as different target groups are addressed and the associated customs are shared and communicated by the staff. Here, the term "school culture" focuses on the culture of professional interaction within the college. In this environment, problems can be discussed with students and possible solutions can be explored. The primary communication center for this is the teachers' lounge, where the aspect of appropriate language is of utmost importance. Following this, various language traditions are adopted by those entering the profession and any language habits from the teacher training phase are modified and, to a large extent, also replaced. Ilien (2009, p. 121) demands under the guise of a cultivated school culture that this language must be capable of differentiation in order to be able to speak about students in a professionally appropriate manner. In addition to Ilien (2009, p. 203), Lamy (2015) also points out the importance of cooperation among the teaching staff in the study presented afterwards.

Career starters gain their first experience in different schools. According to Karadağ and Özdemir (2015), locations with a strong school culture are highly motivating for students and teachers to learn and teach. In the course of this, Kalkan et al. (2020) point out the important role of school leadership. According to them, in a strong school culture the principal cultivates a positive relationship with the teachers and has a clear awareness of the school's duties and goals. School leadership emphasizes fostering interpersonal relationships, thereby influencing the quality of relationships within a teaching staff. In contrast, a *laissez-faire* leadership style has a negative impact on teachers' trust in their own school site.

In summary, teachers will find different types of school cultures at the start of their careers. The first step is to find their way into these. A school culture that is perceived as positive makes it easier to master the new challenges of entering the profession and supports the arrival in the new environment.

III. STUDY

To provide a comprehensive overview of the challenges faced by those entering the teaching profession, the structure, and selected results of a study by Chrisitan Lamy (2015) are selected below.

A. Problem statement

The purpose of the chosen research was to focus on the importance of the career entry phase. The experiences made at the beginning of the professional career have a great influence on personal routines and behaviors in the teaching profession. This affects personal routines, approaches and views of teaching and one's own role as a teacher. Furthermore, it should be made clear that entering the profession can not only be a great challenge, but also an opportunity. For example, targeted support or the creation of suitable working conditions can set the course for high-quality teaching and promote professional action at the school location from the first day. The applied research methods aimed to obtain an internal perspective of teachers during the career entry phase in order to gain a better understanding of the assessments, behaviors and problems of young teachers. This was intended to generate knowledge that can have system-relevant benefits for those who accompany the protagonists during this sensitive phase.

B. Objectives

The general objective was to better understand the social phenomenon of coping with requirements and challenges at teachers work. Another objective was to investigate the requirements that young professionals cope with. The authors did not intend to identify and rank coping strategies that should lead to a successful initial phase of employment.

C. Research Questions

The aforementioned theory led to the following research question:

- How do Luxembourg teachers manage the professional demands of the career entry phase?

IV. METHOD

A. Orientation of the Study

The study can be classified as qualitative-reconstructive as part of educational biographical research. In other words, the study aimed to work out a depth structure through small samples and partly make generalizable statements beyond the object of research (Koller, 2008, p. 619). When making reference to this kind of research, Krüger (2006, p. 14) states that it makes effort to reflect life stories under the focus of learning and education stories.

B. Sample, Instruments for Data Collection and Period

This paper presented the results of an empirical study identifying challenges and coping strategies in a small sample (n=21) of teachers during their first year in the profession. The sample should be transferable to other cases and thus generalizable. The most important selection criteria were defined as the status of newcomers to the profession and the willingness to participate in the survey. There were two arguments for the selection of the sample. Firstly, it was the group that faced the specific challenges of the initial phase of a career. Secondly, it was precisely comprised of people who should receive more support measures. Empirical data were generated from a questionnaire and a series of three semi-structured interviews. The interviews were conducted during the first year of the profession and only preschool and elementary school teachers were interviewed, who had obtained their teacher training at the University of Luxembourg. The teachers were first questioned by the questionnaire and interview before they started their career. Two further interviews followed during and after the first professional year (Figure 2). The selected qualitative study was conducted over a period of 8 years at the University of Luxembourg and focused on elementary school teachers at the beginning of their professional careers.



Figure 2. Sequence of data collection
(Source: Own representation)

C. Developing the Instruments and Methods of Data Analysis

A preliminary study was conducted in which 25 prospective teachers were interviewed about their expectations about entering the profession. The summarizing content analysis by Mayring (2010) made it possible to gain initial insights

and correlations. The findings generated in this way made it possible to specify the research question with regard to the main study and then to develop appropriate survey instruments using the S2PS2 method (Helfferich, 2011; Kruse, 2009) to develop suitable survey instruments. S2PS2 originates from the German language and refers to the following stages: *Sammeln (collecting)*, *Sortieren (sorting)*, *Prüfen (checking)*, *Streichen (deleting)* and *Subsumieren (subsuinge)* the data. Furthermore, the questions for the main study were specified and the appropriate survey instruments were developed in the form of questionnaires and interview guidelines. These were tested, evaluated, and adapted in 4 test interviews. In addition to the questionnaire, the semi-standardized interview form was chosen, as it was believed that it better reflected the views of the interviewees.

The interviews were subjected to literal transcription. The researcher familiarized himself with the data material and a three-part analysis was carried out: First, the data material was formally structured according to themes to create an overview. Then, the data material was paraphrased, translated, summarized, and reduced. Finally, the prepared data material consisting of interviews and questionnaires was interpreted and evaluated from different perspectives.

V. FINDINGS

The presentation of the results was defined based on seven areas of different requirements, which could be identified from the evaluation of interviews and questionnaires.

1. Accepting the assigned professional task and contacting the new professional environment:

Some teachers had a limited influence on where they were employed and the new task did not always correspond to their personal wishes in terms of school, year group or the fulfilment of a specific task. Accordingly, it is first necessary to accept the assigned task and, associated with this, to be able to accept it. A positive personal starting position of the protagonists helps them to accept the new tasks with confidence and joy. It should be added that almost always the role of a fully responsible class teacher is aspired to, but also the possibility of teaching in a team is generally seen as an advantage.

The evaluation also made it clear that undesirable areas of responsibility are accepted, and consistent attempts are made to see the positive aspects in them. Likewise, the increased responsibility was perceived as a requirement. In contrast to the compulsory practical training as part of the education, the absence of this protected space is seen as a challenge. Mistakes now have different consequences from the point of view of the young professionals, since the lack of support from the mentor is gone and one takes full responsibility for one's own mistakes.

Another challenge is the first contact with the school location. This is considered very important to obtain all the necessary information and possibly the contact with the new college. This aims mainly at being able to perform all duties towards students from the first day of school. There is a great need to find out about the new rooms, the atmosphere at the school and the acceptance by older colleagues. These are seen as new reference persons and integration enjoys high priority to feel comfortable at the workplace. Knowing whom to contact for personally relevant areas of work seems just as important as getting relevant information about future pupils. In general, the question of suitable contact persons poses a great challenge, as it is not always easy to reach the appropriate people during the summer months. A multitude of organizational and administrative questions remain unanswered and give the new teachers the feeling of losing the overview.

2. Planning and designing lessons:

The essential requirement for all teachers is to teach students. Requirements during lesson planning are first the familiarization with the specific learning contents to get an overview of the lesson contents. The next step is to elaborate these learning contents and to carry out the design of one's own lessons. Considering time management, the contents must be distributed according to the curriculum and priorities must be set. The creation of a pleasant learning environment was mentioned in the results as well as the organization of all necessary teaching materials.

The claim to be able to offer interesting and attractive lessons is the most important quality criterion for the newcomers to the profession. They see themselves as learning facilitators but see it as a challenge to actively distance themselves from their own behavioral patterns anchored in school socialization. They want to avoid mistakes and weaknesses and interpret their own practical experiences to make necessary adjustments in time. Teachers first accept that their teaching is not perfect and are motivated to come closer to their own ideas in the medium term. Mistakes and failures are seen as inevitable. Their own ideals are therefore not abandoned, but the timetable is adjusted.

3. Class management:

A first requirement for those entering the profession is to ensure a positive classroom climate by making people feel comfortable and by resolving conflicts efficiently. Harmonizing personal actions, appearance and behavior with the

ideal self-image is a great challenge. During this, the results of one's own socialization must be dealt with, which can lead to unexpected reactions away from the desired self-image. Young teachers face the challenges of being perceived as an authority with an educational mandate, but also of providing a positive interpersonal climate. The two goals are not mutually exclusive, but in practice they are often perceived as difficult to combine. Accordingly, both sides must be accepted and suitable patterns of action as a teacher must be developed.

4. Cooperation with colleagues:

School and teaching staff represent the daily environment in which work is done and interpersonal interactions take place. If there are several newcomers at one location, communities of destiny often form in the first weeks to get information more easily. The results of the study showed that good cooperation is highly accepted by most protagonists. At the same time, new teachers face the challenge of working constructively with the teaching staff. Openness and helpfulness by other colleagues provide security and promote rapid integration. Efforts are made to build and maintain both interpersonal relationships and professional cooperation. The need for harmony and good humor is strong.

Young professionals are interested in making a good impression on their colleagues, but they also want to be taken seriously. Under no circumstances do they want to seem opinionated or pushy. Teachers who experience close and positive cooperation within the college feel that their great need for security is satisfied. It can be deduced from this that their own decisions and procedures are supported, confirmed, and thus valued by the teaching staff.

5. Communication and cooperation with the pupil's parents:

Young professionals expect that parents might have reservations about the teacher. Therefore, the protagonists are faced with the challenge of dealing constructively with parents suspected and actual reservations, fears, and questions. The reason for these thoughts is experience reports from colleagues or from the time of study, which is why it is important to make the first meetings as positive as possible. Parental work is a new area of responsibility and causes nervousness and uncertainty. It is often difficult for newcomers to be able to verbally explain requirements and demands on the class to parents. If critical feedback comes up, it is a challenge to deal with it constructively and to react adequately. It is often difficult to find the right balance between closeness and distance when working with parents.

Another challenge is to deal with parents who are difficult to approach and who cause anger and personal disappointment. Here, too, it seems important to deal with one's own emotions constructively. In summary, teachers entering the profession want to score points with parents with competence and reliability, on the one hand, and be accepted, on the other. Avoiding problems and maintaining a generally good relationship in the context of parental work seem to be the guiding motives for those entering the profession.

6. Dealing with occupational stress:

The teaching profession, like other professions, has stress potential. Discussions about burn-out point out that excessive workload, demotivation, and dissatisfaction can have consequences. An essential requirement for new teachers is to handle their own resources with care. During the evaluation, three demands could be identified with which newcomers to the profession are confronted in the first weeks:

- Dealing with the increased workload
- Dealing with the initial excitement or stage fright
- Dealing with the fact that they do not yet know a lot of information.

During the school year (Figure 4), additional stress is added by students with behavioral problems, as it is not possible to help them achieve learning success. The knowledge about the general conditions of individual homes is also described as a negative stress and a feeling of helplessness takes place. This leads to the realization that one's own actions are not always successful and to the challenge of dealing with this realization. If the focus is directed outwards, there is also a requirement to deal with public gossip or criticism from parents.

At the end of the first professional year, the picture is clear for most of the protagonists. Most teachers are tired but satisfied. The joy of the job, the fun with the students and the harmonious exchange within the teaching staff help them to cope with the intensive workload of the first year.

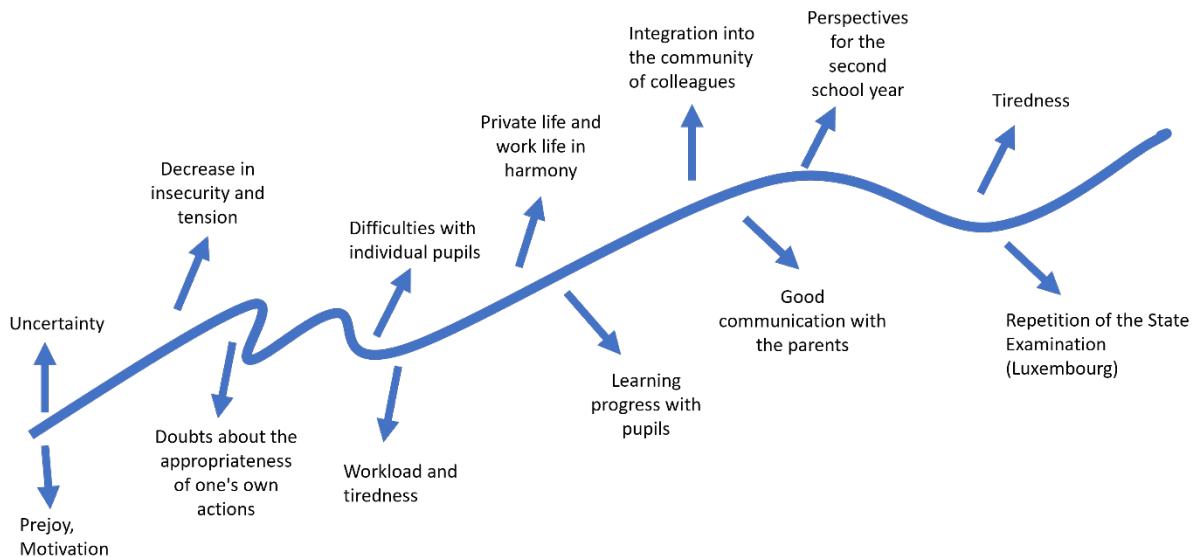


Figure 4. TYPICAL progression curve of personal satisfaction
(Source: Own representation adapted from Lamy, 2015, p. 221)

7. Shaping one's own professional development:

New experiences need time for mental processing. The challenge for those entering the teaching profession is to reflect on what they have experienced and be able to draw on it when making future decisions. Mistakes can be made but should not be repeated. It is an important requirement, not only in the first year of service, to accept experiences as a basis for improvement processes of one's own pedagogical actions. The study indicates that on the one hand there is a great need to avoid mistakes as much as possible. On the other hand, there is no real interest in reviewing one's own teaching experiences. Time pressure and the conviction of being able to react spontaneously to undesirable developments are assumed to be the reasons for this behavior.

The preferred discussion of one's own teaching takes place in exchange with trusted colleagues, i.e., it is a collective reflection on teaching. New teachers like to listen to the experiences of older staff and filter out those measures that seem attractive enough to them as a possibility for improvement. Reading further literature is considered unnecessary by a large part of the newcomers and justified by the lack of time. At best, literature with ideas for lesson design or collections of materials are consumed. Attending in-service training events is also perceived as an opportunity for professional development, preferably at one's own school location. A targeted selection of courses with suitable content is mostly refrained from in the first year of service. Finally, it should be mentioned that reflective writing was not considered in the results because it was considered too time-consuming.

Answering the research question

Main question:

- How do Luxembourg teachers manage the professional demands of the career entry phase?

To their greatest satisfaction.

By coping with the demands of the first year of work, teachers become satisfied. The satisfaction of self-related needs such as recognition, affirmation, security, and satisfaction represent the central feature of the professional

coping process. The reasons for this are recorded successes, the absence of crises and positive conditions in the workplace

VII. CONCLUSION

The study illustrates that the challenges for young professionals in their first year of service are anchored at different levels. The requirements are defined by seven areas of demand without hierarchical valuation and the study offers an inside view of the newcomers to the profession through interviews and questionnaires. Accepting the assigned task plus contacting the school, planning and designing lessons, classroom management, cooperation with colleagues, communication with parents, dealing with professional stress and shaping one's own professional development form the levels of professional challenges in this study.

If these results are placed in the Keller-Schneider model (2020a, p. 251), it becomes clear that the planning and implementation of lessons describe the core of the requirements and are subsumed under the term "developmental tasks" with other four tasks (identity-creating role leadership, an appreciative class management, an addressee-related mediation as well as a co-creating cooperation).

Young teachers assume that they will be able to practice their profession permanently, which also brings with it the requirement of being satisfied in the profession at absolutely any cost. Reasons for dissatisfaction in the profession are played down. Those entering the profession do not want to live with the contradiction of having chosen a profession and having to hold on to it, even though it causes unhappiness. In general, the results indicate that great efforts are made to satisfy the need for satisfaction and security. Both studies indicate that the confrontation with the demands (Lamy) or developmental tasks (Keller-Schneider) leads to a gain of new resources. These are transformed into knowledge and perceived as satisfaction.

The importance of a positive and location-related school culture could also be made visible in this study based on the data evaluation. A lived team spirit, support from the teaching staff, a harmonious school community, clear expectations as well as appreciation and trust were sometimes perceived very differently by the protagonists and had an impact on well-being and security. While in Austria, Germany and Switzerland the school headmaster is significantly involved in shaping and implementing a specific school culture, there is no comparable school management in Luxembourg. The teaching staff, thus, provides internal leadership and organization according to basic democratic rules. On the one hand, no direct school management can be responsible for less support, but, on the other hand, it can also mean less pressure to perform and less stress. Comparative studies could further investigate the significance of a school management for a site-specific school culture.

The study also shows that new teachers are not discouraged from leaving the profession by the challenges they face in their first year of service. Early exit from the profession due to overwork does not play a role in the study. It should be noted that this study focused on Luxembourg teachers, who are paid very adequately on average in Europe. The participants were aware that there are few arguments for changing professions after four years of training, which most likely does not provide the same working and living conditions. The study also shows that the extent of the demands in the first year of service does not come as a big surprise to those entering the profession either. According to the data analysis, many prospective teachers said they had a lot of other teachers in their relatives or circle of friends. Therefore, the participants are already aware before the first year of service that taking up the profession is a subjectively good decision. A possible research approach would be to test the generalizability of these results by conducting a comparative study with Austria - a country that also pays above-average teacher salaries.

It is noticeable that in the more recent study by Schneider (2021) the term "uncertainty" is given more attention. In Lamy (2015), during the data evaluation, repeated reference is made to uncertainties of the career starters about unknown situations and tasks, but without classifying them more precisely. In the study by Schneider (2021, p. 173), on the other hand, it is graphically visualized how contingency, uncertainty and unavailability can be combined and integrated. The individual categories were given key terms for the purpose of orientation and transparency and offering a serious scientific starting point for further investigations.

Those starting the career are aware that entering the teaching profession takes time. Purposeful, reflective, and deliberate actions are necessary to develop confidence, experience and agency to manage the demands presented in this article. The tasks set for them are tackled with an extremely positive attitude towards the system and aim to achieve the state of satisfaction in and with the teaching profession.

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