From Industry to Instruction:

Transitioning from Industry to the Vocational Classroom

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The undersigned certify that they have read, and recommended to the Senate for acceptance, a **MASTER'S THESIS** entitled:

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Abstract

This study explores the experience of novice trades instructors as they transition from their roles in industry to teaching in a vocational institution. In vocational institutions, instructors are often hired for their industry knowledge and their potential as instructors rather than their teaching experience. Using a qualitative approach, this study explores the experiences of three novice instructors through long-form interviewing. Through examining the experiences of the instructors, factors that are supportive of a successful transition to the classroom were identified including mentorship and a strong orientation towards teaching that supports motivation and perseverance. Participants also described factors which acted as barriers to their transition to the classroom, including tensions between the academic nature of the institution and the practical nature of the applied trades. The findings of this research can be used in vocational institutions hiring tradespeople directly from industry as well as the teaching and learning centres that support them.

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CHAPTER 1: INTRODUCTION

The goal of this qualitative phenomenological study was to gain an in-depth understanding of the lived experiences of novice vocational instructors as they transition from working within industry to instructing in the post-secondary vocational classroom. New vocational-technical instructors are often hired for their industry expertise and their potential for instruction rather than for previous teaching experience or training. Thus, many new instructors do not have any prior experience or formal training in teaching. The purpose of this study was to gain an understanding of the experiences of these novices as they transition from their work in industry to teaching in a vocational institution.

Background for Study

Community colleges, polytechnics, and vocational institutions often hire new faculty for their technical, industry-related expertise rather than their knowledge about teaching and learning or teaching experience. Many of these new instructors do not have any prior experience or formal education in teaching. The skills needed to be an effective classroom teacher are very different from the skills needed to be successful in industry (Hayes, 2013). Teaching is a complex task and instructors are often expected to develop an understanding of effective instruction, evaluation, feedback, supporting students, classroom technologies, and institutional rules and policies while reviewing content knowledge, preparing lessons, and getting to know their students (Fraser et al., 2019). As they transition to the classroom, many new instructors find themselves balancing learning about teaching and facilitation, reviewing content, preparing lessons, and acclimating to working within a large social organization. While some institutions have training programs for new instructors, novice instructors may teach six months to a year

before participating in any formal teacher training programming or they may never participate at all.

While the first few years of teaching may be “trial by fire” for any new teacher or instructor; new instructors hired directly from industry have the additional challenge of learning facilitation skills, how to plan units and lessons, classroom management skills and strategies, and assessment within the classroom without having the advantage of previous teacher training or a supervising teacher for support. This makes the experience of novice teachers from industry fundamentally different from that of novice teachers hired from teacher training programs. Further, the rapid change in many vocational education domains increases the pressure on faculty as they must work to remain current in their field while simultaneously developing teaching skills (Warwas & Helm, 2018). Saito (2013) discussed the challenges for novice teacher educators as they transition from teaching in the classroom to guiding future teachers. In this study, teacher-educators found the change in identity and work environment difficult to navigate and that supports such as mentoring, and peer mentoring could assist the novice faculty in the transition to the postsecondary context. Even though the teacher educators are coming from another educational institution, the administrative processes and rules of the institution are still new to them. The change for those who are hired directly from industry such as plumbing or carpentry would be even greater.

Research Questions

This is an exploratory research study to investigate the experiences of new vocational instructors who were hired directly from industry. The following questions guided the research project:

1. What is the lived experience of new instructors hired directly from industry as they transition to the vocational classroom?
    a. What is the effect of the COVID-19 pandemic on the experiences of novice instructors transitioning into the classroom?
    b. What are some factors that make the transition to instructing more difficult?
    c. What are some factors that make the transition less difficult?
    d. What is the impact of collegial supports such as mentoring, professional learning communities, and coaching on the experience of novice instructors?

Importance of the Study

For many teachers, early career can be challenging and stressful (Kutsyuruba et al., 2018). During the first few years, all new educators work long hours preparing lessons, setting up hands-on learning experiences, learning to use new technologies and learning management systems, and marking assignments, often in relative isolation. Novices can feel underprepared to meet the needs of their students (Dias-Lacy & Guirguis, 2017). The challenges faced by novice teachers are thought to contribute to the increased rate of attrition in novice teachers (Kearney, 2014, p. 2). Often novice teachers who do not feel supported or effective in their role end up leaving schools or the teaching profession (Kutsyuruba et al., 2018, p. 58).

While the novice teacher experience is well-researched, there is less research on the experience of novice vocational instructors. The key difference between novice teachers and those hired in vocational education is their preparatory training. Novice teachers usually have the advantage of pedagogical training that includes structured practicums or internships. Instructors in vocational education are hired for their industry-related- knowledge and experience, and very rarely have any pedagogical training before starting in the classroom. This lack of credentials

may have an impact on the attrition rate; instructors without prior credentials in teaching are less likely to remain in their role (Darling-Hammond et al., 2016).

This research may have implications for vocational education institutions hiring instructors directly from industry. Academic managers and leaders who supervise instructors hired from industry may benefit from understanding the experience of moving into the classroom. Further, this understanding could be used to inform the creation of proactive supports, programs, processes, and tools to support novice faculty as they transition to the classroom. The results of this study may help human resources departments, in charge of employee onboarding, to create informed programs that help to address some of the needs of novice instructors. Finally, the results could support teaching and learning departments in developing programming that meets the needs of novice instructors in developing their classroom pedagogical skills. All of these supports for novice instructors have the potential to improve the experiences of novice instructors as they transition to the classroom, which may result in a better-quality educational experience for the students in their classes. Another result of these supports may be an increase in retention of early-career instructors.

This study built on the work done by Gustafson (2015) focusing on trades instructors as they moved from working in industry to teaching in vocational trades classrooms in Western Canada. The study focused on the motivations of trades instructors as they entered the teaching profession, as well as the necessary skills, and competencies of being a trades instructor, changes in identity due to moving from industry to instruction, formal and informal learning experiences, and their satisfaction with their new careers. While the trades instructors in the study were generally satisfied with their careers, there was a period of early adjustment as they became

established in the role. This study aimed to further investigate that period of adjustment by investigating the lived experience of vocational faculty as they transition to the classroom.

As this was an exploratory study into the experiences of new vocational instructors, it may open the door to further study into vocational instructors in their early careers. Further studies could look at the development of specific supports for novice instructors, the role of collegiality in the new instructor experience, the role of on-the-job learning, and mentor/mentee relationships.

Researcher's Personal Background

Many of my personal and professional experiences have led me to become curious about the experiences of new instructors as they transition from their roles in industry to the vocational classroom. I was introduced to the idea of a "scenic path" recently and my scenic path has helped to foster my curiosity in the experience of novice instructors as they transition to the vocational classroom. From my schooling to teaching internationally, to working with trades students and colleagues, and finally, in educational development roles of faculty coach and program review specialist, I have observed and learned things along the way that developed an interest in the experience of novice faculty and supporting them as they transition to the classroom.

After completing high school, all I knew was that I was interested in learning more about science. Thus, I entered the very standard first-year science curriculum of chemistry, biology, mathematics, and statistics at the University of Winnipeg. As I completed the first year of study, I discovered that I was most interested in mathematics and statistics. With this, I also decided that I wanted to transfer to the University of Waterloo so that I could pursue a Bachelor of Mathematics (as opposed to a B. Sc. or B. Arts in Mathematics) to give me more breadth and depth of mathematics.

My experience at the University of Waterloo was amazing. I had the opportunity to work and learn beside other students who were as passionate about learning math as I was. One advantage of attending a school with a large Faculty of Mathematics was the ability to work for the school. In my second year, I was able to get a job marking first-year assignments. I enjoyed the work and received a commendation for leaving helpful comments on students' work. Due to my grades and the commendation for my work as a marker, I was offered a job as a tutor in the Math Tutorial Centre in my third year of university. This was my first experience with teaching. I had never seriously considered teaching before, but I loved the experience of supporting students who came to the tutorial centre. This was such a positive experience that it inspired me to pursue education and enroll in a Bachelor of Education program.

During the B.Ed. program, I enjoyed my courses on teaching and learning. However, I loved getting out into the schools for practicums. The practicums were an opportunity to work with students and gain skills with the support of a cooperating teacher. During my teaching practicums, I developed many of the skills necessary for a novice teacher. The practicums gave me the feeling of being a novice but with the safety net of having a cooperating teacher and mentor there to support me.

After completing my Bachelor of Education, I took a job in Istanbul, Turkey, at a Manitoba Education-affiliated school. In this position, I taught math and science to Turkish students who were in grades 11 and 12. The situation at the international school was a difficult one, both inside and outside the classroom. The students had a wide variety of abilities and many behavioural challenges, and the organization that ran the school was having financial and political difficulties that further complicated the teaching and learning environment. While in this position, I struggled to employ effective teaching methods and classroom management with

students with vast differences in language and course readiness. I was truly a novice at teaching. The experience working in Turkey showed me just how difficult being a novice teacher can be, even with the tools and strategies that I had learnt in education.

When I returned to Canada, I began a position as a math and science instructor in a School of Trades that is part of a community college. As I experienced what it was like to transition into the role of vocational instructor with my training and a small amount of classroom experience, I observed the parallel experiences of novice instructors hired directly from the industry. As a relatively new instructor myself, I knew that there were long hours to develop new materials as well as a learning curve to understand the policies and procedures of the institution. As well, I needed to learn to adapt my teaching strategies and methods to adult learners. However, I also observed a difference in my experience from that of my colleagues. I was able to go back to things I had learned in my Bachelor of Education classes and especially my experience and practical knowledge from my teaching practicums and time teaching in Turkey. While my colleagues had to simultaneously brush up on content, and learn the policies and procedures of the institution, all the while learning about teaching while working in the classroom, I had the advantages of previous learning and experiences in a classroom. During this time, I recognized how hard the transition to the classroom can be even with my previous experience and knowledge of teaching and learning.

As I became more confident and comfortable in my role as instructor, I naturally started supporting my fellow trades instructors in their teaching. Soon, I was helping colleagues with their coursework for their adult education courses and discussing different teaching and learning strategies over coffee. I would often work with instructors over lunch while they were creating a

rubric or planning for a lesson. Slowly, this colleague support became a larger and larger part of my workday.

Out of my interest in supporting novice faculty, I started a Community of Practice for trades instructors in their first year of teaching. As the leader of the group, I was able to learn a little bit more about the novice instructors' experiences while providing a space for conversation and collegial learning. This group inspired me to want to do more to support novice instructors as they transitioned from industry and to learn more about their experience.

Due to my experiences with the community of practice and my interest in supporting student success through helping faculty become more effective in their roles, I made the transition to an educational development role. This broadened my perspective of the experience of novice instructors beyond just trades faculty. As a result, I became curious about the experience of novice faculty members without a teaching background no matter what their industry experience. As part of this role, I also facilitated the Teaching Essentials Program to support novice instructors as they transition into their role as instructors.

These experiences combined to make me very interested in the lived experiences of faculty as they transition into the classroom. While I experienced being a new faculty member at a vocational institution, my experience differs from most instructors as I had previous training in teaching and experience in the classroom which changes the experience of being a novice instructor. Further, as part of my current role is to support faculty at all stages of their careers it is important to me to have a better understanding of the experiences of novice faculty members.

Assumptions, Delimitations, and Limitations

Every research study has parameters that demarcate what is in the study and what is not. Some of these parameters are within the researcher's control and others are not. This information

is useful to readers so they can understand these parameters and identify how the study may apply to their context or practice. This section outlines the assumptions, delimitations, and limitations of this study.

Delimitations

In the study, I chose to narrow the study population to the instructors teaching at a single institution. The choice to interview at a single institution was to limit the institutional differences in culture and policy as well as to complete the study more efficiently. The study population was further restricted to those novice instructors hired from the industry with no previous formal teaching experience. As the experiences of novice faculty are going to differ based on previous experiences and training, this study focused on those who are making the transition directly from industry. Further, the study population does not include instructional staff or lecturers from universities as their previous training and experience differs from vocational instructors hired directly from industry.

Research Assumptions

In every research study, certain assumptions or beliefs are understood to be true. An assumption for this study was that the participants were forthright and honest in the interviews, including times in which making the transition in roles was difficult.

Limitations

The limitations of a research study refer to the researcher-identified weaknesses or problems with the study (Creswell, 2013). The design of this study leads to several limitations. First, the scope of this study was to explore the experiences of novice faculty members as they transitioned from professionals in industry to the vocational classroom. While the designed research provides an in-depth analysis of the group, it does not provide insight from a variety of

contexts. Thus, this research is not transferrable to another setting. The same research in a different institution, or at a different time, may yield different responses from the participants.

A second limitation is my status as an outsider to the organization. There may have been aspects of institutional culture and policy that I did not understand, which may have led to some gaps in the accuracy of my analysis and interpretation. Furthermore, my outsider status could have made it harder for me to establish open discussions with participants, who may have been unsure about whether I was able to relate to their experiences.

Another limitation of this study was the recruitment of participants. While all instructors who met the criteria were invited, the participant group was made up of those who volunteered for the study. Thus, the results for the participants in the study may differ from other novice instructors, both within their institution and in other institutions.

A final limitation of this study was the timing of the study concerning world events, particularly the COVID-19 pandemic. In March 2020, most post-secondary institutions made the pivot from face-to-face classroom education to online or blended education. Thus, the recent experiences of these instructors would differ from the experiences of instructors at other times. The interviews for this research project followed this pivot and the participants had already returned to the classroom. Thus, the experiences of the participants perhaps differ from those starting at a different point in time.

Definition of Terms

Industry

The area in which the vocational instructors train and build professional experience. For example, a carpenter would have come from the construction industry to the college classroom.

Instructor or Teacher

An individual hired to plan and facilitate student learning in an educational institution. Because the term instructor is common within the vocational context, instructor will be used in this document except in quotations.

Transition

The change in career and life circumstances that are associated with a change in career from industry to becoming a vocational classroom instructor.

Vocational Education

Postsecondary training is aimed at preparing students for specific roles in industry. Vocational education includes both pre-employment programs completed before students enter the workforce and apprenticeship programs in which students are trained in both on-the-job and technical training.

Novice Instructors

Instructors who are new to a vocational institution were hired directly from industry and have no prior teaching experience.

Chapter Summary and Conclusion

In Chapter One, I have introduced the study. The research questions and the importance of the study for practice and future research were outlined. An introduction to my previous personal and professional experiences that led me to this study was reviewed. Finally, the research assumptions, delimitations, and limitations were outlined.

Organization of the Thesis

Chapter Two reviews the literature related to novice instructor induction and experience. It outlines adult learning principles; collegial supports such as mentoring, professional learning communities, coaching; the “sense of success model”; and on-the-job learning. Finally, it

outlines the theoretical framework that was used for this study. The methodology and research methods are outlined in Chapter Three. This includes a description of the research setting and participants, data collection and management, and ethical considerations. In Chapter Four the data collected from the study is summarized and interpreted. Chapter Five discusses the data with respect to the research questions and discusses possible implications for professional practice and future research.

CHAPTER 2: LITERATURE REVIEW

In trades and vocational institutions, faculty are hired for their industry knowledge and experience rather than experience or training in teaching. This makes a new instructor experience that differs from the experiences of most classroom teachers. This study aims to understand the experiences of these novice trades instructors as they transition from industry to the classroom.

In Chapter One, the background and importance of the study, the research questions, and the researcher's personal background were discussed. The purpose of the study is to understand the lived experience of novice trades instructors as they transition from their work in industry to teaching in a vocational classroom. Namely, this study aimed to answer the following research questions:

1. What is the lived experience of new instructors hired directly from industry as they transition to the vocational classroom?
    a. What is the effect of the COVID-19 pandemic on the experiences of novice instructors transitioning into the classroom?
    b. What are some factors that make the transition to instructing more difficult?
    c. What are some factors that make the transition less difficult?
    d. What is the impact of collegial supports such as mentoring, professional learning communities, and coaching on the experience of novice instructors?

This chapter aims to outline the existing literature that informed this study. The chapter starts with a section discussing adult learning including Knowles' theory of andragogy, Kolb's experiential learning, Mezirow's transformative learning, and the contexts in which adults learn. Following adult learning theory, I discuss collegial supports for novice instructors and teachers including mentorship, professional learning communities, and coaching. Next, the research into

the experiences of new teachers and instructors, the formation of professional identity, and induction programs in postsecondary institutions are outlined. Finally, a model for supporting students as they transition to postsecondary, the 'senses of success' is discussed, as well as how that model could be applied to novice instructors. The 'senses of success' are then combined with a 'sense of identity' and the collegial supports to form a theoretical framework for the study.

One group that has been researched with a similar background is career-change teachers. The term *career-change teachers* refers to teachers who enter the profession with prior industry experience, which may range from a short time in industry to a long and accomplished career (Crosswell & Beutel, 2017). Like new vocational teachers, career-change teachers bring with them a wide variety of experience and skills from their time in industry (Rowston et al., 2019). Crosswell and Beutel (2017) found that career-change pre-service teachers were surprised by the workload associated with teaching. However, even compared to "career-change" teachers, the transition from industry to the community college classroom is unique. Like career-changing teachers, new college faculty must reconcile a previous vocational identity with their new role of "instructor." However, most career-change teachers have the advantage of either a teacher education program or structured mentoring programs (Darling-Hammond et al., 2016), while many new college faculty do not have the time or the support to go through a teacher education program or structured mentorship to ease the transition. One key difference is that the career change teachers often teach in a supervised practicum setting before being responsible for a classroom on their own. Crosswell and Beutel (2017) found that a supportive teacher supervising teachers in training during teaching practicums can help career-change teachers to develop teaching skills by providing supportive feedback and sharing resources, as well as supporting

career-change teachers as their professional identity shifts to the role of teacher. Most novice vocational faculty do not get the opportunity for that experience as they move to teaching, and thus they are left to do that learning independently.

Adult Learning

While new instructors are adapting to their new role as adult educators, the novice instructors are themselves, adult learners. Therefore, it is important to consider adult learning theory to understand the learning process experienced by new instructors as they transition into their new roles. Like new students entering a post-secondary institution, novice instructors are entering a new environment and need to develop skills and knowledge to be successful.

Knowles' Theory of Andragogy

While society has always been concerned with the education of adults, until the middle of the 20th century, there was not a lot of research or writing about learning in adulthood (Knowles et al., 1998). One of the first theorists to study adult education was Malcolm Knowles, with his theory of andragogy (Cochran & Brown, 2016). Andragogy, defined as the methods and practice of teaching adults, is rooted in social sciences including clinical and developmental psychology, sociology, and social psychology; philosophy; as well as adult education (Knowles et al., 1998). The theory of andragogy is based upon six assumptions of the differences between how adults (andragogy) and children (pedagogy) learn. The first assumption of the theory of andragogy is referred to as "need to know" and states that adult learners learn best when they understand why it is important for them to learn what they are learning. The second assumption is that adult learning addresses the adult learners' view of themselves as independent and self-directed. Third, adults come to the learning experience with experiences and knowledge that affect their learning. Fourth, for adult learners to be motivated to learn they must be able to see how what they learn

fits into their societal or vocational roles. Fifth, adult learners' orientation to learning is problem-based rather than content-based, meaning that they are more motivated to learn how to solve a problem rather than to learn content for information's sake. Finally, adult learners tend to be motivated by intrinsic rather than extrinsic factors.

Using andragogy to inform teaching has been shown to improve student engagement and satisfaction. Gravani (2012) found that practicing teachers expressed disappointment with a summer program that did not follow an andragogical model. The participating teachers criticized the program for not allowing them to take an active part in their learning. While they were committed to learning content that was immediately related to their work in the classroom, they expressed disappointment with workshops that were too theoretical. Additionally, they expressed that they felt a lack of respect for the experience and knowledge that they brought to the learning experience.

Originally, Knowles viewed pedagogy and andragogy as mutually exclusive with pedagogy being appropriate for children and andragogy for adults (Knowles, 1984). However, Knowles' view shifted and in a later work, he argued that practitioners can decide whether an andragogical or pedagogical approach is appropriate for the given learners and context (Peterson & Ray, 2013). Peterson and Ray (2013) furthered this, stating that *metagogy* should be coined as a new term to describe the teaching methods inclusive of both andragogic and pedagogic approaches as appropriate for the given students and content.

Kolb's Experiential Learning

While Knowles's andragogy remains a foundational theory of adult learning, it is not the only model. Kolb's theory of experiential learning is a philosophy of adult education that focuses

on the creation of knowledge as a result of experience (Healey & Jenkins, 2000; Kolb & Kolb, 2005). Experiential learning is based upon the following six principles.

Learning Is Continuous

Rather than thinking about learning as a discrete outcome, it is better to consider learning as part of a continuous process (Kolb & Kolb, 2005). Those facilitating adult education should aim to improve students' engagement with the learning process rather than focusing on an end goal. According to this principle, learning and education are life-long processes (Healey & Jenkins, 2000). Providing students with opportunities for feedback supports this continuous learning process and is an integral part of the experiential learning process (Kolb & Kolb, 2005).

Learning Includes Relearning

To learn, it is often necessary to reconsider previously held knowledge (Kolb & Kolb, 2017). In experiential learning, "All learning is relearning." (Kolb & Kolb, 2005, p. 194). Learners must consider their previous knowledge and understandings and reconcile them in a more refined way with what they have learned. An important aspect of experiential learning is the re-examination and adaption of previously held beliefs in light of the learning experience (Kolb & Kolb, 2017).

Learning Involves the Resolution of Conflicts

In experiential learning, learning is based upon the resolution of two dialectical modes: reflection and action, and thinking and feeling (Kolb & Kolb, 2017). The resolution is supported by the learners moving back and forth between the opposing modes of thinking and feeling, and reflection and action (Kolb & Kolb, 2005). The resolution of this tension between opposing modes supports the learning process.

Learning Is Holistic

Learning is not solely a cognitive process (Kolb & Kolb, 2005). Rather, learning involves the whole person including thinking, feeling, perceiving, and behaving. Because experiential learning is holistic, it is not bound by the formal classroom but is in all parts of society (Kolb & Kolb, 2017).

Learners Must Interact With Their Environment

In the experiential learning process, learning is facilitated by the interaction between the learners and their environment (Kolb & Kolb, 2017). This interaction learning occurs as the learners reconcile their new experiences with their existing concepts (Kolb & Kolb, 2005). Because the interaction between the learner and the environment is necessary for learning, it is important for learners to feel safe in their environment.

Learning Involves Creating Knowledge

According to experiential learning theory, learning is the process of creating knowledge (Kolb & Kolb, 2005). Following a constructivist view, social knowledge is constructed collectively because of experience and reconciled with the learners' previous knowledge to create their own personal understanding. This contrasts with the traditional "transmission model" in which the teacher "transmits" fixed ideas and understandings to the learners.

Experiential Learning Cycle

Based on the underlying philosophies of experiential learning, Kolb developed the experiential learning cycle (Kolb & Kolb, 2017). Following this cycle, the learner experiences, reflects, thinks, and acts in a recursive fashion rather than in the traditional linear model of teaching and learning. Experiential learning is not just learning from one's life experiences but rather any learning in which the learner has direct contact with the matter being studied.

Page and Margolis (2017) described using a combination of Kolb's experiential learning, coaching, and mindfulness as being "transformative" in the classroom (p. 84). The authors reflected that encouraging learners to reflect upon their own experiences, incorporating challenges from within the students' contexts, and providing opportunities for students to share their knowledge and strengths supported a learning environment in which learners were fully engaged in the learning process. This process enabled the participants in the study to feel that their previous knowledge and experiences were an important part of their collective learning experience.

Mezirow's Transformative Learning Theory

Another researcher in adult education, Mezirow studied the impact of education on adults returning to school as mature students (Mezirow, 2000). Mezirow's transformative learning theory describes a process that shifts one's "taken-for-granted frames of reference to make them more inclusive, discriminating, open, emotionally capable of change, and reflective" (Mezirow, 2000, p. 7). In transformative learning, individuals shift their lenses, termed *frame of reference*, through which they make sense of the world (Merriam, 2004). These frames of reference are influenced by values, understandings, and assumptions through which they perceive and make meaning of the world. As adults gain experiences, they try to integrate their new learning into their frames of reference (Snyder, 2012). Transformative learning happens when the learners experience something that does not fit with their worldview and adapt or replace their worldview to accommodate it (Merriam, 2004).

The lens through which adults perceive the world consists of their perspectives and habits of mind and is termed the frames of reference (Mezirow, 2000). Frames of reference are used by adults to understand and make sense of their experiences (Mezirow, 1997; Snyder, 2012). These

frames of reference are constructed from the accumulation of prior experiences and knowledge of the learner, and become the default lens through which one understands and interprets experiences and information (Snyder, 2012). Many adults tend to discard ideas and experiences that do not agree with their frame of reference because they can be considered unworthy of consideration.

Snyder (2012) used transformative learning theory as a framework to understand the transitions of "career-changer" teachers during a secondary teaching program. The students (pre-service teachers) had to transform their perspectives as industry experts to see themselves as secondary teachers. She found that the teacher candidates in her program were more likely to transform their thinking about teaching and learning within "a program that incorporates a spiralled, experiential, and authentic curriculum with collegial support and reflective practices" (p. 50). With the support and a well-designed curriculum, the participants in this study were able to transform their views on teaching and learning.

Contexts of Adult Learning

Throughout a person's lifetime, learning can take place in a variety of contexts. In adulthood the context within which the adult learns is important. Merriam et al. (2006) describe three types of settings in which adult learning occurs. First, there are formal settings, such as the college or university classroom, which are driven by curriculum with learning being recognized formally as grades, certificates, diplomas, or degrees. Second, there are the nonformal settings. Nonformal educational opportunities are short-term, voluntary, and have few prerequisites. They are often community-based and held in libraries, museums, community centres, or hosted by religious, civic, or community groups. Examples of nonformal education programs could include programs run by a hardware store or diet information sessions for diabetics. Indigenous and

community-based learning are also included in the nonformal learning setting. The final setting of adult learning that was described was informal learning. Informal learning is independent learning that is undertaken in a natural setting with or without the help of an institution. An example of informal learning is learning to crochet from YouTube videos.

The novice instructors in this study could be learning in all three of the above contexts: formal as part of a teacher certification; nonformal by participating in teaching and learning workshops or training in their content area; and informal learning while on-the-job or watching videos online or reading books about teaching and learning on their own. When considering adult learning, it is important to think about the full spectrum of ways in which adults learn, from formal training such as college or university classes to informal learning for a specific purpose (Merriam et al., 2006). Gustafson (2015) found that novice trades instructors placed a greater value on informal learning than on formal or nonformal learning opportunities.

Mentorship

For many reasons, including the amount of learning that must be done in the first years on-the-job, the transition from working in industry to teaching in the college classroom can be difficult for many instructors. The means of supporting new instructors must help them learn the skills and tools of teaching while helping them to create a vision of themselves as instructors (Robertson, 2008). Programs in which experienced faculty support and mentor novice instructors are impactful (Watters & Diezmann, 2015). Mentoring is commonly used to support new faculty as they enter higher education.

There is not a generally agreed-upon definition of mentorship and this is further complicated by the fact that everyone has a superficial idea of what mentoring is (Beres & Dixon, 2016). Generally, mentorship is a reciprocal relationship in which a faculty member with

more experience, *the mentor*, fosters the intellectual and career development of a newer faculty member, *the mentee* (Carmel & Paul, 2015; Darwin & Palmer, 2009). The relationship between the mentor and the mentee becomes the foundation for the mentee's growth and development (Ambrosetti, 2014). Not all mentoring relationships or programs are the same and there are differing views on what a mentor is (Leshem, 2014). In some contexts, mentors provide mentees with more practical support such as co-planning, teaching strategies, resources, and classroom management assistance (Ehrich et al., 2004). But many mentor-mentee relationships also include psychosocial supports that go deeper than practical skills with the mentor supporting the mentee emotionally, and in the development of their identity as a teacher (Beres & Dixon, 2016). Mentors act as an advisor, support, and role model for the mentee (Hobson et al., 2012). In some contexts, mentors have formal "on-boarding" responsibilities and the mentor is responsible for showing the mentee policies and procedures while helping them understand the culture, and norms of the institution (Hobson et al., 2012).

Mentor–mentee relationships have existed for a long time; traditionally these relationships were informal, and the pairs had to form naturally (Ehrich et al., 2004). After seeing the opportunity for on-the-job learning and growth that mentoring provides, many institutions have implemented more formal mentoring programs.

There are advantages to formal mentoring programs. Faculty are more likely to see mentoring as part of their professional responsibilities rather than just another task (Carmel & Paul, 2015). Further, formal mentoring programs are more inclusive and accessible to those who are under-represented in the workplace as they may not have the social capital to find mentors through traditional, informal pathways (Darwin & Palmer, 2009; Ehrich et al., 2004). However,

informally formed mentor-mentee relationships often have more positive outcomes than assigned pairs (Bell & Treleaven, 2011).

In formal mentoring programs, one challenge is the selection of mentor-mentee pairs (Ehrich et al., 2004). A poor pairing can mean that a mentee does not have the career and learning advantages that mentoring can bring (Darwin & Palmer, 2009), and the flexibility of self-selection may lead to more meaningful and transformational change in the mentee (Carmel & Paul, 2015). There are various models of creating mentor/mentee pairs each with their challenges and advantages. One possible model is the traditional self-selection model in which the mentee selects a mentor whose knowledge and experience aligns with their needs and goals (Carmel & Paul, 2015). However, this reliance on informal pairings can exclude faculty members who do not have access to more senior staff, especially those who are from groups that are not well represented (Bell & Treleaven, 2011; Darwin & Palmer, 2009). Another option is for a coordinator to select mentors for mentees depending on the mentees' goals and the mentors' experience (Bell & Treleaven, 2011). However, this matching process is difficult and chosen pairs are not always compatible for deep or transformative learning and are more likely to have personality clashes and conflict (Darwin & Palmer, 2009). Bell and Treleaven (2011) advocated a process in which an academic developer supports mentees in the selection of mentors from a curated selection. This process allows mentees to choose a mentor with whom they have an already established connection. However the pair is selected, the relationship must be characterized by working collaboratively towards agreed-upon goals in an environment of mutual trust and respect (Carmel & Paul, 2015).

There are many advantages both professionally and personally to having a mentor. According to research, being mentored is an important determining factor in the success of

novice educators (Leshem, 2014). Saito (2013) stated that novice teacher educators may have difficulty in their new positions if they do not have established teacher educators as role models, and mentors can help to fill that role. Studies have shown that mentoring programs can improve new faculty's self-efficacy and instructional skills (Darling-Hammond, 2003). Having the support of a mentor has been shown to improve a mentee's career advancement, self-confidence, and growth (Carmel & Paul, 2015; Darwin & Palmer, 2009). Mentorship programs can help new faculty feel valued and that the institution is committing to invest in their future (Carmel & Paul, 2015). Mentors can help novices develop the skills to cope with early-career stresses such as lack of support from leadership and balancing a heavy workload (Dias-Lacy & Guirguis, 2017). More than just career support, mentors can act as personal support offering emotional support and friendship (Ehrich et al., 2004). The mentoring relationships often act as a safe space in which mentees can discuss professional frustrations and difficulties in the classroom (Carmel & Paul, 2015). Some faculty even stated that their first-year mentors were the reason that they were able to persevere through career difficulties (Resta et al., 2013). Skillful mentors can inspire mentees to develop a reflective mindset, a skill that is important for continual improvement as an educator (Ambrosetti, 2014; Chitpin, 2011). Mentors can also provide the important function of giving new faculty supportive feedback on their work (Ehrich et al., 2004). Mentoring can be especially beneficial for novice instructors from the skilled trades and apprenticeship departments, as these instructors have experience and are comfortable learning in mentor-mentee-type relationships from their apprenticeship training (Gustafson, 2015).

Mentoring is a reciprocal relationship with advantages for mentors as well as mentees. In a review of the literature, Ehrich et al. (2004) found that the most commonly reported advantages of being a mentor were working collegially with colleagues. The mentoring relationship allows

for a free sharing of thoughts and ideas, and mentors often learn directly from their mentees (Leshem, 2014). Taking on a mentee can re-inspire unengaged faculty members and help revitalize their careers (Carmel & Paul, 2015). Mentoring can improve the mentors' confidence because they feel as though their knowledge and experience are valued (Carmel & Paul, 2015; Ehrich et al., 2004). Supporting a mentee's reflection and development encourages mentors to start thinking about their own teaching and practice more reflectively and analytically (Resta et al., 2013). Mentors also report extrinsic motivations for mentoring, including recognition from peers and the institution upon their mentee's successes (Darwin & Palmer, 2009).

These advantages to the mentees and mentors could permeate through the entire institution. Faculty with mentors often increase their competence as instructors, thus more efficiently providing students with a higher-quality learning experience (Ehrich et al., 2004). As faculty who have mentors become competent in their role more quickly, they are more likely to stay in the profession and at the institution than those who are left to figure out teaching alone (Resta et al., 2013). This increases institutional commitment and faculty retention (Darwin & Palmer, 2009). Further, the mentoring relationships can help to build collaboration, collegiality, and rapport throughout the institution (Carmel & Paul, 2015).

If educational institutions want to maximize the positive effects of mentoring on faculty, a mentoring program must be created to support the creation and effectiveness of these relationships (Carmel & Paul, 2015; Darling-Hammond, 2003). These programs should communicate the support of the institution, the goals of the program, and how the program is assessed (Ehrich et al., 2004). Administrative support and commitment are important to ensure buy-in from both mentors and mentees. Having clear goals for the program helps to give mentors, mentees, and program coordinators a clear expectation of what the mentoring

relationship should be: if the purpose is for the pair to complete a project together, the meetings look different than if the purpose is to support the mentee through their first year. Having communicated goals in place helps with the evaluation of the program, but consideration should be given to how the program will be evaluated both throughout the program and then as a follow-up.

Multiple studies have found that effective mentoring programs should include training for the mentors. Hobson et al. (2012) found that to best support their mentees, mentors should be trained to support the learning of their mentees. While it is generally thought that if one is an effective teacher one will automatically be a successful mentor, mentoring is not an inherent skill (Ambrosetti, 2014). Mentoring programs that provide mentors with research-based strategies allow experienced instructors to grow professionally while providing better support to their mentees (Resta et al., 2013). Ambrosetti (2014) studied a professional development program for mentors. The program, which included readings of current research on mentoring as well as opportunities for mentors to consider applications within their context, changed both the way that the mentors think about mentoring and how they went about the actual practice of mentoring. Mentors who understand what an effective mentoring relationship is are better able to foster a successful relationship with their mentees. Another study found that mentors who had been through a professional development program on mentoring changed the mentors' view of mentoring (Leshem, 2014). Those who participated viewed mentoring as based on interpersonal relationships, while those who did not participate in the professional development program tended to focus solely on practical aspects of the job such as lesson planning, and classroom management. While every mentoring relationship is different, mentors with an understanding of the theory and practice of being a mentor are better able to ensure that both mentor and mentee

meet their professional and personal goals (Ambrosetti, 2014). Adcroft and Taylor (2013) found that novice instructors stated that their primary source of information and support came from a network of informal mentors rather than a single formally assigned mentor.

Mentoring should be seen as part of the job responsibilities of experienced instructors even in the absence of formal mentoring programs (Carmel & Paul, 2015). However, as many faculty members did not have mentors when they began, many may not see it as a part of their duties without a formal mentoring program and taking on a mentee is a significant commitment of time and energy (Ehrich et al., 2004). However, faculty who receive mentoring support as novices see the importance of mentoring and are willing to "pay it forward" to new faculty members(Resta et al., 2013).

Mentoring relationships, whether formal or informal, can support novice instructors as they transition from their roles in industry to instructing in the classroom. One advantage of mentorship is that it supports faculty in both institutional and pedagogical knowledge (Carmel & Paul, 2015; Resta et al., 2013) while helping them to develop their identity as an instructor (Gustafson, 2016). Further, building mentoring relationships can go beyond supporting novice instructors to building a more collegial and supportive environment (Ehrich et al., 2004).

For instructors in the skilled trades, support from trusted mentors may be extra important because their previous professional training would have included some apprenticeship-model training. Apprenticeship is a system in which qualified tradespeople help novices become experts in the field while learning in context (Dennen, 2003). The novice instructors are used to an apprenticeship-style in situ mentorship training that mirrors mentorship for the novice instructors as they enter the classroom.

Professional Learning Communities

A mentoring circle moves away from the traditional mentor/mentee pair to either a mentor working with a group of mentees or a collaborative group of colleagues with various amounts of experience mentoring each other (Darwin & Palmer, 2009). Mentoring circles or professional learning communities can overcome some of the disadvantages of one-to-one traditional mentoring programs. Mentoring circles help novice faculty to take advantage of the experiences of a diverse group of peers. As mentoring circles have multiple participants, novices can organically form mentoring relationships and the mentors can work together without taking on the full responsibility of mentoring. Mentoring circles allow novice instructors to learn from other novices as well as the more experienced circle members. This gives novice instructors the opportunity to share their knowledge as well as learn from their peers.

Like a mentorship circle, a professional learning community (PLC) is a group of educators who meet regularly to work together towards a common goal, share responsibility for the group members' professional development and learning, and learn collaboratively. In a PLC, members work together and support each other towards the common goal of improved student learning (The Literacy and Numeracy Secretariat, 2007). As a form of professional development, PLCs usually interact regularly to improve group members' professional practices with the goal of improving student success (Teeter et al., 2011). In a PLC, the responsibility for the professional learning of its members is shifted from an external department to the individuals and the group itself (Tam, 2015). PLCs encourage members to learn collaboratively, solve problems, and develop innovative practices while fostering close relationships between participants (Coto Chotto & Dirckinck-Holmfeld, 2008). Membership in a PLC gives instructors the opportunity to

take shared responsibility for their professional development by working together and learning collaboratively towards the common goal of improved student learning.

The PLC model for professional development has many advantages over traditional professional development models for instructor learning. Often, instructors do not respond positively to professional development if the educational views held by the facilitator differ from their own (Viskovic, 2006). Further, institution-wide staff development initiatives often are easily ignored because they can be perceived as not applicable to their department, and department-based PLCs allow instructors whose primary allegiances are to their trade or profession to work together to apply more teaching ideas to the culture of their industry. PLCs are an opportunity for instructors to learn together from the knowledge and experience of group members (Vescio et al., 2008). As well, PLCs give instructors the opportunity to share specific teaching approaches and thoughts on teaching and learning with other instructors (Teeter et al., 2011). PLCs also offer the opportunity for instructors to work together to apply current educational research to their contexts (Vescio et al., 2008).

There are many advantages to a mentoring circle or PLC. The collaborative structure allows participants to learn from a diverse group of colleagues with different perspectives, experiences, and knowledge (Darwin & Palmer, 2009). Mentoring circles help to build meaningful relationships between faculty, creating networks that decrease feelings of isolation and increase connectivity. They also support faculty growth: increasing knowledge, improving career progression, and helping new faculty understand institutional culture. In Darwin and Palmer's (2009) study, participants reported that collaboratively learning with faculty members whom they would not normally meet, and reducing the isolation of being an academic, were important benefits of mentoring communities. Further, these communities of professionals can

work together to solve problems collaboratively. For the organization, mentoring circles simultaneously build a supportive, collaborative culture and develop faculty knowledge and skills (Darwin & Palmer, 2009).

Participation in a mentoring circle or PLC is not without its disadvantages. Many faculty members may not feel comfortable sharing in a larger group situation; for those individuals, one-on-one mentoring or consultation may be more comfortable (Darwin & Palmer, 2009). As well, with busy schedules the more people who must meet, the more difficult it is to identify a time that will work for all members of the group.

When they are successful, a mentoring circle or PLC can support the development of its members. However, success is not a guarantee, and some things can be done to support the success of the groups. Mentoring circles and PLCs appear to benefit from a structure such as having a facilitator or coordinator organizing meetings (Darwin & Palmer, 2009). Further, participants stated that having a list of concrete topics to cover, as part of the mentoring circle would be helpful to its ongoing success. For mentor circles to be successful, participants must be committed and attend voluntarily. Further, the members of the group must develop professional rapport and maintain confidentiality in the group.

Coaching

Like mentoring, coaching is a one-on-one relationship-based form of professional development. Compared to mentoring, coaching is more likely to have a specific goal in mind such as improving assessments, including more active learning techniques, or developing classroom skills, while mentoring tends to be more holistic and personal (Chitpin, 2011). However, in a mentoring relationship, there may be times in which the mentor may take more of a coaching approach and be more prescriptive in setting out goals, and steps to achieve them, for

the mentee (Carmel & Paul, 2015). Coaching has roots in business in which a client or "coachee" with managerial responsibilities is coached by an external coach or consultant to improve their practice (Bozer & Jones, 2018). More inclusively, workplace coaching is coaching provided to an employee, regardless of their level in the organization by an internal or external coach with the only stipulation being that the coach cannot have supervisory authority over the coachee (Bozer & Jones, 2018). In the coaching relationship, the coach and coachee set goals, establish plans to meet those goals and work collaboratively to meet them by supporting, practicing, and reflecting (Fabiano et al., 2018). Coaches can also model best practices and support their coachees to apply the best practices in their classrooms (Kraft et al., 2018).

Coaching has moved into education both as leadership training for principals and as classroom support for teachers (Huff et al., 2013). The supportive nature of the one-on-one relationship of coaching can help the faculty members to make transformative changes to their classroom practice (Carmel & Paul, 2015). In the coaching relationship, the coach supports the learner in a cycle of goal setting, action, and reflection (Teemant, 2014). Coaches working with classroom teachers observe teachers in their roles and give feedback to support them in reaching their goals (Blazar & Kraft, 2015; Kraft et al., 2018). Unlike traditional professional development programs which are generally one-off workshops for a larger group of teachers, coaching offers one-on-one targeted professional development over a sustained amount of time (Kraft et al., 2018). Because coaching is context-specific, it can help teachers to apply learning from other contexts to their classroom. Further, because teachers are continually applying what they have learnt to their classrooms, coaching is an active learning process (Blazar & Kraft, 2015).

Coaching in education usually can be categorized into two broad categories: skill-specific coaching, in which the coach supports the faculty member in integrating a specific practice into their classroom; and holistic or in-depth coaching, in which the coach works with the faculty member as a facilitator of general professional development (Carmel & Paul, 2015). Kraft et al. (2018) describe skill-specific coaching as directive, in which the coach gives the learner feedback on their attainment of set goals; these goals may be set by the instructor and the coach or by the institution, while holistic coaching is responsive to the teachers needs and has a goal of supporting teachers into becoming independent and reflective practitioners.

In a review of coaching literature from many fields, Bozer and Jones (2018) found seven constructs that predict the effectiveness of coaching. These included coaching motivation, self-efficacy, goal orientation, trust, interpersonal attraction, supervisory support, and feedback. While these factors were described as antecedents to a successful coaching relationship, some like self-efficacy were described as both antecedent and an outcome of a positive coaching relationship.

Coaching appears to be a promising form of professional development in education. Fabiano et al. (2018) found that teachers who participated in a coaching program that integrated formative feedback showed greater improvements in their implementation of classroom management and instructional strategies than those educators who were waitlisted for the program. Coaching has been shown to improve student achievement, as well as change teacher behaviour (Sailors & Shanklin, 2010). In an analysis of 60 causal studies, Kraft et al. (2018) found large positive effects in targeted instructional practices and smaller positive effects on student achievement scores. Other studies have indicated that teachers who participated in coaching implemented more evidence-based practices in the classroom (Fabiano et al., 2018).

Teemant (2014) stated that even one year after the end of coaching, teachers showed an increase in the use of targeted student interventions. Further, the teachers who participated in the study stated that coaching was helpful not just in implementing the intervention but also in developing their reflective practice.

Carmel and Paul (2015) described a five-stage coaching process, consisting of the following five steps:

1. Rapport building, in which the coach listens and learns about the faculty member.
2. Determining the problem, in which the coach uses questioning techniques to identify the issues, this stage may include reviewing feedback from colleagues or students.
3. Goal setting, in which the coach and faculty member collaborate and create a specific and measurable goal.
4. Action planning, in which the coach works with the faculty member to create a plan to meet the goal.
5. Ongoing assessment and support, in which the faculty member and the coach continue to meet to support motivation and work towards meeting the goal.

The ability of instructors to get feedback appears to be an important component of the coaching process. Studies show that teacher coaching that includes rehearsal and performance feedback is effective in supporting teachers in integrating best practices in the classroom (Fabiano et al., 2018). However, care must be taken that coaching is seen as a supportive process, for coaching to be effective teachers must not perceive the coaching observation and feedback cycle of the instructor as gathering information about their shortcomings (Kraft et al., 2018). In addition, the learner must feel able to take instructional risks within the coaching relationship.

Experience of Novice Instructors

For all those new to the teaching field, the first year in the role can be stressful. Dias-Lacy and Guirguis (2017) found that early-career teachers felt a high sense of responsibility paired with a lack of support from colleagues and administrators. Instructors who are hired directly from industry may have a different experience than primary and secondary teachers. While primary and secondary teachers often choose teaching as their first career, and undergo training for that role, postsecondary teachers are hired for their expertise in the subject they teach (Gustafson, 2016). For teachers in the K-12 system, those teachers without teacher preparation have a higher rate of attrition than those who finished programs before entering the field of teaching (Darling-Hammond et al., 2016).

For subject-matter experts, this transition to the classroom can be difficult. In a study of the experiences of novice occupational therapy faculty, Foy (2017) found that 62% of participants felt unprepared for teaching in postsecondary (p. 335). The process can also be difficult emotionally; early career nursing faculty reported that the initial adjustment period was lonely and it took time to “fit in” (Wyllie et al., 2019).

The rationales of career-change teachers or vocational instructors who move into teaching may vary. Individuals may change careers to teaching for many reasons, including the opportunity to give back to society or the field, the ability to participate in research, or available opportunities with no specific reason (Wyllie et al., 2019). In one study, the ability to share their industry-related knowledge was reported by 95.8% of participants as a motivation to move into vocational education (Gustafson, 2016, p. 12). The motivation for the career change can affect the resilience of individuals once in the role with those who were more ambivalent to the role struggling more with the challenges associated with “being new” (Wyllie et al., 2019).

Contextual Factors

Novice instructors and teachers do not work in isolation; instead they "are situated within a dynamic contextual landscape which both influences their development and practice and dictates professional expectations" (Kutsyuruba et al., 2019, p. 86). In a systemic review of the contextual factors affecting the experiences of novice teachers, the following factors were identified: social, cultural, political, organizational, and personal. These factors have a significant impact on the experiences of novice instructors as they transition to the classroom.

The social contextual factors included their peer and external community relationships (Kutsyuruba et al., 2019). Novice teachers reported that both professional and emotional support from peers was important in helping them persevere through tough times and gain confidence in the classroom. Moreover, the absence of peer support led to feelings of isolation and higher levels of stress. The external community relationships included formal relationships with those who were assigned to work with the novice teachers, for example, an induction coach or curriculum consultant, and informal relationships such as online learning communities or social networking.

The cultural context includes sociocultural aspects such as school demographics and cultural diversity; and institutional culture factors such as the socialization process, teaching philosophies, culture of mentorship, and career and professional development (Kutsyuruba et al., 2019). Studies included in the meta-analysis found that novice teachers being under-prepared for the socio-economic demographics of their classes had a negative impact on their transition to the classroom. This mismatch between the novice teachers' philosophy of teaching and the school culture can be a cause of conflict during their induction to the role. In the study, cultural contexts that do not facilitate social interaction present difficulties, while a collaborative and collegial

environment was supportive and appreciated by the novice instructors. Finally, a culture of mentorship was found to be helpful during their transition to the classroom.

The political context discussed policymaking at the national, state or province, district or school board, school, or community levels (Kutsyuruba et al., 2019). These contextual areas include the formal and informal rules that affect the relationships between the stakeholders. Factors such as mismatched messages between school culture and district induction programs can negatively affect the experiences of novice teachers. Moreover, in-school political manoeuvres can be difficult for novice instructors to navigate.

Organizational context refers to the structure of induction and mentoring programs, how well the induction programs meet teacher needs, and indicators of program success (Kutsyuruba et al., 2019). The study found that while some of the studied induction programs were effective overall, there were points of significant ineffectiveness. One common positive element of induction programs is mentoring, either planned or informal. The most successful induction programs were embedded in a collegial, cooperative work environment.

Kutsyuruba (2019) found that personal factors including personal efficacy or background, and mentorship experience were central to the new teacher experience. The other contextual factors, including social, cultural, political, and organizational, influence the personal contextual factors of novice teachers. It was also found that having a trusted mentor can help mitigate the impact of any negative contextual factors on novice teachers.

Professional Identity

One aspect of becoming an educator involves the development of a professional identity (Boyd, 2010). Vocational identity can be described as a personal identification with a particular professional role (Gustafson, 2016). For the case of instructor or teacher identity, professional

identity describes the feeling and identification of oneself as “teacher or instructor.” Developing a professional teacher identity is an ongoing process integrating both the personal and the professional sides of being a teacher (Beijaard et al., 2004). This professional identity is not static, but a dynamic, multi-faceted construct. For many, professional identity may consist of sub-identities that may conflict with each other.

Vocational instructors have established careers in industry and come to teaching with an occupational self-identity tied to their roles in industry (Mealyea, 1989). In their transition to their new role of instructor, these identities need to shift along with their role (Gustafson, 2016). This shift in vocational identity to include the role of teacher or instructor is an important factor for good teaching (Gustafson, 2016). The formation of an instructor identity may help to ease the transition of novice instructors into the classroom (Watters & Diezmann, 2015). Specifically, a well-developed teaching identity helps novice teachers to navigate the competing priorities encountered in the classroom and influences classroom practice, professional capacity, well-being, commitment, and resilience, all of which are important to teacher success in the classroom (Crosswell & Beutel, 2017). Wyllie (2020) stated that the formation of a career identity was an important part of the transition of nurse academics into teaching and research. Failure to adapt one’s identity can complicate the transition to the role of instructor, especially within a “complex and often contradictory workplace” (Boyd, 2010, p. 163).

Even with its importance, it is not always easy for novice instructors to make this transition in identity. Career-change teachers, because of their limited time in teacher training, do not have a lot of opportunities to develop their new vocational identity (Crosswell & Beutel, 2017). For those hired directly from industry, like many of the instructors in vocational institutions, there is not even a short training time to navigate the shift in professional identities.

While induction programs for early career academics focus on the "doing" of academic work, the "being" or the shift in identity is not always addressed (Billot & King, 2017). This change in identity can also leave novices feeling vulnerable. In Mealyea's (1989) study, it was found that a mature-aged cohort of tradespeople responded with defensive humour as a coping strategy in a time of stress caused by a "fear of loss of self" as they adapted to their new identity as instructors (p. 330). This difficulty with changing identity is not unique to tradespeople a study on ex-practitioner teacher educators found that they had similar hesitation about their change in professional identity (Saito, 2013).

However, with the shift in professional identity, vocational instructors need to maintain their industry identity to remain current and up-to-date to prepare students for industry (Gustafson, 2016). Thus, vocational instructors need to develop a dual identity, maintaining their professional identity from their vocation while adding the additional identity of "instructor." Similarly, for academics, professional identity is based on both an individual's disciplinary and institutional affiliations (Billot & King, 2017). However, it is important to note that being a teacher is a traditional part of the tradesperson role and recognizing how the different roles are interrelated may support individuals within their new role as instructors (Gustafson, 2016).

New Instructor Induction Programs

New instructor induction programs are programs that are designed to introduce novice faculty to the basics of instruction that they need to be successful in the classroom. Instructional staff in post-secondary, are expected to have a variety of skills and knowledge including institutional teaching and learning policy and procedures, pedagogy, assessment and evaluation, curriculum design, and group work facilitation, but these are skills that individuals may not have had the opportunity to build previously (Fraser et al., 2019). Induction programs are designed to

support new faculty in developing the necessary skills during their first year of teaching. These programs usually include teaching and learning concepts and theories as well as practical strategies that can be used more immediately in the classroom. However, teacher induction programs vary from institution to institution. In their review of existing induction programs at Universities in Australia, Fraser et al. (2019) found that induction programs varied in length, format, and even in existence. Foy (2017) recommended that institutions provide orientations to teaching throughout the first semester or year of teaching, and include instruction and support in "adult learning, classroom management, and best practices for improving teaching and student learning" (p. 337). Programs that introduce faculty to student-centred methodologies, reflective practice, and scholarship of teaching and learning, while encouraging networking with supportive mentorship, peer observations, and community of practice elements have been found to have a positive effect on teaching and learning (Fraser et al., 2019). Because of their previous professional experiences, new instructor induction programs for vocational faculty should respect and build on their previous experiences and knowledge (Boyd, 2010). The length of these orientations or induction programs matters as shorter new faculty orientations are not as effective, and were even reported as a barrier to success for 64% of attendees (Foy, 2017, p. 335).

"The Five Senses" for Instructor Success

For this study, Lizzio's framework of student success, traditionally applied to students transitioning into postsecondary from high school, was applied to faculty members transitioning from positions in industry to instructing in the classroom in the community college context. Lizzio's "Five Senses of Student Success" describes five areas of need or concern for students as they transition to postsecondary (Lizzio, 2006). The identified senses were connectedness,

capability, purpose, resourcefulness, and culture. While they are usually not placed together, the senses of success are presented in the literature around those transitioning to a teaching role.

The first sense of success defined by Lizzio is connectedness (Lizzio, 2006). Students are more likely to succeed in postsecondary school if they feel connected to their peers, with staff, and with the institution. Similarly, for new instructors, the quality of the relationships they develop with colleagues, students, and the institution helps to support their success. One study found that instructors who can develop quality relationships and feel as though their departments are friendly report high satisfaction from their job (Hollywood et al., 2019). Williams (2010) also found that supportive social networks were important to career-changer teachers. Adcroft and Taylor (2013) found that collegiality was commonly cited as a key support for new academics. Many of the methods discussed earlier, including mentoring, coaching, and professional learning communities, support instructors in developing meaningful connections within the institution.

The second sense of success is a sense of capability (Lizzio, 2006). This describes a student's self-efficacy in the context of higher education (Popovic & Fisher, 2016). According to Lizzio (2006), a student's sense of capability can be supported by ensuring clarity on what it means to "be a student", supporting students to develop the academic skills necessary to be successful, and encouraging students to contribute to the greater institution. Much like students' transition to post-secondary school, an instructor's self-belief in their ability to complete the tasks related to their work in the classroom is important to their success as they transition to their roles within post-secondary. "Teacher self-efficacy" is defined as a teacher's self-perception of their ability to complete a specific task in a specific context (Tschannen-Moran et al., 1998). Self-efficacy is an important factor in the success of new instructors with those with higher self-efficacy supporting higher effort and more persistence, and thus better performance (Swanson,

2010). Instructors with higher self-efficacy are more likely to remain in teaching. Another component of capability is feeling as though one can contribute to the institution. Hollywood et al. (2019) found that instructors who felt that they were respected by their colleagues had greater job satisfaction.

Like students, faculty must have a clear understanding of the role into which they are entering. Increased clarity about their new roles and what it meant to be a nurse academic and teacher was stated as one of the advantages of an induction program for nurse academics (Wyllie, 2020). Further, Adcroft and Taylor (2013) found that an important part of successful onboarding was faculty understanding of the expectations of their roles.

The third sense of success is purpose (Lizzio, 2006). In the student context, students are more likely to be successful if they have a clear sense of the reason that they are undertaking this course of study. For trades instructors, the feedback from students can support a strong sense of satisfaction with the role. Gustafson (2015) found that the positive feedback from students was a motivator for trades instructors. This strong sense of purpose helps novice instructors to persevere through the tough times that can come with the beginning of a new career (Kutsyuruba et al., 2018). The sense of purpose also includes the ability to set and work towards personal goals. In an instructing role, control of their work environment and the ability to set and meet their own goals are correlated to greater well-being (Hollywood et al., 2019).

The fourth sense of success is resourcefulness (Lizzio, 2006). Students who have high resourcefulness know where they can get assistance within the institution and reach out for assistance when needed. Similarly, instructors who know the institutional resources that are available to them and reach out for help when they need it are more likely to be successful than those who do not.

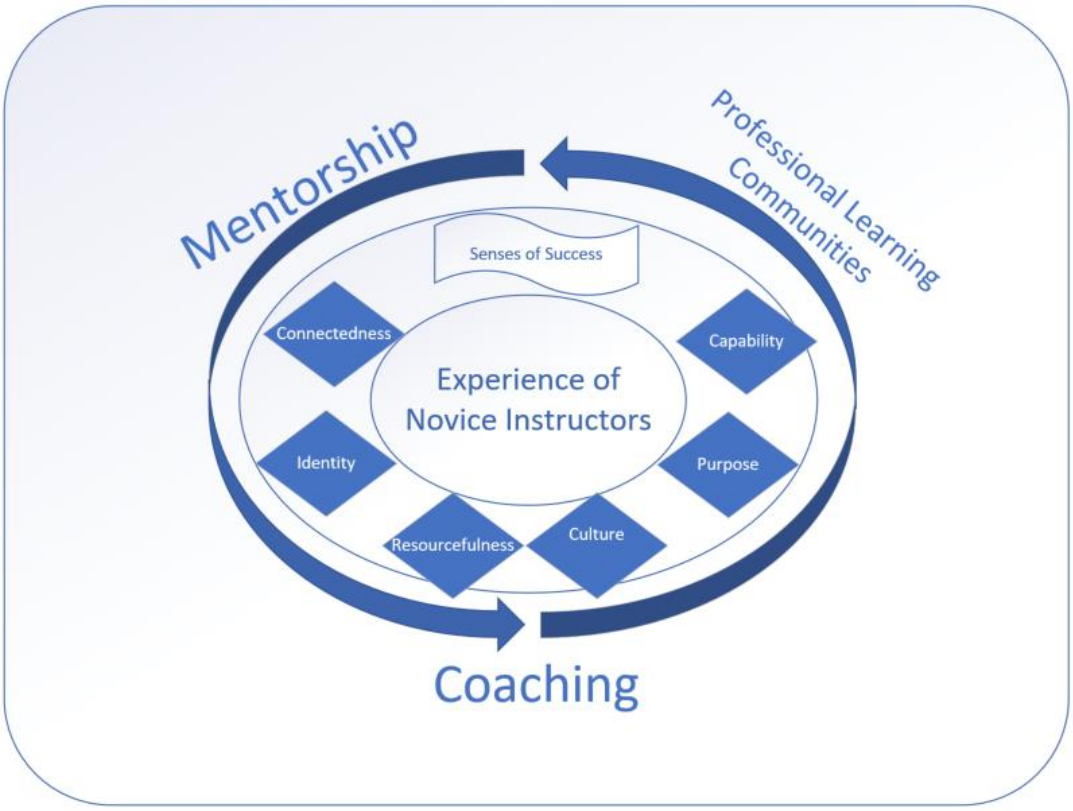
The final sense of success is an understanding of the culture of the learning institution. For students, a sense of culture is an understanding of the norms and ethics of an academic institution and using this to inform their reactions within the institution. For faculty to be successful it is important that they understand the unwritten cultural rules of the institution. Gustafson (2015) found that part of the learning curve for new tradespeople is to understand the culture of the institutions that they are working in. Examples of this include not wearing sweatpants to work; this is a recognized norm within the institution but is not found within any policy.

Theoretical Framework

The framework for this study includes collegial supports such as mentoring, PLCs, and coaches and their impact on the development of the "Senses of Success." The "Senses of Success" are made up of the "Five Senses Model" of student success by Lizzio (2006) with the addition of "Sense of Identity." In turn, instructors with developed "Senses of Success" have a more successful transition into teaching in a vocational institution. Figure 1 outlines the theoretical framework in graphical means showing collegial supports including mentorship, professional learning communities, and coaching upholding the sense of success with those then in turn, supporting the novice instructors' success.

Figure 1

Theoretical Framework Describing Support Factors for Novice Instructors



Note. Collegial supports such as mentorship, professional learning communities, and coaching support novice instructors in developing their "senses of success" which in turn supports a successful transition of novice instructors to their roles.

Chapter Summary and Conclusion

In Chapter Two, the literature relevant to new instructors and career-changers was discussed. Further, the literature related to supporting novice and more experienced faculty was discussed including mentoring, professional learning communities, and coaching. Finally, the study framework was outlined which is a combination of the 'Five Senses of Student Success' by

Lizzio (2006) and the addition of a “sense of identity” which is also important to the role of the instructor.

CHAPTER 3: METHODOLOGY

The purpose of this study is to understand the lived experiences of novice instructors as they transition from their roles in industry to becoming instructors in a vocational institution. As the focus of the research question is examining the lived experiences of a group of people with a common experience, phenomenology, which "focuses on the study of an individual's lived experience within the world" was used (Neubauer et al., 2019, p. 90) A phenomenological research methodology facilitated this study in 'giving voice' to the participants to gain an understanding of their experiences (Sloan & Bowe, 2014).

Specifically, this study seeks to answer the following research questions:

1. What is the lived experience of new community college instructors hired directly from industry as they transition to the vocational classroom?
    a. What is the effect of the COVID-19 pandemic on the experience of novice instructors transitioning into the classroom?
    b. What are some factors that make the transition to instructor more difficult?
    c. What are some factors that make the transition less difficult?
    d. What is the impact of collegial supports such as mentoring, professional learning communities, and coaching on the experience of novice instructors?

The theoretical framework for this study was used to facilitate a deeper understanding of the experiences of novice faculty as they transition to the classroom. The basis for the theoretical framework is the six "Senses of Success" surrounded by factors that help faculty to develop their "Senses of Success." The "Senses of Success" used for this study are based upon Lizzio's "Five Senses of Student Success" which include "Sense of Capability", "Sense of Connection", "Sense of Purpose", "Sense of Academic Culture", and "Sense of Resourcefulness" (Lizzio, 2006) with

the addition of “Sense of Identity” to capture professional identity as was identified in the literature review. Surrounding these, “Senses of Success,” are collegial supports of those senses including coaching, mentoring, and professional learning communities.

In this chapter, the research methodology and methods will be outlined. The chapter starts with a description of phenomenology and its philosophical basis. Following the description of phenomenology, the case for the study is outlined including the research participants, research setting, data collection, and analysis. Following this description, the limitations and ethical implications are discussed. Finally, the chapter ends with a discussion of the changes made to the original study design in implementation.

Description of Phenomenology and its Philosophy

The methodology for this study was informed by the research questions and purpose. As the aim of this study was to better understand the phenomenon of “being new”, a qualitative research method was chosen. Qualitative research methods aim to better understand or describe a phenomenon rather than to test a theory (Bhattacherjee, 2012). Further, as the aim of the study is to understand the process of being new from the perspective of the individuals who have lived it, an interpretive research method was chosen. Interpretive research studies aim to understand the meaning of a process or experience for individuals (Merriam, 1998).

Overview of Phenomenological Design

As a term, phenomenology encompasses both a philosophy and a research approach (Kafle, 2013). Like all qualitative research methods, phenomenology is based upon the philosophical assumption that “reality is constructed by individuals interacting with their social worlds” (Merriam, 1998, p. 6). Phenomenology allows researchers to study the experiences of

research participants while maintaining the view that these experiences are consciously processed (Sloan & Bowe, 2014).

A social constructivist perspective focuses on the subjective meanings that individuals develop as they seek to understand the world in which they live and work (Creswell, 2013). In phenomenology, the focus is on the experiences and meaning-making of individuals rather than an objective reality, as one's actions are determined by their perceptions and understanding of reality rather than a physically described, external reality (Sloan & Bowe, 2014). Based on their experiences, individuals develop subjective and varied meanings. These meanings are influenced by the individuals' interactions with others, their previous experiences, as well as the context in which they experienced the phenomenon.

In a phenomenological study, the object of study is the phenomenon rather than the research participants. However, phenomenology goes beyond the study of just the phenomenon and examines how individuals experience the phenomenon (Vagle, 2018). A researcher using a phenomenological study aims to understand the true nature of a phenomenon by collecting subjective points of view (Seidman, 2019). As research design, phenomenology represents the subjective meaning made by those who have experienced an objective phenomenon (Kafle, 2013). The purpose of phenomenological research is to understand the world as it is experienced and lived, rather than the world as it is objectively measured (Vagle, 2018).

Phenomenology is based upon the assumption that while there is an objective experience in common with the phenomenon, each individual who experiences the phenomenon has their own subjective understanding or meaning of the phenomenon (Creswell, 2013). Rather than develop an understanding of an experience from the researcher's point of view, as in an observation, phenomenological studies aim to understand the experience from the point of view

of those who have experienced it, the participants (Seidman, 2019). Using the diverse and subjective experiences of participants, phenomenological studies create a description of the common meaning of an experience (Bhattacherjee, 2012; Creswell, 2013; Neubauer et al., 2019; Vagle, 2018).

Hermeneutical Phenomenology

Generally, phenomenology is divided into two approaches: Husserl's transcendental phenomenology and Heidegger's hermeneutic phenomenology (Creswell, 2013). In a transcendental phenomenological study, the researcher attempts to "bracket" themselves out of the study and take a fresh, bias-free perspective view of the phenomenon (Neubauer et al., 2019). In transcendental phenomenology, there is one objective reality which can be accessed if the researcher is able to remove enough of their biases (Kafle, 2013). Contrastingly, instead of assuming an objective single reality, hermeneutic phenomenology accepts that there are endless interpretations of reality and attempts to understand the phenomenon through the lived experiences of the participants (Kafle, 2013). Hermeneutic phenomenology views reality as individually constructed while simultaneously being influenced by external situations.

In hermeneutic phenomenology the researcher refers to texts, such as interview transcripts, to interpret and find meaning (Sloan & Bowe, 2014). Through shared knowledge and experience, the researcher strives to understand, interpret, and describe the phenomenon (Reiners, 2012). In data interpretation, the researcher uses their own experiences to reflect on the themes of the participants' experiences and engages with the data in an iterative interpretive cycle to develop an understanding of the meaning of the experience (Neubauer et al., 2019).

Because this study aimed to describe the process of transitioning to the role of instructor from industry, hermeneutic phenomenology was appropriate as a methodology. To understand

what the process of moving into the classroom is like for the participants, it is important to understand not only about their experience but also about their interpretations of the experience. Interpretive studies aim to understand the meaning of a process or phenomenon for those who have experienced it (Merriam, 1998). Further, according to Sloane and Bowe (2014), hermeneutic phenomenology offers the best opportunity to "give voice" to the experiences of research participants. This study used hermeneutic phenomenology to gain an understanding of the experience of novice faculty as they transition from industry to the college classroom.

Researcher's Positionality

Positionality refers to the relationship between the researcher and the participants of the research (Bourke, 2014). Positionality is an important part of the research process. Researchers must be mindful of how their positionality may influence the research process and be transparent about their positionality with participants.

While traditionally a researcher could position themselves as either belonging to a culture, as an insider, or not belonging to the culture, outsider, positionality is now seen to be more nuanced (Merriam, 1998). Individuals can be simultaneously insiders and outsiders to a given community (Bourke, 2014). This was true for this study; some aspects made me an insider to the group of participants while there were also contrasting factors that made me an outsider.

In this study, my positionality is not straightforward. There are aspects in which I was an insider and others in which I was an outsider. One factor that I have in common with the group is that I once taught math and science to trades students in a postsecondary vocational institution, so I have experience in their context. However, I came to that role with experience and training in education. Also, my role as a "related" instructor as opposed to a trades instructor may have diminished participants' view of me as an insider. While the research was conducted at a

different institution, I do work for a postsecondary vocational institution. Other aspects that give me an outsider status include my current role out of the classroom in the teaching and learning centre and the fact that I approached them as part of a research project with the university.

Case Study Design

A qualitative case study design was selected for this study. Case studies are used to understand complex, multi-faced phenomena within the phenomenon's real-life context (Crowe et al., 2011; Wahyuni, 2012). The results of a case study are a detailed and holistic description of the phenomenon as it exists in its real-world, everyday context (Crowe et al., 2011; Merriam, 1998). Rather than studying the attributes of the study participants, case studies build an understanding of the participants as they interact with their situation and context (Merriam, 1998). The case study methodology is used when the experiences of the research participants are a significant factor for the study or when the context is important (Bhattacherjee, 2012). As novice instructors experience being "new" within their personal and professional context it is important to try not to separate their experiences from their contexts. A case study methodology facilitates a deep understanding of the experiences of each novice instructor as they transition to teaching. Further, the use of a case study develops a rich understanding of the context to understand the experiences of the participants.

With a focus on theory-building, interpretive case studies involve trying to understand meanings and contexts as perceived from multiple perspectives (Crowe et al., 2011). While interpretive case studies contain a thick and rich description of the phenomenon, the descriptive data is then used to "develop conceptual categories or to illustrate, support, or challenge theoretical assumptions held prior to the data gathering" (Merriam, 1998, p. 38). Interpretive case studies use inductive analysis to build understanding and theory. This research project used

inductive analysis to build a theory to understand better the experiences of novice instructors as they transition into the classroom.

Delimiting the Case

According to Merriam (1998), delimiting the object of study, or the case, is the most important defining characteristic of the case study. In a case study, one must be able to define the boundaries of the study and outline what was and was not included in the study. Thus, in a case study, the researcher must define the boundaries of the study by laying out the boundaries of what is and what is not included in the study.

For this study, the delimitation of the case is straightforward. As this study was conducted at a single site, that site and the novice instructors at that institution were the case. By narrowing the study to a single institution, the researcher was able to provide a thick and rich description of the context of the study. This understanding of context facilitates a richer understanding of the experiences of the research participants. As this is a phenomenological case study, the subject of study is the phenomenon, or the experience of being new, rather than the instructors themselves.

The site for this case study was a vocational institution in a smaller centre in Ontario. Because the results of case study analysis are so contextualized site selection is an important consideration (Bhattacherjee, 2012). For this study, the site was chosen because it met the inclusion criteria and once the ethics application was complete, they agreed to participate.

Research Participants

For this study, the participants were three instructors from a single institution, they were the only participants who consented to participate in the study who met the inclusion criteria and

thus were chosen through criterion-based sampling. A criterion-based sampling includes all cases that meet a defined criterion (Creswell, 2013). Inclusion criteria required participants to be:

1. an instructor at the community college.
2. experience working in the industry they are teaching in at the college.
3. reachable through Zoom or Microsoft Teams for an interview; and
4. able to receive and send the consent letter over e-mail.

Exclusion criteria included faculty members with prior training in teaching, facilitating, or instructing. As the purpose of this study was to understand the experiences of faculty as they transition to the role of instructor without formal training, the sample was limited to include only those who had no previous training in teaching.

All individuals who met the inclusion criteria were invited to participate in the study and asked for demographical information (See Appendix A for the questionnaire). As only three of the potential participants agreed to participate, they were all included in the study. Potential participants were given an information and consent form that explained the rights, responsibilities and time commitment involved in participating in the study before completing the initial survey and contacting me. The participants were informed throughout the process that they could withdraw at any time.

Data Collection

The data collection strategy which was used for this study is in-depth interviewing described in *Interviewing as Qualitative Research: A Guide For Researchers In Education And The Social Sciences* (Seidman, 2019). By studying the concrete experiences of the participants the researcher can understand the complexities surrounding the phenomenon. In-depth interviews inform the researcher about the experiences, and actions of the participant while simultaneously

understanding more about the participants' context. Understanding the context of the participants' experiences is important, as without an understanding of context, it is difficult to understand the meaning of the participants' experiences from their point of view.

Due to the COVID-19 pandemic and the resulting public health restrictions, the interviews were held virtually using Zoom. This allows for convenient meetings for both the participant and the interviewer. To ensure the security of the meetings, individual password-protected meetings were set up for each participant and a waiting room was implemented to help ensure privacy and safety. The interviews were recorded on the researcher's password-protected computer where they were stored throughout the research process.

This study used Seidman's (2019) in-depth phenomenological interview process with three semi-structured interviews with each participant. The three interviews were spaced between three days to one week apart to give both the participant and the interviewer time to reflect between interviews. Following Seidman's (2019) model, each of the three interviews has its own purpose for understanding the participants' experience transitioning from industry to instructing (see Appendix B for interview details).

The purpose of the first interview was to "put participants' experience into the context of their life history" (Seidman, 2019, p. 21). For this study, the focus of the first interview was on past experiences from school, work, family, or volunteering that provide context for the participant's transition to the vocational classroom. During the initial interview, participants were asked to reconstruct experiences that provided context to their experience of transitioning from industry to the classroom.

In Seidman's (2019) model, the purpose of the second interview is the details of the participants' present experiences with the phenomenon. In the second interview, the details of

the experiences as they began teaching were focused on as opposed to their reflections and thoughts about teaching. Within this study, the focus was on the concrete experiences of the novice instructors in their initial time teaching. In preparation for the second interview, participants were asked to take and share pictures that represented their current experience with vocational teaching.

Finally, the focus of the third interview is for participants to reflect on the meaning of the experiences shared in the first two interviews. While all three interviews allowed the participants to make meaning of their experiences by putting their experiences into words, the focus of the third interview was the participants' understanding of their experiences as novice instructors. For this study, the third interview acted as a member check. In preparation for the third interview, participants received a preliminary draft of their profile. This allowed participants to make any corrections or further reflection based on the initial two interviews.

Data Management and Analysis

Data management and analysis can be divided into three phases: data preparation, data identification, and data manipulation (Merriam, 1998). Before anything else can be done, the data must be prepared, that is organized into a format, which is useful for future data analysis. In this study, the data preparation was the transcription of the interviews. The interviews were fully transcribed. Following the initial transcription, I checked the transcriptions for accuracy by listening to the recording while reading the transcription.

Following each interview, the participants had the opportunity to review the transcripts. The transcripts were sent to the participants via e-mail. The participants had two weeks to confirm that they were comfortable with the data from the transcript being used for the study with a reminder e-mail going after one week. It was communicated to the participants that if they

were not heard from at the two-week point, it would be assumed that they agreed to the data from their interview being used in the study.

The next step in data management and analysis is data identification (Merriam, 1998). During this stage, the researcher divides the text into meaningful segments that can be easily found. For this step, I analyzed the transcript by highlighting all terms and statements which appeared significant or insightful. According to Seidman (2019), there is no "model matrix" or instructions for identifying what aspects are deemed important or interesting (p. 127). Instead, the researcher must trust in their ability to identify those passages, which are insightful for the study and identify what is important within the context of the interview and study.

After an initial reading to get an overview of the text, I attempted to label or code the highlighted passages by marking what they represent. The coding and labelling were an inductive process with codes emerging from the data and changing as more interviews and passages were analyzed and labeled. By using a constant comparative model, I compared bits of data with others to sort data into groups or themes which have something in common following the model outlined by Merriam (1998). According to Seidman (2019), as the researcher reads and analyzes data categories which seemed promising at first may dwindle down, new categories may emerge from later reading, and categories which appeared distinct may end up merging.

As an initial form of analysis and interpretation, each participant was considered individually. A description was created of the individual participants' experiences transitioning from industry to teaching, making use of the words of the participants to maintain authenticity. These descriptions were then used to create profiles to tell the participants' stories more completely.

After considering the participants individually, I then considered the codes and labels across participants. Passages were then sorted into their initial categories according to their labels and codes. Connections and conflicts across interviews were identified to identify themes across participants.

Using these sorted categories and profiles, I participated in an interpretive commenting process to engage with data and make meaning from the text. Following Seidman (2019), memoranda were written for each category and profile to describe the categories' importance and to facilitate an interpretive conversation with the text. This interpretive process supported my understanding of why the categories or passages are important and what can be learned from them.

For this study, I analyzed and made meaning of the data before imposing the framework to ensure that I was responsive to the voices of the participants. Once I had a clear understanding of the participants' perspectives, I went back through the data and sorted based on the framework. Using the framework supported a complex understanding of the experiences of novice instructors as they transition to the classroom. As the framework for this study arose from the literature, going back to the study framework helped to identify how the findings from this study fit into the existing literature.

Changes to Initial Study Design

The recruitment of participants was very difficult for this study. All the Apprenticeship-Accredited colleges in Manitoba, Saskatchewan, Alberta, and British Columbia (about 40 institutions) were contacted through the Dean of Trades or the Teaching and Learning Centre with various levels of success but yielding no actual participants. The students currently enrolled in Red River College Polytechnic's Teaching for Learning Program were contacted but that only

yielded two replies from instructors within my own institution. Participants from my institutions were excluded from the study because part of my portfolio as a faculty development coach included onboarding and training new faculty to the institution. In an attempt to get more participants for the study, the inclusion criteria for participants were broadened to include not just instructors within their first year, but also any instructors within their first ten years of teaching. This resulted in more invitations going to potential participants, but still no actual study participants.

Finally, invitations with the new broadened inclusion criteria were sent to vocational colleges in Ontario. The uptake from these institutions was much greater than in Western Canada. With a few institutions replying and finally a single institution with three participants creating a case for the study.

Limitations

This study faced several limitations beyond those discussed earlier that warrant consideration. The limitations of this study included: (a) my positionality as a researcher, (b) the time elapsed since some participants experienced the phenomenon of being a new instructor, (c) using digital meeting software, and (d) sample selection. Each of these limitations is described below.

My positionality as an outsider to the organization might have limited the findings of this study. The participants may be hesitant to share their experiences with an outsider. Further, there may have been things internal to the culture of the institution, which I as the researcher was not privy to as an outsider to the organization, which may affect my ability to understand the experiences of the participants.

Another limitation of this study was caused by a change to the inclusion criteria. Because the inclusion criteria for the study had to be broadened to get participants, some of the participants were reflecting on their time as a new instructor years down the line as opposed to discussing it as it was happening. This could have had an impact on the participants' responses during the interviews.

The context of the interview being virtual, over Zoom, may be a limitation of the study. The participants may not be comfortable with digital meetings. Thus, the digital format may affect the participants' openness and candour in the interview as it may have been more difficult to build rapport between interviewer and interviewee.

Another limitation of the study is the small number of participants. Because of the difficulty experienced when recruiting participants, the study had to go ahead with three participants rather than the planned five to eight. While "a small sample size is not seen as a limitation in phenomenological studies" (Frechette et al., 2020, p. 6) the fact that the study had to conclude with less than the planned five to eight participants is a limitation of the study.

A final limitation of this study is the selection process for participants. An invitation was sent to the Academic Dean of their area, but participation was voluntary. It is possible that the experiences of those who volunteered to participate in the study were different from the experiences of others. The strong sense of capability and sense of purpose reported by the participants in the study might, partially, be attributed to the self-selected nature of the study. Further, in order to complete the study the participants had to commit to spending time in the long-form interviews, which takes a time commitment that novices, who were still struggling may not have been able to make.

Ethical Considerations

As the research study included interviews, care must be taken to ensure that participants' anonymity is maintained. To maintain anonymity all materials such as consent forms were securely stored, and password protected. Pseudonyms were used and any information, which could be used to identify the participants, was removed or changed. The participants were asked to complete a consent form prior to their first interviews. The informed consent described the volunteer condition of their participation, the time commitment their participation required, and a commitment that their identity or the institution at which they work would not be revealed at any time during the study or in the publication of the findings.

Application was made to the Brandon University Research Ethics Board for this study and all established guidelines were followed. A copy of Brandon University's ethics approval as well as an outline for the research was provided to the institution from which the participants were drawn. This study did not involve a vulnerable population and constituted minimal risk to the participants.

Ethics approval for the study was obtained from the Brandon University Research Ethics Committee (BUREC) in January 2022. An initial survey instrument was created in Microsoft Forms to gather some demographic and initial data. The questions for the three phenomenological surveys were created to gain an understanding of the experiences of novice instructors as they transition to the classroom. The survey, the interview prompts, as well as the introduction letters were shared with and approved by the ethics committee. The introduction letter then went to the schools for approval and the participant letters were then sent to potential participants. Participants who consented to participate in the study then completed the initial

survey, and then the interview times were set up between the participants and me. Each participant had three interviews that were recorded and then transcribed.

Chapter 3 Summary and Conclusion

In Chapter Three, I have described the phenomenological methodology and outlined the methods used for this study. A hermeneutic phenomenology approach was used to understand the experience of novice vocational instructors as they transitioned from industry to their roles in the college classroom. Case study research design was discussed, and the details of this case study were described including the research participants and setting, the data collection and management processes, and the ethical considerations that were implemented for this study. Finally, the study limitations were discussed. Next, in Chapter 4, the data collected in the study will be outlined and in Chapter 5, the results of the study will be discussed as well as implications for further research and practice.

CHAPTER 4: RESULTS

The purpose of this study was to gain an in-depth understanding of the lived experiences of novice vocational instructors as they transition from working in industry to teaching in vocational institutions. I wanted to identify the factors that were supportive of instructors making a successful transition, and those things that were not supportive. The experiences of these individuals are different from those teaching in other fields as they often transition quickly from working “on the tools” to instructing in a classroom, often with little to no formal training or experience in teaching. In this study, phenomenological interviews were used to gain an understanding of the lived experiences of the participants' time as new instructors.

In the previous chapter, the methodology for the study was explained. In this chapter, the resultant data will be discussed. The overview of the data will begin with responses to demographic questions and short descriptions of the anonymized research participants. The remainder of the chapter will be spent exploring the participants' responses within the study framework. Chapter Five will discuss the answers to the research questions and situate the study within previous scholarship.

Overview of the Site

All three of the participants in the study worked at a College in Southern Ontario. As well as skilled trades, the College offers programs in media and design, business, community and social services, health sciences, hospitality and culinary, justice studies, science and technology certificates and diplomas as well as post-graduate credentials across multiple campuses. The college has approximately 7000 full-time students. The Trades department has both apprenticeship and pre-apprenticeship programs in brick and stone masonry, carpentry, electrician, esthetics, millwright, machinist, plumber, and welder. Like most colleges in Canada,

the instructors are hired for their experience and knowledge in industry rather than for a teaching background. While the college has multiple campuses all three participants worked at the largest campus.

Table 1 provides an overview of the participants of the study. Each is identified with a pseudonym to ensure anonymity that will be used throughout the document. This table includes essential data such as the trade the participants teach in and their time teaching within the trades. This snapshot sets the stage for a comprehensive discussion of the results of the study that may contribute to a greater understanding of the research outcomes.

Table 1

Demographic Data of Study Participants

Participant (Pseudonym)	**Trade**	**Time Teaching**
Tara	Carpenter	2 years
Frank	Welder	17 years
George	Electrician	4 years

The purpose of the following sections is to introduce the reader to trades instructors who participated in the study. As previously stated, there were three participants in the study. To maintain confidentiality, pseudonyms for the participants were used. As well, any identifying information about the college at which they teach was removed.

Participant Overviews

To better understand their story, each of the participants shared the education and experiences that make up their “winding path” as well as their decision to take the job as an instructor and more experiences as new instructors. In the following subsections, the stories of each of the participants are outlined to introduce them and their stories.

Tara

Tara has been teaching math, science, and physics in the carpentry and mechanical programs at the College for about two years. She initially trained as an accountant, graduating from the same institution she works at in 2011. Tara described her work history: “I was trying to decide whether or not I was going to continue in accounting or go into my passion, which was carpentry. Actually, during that time somebody said to me ‘What are you doing? Why are you in accounting, you should be in carpentry?’ in the end, I decided to go into carpentry.” Tara decided that she would return to college to take a carpentry pre-employment program rather than enter the field of accounting.

When she returned to the college to take her pre-apprenticeship program in carpentry, she used the math skills that she had developed in her previous training in accounting to tutor her fellow students in the program. “When I was taking my schooling for carpentry because of my previous education it was an easy transition for me to just start tutoring my peers in the carpentry program. Because I was so good at math, I ended up tutoring over half of the class; basically, I would re-teach what the teacher had already taught us in our classroom.” During her time as a trades student, Tara developed both a skill and an interest in supporting people in their learning.

After completing the pre-apprenticeship carpentry program, Tara entered industry working for a few different companies. “So, I graduated from carpentry, and I went into the trade. I started at a fairly big company and then transitioned to a much smaller company, which is where I'm at now part-time.” When construction slowed down during the COVID-19 pandemic, she was laid off from her carpentry position. In looking for a job, Tara applied for a technician position at the college. As a technician, she would have been in charge of setting up the shop for practical projects as well as supporting instructors in their work. “So, I was just

looking at job stuff and saw the application for a tech position to support the shop work at the College. And so, I applied, thinking it was a foot in the door and that I might be able to move to teaching later." During the interview, the Associate Dean interviewing Tara noted that she seemed ready for the classroom. When she got the call back for the tech position Tara was offered a position in the classroom. Tara said, "I was told I didn't get the Tech job; however, he said that when I was talking I sounded like a teacher, that I had very much a 'teacher's voice', so he offered me a teaching position at the college." Thus, without even applying, Tara was offered a part-time teaching job at the college and started her role as an instructor.

Frank

Frank has been teaching welding and fabrication for approximately 17 years. Before starting his role as an instructor, Frank had spent extensive amounts of time working in various aspects of the welding and fabrication trade. Frank described his background:

> My father was the manager of the local unemployment office and of course, he was always looking for a job for me, so I was never without a job. I received a job offer from a local machine/fab shop when I was about 13-14 years old. Basically, I started sweeping floors and learning about the trade side of life. The owner and I got along, and I spent many years in that shop learning those processes. So, from 14-17, I was at the machine shop and then I moved to a production facility. At that shop, I worked in welding as well as in drafting. Following that, I moved into sales with the same company.

After spending time in industry, Frank was contacted by a friend who had been teaching at the College. This friend, a plumbing instructor, reached out as there was a position teaching welding. Frank described the encouragement to apply for the position.

> The person who was running the plumbing courses at the college was a good friend of mine. He had always talked about his time at the college and how he enjoyed working there and running the plumbing department. Usually, when a friend tells me about an opportunity and says I might like it, I consider it. I don't like to waste an opportunity, so I applied for the job.

Frank may not have applied for the job without the encouragement of his friend who was already teaching, but with the encouragement of his friend, it seemed like an interesting opportunity that he did not want to miss.

Since starting at the college Frank has taught a variety of welding courses in his 17 years including apprenticeship, pre-apprenticeship, as well as welding for other trades such as plumbing or carpentry, called ‘related welding’. Frank said, “I've enjoyed working with students from high school to those in their apprenticeship and from all sorts of trades.” Though Frank had been in the instructing position for a long time, he was able to recall and share many of his experiences as a novice.

George

George’s career was a circular path that brought him back years later to the same college where he had done his training years before. George described his journey, “It's quite the cyclical journey I have made - from getting my diploma to working in industry for 17 years and then returning to the same college to teach.” In his first job in industry, George prioritized learning and took opportunities to learn different aspects of the electrical trade. George described his first role, “While in industry I got to work in every department at the company - I was the only person out of 30 people who worked in every role.” In this role, George got a breadth of experience from which to draw throughout his career.

When that company shut down, he took the opportunity to specialize his work in controls, "After the place closed down, one of my past bosses had gotten into a local factory and he asked me to go there and work. They were looking for a controls guy for the whole plant. I was able to move into that role and soon I was the guy that people came to for help when they had problems." As an expert in controls, Goerge was sent to many training workshops to build his knowledge and specialty. "Within that role, I was sent for a lot of training about new equipment, and eventually the trainers were saying 'You already know enough about this stuff that you could be up here teaching.'" This position and all the associated training helped George to develop the subject matter expertise and depth of understanding that is important to his new role as an instructor.

When that company shut down, George moved into a sales position at another business, in this position he was selling electrical components and programmable logic controllers. While he was in sales one of his tasks was to "Do little learning sessions where I go in and talk about the product" which "Gave him some experience being in front of people and presenting information." During his time in sales, he worked with the College to set up their controls lab. He discussed maybe coming to work for them but at the time, there were no positions for instructors in his subject area.

Eventually, the college contacted him about a posted teaching role. "After I worked in training for five years, the college came to me and offered me a position. Their controls expert was leaving, and they wanted me to come and teach part-time." He had previously applied for a teaching position, but at that time, they were looking for instructors with more formal education than he had (master's degrees) and he was turned down for the job. "I had previously applied for the position, but at that time they wanted a master's degree for the position. But they were

finding it is difficult to find someone with a master's who wants to teach technicians or even technologists." George's breadth and depth of experience in the electrical trade especially in controls made him a good candidate for the position even without the advanced academic credential.

Framework

For this study, an adaptation of Lizzio's (2006) framework "The five senses of student success" was adapted to help capture the experiences of novice instructors as they transition from industry to instructing. The five senses of success are: (1) sense of connection, (2) sense of capability, (3) sense of purpose, (4) sense of resourcefulness, and (5) sense of culture. Based on the work of Gustafson (2016) a sense of professional identity was added as a sixth "Sense of Success." Surrounding these senses of success were mentorship, professional learning communities, and coaching as possible ways to support new instructors in developing and maintaining these senses of success. In the following subsections, the participants' statements will be discussed as they fit into the research framework. Following the discussion of the framework, emergent themes that came from the data will be discussed.

Sense of Connection

The first "sense" from the framework is the "sense of connection" defined by the quality of the relationships and connections that the novice instructors develop with their colleagues, students, and the institution itself. All the participants discussed the importance of connections with their colleagues and mentors to their success in starting in the classroom. George discussed the importance of connections and networking throughout his entire career "Networking has gotten me everything I have got so far in my career" as well in his time as a novice instructor. "You have to build a network as soon as possible, it doesn't need to be your department, but you

need people to talk to." These connections were important to all the participants as they transitioned into their new classroom roles.

The participants were able to develop connections with professional colleagues in diverse ways. Frank was able to connect with the instructor previously in his position. "There was a gentleman that was working there prior to me who would become my mentor." As a recent graduate of the apprenticeship program, Tara was able to connect with instructors who had taught her when she was completing the program.

> I remembered one of the teachers from when I took the program 10 years ago. When I came back to do my apprenticeship, I told him I was supposed to start teaching as soon as I had my red seal, and he offered his assistance if I had any questions. So, I've been just talking to him, asking him questions.

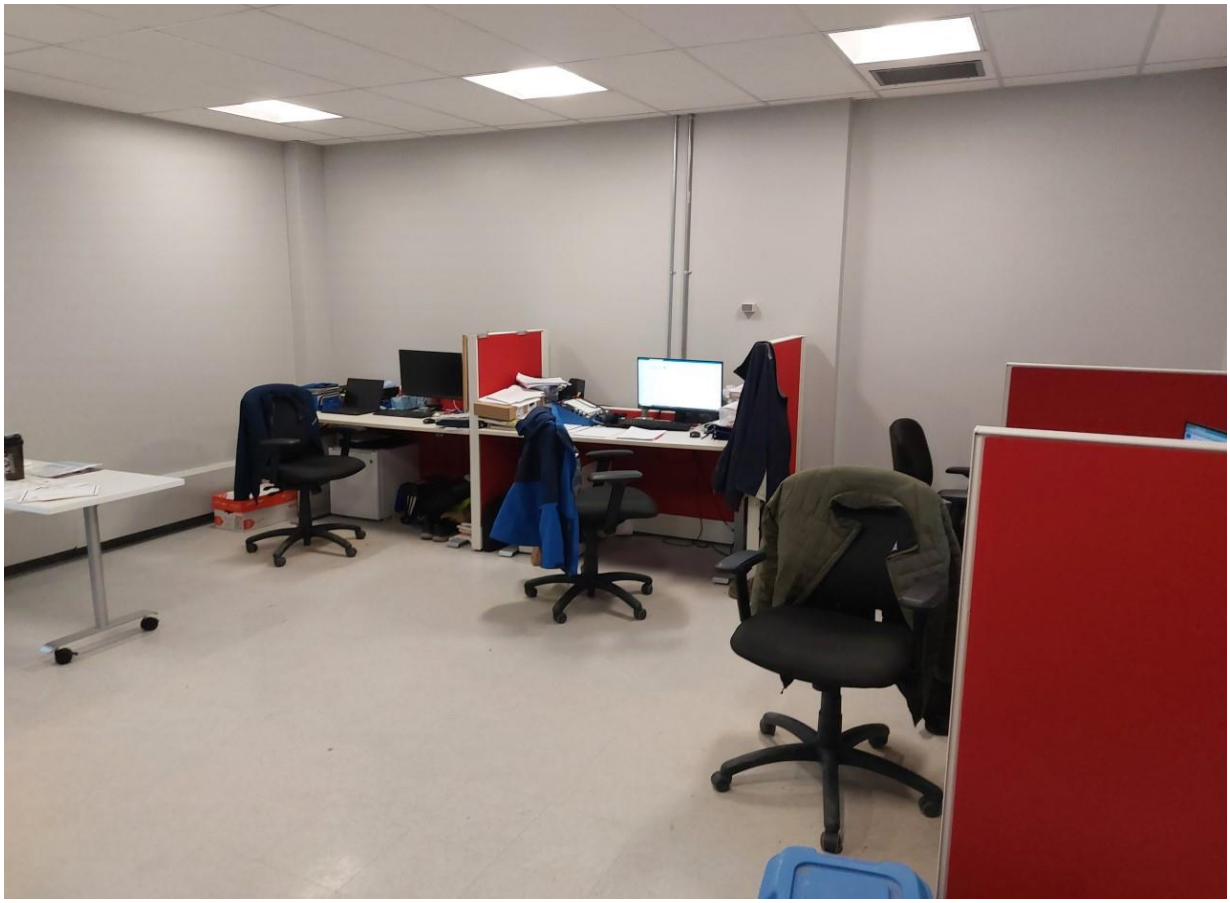
As well, George has developed positive relationships with the other instructors who share his working area.

> What I like about my office is that I have an electronic technician, a machining expert, and a programming expert that sit in the same room with me and we're always conferring and talking. So, it's nice the environment that we're in to share ideas amongst everybody.

Figure 2 shows the work area that George shares with his colleagues; this type of work area facilitates informal conversations between colleagues. Regardless of how these connections were made, these collegial relationships were important to the participants as they transitioned from their roles in industry to the classroom.

Figure 2

George's shared work area



Beyond the connections made organically, George built connections in the teaching preparation program called the "Teaching Excellence Program" organized by the teaching and learning centre at his college. This program created an atmosphere that fostered the creation of relationships for George. "I was able to build some relationships with some of the other new teachers in the Teaching Excellence Program," this program provided an opportunity to develop connections and a community with other novice instructors further, as the program brought in experienced instructors from around the institution to share their experiences with the program participants. George described this aspect of the program "We had lots of different teachers come in and tell us about their experience and it helped to build a network within the college that

you could go to for help if you need it." Programs such as this help the participants to make connections with colleagues from departments across the college, both the other participants of the program and the experienced instructors invited to be guest speakers.

For the participants in the study, mentors provided a range of support, ranging from help with course content to understanding what it means to be an instructor. Tara discussed how the connection with her mentor has been helpful in beginning at the college, "I ask him lots of different types of questions. How like the whole being a teacher at the college kind of thing worked, content in the actual courses that I am teaching. He has been a great resource." However, in discussing, what types of support could have been helpful as she started her role, Tara mentioned that more connections with her colleagues would have been helpful "Even just knowing some of the other teachers would be helpful because I don't even know some of their names." Not knowing all the other instructors leads to isolation and creates a lack of understanding about how the courses that you teach fit into the program as a whole. Tara described not understanding the programs in which she teaches.

> It would be useful for me to know how all the classes are aligned with one another. I really want to know and still don't have a lot of information about the rest of the program. I need to know about the whole program, not just about the classes that I am teaching. So that I am able to align everything that I am doing with the rest.

A holistic understanding of the program is helpful when making many decisions about your course such as choosing the order of units so that students learn topics that support other courses at the right time.

Beyond the connection with mentors and colleagues, the participants discussed the importance of a connection with students in their new role as instructors. George discussed with

a smile the satisfaction he gets from connecting with students and supporting their success, “I get compliments from students ‘Thank you’, ‘You make it easy to learn’, or ‘Your examples make it easy to understand.’” Tara reflected on how she enjoys working with students, and how they make teaching fun. Stating “The students are always super fun.” Frank described both positive feedback and having fun with students saying “Most of my students. I would say they like me; I have a very good rating there. I mean, I want to have fun in there and get things done.” This connection with students supports the other “senses of success” including the sense of purpose and sense of capability as well as making the time in the classroom more enjoyable for everyone.

The connections that the participants described extended beyond the walls of the college back to their previous industry contacts. Frank discussed the importance of these connections “I still talk to connections in industry when I have questions about materials or machines.” Tara asks her partner, who is still in the trade, about the industry “I still ask questions about materials to lots of contractors that I know. I even ask questions to my husband; he works in the trade, and he is always helping me out and showing me stuff.” These external connections help novice instructors to keep updated on changes in practice and technology in the industry.

Sense of Capability

In the model, a sense of capability was defined as an individual's self-efficacy in the context of their role as instructor, describing how they feel about their ability to complete the tasks related to their new role as an instructor. All three participants discussed confidence in their ability to complete the job however, their “sense of capability” stemmed from various sources. George and Frank referred to their subject matter expertise and time in industry as sources of confidence, George and Tara describe a “natural knack” for teaching that helped them to transition into the classroom, and Frank and George described the fact that their comfort with the

technology used at the college in their teaching roles. For all three participants, as they spent more time in the classroom, they described an increased sense of capability to teach their own way.

For George, his experience in industry and subject matter expertise were important sources of confidence in the classroom. His specialized expertise added value for the students and the college. George said “I am the subject matter expert in PLC and that's what I teach. I teach the PLC portion because I am the only PLC guy at the college.” He described the importance of his industry experience for the students he teaches.

> Any time you can give students real-life examples, they just eat that stuff right up. I have that advantage over a theoretical teacher who has just talked about this in a notebook. I have actually done this in the field; it makes a big difference to how the students receive it.

Frank also described the importance of his industry knowledge and experience for his specific role “I was hired because of my industry expertise.” Having confidence that they know the subject matter helped the participants to develop their teaching self-efficacy.

Tara and George both described confidence in their teaching and coaching abilities before they moved into the role of instructor. George stated, “I was always told that I would naturally be a good teacher.” As well as taking on a tutoring role during her time as a student, Tara took opportunities to teach and coach her colleagues while in industry. Tara described helping people on-the-job “When I was running my own business a lot of my employees were new and I taught them how to do a lot of stuff on-the-job. I guess I have always kind of taught in a sense.” Tara was hired as an instructor from an interview for a shop assistant position because of her “teaching presence” in her interview. This was a source of ‘sense of capability’ the knowledge

that they have been able to support learning in other contexts, helps them to feel confident in their ability to teach in the classroom.

For the participants in this study, comfort with technology and computers was a source of a sense of capacity. George expressed his comfort with using technology while identifying it as a possible barrier for others "I haven't had a lot of problems with this job, but somebody who came from industry who is not technically capable might have trouble working with the software systems and things like that." Because Tara had recently graduated from apprenticeship at the college, she had previous experience using the learning management system and other software that is used at the college from the learner's perspective. Tara described this advantage.

> Because I had taken the apprenticeship program the year before I started teaching, I had used Blackboard from the student perspective, so I already knew a little bit about how it all worked. I was able to play around with the program and figure it out. But I wish that they would have offered some training on how to do that kind of thing.

Frank described feeling confident using the tools that he uses in his day-to-day work such as Excel "I've been on computers all my life, so I'm pretty good at Excel and most tools I need to use." This comfort with technology helps to reduce the learning curve for faculty as they begin their role. However, as George outlined, this comfort with technology may not be standard for all novice trades instructors.

While the participants were comfortable with standard software like PowerPoint, Word, and Excel, the participants stated that educational technology is sometimes a challenge for them in their roles. Tara said, "I feel a little bit behind the times as far as technology, I feel like things have changed and advanced since I was in school." Frank described struggling with the college-specific programs "I don't use them very often. That's another process that I have to ask other

people who know the college programs." While George did not express that this was challenging for him, he stated that it was something that he had to learn as he transitioned into his role, "I was able to become my own expert in the software and learning management system." Even though the participants of the study were generally technologically literate, the education-specific systems were an area in which they had to learn as they moved into their new roles. This was especially true for tools that they did not use during their time in industry including the learning management system and student records systems.

Even with a general sense of capability in the area of teaching, the participants discussed feeling very nervous as they were starting to teach, especially because they had no previous training in classroom instruction. Frank described his feelings of nervousness on the first day. "My first day of class I was very nervous. I am not afraid to get in front of people but that first day you have so many questions 'What do I do next? What do the students do next?'" Similarly, Tara remembered,

> The biggest thing I remember about my first day was being nervous. Luckily, it was during COVID, so I didn't feel quite so much like they were watching me. That made me feel a little bit better. I feel lucky I got to teach for a year before I was put in front of the students.

Because being in charge in a classroom or lab is a new experience for novice instructors it makes sense that, they felt nervous when they started. While this may not be a sign of a lack of a sense of capability, it does show trepidation as they start into their new roles.

Expectedly, as the participants spent more time teaching, they were able to gain more confidence and a stronger sense of capability in their new roles. Frank reflected on building self-efficacy over time once by finding his own way of doing things in the classroom. "First year was

tough on me because I had no prior training in teaching or working with students," but with time and practice it got easier. "Just like anything, teaching gets easier as you do it repetitively. You feel more confident about it. You don't have to think so much. You just know what you need to do today." Tara's changing reaction to course evaluations showed her increasing confidence in the classroom.

> I remember the first year we had course evaluations. And it was like I think my first semester and then again, my second semester, when I got the email, I was like "I don't want to, I don't want to know what the students have to say, I'm new, let me get my feet wet first." I understand it is good to get feedback but that was my opinion that very first year. But now, it has totally flipped - I welcome them, I want to hear what they have to say. How can I make myself better? I guess this is a sign that I am starting to feel more confident.

Similarly, George now has a strong enough sense of capability that he can look to his students for feedback to learn and improve his teaching. "My students are my teachers right now, so I'm getting their feedback on how well I'm doing and what I might be able to do differently." This openness to learn from student feedback is a symptom of confidence in their roles and a strong sense of capability. While they all started out feeling nervous in the classroom, with time, experience, and learning their sense of capability in teaching has increased.

Sense of Purpose

In the study framework, sense of purpose refers to novice instructors knowing why they are making the transition from working in industry to teaching in the vocational classroom. From the student model, it was found that students with an understanding of their purpose were better able to overcome the inevitable barriers to success in their schooling (Lizzio et al., 2002).

Similarly, for instructors, a sense of purpose helps them to overcome the inevitable challenges one meets in instructing. For the participants in the study, this sense of purpose came from their work with students and introducing their well-loved trades to the students that they worked with. For example, Frank spoke with pride about the high school students working on the practical project shown in Figure 3. “It allowed students to get experience in the trade that they may not get otherwise. This feeling of pride extended beyond his work with the high school access program

> I enjoy going to work every day. I have access to a lot of stuff in there, so we get to build anything they want. The students are usually excited to be there to try welding. Most of the students in my class aren't going to be welders but they are learning skills that they can use in other trades. So, they are kind of excited which makes my life better.

For Frank, his trade was important to him and thus it is a meaningful opportunity for him to introduce future generations to the trade.

George enjoys the opportunity to connect with students using his industry experience. He has received a lot of positive feedback from students because he is able to connect the theoretical content in his courses to his years of industry experience “I hear lots from students. “Thank you", "You make it easy to learn", or "Your examples make it easy to understand.” As he reflects on the term, George is satisfied with his work “After this term of teaching I'm feeling pretty good.” The positive feedback from students helped him to understand his sense of purpose for making the change to teaching.

Figure 3

Students working on a shop project in Frank's classroom

Similarly, the participants described the positive feedback that they had received from students with a sense of pride and accomplishment. Tara described a specific time that she was able to make a connection with a student:

> I have a good example. I had one student come to me and she was saying that she was always really bad at math and then going through a lot of the math questions and assignments that we were doing a practical estimating assignment and she said that she realized why she learned all the math that she had learnt in school. All of a sudden it all made sense to her. She actually ended up one of the highest students in the class.

The positive feedback from students allowed the participants to feel appreciated and helped them to build their sense of purpose.

Tara derives significant fulfillment from the process of learning, and as an instructor, the opportunity for continuous learning is an added source of purpose. Tara stated, “If I could have been a forever student I would have been. So, this is kind of the next best thing.” This love of learning also helps to support Tara’s “Sense of Resourcefulness.”

Sense of Resourcefulness

In the model, a sense of resourcefulness refers to both an individual's knowledge of who can help them within an institution and their willingness to reach out for help when they need it. George recognized the importance of going for help but sometimes found it hard to know exactly who could help him, “There will always be somebody you can go talk to but to find the right person right away can be kind of hard. It is important to build your network and find out who talks to whom.” Knowing where to go for resources is important because novice instructors are busy learning their new roles and may end up not getting the assistance they need if they don’t know who to ask.

For Tara, perhaps because she started during COVID, a lack of onboarding led to a lower understanding of the resources available to her at the institution. “I don't know whether there was ever an orientation, but I never got one.” Moreover, entering her third year of teaching, she was just now learning of some of the resources that were available at the college, “I am starting to discover some teaching resources online. Videos on how to use certain software that we have. Information on proper teaching, and I have just now signed up for a teaching effectiveness program.” However, her tenacity and willingness to ask questions repeatedly supports her sense of resourcefulness “When I need to know something I basically just ask questions until I find the answer I need.” While Tara was able to find the resources and information she needed, easier access may have saved her time and created a smoother transition to the classroom.

George’s experience in the teaching preparedness program helped him to build an understanding of the resources that are available to him throughout the college. However, when George had an issue with a student in distress, he was unsure of the processes and supports that were available for him and the student.

> I had a situation that came up for the first time for me. A student came to me frustrated, not just about my course, but because of a lot of things. So, we talked outside of the class. I was happy with how the conversation went but when I was talking to another instructor later, they said that I should have made a report for the behavioural thing because they heard that there were other situations with that same student. So, while I was happy with how I dealt with the issue I needed to know about the processes within the college that I should have followed.

This knowledge of institutional processes and supports for both faculty and students is important because it ensures that the novice instructors and students are able to get the support that they

need had George not had the conversation with his colleague about the situation it may have been properly reported and documented.

Developing content can be such a huge part of the role of a new instructor. Thus, it is unsurprising that all the participants in this study discussed how supportive having prepared teaching materials was to their teaching. These resources including curriculum documents, set up course pages in the learning management system, or note packs reduced the time necessary to prepare for teaching and helped to reduce the unknowns. Tara described her gratitude for those who shared content with her:

> Thankfully, previous teachers gave me some of their information they used while they taught the course, so I was able to basically pull some information from them and kind of create my course and make it my own. So, I had somewhere to start. I had plans I could start with.

George reiterated the helpfulness of having a place to start for his course development.

> When I first started, it was helpful that there was an existing outline for me to follow. And I knew the content, so it didn't take me a lot of time to read it over and understand, oh yes, this is where we are going.

Having developed materials not only reduces the time that novice instructors have to spend in preparing their courses but also gives them much-needed direction into what should be taught in the course.

However, Tara identified that a greater understanding of the program outside of just the courses she teaches would have been helpful in her moving to the classroom "[a]s a new instructor. I think it would be helpful to have access to what other teachers are doing in the program as well as the course materials from others who had taught the course before me."

Tara's lack of connection with the other instructors in the program would make it even more difficult to gain an understanding of the program in its entirety.

Sense of Culture

The sense of culture was an understanding of the culture of the academic institution including the unwritten cultural rules of an institution. While institutional culture did not come up explicitly in the participant interviews, contrasts were made between the academic culture of the college and the culture of industry in the trades. Frank discussed frustration with "academics" as he was starting to work in the classroom "One thing that was less helpful was people that are not in the trades trying to tell me how to run the class." Similarly, while George was positive about many of the aspects of the teaching preparation program, he did not like the program's academic nature "It was good, but I did find it seemed to be a lot of extra study for the sake of study without having an important outcome or value." George spoke of the tensions in the hiring process of the college, which often tries to hire academics to teach in the trades programs.

> That's one of the problems that we have in trade school, getting someone with what people require as a high enough education to pass on the knowledge. Even though people with hands-on, they've got more experience than somebody coming in with a master's who's only been in a notebook or a textbook.

Stating that the current trend is to hire people with master's degrees to teach at the college level, however, these individuals do not have the experience in the field that is necessary to enrich the education of trades students because their focus has been primarily academic.

The move to online remote learning during the COVID-19 pandemic further highlighted a difference between trades education and the more academic programs at the college. Frank described the difficulties of moving online.

> Tradespeople tend to be hands-on in nature so moving to online teaching did not work well for many of the students or me. Luckily for us, we were able to get back into the labs and shops quickly at our college. We reduced the class size and students wore masks and distanced themselves.

Similarly, George advocated to get his students back into the lab.

> Cause we found that one semester trying to do the labs over Zoom, you just couldn't. The theory part wasn't getting everything across. You actually have to play with your hands, you have to hook things up, to get the ideas across. So, I pushed really hard to make sure that I was in there at least, and I was teaching my guys what they needed to learn.

These perceived differences between the culture in the trades industry and the academic culture of a college can lead to difficulties for instructors as they transition to their new roles. Conversely, gaining an understanding of the culture of the new institution is supportive of a successful transition to their new roles.

Sense of Identity

In the model used for this study, "sense of identity" was included to represent the novice instructors' changing professional self-identification. This includes both professional and personal aspects of the role of "instructor." Along with the other senses of success, a "sense of identity" helps to support instructors in moving to the vocational classroom successfully.

Before even starting her job as an instructor, Tara included "teacher" as part of her professional identity. She described how she seemed to end up in the role of teacher as she moved through different occupations (as a student, as an apprentice, and as a business owner). "I guess I have always kind of taught in a sense." Because Tara was strong in her view of herself as a teacher, the decision to start her position was easy. "When I was offered the position, I very

much had that urge to teach so it was an easy decision to start instructing." Tara had such an inclination to teach that had she not got the instructing job, she was considering starting her own business teaching. Tara described her plan "If I hadn't been hired for this job, I was actually considering opening a little shop in my garage to teach people how to do some DIY projects." Because Tara always viewed herself as a teacher, she did not have to shift her identity, perhaps easing her transition to the teaching role.

For the other participants in the study, they came to their role at the college as "tradespeople" or as subject matter experts in the trades. George described himself as being hired for his specialized expertise "Because their PLC expert was leaving, and they were looking for me to come in and teach part-time," but then discussed the additional learning curve of having to learn how to teach "My advice to new instructors, just go ahead and jump in. You will typically have the knowledge you need to pass on, they just need to experiment and find the best way to deliver it." Frank described developing his own identity in the classroom and developing his own approach with students different then his colleagues and mentor: "Over time I have changed how I address the students, I focus on making it fun for them." However, this takes time and practice. "But it took me about three or four years to figure out what works for me." For Frank and George, the shift of their identity from subject matter experts to instructors took time and learning what works for them as instructors.

Mentorship

Generally, mentorship describes a relationship between two instructors in which the more experienced instructor, the mentor, supports and facilitates the learning and growth of the newer instructor. All three of the participants reported the importance of mentors in their time as beginning instructors though the extent of those mentorship relationships varied greatly. Even so,

learning from colleagues was one of the primary ways that they learned about their new roles as instructors. Mentors assisted the participants in learning about content, working with students, and practical tips including how to use the LMS or how to do things in the shop.

Of all the participants, Frank had the closest to a classic mentoring relationship. In starting his time as an instructor Frank worked extensively with his predecessor to understand more about the role of instructor

> There was a gentleman who was working there prior to me, he ended up being my mentor. I would go to class with him and watch what he was doing and try to learn the ropes. Basically, I observed how he did it so later I could follow his steps before eventually modifying it. That was my training, I got no schooling in teaching at all.

This mentor provided most of the training that Frank received in starting the position.

> My mentor when I started was huge for me because he was who I was working with every day. I didn't get any orientation when I started this role, so I relied on my mentor to show me around and tell me how things worked.

In reflecting on his time as a new instructor, this unofficial training and mentorship was something that he would recommend to other new instructors because it is very important to making a successful transition to the classroom. Frank stated, "If I were to do it again, I would definitely still work with a mentor the way that I did." For Frank, the mentor was definitely the biggest support he had in transitioning to the classroom.

While the other participants in the study did not have a single mentor that they worked with as they moved into the role of teaching, they had informal mentoring relationships with colleagues who were supportive in moving into the classroom. George found value in talking to colleagues who would not look at the problem in the same way that he does, "My partner beside

me looks at problems differently than I do, so it's good to ask him now and then, but probably his solution is not going to be my solution." Tara connected with a previous instructor, and he acted as a mentor sharing materials and helping with teaching. Tara also discussed how sharing information with colleagues could be mutually beneficial.

> I have one colleague who helps me a lot. He was telling me about some new code updates. But then I was helping another colleague prepare a course and I was looking over his stuff. Based on what I knew of the new code updates I was like 'Our stuff actually needs to be updated a little bit.' I think it is important for teachers to help other teachers out, especially with staying current in the trade.

While none of the participants in the study were part of a formal mentorship program, the mentorship they received had a significant impact on their experiences as they transitioned to the classroom. This mentorship helped with many of the aspects of their role, from ensuring that you have the materials for your lab, to preparing for and teaching their classes.

Professional Learning Communities

Professional learning communities (PLCs) are groups of professionals that work collaboratively to support the learning and professional development of all the members of the group. When George started at the college, he registered for the Teaching Excellence Program. In this program, a cohort of new teachers, take a course together. George described the program "When we first started here, the college had all the new teachers take a course for the first two years that we were teaching." The participants in the course developed a PLC. George explained to the group,

> Ours was the first group that kind of got back into it. There was a group of about 15 of us that got together, to begin with. A lot of it was more experienced people, there weren't that many young teachers coming in at the time.

The group was able to provide each other with reciprocal support. George described how the group turned to each other for support.

> The group that I took the teacher training with became a network that I could go to for help. One of the neat things about that group is that sometimes I would be the one answering the questions and other times I would be the one asking questions.

One of the advantages of this type of PLC is that there are members from all sorts of content areas. George also identified the value in those connections especially as they were from different content areas. This group was able to stick together virtually and offered each other a lot of support when a lot of the teaching moved online during the COVID-19 pandemic, forming an online community of practice to support each other with the move to remote learning using their online group.

Emergent Themes

Beyond what is in the study framework that was outlined before the research, there were two other themes: (1) the onboarding and orientation process, and (2) learning on-the-job. These two themes, which were found in the data but not outlined in the framework from before the study, will be outlined in the following section.

Teaching Induction and Onboarding

None of the participants in the study reported having a robust induction to the institution or onboarding process. Tara stated, “I actually got very little.” Similarly, Frank described that he had little to no onboarding at the college “If more training had been offered to me when I was

starting, I probably would have taken it. That first year you are being thrown into the situation, you are looking for basically any guidance people will share with you." This lack of guidance and information as they began their role can make the transition more difficult.

This is not unique to the institution in this case study, in an analysis Fraser et al. found that 10 out of the 40 institutions surveyed offered one day or less of orientation for novice instructional staff with some institutions not offering an induction process at all (2019, p. 287). Institutions expect instructors to have a variety of skills and knowledge and most novice instructors will not have had the opportunity to gain these before. However, the college in the case study does have the Teaching Excellence Program, which George participated in but for some reason, perhaps timing or the fact they were on part-time contracts, Frank and Tara were not offered the opportunity.

Learning On-the-Job

For the participants in the study, 'learning on-the-job' was a significant part of their experience as they transitioned to the classroom. There was a steep learning curve in their changing role, and for the most part, the participants navigated that through self-directed and on-the-job learning. Due to constant change in today's workforce, workers must be life-long learners (Berings et al., 2005). However, taking formal education is not available to everyone and can be time-intensive and expensive. One solution to this problem is on-the-job learning. On-the-job learning refers to activities completed that are embedded in work and work situations that cause a change in knowledge, attitudes, or skills. This definition of on-the-job learning does not include workplace training programs.

On-the-job learning refers to learning skills and competencies needed for a job either while doing that job, or as close to the job as possible (Berings et al., 2005). The participants in

this study reported participating in on-the-job learning extensively while beginning their teaching role. Frank described the steep learning curve of a new instructor, “Your first year you really go from 0 to 100 and it is hard to do all the learning that you need to do to be successful.” Further, a lot of the learning is on the fly. Frank described his first days in class. “I would say my first class, in fact, my first year, was a little painful, in my head at least, and maybe for the students at the time. Because I was always trying to figure out how to organize them.” These already hard first weeks of teaching are made more difficult by the sheer amount of learning that is necessary.

A lot of the learning on-the-job was experiential, with the participants trying to do something new in the classroom, and assessing and adapting as they go. George described learning about the learning management system, “I try stuff, maybe it works, maybe it doesn’t. If it works, great, if not, I know something more and I will try something different next time.” Frank describes trying different teaching styles in the classroom.

> In my first year and second year, you keep trying things. Some things just don't work. You think they might work because you don’t know any better. But some things just don't work, some lessons don't work, so it really in the first couple of years are you trying and figure out.

This on-the-job, experiential learning built reflective practice in the participants and helped to build their own ‘sense of capability’ in their new roles as instructors.

One area of learning on-the-job that the participants shared was the research and development of content. This research and development is two-fold. There are topics they may be teaching that they have not touched on since their own training or that have been added to the curriculum in the years since their training. Further, faculty must learn how to put their course content together for their students including creating presentations or lectures, planning

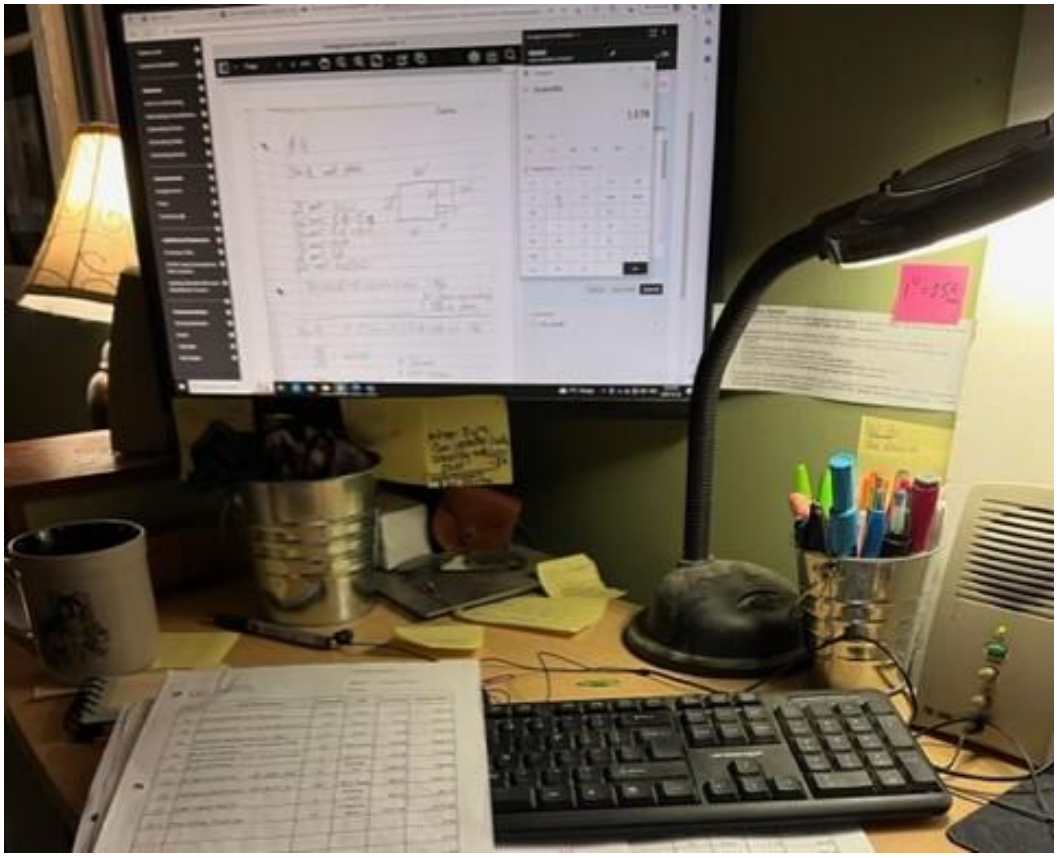
activities, and making assessments. Tara described the content-area research that she does to prepare for her classes.

> Most of the research I have done is for my teaching subject. I have to relearn some of what I am teaching. I usually find videos but find it hard to find example questions for students. I also have to spend time teaching myself content and then in turn turning it into teachable content. For the trades, I find that it is important to put it into layman's terms. It is technical but you kind of have to make things easier to understand. Just try to make it as simple as possible to understand and give simple examples.

Figure 4 shows the station that Tara has set up at home to learn content and complete her marking. Tara described a larger portion of her time was spent “Hitting the books” to review content from her previous training and adapt her resources for use with her trades students.

Figure 4

Tara's Home Study Station



However, for the instructors starting their new roles, there is more to learn than just the teaching content and pedagogy. Trades instructors often have responsibilities that fall outside of the traditional classroom. Frank describes the breadth of the instructor role.

> The role of instructor is more than just teaching the students. We have lots of stock and lots of consumables. We have every part for every machine that could possibly break. We have to keep a lot of things in stock and organized to keep the shop running and of course, we have a lot of machinery in there. It is part of our role to keep the shop operational and safe for students.

These additional tasks related to the upkeep and maintenance of the shop add to both the learning curve and the amount of responsibility that they are taking on as novice instructors.

Beyond learning about teaching, the participants had to learn how things are done within the organization. Frank describes the learning he had to do about the institution, “During those first years you need to learn how the place works, as well as how students work,” including the important and worrying idea of keeping the students safe in a shop: “Safety can be a stressful part of the role. Students do not always know the bad sides of things that happen. It is the job of the instructor to make sure that nothing bad happens.” Thinking about the safety of students as they are working with tools for the first time adds to the stress of their new roles.

As Frank and George gained experience in the classroom, one area of change that they both reflected on was a release of responsibility to the students. When he was first instructing, George felt like he needed to solve problems for the students in assignments but now he lets them do more of that for themselves “To further help the student I needed to bring awareness to their uses beyond what I could do for them.” Similarly, when he was starting Frank felt as if he needed to tell students everything, “I thought that they didn't need to think, I needed to think for them and tell them the direction that we're going to go. That was the first year.” Whereas now Frank gives the students a little bit more opportunity to think on their own, “I explain the process, how to do it, and what is expected. Then I give them the opportunity to them try it for themselves.” Frank stated that especially in the shop it is important for students to get practice, “I try to give them suggestions, and tips but I really want them to get in there and try things.” This shift in their practice shows an understanding of how their students learn as well as an understanding of themselves as instructors.

Further, both George and Frank described gaining an understanding of just how different the needs of all the students in the class are. Frank said, “Now I look at my students as all different. I always think in my head that I need to tell them things, but all of the students are on a different level.” Both Frank and George described the importance of connecting with and supporting students one-on-one. Frank used this time to provide the students with assistance in learning, “Some students just need a bit more hands-on support to do their thing. Not all students get it the first time, so I like to walk around and work with them in their booths and do hands-on right in front of them.” While George used this opportunity for formative assessment and to understand the students’ abilities: “I can't say enough about one-on-one time, teacher to student. You get a feel for them, you understand that they're learning at different levels. You know who's probably going to be great in the field and who is not.” Through their work with students, Frank and George developed an understanding of the individual learning needs of students.

The participants reflected that even after the initial stages of being an instructor on-the-job learning does not end. George described a change in teaching assignments, the move to a larger class held in a lecture theatre that prompted him to rethink his classroom practice and how he did things. “I have one class in the big amphitheatre; I just have to rework my stuff. I am used to writing on the board and while I can project on the board, I can't make changes to it like I like to. So, I've got to develop something else.” After her first year of teaching, Tara had to move from teaching online to in the classroom.

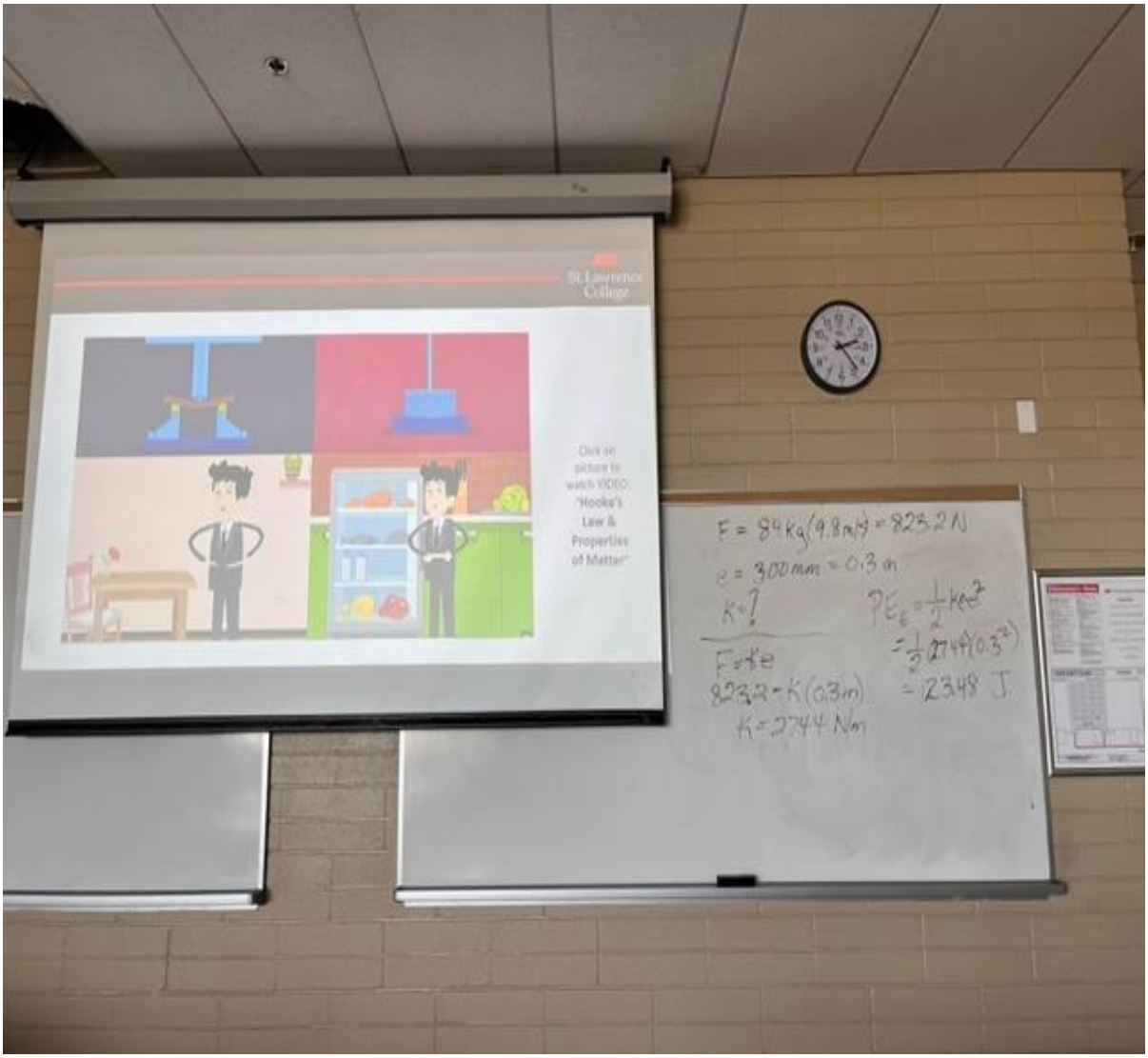
> When I started it was all online. I was able to stay home and basically do all my work and prepare for my classes from home. It actually made it an easy transition. After teaching online, in person is much different than what I am used to. I was used to just writing on my desk and using a document camera. Now I have to transition to writing in front of

> students on a whiteboard. It's actually very different. Every once in a while, I have to stand back and look at the whole thing to get my bearings.

Figure 5 shows Tara's classroom setup that she is transitioning to teach in. After starting teaching remotely using Zoom, she was adapting to teaching in person and writing on the large whiteboard in front of students as part of her ongoing on-the-job learning. She described using the screen to project PowerPoint slides of problems and the whiteboard to work out the problems.

Figure 5

Tara's Classroom Display



Frank and George both noted that there was a change in the student population. Frank noted the need to learn and adapt because of a change in his students, "While I have a teaching style that I am happy with and works for many of the students, the students in my classes are very much changing and I have had to adapt." George noted that students had changed as they came back to the classroom post-covid "There is something about the new students coming in that have had all this COVID behind them. They're learning a little differently than anybody

else.” This changing student population will lead to continual change because they will need to learn and adapt to support the new generation of students.

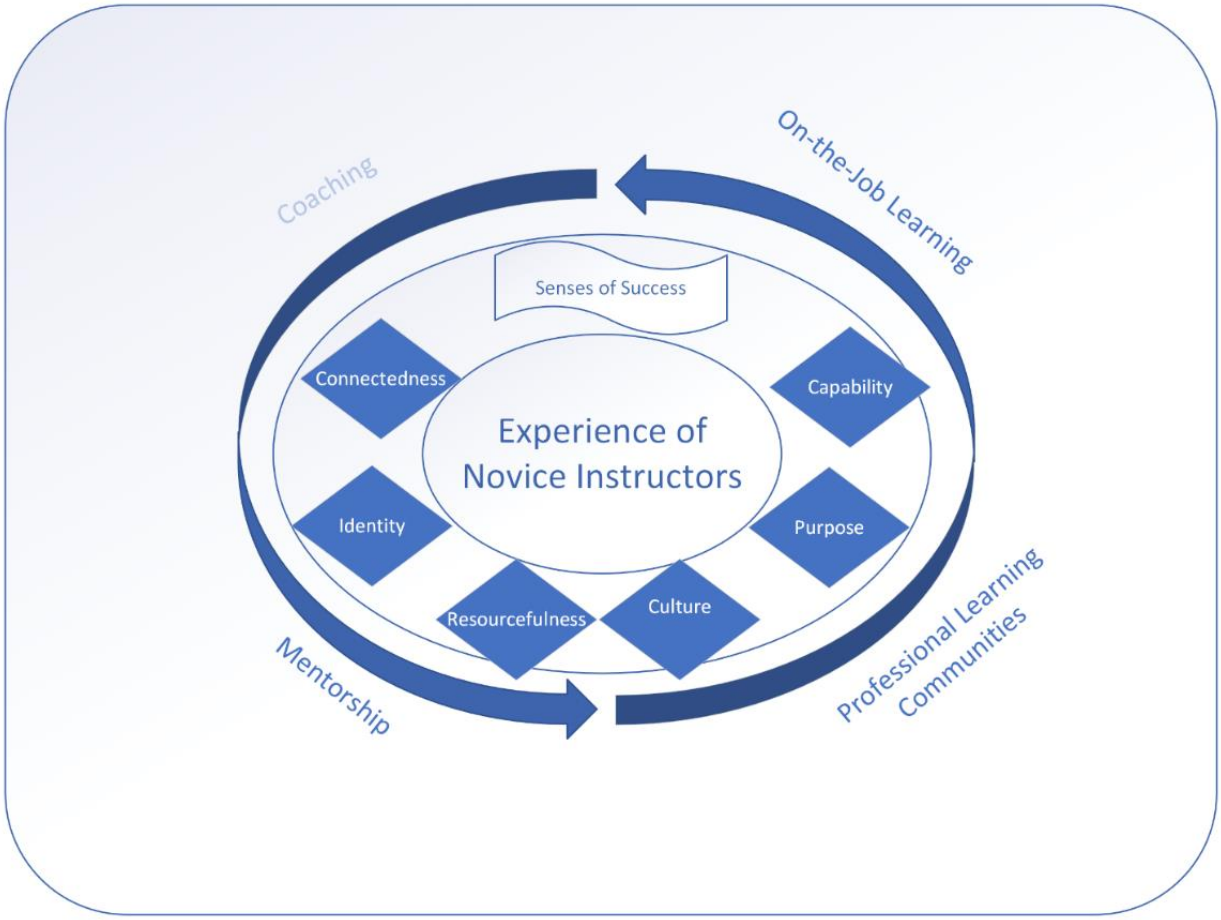
Even with having to adapt to a constant change, the participants shared that their time spent instructing and learning on-the-job has made them more comfortable in the classroom. Tara, who is still new, reflects that she is becoming more confident in the classroom “I feel better. I still get nervous, but I am getting better as time goes on.” And Frank shared that after all the learning in his first few years instructing has become much easier for him, “Now it is just like anything you've done for a long time. You don't even really have to think about it.” It was the experience of the participants of the study that while the initial time in the role had a large learning curve, with experience, time, and learning the job became easier and less challenging.

Revised Framework

The data included examples of the participants discussing all six senses of success. Further, participants spoke of how mentorship and professional learning communities helped to support them in developing those senses of success. However, there was no data to back up coaching as a source of support. Based on the data from this study, on-the-job learning was added to the theoretical framework. Like mentorship and professional learning communities, on-the-job learning supported novice instructors’ sense of success. Figure 6 below shows the updated research framework.

Figure 6

Updated Theoretical Framework



The use of the research framework allowed a greater understanding of the factors that affected the experience of novice instructors as they transitioned to the vocational classroom. The inclusion of the "Senses of Success" – connectedness, identity, resourcefulness, culture, purpose, and capability highlighted those internal factors that supported the participants in making the successful transition to the classroom while the surrounding factors of mentorship, professional learning communities, and "on-the-job learning" described the factors that foster those senses within the novice faculty.

Summary of Findings

Based on the data collected during the study, the experiences of novice trades instructors are impacted by their own sense of success. The findings reveal the importance of collegial supports such as professional learning communities and mentors in the absence of formal induction or onboarding processes. Further, the participants in the study were resourceful and employed on-the-job learning to gain the skills they feel are necessary to be effective in the classroom. The combination of on-the-job learning, PLCs, and mentorship supports the 'sense of success' which in turn supports the instructor's successful transition to the classroom.

Chapter 4 Summary and Conclusion

This chapter presented the phenomenological findings with information gathered through interviews conducted with three study participants. These findings were situated within the theoretical framework outlined in Chapter 2. Based on the data collected from participants, on-the-job learning was added to the theoretical research framework because all three participants discussed the importance of learning as they transitioned to the trades classroom. With this learning, the participants were able to develop their own way of teaching and become more confident in the classroom. In Chapter 5, the findings are discussed within existing literature and implications for future research and professional practice are discussed.

CHAPTER 5: DISCUSSION

The purpose of this study was to build a greater understanding of the experiences of novice instructors as they move from working in industry to teaching in the vocational classroom. Because vocational and trades instructors are hired for their industry expertise and their classroom potential rather than for experience and training in teaching, their experiences are unique as they must learn to teach while teaching. Thus, novice trades instructors must simultaneously learn classroom teaching techniques, new technologies such as learning management systems or other educational learning technologies, and how to navigate working in a new institution while they are completing the regular work of teaching including presenting, marking, and managing a classroom. This study sought to build a greater understanding of the lived experiences of novice instructors as they move from working in industry to teaching in a vocational institution.

A literature review which includes adult learning principles, collegial supports such as mentoring, coaching, and participation in a professional learning community, the experiences of novice teachers and new instructor induction programs, the five senses of student success, and professional identity informed this research study. Based on the literature review, a framework was developed for the study in which collegial supports such as coaching, mentoring, and participation in professional learning communities would support the novice instructors in developing their “Senses of Success” – sense of community, sense of capability, sense of purpose, sense of connectedness, sense of culture, and sense of resourcefulness successfully and these senses would, in-turn support the novice instructors in successfully moving to the post-secondary classroom. Based on the results of the study, the framework was revised to include the important aspect of on-the-job learning which was reflected in all of the participants’

experiences. As well the element of coaching which was not represented in any of the participants' experiences was removed from the framework

This study used a phenomenological case study methodology in which three participants from a single vocational institution participated in three interviews discussing their experiences in moving to the postsecondary vocational classroom. During the interviews, the participants reflected on their experiences in moving from their roles in industry to the vocational classroom. The interviews were then transcribed and analyzed inductively to identify themes from what was said to gain a greater understanding of their experience. The data was then discussed within the proposed framework and changes were made to the framework considering the data from the study.

Reflections on the Research Questions

In this section, the data will be discussed in the context of the research questions which framed this study. We will first discuss the sub-questions focusing on the impact of the COVID-19 pandemic, factors that make the transition more difficult, factors that make the transition less difficult, and the impact of collegial supports on the experience of novice instructors. Following the discussion of the sub-questions, the overarching study research question "What is the lived experience of new community college instructors hired directly from industry as they transition to the vocational classrooms?" will be discussed including other themes arising from the data analysis and interpretation.

What Was the Effect of the COVID-19 Pandemic on the Experience of Novice Instructors Transitioning Into the Classroom?

As it affected all areas of the world, one specific aspect of this study was the timing of the COVID-19 pandemic and the resulting shutdowns and remote learning for educational

institutions around the world from 2020-2022. The COVID-19 pandemic and resulting shutdowns forced a rapid shift from traditional classroom functions to new technological solutions (Nguyen et al., 2020). Instructors were asked to change their practice from classroom-based instruction and lab time to online or remote learning. Because Frank was further into his career when the pandemic started, it did not impact the start of his career but for Tara and George, the pandemic had an impact on the beginning of their classroom careers. Novice instructors during the pandemic experienced a simultaneous change in career with transition to pandemic teaching which can cause compounded stress (Webb & Baumgartner, 2023).

The move to remote learning had a significant impact on the professional learning community that was formed with the participants in the teaching excellence program in which George was a participant. When COVID-19 started in March of 2020, George was in the second year of his teaching excellence program. As the program pivoted online, the participants formed an online professional learning community on Microsoft Teams. As described by Vescio (2008) the PLC gave the participants the opportunity to not only ask questions but to share their knowledge and support their colleagues in the group. George described his PLC, “The group that I took the teacher training with became a network that I could go to for help. One of the neat things about that group is that sometimes I would be the one answering the questions and other times I would be the one asking questions.” The members of the group took turns as the ones asking, or the ones answering the questions in the group. This helped to build a true community of learners and helped to build group cohesion. The context of moving the instruction online and remote learning helped to create a tight-knit, supportive learning community for the participants of the teaching excellence course. This group formed an “informal learning setting for faculty to problem solve, to brainstorm, and to collaborate” (Tucker, 2021, p. 11). Coto and Dirckinck-

Holmfeld (2008) described professional learning communities as working together to solve problems and support the learning of students. The PLC that George connected with worked together to solve the many problems of moving in-classroom instruction to remote learning. The fact that the PLC was held mostly online, via Microsoft Teams, may have helped to overcome one of the downsides of PLCs identified by Darwin and Palmer (2009), the hesitance of some individuals to speak out in a group. The fact that the group connected online allowed participants to connect in a different way perhaps helping members of the PLC to be comfortable reaching out to their colleagues. This PLC supported the members in successfully making the transition to teaching remotely as was described in Tucker (2021). Now that the context has changed, and the participants are back to teaching in the classroom, the professional learning community has run its course. And while the members will still connect on campus, the community is no longer active.

Tara started in her role as an instructor during the COVID-19 pandemic, and remote teaching presented a very different experience as a new instructor than she would have had at a different time. For many novice instructors learning to teach during COVID-19 is challenging (Webb & Baumgartner, 2023). However, for Tara, beginning teaching remotely had a couple of advantages: (1) she was able to focus on teaching; and (2) she who is nervous about public speaking, felt more comfortable speaking at home rather than in front of a classroom. In her estimation “The whole COVID-19 experience. How did that affect everything? I actually think that that it kind of helped. Because I was able to stay at home and just hit the books.” She also spoke of the transition of moving back into the classroom:

> My first day of class I was super nervous. That's probably the biggest thing. Sometimes when I am nervous, I stumble on my words. Luckily, I started during COVID-19 so I

> didn't feel like they were watching me, they could just see my PowerPoint. So, I felt a little bit better. Then I had a year of doing it that under my belt before I was in front of students.

The ability to teach remotely first where she felt more comfortable, may have helped Tara to build a sense of capability in her teaching skills before she had to get in front of students in the classroom. This is in contrast to the experience of many novice instructors during the COVID-19 pandemic who found the start of their careers disorienting, "concerns about meeting expectations, and pandemic teaching made it more difficult for many of them to know what they actually needed to do" which shows a lack of a "sense of capability" (Webb & Baumgartner, 2023, p. 243).

What Are Some Factors That Make the Transition to Instructor More Difficult?

As was outlined by Kutsyuruba et al. (2018) the first few years as a novice instructor can be challenging and stressful. For the participants in the study the transition to teaching and the steep learning curve did turn out to be stressful, Frank described the difficulty of starting his role "First year was tough on me …with no prior training to do something like this." In this section, the factors that made the transition to teaching more difficult for the research participants will be discussed. For the participants in the study, specific factors that made their first years more challenging included: learning how to teach live in a classroom, relearning, and developing, and teaching content in a short timeline. Not understanding the policies and procedures of the new institution, a lack of onboarding, and a perceived pressure to be more "academic" made the experience of transitioning to teaching in their trade more difficult.

Learning to teach while overseeing the classroom was a challenge for the participants in the study. Adding to his stress, Frank felt guilt for not being able to provide the students with the best educational experiences during his first years.

> During my first term of teaching, I was stressed, and I felt nervous. I thought that there has got to be a better way. I was trying different things, and they are not working. I really felt bad for the students. Sometimes it didn't really work, and they were like guinea pigs. That was the hardest part of the first year—figuring everything out. How to react? How to do things in the class? How to get students to do things? How to get the process of every day getting things done?

This aligns with the reported high levels of stress and anxiety in novice instructors attributed to, among other things, a large amount of responsibility and workload (Dias-Lacy & Guirguis, 2017)

For Tara, learning to teach was less stressful "I think that because I am kind of a natural teacher that maybe it comes more naturally than to other people." However, as she has been asked to teach courses outside of her specialty, the development of courses and content has been challenging.

> There was a couple of times, in the very beginning when I didn't have any of the information and the classes were coming up and I was kind of freaking out because I had nothing to go on. I didn't know what was expected and it was very hard actually to find those answers.

Courses without developed curriculum or curricular assets increase the challenge for new instructors as it can be hard to know what should be in the course and challenging to build a curriculum while simultaneously teaching the curriculum. Similarly, Brindley and Parker (2010)

noted that having a developed curriculum allows novice teachers to focus on pedagogy and teaching while they are getting used to their roles.

One challenge that George and Frank described as new instructors was feelings of tension between the "academic" culture of the greater institution and the culture of the skilled trades, though in different ways. Like the participants in Gravani (2012), in which teachers expressed disappointment in training programs which were not structured to support adult learners, George shared frustration at the teaching excellence program. While the participants in the Gravani (2012) study expressed frustration that their prior experiences and knowledge were not being integrated into the program, George found that the materials taught did not have a direct application to his role and constituted "a lot of studying to not a lot of end."

Similarly, when Frank was discussing factors that were not supportive during his first years, he described feeling annoyed at academics telling him how to run his classroom. While Frank's statement was not about a course or a workshop, this corroborates Viskovic's (2006) finding that participants in teacher training programs have difficulty learning from those whom they do not agree with. This statement is also evidence of the "them" vs. "us" mentality described by Mealyea (1989). This lack of "sense of culture" creates a tension between the novice faculty's view of themselves as practical tradespeople and their new role as teaching faculty in a vocational institution.

Another factor that made the transition to teaching more difficult was the lack of formal onboarding. None of the participants in the study reported having participated in institutional onboarding. This could lead to gaps in institutional knowledge such as not knowing the process for a student showing distress as was experienced by George, or Tara not knowing about videos

to explain software or teaching. An onboarding session may have helped to fill these gaps in knowledge.

While starting a new role as an instructor is challenging there is a lot of "on-the-job" learning. For the participants in this study, a lack of understanding of the program in which they teach and a gap in their "sense of culture" of the academic institution that they are now teaching in made this learning curve even more difficult. However, many aspects of their time as new instructors supported them in making a successful transition into the classroom.

What Are Some Factors That Make the Transition Less Difficult?

While the transition from industry to teaching in post-secondary can be difficult (Hayes, 2013), for the novice instructors in the study, various factors supported them in making a successful transition to the classroom. The instructors in the study discussed confidence in their own knowledge and skills, feeling like they were making a difference, and access to teaching materials and curriculum as being positive factors in their transition to the classroom. Further, collegial supports from their peers were very important in their transition to teaching in vocational education.

For Tara, her motivation and natural inclination towards teaching supported both a strong sense of purpose and a sense of capability which in turn helped her make a successful transition into the classroom. She found the transition to teaching quite easy, "Maybe because I am just a natural teacher." This reinforces Wyllie et al. (2019), who found that novice nursing instructors who were motivated to start their career as academics were more able to weather the trials and tribulations of being a novice instructor. Similarly, Crosswell and Beutel (2017) found that career-change teachers drew on their own motivation and belief in themselves as a teachers when they lacked a supportive supervising teacher or mentor. Tara's strong sense of self-efficacy and

motivation to teach was able to reinforce her in her first year of teaching even though she experienced it in relative isolation.

All three participants mentioned the positive feedback from students as helping to make their time teaching more enjoyable and rewarding. This positive feedback from students builds both their sense of capability and sense of purpose in their work as instructors. George shared that a student told him “Your stories from the field make it easy to understand” and Tara said a student told her “I never got why I had to do math before but now I do.”. This positive feedback supported their sense of purpose and accomplishment in their new roles. This sense of connection with the students gave them a “why” which supported them in overcoming the challenges associated with their new roles. These findings corroborate that the relationships between teachers and students are important to teacher development (Kutsyuruba et al., 2018).

Access to curriculum and developed teaching materials was also identified as being supportive of early classroom success. George described the importance of having materials prepared for him, “I pretty well had an outline developed for when I started, so as long as I understood the content, I could deliver it.” Tara described how a lack of understanding of what should be in a course or how it fits into a program made planning difficult.

> It would be useful for me to know how all the classes are aligned with one another. I really want to know and still don't have a lot of information about the rest of the program. I need to know about the whole program, not just about the classes that I am teaching. So that I am able to align everything that I am doing with the rest.

The ability of instructors to understand what needs to be taught and how to teach it within their programs is very supportive in them successfully transitioning to the classroom.

For the participants in the study, the senses were very important to their successful transition to the classroom. These senses were supported by positive feedback and connection with students as well as collegial supports, which will be discussed in the next section. Further, access to course and program resources that will give instructors an understanding of the courses and programs they are teaching helps instructors make a successful transition to the vocational classroom.

What Is the Impact of Collegial Support Such as Mentoring, Professional Learning Communities, and Coaching on the Experience of Novice Instructors?

For all the participants in the study, collegial support in the form of mentorship was an important factor in their transition into teaching in postsecondary. Though none of the participants in the study were part of a formal mentorship program, all the participants reported mentorship and collegial support as essential to their success as they transitioned to the classroom.

Crosswell and Beutel (2017) found that the mentorship provided by a supervising teacher during practicum training is one of the important aspects of the teacher training program. For instructors hired directly from industry who do not have the advantage of supervised practicums, working with a mentor can help to bridge that gap. For the participants in this study, mentors provided a variety of supports and information. Tara connected with a previous instructor who shared curriculum content and offered pedagogical support. For George, his collegial supports came more as a network of mentors and connections rather than a single mentor. He turned to the other members and presenters from the Teaching Excellence Program as well as the experienced instructor who shared his office space for guidance and information. Frank’s mentor was instrumental to his successful transition to the classroom. He allowed Frank to watch his class,

answered questions about teaching, and shared his curricular resources. He even provided some of the basic onboarding functions like giving Frank a tour of the institution and taught him about the shop equipment.

> OK. Yeah. So basically. 100% of my time was spent looking at the other teachers that were around me at the college. Asking questions about then what do you do in this situation? But my mentor was probably 90% of how I started because that's who I worked with every day. The other 10% questions would say, hey, what are you guys doing in this case or what do you do in this case?

For the participants in the study, their mentors provided a lot of support from regular on-boarding information to ongoing teaching support and assistance with classroom management though the form of the mentorship and collegial supports were very different.

The participants in the study described how vital having a mentor was in providing practical support as they transitioned to their teaching role. Having a colleague to go to for help, whether it was a single mentor or network of mentors in a professional learning community, was an important support for the participants as they transitioned to the classroom. However, none of the participants in the study recalled having the support or coaching of a teaching and learning centre coach or professional developer outside of George's experience in the Teaching Excellence Program.

George, who had a shared work area, found that this was a source of collegial supports. In their work on context, Kutsyuruba et al. (2019) described one form of peer support to be an "easily accessible network of supportive persons and resources" (p. 92). The shared space provided an opportunity for connection and informal conversations for George. Facilitating collegial relationships, one of his colleagues has become a mentor to him: "One of the other guys

that are in my room, he teaches in a different trade, but he has been teaching for 20 years at a few different colleges, he is probably the closest thing I have to a mentor. I feel comfortable going to him to ask things," and another one serves as a sounding board to think through classroom issues. This shared space can help to build comradery and professional relationships creating a sense of connection within the institution and these working relationships enable supportive conversations about their new role. Kutsyuruba et al. (2019) defined social context factors as "the immediate physical and social setting in which people live or in which something happens or develop," (p. 91). For George, the shared workspace provided the social context which supported him in developing a sense of connection and community with his colleagues.

What Is the Lived Experience of New Community College Instructors Hired Directly From Industry as They Transition to the Vocational Classroom?

The experiences of the participants in the study varied. The participants started at different times (during or before COVID-19), had different contexts (full-time, in-office or part-time, prep from home), and taught in different trades. These factors all impacted the experiences of the participants. However, they all spoke of the amount of on-the-job learning that their new roles entailed.

All the participants spoke of the necessity to learn while they are on-the-job. As Hayes (2013) described, the participants had to develop skills that were different from those skills that are used in industry. Frank described learning about lesson planning through trial and error.

> Sometimes I would ramble on about something that was on my mind at the time. Sometimes would have nothing to do with what really was going on in the classroom, so that was 15 minutes of our time wasted right there. I would often try to explain every detail that the students may need to know. For basic operations safety, sometimes I would

> miss something because I was nervous and learning. In the future, I would have a list of things that I would use to organize myself. I just check them off as I go.

This on-the-job training that made up most of the participants' learning about teaching and learning is called informal learning as defined by Merriam et al. (2006). This, in context learning, allows adults to learn specific skills which they need to use for their specific roles. The participants learned on-the-job the specific skills and knowledge that they needed to be successful in their new roles.

For early career teachers, learning, whether formal, informal, or nonformal is a central part of the role (Kutsyuruba et al., 2018). This learning could take many forms or contexts – including participating in mentoring, proactively collaborating when they experience problems or independent on-the-job learning. The participants in this study participated in a wide variety of on-the-job learning as they transitioned to their roles. As an example of informal learning, George used independent research to become "his own expert in the learning management system." Similarly, Tara used independent research to learn or refresh knowledge on the content for her classes. All three described using informal, experiential learning to learn about their own teaching practice, trying different things in their classrooms, reflecting, and learning from their experiences. While most of the learning about how to teach that the participants described was informal, George had the advantage of participating in the nonformal teaching excellence program in which he could learn in a more structured way. This program had the advantage of helping participants make connections among people throughout the institution, connections that they may not have been able to make through informal learning and casual networking within the institution. This networking had the ripple effect of facilitating further on-the-job learning through the collaboration of the course participants. However, like the participants in

Gustafson's (2015) study, informal learning either independently or from a mentor was preferred by the participants in the study.

The learning that the participants described as being worthwhile in the study experienced in was aligned with Knowles' (1978) principles of adult learning. The learning that the novice instructors in the study participated in was self-directed and based upon what they had identified that they needed to know for their role. Furthermore, it was problem-based, how to solve a problem rather than learning theory for theory's sake. This was highlighted by George's complaint about finding theory for theory's sake useless and is supported by Gravani (2012) who found that adult learners were unhappy with learning programs that did not follow adult learning principles.

The nature of a lot of the informal learning that the participants experienced was experiential in nature. The participants followed an experiential learning cycle described by Kolb and Kolb (2017) in which they tried or experimented with a teaching method or activity in the classroom, evaluated whether that worked for them, and then updated their previous understanding of what worked for them in the classroom. George discussed changes he has made in the classroom: "There have been things I have tried, and then evaluated whether it worked or not, whether I see an improvement in the students' responses, and testing, etc. I also get feedback from students about what works and what doesn't." By experimenting and reflecting on their experiences, the participants in the study updated their understanding of classroom instruction.

In transformative learning, Mezirow (1997) describes the process of learning as changing one's perspective. George showed a change in perspective on his role in supporting his students. His view of the role of instructor has shifted from viewing himself as the source of knowledge to viewing himself as a support for students developing knowledge. This was shown in the shift in

his practice, moving from giving students all the answers to supporting them in learning the answers themselves. George described how he has changed his work with students.

> I am getting better at letting the students do more instead of me kind of pushing things along. Letting them do more of the work themselves when they get into problems rather than doing a lot of myself. I am seeing more success on their assessments since I made this change.

In his work with students, Frank experimented with different classroom management styles and discovered that a more relaxed relationship-based classroom management style better fits his personal practice rather than the more prescriptive authoritarian management style employed by his mentor. This change in practice also showed a change in perspective as described by Mezirow which described changing the lenses for how one sees the world as one learns (1997).

For the participants in the study, the experience of transitioning to the classroom was one of learning. Learning how they fit into an academic institution, learning how to work with students, learning content and how to organize it for student learning, learning about the LMS, and learning how to be themselves in the classroom. While there was a steep learning curve there was a sense of accomplishment on the other end.

Recruitment of Participants

The difficulty in recruiting participants for this study was described in Chapter Three. This section will discuss the potential reasons for this difficulty. Possible reasons include the lingering impact of the COVID-19 pandemic, shrinking trades programs, institutional infrastructure to support research, and the research design.

There are a few possible reasons for the difficulty in recruiting participants for the study. One possible cause was the lingering impact of the COVID-19. Instructors who had started either

during, or directly following remote learning and the COVID-19 pandemic perhaps felt too busy to commit to a research project, which included three interviews. Further, chairs or deans may have been hesitant to share the invitation for the study with their instructors who were already very busy with their new roles.

Another possible barrier to the recruitment of participants in Western Canada was that some trades programs in colleges have been getting smaller. One institution replied that because of layoffs within their institution, the newest instructor had been there for eight years, which was longer than the inclusion criteria at that time. While I only got this reply from one institution, economics and government funding are likely to impact other institutions in the region and may have impacted the recruitment of participants at other institutions.

Another possible reason for the difficulty in recruiting participants from Western Canada could be the lack of institutional processes in place for participation in research. Some of the institutions who were contacted seemed to not know what department or who could make the decision about their school's participation in the research project. In contrast, the organizations in Ontario had procedures to facilitate the research at their sites. This could be because there are more research studies conducted in that province than in the West.

For the study population, the research design of three in-depth interviews may have acted as a barrier to the recruitment of participants. Because novice instructors are very busy with their role of learning to teach while teaching, often feeling overwhelmed, it may have been hard to commit their time to participate in the study. This coupled with administrators being cautious about encouraging their faculties' participation may have led to the lack of participants.

Implications for Practice and Future Research

As this study built upon the existing understanding of the experiences of novice instructors as they transition to teaching it has implications for professional practice in institutions that hire individuals directly from industry to teach. The professional practice implication of this study applies to novice trades instructors, the teaching and learning centres that support them, and the academic administrators and leaders who hire vocational instructors. Further, because the study adds to the existing body of knowledge of the experiences of novice vocational instructors, it highlights opportunities for further research.

Implications for Teaching and Learning Centres with Trades Instructors

Teaching and learning centres that support trades faculty can learn from the lived experiences of the participants in this study. This study builds a greater understanding of the experiences of novice instructors as they transition to their new roles and what supports are useful. Based on the results of this study there are a few takeaways for centres' supporting trades instructors: (1) ensure training programs are aligned with adult learning principles, (2) prioritize opportunities for connection between faculty members, (3) resources and programs are only useful if they are reaching the target audience, and (4) create resources that can support novice instructors in their on-the-job learning.

When planning training for novice trades instructors it must be aligned with the principles of adult learning. Care must be taken to ensure that the experience and knowledge of the novice instructor learners are respected and brought into the classroom. Due to the culture change that novice vocational instructors are experiencing; it may be extra important to ensure that programming recognizes and incorporates the previous knowledge and experiences of novice instructors. Any instruction or programs provided to novice instructors should balance

theory with practical and problem-based instruction. This practical focus will help the vocational instructors to learn from the program without feeling that it is too academic in nature.

For participants in this study, a lot of the learning they experienced was nonformal from mentors or peers. When planning programs for novice instructors, teaching and learning centre staff should prioritize giving opportunities for connections between faculty members. These connections support the nonformal learning that is preferred by novice instructors. The novice instructors in this study found that the learning they did from a mentor or as a part of a community was important to their learning and transition to the classroom.

Because two of the three participants of the study were unaware or just becoming aware of the resources and supports that were available to novice and experienced instructors at the institution. Services that do not reach the intended audience are unable to help them. It is important for teaching and learning centres to focus on getting information out about their resources and services so that they are able to meet the needs of those that they are designed to support. If information about the services provided is not getting to the necessary people, those communication channels need to be reflected on and may be changed.

Because the participants in the study reported extensively using independent research and learning during their transition to the classroom there may be value in prioritizing just in time for novice faculty. Following adult learning principles, learning for adults is problem-focused and it is hard to have a planned offering for exactly when a problem arises. However, having available just-in-time resources for faculty to access will foster that independent learning process.

Implications for Novice Trades Instructors

The first implication for trades instructors is that moving from industry to instructing in the trades is a big transition for many people. The difficulty of this change can be normalized

because there is a large learning curve when starting the role and with continual learning in the role for the rest of your career. However, instructing is a rewarding career in which you could impact students.

A second implication for trades instructors is that nonformal and on-the-job learning is important for making a successful transition. Thus, novice instructors must identify sources of support that will help them with their on-the-job learning. Understanding that learning is necessary, look to gain knowledge and skills within the teaching role. This could include making a connection with a mentor or mentors within the institution to whom you can ask questions, making a connection with the teaching and learning centre staff, or accessing just-in-time resources like documents or job aids. These supports will help novice trades instructors to make the successful transition to teaching.

Implications for Administrators in Vocational Institutions

The results of this study have implications for the administration and leaders of post-secondary institutions. It is the vocational institutions that hire these industry subject matter experts to teach in the classroom. It is important that supports and training opportunities are offered to help them to make their transition to the classroom successful. Supported instructors will have a smoother and more successful transition to the classroom, which could result in a better student experience for the students in the classroom of novice instructors.

The participants in the study highlighted the importance of mentorship for the learning and experiences of novice trades instructors. While none of the participants in the study had formally assigned mentors, mentoring programs will help to assure that novice instructors have access to mentors. Further, promoting connections between faculty members by using shared

workspaces, assigned co-development time, or hosting learning or course instructor communities, may foster the development of organic and natural mentorship relationships.

Another important support for novice instructors is the availability of developed curriculum and program information for their courses. This lowers the stress for novice instructors as they are not simultaneously creating content and learning to work with students. Further program information is important for novice instructors to understand how their courses fit into the bigger picture.

Implications for Future Research

This study built a greater understanding of the lived experiences of novice trades instructors as they transition to the classroom. This opens several avenues for future research and understanding of novice trades instructors. Upon reflection on the findings, several key questions emerge. This section will discuss possible avenues for future research because of this study including mentoring programs for vocational instructors, teaching and learning centre programming, on-the-job learning, and participant recruitment.

As mentorship was such an important aspect of the experience of novice trades instructors – more research in the area of mentorship for these novice trades instructors is warranted. Future research could delve into the evaluation of mentorship programs with novice trades instructors. This research could also investigate programs that support mentors in developing effective mentorship skills.

As many teaching and learning centres develop programs that support novice instructors in their institution but only one participant in the study seemed to know about these supports, further research could be done into the effectiveness of teaching and learning programs for

novice instructors, or into the best way of sharing their programming to connect with those whom the programming is designed to support.

The present study revealed the importance of self-efficacy in novice instructors to maintain a sense of purpose during the difficult transition to the classroom. Future research could explore ways to develop the self-efficacy of those who are new to their teaching roles. This could include the development of targeted professional development programs aimed at starting instructors off in a positive way.

As so much of the learning encountered by the participants was “on-the-job”, the findings underscored the significance of supporting opportunities for nonformal learning for novice instructors. Future research can investigate effective strategies for providing continuous learning opportunities within the workplace. This could involve exploring the impact of mentorship programs, incorporating technology for just-in-time learning, or tailoring professional development to the specific needs of educators. Examining the relationship between on-the-job learning support and successful classroom teaching is also warranted.

One intriguing finding from this study was the apparent ease of recruiting participants in Ontario compared to the Western regions. Further research could delve into the specific factors contributing to this discrepancy. Understanding these nuances and differences may shed light on regional differences in the novice instructor experience as well as aid in the recruitment of participants in future studies.

In conclusion, these opportunities for further research address critical aspects identified in the current study and have the potential to enhance our understanding of the experiences of novice trades instructors. By investigating these areas, future studies can contribute valuable insights to the field of vocational education, teaching and learning, and institutional leadership.

Conclusion

The purpose of this study was to gain a greater understanding of the lived experience of novice instructors as they transition from industry into their classroom. By listening to the experiences of the participants in this study, a greater understanding was built around what it means to be a novice instructor in the trades. The participants' experiences as novice instructors elucidate what it means to be new in these roles with the challenges as well as the rewards of their new roles. The framework developed for this study represents aspects of the experiences of the novice instructors, both the senses of success which faculty use to successfully transition to the classroom, and the factors such as mentors, professional learning communities, and on-the-job learning that bolster their senses of success. This framework can be used to support novice trades faculty and for planning effective faculty induction programs.

The participants in the study reported that they were placed in a context that was very different from their prior experiences. To be successful, they had to learn many different aspects of their new role – including engaging students, creating, and marking assessments, navigating supports available for students in the institution, as well as managing their shops/labs including maintaining safety. This learning must be done while simultaneously teaching students, which can leave novice faculty feeling overwhelmed. However, even when facing these barriers, the participants in the study showed resourcefulness and perseverance in taking on their new roles.

One important implication from this study is that no matter how effective your new instructor training or induction program is if the novice instructors do not participate in the program, it is not going to support them. The site in the study has a new instructor program, the Teaching Excellence Program, but only one participant of the three in the study took it. The participant who took the program found it very helpful and rewarding in the content learned and

especially the connections that it helped to build with his colleagues across the college. Participation in the program may have supported the other participants in their transition to the classroom. But it does not matter the quality of the program, if they are not taking it, even the best-designed program, one that will meet all the instructor's needs, will not help those who do not take it. It is important that these training opportunities are built into the institutional onboarding and that they are available to all faculty members.

Because novice instructors face a steep learning curve, they need to be able to learn on the job. The participants reported learning much of what they needed to learn independently either by proactively reaching out to supports such as a mentor, asking repeated questions of colleagues, or looking for resources online. This problem-based learning was a significant part of their experiences as novices. Thus, planning induction and training programs, and resources which support this just-in-time, applied learning will support the success of novice vocational instructors.

In developing the programming needed to support novice instructors, this study has important applications. This study helped to understand the experience of transitioning to the classroom for tradespeople. The implications from this study may help institutions which hire vocational instructors directly from the field to create programs which factor in adult learning principles to support novice instructors in successfully transitioning to the vocational classroom.

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Appendix A: Participant Survey

1. Before starting instructing, in what area did you work?
2. What program area are you an instructor in?
3. How long did you work in industry before transitioning to instructing?
4. Are you willing to be recorded for an interview?

Appendix B: Interview Questions

1. What is the lived experience of new community college instructors hired directly from industry as they transition to the vocational classroom?

a. What is the impact of the context within which novice instructors work on their lived experiences?

b. What is the effect of the COVID-19 pandemic on the experience of novice instructors transitioning into the classroom?

c. What are some factors that make the transition to instructor more difficult?

d. What are some factors that make the transition less difficult?

e. What is the impact of collegial supports such as mentoring, professional learning communities, and coaching on the experience of novice instructors?

Procedural

1. Thank the interviewee for their time.
2. Introduce yourself and explain the purpose of the interview.
3. Inform the participant the length of the interview will be 60 minutes.
4. Ask if they have signed the consent form and have any questions.
5. Inform them that the interview will be recorded.
6. Inform the participant of the process, they will have a chance to review and make changes to the transcription of the interview.
7. When starting recording, state that the participant has agreed to the recording.

Interview 1: Context

1. To start with please share with me the description of your journey to becoming an instructor that you created for this interview.
2. Tell me about your decision to apply for the job at the college. What factors informed your choice?
3. Tell me about your preparation for your job interview. What did you do to be ready?
4. Explain to me the factors that you considered when you were deciding whether to accept the job offer of instructor.
5. You started your position during the COVID-19 pandemic. How did this impact your thought process and decision to move into teaching?

Interview 2: Experiences

Participants have taken and shared 5 pictures that represent their role as an instructor.

1. To start today, please tell me about the pictures you have brought with you today. Why did you choose these pictures?
2. Tell me about your first day as an instructor.
3. Can you tell me of an example of a time when you really started to 'feel like an instructor'?
4. Describe to me a regular day with students.
5. What was it like transitioning into the classroom?
6. Tell me about a time that you had a question about something at work. How did you find the answer to your question?
7. Tell me about your relationships with your colleagues.

8. What resources do you turn to assist you in your teaching?

9. What are some examples of support that you wish you had been provided with during your first year?

10. Tell me about your mentors. How have they supported you in your work?

11. What type of orientation and training did you receive after you were hired at the college?

Interview 3: Reflection

The participants have seen the data from their previous interviews mapped onto a study framework.

1. I sent you a study framework with some of the information from our previous interviews, is there anything on there that you want to talk about further? Anything that I got wrong?

2. As you reflect on your transition from industry to the college classroom, what supports were helpful for your transition? What was not helpful?

3. how did you feel after the first term of teaching?

4. Is there anything else about your transition to the classroom that you would like to share with me?

Appendix C: Interview 2 Pre-Work

A picture can often describe an experience more vividly than words. Using your smart device, take a picture of five things that represent your experiences as an early-career vocational instructor. Your pictures could include anything that represents your experience as an instructor. The pictures could be (1) your workspace, (2) an important event, (3) a lesson, (4) something that motivates you as an instructor, or (5) anything that is representative of your role as an instructor.

Please e-mail me five pictures with a 1-2 sentence description of how that picture illustrates your experience as a novice instructor in a vocational institution. E-mail is sprattlm65@brandonu.ca.