Differences Between Newly Qualified and Experienced Teachers


### Introduction

To know and to explain how Primary school teachers live their first teaching experiences.

### Specific goals

- To determine the training needs of the new teachers.
- To analyze if there is a difference in the perception of training needs according to the teaching experience.
- To collect information about motivation levels, measures developed to assist novice teachers according to these parameters.
- To understand the perception and experiences shown by EP novice teachers.

### Method

Non-experimental methodology ex-post-facto with a descriptive tendency and a search for improvement. Data collected from an online and paper questionnaire.

### Procedure

- **Data collection**: 63 inexperienced teachers, 60 experienced teachers. Demographic factors, level of preparation, degree of satisfaction about the experienced events, the help received in the practical phase and the professional development of the teacher.

### Participants

- **63 inexperienced teachers**: 75.7% women, 31-40 years old.
- **60 experienced teachers**: Almost everyone in rural public centers.

### Conclusions

#### Generalized perception of deficiencies in the initial training of teachers

- One third of the survey respondents have a deep dissatisfaction, low motivation and little appreciation of the work carried out and they also report deficiencies regarding the welcoming of the new teaching staff and the training for the development of learning.

#### It is necessary:

- **1st**
  - To include the new grades contents related to the elements that appear to be most lacking during the training: didactic aspects and interpersonal relationships inside and outside the classroom.
- **2nd**
  - To develop welcoming programs for inexperienced teachers in the centers, to help them get to know and become familiar with their working environment.
- **3rd**
  - To redesign the teaching training programs so that they include step-by-step strategies and activities to complement the initial training with practical aspects.

#### Non-experimental methodology ex-post-facto with a descriptive tendency and a search for improvement.

**Statistical analysis**: SPSS 15 software.