

Summary

## **LONGITUDINAL RESEARCH ON THE CREATIVE TEACHING OF BEGINNING TEACHERS**

### **INTRODUCTION**

The teacher role has been gradually made out from the traditional education because of the wave of education reform and the appeal of deregulation of education in the last years in Taiwan. In addition to symbolizing the importance of a teacher's professional development, it is also a good timing to cultivate innovative teachers. As a consequence, Creative Teaching is regarded as a key point in the instruction among various types of teacher education curriculum, and a lot of courses are opened. Nonetheless, it is a pity that little research reviews whether beginning teachers actually practice creative teaching methods which they learned in the teacher education courses in the teaching, or whether the teachers have continued and made progress of the creative teaching behaviors after entering the teaching fields. Such doubts can be clarified by a long period of observation. In this case, understanding the changes of creative teaching behaviors of a beginning teacher becomes one of the research objectives in this study. Moreover, the effects of a teacher's initial creative role identity on the creative teaching at the initial phase as well as on the growth trend are the other two research objectives in this study.

### **METHOD**

Beginning teachers in elementary schools are considered as the research subjects in this study. With the influence of decreasing birthrate in the last years, the demands for teacher vacancies are also decreasing annually that the samples of beginning teachers in elementary schools can hardly be acquired. Furthermore, the longitudinal research is applied in this study to understanding the growth of creative teaching behaviors of a beginning teacher. The samples therefore are selected based on the convenience in order to control the sample retrieval. As a result, the quadratic growth curve model in Hierarchical Linear Modeling is utilized in this study for analyzing the growth model of a beginning

teacher's creative teaching behaviors and discussing the effects of the creative role identity on the growth trajectory of creative teaching behaviors. Total 78 beginning teachers in elementary schools are sampled as the research participants. With purposive sampling, the research is preceded for two years, and the longitudinal survey is sampled four times. The longitudinal research data are regarded as the multilevel data; that is to repeatedly observe the data of the same object so as to nest the object and to form the data with at least two levels. Level 1 refers to the repeated observation model of an individual and Level 2 shows the individual level model with the growth parameter in Level 1 as the outcome variable. In this case, Hierarchical Linear Modeling (HLM) is used for analyzing the data.

## RESULTS

The research findings show that the creative teaching behaviors of a beginning teachers present significant differences in individuals and the growth curve appears upwards and then downwards in the beginning two years of teaching. Among the growth rate at various phases, it reveals positive growth at the first term, but negative growth at the second term. Among the total of variation of creative teaching behaviors, the variation among individuals shows 49.7%, and the variation of the repeated measurement of an individual appears 50.3%. What is more, it is also discovered that a teacher's creative role identity presents positive effects on the creative teaching behaviors at the initial phase as well as negative effects on the growth curvature of creative teaching behaviors.

## CONCLUSION AND SUGGESTIONS

The creative teaching behaviors of a beginning teacher reveal individual differences at the initial phase, and the growth trend shows upwards and then downwards. According to the research results, the initial creative role identity would directly affect the creative teaching behaviors of a beginning teacher, and a teacher with higher creative role identity presents the higher creative teaching behaviors of the teacher. Second, in Level 2, a teacher's creative role identity also shows positive moderating effects on the curvature of the creative teaching behaviors. In other words, a teacher with higher initial creative role identity appears higher creative teaching behaviors than the others with low creative role identity. Besides, the analysis results show that a teacher with high initial creative role identity would show obvious

descent speed on the creative teaching behaviors. In other words, the creative teaching behaviors of general beginning teachers would slowly descend with time. A teacher with higher creative role identity would present more obvious descending creative teaching behaviors because of the more emphasis on the creative identity.