

**Novice and Expert Teachers' Collegiality: Reshaping Novice Teacher Class  
Development.**

**Andrea Carolina Álvarez Ramos**

**Juan Felipe Sosa Londoño**

Advisor: Leslie Juliana Lopera Bedoya

Universidad Católica Luis Amigó

Facultad de Educación y Humanidades

Licenciatura en Lenguas Extranjeras con Énfasis en Inglés

Medellín

May, 2024

## Abstract

This study deepens in the premature experiences of two novice teachers in an English academy, where the principal interest is focus on the interactions of novice teachers and expert teachers, and the influence of these interactions on their professional class development. The research identifies a remarkable gap in collegiality and mentorship between novice and expert teachers, which contributes to feelings of anxiety, isolation, and professional blockage between novices. Thanks to adopt a qualitative approach linked to duo ethnography, the study explores the personal narratives, observations, and reflections of both novice and expert teachers. The findings display that while novice teachers seek guidance and support from their more experienced colleagues, a lack of structured interaction hinders their growth. This study underscores the importance of fostering a supportive and collaborative environment where novice teachers can benefit from the richness of knowledge and experience lived by expert teachers. The research concludes with some recommendations for creating structured mentorship programs and collaborative opportunities to bridge the gap among novice and expert teachers, thus enhancing the overall educational experience and professional development inside the academy.

**Keywords:** *novice teacher; expert teachers; class development; collegiality; duo ethnography.*

## Resumen

Este estudio profundiza en las experiencias prematuras de dos profesores novatos en una academia de inglés, donde el principal interés se centra en las interacciones entre profesores novatos y expertos, y la influencia de estas interacciones en su desarrollo profesional en el aula. La investigación identifica una notable brecha en la colegialidad y la mentoría entre profesores novatos y expertos, lo que contribuye a sentimientos de ansiedad, aislamiento y bloqueo profesional entre los novatos. Gracias a la adopción de un enfoque cualitativo vinculado a la duo-etnografía, el estudio explora las narrativas personales, observaciones y reflexiones tanto de profesores novatos como de expertos. Los hallazgos muestran que, mientras los profesores novatos buscan orientación y apoyo de sus colegas más experimentados, la falta de interacción estructurada obstaculiza su crecimiento. Este estudio subraya la importancia de fomentar un entorno de apoyo y colaboración donde los profesores novatos puedan beneficiarse de la riqueza de conocimientos y experiencias vividas por los profesores expertos. La investigación concluye con algunas recomendaciones para crear programas de mentoría estructurados y oportunidades de colaboración para cerrar la brecha entre profesores novatos y expertos, mejorando así la experiencia educativa y el desarrollo profesional dentro de la academia.

**Palabras clave:** *profesor novato, profesor experto, desarrollo de la clase, colegaje, duo etnografía.*

# **Novice and Expert Teachers' Collegiality: Reshaping Novice Teacher Class**

## **Development. A Duo-ethnography Research.**

### **Introduction**

#### **Our first job as teachers**

As we started on our edgy experience throughout our first job inside a language center, a lot of feelings were born, with them the new environment and the people we didn't know were filling the place with nerves and tension. We, a pair of novice English teachers, were too anxious to immerse ourselves in the world of teaching with those other teachers who, full of wisdom due to their path, had already started walking through the teaching world years ago. While being immersed in this new environment, the days displayed a disheartening lack of interrelation between colleagues, specifically between us, novice teachers, with expert teachers, which made the interaction and at the same time the conditions in the halls of the language center hard. We, as novices, seemed fearful to interact with the more experienced teachers.

At first, we kept those perceptions for ourselves, yet, with time, we started becoming aware that we were not the only ones who were timid and felt unsure about participating with the experienced colleagues, it was also a collective feeling shared among other novice teachers in the language center we worked. Therefore, due to this common feeling among novices, we share our thoughts and perspective only with the others less experienced, this inside small circles were used to exchange anecdotes and insights referred to teaching. With this, we missed opportunities for guidance and mentorship.

Even so, with the tiny step of interaction just between novice teachers, with each passing day, the absence of interaction with our colleagues became more conspicuous, creating a more silent place that was separating us from the wealth of knowledge and experience held by the expert teachers. We knew it would be a complex, and even maybe an

uncomfortable job to start enhancing those work relationships, but we wanted to find the reason why we and the other novice teachers felt pressure and anxiety of talking to them.

The analysis of the days and the different anecdotes taken from the small circles full of stories, fillings, and insights; in addition to the noise produced by the tension and the whim of getting the knowledge the expert teachers had about the classes and what was to teach under the experience, was stronger. Additionally, we could see that the lack of interaction between teachers (novice and experts) at the workplace not only did affect the professional development of novice teachers, but also hindered the ability to empower the potential skills in different strategies we could gather during our professional exercise. These strategies being based on class development, what is referred to the management of the class, used activities inside the classroom, and even the time management. The previous strategies are enriched due to collegiality, due to the interactions between novice teachers and expert teachers who through interaction share the mentioned strategies.

As a result, We, a pair of novice teachers, could see that it is important to hold the reason why the interaction between novice and experts is essential to create a supportive environment where teachers could look for a guide for their professional development, This, taking us to wonder: what is the influence of English novice teachers' collegiality with expert teachers' for reshaping novice teacher class development in an English center in Medellín?. With this question embarked on a research process and we set out a general purpose, which was to analyze the influence of English novice teachers' collegiality with expert teachers' for reshaping novice teacher class development what involves time management, body of the class and the activities used in there; and with this, we established three specific objectives that would guide the process as follows:

### **Antecedents**

During the last years, different studies have addressed and focus on the different notions about novices and expert teachers, with it, the collegiality they build among them in different contexts. Throughout this process of researching we have had the opportunity to see the different relations between the antecedents and the focus we have in this research, which evolves the necessary perspectives to our area of interest; additionally, the set-perspectives by the antecedents have surfaced several viewpoints and common concerns. However, a gap was found which will be the referent to study the class development of novice teachers.

At the beginning it was possible to see throughout the different researches the main focus on novice teachers and their support during their first year (Fantilli, 2009). Not only novice teachers but also novice and Expert Teachers Conceptions (Meyert, 2004), the way of working in different contexts and the beliefs teachers have about these contexts and their effectiveness beliefs over there (Fleckenstein et al., 2015), conceptions teachers have about teaching and teaching behavior, where is shown the difference novices and experts have about this (Ropo, 1987), the social dimensions of teachers' collegiality (Jarzabkowski, 2002), The differences between expert and Novice teachers' representations of Classroom Management (Wolff et al., 2015), the dimensionality of teacher collegiality and the development of teachers' collegiality scale (Shah, 2011), the Socialization that novices and expert teachers have, this being a agent of change inside a local context, specifically Medellín (Villa, 2016), novice and expert teachers beliefs regarding feedback inside EFL, this being a national case study in Bogotá (Rodriguez, 2021), and a view beyond of novice and experienced EFL Teachers in their practice of pedagogical knowledge to improve students' motivational strategies (Hosseini et al., 2017).

With the previous, and the use of methodological instruments such as narratives, interviews and journals applied during the collect data, we could noticed that the most common techniques used for this researches were: types of interviews, Survey, classroom

observation through field notes during lessons, document analysis, video-viewing and clicking on the relevant and specific moments to analyze, and finally questionnaires (Fantilli 2009, Meyer 2004, Fleckenstein, Zimmermann, Köller y Möller 2015, Ropo 1987, Jarzabkowski 2002, Wolff, van den Bogert, Jarodzka y Boshuizen 2015, Shah 2011, Mesa Villa 2016, Rodríguez Méndez 2021 y Hosseini, Nasri y Afghari 2017)

Taking into consideration the results displayed on the investigation, and the conclusion by Fantili (2009) in the study it was possible to see that a total of fifty-four graduates gave an answer responded to the online survey, where participants found administrative leadership, refining the mentorship selection process, hiring practices, and district-sponsored supports as positive factors necessary for them to grow into the profession.”

Meyert (2004) could determine that there was an apparent mismatch between the novice teachers’ beliefs about their urban students’ life personal experiences and prior knowledge and the wealth of knowledge the expert teachers found to draw upon. Fleckenstein (2015) found that experienced teachers' beliefs about what makes a school effective were influenced by their years of service. These experienced teachers' views matched actual research findings more closely than those of newer teachers. The study suggests that as teachers progress through their education and careers, they develop a deeper understanding of what works in the classroom. The research showed that experienced teachers preferred a more active, teacher-led style of teaching, which they believed had a greater impact on deep learning in the classroom compared to the preferences of newer teachers. Additionally, experienced teachers thought that some less critical aspects of teaching were not as important as newer teachers did. This reflects findings from school effectiveness research, indicating that experienced teachers are better at assessing what

factors truly impact learning. Overall, the study suggests that educational research is more in line with teachers' everyday experiences than often assumed.

Expert teachers according to Ropo (1987) seem to be focused on the contents of students' answers, whereas novices focus on the control of their own behavior and the management of the lessons. Common feature for both groups is that the same student is not asked more than one question at a time. The reason which the teachers offered for the habit was that asking several questions may disturb the student's concentration, especially if the student does not know the answer to any of the questions. The investigation results highlighted that teachers' work in the 21st century have incorporated new perspectives and a dimension of collaborative activities, which have been brought about largely by the introduction of school-based management practices; therefore, teachers increasingly find themselves being required to work in groups on project teams to further the educational goals of their schools.

Findings presented by Wolff (2015) exposed expertise-based differences in the representation and corresponding process of classroom events, where it confirmed and updated existing theories of teacher experience. The differences that were identified spotlighted significant discrepancies during the process of novice teachers when compared with experts. This attests to the complexity of expert teachers' knowledge, and it has not demystified the complexity of learning to teach.

The findings of the study Shah (2011) indicated that teacher collegiality is a multi-dimensional concept which is defined as a presence of teacher behaviors in schools, these divided into specific actions: 1. demonstrating mutual support and trust among teachers; 2. observing one another engage in the practice of teaching; 3. jointly planning and assessing teaching practices; 4. sharing ideas and expertise; 5. teaching each other; 6. developing

curriculum together; and 7. sharing resources such as lesson plans, worksheets, and educational books.

According to Mesa (2016) the teachers' socialization was not a gradual process, and the planned possibilities to contribute to school transformation. This has a difference in accordance with the interplay among his professional interests and school factors. Therefore, it allows us to see the investigation deeply.

Hosseini (2017) displays on his findings that there were meaningful differences between pedagogical knowledge of experienced and novice teachers in only two specific categories and the differences in the remaining cases were not important. In addition, the correlation was reported high merely in two categories of pedagogical knowledge for both groups of teachers, the most and the least frequently used motivational strategies were the same for both groups of teachers, and there was a significant difference between the achievement of the learners of the experienced teachers and those of the novice instructors.

After reading these different researches about novice, and expert teachers, we found a gap that is the lack of collegiality and mentorship between novice and expert teachers to receive class development strategies.

### **Conceptual Framework**

This conceptual framework provides a theoretical lens that allows us to understand novice teachers, expert teachers, and collegiality.

#### ***Novice teacher***

Novice teachers are commonly individuals who have recently graduated from teacher preparation programs or have just begun their journey in the field of education. At this stage, they are in the process of shifting from the role of student teachers to becoming independent educators responsible for managing their own classrooms.

As an English teacher, you will go through a number of stages depending on how many years of teaching experience you have had. According to Al-Ahdal (2014) being a novice teacher corresponds to having a career cycle between one to three years. Apart from that, novice teachers embark on a journey of discovery being progressive learners in this stage. Meyert (2004) states that novices typically have a limited and poorly structured knowledge base. They interpret events and understand their meanings in a narrow way, which restricts their problem-solving capabilities.

While being a novice teacher can be challenging, it is also a time of exploration, discovery, and building the foundational skills and competencies necessary for a successful career in education.

### ***Expert teachers***

On the other hand, expert teachers are the ones who possess a deep understanding of the subject matter they teach, as well as a mastery of effective teaching strategies and methodologies. Al-Ahdal (2014) argues that this is a stage, where expert teachers have between four and six years of teaching experience. In addition, they have engaged in practical application, and this practical wisdom significantly informs their decision-making and judgment within their field. Furthermore, they frequently take on the role of coaching and cultivating individuals across all proficiency levels, from beginners to those on the verge of expertise (Goodwyn, 2011).

An Expert teacher is characterized by their extensive knowledge and experience, as well as their dedication to achieve high standards, fostering creativity, and continually refining their teaching methods.

### ***Collegiality***

Collegiality refers to the cooperative and supportive relationship among colleagues, especially within a professional or academic setting such as a school or workplace.

Jarzabkowski uses collegiality to "describe teachers' involvement with their peers on any level, be it intellectual, moral, political, social and/or emotional". On the other hand, Shah 2012 states that collegiality "is seen as a key aspect of teacher professional development and a vehicle to increase teacher knowledge." Collegiality is characterized by open communication, teamwork, and a sense of community among educators.

### **Method: The path that guides our study**

Given the nature of our story, experiences, and concerns describing the problem, we naturally gravitated towards an approach that suited our investigation. . Throughout the process of observation and the problem presented, we found that the qualitative approach resonated deeply with the essence of our investigation. Qualitative research, according to Creswell (2014), is an approach for exploring and understanding the meaning, individuals or groups, ascribing to a social problem. In our case, the issue was English teachers' collegiality and we aimed at understanding our human experience and the sense we gave to such a phenomenon. This approach combined with duo ethnography took the fluidity and richness of our experiences, allowing us, as subjects of our own research, to co-create a narrative that captured not only the context, but also the nature of our perspectives. Through collaborative dialogue and reflection, we could see the connections of our process, taking the diversity of voices and insights that emerge from our colleagues as well.

Duo ethnography provided a framework for us to engage in reflexive experiences inviting us to critically examine our roles, and interpretations throughout the research process. In addition, it enhanced the authenticity of our narrative, ensuring that our perspectives remain a reality to our colleagues' lives realities, according to Oberg quoted by Sawyer & Norris, (2009) in this methodology two or more researchers work in tandem to dialogically critique and question the meanings they give to issues and constructs. By embracing this methodology, we could uncover layers of meaning and understanding that

transcend individual perspectives, contributing to a more comprehensive and nuanced presentation of the influence of our own - and other English novices at the workplace- collegiality with expert teachers for reshaping novice teacher class development.

### **Context and Participants**

Our location context is a Spanish-speaking country where we both are studying in the University to become English teachers. For us, to be part of the English language center worked as our first job where we were able to start owning our own classroom without a cooperating teacher, making a difference between novice teachers and pre-service teachers. Due to the confidentiality and the ethical process presented in the consent letter, the name of the English language center was anonymous; it is necessary to highlight that English in the language center is taught from A1 to C1, and students are in the rank of teenagers and adults.

Here our role as novice teacher participants was accompanied by other co-participants, specifically four expert teachers and other two novices. The participants' names in this study were anonymous too, the ages of expert teachers were around their 30s, and novice teachers were around their 20s. Here each of the participants had to accomplish different characteristics for being part of the research process. First to have more than three years of teaching experience to be part of expert teachers, and second to have between one and three years of teaching experience to be novice teachers.

### **Data Collection**

During our research, we immerse in facing experience using a diverse variation of procedures. These worked as lenses through which we had the opportunity to explore the depths of our personal experiences and contexts (other novices and also expert teachers). In this part of the data collection, not only methodological triangulation was applied, since we used more than one instrument to gather data, but also data triangulation since we applied different instruments at different times, and the data was collected from more than one

researcher. Our instruments included semi-structured interviews, journal observation, and narratives. Each instrument served a specific objective, allowing us to get the complexities, and lived realities of the different participants.

During the interview procedure, four interviews were conducted, two of them for novice teachers and two others for expert teachers, although the purpose of duoethnography is to make the voices of each researcher explicit, we decided to invite other members of our *ethnos* to untangle the meaning of the social phenomenon in question. Some of these interviews were developed face-to-face, where the answers given by the participants were recorded. The remaining interviews were done via instant messaging, where the participants had to record their own answers based on the question format that was sent to them. Seven questions were related to the experience and the influences the interviewees had had as a teacher along with their personal experiences. Here the data handling was applied since we transcribed the voice recordings in a word processing program using verbatim 1.

As a following step, we conducted observation, including self-observation, to identify the characteristics of our collegiality as novice English teachers with our expert co-workers. In order to keep the observation focused, we designed an observation protocol, , this protocol centered on the moments in which the interaction took place, the colleagues involved, the topics discussed - whether personal, academic or work related- and their level of formality. At the end of the template, we designed a reflection section in which we, as researchers and subjects of study, could reflect on what had been observed. At the end, the number of journals collected was 5, which were divided and filled. The observation and self-observation process were conducted for around three weeks.

As for the third step, the written narratives, our participation as two novice teachers was accompanied by other two expert teachers, where as participants it was necessary to reflect the different experiences regarding how collegiality with expert teachers influences us

in our class development, This based on different questions presented below a guide-image. Putting into context these questions, they guided the participants through questioning their teaching-starting process and how were the first classes, in addition some established interrogatives were directed to the support and the collegiality the participants had during their early teaching process, where it was asked about the kind of interactions and the content these conversations had, how did they feel, if there were recommendations for class development, suggestion considerations, comfort with the interaction, among others. Some of the teachers decided to develop the narrative in Spanish, and the others in English. The length of their narratives were about one page and a half.

### **Data Analysis**

According to Saldaña in his book "The Coding Manual for Qualitative Researchers" he states two cycles of coding. In the first coding cycle, each of us individually read the interview answers, and based on these we started a coding process using different colors. The coding process was done manually without using any analysis software for this purpose, which allowed us to analyze data deeply. At the end of the first cycle of coding, each of us ended up creating codes with very similar names or pointing to the same patterns found in the participants' responses, allowing us to see how effective the exercise was. We came together to see what codes each of us had and thus be able to share our viewpoints and arrive at a final code to each of the patterns identified. We realized that many of the codes we found fell into the category of elemental methods with descriptive coding and effective methods with values.

During this second cycle, we deepened into the coding process, focusing on the analysis of the additional instruments, which were: journals and narratives. Through the use of these two instruments, we were able to notice a pattern that indicated how a single code could be applicable across all three instruments. Furthermore, this process led to the emergence of new codes, specifically those that came from these two instruments. With the

above and to systematically organize the data collected, we devised a coding process matrix that included the codes' name, its type, whether the code was inductive or deductive, the definition, exemplification, and a main category name. This matrix served as a comprehensive framework to categorize the data, allowing us to gain a concrete understanding of the underlying patterns within our research.

## **Results**

Within the walls of an educational English center in Medellín, a unique place of language education, a place where different language teachers teach to adults and teenagers of different linguistic levels, it is displayed, conformed by the interactions, beliefs, and experiences of novice and expert teachers. Two novice teachers deepen themselves in a new environment for them, exploring and perceiving a rich space where language acquisition transcends through classroom development and becomes a gateway to global communication and understanding, where in their own words and first person will express this experience. So, let's read their words...

For us, as novice teachers, we found ourselves drawn together by a shared curiosity about the “dynamics” within the teaching community. As we navigated our roles in the language center we could not help but notice a palpable division between the expert teachers and other novice teachers. Our observations started suddenly enough, during casual conversations in the teachers' lounge or fleeting encounters during workshops, even in different places such as metro station... we thought it was an individual perception until any day one of us asked "Have you noticed how the expert teachers always seem so “busy” like they are in their own world?" the other expressed in agreement, saying, "It's like they have a secret club, and we are on the outside looking in with the other novices"

“Most of teachers with more experience than I, they always gather during the break, they are friends, so I don't see myself interrupting them just to make friends with them and

talk, it's difficult for me because I think I am going to interrupt” (Taken from the narrative analysis form Novice Teachers.)

As we delved deeper into our exploration, we could notice a complex interaction that generated this division. A diverse community of teachers came together, each carrying their own beliefs and experiences in the art of language teaching. Both expert and novice declared their beliefs as mixing lessons with cultural elements, incorporating music, integrating daily activities, and using games as educational tools. We all saw these strategies as vital for helping students integrating English into their daily lives, fostering a natural and holistic learning experience, these strategies highlighting behaviors, where novice teachers often felt intimidated by the expertise and experience of their expert colleagues, expressing thought such as: “it is a belief that they are going to judge us because we can ask stupid or basic questions, and for many years, some of us have seen how other classmates or some teachers judge us, by looking at us weird or just making faces”, it was really awful, due to most of the time we as novice saw how expert teachers interacted with each other, talking about personal stories, or talking about education theories, what took us to notice how they had been constructing that relationship many years ago, making us to feel like joining to the conversation, but at the same time making us feel very uncomfortable, since our insecurities started to appear, and with it taking us to overthink stuff like: “What if they think I am a gossip person for being part of the conversation without being invited?” For that reason, it takes us to hesitate in looking for guidance and even help.

The problem was not only to talk to them, but, how could we get information that was useful to use to apply in the classroom? How could we get strategies, from those who knew more about the field of education due to the collected experience? Well, it was something difficult that took us to establish conversations only with the other novices, yes, as if the other novices were a second option to share, but what could we do? Here the interaction with the

novice colleagues was based on a lot of questions done by each one, where we all were trying to find some answers. We remember questions such as: “Do you know as much about the theory that they are talking about as they do?” “What if I say something wrong?” etc. Those questions were a trigger to construct a stronger relationship, due to they have similar questions to the ones we had. We finally found others who were just starting their first job, even their “responsible adult life”. Finally, we were in our comfort zone, where we were not going to be judged and we could look for a way to find questions with no anxiety; as novice teacher 1 expressed “Because of that reason, I started spending my breaks with the new teachers who had also just started working there, which led me to form good friendships that I still maintain in my life.”(Excerpt from Narrative).

Ok, that was what we used to think. To be honest, sometimes we could not find appropriate answers for some questions, even strategies for class development or specific academic stuff that we knew only experts knew, not only for being experts, but because we had listened to them to talk about it... Crap! we knew they were the only option. Anxiety, doubts and a new question had arrived to our minds “who of us would give the first step for with experts to interact?” To examine who was the best expert teacher to interact with, was a job that we had to start to develop. It was as if we were looking for candidates among expert teachers; we were looking for one that looked specifically friendly, since the majority of them looked intimidating, or well, it was our perception. Of course in our exploration to find the best teacher we were conscious about how teachers had their own sets of challenges and areas of growth, but through conversations held in a community of trust they could now see how they could support each other through some of their shared challenges and opportunities, this explained by Jennifer Kelly (2015).

Finally, with a difficult but successful first interaction, we could notice a fundamental aspect of the interaction dynamics between us as novice teachers with the experts within our

teaching environment. Our discovery focused on the development that had the interaction, which commonly began with us as novice teachers looking for clarification on basic questions and minor uncertainties related to teaching strategies. Initially, we viewed the expert as a valuable resource for acquiring new teaching techniques, yes, as they were a kind of helpful tool or the key of a gate to knowledge, often viewing these exchanges as essential for navigating their teaching responsibilities effectively. These interactions, often highlighted by "survival" strategies, where we prioritized quick solutions and practical activities over theoretical support. Even though, as novice teachers we accepted receiving guidance and support from the expert, putting apart our negative feelings and over thoughts, what took us gradually to change the novice's perception to a genuine interest in the expert's insights. This evolution led to deeper engagements with us as novice teachers not only looking for strategies to improve but also to look for feedback and evaluating the outcomes of our implemented activities. Thus, this interaction displayed a progression from seeking help to embracing a collaborative, developmental approach marked by continuous learning and mutual interaction between novice and expert teachers just as one of the expert teachers in our study affirmed "I have been a successful English Teacher for 10 years (and counting) thanks to the influence and help of talented educators." (Narrative analysis, Expert teacher 1).

In addition, with the above we delved into a significant impact of collegiality between novice and expert teachers, we could not believe it! Particularly in how the interaction shaped the discourse and exchange of ideas within the teaching context, we finally were interacting with the "owners of knowledge"; nevertheless, an intriguing aspect we could observed was the constant exchange of opinions, thoughts and perspectives among teachers during "instructional" interactions, since this exchange often led to responses in a way of questions and sometimes into the emergence of new ideas, fostering a dynamic environment

of questioning and shared learning that in occasions took us to doubt but look for new information to support ideas.

\*\*\*

As a support of the previous idea Expert Teacher 1 in the Narrative stated. "I have come to the conclusion that teachers' interaction can have a profound and positive impact not only on our students but also on our colleagues in various ways. Here are some ways in which teachers' interactions have helped me and other teachers during my ordeal to become the professor I am right now.

**Sharing Best Practices:** Experienced teachers often have a wealth of effective teaching strategies and classroom management techniques. When teachers share these best practices with their colleagues, it can lead to improved teaching methods and better student outcomes.

**Collaborative Lesson Planning:** Teachers can collaborate on lesson planning and curriculum development. By working together, teachers can create more engaging and well-rounded lessons that align with educational standards. Collaborative planning also allows teachers to benefit from each other's expertise and creativity.

**Problem Solving:** Teaching often presents complex challenges, and teachers can help each other find solutions. Whether it's dealing with a disruptive student, addressing a curriculum issue, or improving school policies, collaborative problem-solving allows teachers to draw on collective wisdom and experience.

**Emotional Support:** Teaching can be emotionally taxing, and teachers can provide much-needed emotional support for each other. When teachers have a strong sense of camaraderie, they can lean on each other during difficult times and celebrate successes together, creating a more positive and resilient school culture.

**Different Perspectives:** Each teacher brings a unique perspective and set of experiences to the profession. Interacting with colleagues from diverse backgrounds and teaching styles

can broaden one's horizons and encourage innovative thinking. Different viewpoints can lead to fresh approaches to teaching and learning.

**Building a Learning Community:** When teachers interact and collaborate, they contribute to the development of a strong and supportive learning community within the school.

\*\*\*

It connected with theory shared by Jennifer Kelly (2015) who explained that Teachers described how their professional conversations allowed them to see in a new way that their challenges are often similar and shared, and that they can work together to solve or support one another. Through these interactions, all of us novices and expert teachers had the opportunity to share and discuss several strategies, going from classroom management techniques to different teaching approaches based on student needs or classroom dynamics. Of course the collaborative sharing and exchange of class activities not only enriched the teaching practices but also contributed to the progressive evolution of language strategies as novice teachers actively implementing and adapting the resources provided by expert ones, we finally felt part of the whole environment, being aware that we were constructing a sturdy knowledge with the ones we one day were scared of.

As we started to have interaction with the experts, and began to be part of their perspectives, we started to uncover important aspects of teaching training—collegiality within university settings what we could reinforce even with information provided by Foro Internacional Sobre Evaluación De La Calidad De La Investigación Y De La Educación Superior, where it established that the University education, in general, has a strong theoretical character, due to the fact that it is key that the students acquire the knowledge necessary to carry out their future profession. Our analysis revealed how the structured

interactions within university classes play a crucial role in shaping strategies for us as novice teachers...

We were fascinated and almost hypnotized about it. This guidance extended beyond just instruction; it served as a bridge, facilitating meaningful advice and guidance on effective language methodologies. Moreover, it showed us that the collaborative environment of university classes fosters the exchange of diverse strategies and ideas among us as novice teachers, enriching our pedagogical "toolkit". Of course, the practical application of the different strategies were sharpened through hands-on experiences in practicum classes, where some teachers could refine the skills through the execution of several teaching activities. Thanks to it, this finding underscored the significance of collegiality between us as novice with the experts and structured mentorship in cultivating the teaching values of novice teachers within academic settings.

At the end, this journey into the kingdom of linguistic knowledge in the educational English center in Medellín was an unveiled tapestry of experiences, beliefs, and interactions, thus clarifying the landscape of language education. As two novice teachers, immersed in this changing environment, and involved in a transformative exploration, we finally could see reflected in our journey, how our reality inside a new place for us was unfolded through the lens of personal experiences and shared observations, what offered us a look into the difficulties of novice and expert dynamics and interactions in order to get the cup of knowledge and integration. As our initial observations came from a curiosity about the dynamics inside the teaching community, reflected through casual conversations and encounters that revealed a perceived divide between expert and novice teachers, we became our doubts into a focal point as we navigated through lounge discussions, workshops and everyday interactions, this impulsing us to question and think deeply about the underlying dynamics shaping our teaching environment, specifically our classroom.

As part of this process, we finally had a kind of "revelation", it was something... we could say magical, where essential moments appeared when we, as novice teachers, acknowledged the impact and power of our beliefs and experiences on our teaching process. We could even recognize the significance of integrating cultural elements, daily activities, music and educational games into our lessons, taking these strategies as an important tool for fostering holistic language acquisition experiences. However, our journey was not a flat one with no challenges; feelings of intimidation, insecurity, and the fear of judgment often clouded our interactions with expert teachers. It was more like a roller coaster, or even a puzzle we had to solve slowly... step by step.

Clearly, being on a roller coaster like these challenges led us to look for support among other novice teachers, who became something as our job-homies, helping us to create a space for shared doubts, and collaborative and meaningful learning. Through these interactions, we were allowed to discover common real meaningful connections, breaking the barriers and growing a collaborative approach to teaching and learning. At the end, throughout this exploration, the understandings were illuminated by a transformative power of collaboration, and shared personal experiences where as novice teachers, we could stand at the limits of a dynamic journey, covered with valued knowledge, and a collective vision of fostering meaningful learning experiences, not only for us, but also our students.

### **Discussion**

This research aims to delve into the influence of English novice teachers' collegiality with expert teachers in class development. Thanks to this study, it let us know that the influence was constructive and significant, although it was not an easy path for many reasons. Both expert and novice teachers have different beliefs regarding language teaching, and according to Fleckenstein et al.(2015) teachers' beliefs are typically represented as part of a

multi-dimensional construct of teachers' professional competence. This construct for us is reflected in the collegiality they share.

Collegiality between teachers is different when it comes to sharing personal anecdotes, jokes, or stories, both novices and experts enjoying each other's company. As Shah (2011) argues, "If teachers enjoy working with their colleagues, mutual respect and trust among them will develop". However, when it comes to sharing class development such as asking questions regarding how to do an activity for a certain level, or planning a class, the collegiality seems different. Novice teachers start to ask other novices about this type of questions regarding class development since between us we feel in our comfort zone.

In contrast, expert teachers have a strong collegiality between them, sharing educational theories, and also their class development. Their years in the academy have let them establish a solid confidence between them, and in agreement with Shah (2012) "It is stated that teachers who work together become more flexible in times of change and cope better with new demands".

As novice teachers, we feel nervous and anxious to interact with expert teachers in terms of our class development, we feel insecure to ask because we have this idea that they will judge us, nevertheless, we are sure that the person who can help us the most is an expert teacher, but our feelings interfere with this interactions. Thankfully, we notice how the expert teacher is the one who approaches us first, they are the ones who start to initiate conversation with us, asking simple questions such as: "how was your class today?", "what did you do?" or "how is everything going?". Jarzabkowski (2002) declares that "When teachers are able to share their concerns about teaching and their personal lives with their colleagues in an open and non-threatening environment emotional stress may be reduced ". These kinds of questions ease the tension between us, and let us, novice teachers, start to reduce the anxiety that we feel.

In references to Bovbjerg (2006) “Employees having collegial understandings of collaboration with other teachers can find it difficult to understand the rationale for teamwork.” Collegiality between teachers is important for our career path and even in our personal growth. Expert teachers are guides in our role as novice teachers, and they can influence our classroom development with their pieces of advice, their personal anecdotes when they were novices like us, and share with us some class activities that work for them.

### **Recommendations and Limitations**

It is important to understand that some specific limitations appeared during the data collection, what took us to gather the experiences reflected in the mix-up of idealization, anxiety, frustration, and insecurity that many of the participants expressed at the moment of handing back the different narratives and even the answers from the semi-structured interview, where it was reflected the lack of time, taking the participants to provide their answers in an alternative way such as voice messages and personal recordings, the previous as a limitation for us to continue with the data recollection process. Despite the presented limitations, it is possible to see how these were not an obstacle to the results, since the limitations did not interfere directly with the question, the instruments, and the objectives presented in the investigation, thus allowing us to see the results in a clear way and its connection with the research question.

We delve into the intricate Interaction between teachers' beliefs and their professional competence, recognizing how these elements form a multifaceted construct that influences our perceptions, judgments, and instructional practices as novice teachers. As it was mentioned by Baumert & Kunter (2006), our interactions and beliefs focus on our teaching identity and can strongly impact classroom dynamics, with this, it is important to see how some practical implementations emerge, for instance, spaces to construct interpersonal relations are important to be established in order to build this collegiality.

These spaces link to the ideas of generating moments of interaction and even sources to strengthen confidence between novices and experts such as training processes, once again, this interaction impacts classroom dynamics through the swapped information between novice teachers and novice teachers. With the previous idea it is important to outstand the focus the investigation can have, since during the research it was possible to see the different alternatives referred to the research question and the possible focuses it can have such as the focus not only to novice teacher and the influence they have from the expert but also how the expert can be influenced by the novice teachers. The previous idea takes us to plan different ideas to possible future research questions, based on how collegiality between novice and expert teachers shapes their pedagogical practices, this to invite researchers to establish or plan alternatives of investigation.

## References

- Al-Ahdal, A. A. M. H. (2014). High school English teachers' professional life cycle: A study in an EFL context. *Theory and Practice in Language Studies*.
- Bovbjerg, K. M. (2006). Teams and collegiality in educational culture. The Danish University of Education.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches*. University of Nebraska-Lincoln.
- Fantilli, R. D. (2009). *Teaching and Teacher Education*, Volume 25, Issue 6, August, Pages 814-825. Retrieved from <https://www.sciencedirect.com/science/article/abs/pii/S0742051X09000511>.
- Fleckenstein, J., Zimmermann, F., Köller, O., & Möller, J. (2015). What Works in School? Expert and Novice Teachers' Beliefs about School Effectiveness. Leibniz Institute for Science and Mathematics Education, Germany; Kiel University, Germany.
- Goodwyn, A. (2011). *The Expert Teacher of English*. Taylor & Francis e-Library.
- Hosseini, E. Z., Nasri, M., & Afghari, A. (2017). Looking beyond teachers' classroom behaviour: Novice and experienced EFL teachers' practice of pedagogical knowledge to improve learners' motivational strategies.
- Jarzabkowski, L. M. (2002). The social dimensions of teacher collegiality. *Journal of Educational Enquiry*, 3(2). Murdoch University, Western Australia.
- Mesa Villa, C. P. (2016). *The Socialization of a Novice Teacher of English: Becoming an Agent of Change*. Universidad de Antioquia, Medellín, Colombia.
- Meyer, H. (2004). *Teacher Education*. University of Cincinnati, ML0002, Cincinnati. Published online August 26, 2004, in Wiley InterScience.
- Rodríguez Méndez, N. (2021). Experienced and novice EFL teachers beliefs regarding feedback: A case study. Bogotá D.C.

- Ropo, E. (1987). Teachers' Conceptions of Teaching and Teaching Behavior: Some Differences between Expert and Novice Teachers. University of Tampere.
- Saldaña, J. (2009). The Coding Manual for Qualitative Researchers. Sage Publications.
- Sawyer, R. D., & Norris, J. (2009). DUOETHNOGRAPHY. Brill The collaborative turn, volumen(1), 127-140.
- Shah, M. (2011, November 15). The Dimensionality of Teacher Collegiality and the Development of Teacher Collegiality Scale. Faculty of Education, University of Malaya.
- Shah, M. (2012). The importance and benefits of teacher collegiality in schools: A literature review. Published by Elsevier Ltd.
- Wolff, C. E., van den Bogert, N., Jarodzka, H., & Boshuizen, H. P. A. (2015). Keeping an Eye on Learning: Differences Between Expert and Novice Teachers' Representations of Classroom Management Events.