Growth Resources
Kaye Novice Teachers Induction Unit

Dr. Haya kaplan

Kaye Novice Teachers Induction Unit has been operating since 2003. In 2015, the Unit was recognized as an experimental unit by the Israel Ministry of Education R&D Division, Experimental Schools and Initiatives.

The Unit operates in conjunction with the Israel Ministry of Education Division for Internship and Entering into the Teaching Profession, Southern District, and the R&D Division, Experimental Schools and Initiatives.

Overall aims of Kaye Novice Teachers Induction Unit

✓ Increasing the percentage of beginning school and kindergarten teachers remaining in the teaching profession.

✓ Supporting beginning teachers' psychological needs.

✓ Strengthening autonomous motivation in the teaching profession (development of professional identity).

✓ Developing self-determination characteristics in teachers.

✓ Creating an optimal environment for the absorption and professional development of beginning teachers – multisystem work rooted in an ecological approach, a model of academy and field partnership (college, schools, towns/cities).

The Unit accompanies three populations in three different programs: (1) Teacher interns in an internship program (about 350 teachers a year); (2) teachers in their first year of teaching (about 450 teachers a year); (3) experienced in-service school and kindergarten teachers in mentor training courses (about 150 teachers a year). Additionally, every novice teacher and teacher intern is actively accompanied by a mentor-teacher from the school (about 800 teachers a year). The novice teachers in the different groups are accompanied in a group process in accordance with the approach guiding our work.

Every year we work with about sixty groups of teachers. The novice teachers and teacher interns participate in process-based reflective workshops of between 40 and 60 hours; internship workshops throughout the year and ten meetings in the first year. The mentor development courses are either 60- or 150-hour workshops. At the end of the internship year, the interns receive a teaching license, and at the end of the first year they are granted permanent status at the school.

In the past two years, a new multisystem intervention program has been built for working with schools and localities in accordance with an ecological intervention approach. In this program, we work with an "incubator" model that enables the teachers to continue developing professionally and become part of the education system in their natural surroundings.

Additional populations are included in Kaye Induction Unit: new immigrant teachers and teacher-mentors from the schools who participate in the Academy-Classroom Program, a new Israel Ministry of Education teacher-training program.

Kaye Induction Unit is part of Kaye Academic College of Education

Kaye College is a leading academic institution for teacher education and professional development of educators in the south of Israel. 4000 Jewish and Bedouin students study in the various college departments (B.Ed., M.Ed.). The College places high importance on multiculturalism and internationalization of its curricula.

Self-Determination Theory (SDT) is a leading approach in the pedagogical sphere. The College implements pedagogical innovations (e.g., PBL, experiential learning, site-based learning), and emphasizes the development of active and self-determined learners. Kaye College emphasizes College-field partnerships, regards education as a social mission, and seeks to develop future teachers as educational leaders in their communities.

What is the nature of our work as an experimental unit?

- Multisystem work rooted in an ecological approach that takes into account all the novice teachers' circles of belongingness during their induction years.
- The program is based on sound theoretical and empirical psychological knowledge. SDT as a leading approach: support for basic psychological needs and advancement of autonomous motivation in teaching.

The rationale for working with novice teachers

Around 50% of beginning teachers around the world and about 30-40% of teachers in Israel leave the profession within 1-5 years. Many more remain in the system but become demotivated (Ingersoll, Merrill, & May 2014) or externally motivated (Watt & Richardson, 2014; Israel Central Bureau of Statistics, 2015).

Numerous studies point to the difficulties encountered by novice teachers, which are described as "being foreigners in a new country", experiencing "culture shock", or passing an "obstacle course" in the first years of teaching (e.g., Sagy & Regev, 2002; Strahovsky, Merbach, & Hertz-Lazarovitch, 2002; Alian & Zidan, 2011).

New teachers often experience a discrepancy between their professional knowledge, vision, and values acquired in their studies, and the reality in the school. They have to adjust to the organizational culture, and experience pedagogical, emotional, and social difficulties (Wagner & Imanuel, 2014). The encounter with the school leads to feelings of frustration and dissatisfaction (Watad Hori, 2013).

SDT as a leading approach

Most induction programs tend to consider novice teachers as helpless and passive, and most studies focus on teachers' difficulties (Ulvik & Langørgen, 2012).

The leading approach of Kaye Novice Teachers Induction Unit is Self-Determination Theory (Deci & Ryan, 2000).

SDT specifies the conditions for human growth. It is a humanistic approach stressing that people have evolved tendencies toward psychological growth, mastering challenges, and integrating new experiences into a coherent self (Deci & Ryan, 2000).

The nutriments for optimal development are three basic psychological needs: the need for relatedness, the need for competence, and the need for autonomy. **The need for relatedness** is the striving to develop a caring, safe, and self-sufficient relationship with close people, feeling cared for, connected to, and a sense of belonging with others, to be part of a community. **The need for competence** is the striving to feel able to fulfill positive expected outcomes (challenging plans and objectives) that are not within easy reach, and to avoid negative outcomes, a desire to feel effective. **The need for autonomy** is the will to act as a causal agent, to avoid coercion, and have optional choice, an urge for volition, self-expression, and meaningfulness. According to Assor (Assor, 2012), the need for autonomy is the striving to **realize and form** – in an active

and explorative way – authentic, direction-giving values, inner tendencies and abilities, goals and interests.

According to SDT, there are different types of motivation that can be classified along a self-determination continuum. The program strives to develop autonomous motivation in teaching that expresses a deep level of self-determination.

Autonomous motivation in teaching is a crucial part of the teacher's professional identity (La-Gardiaa, 2009). Teachers experience deep satisfaction and positive affect in their work as teachers (intrinsic motivation). They identify with the teaching profession, its values, and demands, and see the connection between teaching and their personal values, aims, needs, and abilities. The teaching is part of the teachers' identity, they experience a sense of choice, volition, self-fulfillment, and meaning (identified and integrated motivation).

The social context can either support or frustrate these natural tendencies. Needs-satisfaction contributes to optimal development: autonomous motivation, wellbeing, social adjustment, and positive functioning (Deci & Ryan, 2000; Roth et al., 2007; Kaplan & Assor, 2012). Needs-frustration in the initial years of teaching leads to burnout and dropout (Kaplan, Glassner, & Adess, 2015).

We also consider teachers' exploration processes as part of their identity construction processes. Exploration of one's potentials and commitment to a coherent set of values, goals, and behaviors is important for healthy identity development (La Guardia, 2009). Thus, support for value/goal/interest examination is a major autonomy-supporting practice (Assor, 2012).

SDT is based on extensive research around the world (Deci & Ryan, 2000; Reeve, 2006, 2013), including Israel (Assor, Kaplan, & Roth, 2002; Assor, Kaplan, Kanat-Maymon, & Roth, 2005; Roth, Assor, Kanat-Maymon, & Kaplan, 2007; Kaplan & Assor, 2012). These studies found that a psychological needs-supporting environment promotes feelings of relatedness and competence, which in turn promote intrinsic motivation and identity construction. Studies confirm the applicability of SDT for the Bedouin population as well (Kaplan, Assor, El-Sayed, & Kanat-Maymon, 2014; Kaplan & Madjar, 2013). Studies conducted at Kaye Induction Unit reinforce its applicability to novice teachers as well (Kaplan & Refaeli, 2015; Kaplan, Glassner, & Adess, in press).

The rationale of the Kaye Induction Unit

Kaye Induction Unit accompanies the teachers in professional identity construction processes with emphasis on developing self-determination and autonomous motivation for teaching, and on fostering proactive, initiating, and influencing teachers who are aware of their abilities and strengths. It works to create an optimal environment for the novice teachers' growth processes in the workshops held at the College and in the schools and localities.

The Growth Resources Unit is founded on a sequential perception of professional development from the training stage, through the years of entering teaching, to teaching in practice. It links its work to the College's educational approach and work methods. A methodical sequence has been built in the Unit from the internship year to the first year in teaching. In the course of these two years we place emphasis on establishing a safe environment and supporting sense of relatedness. At the same time, we also support the two other needs with different emphases on each need during the two years. In the internship year we emphasize competence support in light of the difficulties teachers experience during this year. Based on the work carried out during the internship year, and the support the novice teachers have received and the coping tools they have acquired, we meet them in their first year of teaching when they are more mature and ready to acquire tools that will help them to be more autonomous. The emphasis shifts to autonomy support, strengthening exploration processes, addressing questions of identity, and strengthening the teacher's initiative and proactive abilities.

We combine additional approaches and methods that promote self-determination and growth (health paradigm): positive psychology (Seligman, 2005), the narrative approach (Shalif, 2005), promoting exploration processes (Flum & Kaplan, 2006), self-representation in the internship year (Kozminsky, 2004), and action research in the first-year workshops (McNiff, 2002).

A multisystem work rooted in an ecological approach

Over the years of its operation, Kaye Induction Unit has transitioned from a model focusing on support workshops at the College for novice teachers, to focusing also on the macro: multisystem work founded on an "incubator" model of College-field partnerships (in schools and in cities/towns).

We work with three municipal incubators:

- **Beer Sheva**, the largest city in the Southern District, with a Jewish population.
- **Dimona**, a major city in the Southern District, with a Jewish population.
- **Houra**, a major Bedouin town in the Southern District.

The interventions take place on a holistic level together with representatives of the Ministry of Education, the municipal authorities, and the school principals. The work is followed by steering committees, including representatives of all participants and novice teachers. We lead workshops for interns, novice teachers, and mentors which are held in a central location in all the cities.

A network of six SDT-based schools promoting self-determination in teaching operates in Beer Sheva within the framework of the Center for Motivation and Self-Determination at the College. Since this is a similar approach, we link the Unit's activities with those of the network and promote optimal absorption for novice in the schools. The school principals have formulated a joint document regarding the schools as optimal environments for the absorption of novice teachers.

Building a self-determination pedagogy and an SDT-based group process model

We are developing a self-determination pedagogy (contents, methods, processes) both in our work in the workshops at the College and in the partnerships we form with schools and localities. We emphasize:

- Supporting teachers' psychological needs and autonomous motivation in teaching.
- Development of SDT-based workshop model and methods.
- Encouraging teachers to be self-determined.

Which traits or inclinations do we wish to promote in the teacher?

Self-determination and agentic engagement: build for yourself an environment that supports your needs!

- Autonomous motivation in teaching, sense of competence and relatedness.
- Initiative and proactivity.
- Inclination and ability for exploration regarding school work, teaching, and personal identity.
- Setting strength-based growth challenges, positive thinking, recognition and consolidation of personal motivational resources.

The Growth Resources group expresses core SDT principles:

<u>**Relatedness Support**</u>

- The group as a safe place for all the participants. Creating guidelines for care-full conversations (dialogue).
- Tuning in transition from the outside to the inside.
- Using non-judgmental language.
- Creating a caring community among the teachers themselves, the group facilitator and the teachers.
- Enhancing familiarity among group members.
- Respect for culture, variety as a source for growth.
- Reflective and emotional dialogue, sharing teaching experiences.
- Legitimization for airing difficulties or "mistakes", difficulties as growth -challenges.

<u>**Competence Support**</u>

- Enabling the teachers to choose optimal challenging goals.
- Encouraging giving and receiving non-evaluative feedback (by the group facilitator and the group members).
- Needs-promoting dialogue and communication skills.
- Enhancing positive thinking, identification of strengths in oneself.
- Enhancing ways of emotional regulation.
- Discussing relevant issues (e.g., class management and handling discipline in an autonomy-supporting way.
- Discussing effective time management and coping strategies.
- Giving positive messages regarding the teacher's ability to be proactive and manage his/her professional life.
- Enhancing self-evaluation in the framework of the internship evaluation processes.
- In the internship year: self-representation (self-advocacy).
- In the first year of teaching: action research.

<u>**Autonomy Support**</u>

- Discussion of authentic-relevant cases, legitimizing authentic self-expression.
- Enabling choices and decision-making regarding the group work.
- Encouraging exploration processes regarding one's professional identity (values, tensions, vision).
- Supporting examination and formation of values/goals/interests.
- Respect for culture. Adaptation of learned skills to the culture.

- Accepting and acknowledging the other's internal frame of reference (e.g., empathy, and perspective).
- Encouraging self-initiation and proactivity.
- Encouraging the expression of independent opinions and criticism.
- Encouraging the participants to find their own meaning and ways by themselves and within themselves (without the facilitator's recipes).
- Emphasis on challenges – problems as strength-based growth challenges and positive thinking.
- Parallel processes in the workshop and the classroom/school – supporting relevancy.
- Recognition of inner motivational strengths and resources. Discussion of cases demonstrating learning from successes.
- Emphasis on agentic engagement, initiative, and proactivity.

Growth Resources – Academic Research Unit

We base our work on current theories and research. The work is attended by evaluation processes; every year we evaluate our work and write evaluation reports. Our work is also attended by research. Thus, for example, studies conducted in 2012-2013 (Kaplan & Refaeli, 2015) reinforced the approach on which we base our work.

A study conducted in 2012-2013 showed that the group facilitator's support of the teachers' psychological needs predicted autonomous motivation and sense of relatedness in the workshop, which in turn predicted satisfaction and positive affect in the workshop and autonomous motivation at the school. Autonomous motivation at the school was also predicted by the mentor's support. Autonomous motivation at the school in turn predicted competence in teaching, self-actualization, and engagement and sense of relatedness at the school.

A study conducted among novice teachers in 2012 (Kaplan, Glassner, & Adess, in press) focused on the exploration processes experienced by four teachers in their first year of teaching. The findings indicate that the experience of psychological needs-support provided to the teachers, both by fellow teachers in the group and the group facilitator, and encouragement of exploration processes led to an increased level of reflective expression in contexts associated with personal and professional identity, increased sense of relatedness, competence, and autonomy, adoption of a proactive approach at the school, and self-determined behaviors.

Up-to-date findings demonstrating the applicability of SDT for systemic work with novice teachers will be presented at the 2016 SDT Conference.

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For more information, please contact – Dr. Haya Kaplan, Head of Kaye Novice Teachers Induction Unit, E-mail: kaplanh@kaye.ac.il