

**Growth Resources**

**Kaye Experimental Induction Unit**

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**Makif Vav High School, Beer Sheva**

**Proteach Second Year**

**Evaluation report / 2017-2018**

**A summery**

"Now towards the end of the year, I can say that it is crucial for teachers at the beginning of their career to have a workshop of this kind at their school. A workshop outside of school will not enable this level of relatedness, openness, and a sense of shared destiny as teachers felt in this workshop."

(**L., new teacher, from "A Personal Journey" summarizing the workshop**)

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**Background**

This report evaluates the Proteach program at Makif Vav High School in Beer Sheva. The 2017-2018 school year was the second year of the program at Makif Vav, and the report looks at the place the MIT had within the school and its impact on its participants' professional life.

The MIT operated under the principles of Proteach and the incubator model developed at Kaye College, which is based on the ecological approach of induction and Self-Determination Theory - SDT.

**Methodology**

The evaluation is qualitative and phenomenological, emphasizing the participants' authentic voices. Qualitative data were collected by means of participants' reflections and personal journals, interviews with school personnel, and a summary report written by the MIT facilitator and coordinator.

**Evaluation questions**

1. What resources and input were invested in the MIT?
2. What impact has the MIT had?
3. What indicates the continuity of the workshop? What mechanisms have been established in the school and what changes took place during the year?
4. What challenges and difficulties did the MIT face? How can the MIT be improved?

**Summary of the findings**

A central finding is that the MIT participants feel positively about the MIT and believe it has helped their induction. Further, the findings indicate that the school culture is aimed towards an optimal induction as an integral part of the organization, and encourages dialogue between different staff members. Furthermore, there is continued, positive collaboration between the school and the college, yielding constant progress and improvement.

Below we relate to each of the research questions.

**Evaluation question 1: Resources and input**

The Ministry of Education have approved a 60-hour interns' workshop and a 30-hour course for beginning teachers in the school. The syllabus and content of the workshops have been approved. The workshop facilitator is allocated work hours by Kaye College as the MIT coordinator. She uses these hours to meet with different school personnel, document the workshop activities, and assist participants in their projects and initiatives. The head of Kaye College Induction Unit is also involved in the activities and attends meetings at the school. The school has an induction coordinator, who invests time and attention in the teachers' integration. She attends workshop meetings, interviews the beginning teachers, oversees the mentors' program, and attends to every problem (technical and other) that involves the beginning teachers and interns. The school partners each beginning teacher with a mentor. School representatives attend Proteach's conferences, seminars, and steering committees.

**Evaluation question 2: impact and contribution**

The findings indicate that the workshop participants take part in existing projects at the school and even initiate and lead projects of their own.

The participants indicate fulfillment of their psychological needs as defined by Self-Determination Theory (belongingness, competence, and autonomy). The central need which arose from participants' statements is the need for relatedness. There is agreement across the board that the Mit fulfills this need.

A sense of competence is expressed by most of the participants, especially in the context of the initiatives and projects. A sense of autonomy is expressed when beginning teachers consciously re-choose to be educators, indicating that the workshop has supported their autonomy and strengthened their choice.

Practical benefits for beginning teachers is evident in the following activities: visiting the simulation center at the Bar-Ilan University, meeting with the school psychologist, exposure to a case study model, getting to know school personnel, learning about other teachers' difficulties and how they were handled. The school promoted social and academic projects initiated by the MIT participants.

Mechanisms to support induction are embedded within the school and include the following: mentors, assistance to mentors, an induction coordinator with paid hours, meetings of mentors and beginning teachers with school management and with veteran teachers.

Participants highly value the opportunity to openly share their experiences within the group, for which they credit the facilitator. This is another aspect by which the MIT benefitted the beginning teachers. They experience the MIT as a safe place where they can speak up, enhance their belongingness and competence, and express their autonomy as teachers.

**Evaluation question 3:**

**What indicates the continuity of the workshop? What mechanisms have been established in the school and what changes took place during the year?**

The findings indicate that the school culture emphasizes teacher induction, as the goals and rationale of the MIT are integrated with the school vision and work plans.

Within the workshop there is continuity from the previous year. Most of the participants are first year teachers who were interns in the previous year and had already formed a close-knit group. the rationale and working methods of the MIT have remained, with some minor changes to avoid repetitions.

The initiative project started early in the school year, as opposed to the previous year, when it only started in December. As a result, there were more projects and the participants were highly committed to their projects. As in the previous year, the teachers presented their projects to the entire faculty.

 **Evaluation question 4: difficulties, challenges, and ways to improve**

1. Participants would like the workshop to deal more with real cases from their daily work.
2. The school counselor is a central figure linking the MIT to the school. The management is interested in exposing the interns and beginning teachers to other personnel, who might also be able to assist in various issues.
3. The fact that the workshop takes place within the school makes it easier on the participants. However, boundaries are sometimes blurred, with participants being occupied with their school work during the workshop. It is thus important to define the boundaries between the workshop and school life more clearly.

**In conclusion**:

The main impression is that the workshop participants feel positively about the workshop and are pleased with their participation in it. We have indications that the MIT has contributed to the teachers' successful induction. The participants report experiences of fulfillment of psychological needs for belongingness, autonomy, and competence.

The school management sees the MIT as beneficial and allocates time and human resources to it. The participants initiate and carry out diverse projects of educational value, which promotes their competence and allows them to express their autonomy as educators.

The MIT will continue to operate in the school. A working plan is being constructed with both the school and the college, emphasizing the needs of new teachers and assimilation of induction mechanisms.