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PROTEACH

Promoting teachers' success in their induction period

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Abstract	In this document we present the recommendations for best implementation of the MITs based on examples brought from six colleges across Israel in the framework of the Proteach model (Talpiot College, Beit Berl Academic College, Kibbutzim College, Gordon College, Kay College and Sakhnin College). Our findings highlight the significance of the school context, principal and staff in the adjustment of beginning teachers to their new career. We also found that the MIT groups allow not only to better adjust to the teaching practice and the school environment, but also function as an efficient platform for expressing beginning teachers' exceptional voices, ideas and initiatives. The report is divided into four main parts: (1) Literature Review, (2) Work structure, Questions and Method (3) findings and insights (4) Discussion, Summery and Recommendations for Implementation.

Keyword list:

MIT, Beginning-Teachers, Learning from success, interns, school staff

Content

Introduction

The current work examines the implantation of MIT's for interns and beginning teachers in six colleges across Israel in the framework of the Proteach model (Talpiot College, Beit Berl Academic College, Kibbutzim College, Gordon College, Kay College and Sakhnin College). Our work highlights the significance of the school context, principal and staff in the adjustment of beginning teachers to their new career. Our findings and insights also show that the MIT groups allow not only to better adjust to the teaching practice and the school environment, but also functions as an efficient platform for expressing beginning teachers' exceptional voices, ideas and initiatives. Another important aspect concerns one of MIT's roles as school's organizational learning and developing centers. One contribution of MIT to school is the modeling of the learning process within the group and the ability to implement it in other areas of activities in the organization. This way of self-learning systems in school can establish an organizational culture of ideas sharing and initiatives leading to organizational growth.

Literature Review

The literature review below deals with the concept of teaching across the continuum from the training stage to the professional development one. The stage that will be emphasized in the review is the induction stage. In the review we will examine the concept of "optimal induction" as expressed in the MIT- Multiplayer Induction Teams - model, in the Proteach program. The Proteach model is a development of the MIT model (Cunningham, Bennett & Dawes, 2000; Dvir and Schwarzberg, 2014), that was created in order to help interns and beginning teachers to induct in their profession. The review concludes with the presentation of the learning from successes method. This method can be applied to the induction of teachers. Learning from successes in this study is done through case studies.

Perception of the Teaching Profession as a Continuum

The leading concept in teacher training research (Lessing & De Witt, 2007) is that the professional development of teachers is a continuous process consisting of three main stages: the pre-service stage, induction stage, which includes the first years of teaching and is intended to assist beginning teachers in developing a professional identity and repertoire of teaching behaviors, and professional development stage (in-service), in which the teachers construct and direct their professional development at work and in continuing education of various types (Lazovsky and Ziger, 2006).

Research claims that teaching is a "lifelong learning" profession (Kfir, 2009). Unlike professional development, which is entirely focused on the professional aspect, lifelong learning refers to the multifaceted personality, private, social, civic, and professional character of the teacher. Lifelong learning occurs not only in formal courses or even in reflective work, but also outside the school or educational contexts: in the family, in exposure to social and cultural events, and in life as a whole.

Alter & Coggshall (2009) argue that teaching is a clinical profession, such as medicine, which combines theoretical knowledge with clinical practice. Success in a clinical profession depends not only on the skills and knowledge of the practitioner, but also on the commitment and actions of the client. Another component of the clinical profession is that the knowledge is complicated and requires a high level of proficiency and special skills. The clinical profession also requires the use of evidence and field judgment. Each customer should be given the best treatment for him/her personally. Clinical professions

also require a community of practitioners and appropriate standards. The clinical professions also require training in the field. Accordingly, teachers must be proficient in their field of practice and the discipline they teach; teachers must know how children learn and how their learning styles are different; teachers need to have knowledge in pedagogy, classroom management, and how to use different teaching-learning strategies (Nagar, 2013).

The Pre Service Stage
The pre-service stage includes three components: general studies, studies in the specific specialization fields, and professional education, which also includes experiential learning. Researchers agree that training should be made more meaningful for the training teachers (Gaudelli & Ousley, 2009).

Darling-Hammond (2006; Darling-Hammond & Bransford, 2007) argues that teacher training programs should include three components that will be intertwined: coherence between theoretical courses and clinical practice in the field, clinical work in the field under intensive supervision, and the integration of educational theories with the field. In addition, training programs should include good relationships with schools to develop better teaching.

The National Council for Accreditation for Teacher Education Report (2010, p. 23) states that teacher training programs that are rich in clinical experience will produce more willing teachers and "reduce teacher dropout as a result of better teacher readiness".

Since the 1980's a training program was developed that emphasizes the clinical aspects, places the connections between the field and the academy at the center (Holmes Group, 1986), and sees the training as located on a continuum from the training to the professional development stage: Professional Development School (PDS) (Zellmayer, 2005).

The PDS model has four main objectives (Abdal-Haqq, 1998): best training of new teachers; promoting the professional development processes of the teaching staff in schools and in the college; research the practical aspect of the training; improving student achievements. These goals have resulted in five standards that characterize the PDS: the establishment of learning communities - the establishment of the unique environment created in the partnership as an environment that encourages the professional learning of the partners in the process; accountability and quality control

that partners have towards professional standards of teaching and learning; development of teaching and learning teams; shared commitment by all involved to the training of professionals who can respond to the diverse needs of students; reference to structures, resources, and roles (NCATE, 2001).

PDS training combines elements of a variety of models, all of which involve training processes in which the institutions that train the teachers (colleges and universities) and the educational institutions in which the practical training takes place have a close relationship. The principle of partnership is a leading value and a basis for advancing all involved (Ariav and Smith, 2006). Another principle is a significant change in the scope and essence of practical training (Maskit and Merkach, 2013).

The PDS program is a teaching training program that is based on the idea of a partnership between the academic institution that trains the teachers, which is a theoretical field of research and knowledge about teaching, and the school that is the practical field of educational activity, in order to create a cohesive learning community consists of researchers, veteran teachers, principals, training teachers, interns, pedagogical instructors, and parents (Ridley, Hurwitz, Hackett & Miller, 2005).

In their research, Alpert and her partners (Alpert, Bachar, Hayush, Miro-Yaffa and Paul Benjamin, 2010) identified three models of PDS that relate to the nature of the partnership between the training institution and the school. In one PDS model, the partnership is unequal, but in varying degrees of cooperation of the participants in the field with the evaluation, which depends on personal and professional factors and various degrees of willingness to cooperate. In this model there is a clear hierarchy in which the place of the teacher is lower than that of the pedagogical instructor. In addition, the teacher contributes more time, knowledge and resources and serves the assessment needs that do not directly contribute to his/her status as a professional. The second model presented in the study is a partnership that stems from the distinct interests of each side. There is a certain degree of hierarchy here, but it is more limited as a result of the independence granted to the school. The third model is a partnership that develops. In this model, the relationship between the partners is dynamic and evolving. The collaborative aspect is characterized by the fact that relations between the partners do not have a formal pattern, but is characterized by a free flow of information.

The Induction Stage

The first year of the induction stage is called internship and is particularly important and difficult in the career of teaching interns. They must assume all the responsibilities of teachers at the same time: to learn to act as teachers, to demonstrate their mastery of knowledge and skills, and to meet the expectations of the school environment (Vonk, 1993). In the early stages of development, teaching staff encounter many difficulties: pedagogical difficulties, difficulties in interactions with students and parents, didactic difficulties, organizational difficulties and difficulties in building their professional identity (Hobson, 2007; Silberstrom, 2011; Schatz-Oppenheimer and Silberstrom, 2009; Panesar; Nasser, Reichenberg and Fresco 2006; Pritzker and Chen, 2010; Orland-Barak & Maskit, 2010).

Because of the difficulty of teachers in the early stages of development, there are support programs for teaching interns in the world and in Israel. These plans are not uniform and very diverse in terms of duration, program components, funding sources, their activity, target population, intensity, scope, and other factors (Howe, 2006; McCormack, Gore & Thomas, 2006). The most common component of support programs is mentoring (Ingersoll & Smith, 2004; Wong, 2004). But mentoring is not the only factor in the success of a support program and it is important to integrate it into other activities (Herrington, Herrington, Kervin & Ferry, 2006). Research shows that teachers interns who receive support from many sources are more likely to sustain in their work and remain in the teaching profession (Smith & Ingersoll, 2004).

Since 2000 all beginning teachers in Israel are required to take part in programs to support beginning teachers, which are operated by two bodies: the training system (colleges and universities) and the employment system (the Ministry of Education) and includes two kinds of support: the part of the training institutions on one side and the Ministry of Education on the other. the school provides the intern with a mentor who is required for a weekly, regular and continuous relationship with the intern, and the teacher training institute that operates an induction workshop. This workshop transforms the induction into a link between initial training and integration into work (Nasser, Reichenberg and Fresco, 2006). In addition to the assistance and support for the intern, a formative evaluation, which is done made in the middle of the school year, and a summative evaluation, which is done at the end of the school year, are also made (Reingold, 2009). Research shows that the support and participation of both the school principal and the teaching staff is an important growth resource for the beginning

teacher who tends to remain in the system (Borman & Dowling, 2008; Skaalvik & Skaalvik, 2010). Promotion of routines at the induction stage, support and sharing of the school principal and staff is an important growth resource for the beginning teacher (Reingold, 2009). The induction workshop transforms the induction workshop into a link between the initial training and integration into the work (Nasser, Reichenberg and Fresco, 2006). At the end of the internship year, the teacher receives a teaching license. In the second year of his/her work, the teacher continues to receive support from the educational institution and he/she is obligated to participate in a workshop for the beginning teacher. At the end of this year, the teacher can receive tenure (the Department of Internship, Ministry of Education).

Optimal Induction
Since the beginning of the 2000s, the concept of "optimal induction" has been determined by the Department of Internship in the Ministry of Education. Establishing a school culture of "optimal induction" of teachers at the point of induction may reduce the drop-out phenomenon of teachers at the beginning of their careers. The optimal induction was defined by the Department of Internship with a call to participate in the competition for the "Optimal Induction Award" (2016) in relation to the four criteria that specify the contribution of the school organization, the school principal and the staff to an easy induction of beginning teachers. The criteria include: employment under conditions of success, the existence of a school induction model, and the existence of mentoring and mentoring procedures on the part of the school staff, which are professionally and transparently in the assessment of the inters and beginning teachers. As in in Israel, so in the world, researchers are investigating the influence of large-scale systemic programs that influence the optimal induction. Wong's research (2004) that structured, consistent and intensive professional development programs enable beginning teachers to observe others, demonstrate their teaching skills to others, and become part of networks of learning communities where all teachers share ideas and questions, grow together and learn to respect one's work of the other and learn from it, strengthen the persistence of the teachers.

Research shows that teachers who continued to teach in those schools after the first three years were those who felt successful in working with the students and who enjoyed professional induction and support programs. It provides opportunities for professional growth and peer interactions, appropriate tasks and responsibilities for

their abilities as beginners, rich resources, and school structures that support students' overall learning at school (Johnson & Birkeland, 2003).

In a study of beginning teachers in the United States (Kardos, Johnson, Peske, Kauffman & Liu, 2001), three categories of professional induction culture were found: a professional absorption culture focused on **veteran teachers**; A professional induction culture is focused on **beginning teachers**, which constitute a significant group in the school, and an **integrative** induction culture in which two modes of communication on teaching and learning are maintained, with an emphasis on the support, encouragement and guidance by the veteran teachers and the willingness to learn from the beginning teachers. In this culture, the pattern of support was found to be significant, continuous observations and feedback were conducted, and the meetings focused on key professional issues. In such a culture, beginning teachers can learn what is expected of them and meet these expectations, be involved in a mutual exchange of curricula and teaching and receive support according to their needs.

Establishing a school culture of optimal induction of teachers at the point of induction may reduce the drop-out phenomenon of teachers at the first years of their careers (Central Bureau of Statistics, 2015).

Over the years it can be seen that decisions and policy formulation were not enough to prevent dropouts and improve teaching. Beginning teachers face difficulties that can only be resolved while working, a process that requires targeted instruction and support. It is not enough to work with a mentor during the induction period at the school or at the kindergarten and the support workshop at the academy; there seems to be a need for a clear policy that outlines the nature and duration of support, as well as appropriate priority tools and resources, and funding needed to support and develop induction programs, as well as ongoing professional development opportunities for mentors (Ministry of Education, 2014).

The implementation of policy from the first stage of national policy discourse to the stages of what is taking place in schools and in classrooms is a long, unexpected and complex journey. In order to increase the chances of a significant and effective change in the induction and development of teachers, policy makers must begin to build the induction policy carefully, while taking into account the variety of factors involved in this professional stage (Ministry of Education, 2014).

MIT Model and Proteach Model

In order to provide appropriate support for interns and beginning teachers, support frameworks called MIT (Multiplayer Induction Teams) were established within schools or in authorities' and Pisga's centers for the development of teaching staff. Their goal is to meet the needs and difficulties of beginning teachers, to encourage the integration of beginning teachers into the culture of organizations, to promote changes and pedagogic initiatives of beginning teachers and to increase their involvement and influence in schools and kindergarten. The project is accompanied by the European Union, through academic degrees from four countries: Austria, England, Estonia and Romania. The faculty members who come from universities are working in the Union, share their experience, consult and examine, together with the academic institutions in Israel, strategic ideas for action to promote the establishment and improvement of MITs throughout the country. The exchange of knowledge takes place on mutual trips and visits between the teaching levels, decision makers, students and the beginning and veteran teachers involved in the process.

MIT is s a unique support framework for beginning teachers (interns and first year teachers) takes place within the school. The workshop is owned by its partners. This means that the content and issues discussed in the workshop are jointly established: the beginning teachers bring their needs, the elements within the school bring the issues in the practical context, and the college officials initiate the instructional educational activity in the theoretical context. The group enables the beginning teachers to meet and discuss various teaching issues in their work. The participants think together about ways of coping and solving, and offer courses of action for all schools (Dvir and Schwartzberg, 2014).

The Proteach model is designed to link interns with school and community resources and provide them with opportunities for growth to promote teaching-learning skills, explore new areas of interest, challenge existing ideas and perceptions, and illuminate personal talent (Proteach, 2018).

The model implements a holistic, multi-system approach to the induction of teachers in Israel, with the participation of academic institutions with schools and decision-makers. The model is based on the experience and knowledge of the partners in Israel and Europe, and on a modern research body. This model is unique both in Israel and worldwide. The model is designed to strengthen the self-efficacy of new teachers, to

hear their voices and to develop them as active, self-directed participants in the process of teaching. The model should increase the potential contribution of beginning teachers to schools based on their unique experience, skills and expertise (Dvir and Schwarzberg, 2014).

The Proteach model is implemented in Israel at six colleges of education, and its main objectives are: improving the quality of beginning teachers; improving their induction processes in educational institutions; raising the rates of persistence of teachers; encouraging initiatives of beginning teachers in order to expand their influence in the classroom and in the educational organization; to institutionalize cooperation between the academic institutions and the educational institutions, as well as the authorities and the district, in order to promote the integration of teachers in the educational system in Israel. The project includes coordinators from six academic colleges of education, the Mofet Institute, the Ministry of Education and local authorities, as well as the involvement of school principals and supervision levels from the districts involved in schools and kindergartens.

Among the key principles on which the Proteach model is based on is the concept of professional autonomy given to teachers and is one of the most important components of motivation in teaching, hence its importance in education in general and in the creation of professional satisfaction from work (Losos, 2000; Khmelkov, 2000). Pedagogical autonomy is defined as the perception and sense teachers have of their degree of control over their work and their work environment (Pearson & Hall, 1993). It is the participation of the teacher in his/her decision-making process and his/her freedom to choose from among several professional alternatives the alternative that seems most appropriate to his/her students in teaching (Willner, 1990). Professional autonomy for teachers means preventing teachers' professional isolation beyond the classroom's walls, getting feedback from their colleagues, and have free interaction with their peers independently of the school administration (Frase & Sorenson, 1992). The current perception is that professional autonomy for teachers means the teacher's release from dependency on bureaucratic structures in the school alongside independent professional pedagogic authority in the classroom (Pearson & Moomaw, 2005).

Another concept that is a cornerstone of the Proteach model is self-efficacy. Bandura (1993, 1997) defined the concept as the capacity of carrying out the actions required to deal with future situations and as an individual's belief in his ability to control events and influence his life. At a later stage Bandura also added emotional components,

according to which the sense of self-direction influences the individual's motivation and motivates him to realize his potential.

One of the most important goals of the workshop's meetings is to help beginning teachers feel part of the school by supporting them in developing authenticity, helping them feel connected to the school, and giving them a sense of competence. The concept of self-efficacy among teachers is defined as the teacher's belief that he/she has a significant influence on the performance of his students (Cheung, 2006). Research found that the teacher's self-efficacy is influenced by the professional tasks imposed on him/her. The more the teacher feels that he/she is successfully fulfilling his/her professional tasks, both at the classroom and organizational level, the more his/her sense of self-efficacy will grow (Friedman & Kass, 2002). The establishment of learning communities created in partnership in an environment that encourages the professional learning of the partners in the process enables the development of teaching and learning teams; a shared commitment by all involved to the training of professionals who can respond to the diverse needs of students; reference to structures, resources, and roles, i.e., a reference to the infrastructure that partnerships create to enable functioning (NCATE, 2001).

The research shows that support and participation from both the school principal and the teaching staff is an important growth resource for the beginning teacher who tends to remain in the system (Borman & Dowling, 2008; Skaalvik & Skaalvik, 2010). Promotion of routines at the induction stage, support and sharing of the school principal and staff is an important growth resource for the beginning teacher (Reingold, 2009).

The organizational variable also influences the teacher's sense of self-efficacy. The nature of the school's organizational structure and the attitudes of professional leaders within it were linked to the self-efficacy of the teachers (Ben-Uri, 2014; Somech & Derech-Zehavi, 2000).

One of the most important goals of workshop's meetings is to help beginning teachers feel part of the school by supporting them in developing authenticity, helping them feel connected to the school, and giving them a sense of competence. During the sessions, the workshop's team helped beginning teachers understand their beliefs and values by encouraging them to be authentic and creating their own identities (O'Connor & Taylor, 1992).

Another principle on which the Proteach model is based is the initiative of interns and beginning teachers to voice their voices and give them a sense of connection and

belonging. The need for connection and belonging is the desire to maintain close, secure and satisfying relationships with others in the social environment, to be part of a community, and to be physically and psychologically protected (Deci & Ryan, 2000). According to self-efficacy theory, satisfying psychological needs contributes to optimal development. A supportive environment needs best self-processes, that is, feelings of belonging and capacity, promoted by autonomous motivation, positive feelings and sense of well-being, emotional and social adjustment, quality investment as well as deep internalization and deep integration of behaviors and values. That is, for the promotion of identity-building processes (Deci & Ryan, 2000, 2012).

In the process of induction teachers often experience a gap between the values and ideals they bring with them from the training stage and the reality they encounter in the school. This gap often undermines autonomic motivation and leads to an experience of frustration of the need for autonomy (Kaplan, Glasner and Adas, 2016).

According to Schwarz (Schwartz & Bilsky, 1987; Bilsky & Schwartz, 1994) values are cognitive-emotional representations of important human goals or motivations. Values are defined as concepts or beliefs, or principles about desirable behaviors or situations. Values are a criterion for assessing yourself or others and are aimed at selecting behaviors (Schwartz, 2012). Values are ranked in order of importance, so that each person has a scale of values that guides his behavior and according to which he decides how to live his life. Values are part of self-structure and human identity. It follows that processes and products related to values are connected to the need for autonomy. According to Schwartz's theory (2012), there are 10 universal values expressed in all cultures, including tradition, conformity, security, generosity/ consideration, achievement, hedonism, self-efficacy. These values create a circular structure that reflects the motivations underlying each value and the conflict or congruence between them, for example, benevolence and power. Different individuals or groups have different priorities for values that guide their behavior.

According to self-efficacy theory, the need for autonomy is a basic psychological need (Ryan & Deci, 2017), which expresses the individual's desire for self-efficacy, authentic self-expression, meaning, independence and freedom of choice. At a profound level, we need to feel that the main actions in life are compatible with basic needs, tendencies, and values (Deci & Ryan, 2000).

Assor (2003) and Reeve (Reeve & Assor, 2011) define the need for autonomy as an aspiration for the formation and realization of authentic values, goals and interests and direction - striving for an internal compass.

Coordination between the teacher's "credo" and the school's "credo" relies on the ecological concept, which is essentially a system conception that emphasizes the interactions between the elements, and is in essence circular, holistic, and reflective thinking. It is a concept that emphasizes open systems and sees the individual as part of different systems, which are in reciprocal relations with one another. As a worker, man is interacting with the rest of the components in the system, and as a reflector he is aware of the system and his interactive role within it, and therefore also assumes responsibility for his actions and his knowledge systems. The details that constitute the social systems create a community and a common interpretive system for their environment. When members of the community develop a common interpretive system, they form a culture, the language created in the community determines the ways of thinking of its members (Kayani, 2006). The concept of ecological thinking emphasizes the organic aspect, i.e., growth and development. The work on the construction of identity and the internal compass of the beginning teachers according to the ecological model is conducted in interaction with all the partners. Thus, all the circles of belonging of the beginning teacher are important and therefore operated not only in the workshops but in additional circles of the school, the community and culture, and giving room for the values that the teacher is bringing with him/her from the college, his/her family and his/her culture.

Professional Learning Community and Expansive Learning
A professional learning community is a group of people who have a common interest in learning a particular subject. The goal of professional learning communities is to promote the collective knowledge of the community as well as the individual knowledge (Stoll, Bolam, McMahon, Wallace & Thomas, 2006; Wenger & Wenger-Trainer, 2015).

Professional learning communities of teaching interns are aimed at improving their performance and learning from their peers. In professional learning communities, interns gather together to share and understand experiences, to discuss issues that arise in the classroom, and to provide each other with emotional and professional support. Through participation in the learning community, the interns structure their knowledge,

ventilate their problems and dilemmas, learn to cooperate with their peers, seek help, provide help and listen; they learn to link practice to theory, gain self-confidence and demonstrate greater commitment to change and experience alternative approaches (Fresko & Nasser-Abu Alhija, 2014). In a teaching professional learning community interns meet regularly, explore the relationship between the practice and theory, analyze the learning outcomes of their students, analyze teaching and learning processes, draw conclusions and make changes to improve instruction and learning (Balanga, Landler-Fredo, and Shahar, 2011). A professional learning community is anchored in the school's concept of a "learning organization" - an organization in which everyone learns and is a central component in the professional development of the teachers themselves (Birnbaum, 2009).

Research also indicates that learning communities contribute to the continuous improvement of teachers' professional knowledge and skills and their sense of ability to bring their students to achievement (Shahar, 2007). It was also found that the achievements of students in schools with a professional learning community significantly outweigh the achievements of students in schools where teachers work alone (Birnbaum, 2009; McLaughlin & Talbert, 2006).

Expanding learning is a term coined by Engestrom (1999) to describe the creation of new professional knowledge. Expanding learning is a change in three aspects: the practice, the conceptualization, and the sense of professionals who can act (Engestrom & Sannino, 2010). The process of expanding learning includes seven components (Engeström & Sannino, 2010; Sannino, Engeström & Lemos, 2016): 1. Observation of the existing situation. 2. Identifying an internal contradiction or a fundamental flaw that prevents the achievement of the goals of the organization or group, and causes doubts about the existing knowledge and methods of action. 3. Proposing ideas for alternative methods of work that will enable a way out of internal contradiction. 4. Experience the proposed alternatives. 5. Formulation of a new model, improvement and enrichment following the experience and discussion thereof. 6. Reflection and evaluation of the new model. 7. Implementation of the idea on a wide scale. Expanding learning is taking place in professional learning communities, because there is a critical discussion and an attempt to improve the existing situation (Guberman, Avidav-Ungar, Dahan, Serlin, Maskit and Reichenberg, 2018).

To examine the implementation of these principles in the MIT model, we used the method of learning from success.

Learning from Success

In the field of psychology, there is great value for using stories of success in order to raise the self-image and self-efficacy of the individual. The study shows that people have the power to empower their power, self-image and sense of self-efficacy through deliberate actions of learning from their successes or others (Tomasulo & Pawelski, 2012).

The process of learning from success occurs throughout life consciously and unconsciously. People and organizations examine themselves and try to formulate "what works" for themselves. They replicate the actions that succeeded, perfect them, and formulate general principles of action - theory in use. The theories in use become open knowledge for the organization that created them and for other organizations (Rosenfeld, 1997; Weiss, Gavish, Rosenfeld, Ellenbogen-Frankowitz and Sykes, 2007; Sykes, Rosenfeld and Weiss, 2006).

In the last decade, the concept of "learning from success" has also entered the organizational field (Hodson & Marvin, 2010). In the field of education, the method of learning from past successes in the "Learning from Success as a Leverage for School Learning" program contains three different and complementary components: research format of "the learning from success journey" forms the basis of the process and is designed to address the learning challenge by directing participants' in the learning process in selected directions or areas, according to pre-defined stages; learning through reflective discourse of "reflection and wonder" - learning from successes is based on reflective discourse in a group of colleagues composed of different partners, all of whom are direct or indirect stakeholders in relation to the success story; building the documentation of success - translate the "journey" of the inquiry process into the knowledge of the language of "distributed knowledge of action", the "template for documenting success" was developed, which is intended to bring to the surface certain components of activity: products, prices, turning points and activities (Sykes, Rosenfeld & Weiss, 2006).

Sitkin (1996) argues that learning from successes increases confidence and perseverance and encourages the desire to achieve common goals. Learning from

success can provide a safe and stable foundation for initiating future actions. Once it becomes known that a certain action has been successful, the professionals are more confident in their abilities and achievements and are more motivated. Schools focusing on learning from successes can bring a team's positive recognition to their expertise behind their successes. Learning from the success processes can inspire appreciation, respect, and even enhance the sense of self-worth of the partner teachers. In this way, the collective learning created by deliberately focusing on past successes improves the belief in the ability of the school and its staff to succeed in their missions and learn from their professional experience (Schechter, Sykes & Rosenfeld, 2008).

In the field of education, "Learning from Success" refers to a worldview and teaching-learning methods that are designed to discover, describe and disseminate an action that has produced positive outcomes. The success of the individual or the organization requires a long learning process, which deals with identifying the success and the actions that led to it. The development of methods for the study of success is intended to ensure the ability to innovate and to constantly prepare for change in reality (Dahan and Heling, 2010). Teams successfully learn from success stories through reflective thinking (Kayani, 2006). Examining the school leadership characteristics in the organizational and cultural spheres, the work culture and the school climate may reveal success stories in the induction of beginning teachers.

In her article Schechter (2010) presents an attempt to investigate the process of improving the school, which combines the idea of learning from success as a collective learning mechanism for the development of a professional learning community. The research examined the evolving stages of collective learning - beginning with the success process, which focused on teaching students with special needs integrated into regular classes. The research found three distinct but at the same time dynamic and interrelated stages: an invitation to participate and a framework for the program, a joint investigation by colleagues of professional successes and experiments and distribution.

Case Study as a Tool for Learning from Success

Case study research is study and analysis of one or more cases designed to capture the complexity of a particular subject (Stake, 1995). Case study is defined as an investigation of one case that uses natural sources of knowledge, such as people and observations of interactions occurring in their natural place (Stake, 1998). This qualitative approach examines the real life of a coherent system over time, in a detailed

and in-depth manner, collects mixed data from various sources of information, and reports the case in different themes (Creswell, 2013).

Case studies capture attention, recall, direct, and influence commitment. They are mentioned and we trust them, their influence is evident in the shaping of positions and actions in the future (Shulman, 1992, p. 23). The authentic cases that appear in the literature accurately represent teaching and learning situations. The analyzing process critical discussion and personal processing processes provide an opportunity to acquire usable knowledge that can be passed on to the field (Berkowitz, Ginat, Silberstein, Emanuel, Keret and Shulman, 2001).

Analyzing the documented events and turning them into cases that represent generalizations and theoretical principles make it possible to disconnect events from their immediate context and to view them as representing cases that exemplify pedagogical principles and generalizations. The events in their context receive a theoretical dimension on the one hand, and the psychological and educational principles and theories are not presented in the lectures as abstract knowledge, detached from the concrete context on the other (Berkowitz et al., 2001).

On multiple case studies, steak (2005) says: Individual studies within a group of cases may be forewarned, or not, as presenting some common feature. The cases may be similar or different and repetitive, when both similarities and differences are important. They are chosen because we believe that their examination will lead to a better understanding of a larger set of cases, and perhaps to a better theatricalization of them.

Implementing a case study as a tool for learning from the successes in the Proteach project in Israel

Participants

The implementation of the case study as a tool for learning from the successes was carried out in six colleges of education in Israel: Talpiot College, Kibbutzim College, Beit Berl Academic College, Gordon College, Kay College and Sakhnin College. Each college held two to three MIT workshops at schools near its location. Each workshop was attended by a coordinator for the college, a coordinator for the school, interns, beginning teachers, and mentors. In some cases, other participants, such as the school principal, inspector, and so on, participated in the workshops. During the course of a year and a half (2018-2019), the MIT academic coordinators were asked to collect

various materials from the workshops and interviews with the workshop participants: interns, beginning teachers, mentors, principals and the like; Observations of workshops conducted by the coordinators; School documents.

Below are details of the initiatives in each college

Talpiot College

1. Who is the influential teacher? Collecting the most important qualities for the influencing teacher and ranking them from the most important to the less important. Providing a sense for interns that they have a place to speak out at school and that they are important through the participation of the veteran staff, management and supervision. Establishment of a learning community shared by all. The contribution in this example is the voice of the beginning teacher, the development of his/her autonomy. After a round of names, each participant introduces himself through one feature that is meaningful as his work. Each group receives feature list tabs and each group tries to reach agreement on five leading teacher qualities in their role as educators. Then the whole group tries to reach a list of common attributes / strengths and is ranked by degree of importance. The cards are placed on a pyramidal structure that was prepared in advance and at its end is the most important feature of the educator. Presentation of deliverables: Each school presents its list of graduated features in the plenary.

2. Celebration of the end of the internship year. Joint work for the intern and mentor: What is the responsibility of the intern and what is the responsibility of the mentor. active dialogue between inters and mentors. Each team-intern-mentor presented a presentation on the process they had undergone during the year. What emerged was that at the beginning of the year the interns were afraid to speak out and suggest new initiatives, but during the year the interns were already confident in voicing their voices and proposing new initiatives. In this example, an integrative induction culture is presented, in which two modes of communication on teaching and learning are maintained, with an emphasis on the support, encouragement and guidance of the veterans, and from listening and willingness to learn from the beginnings.

Beit Berl Academic College

1. During the meetings, the workshop team created a **learning community** of beginning and veteran teachers. The beginning teachers made their voices heard

and brought new knowledge to the school and created unique meetings that contributed to the school. Beginning teachers who came from the high-tech field introduced new teaching methods. In addition, during the meetings, veteran teachers from different fields presented their expertise. A teacher with learning disability has taught how to create specific tools for dealing with classroom diversity.

2. In the framework of the workshop there was difficulty in dealing with the **implementation of the regulations** because there was no clear answer to the violation of laws by students. The college coordinator conveyed the message to the school management, which created a process of six months' work with the school's teachers on changing and updating the regulations. Giving teachers the opportunity to voice their initiatives is a way to dispel their feelings of autonomy and self-efficacy. In the context of a learning community, it was identified that there was a need to change the regulations. This need was discussed within the framework of the workshop and created an obligation of all partners to provide a response. Management was also committed to implementing the new regulations. This commitment created among the interns and beginning teachers the feeling that they had an attentive ear, that they can voice their opinion, reinforced their sense of competence. The product, the new regulations, answered a need that had not been noticed before, that there was no clear answer and every teacher acted at his way. The formulation of the new regulations allows all school staff to speak one clear language.

3. **Changing the report card**. The use of a traditional report card that does not relate to the school's worldview and changes in the trends of futuristic pedagogy. In addition, the statements did not reflect the manner of teaching in the disciplines. A platform was given to the beginning teachers to influence the decision-making processes on pedagogical issues in general regarding the change of the report card in particular. In the course of the workshop, a report card was developed that reflects the school's worldview (Derech HaErech), both in content and form. For example, in content: a reference to how the student behaves according to the values he or she has learned during the learning of the discipline, in the form of adding rubrics in the report card that relates to Derech HaErech. Here, too, a need was identified. There was no reference to the school vision and the teaching-learning-evaluation methods in the school. Changing

the structure of the report card in form and content, can be expressed in the needs that were lacking. Again, the interns and beginning teachers were given the opportunity to voice their opinion, which strengthened their sense of competence. The joint work on the new report card structure enabled community members to better familiarize themselves with the school's organizational structure, its vision and its values, and to examine them against the personal values of each member of the community.

Kibbutzim College

1. Establishing a **Student Council** at the school, the initiative of one of the interns. This intern is on the autistic spectrum. At first the group in the workshop tried to cool his enthusiastic spirit on his own initiative, but the intern sat with his mentor and together they built a plan of action. The intern turned to the school principal. The principal adopted the idea warmly - provided the intern led him. The intern also applied to one of the lecturers at the college who gave his professional perspective and guided the intern in the professional aspects. At the next stage, the intern met with the parents' committee. The intern also met with municipal and volunteer organizations and funding for the program. Thus, the united forces - students, parents, teachers, academia - the idea took shape. This example reflects the determination of an intern to voice his voice, even though at first, they did not agree with him. His determination to continue to work created a feeling of self-efficacy that he was heard, that he was part of the school community. In addition, the intern recognized the system and the organization to which he belongs.

2. **Changing the school mentoring method** - communication and conflict management. The workshop was shared by interns and mentors. One of the interns felt uncomfortable with her mentor, creating a situation where the workshop was not a safe and neutral place for her. The internship workshop should be a safe place for interns and beginning teachers to speak out the difficulties that arise during their work, that arises problems. If the inters and the beginning teachers will be afraid to overcome difficulties and problems, such as the difficulty of working with the mentor, the workshop will not be a safe place and thus miss its goal. In a joint decision by the interns and the workshop instructor it was decided that only the interns would participate in the workshop. It was decided to look for a neutral person who was not involved but

had influence and to present the subject to him. Because the interns were afraid to approach the principal or the counselor, they chose to approach the pedagogic coordinator. The mentoring method is a central part in the induction of interns and beginning teachers.

Kaye College

1. **"Experiential learning" and "building a professional identity," personal resources and values that the beginning teacher comes with to work (supporting autonomy)**. In the framework of the workshop the subject of education for values was discussed. At first, there was an introduction with the Rahat master plan, the values of Rahat, and its goals concerning education for values. In the second stage, the workshop participants inquired their personal resources. Resources have been translated into leading personal values. The purpose of this step is to promote acquaintance and create a supportive environment. In the third stage, a discussion was held on the school vision. Dialogue with the school principal, followed by clarification of the values that lead the teacher in his work: personal and group work. The interns, the beginning teachers and the mentors participated. In the next stage, a discussion was held about how these values correspond to the educational goals in the community, the values of the community of Rahat. In the next stage, a discussion was held of a second local steering committee (2018) - a discourse on the values that lead the city and the city plan, feedback on the school program. The design of a school vision and the clarification of the values it espouses are important for creating a sense of belonging to the organization and the community. The clarification of these values enables each member of the community to examine his personal values in light of the values shared by the community. The clarification of the values strengthens the autonomy of the interns and beginning teachers in the knowledge that they operate in light of shared values of the organization and the community. The "good example" illustrates how, in a process that supports autonomy, we promote the construction of an integrative internal system of values among the beginning teachers in order to strengthen the values as an internal compass that will guide the teachers in their work.

2. My teaching tower - the induction process, Ying game as a metaphor for the induction of beginning teachers. The workshop sessions focused on the challenge of building an object for a shared display that enables a metaphorical simulation of the induction process that teachers undergo in the school and dialogue with the coordinators. The implementation of the tool with the interns at the initial stage of recruitment to the school can enable the sharing of stories and experiences related to the induction processes at the school, while raising issues that have not yet been addressed. At each session, one of the participants brought a "gift": something special that reflects his individuality, his interests, the subjects he wants to relate to, and so on. The goal was to encourage participants to be involved and to voice their own voices within the group. One of the important issues that arose during the meetings was how to manage yourself within a group, how to find autonomy where there are rules and instructions, when it is appropriate to deviate from rules, express an opinion, and apply your principles in practice. This workshop worked to create a clear professional identity for each participant. A clear professional identity enables each of the partners to clarify their values and how they stand in relation to the values of the organization and the community. In addition, strengthening professional identity reinforces the sense of autonomy and self-efficacy among interns, beginning and veteran teachers.

3. **Establishment of a Bedouin heritage center at the school**. As part of the initiatives of interns and beginning teachers the subject was suggested: "Beginning teachers exploring the Bedouin heritage and the City of Rahat historically and geographically." The original idea also included a proposal to plan a tour of sites in the city of Rahat. This proposal was based on the processes that took place in the management team and in the workshop of 2016-2017, attended by most of the teachers who are now beginning teachers (who in the previous year were interns). This proposal served as a platform for teachers' initiatives this year. The cultural heritage center in which the school operates is part of the school's conception as an integral part of the community in which it operates. The establishment of the Heritage Center enables interns and beginning teachers to become acquainted with the community in which they operate and to be part of it. The sense of belonging makes it possible to strengthen teachers' sense of self-efficacy and autonomy. As well as the

knowledge that they have a place in the community to voice their voices and that they are part of it. The ecological approach on which the work of the unit for induction at Kaye College rests.

Gordon College

1. **Voicing the voices of the interns and dealing with a tight schedule**. Each participant was asked to write on a "sign" page that she wanted to go with him over her head. A kind of message to the world - a request for consideration, demand, etc. There was also a lot of discussion. On the one hand, there were two main senses - flooding, disinterest, frustration, and anger at myself, because of the flooding, I behaved in an impolite and attentive manner to people, even though I was not. On the other hand - a sense of perspective, it'll pass, you can put rules, limits, organize the day, the principles that enabled success: Listening to the feelings and attitudes of the participants, their partnership in action, attentive guidance, adapting the activity to the stage of the group's development. This initiative provides a platform for teachers to express their difficulties in the first year of their work, to recognize that they deal with difficulties and problems and that they have a place to express difficulties and frustrations and that there is someone who hears and tries to help them find suitable solutions.

Sakhnin College

1. **The workshop focused on internalizing the model of physical education and empowerment through education for health, sports and spoken Hebrew**. Using a role model of a teacher who was a football player and became an educator for a healthy and athletic lifestyle, out of his professional training and experience as an Israeli national team player and captain of a soccer team. Health and sports education together with the reinforcement of the spoken Hebrew language among the students became a coping tool that improved the students, who generally had difficulty dealing with solving health-sport lifestyle issues and with situations in which good expression in Hebrew was required. After working on the model, students' personal empowerment was strengthened. The indicator of success was expressed in positive outcomes, especially in the development of students' impressive abilities to achieve peak performance in real time (such as coping with stress, including tests, discussions, criticism, expression of emotions, assertiveness, expression of thoughts, opinions and answers in Hebrew), in addition to increasing physical, social-emotional and

spiritual abilities through sports-health education. This personal empowerment was manifested in independence, strengthening the self-image and increasing the students' emotional strength. There was a need that did not arise previously, the health of the students and the managing of a healthy lifestyle alongside the strengthening of the Hebrew language as part of the circles of belonging of the entire school community, the general society and the state.

Actions and Principles of Action of Each of the Colleges

Following are the actions and principles of action for each and all of the colleges.

Talpiot College

Actions

1.

- The meeting was a moving and meaningful experience for everyone present.
- The veterans shared their past experiences with the newcomers.
- It is evident that every educator should build up his educational credo and values.
- The principals have concluded that such a workshop should be conducted for all their teaching staff.

Principals

- Choosing the content involved in thinking among all participants, and especially in the beginning teachers whose values are not yet crystallized.
- Sharing principals, mentors, and supervisors for a joint activity that led to a broad and fruitful discussion and discussion.
- The chosen tool enables an egalitarian and honest dialogue between the beginning teacher and the mentor. The discussion was made possible thanks to tools prepared in advance by the workshop coordinator.
- The tools are visual and encourage action and productivity, joint work on first year and internship contributed to the consolidation and supportive social atmosphere.
- The work required cooperation in the new group of teachers, which made an important contribution to the formation of the team and the common interest in presenting the school in a positive and empowering manner.

- The beginning teachers' responses showed that the entire teaching staff was an active partner.

2.

- The echoes of this encounter were heard many days after the activity.
- Everyone present was excited by the process presented by the teachers.
- The influence went beyond the walls of the specific schools and requests were received to share in the workshop model.
- Supervision should encourage the initiatives of the beginning teachers as well as the school.

Beit Berl Academic College

Actions

1.

- The initiative of an intern, formally from high tech, to integrate technological tools in teaching-learning.
- The intern demonstrated the tools to the participants. All the participants in the workshop jointly thought about how these tools can be used for teaching-learning processes.
- The subject continued to be handled by the interns and beginning teachers at the professional staff meetings, where they were required to continue the process and develop the learning in the professional teams in order to improve the teachers' professional quality of life and improve teaching-learning processes.

2.

- In the framework of the workshops, there was a need to change the regulations.
- The workshop coordinator approached the school principal.
- Team work was conducted by the entire educational staff, which lasted six months to amend the regulations, at the end of which the rules were clear.
- There has been significant and relevant discussion among the school administration regarding the need to improve the regulations by dealing with related substantive concepts, such as uniformity versus variance, agreement (what happens when there is no agreement), a personal example (management versus teachers, teachers versus students, parents ...) , partnership versus assimilation, enforcement and more.

- A survey was conducted among all teachers regarding the degree of clarity of existing regulations and a meeting of clear needs, desires and ideas.
- Draft regulations were drafted by a steering committee that included teachers (also relatively new) and management members.
- The subject was expanded through pedagogy, and the subject was defined as "the teacher's pedagogical authority".
- A plan was formulated for the closing days regarding the regulations that will be delivered by management members to all the teachers.
- An institutional training course was developed for 2019 which will deal with aspects of borders and pedagogy.

3.

- As part of the workshop meetings it was noticed that the report card is far outdated and does not conform to the school vision, the school's values, and the teaching-learning-evaluation methods.
- A beginning teacher approached the workshop coordinator.
- The workshop coordinator approached the management team. The management team crystallizes the idea and decides on methods of action.
- The interns and beginning teachers raised ideas and methods of action within the framework of the workshop.
- The ideas of the beginning teachers are communicated to the entire staff.
- Recommendations for changing the format of the report card and the encouragement to rethink the teaching methods of the teachers in the school.

Principles of Action

1.

- The voicing of interns he readiness of the veteran staff to hear and learn from the interns who brought knowledge from other worlds.
- The willingness of all partners to implement technology.

2.

- All the principles of action and derive from the perception of the importance of the voicing the beginning teachers and the importance of their unique perspectives on the school for the purpose of learning and improving school processes.

- The actions are based on the concept of joint learning both in the workshop and among the teachers.

- Providing an open discussion among the new teachers about the difficulties they see in the school.

- The willingness of management to listen to criticism and not reject it out of hand.

- Identifying the need of beginning teachers "meets" the needs of all teachers, i.e., reflects a real problem shared by all, including management.

Kibbutzim College

Principals of Action

1.

- Empowering the intern, harnessing the school and community staff for the initiative of the intern, empowering him/her and raising his/her sense of personal competence.

- From this example we can learn about initiative, development of autonomy, ability and cooperation between the school and the institution and the municipality.

- The example demonstrates how one teacher made his voice heard and created a change. Not just a teacher, but an intern, new and proactive.

- In this example, the principles of action can be applied in different examples and in different cases: an initiative or an idea born out of a situation on the ground, one person is crazy about the idea, an understanding that it is important to recruit staff, understanding the beauty and strength of school- Finding extra funding, recruiting parents for the process and realizing the idea.

2.

- Listening to the participants' feelings and attitudes.
- Their partnership in action.
- Attentive guidance.
- Adapting the activity to the stage of development of the group.

Kaye College

Actions

- Providing teachers with the opportunity to become acquainted with different circles of communication that influence their professional worldview: personal values they brought from the family, values they acquired at the college, important values for the school, important values for the city and important values for culture.

- Specific workshops, meetings with significant figures and an integration workshop.

- The participation of beginning teachers in significant processes at the systemic level.

- The voice of the beginning teachers is included in the decision-making process. Beginning teachers are part of the school's leading team.

- Consistent work over time, which enables processing and internalization processes.

2.

- Providing an opportunity and an autonomy for teachers to lead their initiatives.

- Strengthening the connection to the Bedouin heritage created relevance and connected the teachers' personal-cultural identity to educational processes on the subject of initiatives.

- The belief and direct support of the school principal and the counselor in the beginning teachers strengthened the affiliation of the beginning and veteran teachers to the school and enabled them to lead their school to a significant place in the day-to-day educational activity.

- The participation of beginning teachers in significant processes at the systemic level.

- The voice of the beginning teachers is included in the decision-making process. Beginning teachers were part of the school's leading team and participated in meetings where feedback was also made on the process of leading the initiatives.

- Connections made between teachers' initiatives and teaching work.

- The teachers-initiated methods that enabled connections of the subject of heritage to teaching. This strengthened the sense of relevance and promoted the experience of success.

- These actions were done autonomously by the teachers themselves.

Principals of Action

1.

- Creating a supportive environment supporting the beginning teachers' needs: support, belonging, capable of autonomy, which are an integral part of the process described.

- The ecological principle, to address the various significant contextual contexts that are relevant to the life of the beginning teacher and to give them an expression in the construction of the evolving value system.

- Exploration processes, in two circles. 1) What are the values that guide me, what they originate from, what is in conformity and what creates dilemmas, etc. 2) What is the value system in the various circles around me? What are the demands of me as a beginning teacher?

- Examining the relationship between the two circuits.

- Examining priorities, examining the relationship between personal and organizational values, and creating an integrative value system. This process is based on an exploration of self-perceptions, ontological and epistemological beliefs (the nature of reality, what is learning and what is good teaching), the purposes and objectives of education in my eyes and the possibilities of action facing them (Kaplan, 2014; Kaplan & Garner, 2017); The existence of support mechanisms in different communication circles.

- Collaboration in the various system circles promoted success. Contact with the principal, who leads the process at school, an active leadership team, contact with the municipal authority and the Pisga center, which promoted the municipal steering committee.

2.

- Creating a supportive environment supporting the beginning teachers' needs. Supporting belonging, capable of autonomy, is an integral part of the process described.

- The ecological principle, to relate to the various significant contextual contexts that are relevant to the life of the beginning teacher and to give expression to the processes that take place in the workshop. In this case, the process is connected to the teachers' heritage and culture, and the educational process is removed from the specific context of the school and its connection to the community (e.g., consultation with adults from the community on issues related to initiatives).
- Collaboration in the various system circles promoted success.
- The relationship with the principal, who leads the process at school, the relationship with the counselor who accompanied the whole process, the cooperation with the mentors and the veteran teachers.
- Consistent work is needed over time, enabling processing and internalization.
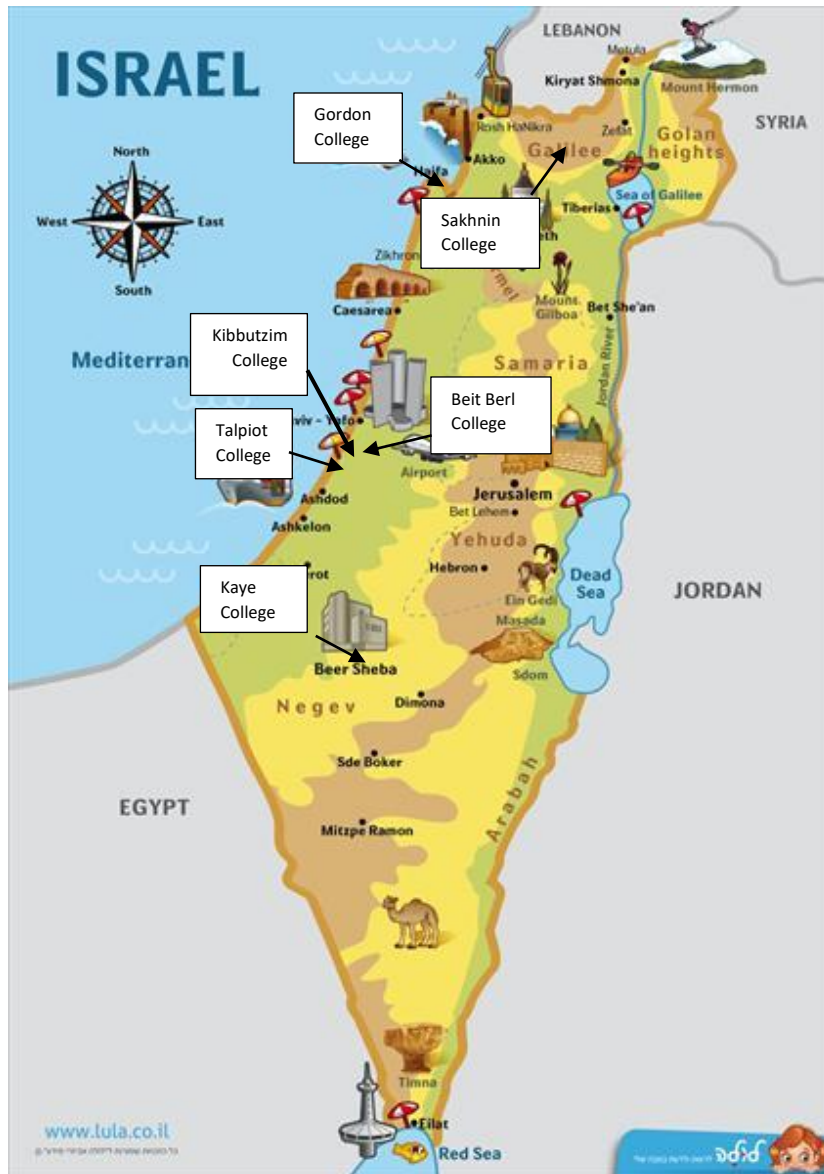
Gordon College

Actions

- Each participant was asked to write on a "sign" page she wanted to go with over her head. A kind of message to the world - a request for consideration, demand, etc.
- A comprehensive discussion was held on the subject.
- Two main positions arose - on the one hand, a flood, an intolerance, a feeling of frustration and anger also at myself, because of the flooding, I behave impolite and attentive to people even though I am not usually like that; on the other hand - a position of perspective. it'll pass. you can put rules. limits.
- Organize the day, the principles that enabled success: listening to the feelings and attitudes of the participants, their partnership in doing.
- Attentive guidance.
- Adapting the activity to the stage of development of the group.

Principals of Action

- Listening to the participants' feelings and attitudes.
- Their partnership in action.
- Attentive guidance.
- Adapting the activity to the stage of development of the group.

Map of Israel and the colleges that participated in the field work

Summary of Actions and Principles of Action

The following table details the principles of action taken in the workshops at the different colleges.

Table 1: Principals of Actions and the Colleges acted by them

Principals of Action	Colleges that acted accordingly
Voicing the intern	Talpiot College, Beit Berl Academic College, Kibbutzim College, Kaye College, Gordon College, Sakhnin College.

Intern's initiatives	Talpiot College, Beit Berl Academic College, Kibbutzim College, Kaye College, Gordon College, Sakhnin College.
Exciting, meaningful meetings for all participants.	Talpiot College, Beit Berl Academic College, Kibbutzim College, Kaye College, Gordon College, Sakhnin College.
Clarifying the participants' world values	Talpiot College, Beit Berl Academic College, Kibbutzim College, Kaye College, Gordon College.

Background and Objectives

As mentioned above, research indicates that participation and support from the principal and the school staff are an important growth resource for the beginning teacher (Borman & Dowling, 2008; Skaalvik & Skaalvik, 2010). The Proteach model is designed to link interns with school and community resources and provides them with opportunities to promote teaching-learning skills, explore new areas of interest, challenge existing ideas and perceptions, and highlight personal talent (Brann, 1988). The Proteach model is implemented in six colleges in Israel and its main goals are: improving the quality of new teachers, increasing the retention rates in education, encouraging new teacher initiatives in order to expend their influence in the school organization, improving the partnership between the training institutions and the schools in order to promote the induction of the beginning teachers. One of central MIT's purposes is to empower the beginning-teachers' self-efficacy and self-esteem in the professional context he works in. The objective of the current research is to understand the meaning of the MIT groups in promoting their participants' professional success in schools. Based on this notion, the "Learning from success" approach (Sikes, Rosenfield, and Wiess, 2006) was chosen to be the theoretical framework in this study.

Structure, Questions and Method

Following our main objective and in order to get a widen understanding of the meaning of MIT groups in the professional development of its' participants, we have decided to approach two kinds of points of view: the beginning-teachers participating in the MIT groups perspective and the MIT coordinators perceptive. Accordingly, we have suggested the following questions:

1. What is the significance of participating the MIT group in the professional practices in school in the eyes of the beginning-teachers and the coordinators?
2. What is the significance of participating the MIT group in professional success in school in the eyes of the beginning-teachers and the coordinators?
3. What are the organizational features that support a professional success in the eyes of beginning-teachers participating the MIT groups and the coordinators?

In order to refer to these concepts, our sample was composed of **two sub-samples**: six **beginning-teachers** participating in the MIT groups and nine MIT groups **coordinators**. All from six colleges (Beit Berl College, Kibbutzim College, Talpiot College, Kaye College, Sakhnin College and Gordon College) participating in the Proteach project.

It is worth mentioning that in this study we did not necessarily were interested in investigating a specific success example from two points of view (the beginning-teacher and his coordinator) but rather to understand a more general perspective of the MIT participants and the coordinators regarding the contribution of the MIT to professional success. Having said that, it is important to note that we have realized that the beginning-teachers characteristics differ from the coordinators' characteristics in their professional and personal profiles. There for, the data collection and the analysis of the two sub-samples were made separately.

We found the quantitative research approach most suitable to have the subjective perspectives of the MIT-participants and the MIT coordinators. We used two kind of research tools in order to collect the data:

The MIT coordinators sub-sample - In order to get the subjective point of view of the MIT coordinators, they have been asked to deliver written documented meaningful events based on the aspects mentioned earlier. A few central questions were suggested

to recognized a meaningful good example according to the "learning from success" theoretical framework (Rosenfield, Wiess, Sikes & Dolev, 2002; Sikes, 2003):

1. If this is an important event that we can learn from it?

2. If we can recognize how this behaviour was in the past and how it was changed? What kind of changes occurred?

3. If we can recognize the change, what were the unique activities that contributed to the change?

The coordinators were asked to refer to different aspect of the chosen example in their written description, following the theoretical framework notions (Ibid):

1. Personal aspects –Creating activities that develop personal aspects: Autonomy, Competence and Belonging.

2. Personal expression and initiatives - Giving the interns opportunities to raised their own voice, their opinions, feelings… and to take initiatives and to make an impact on the school.

3. Values in Education - Activities that raise the importance of integrating values and moral thinking in education.

The beginning-teachers sub-sample - In order to allow the MIT-participants to share their-own story in their own use of language and phrases, we used a semi-structured in-depth interview. The suggested questions as basic guide-lines during the interview were:

1. From a perspective of a beginning-teacher, how would you define a professional success? What is a success?

2. Please tell in details about a successful occasion in which you feel you have achieved something as a result of your actions. (The interviewer could ask the interviewee to refer to a specific occasion he wants to hear about).

3. Do you feel\think your participation in the MIT group has something to do with this success? If so, in what way (suggested – from an inter-personal point of view, within the MIT group, within the classroom, school-organizational point of view).

Two types of data were analysed by content analysis. Each written documented meaningful event and each interview-transcription were separately read and analyzed, producing central themes and categories arising from the collected data.

Findings and insights

Beginning-teachers' sub-sample

An overview analysis of the themes arose from the beginning-teachers' interviews identified 4 common central topics: 1. Personal and professional skills the beginning-teacher used in order to promote his\her initiative. 2. School's features that enabled the promotion of the beginning-teacher's idea. 3. MIT group features that enabled the promotion of the beginning-teacher's professional development. 4. Difficulties and challenges the beginning-teacher had to cope with while promoting his\her idea. Following is the description of the different topics in the way they were expressed in the interviews:

1. **<u>Personal and professional skills the beginning-teacher used in order to promote his\her initiative.</u>**

 One subject that the MIT participants pointed out, was their personal abilities as well as their professional skills, as factors in their success to promote initiatives and ideas at school. One of these characteristics includes **personal abilities** such as assertiveness, pressure resistant, learning abilities, introspection, long term planning and initiatory:

> *"Considering all, it was my actions. today he is a functioning learning student, his achievements are improved and this is defiantly my success that caused by my actions" (N. a beginning-teacher from Beit-Berl College MIT group)*.

In addition to the personal abilities, the MIT group mentioned **professional skills** such as differential instruction, active interference and treatment of special needs in classroom as important factors in their success:

> *"I experienced successes with students who has learning difficulties. I promoted them to significant achievements thanks to differential instruction, building specific programs and a lot of effort to make the lessons interactive" (S. a beginning-teacher from Talpiot College MIT group)*.

Another significant factor was the beginning-teacher's **ability to use the MIT group as a support-resource** for their ideas and initiations:

> *"I presented a specific problem during the MIT meeting, and got tools to deal with it" (S. a beginning-teacher from Talpiot College MIT group)*.

An additional important factor was the **ability to fit in with the school staff.** The interaction with the school staff contributed to the beginning-teacher's feeling of significance:

"When I look back, I feel success fitting in with the teachers and became a significant part of the staff" (S., a beginning-teacher from Talpiot College MIT group).

Finally, it is evident that the interviewees described a verity of personal and professional skills they used in order to promote their ideas in school.

2. School's features that enabled the promotion of the beginning-teacher's idea.

The participants of the MIT groups pointed out the school as organization and its' characteristics as very important in enabling their initiatives and ideas. One of these characteristics was described as **school management openness** to beginning-teacher's idea:

"I felt that it is okay to openly consult with the vice (principal)…it felt like school's perception is that the beginning teachers are important." (N. a beginning-teacher from Beit-Berl College MIT group)

This kind of openness was often followed by an opportunity to **collaborate with different kinds of professionals in school** in order to promote the beginning-teacher's notion:

"We all arrived and helped each other to organize the activity…it was on Sabath and even the school principal and the subject-matter coordinators came along and worked with everybody." (A. from Kaye College MIT group)

Along with the collaboration with other members of school-staff, the beginning-teachers mentioned the importance of having a **good feedback from school-staff**. This kind of interaction with their professional partners was perceived by them as empowering and focusing:

"I got some very positive feedbacks from the principal, staff members and the tutor. For me, when I get this kind of reaction it is an evidence that I am succeeding." (S. a beginning-teacher from Talpiot College MIT group)

Finally, what was mentioned as a significant school-feature in the eyes of the beginning-teachers was the **school management ability to promote the idea**:

"I have to say that the principal encouraged the idea…and always pushed and did everything to promote the idea in school" (H. a beginning-teacher from Kaye College MIT group)

Based on these expressions, it seems that the MIT groups' members are aware of the complexity of school as organization and the different processes and resources that are

needed in order to promote their notion. In general, they considered the MIT group as a good platform to gain an access to these resources: an initial openness to listen to their idea, a collaboration with staff-members that otherwise they could not reach, an encouraging feedback from them and eventually, the implement of the idea.

3. MIT group features that enabled the promotion of the beginning-teacher's idea.

The beginning teachers participating the MIT groups expressed their thoughts regarding the role of this group in promoting their professional development and initiatives. Most of them referred to the group-meetings as an **opportunity to learn helpful practical professional-skills**. This process of learning was based on other MIT participants' sharing their personal experience and the mentor's guidance:

> *"The issue of this specific student was discussed in the MIT group and I was given professional tools to cope with his difficulties... and overall, we dealt with important practical issues like class management, differential teaching and so on...it helped me to understand what should I do tomorrow morning..." (S. a beginning-teacher from Talpiot College MIT group).*

A very clear voice arising from the beginning teachers' interviewees described the MIT group as a **framework that provides a safe and supportive atmosphere**. This atmosphere was perceived as very meaningful and strengthening in coping with personal and professional issues:

> *"The MIT group was very meaningful for me because it made me feel I am not alone and in fact I am a part of a group...I was given the strength to cope with the shock I was in when I made the transition from the college to school" (R. a beginning-teacher from Kibbutzim College).*

One of MIT's leading notions is that the beginning-teacher's groups are located in the schools they work in. The MIT participants referred to the significance of this aspect in their expressions. In their eyes, the location of the meetings **increases the feeling of belonging to the school**:

> *"I felt that people in the (MIT) group care about me and it helped me to increase my feeling of   belonging to our school" (H. a beginning-teacher from Kaye College MIT group).*

The location of the MITs' groups was perceived as important not only because of the belonging feeling, but also because of the fact that the group-members are **familiar with school's unique characteristics**:

"The most significant thing for me is the fact that these teachers (MIT members) work with me in the same school. When I shared (with them) my difficulties, they knew exactly what I was talking about and who was involved, this is why their recommendations were so useful" (S. a beginning-teacher from Talpiot College MIT group).

Overall, these participants' expressions regarding the significance of the MIT group, highlight its' different contributing aspects to their personal and professional wellbeing and professional development.

4. **The difficulties and challenges the beginning-teacher had to cope with while promoting his\her idea.**

Even though it was not directly been asked during the interviews, the last notion that was mentioned by the MIT participants was the difficulties they had to deal with, in order to promote their initiation. We could identify two kinds of expressions to the difficulties that were described – one is **exterior to the MIT** group and refers, for example, to the need to raise money in order to make their initiation:

"*We needed to raise money…. Because we were thinking about something bigger and we didn't have the budget" (H. a beginning-teacher from Kaye College MIT group).*

The second factor was internal and refers to a **lack of support from the MIT** in the beginning of the process:

"*Unexpectedly, regarding the subject of the student council, I didn't get support from the MIT group. They were shocked from the idea and didn't believe that I'll succeed. It seemed to them very far from reality" (R. a beginning-teacher from Kibbutzim College).*

It seems that it is important to address these voices that describe the difficulties in the process, especially while it is mentioned in the context of examples for a successful professional event. Maybe it can highlight the difficulties that beginning teachers are dealing with as an unavoidable component in a successful process of professional growth.

Discussion and Summary

Current study results highlight the significance of the school context, principal and staff in the adjustment of beginning teachers to their new career. This notion supports previous research focusing on the organizational aspect of beginning teacher induction (Borman & Dowling, 2008; Skaalvik & Skaalvik, 2010). This and more, according to the research participants, the MIT groups allow not only to better adjust to the teaching practice and the school environment, but also functions as an efficient platform for expressing beginning teachers' exceptional voices, ideas and initiatives. The MIT is perceived by the participants as an opportunity not only to be supported by the organization but also to be a contributing source to the school.

The description of the possible centrality of beginning teachers in school is uncommon in research and highlights an alternative view at this reality. The current work demonstrated one of the MIT's roles as school's organizational learning and developing centers. Another possible contribution of MIT to school, that was described here is the modeling of the learning process within the group and the ability to implement it in other areas of activities in the organization. This way of self-learning systems in school can establish an organizational culture of ideas sharing and initiatives leading to organizational growth.

Recommendations

Our recommendations are based on the work done and identify the organizational and inter-personal conditions that promote the beginning-teachers' ability to develop and initiate in MIT. Accordingly, our recommendations are as following:

1. **School features** that promote the beginning-teachers' ability to develop and initiate in MIT:
   - To encourage school management openness to beginning-teacher's ideas.
   - To collaborate with different kinds of professionals in school.
   - To provide explicit good feedbacks from school-staff to the beginning-teachers.
   - To express them, to pay attention to school management's ability to promote the ideas (and not only to give the opportunity).

2. **MIT's features** that promote the beginning-teachers' ability to develop and initiate in MIT:
   - To provide opportunities to learn helpful professional-skills.
   - To establish a group that provides a safe and supportive atmosphere and framework.
   - To increase the feeling of belonging to the school by referring to this issue directly in the group.
   - To give a special attention to the unique characteristics of the school (the MIT is located in) in MIT discussions.
   - To use the MIT meetings as an opportunity to meet different school staff members.

3. **Personal and professional skills** that promote the beginning-teachers' ability to develop and initiate in MIT:
   - To use the MIT meetings and activities as an opportunity to develop and practice personal skills that relevant to the challenges the beginning teachers' need to cope with (assertiveness, pressure resistant, learning abilities, introspection, long term planning and initiatory).
   - To use the MIT meetings to focus on developing professional skills (differential instruction, active interference and treatment of special needs in classroom).
   - To help the beginning-Teachers to develop their ability to use the MIT group as a support-resource (personal and professional).
   - To help the beginning-Teachers to develop their ability to fit in with the school staff.

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