Minutes of 2 Proteach meetings in June 2019

Gordon College- the meeting took place at Gordon college on June 13th between 10.00-14.00:

Participants: Dalia Imanuel, Ina Ben Ari, Orit Dahan, Rivi Carmel, Rinat Arviv, Michal (Kibtzim), Idit Pasternak, Sara Ziv, Waleed Dallasheh, Raul Drachman, Sarit Linker, Malka Zinker, Reuma De-Groot

Agenda:

1. 10.30 – 12.30 Working in teams for the publications
2. 12.30-13.15 Lunch and short round at the college
3. 13.15-14.00 reports on team work and further plans for project closure

Groups reports:

* **The Mentors the group** (Coordination by Rinat- Kibutzim) has just started to work. First attempt of theme analysis revealed several themes. The team is planning to carry qualitative and quantitative research. One possible approach is to follow mentors' work through task distribution as well as themes related to the way the mentors sees their jobs that emerge from the interviews.
* **Policy makers** (Coordination by Dalia Imanuel)- the team met 3 weeks ago and received questions for qualitative analysis and themes related to the role of policy makers in Proteach. There are 25 interviews taken from various stakeholders (e.g colleges' CEOs, and policy makers, schools' principles and staff, and various municipalities key employees). First insights for the theoretical background is taking West & Williams approach that include four main concepts for describing community of learners: rate of acting within the community, rate of acting out of the community, availability and connectivity. Other issues related to sharing and acting together for achieving common goals, creating procedures for carrying and monitoring the community work (e.g Engestrom, Y.).
* **Kindergarten Teachers** (coordinated by Rivi and Idit P.) the team have already scheduled 2 meetings. The task is to analyze 230 quest. The differences between kindergarten teachers participating in the MITs and those who didn't participate are not clear. Maybe to check directions for self-determination and intrinsic motivation. The team is still searching for theoretical background to assess the findings. They asked for help from the team. Rinat suggested them to contact MOFET Information Center who are entitled to advice the researches in such matters. The team was advised to see for quantitative and qualitative directions.
* **Good Examples** (coordinated by Orit Dahan and Ina Ben Ari, Beit Berl). The work on the deliverable (D2.2.1) is quite advanced. This work is a good basis for proposing the chapter in the Proteach book as well as advancing for scientific writing. The group discussed with Reuma about her findings with analyzing interns' concepts in regards to means for amplifying BTV (D1.2.1, D2.1.3). one of the things that emerge from the analysis that the internes distinguish between their professional success as being good teachers, and their success as with taking initiatives within their organization. Both issues exists within the MITs objectives and goals. This dichotomy is interesting to be analyses also in the context of seeing the MITs as part of the teachers' professional development. These ideas might serve as an innovative arena for farther research – using the data collected in the project.

MOFET meeting – during the International conference 24-26.June

Meeting times[[1]](#footnote-1):

1. 13.45-15.30
2. 09.00-11.00

Agenda for both Meetings (coordinated by Raul and Reuma)

* Update and reflection related to the work done and data collection re- our final deliverables (reports)
* Did Proteach project Reached its Goals (What we promised)- discussion
* How to formulate the projects' outputs - discussion?

**Summary:**

In general both meetings were dedicated to discuss and brainstorm about the impact of the project and how to demonstarte it in the best way. See also ppt. for the meeting.

Topics discussed during the presntation:

* The MIT had become a concept and a model that influence school and colleges- not only the induction essense within the group. The new concept impact the schools' absorption culture and also influence the pedagogical guides role within the group- to become a mediator.
* Jean-Luc suggested to identify the motivations of each sector and target group involved in the MITs. Some issues will be relevant only to few colleges. He suggested to create a big table through which the colleges will be able to idesnify the change whithin their institution.
* Sara- highlights the dichotomy between success in the instiution and in the the project as a whole.
* Discussing Impact- Reuma highlights the changes that occurred within the instiutions- including new ways for communication inter and intra instiutional relationship.

After the presntation the group divided into teams (2-3 each) that were requested to fullfil the following task:

* Choose one of the outcomes we promised (in the table) and concretize your ideas about the follAbsorption cultureowing points:
* What did and can be accomplished with this outcome?
* How can we measure it?
* How can we show improvement?
* Which deliverable from the list is related to this outcome?

Please summaries your ideas in few sentences to report in the group.

Groups reports:

Rueyda & Reuma reported on the multicultural issue:

According to experience gained in Kaye college with the Beduin interns it is apparent that strengthening the connection with your tradition and community support the interns' confidence at school. As the ties between the school and the community are very strong, especially in the Bedouin sector, increase the interns' connectivity to their community's tradition become an asset for supporting their professional identity in schools. This issue is unique to this sector and worth farther investigation.

Idit Pasternak – reported on the influence of the MIT on the college according to Talpiot college

The college gave the academic responsibility to the MiITs. This happened through various presentations and lectures in the colleges' premises where policy makers from he ministry of education and municipalities were involved.

The course given in the third year of training was very effective this was meaningful (according to qualitative assessments taken) for all student. The same course will continue also in the next school year.

There was a change with the emphases of the work during training in the third year – through Academia Kita program- which mean that students involved in Academia Kita stayed at the same school for induction (participated in the MIT). Moreover during the third year there was an emphasis on studying the schools' organization, the profile of an educator/teacher in his/her classroom and in school.

The contacts with the schools' principals, and policy makers from the municipality and the ministry of education was strengthening through the MITs.

Haya Kaplan reported on the Influence of the project over interrelations between the Israeli colleges and also with the European

In Israel we succeeded to create a working group fully engaged in the work and sharing responsibility and mutual engagement.

For the Israeli European contacts, Lots of visits of Europeans in Israel for various workshops. (see also Jean-luc list attached to this report).

For Europeans HEI's involved in Proteach (reported by Kathrin)- ideas and exercise which they developed for Proteach were later used by them in their university. Also they are searching for new ways to work with new teachers and they see the MITs model as a good one to be adopted also for Estonia.

Some intercalations between Exeter, Bucharest and Estonia were created for exchange and visits to learn about each other's work.

Ina Ben Ari reported on; What can be adopted by the colleges from the MIT based principles recommendations? Based on Beit Berl experience

* A course that focuses on the preparation of the pre-service teachers in the last year of their studying towards the integration in schools. In Beit Berl College the course's name is "The teacher as an education-person" based on the MIT's principals.
* In order to implement the ideas of continuance of the studying and induction process, the colleges might connect the pre-service teachers in school with the induction participants, their coordinators and mentors to a common and shared professional mission.

Jean Luc contribution over the work done in relation to the Vake

Adequate strategies to solve morally laden situations in a professional way will be integrated

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1. V*a*KE

­VaKE is seen as one way to deal with morally laden situations in a professional way. It is **not** solving the morally laden situations!

Deliverables: Documents about V*a*KE

1. Consortium
* Presentation of V*a*KE in the kickoff meeting (date) – Sieglinde Weyringer and Lydia Linortner - deliverable pptx
* Presentation of V*a*KE in the … meetings (need to be checked) – Lydia Linortner and Jean-Luc Patry – deliverable pptx
* Consortium meeting with extended workshop on VaKE, February 2019 – Sieglinde Weyringer, Lydia Linortner, Jean-Luc Patry – deliverables: program, participants list, pptx from presenters, photos, contributions of partners; included presentations by Angela Gastager, Daniela Martinek and Alfred Weinberger, pptx available; included also visit of the center “Spektrum”, Thomas Schuster (no deliverables/photos?)
1. Workshops in Colleges
	1. Sakhnin (ask Waleed and Ihab)
* Workshop jlp in November 2017 (pptx); ask Waleed and Ihab for audience; evaluations
* Workshop jlp and Lydia Linortner in November 2018 (pptx); evaluations
* Workshop jlp in June 2019 (pptx)
	1. Beit Berl
* Workshops of different kinds in November 2018 and June 2019 (some pptx); ask Orit and Bellie
	1. Kaye
* 30.6.2019 to come, for staff; deliverables pptx, possibly others
1. Impact
	1. The impact of the consortium meeting workshop February 2019 is not known – ask the participants
	2. The impact of workshops in the different colleges are not know. Ask the respective people (Waleed and Ihab for Sakhnin; Orit and Bellie for Beit Berl; Haya for Kaye)

1. The two slots revealed for availability of the Proteach team. Topics discussed in the two meetings were similar [↑](#footnote-ref-1)