# PROTEACH

**PMB – November 10th, 2017**

**Meeting place: Mofet Institute, Tel-Aviv, Israel**

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| **Item**  **#** | **Start time** | **Subject** | **Ref. WPs** | **Presenter / slot coordinator** |
| **1** | 8:30 | Status of the project – Overview | WP5 | Reuma & Raul |
| **2** | 8:45 | Logical Framework Matrix (LFM) feasibility – Presentation of the issues and discussion- for the preparations of the mid-term report | WP3, WP5  (+WP1.3 & WP2.1) | Reuma & Raul  With short presentations of MIT's status (Haya) and courses in HEI (Dafna) |
| 10:30 Coffee Break | | | | |
| **3** | 10:45 | Report on dissemination | WP4 | Kaye |
| **4** | 11:00 | Status Exeter study seminar and other activities | WP2.2 | Exeter |
| **5** | 11:30 | Managerial issues:   1. Next meetings (after Exeter: Beer-Sheva, Oct’18) 2. Status of mid-term reporting preparations (activities – including deliverables – and financial) 3. Monitoring meeting with Erasmus+ Israeli Office’s staff – Presenting meeting plan To-dos and wrapping up | WP5 | Raul & Reuma [greetings from Prof. Zipi Libman, President of Kibbutzim College, will be inserted in this slot] |
| 12:30 – end of meeting (tentative finishing time) | | | | |

AI1 – see ppt Reuma reviewed- main issues done during the last PMB in Tallinn 10.6.17.

AI2- All partners discussed together LFM using a shorter version of the LFM from the proposal- AI2

Main issues discussed:

* **Improved quality of new teacher training model** from multiple perspectives –
  + the term Improve quality of new teachers training model shouldn't necessarily point on novel model rather than a coherent structure of training work from which we can derive a model which we may characterize the work done.
  + **As part of the “new Model” the terms new teachers or beginning teachers in Israel can be possible changed;** may be having beginning teachers (Interns ) and new teachers as one group of induction.
* **Research** on past models in Israel and abroad and **quantitative and qualitative evaluation** of PROTEACH.
  + How to assess teachers’ retention? It is very difficult- we may refer only to the schools we are working at. There should be also some statistics but it will be impossible to show affects in such a short term. Maybe use psychological models for burnout?
* to improve **teacher retention and motivation**
  + There was an idea to discuss with Sara Silbershtrom to add a short quest. related to intention to leave the job. Should check whethere there is a national survey related to this issue? (maybe Haya should ask Esti)
  + In Israel there is a number of 20% that leave their jobs – this does not hold for the Arab population where unimploiment “force” teachers to stick to their jobs. The view of retention should ba also taken with a cultural context.
* **Impact of MIT model** and lessons learned on training at HEIs **and on policymakers**
  + Partenrs will intreview policy makers.
  + The new models developed for the MIT’s influence HEI’s. this issue should be elaborated on the second year of the Proteach.
  + It was suggested to intreview the MIT’s coordinators ther are the one from which we can learn the best.

**AI3** – **Report on dissemination** wasn’t discussed due to time pressure. An updated table of all dissemination efforts will be available on the website.

**AI4 - Status Exeter study seminar and other activities** see ppt. AI4

* PMB meeting was scheduled to Wednesday March 21st
* Students will certificates for their participation
* Students will be asked to write reflective learning journal.

**AI5 – managerial issues**

* Next study seminar in Israel (to be coordinated by Kaye college) was scheduled to **12-17.11.2018**
* Partners were updated about mid-term review scheduled to April 2017

**Short round about the seminar - main issues shared and reflected by partners:**

* (Jean-Luc) It was a good opportunity to connect peoples to institutions. There is a need to theorize the MIT idea in order to be able to share it and reflect on the idea with others.
* The MIT idea should be investigated more thoroughly – maybe to write a paper on the idea. (Lidya offered her support with writing a paper )
* (Eve) - the seminar was a good opportunity for me to learn about my own induction system. Autonomy is perceived different in Israel and in Estonia. She sees the need to discuss school’s culture- show more openness to other possibilities.
* Many partners highlighted the learning aspect of the seminar- and the opportunity to exchange ideas.
* The wish to view the MIT as a model of induction – and need for conceptualization was the most pertinent in the discussion.
* All partners wished to thank Orit and Rimona and all Beit Berl team for the wonderful hospitality and warm attitude to all during the whole week.