

**Growth Resources**

**Kaye Experimental Induction Unit**

**Mekif Vav School, Beer Sheva**

[**הפעל הנפשות**](http://www.mofet.macam.ac.il/ktiva/kivunim/article22/Pages/meyou.aspx)

**עקוב** ****

**The "Third Space" in the Proteach Model of Induction**

**Background**

It is now the third year that Proteach has been operating in Makif Vav High School. Before Proteach, the school had an incubator which included beginning teachers, interns, and two mentors' courses. During the first two years of Proteach we operated as an MIT community, promoting self-determination and proactivity among teachers. Evaluations indicated a high level of satisfaction and experiences of need fulfillment among the new teachers, and contributions of teachers to the school through a variety of initiatives.

After completing the first two years of the project (formally, the length of the mentoring part of the program), the teachers expressed their need to keep operating as a community. Yet they also expressed their need for an autonomous space allowing self-expression. The "Third Space" is a response to these needs. It arises from the teachers' own voice and the understanding by the school and Kaye College that support for these teachers is still needed.

**What is the Third Space?**

The Third Space is an autonomous MIT group operating in Proteach's third year. The group is assisted by the school's counselor/induction coordinator and by the school management.

The Third Space was preceded by the First Space – the internship year; and by the Second Space – the first year after the internship. During these two initial years, the teacher had a mentor and participated in the MIT group.

The Third Space, however, is autonomous and led by the teachers themselves. Having had their psychological needs supported in the first two years, they move on in the third year to operating out of their own self-determination and autonomous motivation.

Teachers' induction period in Israel is three years long, including the internship year and the two following school years. However, the teachers are formally mentored only in the first two years (unless they need to complete their internship). The Third Space program enables them to continue being extensively supported while developing their autonomy.

**A philosophical and psychological view**

**New teachers' affinity to the school and its culture**

The Third Space idea draws from Martin Buber's concept of "between". According to Buber, a space is formed during an interaction between two people, in an "I-thou" dialogue, to which each person brings his/her own unique self, together forming new meaning. The "I-Thou" relationship represents a deep person-to-person bond, where each participant in the dialogue acts from within, thus honestly and spontaneously revealing their own essence while perceiving the unique aspects of the other. The "I" relates authentically to the "Thou" and does not take advantage of the other for personal gain. Buber sees the "between" space as the spiritual space formed during interpersonal communication. The existence of the two persons and the new meaning are only enabled through the affinity between them within the "between" space (Buber, 1959, 1960).

According to Buber, a meaningful encounter between two people fulfills two basic needs that are at the heart of the dialogue: the need for connection and the need to generate something. In Self-Determination Theory - SDT (Ryan & Deci, 2017), those basic needs are defined as belongingness and autonomy. Ryan (1991) maintains that autonomy within a relationship is about the relationship's authenticity, which is related to mutual respect while encouraging self-expression and acceptance of the other's emotions, values, and beliefs. It is about supporting the internal core of tendencies, goals, and ideals of the other (see also Kaplan & Assor, 2012).

In our model, the concept of "between" represents the encounter between the school and the new teachers; it is a space that enables a continued dialogue, involving mutual impact, between new teachers and the school. On the one hand, the Third Space allows new teachers to continue their exposure to and integration into the school culture. On the other hand, it enables them to keep expressing their unique voice and have an impact on the existing organizational culture, reshaping and adding to it. This process involves both respect towards the school on the part of the new teachers, and respect towards the new teachers' unique contribution on the part of the veteran teachers.

In summary, the basic thinking behind the Third Space is that the school's existence depends on the affinity between those who are already part of it and those who enter into it. The new teachers become part of the school, influence it and are influenced by it. Provided that the school supports the teachers' autonomy, the Third Space gives them a place to grow and evolve, so that the mutual contribution between them and the organization can keep occurring. It enables the teachers to continue constructing their professional identity while the school continues to construct its organizational identity.

**Goals**

* Creating a place for autonomous growth where new teachers' integration into the school continues.
* Extending the support in teachers' psychological needs: belongingness, competence, and autonomy.
* Encouraging proactivity and contribution of the new teachers to the school.
* Shaping a new model for internal mentoring in the school: the "old new" teachers mentor the interns during their first year at school (as in the "Pay it Forward" idea).

**Program outline**

* During the school year, the teachers will meet the school counselor three to four times. The meetings will focus on aspects of autonomy, agency, and proactivity. The school counselor will plan the structure of the meetings, while the teachers will determine their content.
* The teachers will keep promoting their previous year initiatives, will extend their scope, and will initiate new projects.
* The teachers will help interns through spontaneous daily support, each as is appropriate to him/her – spending recess together, answering practical questions, or communicating in any other way.
* The "old new" teachers will take part in two one-hour MIT meetings in order to get to know the interns, give advice, etc. ("Pay it Forward" style).
* The teachers in the group will maintain their own communication through WhatsApp, an internet forum, etc.

**Sources**

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